

## Course Syllabus for PSYC 2000

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Course: PSYC 2000 3.0.(1) B Introduction to Psychology  
Book: Course Syllabus for PSYC 2000

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## Description



The *Moodle book* is a resource that can be used to organize information and multimedia in your course. Click on any of the chapter titles to jump to the section you want to read. You can print this book by clicking on the book title or on a chapter title and then clicking the link under the Table of Contents.

This course syllabus is an example of the Moodle book.

## Table of contents

### **Instructor & Course Information**

### **Course Outcomes and Module Learning Objectives**

### **Course Materials and Resources**

### **Technical Information and Assistance**

### **Grading and Course Work**

Grade Breakdown and Grading Scale

Interactive Activities

Interactive Journal

Quizzes

Exams and Proctoring

### **Course Policies**

Engagement and Participation

Academic Integrity

Disability Accommodations

Netiquette

Diversity Statement

Extensions

### **Transcript Information**

## Instructor & Course Information

PSYC 2000: Introduction to Psychology (3 credit hours)

Instructor: Jennifer Knapp

Email: Phone: [jknapp@lsu.edu](mailto:jknapp@lsu.edu)

Please email your instructor or post in the Q&A forum with questions about course content. Every effort will be made to respond within 24 hours.

Catalog description: This is an Integrative Learning Core (ILC) course that awards general education credit. Understanding, prediction, and control of human behavior.

## Course Outcomes and Module Learning Objectives

This course covers the following specific measurable outcomes and learning objectives. All assessments are aligned to these outcomes and objectives.

### Course Outcomes

When you complete this course, you will be able to:

1. Apply the foundations of scientific methods in psychological science
2. Summarize the roles the brain and body play in a variety of human experiences
3. Describe core principles of learning, memory, human development, cognition and thinking, social factors, personality, psychological disorders and treatments, and sleep
4. Analyze examples of psychological phenomenon and theory in your day to day life
5. Describe the history and current state of the field of psychology

### Module Topics and Learning Objectives

The following is a breakdown of module topics and their associated learning objectives.

#### Module 1: Introduction to Psychology

1. Describe historical perspectives of psychology (CO5)
2. Describe current perspectives of psychology and how they grew out of historical lines of thought (CO5)
3. Discuss the different careers associated with psychology (CO5)

#### Module 2: Psychological Research

1. Evaluate the strengths and weaknesses of varying descriptive methodologies (CO1, CO5)
2. Evaluate correlational relationships and interpret them appropriately (CO1, CO5)
3. Evaluate experimental methodology (CO1, CO5)

#### Module 3: Biopsychology

1. Explain the basic principles of the theory of evolution and genetic variation (CO5)
2. Describe parts of neurons and how they communicate with each other (CO2)
3. Explain the divisions of the nervous system (CO2)
4. Identify anatomical structures of the brain and how they relate to a variety of human experiences (CO2, CO4)
5. Analyze when a variety of neuroimaging tools should and should not be used (CO1)
6. Explain the functioning of the endocrine system (CO2)

#### Module 4: States of Consciousness

1. Explain the processes of sleep (CO2, CO3)
2. Discuss theories of why we sleep and dream (CO3)
3. Compare sleep-related disorders (CO3)
4. Describe substances that can affect consciousness, and substance use disorder (CO4)

#### Module 5: Sensation and Perception

1. Describe different sensation thresholds (CO1)
2. Discuss how sensation and perception work across the five senses (CO2)
3. Describe how sensation and perception differ from each other (CO2)
4. Recall the processes of perception and analyze when top down versus bottom up processing is used in a variety of scenarios (CO2, CO4)

#### Module 6: Learning

1. Explain the processes involved with classical conditioning (CO3, CO4)

2. Explain the processes involved with operant conditioning (CO3, CO4)
3. Give examples of observational learning and when this learning is seen (CO3, CO4)

**Module 7: Thinking and Intelligence**

1. Describe what concepts are and a variety of kinds of concepts (CO3, CO4)
2. Summarize what problem-solving is and common strategies and pitfalls in problem-solving (CO3, CO4)
3. Analyze models of intelligence and creativity (CO3)
4. Discuss how intelligence is measured (CO1, CO3)
5. Describe the basic concepts of language (CO3, CO4)

**Module 8: Memory**

1. Describe the active system of memory (CO3)
2. Classify sensory memory, short-term memory, and long-term memory and their respective capacities (CO3)
3. Describe the biological mechanisms of memory consolidation (CO2, CO3)
4. Describe the process of retrieval and remember ways in which recall can be enhanced (CO3, CO4)
5. Describe different problems with memory (CO3, CO4)

