

Course Syllabus



PSY100: General Psychology

Credit Hours: 3

Content Hours: This is a 3-credit course offered in an accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based on the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and availability can be found in the announcements.

COURSE DESCRIPTION AND OUTCOMES

Course Prerequisite Knowledge: None

Course Description:

Students successfully completing the course will demonstrate an understanding of the field of psychology including learning, perception, motivation, emotion, heredity, personality, development, abnormal and psycho -therapy.

Course Learning Outcomes:

1. Define the stages of human growth and development.
2. Explain the biological and environmental factors associated with the stages of growth and development.
3. Identify the cognitive, emotional, and psychosocial factors associated with the stages of growth and development.

4. Examine the role culture plays throughout the developmental process.
5. Examine the emotional and psychosocial factors associated with death and dying.

gtPathways

The Colorado Commission on Higher Education has approved PSY100 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS3 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <https://highered.colorado.gov/guaranteed-transfer-gt-pathways-general-education-curriculum>.

Section I: Social & Behavioral Sciences (S&BS) Content Criteria – GT- SS3

The following required SS3 content criteria shall be either: 1) copied and pasted verbatim into each instructor’s syllabus, OR 2) mapped to the institution’s own content criteria in each instructor’s syllabus:

- a. Develop knowledge of human behavior, including learning, cognition, and human development or cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures.
- b. Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.
- c. Understand diverse perspectives and groups.

A course in the Social & Behavioral Sciences must show evidence of significant high impact educational practices such as writing, collaborative learning, immersive learning, community/civic engagement, or research. Assigned writing, for instance, need not be limited to polished paper writing but might include low -stakes write-to-learn or write-to-engage for purposes of enhanced learning. Research suggests that students learn and retain more when they write about what they are learning.¹ Additionally, students can learn a great deal about content through revision processes associated with writing that focus on responding to a peer or instructor’s advice and revising to demonstrate their growing understanding of a subject.²

Section II: Competencies & Student Learning Outcomes for GT -SS3

Diversity and Global Learning

1. Build Self-Awareness

- a. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

2. Examine Perspectives

- a. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

3. Address Diversity

- a. Make connections between the worldviews, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

Critical Thinking

1. Explain an Issue

- a. Use information to describe a problem or issue and/or articulate a question related to the topic.

2. Utilize Context

- a. Evaluate the relevance of context when presenting a position.
- b. Identify assumptions.
- c. Analyze one’s own and other’s assumptions.

5. Understand Implications and Make Conclusions

- a. Establish a conclusion that is tied to the range of information presented.
- b. Reflect on implications and consequences of stated conclusion.

	Course Learning Outcomes	Course Activity
Section I: Social & Behavioral Sciences (S&BS) Content Criteria – GTSS3		
a. Develop knowledge of human behavior, including learning, cognition, and human development or cultural or social frameworks/theories that explore and compare issues and characteristics of	CLO3. Identify the cognitive, emotional, and psychosocial factors associated with the stages of growth and development. CLO5. Examine the emotional and psychosocial	Modules 1, 2, 4 5, and 6 Critical Thinking assignments; Module 3 Portfolio Milestone; Module 8 Portfolio

individuals, groups, communities, or cultures.	factors associated with death and dying.	Project
b. Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.	CLO1. Define the stages of human growth and development. CLO2. Explain the biological and environmental factors associated with the stages of growth and development.	Modules 1, 2, 4, 5, and 6 Critical Thinking assignments; Module 3 Portfolio Milestone; Module 8 Portfolio Project
c. Understand diverse perspectives and groups.	CLO4. Examine the role culture plays throughout the developmental process.	
Section II: Competencies & Student Learning Outcomes for GT-SS3		
<i>Diversity & Global Learning:</i>		
Build Self-Awareness: Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.	CLO3. Identify the cognitive, emotional, and psychosocial factors associated with the stages of growth and development. CLO4. Examine the role culture plays throughout the developmental process.	Module 5 Critical Thinking Assignment
Examine Perspectives: Examine diverse perspectives when	CLO5. Examine the emotional and psychosocial factors associated with	Module 4 Critical Thinking

