

Introduction to Psychology - Weber State University - Spring 2012

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Office: SSC Room 280, Ogden Campus	Office Hours: By Appointment
Class Location: Davis High School, Room 2406 5:30 pm – 8:10 pm, Tuesday evenings	Text: Exploring Psychology 8th Edition with PsychPortal by David G. Myers

Course Description

Credit: 3 credit hours

This class will enable you to understand why psychology is defined as **the scientific study of behavior and mental processes** and will provide you with an introduction to the following areas of psychology: the history of psychology, personality, learning, development, abnormal psychology, psychotherapy, research methods, intelligence, and social psychology. Participating fully in its assignments and activities will enable you to acquire, comprehend, connect, compare, and apply the basic concepts, theories, and methods of these areas of psychology. This class is specifically designed to enable students to be actively engaged in the subject matter of psychology.

Student Learning Outcomes: The successful completion of this class will enable you to accomplish the following outcomes.

- to acquire the fundamental vocabulary of psychology by recognizing and recalling the basic definitions of psychological concepts, theories, and methods (e.g., recalling that psychology is defined as “the scientific study of behavior and mental processes”)
- to comprehend psychological concepts, theories, methods in context (e.g. being able to explain why psychology is a science)
- to connect and compare psychological concepts, theories, methods, and pioneers with one another
- to apply psychological concepts, theories, and methods by seeing how they are used to overcome problems or challenges
- to collaborate with a group of your classmates on a variety of learning activities

Academic Ethics

All students are expected to observe the rights and responsibilities outlined in the WSU Student Code. Because an important part of being a college student is academic honesty, it is the expectation in this course that you will complete all academic work without resorting to cheating, plagiarism, lying, and/or bribery. The WSU Student Code includes a more extensive list of prohibited behaviors; you should familiarize yourself with all aspects of the code. Students who commit infractions of the WSU Student Code will be dealt with according to procedures outlined in the code. Penalties could include receiving a failing grade for this course, being suspended from school, and the like. It is very important that you clearly understand this course expectation.

Behavior and Civility Statement

Start with the assumption that we will not treat each other improperly on the basis of, gender, sexual orientation, race, class, money, social position, or academic ability in classroom or online communication. Address all respectfully, making any communicated challenges with respect for the person being challenged, stopping when asked to stop, and allowing the other person to stop if they wish.

Course Format: The Team-Based Learning Approach

In a class using the Team-Based Learning process, you spend most of your time working in teams applying what you've learned from the textbook. Teams solve problems and answer questions about the application of psychological concepts and principles. TBL uses short tests to make sure you've got the basics from the textbook before tackling problems. They're not ordinary tests, though. You take the tests both individually and as a team, and you get immediate feedback, so the tests function as learning tools. But most of our class time is spent applying what we've learned. Here are the basics.

1. We'll form teams and it's my job to make the teams as diverse as possible so they have the best chance of being successful teams.
2. At the beginning of each unit, you will individually take a 20-25 question test, called an "Individual Readiness Assessment Test" (IRAT) to see how well you've understood the concepts in the assigned reading. These tests will cover general concepts from the textbook. You may also do a vocabulary quiz.
3. Right after taking the IRAT, you will take the same test with your team. This is called a "Group Readiness Assessment Test" (GRAT). For the group test, you'll use a special "scratch-off" answer sheet that immediately tells you whether you have the correct answer.
4. [IF-AT Exercises Scoring Rubric](#)

First Try	3 points	Third Try	1 points
Second Try	2 points	Fourth Try	No credit

5. When you've finished the GRAT, your team may appeal a wrong answer if you all feel that you've missed a question because the question was worded ambiguously or you may appeal because the reading material was either ambiguous or the correct test answer disagrees with the textbook. The instructions for appeals are at the end of the syllabus. Each Team records its scores in a Team Folder.
6. I'll use the team scores to determine how well you understand the text material and I'll clear up the concepts that you've had a tough time with. I'll also add illustrations or supplemental material to help you with the text concepts. Thus, lectures are more focused mini-lectures.
7. We'll move to applying the newly-learned concepts to the real world. We'll do this in team exercises called Applications.

Group Work

Team-work is an essential part of your work, family and educational life. Done right, it can be a rewarding learning experience, but in an abusive group, it can be worse than non-productive. Successful team-work doesn't just happen; you have to work at it. You also have to be aware that there will be slackers out there who will try to take advantage of the rest of a team; you have to plan for how to deal with them. Except when someone abuses it, group work is usually worth the effort it takes, but it does take work, and it takes commitment from every member of the group to work at making it work.

