

INTRODUCTION TO PSYCHOLOGY
Weber State University
Psychology 1010, Fall 2012
Class Times:
Tuesdays & Thursdays 12:00 – 1:15 in SS 394

- Professor:** Azenett A. Garza, Ph.D.
Office & Office Hours: SS 328D
 By appointment mainly, but will be around Mondays 11:30 – 12:20 p.m. & Thursdays 10:30 a.m. – 11:20 a.m.
- Contact Information:** e-mail: agarza@weber.edu or through CANVAS mail tool (These are by far the best ways to reach me.
 Office #: (801) 626-6249
- Course Website:** CANVAS – may access through student portal (<http://weber.edu>) or <http://canvas.weber.edu> or <http://weber.instructure.com> will need Wildcat username and password to access. From the “Courses” tab, click on “PSYC 1010”. This syllabus, powerpoint handouts, course announcements, and grades will be accessed through CANVAS. You will also be able to e-mail classmates and your professor through CANVAS.
 Go to <http://ced.weber.edu/wsuoonline/fall-2012-student-newsletter/> for more information about CANVAS.
- Text and PsychPortal:** *Exploring Psychology, 8th edition* (2011) by David G. Myers. Worth Publishers and PsychPortal Access.
- Will need to purchase a non-returnable package of the Loose-Leaf textbook w/Psychportal Access, ISBN 978-1-4292-6246-0 for \$70.30 from the WSU Bookstore (This option provides both a hard copy of the text as well as an e-book, and access to the portal that allows you to complete required assignments as well additional study aids)
- OR**
- PsychPortal Access to use the fully interactive eBook and the portal directly from the publisher for \$58.99
(https://purchase.bfwpub.com/purchase/transaction/transaction.php?productId=exploring8e_p).

Go to <http://courses.bfwpub.com/exploring8e.php> (Mac users will need to use Firefox). From this website you can Click on the link “REGISTER AN ACTIVATION CODE” (if you have purchased the access code from the bookstore) or “PURCHASE ACCESS TO PSYCHPORTAL” (if you want to purchase the psychportal access and e-book only).

If you are **registering an Activation code**, you will be asked to enter the activation code (found in your Access Card, if purchased in the bookstore), you will be asked to enter your first and last name, your e-mail and will be asked to create a password (be sure to write it down somewhere so you don’t forget it). Then, you will then be prompted to follow the instructions to find your course. *You will first select the school’s state (UT), the school name (Weber State University), your instructor (Introduction to Psychology - 21938, tth 12-1:15 - Garza, Azenett).*

If you are **purchasing an Access code**, you will first be prompted to follow the instructions to find your course. *You will enter the same information that is italicized in the paragraph above.* You will then be asked to provide your first and last name, your e-mail address and to create a password (be sure to write it down), you will then be asked for payment information (you will need a credit card for the purchase).

Some of the questions that Psychology and this course address

Can anything of importance be learned about humans from studying them scientifically? How much of a role does genetics play in human behavior? How much of a role does the environment play in human behavior? How much of our thinking, learning, and problems in living are influenced by early experience? How does neurological and biological functions influence and/or interplay with our behaviors and perceptions of the world? Can human behavior change with time? Are recovered memories of sexual abuse or alien abduction real? Is eyewitness testimony reliable? Why do we dream? How much of our behavior is influenced by culture? When will attitudes predict our behaviors? Do the same experiences influence every person the same? What are the roots of psychological disorders and how can they be treated? Does any one theoretical view explain all behavior or can any behavior be explained by only one theoretical view?

Learning Objectives

This course emphasizes psychology as a behavioral science. It is designed for students interested in psychology as their field of concentration as well for those who wish to include knowledge of psychology mainly as part of their general education requirements. Its objectives are to help you acquire knowledge of:

- vocabulary and concepts involved in describing and explaining psychological phenomena;
- basic methods used by psychologists to investigate human behavior scientifically;
- principles, theories, and other empirical generalizations which have emerged from psychological studies;
- career options available in Psychology;
- key psychological values (e.g., skepticism, intellectual curiosity, respect for evidence and human diversity), the limits of psychological knowledge and skills, and the necessity of ethical behavior in all aspects of the science and practice of psychology.

