

INTRODUCTION TO PSYCHOLOGY
Weber State University
Psychology 1010, Spring 2010
Class Times:
Mondays, Wednesday, & Fridays 10:30 - 11:20 in SS 394

Professor: Azenett A. Garza, Ph.D.
Office & Office Hours: SS 328D
 Mainly by appointment, however, I will be around M & W from 9:00 - 10:00 a.m. and W from 2:00- 3:00 p.m.
Contact Information: e-mail: agarza@weber.edu
Website: <http://faculty.weber.edu/agarza> or
 Web CT <http://online.weber.edu> will need Wildcat username and password to access.
Text: *Psychology: Themes and Variations.* 7th edition, briefer version by Wayne Weiten.

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? 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 the:

- vocabulary and concepts involved in describing and explaining psychological phenomena;
- basic methods used by psychologists in their investigations of phenomena;
- principles, theories, and other empirical generalizations which have emerged from psychological studies;

and to help you acquire skills in:

- interpreting psychological knowledge to be able to apply it to daily life, everyday problems, and social issues;
- in note taking, test taking, writing, and studying.

and

- to integrate theories and research with real-life applications so as to make the study of psychology both interesting and meaningful to you
- to appreciate that all behavior is the result of a complex interaction between genetic, biological, cognitive, environmental, and social-cultural factors.

Evaluation of Course Work

Exams: There will be a total of five non-comprehensive exams. Each exam will consist of 40 to 60 multiple choice questions. Exams will be worth **60% toward your final grade**. Be sure to bring an ID and a #2 pencil to each test. You will be required to purchase a scantron for each exam. **MAKE-UP EXAMS ARE NOT ALLOWED.** 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.** 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) and will be made up of 100 multiple-choice questions. Exam questions will be taken from both the lecture and from the readings. All exams will be taken in a Weber State University Testing Center. Test proctors will not allow you to take an exam without an ID. You will have 3 days to take each exam. Testing Center hours are provided below. The Social Science Testing Center is located in the Social Science Building room 36, phone # 626-6847.

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)

Pop Quizzes: Eleven quizzes will be given throughout the semester. **The three lowest quiz grades will be dropped.** Quizzes may consist of 5 multiple choice, 5 short-answer questions, or 1 essay question and will be worth 10 points each and will be worth **6% toward your final grade**. Quizzes will be meant to keep you up to date on your readings and to prepare you for coming exams. Make sure to note that these will be unannounced quizzes, they are called pop quizzes for that very reason. **NO MAKE-UP QUIZZES ARE ALLOWED.**

Journal Entries:

Psychology may be defined as "the scientific study of behaviors and mental processes."

The purpose of this assignment is to challenge yourself to begin to think like a psychologist, to look at the world around you and ask yourself how psychological analyses have the potential to help you better understand what you observe. This assignment is also meant to help improve your writing skills by practicing writing clearly, by giving feedback to your peers' writing and correcting your own writing.

Your assignment is to write 2 journal entries and to peer review 4 of your peer's journal entries. In your journal entries, you are to include 3 paragraphs. In paragraph 1) describe a personal experience exemplifying a concept, theory or principle of your choosing covered in your text or in class lecture, in paragraph 2) using your own words, give a brief explanation of the concept, principle, or theory, exemplified in the first paragraph that is discussed in your text or in lecture (But be sure to cite appropriate references), in the last paragraph 3) you need to explain how the concept, principle or theory described in the second paragraph fits the personal experience described in the first paragraph. You will be assigned to groups and will be assigned the due dates for your journal entries based on the group that you belong to. You will also be assigned the journal entry that you will be responsible for reviewing.

Examples of what you might want to write about include: 1) you might note a dream that you have and relate your dream to how it exemplifies one of the hypotheses as to what determines the content of our dreams, whether your dream represents random neural activity, repressed thoughts, or you are trying to resolve some problem in your life, etc. 2) you may note your study techniques for your classes and discuss the techniques the memory techniques that you use and their reported effectiveness 3) you may note a commercial and notice the technique they are using to try to persuade you to purchase the item being advertised and so you relate the method and/or technique of persuasion that is being used and you discuss how persuasive you research shows it should be. These are only a few examples of what you might include in your journal. You also might want to read the table of contents or skim through the chapter reviews of your textbook to give you a better sense of the kinds of issues that psychologists study and that you might look for as you decide what to write in your two journal entries.

