

## Psychology 1010 002: Introductory Psychology

Fall 2012

**Time:** 11:30 am – 12:20 pm, MWF

**Location:** Davis Bldg 2, rm 103

**Instructor:** Trisha Weeks

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**Office Hrs:** by appointment

Email is the best way to contact me

### Textbook and Materials:

- *Psychology* 10<sup>th</sup> Edition, by David G. Myers. Worth publishers: NY, NY. ISBN-13: 9781464125812
- PsychPortal Worth publishers. This is an online learning tool and course management system.

The version of the textbook I ordered through the bookstore is loose leaf, and comes with a PsychPortal Access Card. It is possible to purchase PsychPortal separately through Worth publishers, with an accompanying e-book. I think this costs \$57. See the instructions under “learning curve quizzes” below.

**Course Objectives:** At the end of the course, students will be able to:

- 1a.) identify key methodological concepts, recognize simple methodological designs, basic statistical concepts, and limits to empirical research
- 1b.) demonstrate discipline specific knowledge representing the content areas of psychology.
- 1c.) distinguish between historical schools and modern approaches to the discipline.
- 2a.) recognize misconceptions about psychological phenomena and illustrate how their own or others’ everyday behavior is explained by various principles
- 2b.) describe how psychological theories, methods, or techniques can be used to understand and improve their own or others’ behavior and evaluate the value of doing so.
- 2c.) recognize and describe the career options available to them in psychology.
- 3a.) recognize the attitudes necessary to be “scientist of behavior”
- 3b.) identify the ethical obligations of practicing and research psychologists, including the limits of their psychological knowledge.

In order to assess students’ mastery of the course objectives, exams, quizzes, papers, in-class assignments, and participation in clinical research experience is required.

### Assessments:

**Exams** will be worth 100 points each (300 total, or 50% of final grade). There are three exams scheduled throughout the semester. In addition, there is a final, comprehensive exam scheduled during final exam week. Only three out of the four available exams will count toward your final grade. Students are strongly encouraged to take all of the exams, in which case, their lowest exam score will be dropped. Exams consist of approximately 40 multiple choice questions. Questions are taken from the lecture and the assigned readings.

**Writing Assignments (Papers)** will be worth 120 points (40 points each. 20% of final grade). There will be three papers due during the semester. These papers should be 3-5 pages in length, double spaced, with one inch margins (check your default! It’s usually set at 1½ inches). Research for these papers is not necessary, as I will be asking you to analyze and apply concepts we have learned in class. If you do choose to cite a source, please use APA style (in-text citations, with a “references” page, which is not counted in your page total, at the end).

For full credit, papers are to be collegiate quality. I expect spelling errors and grammatical problems to be corrected before they are handed in. I strongly recommend that students make use of the services provided by the writing center on campus.

Directions on the specific content for each paper are given in separate documents, on the canvas website. Papers are due at midnight on the due date listed in the class schedule below. Papers should be turned in via canvas. Please do not plagiarize. Not only is it unethical, but because I utilize the “turn it in” app, there is a high likelihood that you will get caught. The University, and I take plagiarism *very* seriously.

**Learning Curve Quizzes** will be worth 30 points (5% of final grade). These brief quizzes help ensure that you are reading the material before you come to class. Quizzes are taken online, and accessed through psych portal (more on how to access that below). Quizzes are due at 11:00 am (before class) on the due date. There are 32 quizzes due throughout the semester (roughly one each day we meet). They are graded on a credit or no-credit basis. If you finish the quiz (earn the required number of points by answering enough question correctly), you get full credit. If you do not attempt the quiz, or do not finish before the 11:00 am deadline, you will not get credit. I will drop your lowest 4 quiz scores in calculating your final grade (in other words, you can miss 4 quizzes without penalty. After that, it begins to impact your grade). Quizzes may be completed early, but quizzes accessed after the due date will not receive credit. However, accessing past quizzes is an excellent way to review, and will not hurt your grade.

Learning curve quizzes are designed to help you remember and retain the material you’ve read. As you answer questions correctly, you get harder questions, worth more points. Once you earn a certain number of points, the quiz ends. The most efficient way to take these quizzes is to read the material before you take the quiz. I am confident that some of you will attempt the quizzes without reading the material. This method of taking learning curve quizzes will work eventually, but it makes for a much longer, more frustrating process.