Will also acquire skills necessary to

- integrate theories and research with real-life applications so as to make the study of psychology both interesting and meaningful to you;
- appreciate that all behavior is the result of a complex interaction between genetic, biological, cognitive, environmental, developmental, and social-cultural factors;
- learn how to interpret psychological knowledge to be able to apply it to daily life, everyday problems, and social issues.

Evaluation of Course Work

Exams: There will be a total of six exams, five midterm exams, and one final exam. Each exam will consist of 50 multiple choice questions. All exams will be taken using **Chi Tester**, which is a computerized testing program. You may take the exams from any WSU testing center during the exam period. You will have 4 days to take each exam. Please note that you should save your answers frequently before continuing to the next question. If you don't, you may receive a 0 on an exam because none of your responses will have been saved. All exams are to be taken with no external help (book, notes, other people, etc.). All testing centers demand that you show up **NO LATER** than **ONE HOUR** before closing time. That means you should plan enough time for you to travel to the testing center and arrive no later than one hour before closing time to be able to take the exams. Otherwise, you have unlimited time to take the exams. So, if you feel you need more than one hour to take the exam be sure to give yourself enough time to arrive to the testing center and enough time to be able to take the exam at your pace. It is highly recommended that you **DO NOT** wait until the last minute or day possible to take the exams. It is highly probable that you will experience some sort of difficulty at that time and no ability to resolve it in time for you to take the exams.

Each exam will consist of 25 multiple choice questions PER chapter. Each exam will be worth 100 points and make up **60%** of your final grade. **MAKE-UP EXAMS ARE NOT ALLOWED. A missed exam counts as a 0. You are responsible for knowing the test deadlines.** This means try your hardest to not miss an exam. **IF you know of a conflict with the exam schedule, you may take ANY exam early. However, no exam may be taken late.** You may, however, replace your missing or lowest exam score by taking the final exam. The Final exam is not mandatory but optional and should be taken with one of two purposes **ONLY**. First, if you miss an exam, you may take the final exam to replace your missing exam score. If you miss more than one exam, remember that only one exam grade will be replaced by the final exam score and your second missed exam will receive a 0! Second and alternatively, if you receive a rather low score on one of the first 5 exams, you may take the final exam in the hopes that you will score higher on it and your final exam score can replace your lowest score. The final exam will only replace a previous exam if you score higher on it, otherwise, you will keep your original score.

The final exam will be comprehensive (that means it will cover material from the entire course). If, however, you take the first FIVE exams (meaning, you don't miss any of them), I will drop your lowest grade. Exam questions will be taken from your textbook and class materials. Hours for the Social Science Testing Center are provided below but you could also take it from any other WSU testing center. The Social Science Testing Center is located in the Social Science Building room 36, phone # 801-626-6847. Be sure to bring your ID to the Testing Center or you will not be allowed to take the exam. After the exam period is over, you may review the exam on chi tester to see which questions you missed.

Monday – Thursday 7:30 AM – 8:00 PM (Must show up by 7:00 PM to take an exam)

Friday 7:30 AM – 4:30 PM (Must show up by 3:30 PM to take an exam)

Saturday 9:00 AM – 4:30 PM (Must show up by 3:30 PM to take an exam)

Homework Review Assignments: There will be 5 homework assignments throughout the semester. These assignments will be available through *yourpsychportal* under the ASSIGNMENT Tab. Homework assignments will consist of 50 multiple choice questions that will resemble exam questions, will be worth 100 points each, and **will be worth 20% of your grade**. Each homework assignment is to be done individually. You may use your text and yourpsychportal resources to complete your homework.

Homework assignments not done individually will result in a grade of zero. You should print out the homework assignment to have while you are reading and reviewing your text. Once you have figured out the answers, you can then submit your responses. You may also answer a few questions at a time, save those answers without submitting the assignment. Be sure to SUBMIT the assignment before the deadline and once ALL questions have been answered. Do save your answers, if you are answering a few at a time but don't submit until your assignment is completed. Homework assignments are to be turned in through yourpsychportal. **NO LATE OR MAKE-UP ASSIGNMENTS ARE ALLOWED. YOU MUST TURN IN HOMEWORK ASSIGNMENT BY 11:55 p.m. THE DAY SPECIFIED ON THE CLASS CALENDAR** (unless otherwise specified) **IN ORDER TO RECEIVE ANY CREDIT.** Be sure to plan accordingly and give yourself plenty of time to turn it in. Anticipate technological difficulties and don't wait until the last minute. **Your lowest homework assignment will be dropped.** Homework assignments will be meant to aid in your further understanding of concepts and issues learned in class and in your readings and to prepare you for exams.