You will be required to turn in your journal entries in 2 locations in WebCT. First, you will turn in your journal entry through the Assignment portal in Word format to me. Second, you will turn in your journal entry in the appropriate Blog portal. Journal entries will be due on specified Tuesdays and **no late journal entries will be allowed and must be turned in by 5 p.m. of due date**. I will then grade your journal entries and give you your grade individually. By Saturday, your assigned peer reviewers will need to have peer reviewed your entry. Peer reviews will be public. Peer reviewers will not be able to see other student's peer review until they have submitted their own peer reviews. I will then grade and comment on all peer reviews of the journal entries. Each journal entry is worth 4% of your total grade and you must complete 2 journal entries and each peer review will be worth 1% of your total grade and you must complete 4 peer reviews. **No late peer reviews will be allowed and must be turned in by 5 p.m. of due date. In its totality, this assignment is worth 12% of your final grade.**

Journal Entries will be graded based on 1) how well you describe your topic example. Do you provide enough detail so that we can understand what you are talking about? 2) Do you describe the psychological concept, theory or principle accurately, in enough detail and in your own words? 3) Do you integrate 1 & 2 well? Is your example truly an example of the concept, principal or theory described 4) your writing ability in conveying your thoughts ...grammar, spelling, typographical errors, clarity, and comprehensiveness of your writing 5) proper use of citations using APA Style Manual (6th edition).

Peer reviews will be graded on the extent that peer reviews match my own comments and perceived effort. If a peer reviewer notices something that I did not, extra points will be allocated for astute observation.

After receiving my feedback and peer reviewer's feedback, students will be allowed to correct their journal entry accordingly, if they so choose. If a student chooses to correct their journal entry, they **must** turn it in within a week of having received their peer reviews. Students may receive additional credit if the improvements in the journal entry warrant it.

Journal Entries will be graded as follows

- 1) Description of topic example in enough detail so that we can understand what you are talking about _____ 5 pts
- 2) Correct description of psychological principle in enough detail _____ 5 pts
- 3) Integration of 1 & 2 _____ 5 pts
- 4) Writing Clarity _____ 5 pts
- 5) APA Style _____ 5 pts

Peer Reviews will be graded based on their comments of Paragraphs 1, 2, 3 for a total of 15 points.

Class and Home Exercises/Assignments: A number of class exercises will be provided during class time. These exercises will be writing intensive so always bring extra paper that is easy to turn in. These exercises will be meant to help you understand class material better. You will need to be in attendance to receive the exercise, participate, and receive credit. These exercises will be mostly unannounced so if you are absent on a day that a class exercise was conducted, you will be unable to receive credit for that day. In addition, at times, you may be asked to prepare or read additional material at home before the next class (some of which may not be found in your text) and both prior preparation and presence in class will be crucial to know what you are being assigned to do and for full credit. **Therefore, no make up or late exercises may be turned in, however, the lowest 3 exercises will be dropped.** These exercises will make up 12% of your class grade.

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. More detailed and specific information is contained in additional handouts that I will provide in the first day of class. 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 2 additional credit hours for extra credit**. Research participation or its alternatives must be completed by **April 14th**.

Study Activities and Materials: In order to help you understand the material better and to prepare you for exams there will be various study aides available to you. There will be 5 multiple choice review aids that cover material for each exam. These review aids will be available through WebCT. These review aids consist of 50 multiple choice questions that will resemble exam questions. Other study materials available will be flash cards, etc. 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.

Extra Credit:

The **only** available extra credit will be the possibility of participating in two additional research hours. So, don't even ask!

What is the workload expectation for this course?

In this course, in addition to the 45 hours spent in class or taking exams, you should spend up to 90 hours doing "homework," which include reading the text and documents, writing your assignments, and studying for exams. That equals 135 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 3 hours outside of class per hour spent in class, which is about 9 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

Exams	60% of your grade
Pop Quizzes	6% of your grade
Journal Entries & Review	12% of your grade 4% each journal entry (2 entries total) 1% each peer review (4 peer reviews total)
Class Exercises	12% of your grade
Research Participation	10% of your grade

Final Grade **Final Grade**

A	94-100%	C-	70-73%
A-	90-93%	D+	64-69%
B+	84-89%	D-	60-63%
B-	80-83%	E	0-59%
C+	74-79%		

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 assignment 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 and if 80% of the study aids have been completed.

Grade Appeals:

Exams in this course are restricted, which means that your exam will not be returned to you. However, you are welcome to view your exam during my office hours or at the testing center. If, after reviewing an exam, quiz, or homework back, 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.

Class Attendance: Although attendance will not officially be taken every day, an excessive number of absences can result in a lower grade. Class and Homework assignments are given during class.