One of the things I do to help you deal with this is to start peer evaluation early in the course, instead of waiting until the end, when it's too late. I also do pop-evaluations in class or on the Internet - on any given day, without warning, you may be asked to rate each others' performance.

Group Work is different from working alone. That sounds like an obvious statement, but many students forget that skills and talents they have developed for individual success are sometimes not useful in group work, in fact, they can be downright counter-productive. An example would be the tendency to work-best-at-the-11th-hour-deadline. Many are great at that, it's a myth I've used myself - I delay starting to work on a paper because I genuinely believe that I work best when under the pressure of a deadline (to some extent it is true, as it is for most perfectionists: it gives us an excuse to do less than perfect work). But when I'm working with a colleague on a joint project, I can't do that; it's just not fair to the colleague. It's also not really the best way to do any kind of work, as I find out when I do start things early. We need to start early so we can have enough time to catch mistakes, re-read and revise.

Some students don't recognize their behavior in a group and when they are being abusive. One student stated, "I didn't even know there was a problem in our group; I sent my stuff in for Joe to type up, I don't know what the problem is." It's called group work or team-work because we do it as a team. Keep aware of your group members and the way the group is feeling and working. Students' perceptions at times are that although all the other members of their group see them as not participating, they thought they were doing fine. Participation is a whole lot more than just showing up for meetings. You must come prepared, which means reading all the assigned material BEFORE the meeting, coming on time, speaking up, staying awake, contributing original ideas and structuring comments, but it also means confronting those who are not carrying their fair share, and being willing to do whatever it takes to make a group work. Tools to help groups function successfully will be posted on the class website/

The Role of Peer Evaluation

This course will use Peer Evaluation to allow you to give and receive feedback on preparation, participation, and contribution to team performance.

I do this at least once before the drop date, and after you have received back an assignment. This gives the group a chance to let the person know they need to shape up before the end of the course.

This is your chance to tell group members what you think of their performance. You owe it to them and to yourself to do this honestly. We do no one any favors if we allow them to think they can go out into the business world and cheat on team-work and still expect to receive the same rewards (i.e.: bonuses, or keeping their job), and a university is a safer place to learn this than on-the-job. You also have to

recognize that if a group member is not performing to standard and you fail to do anything about it, you are de facto agreeing to allow them to do this to you and you will have no grounds on which to complain to me at the end of the course that someone did not carry their weight. The first peer evaluation usually does not affect a student's mark and serves as a heads-up only, but if a second and/or final evaluation shows the problem to still exist, the cumulative poor evaluations will lower a student's grade. (see example at end of packet)

You will be asked to complete an anonymous peer evaluation of your teammates at by the Midterm. This is an informative evaluation (does not count for marks). It is your opportunity to give your colleagues helpful feedback and it is your opportunity to get helpful feedback from your colleagues. At the end of the course you will repeat this peer evaluation for a % of your final grade.

Attendance Policy

You are expected to attend all scheduled class meetings because absence results in the loss of classroom interaction for you, your instructor, and your peers. You should enroll in this course only if you are both willing and able to attend its scheduled class meetings. If you are absent when participation points can be earned (e.g., taking the gRAT, application exercises), you will not be penalized for missing the class, but the instructor will not award you credit for participation that did not take place.

Test and Exam Policy

1. **iRATs and gRATS** – If you miss an individual RAT, you have a week to make it up. You need to contact me to schedule a time to make it up at my office. You will be giving up the gRAT points for the evening. If you know that you are going to be away and will miss an iRAT, you can take it a week early. I can then provide the answers to your team so they can consider them in the gRAT. If you choose to complete it early, you will then earn your team's gRAT score.
2. **Exams** – There will be two cumulative exams for this course. Material covered on the exams will include any information from class lectures, discussions and activities. The format for each exam will be a combination of multiple choice and short answer items. Make up exams are not permitted. It is your responsibility to take the exam during the period it is administered. If you have a conflict with the exam schedule, you may take the exam early. In this case, please discuss your conflict with me so that we can make arrangements for you to take the exam early. Exams that are not taken by the end of the designated test period will result in a grade of 0 for that exam.

PsychPortal Homework

You will also be completing online homework on the PsychPortal website: <http://courses.bfwpub.com/exploring8e.php> for each chapter we cover. The due dates for each PsychPortal chapter are listed on the course outline and Psychportal website. Each one is **due by 5pm** on the day it is assigned. Please note that this means the homework will be due BEFORE we meet in class.