Learning Curve Assignments: During the period that we cover each chapter, several corresponding learning curve assignments will be available on *Yourpsychportal* in the **ASSIGNMENT** tab. For each chapter there will be an average of 3 learning curve assignments assigned to complete that relate to a subsection of each chapter. *Each subsection* and *All assigned subsections* of a chapter **must be** completed in their entirety to earn credit for that chapter. So, for example, Chapter 1 has learning curve assignments 1.a & 1.b assigned. In order to receive credit for the learning curve for chapter 1, **BOTH** need to be completed. We will cover a total of 10 chapters this semester. You **may miss 2 chapters** (where you do not complete all subsections of a chapter or any of them) without it affecting your grade. Additionally, missed learning curve chapter assignments will receive 0. As long as you complete all the questions in a particular learning curve assignment, you will receive full credit (100 points). Otherwise, you will receive 0s on the assignments. Furthermore, if assignments are not completed by the due date, you will receive 0 for that assignment. **NO LATE ASSIGNMENTS WILL BE ACCEPTED FOR CREDIT.** You will be able, however, to continue accessing and completing the learning curve assignments after the due date, you will simply earn no credit after that time. The learning curve assignments will be tailored to your understanding of the material. If you understand the material well and get all questions correct, you will on average have about 20 questions to answer. There will be a combination of multiple answer and short answer questions given. If, however, you do not understand certain topics very well, you will be assigned additional questions in that topic to answer to make sure that you understand the material. Meaning, the more questions you miss, the more questions you will be given. So, everyone's assignment will look differently at the end. You may use your lecture notes and textbook while you work on these assignments. Do **NOT** wait until the last minute to work on these assignments as they will take time. These assignments are meant to keep you up to date on your readings, prepare you for class discussions and to prepare you for homework and upcoming exams. **Learning Curve Assignments will be worth 10% of your grade.** Due dates are listed on the course calendar. You must complete learning curve assignments by **11:55 p.m.** of the due date.

Research Participation: An important part of taking an introduction to psychology class is to understand and experience how knowledge in psychology is acquired. Therefore, **10% of your grade** will be based on research participation. You will need to complete 10 research credits to receive full credit. Every 15 minutes of participation is worth 1 research credit. Please see <http://www.weber.edu/psychology/ResearchReq.html> for specific information as to how to do this. Once you have completed the necessary 10 research credits, you may choose to participate in additional research opportunities for extra credit. You may complete **up to but no more** than 8 research credits for extra credit. Research participation or its alternatives must be completed by **November 30th by midnight.** **ABSOLUTELY NO LATE RESEARCH PARTICIPATION WILL BE ALLOWED.** A list of participation in research will be provided to professor by Human Subjects Committee but it would behoove you to keep a copy of all proof of research participation as a backup. It is extremely important that you **ALWAYS** provide your full name, W# in the following format (W12345678) and my name (professor's name) when participating in research so that you may receive credit for your research participation. The Online Research Board may be found at <http://www.weber.edu/psychology/ResearchBoard.html> - here you will find a list of studies that are available for you to participate in and will be updated throughout the semester.

Study Activities and Materials: In order to help you understand the material better and to prepare you for exams, there are various study aides available to you. In Psychportal, under the **COURSE MATERIALS** TAB, if you click on **STUDENT RESOURCES** and select "All student resources" and then choose the chapter you are working on. You will see that Psychportal has various things to offer you to help you understand the material such as: Concepts in Action*, PsycSim5*, PsyInquiry*, Video Tool Kit, Animations, Flash cards, Chapter Objectives, and Chapter Outlines. None of these study aids will be required or graded. You will be allowed to do any of these activities as many times as you like. They are meant to help you practice and learn the material in various formats. I strongly encourage you to use these tools available to you to help you think about the material more deeply and elaborate on the material being covered. The resources with * are some of my favorite ones which I think are very much worthwhile.