investigating social and behavioral topics within natural or human systems.	death.	Assignment
Address Diversity: Make connections between the worldviews, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.		Module 2 Critical Thinking Assignment
<i>Critical Thinking:</i>		
1. Explain an Issue: Use information to describe a problem or issue and/or articulate a question related to the topic.	CLO1. Define the stages of human growth and development. CLO2. Explain the biological and environmental factors associated with the stages of growth and development.	Module 1 Critical Thinking Assignment
2. Utilize Context: Evaluate the relevance of context when presenting a position. Identify assumptions.	CLO4. Examine the role culture plays throughout the developmental process.	Module 2 Critical Thinking Assignment
Analyze one's own and other's assumptions.	CLO3. Identify the cognitive, emotional, and psychosocial factors associated with the stages of growth and development.	Module 6 Critical Thinking Assignment

<p>Understand Implications and Make Conclusions: Establish a conclusion that is tied to the range of information presented. Reflect on implications and consequences of stated conclusion.</p>	<p>CLO5. Examine the emotional and psychosocial factors associated with death.</p>	<p>Module 8 Portfolio Project</p>
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COURSE MATERIALS

Required:

Myers, D.G., & DeWall, C.N. (2019). *Psychology in everyday life* (5th Edition). Macmillan Higher Education.

Note: To print this syllabus or any of your lecture content, please follow the steps below:

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU Global Campus. Failure to verify your attendance within the first seven (7) days of this course may result in your withdrawal. If, for any reason, you would like to drop a course, please contact your advisor.

In order to verify your attendance throughout this course, CSU Global encourages you to actively engage during every week of the term. Active engagement includes the following tasks:

- Submitting an assignment

- Completing a mastery exercise

- Posting to a graded discussion board

- Responding to a post on a graded discussion board

You must engage in one of the aforementioned tasks to verify your attendance within the first official week of the course (Monday through Sunday, not including the open house).

Otherwise, you may be dropped from this course.

Academic engagement will be monitored on a weekly basis. Students who have not actively engaged for 14 consecutive days will receive an At-Risk Email requesting that the student academically engage in their course within seven days, or they will be administratively withdrawn from courses. If the student has not participated after 21 days, the student will be administratively withdrawn from the course.

Online classes have deadlines, assignments, and participation requirements similar to any other college class. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE DEADLINES

The Academic Week at CSU Global begins on Monday and ends the following Sunday.

The following components are present in this course:

Readings: There are weekly required readings in addition to the interactive lectures. The readings may include chapters from the required textbook, or linked articles, videos, and other resources. Review the Module Overview pages for details about the assigned readings.

Discussion Boards: There is a weekly Discussion Board assignment worth 25 points.

The original post must be completed by Thursday at 11:59 p.m. MT, and Peer Responses should be posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.

Portfolio Project Milestones: These are due Sunday at 11:59 p.m. MT of the week assigned.

Portfolio Project: This is due Sunday at 11:59 p.m. MT of the last week of the course

GRADEBOOK BREAKDOWN

MODUL E#	DISCUSSION S	WRITING ASSIGNMENT S	PORTFOLIO PROJECT
1	25	50	
2	25	50	
3	25	50	
4	25	50	
5	25	50	
6	25	50	
7	25	100	
8	25	---	400
TOTALS	200	400	400
1000 POINTS			

Grading Scale

Grade Range
100 % to 95.0%
<95.0 % to 90.0%
<90.0 % to 86.7%

< 86.7 % to
83.3%

< 83.3 % to
80.0%

< 80.0 % to
75.0%

< 75.0 % to
70.0%

< 70.0 % to
60.0%

< 60.0 % to
0.0%

STUDENT POLICIES

All students are expected to adhere to the [University Student Policies \(https://csuglobal.edu/student-policies\)](https://csuglobal.edu/student-policies). These include such things as academic integrity, netiquette, course evaluations, late work, incomplete grade policies, and more. For comprehensive documentation of CSU Global institutional policies, refer to the Policies section in the Academic Catalog.

PSY100: Comprehensive Assignment Master List

Module 1: Critical Thinking – Is Psychology a Science?

