PSYC 101 General Psychology
3 credits

Prerequisites: Proficiency with written English

Faculty:
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Contact Information: Faculty may be contacted through the Canvas messaging system

Additional Information: www.portagelearning.edu[1*]

Course Meeting Times: PSYC 101 is offered continuously

Course Description: An introduction to the scientific study of behavior and a systematic presentation of its basic concepts and methods.

Course Outcomes: As a result of this course experience a student should be able to:

- Describe the scientific bases of psychology
- Explain basic psychological concepts and principles
- Describe the variety within the field of psychology
- Know the basic terms of each major area of psychology
- Analyze and critique the major psychological theories
- Successfully study a more specialized area of psychology

*Please see the *Module Topics* section below for expanded course outcomes.*

Each of these PSYC 101 student learning outcomes is measured:

Directly by:
(1) Module application problems (with instructor feedback)
(2) Module exams
(3) Term paper
(4) Cumulative final exam

[1*] Portage Learning college courses are offered by Geneva College, which is accredited by the Middle States Commission on Higher Education. Portage Learning is included in the College's Department of Professional and Online Graduate Studies; courses are delivered through the Portagelearning.edu platform.

<u>Indirectly</u> by an end of course student-completed evaluation survey

Course Delivery: This course is asynchronously delivered online. Contact hours include 40 - 50 hours of reviewed module assignments with instructor feedback and video lectures. There are 12 additional contact hours composed of secure online exams.

Course Progression: It is the policy for all Portage Learning courses that only one (module/final) exam is to be completed within a 48-hour period. Research on the best practices in learning indicates that time is needed to process material for optimal learning. This means that once an exam has been completed, the next exam may not be opened or taken until 48 hours after the submission of the previous module exam. This allows for instructor feedback/class expectations as the student moves through the material. Instructors, like the College, are not available during the weekend; grading, therefore, is M-F and may take up to 72 hours during these days. Also, it is the policy of Portage Learning to support a minimum of 28 days to complete a course; this is not a negotiable time period. Please plan your time accordingly.

Note: Professors reserve the right to reset any exam taken in violation of these guidelines.

Required readings, lectures and assignments: Portage courses do not use paper textbooks. Students are required to read the online lesson modules written by the course author which contain the standard information covered in a typical course. Please note exams are based upon the readings. Video lectures which support each lesson module subject should be viewed as many times as is necessary to fully understand the material.

We do not support the use of outside resources to study, except for the ones listed in the syllabus under "Suggested External References". If you have questions about the material or would like further explanation of the concepts, please contact your instructor.

Module Problem Sets: The practice problems within the modules are a part of your final grade, and the module work will be reviewed for completeness (not correctness) by the instructor. **Be sure to answer all of**

the problems, being careful to answer the questions in your own words at all times since this is an important part of adequate preparation for the exams. After you answer the practice problems, compare your answers to the solutions provided at the end of the module. If your answers do not match those at the end, attempt to figure out why there is a difference. If you have any questions, please contact the instructor via the Canvas messaging system (see Inbox icon).

NOTE: Module problem sets are not an option or a choice; *they are required*. This means that you must complete all the review questions within the modules. Not only are problem sets class participation, they are the best way to prepare for the exams.

[Academic Integrity](#) is a serious matter. In the educational context, any dishonesty violates freedom and trust, which are essential for effective learning. Dishonesty limits a student's ability to reach his or her potential. Portage places a high value on honest independent work. We depend on the student's desire to succeed in the program he or she is entering. It is in a student's own best interests not to cheat on an exam or put their work into question, as this would compromise the student's preparation for future work. It is the student's responsibility to review the **Student Handbook** and all policies related to academic integrity. If clarification is necessary, the student should reach out to their instructor for further explanation **before** initiating module one.

[Required Computer Accessories](#): It is recommended that students use a desktop or laptop computer, PC or Mac, when taking the course. Some tablet computers are potentially compatible with the course, but not all features are available for all tablet computers. The latest full version of Google Chrome, Firefox, Edge, or Safari browser is required for the optimal operation of the Canvas Learning Management System. In addition, this course will use the Respondus Lockdown Browser for exams; a strong internet connection is needed. You are also **required to use LockDown Browser with a webcam**, which will record you during an online, nonproctored exam. (The webcam feature is sometimes referred to as "Respondus Monitor.") **Your computer must have a functioning webcam and microphone. Additionally, students will need a photo ID that includes your picture and full name is required. Please note, Chromebooks and tablets (other than iPad) are not compatible on exams using the Lockdown Browser.** Instructions on downloading and installing this browser will be given at the start of the course. We highly recommend using a high-speed Internet connection to view the video lectures and labs. You may experience significant difficulties viewing the videos using a dial-up connection.