Extra Credit:

There are three options for extra credit that must be completed by **November 30th at midnight.** **ABSOLUTELY NO LATE EXTRA CREDIT WILL BE ACCEPTED.**

- 1) **Research participation:** participating in two additional research hours, each additional hour of research participation will add 1% to your final grade, for a maximum of 2% points.
- 2) **Completion of Mastery Quizzes for chapters covered in class.** Mastery Quizzes can be found under the “Diagnostic Quizzing” Tab in YourPsychPortal. You will need to Click on the “Take Quiz” Button under Mastery Quiz. You will earn .5% point per Mastery Quiz taken, for up to 8 quizzes or 2% points added to your final grade.
- 3) **Small one-page paper with research article attached.** If in the course of the semester, you ask a question to which I have no clear answer to and you are truly interested in finding an answer to your question; you may try to find an answer to your question by searching the article database called **PsycINFO** which searches for peer reviewed articles. You must be on campus or have remote access to library resources to access article databases such as PsycINFO. Go to the Weber Portal, then LIBRARY, then ARTICLE DATABASES, then PSYCHOLOGY, then PsycINFO. There you can search for relevant articles. You will need to turn in a typed double-spaced paper with your question written in bold in the top and then your answer not bolded after the question based on an article that you found. The article **MUST** be peer-reviewed and you will need to include it with your submission. Each entry will be worth 1% added to your final grade and you may turn in a maximum of 2 question **entries for a total of 2% added to your final grade.**
- 4) Some combination of the three options listed above but for a total of no more than 2% added to your final grade.

Technical Support:

Psychportal: Both homework and learning curve assignment are to be turned in through psychportal. If you experience any technological difficulties with psychportal, please contact their tech support at 1-800-936-6899 or email techsupport@bfwpub.com.

Tech Support Hours are as follows:

** Please note that these are in Eastern Times which they are 2 hours ahead of us.*

Monday – Thursday, 9:00 a.m. - 3:00 a.m. EST, **Friday**, 9:00 a.m. - 11:00 p.m. EST, **Saturday**, 11:30 a.m. - 8:00 p.m. EST, and **Sunday**, 11:30 a.m. - 11:00 p.m. EST.

Canvas: In Canvas, you will find power points for each of the chapters to be covered.

For help with browser configuration issues or username/password issues, call 801-626-7777 or send an email to csupport@weber.edu (please include your Wildcat Username, your contact information, the course, and CRN). Toll free number for distance students: 1-800-848-7770, select option 2, request extension 7777 from the operator.

For help with Canvas navigation, Canvas tools, course enrollment issues, or eTutoring, call 626-6499 or send an email to wsonline@weber.edu (please include your Wildcat Username, your contact information, the course, and CRN). This phone is staffed Monday-Thursday from 8:00am to 5:00pm, Friday from 8:00am to 4:30pm.

What is the workload expectation for this course?

In this course, in addition to the 42 hours spent in class or taking exams, you should spend up to 84 hours doing "homework," which include reading the text and documents, writing your assignments, and studying for exams. That equals 126 hours, which is the university standard in-and-out-of-class workload expectation for a three-hour course under the semester system. This is roughly equivalent to 2 hours outside of class per hour spent in class, which is about 6 hours per week.

Student Disability Weber State University is committed to equal opportunity in education for all students, including those with documented physical disabilities or documented learning disabilities. Weber State University policy states that it is the responsibility of students to contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats if necessary. The instructor will meet with the

student and staff members of the SSD to formulate a written plan for appropriate accommodations, if required.

Calculation of Grades

5 Exams	100 pts ea.	60% of your grade
4/5 Homework	100 pts ea.	20% of your grade
8/10 Learning Curve	100 pts ea.	10% of your grade
Research Participation	1 pt. ea.	10% of your grade

Final Grade

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%

Final Grade

C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
E	0-59%

Final Grades: Please note that due to the fact in which extra points are usually awarded in exams, some low grades are dropped and the extra credit available, final grades are not “rounded up or curved”. Meaning that if you have an 89.9 in the class, you will not be rounded up to an A-, rather you will receive a B+. In the **ONLY** circumstance in which a grade will be rounded up is if **ALL** assignments and exams have been completed.