GtPathways Competencies and SLOs:

Diversity and Global Learning 1a, 2a

Critical Thinking 1a, 2a, 2b, 2c, 5a, 5b

- Objective: Analyze the scientific nature of psychology
- Requirements: * Describe three ways psychology operates as a science and three ways it does not
 - Discuss the scientific method and research methodologies
 - Use AI to answer how psychology might be misused if treated as a science, then validate that response
- Length: 2–3 pages

- Sources: At least 1 credible reference plus the textbook

Module 2: Critical Thinking – Gender, Nature, and Nurture

GtPathways Competencies and SLOs:

Diversity and Global Learning 1a, 2a, 3a

Critical Thinking 1a, 2a, 2b, 2c, 5a, 5b

- Objective: Explore the theories behind gender differences
- Requirements: * Describe demographic conclusions on gender informed by nature vs. nurture
 - Identify the importance of genetics vs. environment in gender expression
 - Discuss how this informs treatment goals for gender dysphoria
- Length: 2–3 pages
- Sources: At least 1 credible reference plus the textbook

Module 3: Portfolio Milestone – Developmental Theories

GtPathways Competencies and SLOs:

Diversity and Global Learning 2a

Critical Thinking 1a, 2a, 2b, 2c, 5a, 5b

- Objective: Analyze a major developmental theory (Erikson, Piaget, or Kohlberg)
- Requirements: * Trace the development of the theory and describe contributing research/experiments
 - Analyze the pros and cons and the theory's limitations in understanding human development
- Length: At least 4 pages
- Sources: At least 3 credible references plus the textbook

Module 4: Critical Thinking – Eyewitness Testimony

GtPathways Competencies and SLOs:

Diversity and Global Learning 1a, 2a

Critical Thinking 1a, 2a, 2b, 2c, 5a, 5b

- Objective: Evaluate the reliability of memory and recognition
- Requirements: * Describe ways eyewitness testimonies can be inaccurate
 - Explain how these barriers to recall show up in daily life (outside of legal contexts)²⁰.
- Length: At least 4 pages
- Sources: At least 1 credible reference plus the textbook

Module 5: Portfolio Milestone – Modifying Behavior

GtPathways Competencies and SLOs:

Diversity and Global Learning 1a, 2a, 3a

Critical Thinking 1a, 2a, 2b, 2c, 5a, 5b

- Objective: Create a theoretical plan for behavior modification
- Requirements: * Select two personal behaviors or skills to develop or condition
 - Outline steps using learning and conditioning theories
 - Provide a rationale for each step of the process
- Length: At least 4 pages
- Sources: At least 3 credible references plus the textbook
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Module 6: Critical Thinking – Cognitive Distortions

GtPathways Competencies and SLOs:

Diversity and Global Learning 1a, 2a, 3a

Critical Thinking 1a, 2a, 2b, 2c, 5a, 5b

- Objective: Evaluate thinking errors associated with anxiety
- Requirements: * Identify common thinking errors from the provided video
 - Reflect on how these errors impact your personal life or those around you
- Length: At least 6 pages
- Sources: At least 1 credible reference plus the textbook

Module 7: Portfolio Milestone – Emotions and the Physical Body

GtPathways Competencies and SLOs:

Diversity and Global Learning 2a

Critical Thinking 1a, 2b, 5a

- Objective: Describe the physiological impact of emotions
- Requirements: * Present how emotions like anger, fear, or joy affect the body physiologically
 - Incorporate theories of motivation, emotion, and the role of the nervous system
- Length: At least 4 pages
- Sources: At least 3 credible references plus the textbook

Module 8: Final Portfolio Project – Making Connections

GtPathways Competencies and SLOs:

Diversity and Global Learning 1a, 2a, 3a

Critical Thinking 1a, 2a, 2b, 2c, 5a, 5b

- Objective: Synthesize learning from all modules into a final reflection
- Requirements: * Provide 3–4 scenarios or examples of how course information informed your experience this term
 - Each scenario must apply information from two or more modules (e.g., combining behavior modification from Module 5 with emotions from Module 7)
 - Explain the psychological concepts pertaining to each example
- Length: Approximately 7 pages
- Sources: At least 4 credible references plus the textbook