For more information on basic system and browser requirements, please reference the following:
Canvas browser and system requirements: https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66
Respondus Requirements: https://web.respondus.com/he/lockdownbrowser/resources/
Respondus Monitor Requirements: https://web.respondus.com/he/monitor/resources/

Module Topics

Module 1:   An introduction to the study of psychology. This module begins with a survey of the history of psychology as an academic discipline, with coverage of prominent theorists and theories. Some myths about the field are debunked, and students are introduced to the variety of subfields

within psychology. Students are then introduced to basic research methods and statistics to help students become good consumers of psychological research and knowledge. Topics include the types of research studies utilized in psychology, ethics in psychological research, and measures of central tendency and variability.

Module 2:   This module begins content on various subfields of psychology, starting with biological psychology. Content includes a brief section on genetics and more detailed information on the nervous system. The module will introduce students to neurons, neurotransmitters, key brain regions, and neuroimaging techniques.

Module 3:   An overview of sensation and perception. Students will learn terminology and concepts in this area of inquiry. The module also covers specific sense organs, with particular emphasis on visual and auditory sensation and perception. Finally, the module covers key concepts in perception with specific focus on Gestalt theories.

Module 4:   This module covers three types of learning: classical conditioning, operant conditioning, and social learning. Students are walked through the process of classical conditioning, using historical and modern examples. Students are then introduced to the terminology and concepts associated with operant conditioning, as well as schedules of reinforcement. Finally, content covers famous researchers and studies in the area of social learning.

Module 5:   An overview of past and current theories and research in cognitive psychology. Students are introduced to information processing theory and terminology, intelligence theories and theoreticians, and memory tasks, stages, and terminology.

Module 6:   This module covers motivation and emotion. The motivation section includes content on biological systems contributing to motivation, motivation terminology, and Maslow's Hierarchy of Needs. The emotion section also covers biological contributions to emotions and emotion theories that explain the integration of physiological responses and the subjective feeling of an emotion.

Module 7:   This module on developmental psychology begins with an overview of theoretical perspectives and research techniques in this subfield of psychology. The module then covers physical, cognitive, and social development. Specific topics include growth spurts, multidirectional development, Piaget's stages of cognitive development, language development, Erikson's stages of socioemotional development, Baumrind's parenting styles, Kohlberg's stages of moral development, and gender development.

Module 8:   This module focuses on personality theories, beginning with psychodynamic theories and theorists. Freud and Jung are particularly emphasized. Content also covers key terminology and

important personality theories and assessments such as the Big Five theory of personality, the MMPI, and NEO-PI. As in most modules, a critique of these theories is presented, in this case by Walter Mischel. Finally, this module covers states of mind, with topics such as stages of consciousness, circadian rhythm, the sleep cycle, sleep disorders, hypnosis, meditation, and psychoactive drugs.

Module 9   An overview of DSM-5. This module includes detailed coverage of the following areas from DSM-5: Depressive Disorders and Bipolar Disorders, Anxiety Disorders, Obsessive-Compulsive and Related Disorders, Trauma-and-Stressor-Related Disorders, Schizophrenia Spectrum Disorders, Personality Disorders, Neurodevelopmental Disorders, and Feeding and Eating Disorders. Finally, this module covers prominent psychotherapies and matches psychological disorders with therapies typically used to treat these disorders. Content on drug therapies is also included.

Module 10   This module introduces students to social psychology, including coverage of the following topics: social norms and scripts, conformity, Solomon Asch's conformity/resistance to conformity studies, groupthink, obedience, Stanley Milgram's studies on obedience, and bystander effect. Content also includes theory and terminology pertaining to interpersonal attraction, including Sternberg's triangular theory of love and the matching hypothesis. Finally, students are introduced to important ideas such as cognitive dissonance, fundamental attribution error, and self-serving bias.

Suggested Timed Course Schedule (to complete the course within a typical college semester)

All Portage courses are offered asynchronously with no required schedule to better fit the normal routine of adult students, but the schedule below is suggested to allow a student to complete the course within a typical college semester. Students may feel free to complete the course on a schedule determined by them within the parameters outlined under "Course Progression."

Time Period	Assignments	Subject Matter
Days 1-9	Module 1, Exam 1	History of Psychology
		Research Methods
		Basic Statistics
Days 10-19	Module 2, Exam 2	Genetics
		Nervous System
		Endocrine System
		Brain Anatomy

Days 20-29	Module 3, Exam 3	Sensation & Thresholds
		Sense Organs
		Perception

Days 30-39	Module 4, Exam 4	Classical Conditioning
		Operant Conditioning
		Social Learning

Days 40-49	Module 5, Exam 5	Thinking
		Intelligence
		Memory

| Days 50-59 | Module 6, Exam 6 | Motivation, Emotion |

| Days 60-69 | Module 7, Exam 7 | Lifespan Development |
| | | Physical, Cognitive, & Social Development |

Days 70-79	Module 8, Exam 9	Psychodynamic Theories
		Personality
		States of Mind

Days 80-89	Module 9, Exam 9	Depressive & Bipolar Disorders
		Anxiety and Obsessive-Compulsive Disorders
		Dissociative and Trauma/Stressor Disorders
		Schizophrenia Spectrum and Personality Disorders
		Neurodevelopment and Feeding/Eating Disorders
		Psychotherapy

Days 90-99	Module 10, Exam 10	Social Psychology
		Interpersonal Attraction
		Attributions

| Days 100-108 | Final exam | Comprehensive—covers all modules |

Grading Rubric:

Check for Understanding =	1 pt.
10 Module Problem Sets = 5 pts. each x 10 =	50 pts.
10 Module Exams = 30 pts. each x 10 =	300 pts.
Paper	100 pts
Final Exam = 100 pts.	100 pts.
Total	551 pts.