Homework and Exam Grade Appeals:

You are welcome to review each exam for 2 weeks after its deadline. Each exam will be available on ChiTester for review from any computer. If, after reviewing an exam or homework, you think a question is open to more than one interpretation, please do not ask about this during class. Write down on a sheet of paper your challenge to me. The challenge must be submitted within two weeks after the exam and must explain how the question could be interpreted so that one of the other answers (the one you chose) would be as “correct” as my answer. I will return the challenges with comments either accepting or rejecting the challenge. I encourage you to utilize this option if you feel strongly about a test question. Your challenge must include the following (if any of these components are missing, your challenge will automatically receive no credit): 1) your name 2) the number of the question that you are challenging and what the question is generally asking 3) the CORRECT answer (according to me) 4) YOUR answer, and 5) why YOUR answer is as “correct” as the CORRECT answer. NOTE: Good challenges include citations from lecture notes, text (with page numbers), or assigned articles. Challenge points are almost never given for arguments based on your own life experience, on the simple assertion that your answer is correct, etc.

Name changes: If your name has recently changed or will be changing during the semester, please notify me immediately. This will help avoid confusion that arises by having different names in the class roll vs. psychportal vs. CANVAS.

E-mail communication: When you send me an e-mail at agarza@weber.edu or through CANVAS tool, it is crucial that you identify in your subject line what course you are enrolled in and a brief summary of the issue. Include your name and repeat what class you are taking from me and what your question or concern is in the text of the e-mail. Please provide a context for your question as well. Before e-mailing me, be sure that your question is not answered in the syllabus first.

Class Attendance: Although attendance will not officially be taken every day, an excessive number of absences can result in a lower grade. It is to the benefit of the student to attend class every day because tests will cover material from both reading and lecture material and lectures might often cover material not found in the book. Material to be covered is likely to change.

Excused Absences for University-Recognized Activities. “Students who will be absent while representing the University in officially recognized University activities (sports, band, professional conferences, etc.)

must notify the instructor ten days prior to absence. Students will be permitted to make up both assignments and examinations in consultation with their instructors

Class Contact: At times it is necessary to miss a part or all of class. When this happens, it is helpful to have the name and number of another student in the class you can call to answer any questions you may have about any information missed, etc. Please use the space below to write down the name, email, and phone number of at least one student in this class who you can contact:

CLASS DISRUPTIONS

Students in this course have the right to participate in lecture sessions that are relatively free of any unnecessary noises or other distractions that could impair their ability to take good lecture notes. For this reason, all students attending class will be expected to refrain from the following:

Chronic Tardiness. Students who anticipate being late for class on a regular basis should see me at the beginning of the semester to explain why they will be late. They also should plan to sit in an area of the classroom that will lead to the least amount of class disruption when they arrive. Students who are chronically late (4 or more times) but fail to discuss the problem with me can expect to receive a final grade in the class that is one letter grade lower than is indicated by their total point accumulation in the course.

Early Departures. Students who must leave a class early should discuss their plans with me before the beginning of the class period. Students who expect to make many such departures should talk to me about their plan at the beginning of the semester. Students who depart early from class on a regular basis without permission will be penalized in the same manner as indicated for chronic tardiness.

Inappropriate Behavior. Students engaging in horseplay or disruptive, lecture-irrelevant conversations during a class period will be given up to two warnings to stop their behavior. Following the second warning, disruptive students will be asked to leave the classroom after each additional incident. A petition will be submitted to the Dean of Students' office to drop the disruptive students from the class roster after the second class dismissal. Those dropped from the roster may receive a grade of "E".

Electronic Gadgetry. Students are expected to deactivate all beepers, cellular phones, and watch alarms or any other electronic gadget while class is in session. Any students who disrupts the class more than 2 times during the semester because of these devices will be asked to leave the classroom after each subsequent incident. No walkmans, ipods, or other portable headsets may be worn while class is in session. Tape recorders are permitted in lecture, however, care should be taken to not disrupt class while changing tapes.