Therefore, it is to the benefit of the student to attend class everyday. Also remember that tests will cover 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'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 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. Also, use the resources available on WebCT regarding writing style and avoiding plagiarism. 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 and a hearing before the Dean of Students; therefore, it could have serious implications for your academic career (e.g., academic probation, suspension, or expulsion). Refer to <http://documents.weber.edu/ppm/6-22.htm> 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 other circumstance that I need to be aware of or if you have a special request due to some unique circumstance, you are to use the form provided toward the end of this syllabus. You are to fill out the form twice. One copy should be turned in to me and the other should be kept for your own records. This procedure will allow me to remember what agreements or arrangements have been made with you.

By continuing in the course after receiving the syllabus, you are consenting to the regulations set forth by the syllabus and to be evaluated accordingly!!!

Jan. 4	<i>Introduction</i>	
Jan. 6	<i>Introduction</i>	
Jan. 8	<i>Introduction</i>	Chapter 1
Jan. 11	<i>Research in Psychology</i>	Chapter 2
Jan. 13	<i>Research in Psychology</i>	Chapter 2
Jan. 15	<i>Research in Psychology</i>	Chapter 2
Jan. 18	<i>Martin Luther King, Jr. Holiday, NO CLASSES</i>	
Jan. 20	<i>Data Collection</i>	Chapter 2
Jan. 22	<i>Research in Psychology</i>	Chapter 2
Jan. 25	<i>Discussion of Data</i>	
Jan. 27	<i>Research in Psychology</i>	Chapter 2
Jan. 29	<i>Exam 1, NO CLASSES</i>	Jan. 28 - 30
Feb. 1	<i>Biological Bases of Behavior</i>	Chapter 3
Feb. 3	<i>Biological Bases of Behavior</i>	Chapter 3
Feb. 5	<i>Biological Bases of Behavior</i>	Chapter 3
Feb. 8	<i>Variations in Consciousness</i>	Chapter 5
Feb. 10	<i>Variations in Consciousness</i>	Chapter 5
Feb. 12	<i>Variations in Consciousness</i>	Chapter 5
Feb. 15	<i>President's Day, NO CLASSES</i>	
Feb. 17	<i>Exam 2, NO CLASSES</i>	Feb. 16 - 18
Feb. 19	<i>Learning</i>	Chapter 6
Feb. 22	<i>Learning</i>	Chapter 6
Feb. 24	<i>Learning</i>	Chapter 6
Feb. 26	<i>Memory</i>	Chapter 7
Mar. 1	<i>Memory</i>	Chapter 7
Mar. 3	<i>Memory</i>	Chapter 7
Mar. 5	<i>Exam 3, NO CLASSES</i>	Mar. 4 - 6
Mar. 8	<i>Human Development</i>	Chapter 10
Mar. 10	<i>Human Development</i>	Chapter 10
Mar. 12	<i>Human Development</i>	Chapter 10
Mar. 15 - 19	<i>Spring Break, NO CLASSES</i>	
Mar. 22	<i>Social Behavior</i>	Chapter 15
Mar. 24	<i>Social Behavior</i>	Chapter 15
Mar. 26	<i>Social Behavior</i>	Chapter 15
Mar. 29	<i>Social Behavior</i>	Chapter 15
Mar. 31	<i>Exam 4, NO CLASSES</i>	Mar. 30 - Apr. 1
Apr. 2	<i>Personality</i>	Chapter 11
Apr. 5	<i>Personality</i>	Chapter 11
Apr. 7	<i>Personality</i>	Chapter 11
Apr. 9	<i>Psychological Disorders</i>	Chapter 13
Apr. 12	<i>Psychological Disorders</i>	Chapter 13
Apr. 14	<i>Psychological Disorders</i>	Chapter 13
Apr. 16	<i>Psychological Disorders</i>	Chapter 13
Apr. 19	<i>Exam 5, NO CLASSES</i>	April 17-20

NOTE: This schedule is likely to change as necessary 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.

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 pop-quizzes. 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 WebCT 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 look 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 WebCT.

- ***Don't skip class.*** A missed class is often very detrimental to your grade. There will be class exercises and homework assignments that if you miss will decrease your grade, 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 your academic progress in this class.

Exam #1 _____

Exam #2 _____

Exam #3 _____

Exam #4 _____

Exam #5 _____

- Note remember to drop lowest exam, if you take the final exam.

Pop Quiz #1 _____

Pop Quiz #2 _____

Pop Quiz #3 _____

Pop Quiz #4 _____

Pop Quiz #5 _____

Pop Quiz #6 _____

Pop Quiz #7 _____

Pop Quiz #8 _____

Pop Quiz #9 _____

Pop Quiz #10 _____

Pop Quiz # 11 _____

- Remember to drop the lowest 3 scores.