One of the online assignments on PsychPortal is in the form of a short test (called a mastery exam). Each student will get a randomized set of questions covering that chapter. **You may attempt the exam**

as many times as you'd like before the deadline, but the questions asked will be different each time you make an attempt. Only your best score before the deadline will be recorded.

This assignment is to insure that you are reading and understanding each chapter before coming to class. There are many other helpful features you are encouraged to use. I highly recommend using the Flashcard feature to prepare for module vocabulary quizzes. Remember, studying is most useful when done over several days.

Late Assignments

Homework – It's due by the due date since it's needed for class assignments.

Student Assistance Services

Disability - Any student requiring accommodations or services for a disability must contact Services for Students with Disabilities in the Student Service Center, Ogden Campus, Rm 181. This office can also arrange to provide materials (including this syllabus) in alternative formats if necessary.

Life Transitions (College, relational, etc.) / Anxiety (Test, etc.) /Life-Work-School Balance/Identity – These are typical issues for students and the Counseling and Psychological Services can be very helpful to you in addressing these issues to minimize the impact on your education.. Contact them in the Student Service Center, Ogden Campus, Ste. 280. Phone – 801 626-6406. Please identify yourself as a student in my class to prevent your appointment being scheduled with me.

Tutoring – The Psychology Department offers tutoring and you may contact the Department regarding the hours for Spring 2012.

Class Schedule

Date	Topic or Test	Chaps	Reading Guide	RAT/Exam/PP-HW
1/ 03	Introduction to the Class			
1/ 10	Module 1 - History of Psychology and Psychology as a Science – Application	1	Sec. 1, 3-11	VQ, M-1 RAT (PP)
1/ 17	Module 2 – The Biology of Behavior - Application	2	Sec. 2-4, 6-11, p.45	VQ, M- 2 RAT (PP)
1/ 24	Module 2 - Application			
1/ 31	Module 3 – Social Psychology - Application	15	Sec. 1-5, 7-11, 14	VQ, M- 3 RAT (PP)
2/ 07	Application - Module 3			
2/14	Module 4 – Learning - Application	7	Entire chap.	VQ, M- 4 RAT (PP)
2/21	Application - Module 4 – Midterm Review			
February 22-25	Midterm Exam			Midterm
			Chap 4 – 1-5, 9-10, 12	
2/28	Module 5 –Developmental Psychology – Application	4 & 5	Chap 5 – Sec. 3-5,7, 9-10	VQ, M- 5 RAT (PP)
3/ 06	Application – Module 5			
3/ 20	Module 6 – Thinking and Intelligence - Cognitive Psychology – Application	3 & 9	Chap. 3 – 3-7, 12-16; Chap. 9 pp. 313-334 Chap. 12 – Sec. 1-2, 4-7, 11, 13, 16	VQ, M- 6 RAT (PP)
3/27	Module 7 – Personality - Application	12		VQ, M-7, RAT (PP)
4/ 03	Module 8 – Mental Health Problems and Therapy	13 & 14	Chap. 13 -entire chap. Chap 14 – 1-7, 9-14	VQ, M- 8 RAT (PP)
4/10	Application – Module 8			
4/ 17	Final Exam			Final Exam

The above schedule is subject to change. Timely notice will be adhered to in case of a change.

Grade Determination and Procedure

I do not give grades; I merely record them as you earn them. As you are the project manager of your education, within the semester, please use the assignments to execute your personal goals of maintaining scholarships, being an academic ninja, making your mother happy, etc. (i.e. plan your work and work your plan).

Grades are based on three categories :

A.	Individual Performance		TOTAL	Weights
	8 IRAT scores	75 points each	600 points	
	8 Vocabulary quizzes/exercises	20 points each	160 points	
	8 Module Homework exercises	20 points each	160 points	
B.	Team Performance			
	8 GRAT scores	75 points each	600 points	
	8 Graded Applications	25 points each	200 points	
C.	Peer Evaluations			
	Peer evaluation scores	100 points each	100 points	
	Midterm Exam	100 points	100 points	12.5
	Final Exam	100 points	100 points	12.5
			2020 points	100%

3. Extra credit =10 points per member for (team perfect attendance)

Grades break following traditional scoring patterns:

A	93-100%	D+	66-69%
A-	90-92%	D	63-65%
B+	86-89%	F	Below 63%
B	83-85%		
B-	80-82%		
C+	76-79%		
C	73-75%		
C-	70-72%		