VISITORS AND CHILDREN

No child or adult visitors are allowed in class without prior permission.

Academic Dishonesty

PLAGIARISM AND CHEATING

All work submitted in this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases), even in oral presentations, must be properly documented. "Plagiarism" means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

For example, you are engaging in plagiarism if you:

- 1) turn in the work of another person as your own;
- 2) "cut & paste" material into your paper/talk, fail to quote or paraphrase the material, and fail to cite the source;
- 3) paraphrase an author's idea(s) and fail to cite the source;

- 4) only change around or delete a few words from the source, *whether or not* you cite the source;
- 5) use an author's exact words and fail to put the material in quotes *whether or not* you cite the source;
- 6) use an author's exact words in quotations but fail to cite the source of that information.

Frequently Asked Questions about Plagiarism, Quotations and Paraphrasing

How can I avoid plagiarism?

You must give credit to the original source whenever you use another person's ideas, concepts, or theories, whenever you use another person's facts, statistics, graphs, or drawings that are not common knowledge (e.g., The Declaration of Independence was signed on July, 4th 1776), whenever you use another person's actual spoken or written words, and whenever you paraphrase another person's spoken or written words.

When should I quote material?

You must use quotation marks and an APA-style citation when you use another writer's exact words, even if a short phrase. It must be clear to your audience which words are your own and which words are another writer's.

How do I quote material?

For direct quotations, you must enclose the quoted material in quotation marks AND include an APA-style citation, with the author, year, and page number in parentheses at the end of the quote. Consider this example:

Sociology and social psychology are distinct disciplines. Sociologists "study groups, from small to very large" (Myers, 2005, p. 6). Social psychologists, by contrast, "study average individuals – how one person at a time thinks about others, is influenced by them, relates to them" (Myers, 2005, p. 6).

What is paraphrasing, and how do I do it right?

Paraphrasing is rewriting another writer's ideas in your own words. Acceptable paraphrasing accurately relays the information presented in the source, uses your own words (not the words of the source author), and lets your reader know the source of your information. When paraphrasing, you must **rewrite** the original language, **change** the original sentence structure, and include an APA-style **citation**. Unacceptable paraphrasing is plagiarism because it you are only changing around/deleting/adding a few words or phrases, changing the order of sentences from the source material, and/or failing to cite the source for any ideas or facts.

Ignorance is not an excuse; understanding and avoiding plagiarism is your responsibility. Please ask me if you have questions about how to properly cite sources. Although it may not seem to be "a big deal" and it often occurs because of carelessness rather than maliciousness, plagiarism is an act of stealing (another person's ideas) and an act of lying (passing another person's ideas off as your own). Plagiarism or cheating is an act of academic dishonesty and a violation of University Standards and the Student Code of Conduct.

It will result in a grade of zero for the assignment. It may further result in failure of the course. Regardless of the outcome, the Dean of Students will be notified of the incident. Therefore, it could have serious implications for your academic career (e.g., academic probation, suspension, or expulsion). Refer to http://www.weber.edu/ppm/Policies/6-22_StudentCode.html for the WSU Student Code.

Help with Writing:

"In addition to seeking my assistance with your writing, the WSU Writing Center is a place for you to seek assistance in becoming a better, and more confident, writer. Tutors working in the Writing Center are students who have been trained to assist students with all aspects of their writing, including composition, grammar, structure, and ideas for English papers, scientific research papers, abstracts, and creative writing. Tutors are not editors or proofreaders with the goal of fixing your writing problems for you. Instead, tutors seek to help you become a better writer. Therefore, you should be prepared with specific questions about the areas of your writing that you want to improve. There is no need to make an appointment for the Writing Center and there is no cost for the assistance provided. The Writing Center is located in Room 261 of the Student Services Building (phone # 626-6463). Writing Center hours are Monday-Friday, 9:00 am -

4:00 pm, Monday-Thursday, 6:00 - 9:00 pm, and Saturday 10:00 am - 1:00 pm. For more information, please refer to the following web site: <http://departments.weber.edu/writingcenter/Default.htm> "

This Syllabus:

This syllabus is our contract. It details your obligations to me, and mine to you. If there are any problems, questions, suggestions or concerns about it, please bring them up now! Please bring this syllabus to class with you and record any changes in requirements or deadlines on it. **Announcements made in class "count" just as much as policies outlined in the written syllabus.**

Permissions/Notifications: If at any time you need to notify me of an upcoming absence, tardiness, or any unique circumstance, you are to provide me with a written notice in both hard copy and electronic format (e-mail). This procedure will allow me to remember what agreements or arrangements have been made with you.