Journal Entry #1 _____

Journal Entry # 2 _____

Peer Review #1 _____

Peer Review #2 _____

Peer Review #3 _____

Peer Review #4 _____

Class Participation # 1 _____

Class Participation # 2 _____

Class Participation # 3 _____

Class Participation # 4 _____

Class Participation # 5 _____

Class Participation # 6 _____

Class Participation # 7 _____

Class Participation # 8 _____

Class Participation # 9 _____

Class Participation # 10 _____

- Remember to drop the lowest 3 scores.

Research Credit #1 _____

Research Credit #2 _____

Research Credit #3 _____

Research Credit # 4 _____

Research Credit #5 _____

Syllabus Addendum: H1N1 Flu & Other Emergencies Readiness and Response

Based on recommendations from the Centers for Disease Control (www.flu.gov), local health authorities, and WSU administration, I want to inform you of the following guidelines for our classroom readiness and response to the H1N1 flu this academic year.

Seasonal flu symptoms include fever, coughing and/or sore throat, runny or stuffy nose, headaches and/or body aches, chills, and fatigue. H1N1 flu symptoms are the same as the seasonal flu, but they may be more severe and include vomiting and/or diarrhea. If you have flu-like symptoms, you should self-isolate, or stay away from classes and stay home until you have been free of fever ($\geq 100^{\circ}$ F) or signs of fever for at least 24 hours, without the use of fever-reducing medication. During this period and even if you are taking antiviral drugs for the treatment of the flu, avoid close contact with others, especially those who might easily get the flu (e.g., people age 65 and older, people of any age with chronic medical conditions, pregnant women, young children and infants).

I will no longer require a doctor's note for you to validate your illness in order to waive late penalties on assignments or exams. I am waiving this requirement because doctor's offices and medical facilities may be extremely busy and may not be able to provide such documentation in a timely way and because such visits may only further spread the illness.

That said, I expect you as a responsible member of this learning community to notify me by email (agarza@weber.edu) or phone (801-626-6247, leave a message with the department secretary) if you become ill and will be self-isolating and missing class for a period of time. I expect you to be **mindful of course deadlines and to suggest a plan for completing your assignments in a timely fashion**. I will do my best to accommodate absences in a fair, flexible, and reasonable manner while being mindful of course goals. I will not be so accommodating for students who are absent for a period of time from class without contacting me and then claiming to have been ill. It is your responsibility as a student in my class to communicate about your well-being as it impacts your course performance.

If I become ill and have to miss class or there is some other school/city wise emergency, you should expect to be notified in your course at <http://online.weber.edu> of alterations in course content, delivery of course content, and/or course structure.

Take care of yourself! Clean your hands with soap and water or an alcohol-based hand rub often, especially after using tissues or coughing/sneezing into your hands. Cover your coughs and sneezes, preferably by coughing or sneezing into your elbow rather than your hands. Get plenty of rest. And finally, get medical attention right away if you: 1) have difficulty breathing or chest pain, 2) have purple or blue discoloration of your lips, 3) are vomiting and unable to keep liquids down, or 4) show signs of dehydration, such as feeling dizzy when standing or being unable to urinate.

Please initial, sign, & turn in to professor in order to receive credit and remain in this class.

- I understand that Make Up Exams are not allowed.
- I understand that NO LATE journal entries OR peer reviews will be allowed.
- I understand I must complete 10 research credits to receive full research participation credit.
- I understand that there will be no extra credit in this class other than additional 2 research credits in which I can participate.
- I understand that my lowest three class participations will be dropped.
- I understand that my lowest three quiz grades will be dropped.
- I understand that grade appeals on exams must be done on paper as instructed on the syllabus.
- I understand that I excessive tardiness, early departures, inappropriate behavior, disruption by electronic gadgetry could results in being asked to leave the classroom on that day or could result in a grade that is one letter grade lower than is indicated by my total point accumulation in the class.
- I understand that if I demonstrate any sort of academic dishonesty in any coursework, quiz, assignment, paper or exam in this class, I may receive a 0 in the class.
- I understand that any request or notification must be done on the form provided with this syllabus.
- I understand and agree to behave and treat my fellow classmates and professor with respect.
- I understand that announcements made in class "count" just as much as policies outlined in the written syllabus.
- I understand that if at any time I am in disagreement and unwilling to abide by the policies outlined in the written syllabus, I have the right to drop this class.
- I understand that I must check my e-mail and WebCT regularly to receive announcements about possible changes to course delivery due to professor illness or city/school emergency.
- I understand that the professor will not round up final grades unless ALL assignments have been completed in a timely manner and 80% of study aids have been completed.

My signature indicates that I understand the PSYC 1010 syllabus and have agreed to become a member of this learning community as described in the requirements for Introduction to Psychology.

(NAME)

(DATE)