

Introduction to Psychology (PSYC 1010) (CRN: 24108)
Fall 2013
Weber State University- Davis Campus

Instructor Information

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Office Hours/ Ogden Campus: Tuesday (9:30-10:30), Thursday (11:45-12:45), or by appointment.

Class Meeting Times and Locations:

Tuesday & Thursday

10:30-11:45 a.m.

Location: Davis Campus Building 2- Rm. 114

Required Readings

King, L.A. (2013). Experience Psychology (2nd Ed.) New York, NY: McGraw Hill.

Textbook Options

1. Textbook/Access card from bookstore. This package should provide a hard copy of the book, the e-book, and the access card to complete your homework.
2. Purchase e-book and access to the homework on-line. This option is less expensive but it does not come with the hard copy of the text.
3. If you have purchased the text without the access card, you can purchase access to the homework for \$20 on-line.

Course Description

This course will introduce you to the diverse and exciting field of psychology. Topics will include the history of psychology, research methods and ethics, memory, biological foundations of behavior, stress/health, sleep, learning and behavior change, personality, developmental, social and abnormal psychology.

Course Goals

This course is intended to give the student an understanding of the many aspects of psychology.

Goal 1: Students will understand psychology as a scientific discipline. They will also understand the cognitive and developmental aspects of behavior.

Goal 2: Students will be able to critically apply psychological principles and research to society.

Goal 3: Students will share key beliefs, attitudes, and values adopted by scientific psychologists which include: respect for human diversity, humility regarding limits of their knowledge, respect for evidence, tolerance for ambiguity, and an understanding of ethics.

Goal 4: Students will exhibit skills to professionally communicate their understanding of terms, concepts, and theories of the discipline to others. Students will also have interpersonal skills necessary to effectively collaborate in groups with others who hold diverse beliefs, opinions, and attitudes.

Methods of Instruction

Group discussions, small group work, lectures, and videos are some of the instructional methods that will be utilized. Class participation is an expectation in this class. Since each of you comes to this class with unique experiences and perspectives, please share your thoughts, comments, reactions, observations and personal experiences. These efforts can enrich the learning experience for the entire class. Respect for the different ideas and opinions expressed in this class is expected.

Canvas Enhancement

On the course site you will be able to access the course syllabus, power point presentations, study guides, the link for Connect (homework), course announcements, and your grades. You can access this site by going to your student portal and clicking on the Student Services tab. You should see a list of your courses. Click on "Psych 1010". The material on the site is not a substitute for attending class. You will be provided with information in class that is not adequately elaborated on in the Power Point handouts. I encourage you to bring the relevant handouts to class since they may aid in note-taking.

Method of Evaluation	Points Possible
Exam1	50 points
Exam 2	50 points
Exam 3	50 points
Exam 4	50 points
Exam 5	50 points
Test Total:	250 points
Connect Homework Assignments (Each chapter is worth 10 points)	110 points
Neuroscience Cases	10 points
Big 5 Personality Assignment	20 points
Film Application	30 points
In-Class Activity (Neuroscience)	5 points
Assignment Total:	175 points
Total Points:	425 points

Final grades will be assigned based on the percent of total points earned as follows:

A	(100-93%)	B-	(82-80%)	D+	(69-67%)
A-	(92-90%)	C+	(79-77%)	D	(66-63%)
B+	(89-87%)	C	(76-73%)	D-	(62-60%)
B	(86-83%)	C-	(72-70%)	E	(59%-0%)

Exams (see Course Schedule)

- There will be five examinations in this class. Each exam is non-comprehensive and will cover approximately 1/5 of the course material. Study guides for each exam will be available via the course site.
- Exams will be based on in-class lectures and discussions, assigned readings, and videos.
- The format for exams will include 50 multiple choice questions worth 1 point each. Each exam is worth 50 points. Exams are “**closed-book**” and “**closed-note**”
- You will take each exam via Chi Tester in one of the designated campus Testing Centers. To take an exam, you must show up on the correct date at the appropriate times (see Course Schedule) with a photo ID. You will not be allowed to take an exam without a photo ID or if you show up after hours. If you would like to make a reservation for the exam you may do so at www.chitester.weber.edu. For information on locations, hours, busy times, policies and more, go to www.weber.edu/TestingCenter.
- Most testing center hours on Ogden campus are:
Monday-Thursday 7:30 a.m. – 8:00 p.m.
Friday 7:30 a.m. – 4:30 p.m.
Saturday 9:00 a.m. – 4:30 p.m.
- It is your responsibility to take the exam during the period it is administered at the Testing Center. Since you will have at least 4-5 days to take each exam, scheduling problems should be rare. If you have a conflict with the exam schedule, you may take an exam early. In this case, please discuss your conflict with me so that we can make arrangements for you to take the exam early. If you do not make arrangements to take an exam early and/or you do not take the exam during the exam period there will be two days during the semester in which makeup exams may be taken. These dates are as follows: **Friday, October 11th & Friday, November 22nd. Connect Homework is always due on the assigned date even if the makeup exam is being taken at a later date.**
- Makeup exams may not be taken on other days so it will be important to plan accordingly.

