Course Number, Title and Credits

PSYU 101 - Introduction to Psychology - 3 credits

Course Catalog Description

Introduction to the processes, principles, and problems and applications of psychology. Topics include the brain and nervous system, sensation and perception, consciousness, learning and memory, personality, social psychology and psychopathology. 3 credits.

Learning Outcomes and Assessment

Learning Outcomes are statements that specify what learners will know, understand, or be able to demonstrate at the end of a learning experience.

Types of Learning Outcomes include:

- Course Learning Outcome – Result of finishing a course.
- Program Learning Outcome – Result of finishing a program.
- Institutional Learning Outcome – Result of finishing a degree at an institution, reflecting the core learning values and experiences of all graduates.

A Signature Assignment is an assignment used to measure a student's mastery of a program or institutional learning outcome. If a course you are taking includes a Signature Assignment, it will be clearly marked (**SIGNATURE ASSIGNMENT**).

Click here to access information on the Program Learning Outcomes (PLOs) and/or Institutional Learning Outcomes (ILOs) and Curriculum Map related to this course.

Essential Equipment

All students must have reliable access to a working computer with Internet access throughout each week of the class. Each student will need to be able to access and work in the University's online Learning Management System, Blackboard. For more information about personal computer requirements [click here](#).

Academic Integrity

The University of Massachusetts Global is an academic community based on the principles of honesty, trust, fairness, respect, and responsibility. Academic integrity is a core University value, which ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others.

Submitting to faculty work completed by the use of any artificial intelligence tool without permission and/or when prohibited by class policy. When faculty require the use of technology, including artificial intelligence, as a part of an assignment for the course, there is no violation. Students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty. Use of artificial intelligence, when permitted, must be correctly cited in the assignment.

The [UMass Global online library](#) provides resources to support research, proper citation styles, and the safe and responsible use of generative artificial intelligence or Gen AI.

- The [Academic Integrity and Plagiarism Avoidance](#) page provides guidance to help students better understand academic integrity and includes tips on how to avoid plagiarism.
- The [Citing Sources](#) page offers guidance on how to properly cite using APA, MLA, and Chicago styles.
- The [Artificial Intelligence Resource Guide for Students](#) provides advice for understanding and appropriately using generative artificial intelligence tools such as ChatGPT and Bard.

University Policies

Students are responsible for complying with university policies including, but not limited to: incompletes, course drops, and student conduct. Information may be found in the [University Catalog.](#)

Required Textbooks

Psychology: A Concise Introduction
978-1319122621
Griggs, R.A. & Jackson, S.L.
Worth Publishers

2020
6th

All student textbooks are available at the University of Massachusetts Global Bookstore:

https://www.bkstr.com/umassglobalstore

Course Learning Outcomes

By the end of the course, students should be able to:

1. Recognize the various methods utilized in Psychological Research.
2. Identify the general structure of the brain, the central nervous system, and the function of neurotransmitters.
3. Describe the processes of sensation and various explanations for perceptual misinterpretations.
4. Apply basic learning theories, memory encoding and retrieval, and summarize perspectives on intelligence.
5. Apply basic principles for theories of developmental psychology.
6. Identify the various theories of personality.
7. Recognize the models of social psychology.
8. Identify various mental disorders and approaches to treatment.

Major Study Units

1. Research Methods
2. Neuroscience, Sensation and Perception
3. Learning Theories
4. Memory, Thinking and Intelligence
5. Developmental Psychology
6. Personality Theories
7. Social Psychology
8. Abnormal Psychology

Instructional Strategies

This class includes readings, textual and video instruction, exercises, discussions, and projects. Instructional Strategies are further explained in the Blackboard course shell.