The current course grade and progress is continuously displayed on the student desktop.

Grading Scale:

96.5% - 100% = A+
92.5% - 96.4% = A
89.5% - 92.4% = A-
86.5% - 89.4% = B+
82.5% - 86.4% = B
79.5% - 82.4% = B-
76.5% - 79.4% = C+
72.5% - 76.4% = C
69.5% - 72.4% = C-
66.5% - 69.4% = D+
62.5% - 66.4% = D
59.5% - 62.4% = D-
0% - 59.4%   = F

Suggested External References:

If the student desires to consult a reference for additional information, the following textbooks are recommended as providing complete treatment of the course subject matter.

- Philip Zimbardo, Robert Johnson, Vivian McCann Hamilton, **Psychology: Core Concepts,** Pearson
- Robert Feldman, **Essentials of Understanding Psychology**, McGraw-Hill

NOTE: We do not support the use of outside resources to study, except the ones listed above.

Learning Support Services:
Each student should be sure to take advantage of and use the following learning support services provided to increase student academic performance:

Video lectures: Supports diverse learning styles in conjunction with the text material of each module

Messaging system: Provides individual instructor/student interaction

Tech support: Available by submitting a help ticket through the student dashboard

Accommodations for Students with Learning Disabilities:
Students with documented learning disabilities may receive accommodations in the form of an extended time limit on exams, when applicable. To receive the accommodations, the student should furnish documentation of the learning disability at the time of registration, if possible. Scan and e-mail the documentation to

studentservices@portagelearning.edu. Upon receipt of the learning disability documentation, Portage staff will provide the student with instructions for a variation of the course containing exams with extended time limits. This accommodation does not alter the content of any assignments/exams, change what the exam is intended to measure or otherwise impact the outcomes of objectives of the course.

One-on-one Instruction:
Each student is assigned to his/her own instructor. Personalized questions are addressed via the student dashboard messaging system.

Online learning presents an opportunity for flexibility; however, a discipline to maintain connection to the course is required; therefore, communication is essential to successful learning. **Check your messages daily.** Instructors are checking messages daily Monday-Friday to be sure to answer any questions that may arise from you. It is important that you do the same, so you do not miss any pertinent information from us.

Holidays:
During the following holidays, all administrative and instructional functions are suspended, including the grading of exams and issuance of transcripts.

New Year's Day	MLK Day
Easter	Memorial Day
Juneteenth	Independence Day
Labor Day	Thanksgiving weekend
Christmas Break	

The schedule of holidays for the current calendar year may be found under the Student Services menu at www.portagelearning.edu

Code of Conduct: Students are expected to conduct themselves in a way that supports learning and teaching and promotes an atmosphere of civility and respect in their interactions with others. Verbal and written aggression, abuse, or misconduct is prohibited and may be grounds for immediate dismissal from the program.

This is a classroom; therefore, instructors have the academic freedom to set forth policy for their respective class. Instructors send a welcome e-mail detailing the policy of their class, which students are required to read prior to beginning the course.

Grievances: If a student has a complaint about the coursework or the instructor, the student is advised to first consult the instructor, who will be willing to listen and consider your concern. To file a formal grievance for consideration by the Academic Review Committee, the process must be initiated via written communication to academics@portagelearning.edu.

Remediation: At Portage Learning we allow a "one-time" only opportunity to re-take an alternate version of **one** module exam on which a student has earned a grade lower than 70%. This option must be exercised before the final exam is started. If an exam is retaken, the original exam grade will be erased, and the new exam grade will become a permanent part of the course grade. However, before scheduling and attempting this retest, the student must resolve the questions they have regarding the material by reviewing both the old exam and the lesson module material. Once ready to attempt the retest of the exam they must contact their instructor to request that the exam be reset for the retest. Remember, any module retest must be requested and completed **before** the final exam is opened.

Note: Exams on which a student has been penalized for a violation of the academic integrity policy may not be re-taken.

Students needing remediation for grammar, spelling, and/or reading comprehension may be referred to a verbal skills course offered by Portage. If students need remediation in addition to a review of verbal skills, they may withdraw from the course in a manner consistent with the published refund policy in order to complete the prerequisites for PSYC 101 prior to beginning the course.

Syllabi are subject to change as part of ongoing educational review practices. Students are responsible for accessing and using the most recent version of the course syllabus.