Staying registered in this class indicates that you have understood this syllabus and agree to abide by the guidelines of this class and to be evaluated accordingly.

NOTE: The schedule below is unlikely to change but if necessary it will and it is your duty to attend class to learn about the changes. Test dates rarely change; however, material to be covered in test might and often change. If there is time at the end of the semester, we will return to some of the skipped material.

Aug. 28	<i>Syllabus</i>	
Aug. 30	<i>Thinking Critically with Psychological Science</i>	Chapter 1
Sep. 4	<i>Thinking Critically with Psychological Science</i>	Chapter 1
Sep. 6	<i>Thinking Critically with Psychological Science</i>	Chapter 1 Syllabus Quiz due by 11:55 p.m.
Sep. 11	<i>Nature, Nurture, and Human Diversity</i>	Chapter 4
Sep. 13	<i>Nature, Nurture, and Human Diversity</i>	Chapter 4 Learning Curve for Chs 1 & 4 & Homework 1 due by 11:55 p.m.
Sep. 18	Exam 1, NO CLASSES	Exam available 9/14-9/19
Sep. 20	<i>The Biology of Mind</i>	Chapter 2
Sep. 25	<i>The Biology of Mind</i>	Chapter 2
Sep. 27	<i>Consciousness</i>	Chapter 3
Oct. 2	<i>Consciousness</i>	Chapter 3 Learning Curve for Chs 2 & 3 & Homework 2 due by 11:55 p.m.
Oct. 4	Exam 2, NO CLASSES	Exam available 10/3 – 10/6
Oct. 9	<i>Learning</i>	Chapter 7
Oct. 11	<i>Learning</i>	Chapter 7
Oct. 16	<i>Memory</i>	Chapter 8
Oct. 18	<i>Memory</i>	Chapter 8 Learning Curve for Chs 7 & 8 & Homework 3 due by 11:55 p.m.
Oct. 23	Exam 3, NO CLASSES	Exam available 10/18-10/24
Oct. 25	<i>Developing Through the Life Span</i>	Chapter 5
Oct. 30	<i>Developing Through the Life Span</i>	Chapter 5
Nov. 1	<i>Social Psychology</i>	Chapter 15
Nov. 6	<i>Social Psychology</i>	Chapter 15
Nov. 8 & 13	NO CLASSES	
Nov. 15	<i>Social Psychology</i>	Chapter 15 Learning Curve for Chs 5 & 15 & Homework 4 due by 11:55 p.m.
Nov. 20	Exam 4, NO CLASSES	Exam available 11/16 -11/20
Nov. 22	Thanksgiving – NO CLASSES	
Nov. 27	<i>Personality</i>	Chapter 12
Nov. 29	<i>Personality</i>	Chapter 12
Dec. 4	<i>Psychological Disorders</i>	Chapter 13
Dec. 6	<i>Psychological Disorders</i>	Chapter 13 Learning Curve for Chs 12 & 13 & Homework 5 due by 11:55 p.m.
Dec. 7-11	Exam 5	Exam available 12/7 – 12/11
Dec. 10-13	<i>Comprehensive Exam</i>	Final available 12/10 -12/13

How can I be successful in this course?