**Module 9: Lifespan Development**

1. Describe three major issues/research ideas in developmental psychology (CO1, CO3)
2. Describe stages of prenatal development and teratogens (CO3)
3. Discuss theories of cognitive and social/emotional development (CO3)
4. Describe common parenting styles (CO3, CO4)
5. Describe attachment (CO3)

**Module 10: Personality**

1. Explain different theoretical approaches to personality (CO3, CO4)
2. Describe cultural influences on the understanding of personality (CO3)
3. Explain the various measures of personality (CO1)

**Module 11: Social Psychology**

1. Analyze situations in which people are or are not likely to conform to and obey social pressures (CO3, CO4)
2. Describe aspects of how people behave in the presence of others (CO3, CO4)
3. Describe attitudes and how attitudes are influenced (CO3, CO4)
4. Analyze prejudice, stereotypes, and discrimination (CO3, CO4)
5. Discuss how people make attributions (CO3, CO4)
6. Describe theories of aggression, altruism, and love (CO3)

**Module 12: Psychological Disorders**

1. Describe historical understandings and treatments for psychological disorders (CO3)
2. Describe the DSM and how psychological disorders are defined (CO3)
3. Analyze symptoms of common psychological disorders (CO3)

**Module 13: Therapy Treatment**

1. Discuss historical and contemporary psychotherapy treatment perspectives for psychological disorders (CO3)
2. Recognize biological treatments for common psychological disorders (CO3)

## Course Materials and Resources

### Required Materials

The following materials are required for this course:

Spielman, Rose M, William J Jenkins, and Marilyn D Lovett . *Psychology 2e* . Houston, Texas : OpenStax, 2020.  
<https://openstax.org/books/psychology-2e/pages/1-introduction>.

## Technical Information and Assistance

### Technical Help

If you have questions about the functionality of your course, review the GROK article [LSU Online Technical Requirements](#) to make sure you have the right equipment and software.

If you have any technical problems or questions, email CE Learner Services at [Answers@outreach.lsu.edu](mailto:Answers@outreach.lsu.edu) or call (225) 578-2500. Be sure to mention your name, course number, and section.



## Grading and Course Work

This course covers an entire semester of work or the equivalent of a classroom course lasting 15 weeks or 135 hours. You will find some modules are longer than others and may require more time and effort on your part. Do not expect to complete each module in a single study session. Understand, too, that if you choose to submit assignments at a very high pace, your instructor may not be able to grade your work at the same rate.

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. You will have a checklist in each module that instructs you on how to work through the materials and activities. In the following subchapters you will find details about each type of activity and assessment, as well as the grade breakdown and grading scale. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions!

## Grade Breakdown and Grading Scale

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions!

\*To pass this course, you must earn a passing average on the Midcourse Exam and the (proctored) final exam (a D- average or better). If you have a passing average on the midcourse and final exam, your grade will be calculated as follows.

### GRADING POLICIES

There are four components to your course grade. The grade breaks down as follows:

- Quizzes
- Journal
- Midcourse Exam
- Final Exam

Total = scores weighted by the following predetermined percentages.

### PSYC 2000 Course Grade Breakdown

Grade Breakdown	Percentage
Quizzes	10%
Interactive Reflection and Note-taking Journal	20%
Midcourse Exam	35%
Final Exam	35%

*Note: Your lowest 2 quiz grades will be dropped.*

### LSU GRADING SCALE

The following grading scale applies:

97%–100% = A+  
 93%–96% = A  
 90%–92% = A-  
 87%–89% = B+  
 83%–86% = B  
 80%–82% = B-  
 77%–79% = C+  
 73%–76% = C  
 70%–72% = C-  
 67%–69% = D+  
 63%–66% = D  
 60%–62% = D-  
 0%–59% = F

## Interactive Activities

### Description

In each module you will complete adaptive lesson activities that test your knowledge of the basic concepts presented in the module lecture videos and readings. These may follow a linear progression or a branched scenario. They are practice exercises to help you apply what you have learned in each module.

You may complete lessons as many times as you like, and they are not graded.

### Directions

In each module, click on the lesson title to begin. You will be directed to a series of pages containing either content or questions. On question pages, you will be required to make a choice or answer a question. Your answers/choices will determine the pages you see next. If you answer a question incorrectly, you will have the opportunity to review the relevant content pages and answer again. If you answer correctly, you will proceed to the next question or content page.

