PSYC 1101 Syllabus

[Intro to Psychology, E, 3 credits]

Spring 2027

Instructor Information

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General Course Information

Description

Introduction to Psychology is a broad survey of the major topics in psychology, including (but not limited to) research methodology, biological and social factors influencing behavior, development, learning, memory, personality, and psychological disorders. Course Learning Outcomes

Upon successful completion of this course, you will be able to:

demonstrate familiarity with major psychological concepts, theoretical perspectives, empirical findings, and historical trends
• _describe the basic processes underlying a variety of psychological phenomena, including development, emotion, motivation, learning, memory, and consciousness
• _discuss the ways that environmental and biological processes contribute to psychological phenomena
• _identify and differentiate among the basic methods of scientific psychology

• _explain the fundamental changes in behavior and mental processes that occur during the lifespan
• _discuss how groups and individuals influence behavior and attitudes
• _identify factors that contribute to an individual's personality and attitudes
• _recognize psychological disorders and describe treatment options
• _apply psychological concepts to general descriptions of human behavior as well as his/her own experiences and attitudes effectively communicate in writing

Required Course Materials

Lumen One

Grading Policy:

Study Plan	12	5 pts each	60
End of Chapter Quizzes	12	10 pts each	120
In-Class Participation	?	5 pts each	60 *max
Apply It! Papers	6	20 pts each	120
Non-Cumulative Exams	3	100 pts each	300
Total		660	

Description of Graded Components

Study Plan Quizzes

• _G_r_a_d_e_d_ _f_o_r_ _c_o_m_p_l_e_t_i_o_n_ _o_n_l_y_._ _O_c_c_u_r_ _w_i_t_h_i_n_ _e_a_c_h_ _t_i_l_e_._ _
• _No late submissions accepted.

End of Chapter Quizzes

• _Graded for accuracy. Occur at the end of each chapter. Two attempts, highest score recorded.
• _N_o_ _l_a_t_e_ _s_u_b_m_i_s_s_i_o_n_s_ _a_c_c_e_p_t_e_d_ _

In-Class Participation

• _Unannounced and live. No late submissions accepted.
• _One will be dropped from your total score for an unexcused absence

Apply It! Papers

• _S_e_e_ _A_s_s_i_g_n_m_e_n_t_s_ _T_a_b_ _f_o_r_ _i_n_s_t_r_u_c_t_i_o_n_s_ _
• _Papers will be accepted within 24 hours, with a subtraction of -5 points for every 12 hours late up to 24 hours

3 Non-Cumulative Exams

- _M_u_l_t_i_p_l_e_ _c_h_o_i_c_e_/_s_h_o_r_t_ _a_n_s_w_e_r_ _

Course Policies

Attendance and/or Participation

Attendance is highly encouraged

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review Georgia Tech's Honor Code and the student Code of Conduct.

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Core IMPACTS

Core IMPACTS is the University System of Georgia's General Education curriculum. If you are teaching a course that counts towards Core IMPACTS, you should include a syllabus statement about the Core area and associated career competencies. This resource developed by the Center for Excellence in Teaching and Learning and Online Education at Georgia State University includes template syllabus statements for each of the Core IMPACTS areas that you may adapt for your course.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. The Student-Faculty Expectations articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and

cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.