

INTRODUCTORY PSYCHOLOGY – PSYCH. 1010 (32285) SPRING 2010

Instructor: Craig Oreshnick, Ph.D.

Office: Student Service Center, Room 280

Class Website + E-mail: <http://online.weber.edu> (WSUOnLine / WebCT)

Course Schedule: Thurs., 5:30 – 8:10 p.m.

Location: SS 394

COURSE DESCRIPTION

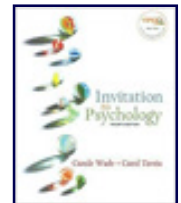
Introduction to the scientific study of human behavior.

COURSE OBJECTIVES

1. Learn the basic theories associated with the science of psychology.
2. Gain an understanding of how psychologists have sought to better understand the human condition.
3. Think critically. Explore psychologically-related concepts by differentiating scientifically-based information from unfounded beliefs.
4. Apply psychological theories and scientific knowledge to one's life, as applicable.

TEXTBOOK

Wade, Carole & Tavis, Carol (2008). *Invitation to Psychology*, (4th Ed.). Upper Saddle River, New Jersey: Pearson / Prentice Hall.



MODALITIES

Class lectures, discussions, activities/assignments, small group presentations, exams and research participation are used to achieve the course objectives.

STUDENT EVALUATION

Student performance will be evaluated through examinations, in-class activities (assignments), research participation credits and a small group presentation.

COURSE REQUIREMENTS

1. **Examinations** — Multiple-choice, true/false and (possibly) short-essay format.
2. **Textbook readings** — Complete assigned readings on time and review as necessary.

3. **Class attendance and participation** — Regular attendance, participation in class discussions, and completion of class assignments (activities). There are no planned make-up assignments, so it is in your best interest to attend all classes so that you have the opportunity to maximize your *class activity/assignment* points.

4. **Small Group Presentation** — Typically a 50- to 55-minute presentation, but the length may vary according to class size. Topics should be of interest to the presenters and class.

5. **Research Participation Requirement** — An important part of taking an introduction to psychology is to understand how knowledge in psychology is acquired. Therefore, a small percentage (8%, 35 points) of your course grade will be based on research participation. You will need to complete 8 research credits (each research credit = 15 minutes of participation) to fully meet the requirement. Research participation or research alternatives must be completed by Thursday, April 15. Read the “Research Participation Requirement” handout posted on our website for more information.

Class Exams

Three exams will be administered each worth 75 points. Exams will cover textbook readings, lectures (PowerPoint slides), class discussions and assignments. Exam dates are listed on the course calendar.

Exams will be administered via *Chi Tester* at the Student Service (room 262), Social Science (room 36), Lampros Hall (room 110), Davis (room 214) and West (room 114) Testing Centers. Please refer to the Testing Center website for more information [<http://weber.edu/testingcenter.xml>]. Hours vary by day and the last test is administered one hour prior to closing. Bring a photo ID (Wildcard and/or driver's license).

Small Group Presentation

Group size will vary depending on class size, generally ranging from 5-6 students per group. The topic you select for your group presentation must deal with an aspect of introductory psychology that supplements the course material. All topics must be approved. (Additional instructions and details will be forthcoming.)

GRADING

	POINTS POSSIBLE
Exams (3 @ 75 points each)	225
Small Group Presentation	50
Class Activities (in-class assignments + homework)	50
Attendance	50
Participation	25
Research Participation Requirement / Credits	35
TOTAL POINTS	435

Percentage Grade: [(*Your total points*) / 435] x 100

A 94 – 100 %	C 73 – 76 %
A- 90 – 93 %	C- 70 – 72 %
B+ 87 – 89 %	D+ 67 – 69 %
B 83 – 86 %	D 63 – 66 %
B- 80 – 82 %	D- 60 – 62 %
C+ 77 – 79 %	F below 59 %

ADA STATEMENT / STUDENTS WITH DISABILITIES

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in Room 181 of the Student Service Center (Main Campus), preferably at the beginning of the semester. Services for Students with Disabilities can arrange to provide course materials (including this syllabus) in an alternative format, if necessary.

ACADEMIC ETHICS

All students are expected to behave in accordance with the rights and responsibilities outlined in the WSU Student Code (<http://documents.weber.edu/ppm/6-22.htm>). In pursuit of academic honesty, you are expected to complete all academic work without resorting to cheating, plagiarism, collusion, falsification, lying, and/or bribery. All work and assignments are to be your own work, unless otherwise instructed by the professor.

MISCELLANEOUS

Class activities (assignments) will typically be completed in class and may involve homework outside of class. Many assignments require students' collaborative participation and are not intended to be completed individually. Students typically will not have an opportunity to make up any missed assignments. However, you can miss one assignment and still earn 100% on your overall class activity/assignment grade. You are encouraged to independently follow-up with your classmates if you miss any class activities/assignments as the content may be on an exam and/or be of value to you.

While the plan is to adhere to the suggested course calendar (schedule), all times and topics covered in the course are subject to change. Reasonable notice will be given in the event of any such change. The more you put into this course, the more you will get out of it. Remember, we are all progressing on our respective journeys through life and can benefit from applying psychology to our lives. This class requires consistent attendance and a significant amount of reading outside of class. You are strongly encouraged to attend all classes and to keep up with the assigned readings in order to maximize your learning.

FAIRNESS AND MUTUAL RESPECT

In fairness to students who adhere to the course standards and schedule, any student missing an exam will not be eligible to earn full credit (maximum points) on the exam. Given that you have multiple days to take an exam, there should be ample opportunity to take the exams. Please e-mail the professor ASAP in cases of extenuating circumstances to explore the possibility of making up a missed exam.