In order to access the learning curve quizzes (or any of the psych portal material), you need to access psych portal. Access to this is granted by worth publishers, and comes with the purchase of your textbook (if you bought it in the bookstore; if you didn’t, you may need to contact worth and purchase psych portal access). Here are instructions for accessing psych portal:

1. Go to <http://courses.bfwpub.com/myers10e.php> (Mac users need to use Firefox).
2. Click on the link "REGISTER AN ACTIVATION CODE."
3. You will be prompted to follow the on-screen instructions to find this course. Start by selecting the school's state/province (UT), the school name (University of Utah), then the instructor (Weeks), course (Psy 1010), and/or section (002).
4. Enter the activation code that came with your textbook. You will also be asked to enter your email address, choose a password and you will be ready to go!
5. You can also purchase access on the website by clicking on the “PURCHASE” link

Worth provides technical support for PsychPortal at the following number: 1-800-936-6899

Note: if you purchase an older copy of the textbook, or a copy of a different textbook, even if it comes with psychportal access, you will not have access to our class. Unfortunately, you will have to purchase Myers 10<sup>th</sup> edition of Psychology from the bookstore (about \$72), or an e-book with psychportal access from Worth publishers to get access (\$57). If this is a financial hardship for you, please talk to me after class as soon as possible.

**In Class Assignments** will be worth 90 points (15% of final grade). Throughout the term, I will ask class members to complete an in-class assignment. Often these assignments will involve working with other students, usually to apply principles or theories under discussion. I recognize that

conflicts and emergencies do come up, and occasionally prevent students from attending class. Therefore, I will drop 4 assignments in calculating your final grade (you can miss 4 in-class assignments without penalty).

**Research Participation** will be worth 60 points (or 10% of final grade). You are required to participate in **2½ hours** (time spent) of research activities by **November 26<sup>th</sup>, 2012** (I would strongly encourage you to finish these hours before the thanksgiving break). These hours include serving as a participant in approved psychological research, or participating in an alternate activity (reading and summarizing a research article). If you do not wish to participate in studies, you may complete the alternative activities available on the department website.

The field of psychology has been established through scientific research examining how people learn, think, and feel, and through standardized assessment of learning, thinking, and feeling. Only by verifying our intuitions with empirical data can science advance. Your grasp of the nature of psychology's methods and claims is greatly enhanced by participating in the actual process of research and/or assessment.

To enhance students' awareness and understanding of this empirical process, the Department of Psychology provides the opportunity for students enrolled in psychology courses to participate in psychology research/assessment experiences during the semester. To accomplish this, the Department has established the Psychology Participant Pool. This Pool allows students to participate as participants in psychology research projects that have been approved by the University's Institutional Review Board, or to participate in practice assessments being administered by advanced students in psychological methods. It is also possible to satisfy the research requirement by reading published psychology research articles and answering questions.

Instructions on how to sign up for these experiments are available on the psychology department website ([www.weber.edu/psychology/ResearchReq.html](http://www.weber.edu/psychology/ResearchReq.html)). It is imperative that you read these instructions. Also note: if you choose to participate in research, you will need to collect a RPR (research participation receipt) each time you participate, and keep these throughout the semester. These receipts will ensure that you get credit for participating even if the electronic method of tracking your participation fails.

The subject pool website can be accessed at [www.weber.edu/psychology](http://www.weber.edu/psychology). For a list of available projects, click the "online research board" link on the left of the page. For information about the participation requirement, including instructions and alternative assignments, click on "introductory psychology research participation".

#### **Grading:**

600 points possible

A : 92%	B+: 87%	B-: 80%	C: 73%	D+: 67%	D-: 60%
A-: 90%	B: 83%	C+: 77%	C-: 70%	D: 63%	F: Below 60%