- ▶ **Set up a study schedule, study regularly and keep up.** Do not put off studying until the last moment. Remember that you will have Learning Curve assignments to complete. In order, to be prepared for them, you must begin studying immediately. For the exams, it is very difficult to “cram” several chapters into your head in one night of frantic studying. Also be sure to allow for study breaks and only study for the amount of time in which you can be alert and awake. You should find a place to study in which there is minimum distractions. Reward yourself with small rewards every time you study to keep you motivated.
- ▶ **Ask questions and participate in class.** Do not be afraid to ask questions of the instructor. More than likely, other students in the class have the same questions and concerns. If you can, try to ask a specific/direct question rather than a very general one (e.g., “What is the difference between the sympathetic system vs. the parasympathetic system?” vs. “I don’t get Chapter 3.”). This course is designed for true participation. Please respect your colleagues and be open to perspectives different from your own. You should expect the same respect from all others in the class.
- ▶ **Keep up on the homework.** These are not just busy work; they will help you learn and master the material.
- ▶ **Read the book.** The textbook may explain something in a slightly different way than the instructor; something that was unclear in class may become clear as you read the text. Read intelligently- a good guideline is to begin examining the chapter by skimming the titles and headings so that you will have an idea about what the chapter will cover. Create questions from the headings that the subsequent material will answer. Then read each paragraph and summarize it in your own words by answering the question posed. If possible, add any personal examples (from your own or friends life, from TV shows or movies, or newspapers, novels, etc.) that illustrate the concepts being discussed or devise mnemonics to remember the information being covered. You should print out the slides posted on CANVAS before coming to class, examine them for similarities and differences in the information covered from the text. Pencil in any questions that arise as you look over them and bring them to class. Read the chapter once more. Next, go through each question that you created and see if you can answer the question out loud in your own words. Do not move to the next section until you have mastered that material.
- ▶ **Integrate notes from book and lecture.** After every lecture, be sure you go over your notes; fill in any gaps in your notes. Be sure to highlight or note information that is not covered in your text and be sure you understand it, if not ask for clarification during the next class or e-mail me with your questions, or you can post your queries on the class discussion board for your classmates to help. Create your own outline integrating your text and lecture notes, so that the organization of the material fits your perception and understanding of the material. Work from this outline when you study for an exam. **Short on time?** Write questions and summaries in the margins of your text and lecture notes as you read them.
- ▶ **Study with someone else.** Studying with someone else or studying with a group is usually helpful; try to secure a study partner or a study group. Oftentimes one student’s knowledge can complement another student’s knowledge from the class. Many times a peer can explain things better than the text or the instructor. Ask each other questions and practice explaining concepts to each other. Be sure to ask for examples of concepts and application of the concepts. Also, be sure to use study aids provided to you on psychportal.
- ▶ **Don’t skip class.** A missed class is often very detrimental to your grade. There will be class exercises that if you miss will likely decrease your understanding of the material covered. Remember that exam questions will also come from lecture material that is not covered in the text. So, if you miss class and don’t get another student’s notes, you are likely to miss questions over that material.

- ▶ **Learn from your mistakes.** Take a look at the missed questions on your homework, quizzes and study aids and find out why you missed the questions you did. Did you not come to class? Did you not read the book? If you find out what went wrong, you can often correct it.

Start your studying and organization of information on the FIRST day!!!

Grade Record

Please keep a record of the grades you receive on all of your work. This will help insure that you are always aware of you academic progress in this class.

Exam #1 _____

Exam #2 _____

Exam #3 _____

Exam #4 _____

Exam #5 _____

Final Exam _____

- *** Note1: Remember Final Exam is optional and/or may be used to replace missing or lowest exam score. Note2: remember to drop lowest exam, if you don't miss any exams or if you take the final exam.**

Learning Curve Ch. 1 _____ & _____

Learning Curve Ch. 4 _____, _____, _____ & _____

Learning Curve Ch.2 _____, _____, & _____

Learning Curve Ch. 3 _____, _____, & _____

Learning Curve Ch. 7 _____, _____, & _____

Learning Curve Ch. 8 _____, _____, _____, & _____

Learning Curve Ch. 5 _____, _____, & _____

Learning Curve Ch. 15 _____, _____, & _____

Learning Curve Ch. 12 _____, _____, & _____

Learning Curve Ch. 13 _____, _____, _____, & _____

- **Remember to drop the lowest 2 scores.**

Homework #1 _____

Homework #2 _____

Homework #3 _____

Homework #4 _____

Homework # 5 _____

- **Note the lowest homework will be dropped.**

Research Credit #1 _____

Research Credit #6 _____

Research Credit #2 _____

Research Credit #7 _____

Research Credit #3 _____

Research Credit #8 _____

Research Credit # 4 _____

Research Credit #9 _____

Research Credit #5 _____

Research Credit #10 _____