Mutual respect for one another is expected during the course. If a student disrupts or disrespects others in the class (including chronic tardiness), he/she may be asked to withdraw from the course. Please silence cell phone ringtones and refrain from talking and/or text messaging in class.

It is my obligation and commitment to apply the same standards across students. Therefore, please do not request preferential treatment. (Documented requests for ADA accommodations will be honored as appropriate.)

Class begins at 5:30 p.m. and everyone is expected to be in class on time and to stay for the entire class. Please maximize your attendance points by arriving on time and

remaining for the entire class. Remember that attendance and class participation counts for a sizable portion of your final grade. You are required to sign in on the class roster at the beginning of each class and sign out at the end of each class. In order to earn full points for a class period, you need to be present for the entire class period. Those who arrive late and/or leave early are not eligible to earn full points. However, we will have a 10-minute grace period to allow for an occasional late arrival or early departure, to the extent that it remains feasible. It is your responsibility to sign the attendance roster, both at the beginning and end of class to document your attendance.

Students are expected to maintain confidentiality regarding other students' personal information/experiences that may be shared as part of class participation/activities. Please use good judgment regarding what you choose to disclose in class. You are not required to disclose things about yourself and/or your experiences that you are not comfortable disclosing.

Communication with the instructor should preferably be immediately before or following class. If that is not feasible, please use e-mail as your secondary means for communicating with me. I typically respond to e-mail messages within a couple of days. I use WSUOnLine (WebCT) to e-mail students and to make announcements regarding important class information. Please familiarize yourself with the WSUOnLine (WebCT) Course Tools, including the Mail and Announcements (tabs) tools.

Course Calendar/Schedule

The following course calendar is provided as a guide for pacing your readings and organizing our studies. The chapters will be addressed in lecture to varying degrees. You are responsible for reading the textbook and understanding its contents. Lectures are intended to foster understanding and learning of many of the key concepts. As you progress through your readings in Invitation To Psychology, be sure to take advantage of the format of the textbook in order to promote active reading/learning. More specifically, read to answer the “*What’s Ahead*” questions, take the “*Quick Quizzes*”, and review the “*Key Terms*”, “*Summary*”, and “*Concept Map*” sections as applicable/relevant. All textbook reading assignments may be read as scheduled if you would like to pace your exam preparation. A link is provided on our home page for the companion website for our textbook, which offers additional resources for learning the course material.

(Please see the next page for the course calendar/schedule.)

COURSE CALENDAR/SCHEDULE

DATE	TOPICS	CHPT.S	ASSIGNMENTS / ACTIVITIES***, EXAMS, PRESENTATION(S)
WEEK 1 Jan. 7	The Study of Psychology	1	
WEEK 2 Jan. 14	The Study of Psychology	1	
WEEK 3 Jan. 21	Part 1: Your Self Personality	2	
WEEK 4 Jan. 28	Development Over Life Span	2, 3	
WEEK 5 Feb. 4	[Conclude material for Exam 1]	3	Exam I: Sat., Feb. 6 - Thurs., Feb. 11 (Chpts. 1-3)
WEEK 6 Feb. 11	Part 2: Your Body Neurons, Hormones, Brain	4	
WEEK 7 Feb. 18	Consciousness (pg.s 150-167)	5*	
WEEK 8 Feb. 25	Part 3: Your Mind Thinking & Cognition (pg.s 233-240) <i>[Read the above sections on your own.]</i>	7*	Presentations Begin
WEEK 9 March 4	Part 4: Your Environment Learning	9	
WEEK 10 March 11	Learning [Conclude material for Exam 2]	9	Exam II: Sat., March 13 – Thurs., March 25 (Chpts. 4, 5*, 7*, 9)
3/15 – 3/19	Spring Break—No Class on March 18		

DATE	TOPICS	CHPT.S	ASSIGNMENTS / ACTIVITIES***, EXAMS, PRESENTATION(S)
WEEK 11 March 25	Part 4: Your Environment ... Behavior in Social/Cultural Context	10	
WEEK 12 April 1	Behavior in Social/Cultural Context	10	
WEEK 13 April 8	Part 5: Your Mental Health Psychological Disorders Depression	11	<i>Research Participation Requirement deadline upcoming!</i>
WEEK 14 April 15	Part 6: Your Life... Emotion, Stress, and Health Part 6: Your Life The Major Motives of Life (pg.s 468-470)** The Hungry Animal (pg.s 484-489)** The Competent Animal (pg.s 489-495)** [Read the above sections on your own, as there will be extra-credit exam questions based on these readings.]	13 14*	<i>Research Participation Requirement to be completed/submitted by Thurs., April 15</i> Presentations End
FINALS WEEK			Exam III: Tues., April 20 - Wed., April 21(Chpts. 10, 11, 13, 14**)

***NOTE 1:** THESE READINGS ARE AS SPECIFIED AND ARE NOT FULL CHAPTERS.

****NOTE 2:** THESE ARE EXTRA-CREDIT READINGS THAT WILL BE INCORPORATED INTO EXAM 3 AS EXTRA-CREDIT QUESTIONS.

*****NOTE 3:** ASSIGNMENTS / ACTIVITIES ARE INCLUDED AS TIME PERMITS. THEREFORE, DATES FOR IN-CLASS EXERCISES ARE NOT SCHEDULED IN ADVANCE. IT IS YOUR RESPONSIBILITY TO BE PRESENT EACH CLASS IN ORDER TO PARTICIPATE IN THESE EXPERIENCES AND TO RECEIVE HOMEWORK ASSIGNMENTS.