Connect Homework (Due Dates below)

- Your homework assignments are all completed through Connect Plus, which is a website provided by our textbook publisher. You can access it through our course website on blackboard. Once you have purchased and logged in to Connect Plus, on the right hand side of the page you will see LEARN SMART (and there is a little computer icon). These are training modules that test your knowledge of the material, and they are how you will complete your homework. For each exam we cover 2 or 3 chapters. You will complete the LEARN SMART study modules for each chapter. The percentage that you score on each chapter will constitute your grade for that homework.
- For example, Exam #1 covers chapter 1. So when you go into Learn Smart, you should complete the study module for chapter 1. If you get a score of 100%, you

will earn the maximum of 10 points for that module. If your percentage is in the 90's, you will earn 9 points, 80's = 8 points, 70's = 7 points, 60's = 6 points, etc.

- Each Learn Smart module can be done a little at a time. You could do 1 question or 40 questions at a time. If you miss questions, it is ok, because then the Learn Smart program will just ask you again later. In order to get 100%, you have to complete all of the concepts correctly by the due date. If you miss 10 questions somewhere, you will just get those concepts again on other questions. The only reason you should NOT get 100% on each homework assignment is if you do not put in the time to do the Learn Smart study modules for each chapter!!
- Please be aware of the due dates (time and day) for each assignment (see below). All homework assignments must be completed by the deadline in order to receive the full credit. So that means that whatever your % correct is for each chapter at the due date will be your grade for that homework assignment.
- To Get Started:
 1. Login to Connect Plus (there is no way to complete your homework without that program).
http://connect.mcgraw-hill.com/class/m_stamp_fall_2013_th_davis
 2. Click on LEARN SMART Study Modules to begin.
 3. Start with Chapter 1 Study Module. Answer questions as you go along, and be honest about whether or not you understand the concepts (this will help you learn the material later).
 4. You can do as little or as much as you want each time you login. The program will tell you how many questions you will have left each time you start.
 5. You can track your progress to see what concepts you need help with by clicking on the REPORTS tab at the top of the main Connect Plus page. This will let you see what concepts you have mastered, what concepts you need help with, and most importantly it tells you what concepts you THINK you know that you really DON'T know. One of the most common mistakes students make is thinking they understand a concept when they really don't. Learn Smart will help you figure out what you really do and do not understand, and then it will offer suggestions on how to learn the concepts you don't understand better!!
 6. If you miss concepts while using Learn Smart, it will tell you what page in the book has the concepts, and it will open that page for you in an electronic textbook.

PLEASE remember that late assignments will not be accepted. So please do a little at a time each week and finish your learning modules well ahead of the due date and the exam period!!! The only time that I will extend homework is if the program experiences an outage that impacts the entire class just prior to the deadline.

- The deadlines for the completion of each chapter is listed below:

Unit 1

Chapter 1: 8/26-9/10 (6:00 p.m.)

Unit 2

Chapter 2: 8/26-10/7 (6:00 p.m.)

Chapter 4: 8/26-10/7 (6:00 p.m.)

Chapter 14: 8/26-10/7 (6:00 p.m.)

Unit 3

Chapter 5: 8/26-10/23 (6:00 p.m.)

Chapter 6: 8/26-10/23 (6:00 p.m.)

Unit 4

Chapter 8: 8/26-11/18 (6:00 p.m.)

Chapter 11: 8/26-11/18 (6:00 p.m.)

Unit 5

Chapter 10: 8/26-12/12 (6:00 p.m.)

Chapter 12: 8/26-12/12 (6:00 p.m.)

Chapter 13: 8/26-12/12 (6:00 p.m.)

Assignments

Four short assignments will be completed to assist in your understanding of the material. Directions will be provided in class.

Assignment 1- In-class Activity (5 points) (Either 9/19 or 9/24).

Assignment 2- Neuroscience Cases (does not need to be typed). Assignment will be passed out in class. (10 points) (**Due: 9/24**)

Assignment 3- Application of personality theory to television character (does not need to be typed). Assignment will be posted on Canvas. (20 points) (**Due: 11/26**)

Assignment 4- Film Application on Twelve Angry Men (approximately 2-3 pages typed) (30 points) Instructions for these assignment will be posted on Canvas. You will be asked to watch a film in class and apply social psychological concepts to the characters (**Due: 12/3**)

Late assignments will be deducted 2 points per day (including weekends).

Extra Credit: Memory Application (Due Date: Dec. 5th, 16 points)

- Choose one of the memory concepts described in class/text to apply to your studies. Some of the possibilities include: rehearsal, spacing effect, organization (chunking or hierarchies), meaningful learning, verbal mediation, superimposed meaningful structure, keyword method, method of loci, peg word system, context, retrieval cues, minimizing interference, and comprehension monitoring. The purpose of this assignment is to compare your performance on at least two tests. The tests could be from this class or another class that you are taking this spring. For 1-2 tests, you will implement your chosen memory strategy. You will then compare your performance (experience) on the test(s) in which you implemented the strategy to your test performance when you did not use the strategy.
- You should answer the following questions about your experience:
 1. What memory strategy did you choose?