Attendance Policy

Requirements for student attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week of the session is the first day of class.
- Regular attendance/engagement is expected for student success. Online engagement is evident through posting to a discussion board, blog, completing assignments including journal entries, or taking quizzes and exams. If regular attendance/engagement are not evident, the student's grade may be adversely affected. If a student misses more than one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course.
- Students in courses with required synchronous class sessions are expected to remain for the full duration. If a student misses more than one required synchronous online class, the student may, at the discretion of the instructor, fail the course.
- Students must submit an academically-related assignment through the Learning Management System (LMS) before the end of Week 2 (i.e., a quiz, test, course content-related Discussion Board post, or other course content-related assignment). Introduction posts do not count as an academically-related assignment. If a student does not submit an academically-related assignment, the student will be administratively dropped from the course. Students administratively dropped for non-attendance/participation will not be reinstated in the course. In infrequent cases, students in certain classes may be exempt from the requirement to submit an academically-related assignment before the end of Week 2; students may consult with their instructor for further information.
- Students should consider withdrawing from a course if they will be unable to participate each week. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

Letter Grade/Percentage Equivalents

Grade Point System
(Rounded up at .5 and up)

A = 94%-100%	B = 84%-86%	C = 74%-76%	D = 64%-66%
A- = 90%-93%	B- = 80%-83%	C - =70%-73%	D - = 60%-63%
B+ = 87%-89%	C+ = 77%-79%	D+ = 67%-69%	F = 59% and below

Methods of Evaluation for Determining Grades

Assignment Detail for <u>Fully Online Course</u>:

Assignments for Fully Online course - Refer to Rubric(s) in Course Information on Blackboard	Possible Points
Participate in 8 Discussion Board forums, each worth 25 points. The main post corresponds to the weekly topics.	200
7 Weekly Quizzes worth 10 points each.	70
Week Two Assignment: Neuro/Perception Paper	50
Week Five Assignment: Development Paper	50
Week Eight Assignment: Film/Literature Paper	50
	Total Points: 420

Class by Class Outline for <u>Fully Online Course</u>:

Week	Topics	Assignments
Week 1	Research Methods and Perspectives	1. Read: Chapter 1 2. Watch Video Clips 3. Week 1 Quiz 4. Post on Discussion Board
Week 2	Neuroscience, Sensation and Perception	1. Read: Chapters 2 & 3 2. Watch Video Clips 3. Post on Discussion Board 4. Week 2 Quiz 5. Neuro/Perception Paper Due by Midnight Sunday
Week 3	Models of Learning	1. Read: Chapter 4 2. Watch Video Clips 3. Post on Discussion Board 4. Week 3 Quiz
Week 4	Memory, Thinking and Intelligence	1. Read: Chapters 5 & 6 2. Watch Video Clips 3. Post on Discussion Board 4. Week 4 Quiz
Week 5	Developmental Psychology	1. Read: Chapter 7

		2. Watch Video Clips 3. Development Paper due by midnight Sunday 4. Post on Discussion Board 5. Week 5 Quiz
Week 6	Personality Theories and Assessment	1. Read: Chapter 8 2. Watch Video Clips 3. Post on Discussion Board 4. Week 6 Quiz
Week 7	Social Psychology	1. Read: Chapter 9 2. Watch Video Clips 3. Post on Discussion Board 4. Week 7 Quiz
Week 8	Abnormal Psychology	1. Read: Chapter 10 2. Watch Video Clips 3. Post on Discussion Board 4. Film/Literature Paper Due by Midnight Sunday

Methods of Evaluation for Determining Grades

Assignment Detail for <u>Blended Course</u>:

Assignments for Blended course - Refer to Rubric(s) in Course Information on Blackboard	Possible Points
Participate in 8 Discussion Board forums, each worth 25 points. The main post corresponds to the weekly topics.	200
7 Weekly Quizzes worth 10 points each.	70
Week Two Assignment: Neuro/Perception Paper	50
Week Five Assignment: Development Paper	50
Week Eight Assignment: Film/Literature Paper	50
	Total Points: 420

Class by Class Outline for Blended Course:

Week	Topics	Assignments
Week 1	Research Methods and Perspectives	1. Read: Chapter 1 2. Watch Video Clips 3. Week 1 Quiz 4. Post on Discussion Board
Week 2	Neuroscience, Sensation and Perception	1. Read: Chapters 2 & 3 2. Watch Video Clips 3. Post on Discussion Board 4. Week 2 Quiz 5. Neuro/Perception Paper Due by Midnight Sunday
Week 3	Models of Learning	1. Read: Chapter 4 2. Watch Video Clips 3. Post on Discussion Board 4. Week 3 Quiz
Week 4	Memory, Thinking and Intelligence	1. Read: Chapters 5 & 6 2. Watch Video Clips 3. Post on Discussion Board 4. Week 4 Quiz
Week 5	Developmental Psychology	1. Read: Chapter 7 2. Watch Video Clips 3. Development Paper due by midnight Sunday 4. Post on Discussion Board 5. Week 5 Quiz
Week 6	Personality Theories and Assessment	1. Read: Chapter 8 2. Watch Video Clips 3. Post on Discussion Board 4. Week 6 Quiz
Week 7	Social Psychology	

		1. Read: Chapter 9 2. Watch Video Clips 3. Post on Discussion Board 4. Week 7 Quiz
Week 8	Abnormal Psychology	1. Read: Chapter 10 2. Watch Video Clips 3. Post on Discussion Board 4. Film/Literature Paper Due by Midnight Sunday

UMass Global's Office of Accessible Education

Students who require disability-related services or accommodations to access their educational experience can register with the Office of Accessible Education (OAE). The Office of Accessible Education (OAE) is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided equitable and reasonable accommodations and services that are in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA)/Americans with Disabilities Act Amendments Act of 2008 (ADAA). Registration with OAE is on a voluntary, self-identifying basis. Please visit the Office of Accessible Education (OAE) website for more information about how to register for services, eligibility requirements, and information about potential academic accommodations and services.

Our university is committed to ensuring equal access for all students. Let us know about any accessibility barriers you encounter using any of our online systems or websites by submitting a Feedback or Accessibility Concern Submission Form. We'll do our best to improve things and get you the information you need.

UMass Global's CARES Team

The CARES team is a campus-wide team of appointed staff and faculty responsible for identifying, assessing, and responding to concerns and/or disruptive behaviors by students, faculty/staff, and community members who struggle academically, emotionally, or psychologically, or who present a risk to the health or safety of the university or its members.

Individuals may refer themselves or other community members of concern by emailing cares@umassglobal.edu or by filling out a referral form here. The CARES Team provides short term

assessment, intervention, support, and recommendations of resources to those referred and engaged in the process.

UMass Global's Title IX Statement

The University of Massachusetts Global strives to maintain and foster a climate that promotes respect and human dignity. Sexual misconduct and relationship violence in any form is antithetical to the university's mission and core values, violates university policies, and may also violate federal and state law. The office of Title IX is primarily concerned for students' safety and well-being and is tasked with investigating all reports of sexual misconduct experienced by our community members. Title IX prohibits sex-based and gender-based discrimination and harassment, which includes discrimination based on pregnancy and/or pregnancy-related complications, parental status, and marital status. Students expecting or experiencing pregnancy-related complications, that may require educational accommodations, should contact the University's Title IX Coordinator and/or the Office of Accessible Education.

The University and Title IX's prohibition of sex discrimination also covers sexual harassment, sexual violence, and any other form of sexual misconduct. We offer options and resources to all students affected by these issues and are committed to providing a fair, thorough, and prompt investigation and adjudication process. If you or someone you know has been impacted by sexual assault, dating, and domestic violence, stalking, or sexual exploitation, please visit the [University's Title IX Resource Page](#) to access additional resources and information.

UMass Global's staff and faculty are tasked with reporting any possible sex or gender-based discrimination or Title IX violations to the University's Title IX Coordinator at civilrightscomplaints@umassglobal.edu.

[Click on this Link to our University Title IX Policy](#)