If the lesson follows a branching scenario, you will be presented with choices that have unique consequences. Each choice will send you down a different learning path, and there are multiple possible outcomes. You can re-try the lesson to reach the different conclusions. Think of this as a choose-your-own-adventure activity!

## Interactive Journal

### Description

For each module, it is essential to fulfill the [interactive reflection and note-taking journal](#) requirements. These journals consolidated into a single document accessible within the course, play a pivotal role in your engagement with the material. By actively encouraging reflective practices, journaling, and note-taking, we aim to foster critical thinking, enhance comprehension, and facilitate better retention of the course content. This process serves as a valuable self-assessment tool, empowering you to take control of your learning experience and excel in your studies. The [interactive reflection and note-taking journal](#) is linked in each module and will guide you to the journal which includes a main page, note-taking sections, and a hyperlinked tab to each module.

### Submission and Grading Guidelines

After finishing Module 13, it is mandatory to submit the completed interactive journal covering Modules 1-13. A successful submission will result in receiving 20 points, accounting for 20 percent of your overall grade.

## Quizzes

### Content

Each module contains a short quiz that will test your knowledge of the information covered in the readings, videos, and module resources. Click on the quiz title in each module, read the instructions, and begin your attempt.

### Timing and Takes

You can take the quiz 2 times and it is not timed. Each quiz's point value is based on the number of questions.

### Grading and Review

Your quiz will be automatically graded, and you will see your score after you submit. You will be able to review your answers when you are finished.

## Exams and Proctoring

An exam may not be taken until all of the modules covered in that exam have been completed. Exams must be taken in order (e.g., a mid-course exam must be taken before the final exam), and the final exam cannot be taken during the first three weeks of enrollment. You must have a grade on the last assignment before the final exam. Carefully read the following information, which is also listed in the exam module(s) in your course. Navigate to those exam module(s) when you are ready to take your exam(s).

### Content

- The midcourse exam comprises 65 multiple-choice questions, covering material from Modules 1-6. You will have 1 hour and 15 minutes to take this exam.
- The final exam comprises 82 multiple-choice questions, covering material from modules 7-13. You will have 1 hour and 45 minutes to take this exam.

### Testing Rules

- Exams require all preceding module assignments to be completed and graded.
- You will have three hours to complete your exam.
- Exams will be completed under proctor supervision.
- No restroom breaks are allowed.
- No class notes or textbook materials

To read the full exam policy and other policy statements, visit ODL's [Policy page](#).

### Proctoring Information: ProctorU

To take exams in this course, you will use the proctoring service ProctorU. You cannot use an account created through another university, so if you already have an account, you will still need to create an account associated with LSU Online Distance Learning (ODL). When you are ready to create your account, visit the [Louisiana State University ODL ProctorU portal](#). When you create your account, you will have access to the following items:

- [Login](#): used to access your account and schedule appointments
- [Sign Up](#): used to create your account and request a Login ID
- [Technical Specifications](#): provides specifications and a link to [test your equipment](#)
- [How It Works](#): video explaining testing process
- [Getting Started](#): instructions for first time users
- [Contact Us](#): provides contact information for ProctorU

The [ProctorU Live Resource Center](#) provides information on:

- How ProctorU works
- What to expect when testing
- Technical requirements, and more.

Exam appointments are reserved on a first-come, first-served basis. Schedule your exams as early as possible so that you can choose the times that are best for you and so you will have enough time to prepare. Please note that if you schedule your exam fewer than seventy-two hours before your chosen day and time, additional premium scheduling fees may be assessed. The ProctorU [Test-Taker Knowledge Base](#) contains more information about scheduling and premium fees.

**Guild students:** students who register through Guild will need a code to cover their testing fees. To obtain your access codes:

1. Go to "Course Tools" within your course in Moodle
2. Under "ProctorU Access Codes," select "Claim your access code," and then schedule your exam with ProctorU
3. Once you have used an access code, return to the same page in your course to mark your code used and to obtain a new access code for your next testing session

**Proctored Exam Reviews**

Students who have completed an exam and desire to review the results of their exam attempt must request an exam review. Students should follow the instructions provided in each exam module carefully in order to make sure that the exam will be available for their review appointment.

## Course Policies

Carefully read the following important policies that apply to taking a course through [LSU Online & Continuing Education Professional Development](#). For a complete list of our program policies, visit our [Policies page](#).



## Engagement and Participation

Please check into your Moodle course frequently to keep track of your work. An online course requires you, the student, to be in control of your learning. In a face-to-face (F2F) course, instructors can play a much bigger role in actively directing your learning, since they see you two or three times a week. In an online course, it takes a lot more work in designing an appropriate learning environment, so that you can learn at your own pace. Since you are in control, you need to be disciplined enough to complete assignments on a regular basis and stay up to date with the course.