**Statement Regarding Student Accommodations:** 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.

<b>Date</b>	<b>Schedule of Topics</b> ( <i>subject to change</i> )	<b>Assignments</b> ( <i>due before class</i> )
Week 1: Aug 27	Introduction: Syllabus, Class business	
Aug 29	Chapter 1: Thinking Critically	please read pg: 16-23 (need for sci)
Aug 31	<b>NO CLASS</b>	
Week 2: Sep 3	<i>no class: labor day holiday</i>	
Sep 5	Chapter 1: Thinking Critically	LC: 1a & 1b pg. 17-35 (scientific ?s)
Sep 7	Chapter 1: Thinking Critically	LC: 1c pg. 36-44 (statistics)
Week 3: Sep 10	Chapter 2: Biology of Mind	LC: 2a pg. 46-55 (neural communic)
Sep 12	Chapter 2: Biology of Mind	LC: 2b pg. 55-60 (nervous & endcrn)
Sep 14	Chapter 2: Biology of Mind	LC: 2c pg. 61-80 (brain)
Week 4: Sep 17	Chapter 3: Consciousness	LC: 3a pg. 84-92 (2 track mind)
Sep 19	Chapter 3: Consciousness	pg 92-109 (sleep)
Sep 21	Chapter 3: Consciousness	LC: 3c pg 113-125 (drugs)
Week 5: Sep 24	Chapter 4: Nature, Nurture	LC: 4a pg 128-139 (genetics)
Sep 26	Chapter 4: Nature, Nurture	LC: 4b pg 139-144 (evolutionary psy)
Sep 28	Chapter 4: Nature, Nurture	LC: 4c pg 145-153 (parents, culture)
Week 6: Oct 1	Review Session	
<b>Oct 3</b>	<b>Exam 1: Chapters 1-4</b>	
Oct 5	Chapter 6: Sensation/Perception	LC: 6a pg. 216-226 (sense, percept)
Week 7: Oct 8	Chapter 6: Sensation/Perception	LC: 6b pg. 226-243 (vision)
Oct 10	Chapter 6: Sensation/Perception	LC: 6c pg. 243-252; 257-259 (hearing, pain, vestibular)
Oct 12	Chapter 7: Learning	LC: 7a pg. 264-274 (classical condit)
Week 8: Oct 15	Chapter 7: Learning	LC: 7b pg. 275-290 (operant condit)
Oct 17	Chapter 7: Learning	LC: 7c pg. 290-295 (observation)
Oct 19	no class: fall break	
Week 9: Oct 22	Chapter 8: Memory	LC: 8a pg. 298-313 (memory)
Oct 24	Chapter 8: Memory	LC 8c pg. 314-325 (retrieve/forget)
Oct 26	Chapter 8: Memory	LC: 8d pg. 325-333 (construct memry)
Week 10: Oct 29	Chapter 15: Psych Disorders	LC: 15a pg. 604-614 (labels)
Oct 31	Chapter 15: Psych Disorders	LC: 15b pg. 614-631 (anx, dep)

Nov 2	Chapter 15: Psych Disorders	LC: 15d pg. 631-647 (schiz; others)
Week 11: Nov 5	Review Session	
<b>Nov 7</b>	<b>Exam 2: Chapters 6-8, 15</b>	
Nov 9	Chapter 12: Emotions...Health	LC: 12a pg. 458-486 (theory, emotion)
Week 12: Nov 12	Chapter 12: Emotions...Health	LC: 12b pg. 486-497(stress & health)
Nov 14	Chapter 12: Emotions...Health	LC: 12c pg. 497-509(promote hlth)
Nov 16	Chapter 13: Personality	LC: 13a pg. 512-523 (freud! :)
Week 13: Nov 19	Chapter 13: Personality	LC: 13b pg. 523-535 (humanistic/trait)
Nov 21	Chapter 13: Personality	LC: 13c pg. 535-549 (exporing self)
<b>Nov 23</b>	<b>Thanksgiving day holiday</b>	
Week 14: Nov 26	Chapter 16: Social Psychology	LC: 14a pg. 552-559 (social thinking)
Nov 28	Chapter 16: Social Psychology	LC: 14b pg. 559-572 (social influence)
Nov 30	Chapter 16: Social Psychology	LC: 14c p. 572-585 (prejudice & agrsn)
Week 15: Dec 3	review day	
<b>Dec 5</b>	<b>Exam 3 (chapters 12, 13, and 16)</b>	
Dec 7:	review for final exam	
Finals: Dec 10-14	<b>Final exam</b> will be given on <b>Monday, Dec 10<sup>th</sup>, 11:30 am</b> in room 103	