2. How did you implement the strategy? Be specific about what you did. What dates did you implement the strategy?
 3. Describe the tests that you are comparing (They should be from the same subject area, i.e. psychology, math)? What were the dates of the exams? What was the format or structure of the exams? Were they comparable?
 4. What was the outcome of implementing the memory strategy? (i.e. did your scores improve). You do not have to reveal your grades on the test, instead you may describe the extent to which you did or did not show improvements.
 5. To what do you attribute the results of the two tests (i.e. was it using the strategies or other outside variables)
 6. Did you enjoy implementing the strategy? Would you use the strategy again? Would you change anything about how you implemented the strategy?
- These questions should be type-written, 12 point font and double-spaced. Your responses to these questions should be approximately 2 pages.

Course Expectations

1. You are responsible for deciding the level at which you will be engaged in this course. I will not take daily attendance. However, in my experience, students who do well tend to regularly attend class, and students who do poorly tend to regularly miss class.
2. If you do have to miss a class, it is your responsibility to obtain missed notes and /or assignments during the next class period (do not wait until the end of the semester).
3. Late papers will be deducted half a letter grade for each day that they are late. Hard copies of papers must be turned in to receive credit. If you are going to miss class on the day a paper is due, you may email me a copy of the paper so that I can verify that the paper is done. However, you will need to provide me with a hard copy of the paper as soon as possible in order to receive credit for the paper.
4. **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.
 - 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.
 - 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's 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 "F".

Electronic Gadgetry. Students are expected to deactivate all beepers, cellular phones, and watch alarms 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 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.

5. Students must check with the instructor if they would like to have a visitor attend class with them.
6. **Reasonable Accommodation.** In accordance with the Americans with Disabilities Act (ADA), any student requiring accommodations or services due to a disability must contact Services for Students with Disability (SSD) in room 181 in the Student Services Center.
(http://departments.weber.edu/ssd/handbook/hb_07.htm). SSD can also arrange to provide course materials in alternative formats, if necessary. I offer any qualified student with a disability the opportunity to meet with me privately to discuss receiving reasonable accommodation, which will be afforded based on the specific disability and as agreed in writing. This statement in no way asks that students identify themselves as having a disability; however, a request for reasonable accommodation can be granted if a student makes his or her disability known.
7. Students are expected to comply with University standards regarding honesty. Please refer to <http://documents.weber.edu/ppm/6-22.htm>
Plagiarism is the unacknowledged (un-cited) use of any other person's or group's ideas or work. This includes:
 - Purchasing or borrowing others papers to turn in as your own
 - "Cutting and Pasting" material into your paper/presentation
 - Failing to Quote or paraphrase material
 - Failing to cite the sourcePlease see the class handout about quotations, paraphrasing, and academic dishonesty. If you have questions about citing sources please see me. Academic dishonesty and plagiarism will result in a grade of zero for the assignment. It may further result in failure of the course and a hearing before the Dean of Students.

Course Schedule
1010 Introductory Psychology

Date	Topic	Readings/Assignments
8/27	Course Overview/Introductions/ Careers in Psychology	Film in Class
8/29	Psychological Perspectives	Chapter 1
9/3	Thinking Critically	Chapter 1
9/5	Thinking Critically	Chapter 1
9/10	Exam 1 (9/6-9/10)	
9/12	Neuroscience & Behavior	Chapter 2
9/17	Neuroscience & Behavior	Chapter 2
9/19	Neuroscience & Behavior	Chapter 2
9/24	Health Psychology	Chapter 14; Neurocases
9/26	Health Psychology	Chapter 14
10/1	Sleep	Chapter 4 (pg. 133-145)
10/3	Exam 2- (10/2-10/7)	
10/8	Memory	Chapter 6
10/10	Memory	Chapter 6
10/15	Learning	Chapter 5
10/17	Learning	Chapter 5
10/22	Exam 3 (10/18-10/23)	
10/24	Development	Chapter 8
10/29	Development	Chapter 8
10/31	Development	Chapter 8
11/5	Social Psychology	Chapter 11
11/7	Film Viewing	

11/12	Social Psychology	Chapter 11
11/14	Exam 4 (11/13-11/18)	
11/19	Personality	Chapter 10
11/21	Personality	Chapter 10
11/26	Psychological Disorders	Chapter 12 & 13; Personality Assignment
11/28	Thanksgiving- No Class	
12/3	Psychological Disorders	Chapters 12 & 13; Film Application
12/5	Psychological Disorders	Chapters 12 & 13; Extra Credit
12/6-12/12	Exam 5- Testing Center	

PLEASE NOTE: This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs. It is the sole responsibility of the student to maintain an updated course syllabus.