Timely communication is an e-learning best practice. Check your email and the News and Announcements Forum on the course front page regularly to make sure you do not miss any communications from your instructor.

## Academic Integrity

### Academic Misconduct

Students in Online Distance Learning (ODL) courses must comply with the LSU Code of Student Conduct. Suspected violations of the academic integrity policy may be referred to [LSU Student Advocacy & Accountability \(SAA\)](#), a unit of the Dean of Students. If found responsible of a violation, you will then be subject to whatever penalty SAA determines and will forfeit all course tuition and fees. ODL reserves the right to deny enrollment to any applicant or to discontinue the enrollment of any student who is in violation of the ODL academic integrity policy.

To read more, please visit our [policies page](#).

### Unauthorized Assistance

Unauthorized collaboration constitutes plagiarism. Collaborative efforts that extend beyond the limits approved by the instructor are violations of the academic integrity policy. Students who study together are expected to prepare and write their own individual work for submission and grading.

### Examinations

LSU has very strict regulations regarding the administration of exams that must be carefully followed by proctors and students. Examinations must represent the enrolled student's own work and must be completed under the supervision of the proctor without the assistance of books, notes, devices, or other help, unless specified otherwise in the exam directions or as part of accommodations approved by Disability Services.

The student must pay for any cost involved in having an exam supervised.

If ODL has any question or concern about the administration of an exam, LSU reserves the right, at its sole discretion, to require a student to retake an examination. If asked to retake an exam, you will be notified within thirty days of the original examination. Grades will be awarded on the basis of the second exam only.

## Disability Accommodations

A learner with a disability is entitled by law to equal access to university programs. Two federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and the ADA Amendments Act (Pub. L. No.110-325). LSU A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

Online Distance Learning (ODL) will make appropriate, reasonable accommodations for students with disabilities. Specific accommodations must be determined by LSU Disability Services or by the equivalent office at the student's own institution. Accommodations may be permitted for lesson assignments as well as for exams.

- If you are an LSU Student with a disability and need assistance to obtain or arrange reasonable accommodations, contact LSU Disability Services each time you enroll.
- If you are not an LSU student and have approved accommodations with your home institution, ODL will need official verification of those accommodations.
- If you are not an LSU student and not enrolled in another institution, you should contact LSU Disability Services for assistance.

If you have accessibility needs that we can help with, visit the [LSU Disability Services page](#) and register for accommodations before you begin your course work.

## Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication.

You can also read [The Core Rules of Netiquette](#) by Virginia Shea (1994) to understand the human aspect of online communication.



### Online Etiquette Guide

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

#### SECURITY

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Do not share your password with anyone
- Change your password if you think someone else might know it
- Always log out when you are finished using the system

#### GENERAL GUIDELINES

When communicating online, you should always:

- Treat your instructor and classmates with respect in email or any other form of communication
- Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, do not refer to your instructor by first name
- Use clear and concise language
- All college level communication should have correct spelling and grammar (this includes discussion boards)
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you"
- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Avoid the use of emoticons like :) or ☺
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and that of another)
- Do not send confidential information via e-mail

#### EMAIL ETIQUETTE

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief, but include necessary information
- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the email to more than one person—does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when choosing to "reply all"
- Be sure the message author intended for the information to be shared before choosing to "forward" the message

#### MESSAGE BOARD ETIQUETTE AND GUIDELINES

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Do not repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, "I agree"—you should include why you agree or add to the previous point
- Always be respectful of all opinions even when they differ from your own
- When you disagree with someone, express your differing opinion in a respectful and non-critical way
- Do not make personal or insulting remarks
- Be open-minded when reading other posts

You can [click here to download the PDF file.](#)

## Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority. LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.

## Extensions

An extension of enrollment is available. The extension extends the enrollment period two months for a fee of \$75. Only one extension is available per course enrollment. Requests for an extension must be received in our office prior to the expiration date to avoid being dropped from the course and receiving a "W" in the course.

**Guild students:** if you need to extend your courses, login to the registration site, go to My Courses, then to My Programs, and under upcoming Courses, add to cart the certificate extension. All other students, use the link below.

 [Request an extension](#)

## Transcript Information

After you have completed this course, your grade will be filed with the Office of the University Registrar. If a transcript is needed, it is your responsibility to make a request to the registrar. If you would like to order a transcript, visit the [Office of the University Registrar Transcript Requests](#) page to view your options.