

Introduction to Psychology (PSYC 1010)
Spring 2009
Weber State University- Davis Campus

Instructor Information

Dr. Melinda Russell-Stamp

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Office Hours/ Davis Campus: Monday (11-12), Wednesday (11-12; 4:30-5:30),; Ogden

Campus: Tuesday (10-11), Thursday (1-2), or by appointment

Class Meeting Times and Locations:

Wednesdays

5:30 – 8:20 p.m.

Location: Davis Campus Rm. # 322

Required Readings

Myers, D.G. (2008). Exploring Psychology. (7th Edition). New York: Worth Publishers, Inc.

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, biological foundations of behavior, learning, memory, intelligence, stress/health, personality, developmental, social and abnormal psychology.

Course Goals

This course is intended to give the student an understanding of the many aspects of psychology. Students will be expected to:

- Think critically and creatively about human behavior (i.e. observable actions) and mental processes (i.e. subjective experiences such as thoughts, beliefs, and feelings).
- Discuss the scientific method and its importance to the study of behavior.
- Understand the major theoretical perspectives in psychology and how they explain human behavior and motivation.
- Gain an understanding of how biology, cognition, emotions, and the social-cultural world impact behavior.
- Recognize how psychology may be applied to everyday life.
- Use the technical vocabulary of psychological science.

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.

Vista Enhancement

This course is Vista-enhanced. To access the course website, go to <http://online.weber.edu>. Log-in with your Wildcat username and password. From the “My WSU Online” tab, click on “PSYC 1010”. Once you are on the course homepage, click on “Start Here”, to ensure that your computer has the proper “Software Downloads”, to view the e-copy of the syllabus, and to review “How to Contact Your Professor”.

On the course website you will be able to access the course syllabus, Power Point presentations, handouts, exam reviews, course announcements, and your course grades. 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 in the Power Point handouts. I encourage you to bring the relevant handouts to class since they may aid in note-taking.

<u>Method of Evaluation</u>	<u>Points Possible</u>
Exam 1	50 points
Exam 2	50 points
Exam 3	50 points
Exam 4	50 points
Exam 5	50 points
Test Total:	250 points
Review 1	20 points
Review 2	20 points
Review 3	20 points
Review 4	20 points
Review 5	20 points
Homework Total:	100 points
Memory Application Assignment	50 points
Total Points:	400 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 (Listed on 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 in the Testing Center at the Davis Campus. To take an exam, you must show up on the correct date at the appropriate times (see Course Schedule) with a photo ID, a #2 pencil, and 10 cents for a scantron. You will not be allowed to take an exam without a photo ID or if you show up after hours.
Monday – Thursday 7:30 a.m. – 8:00 p.m. (You must show up by 7:00 p.m.)
Friday 7:30 a.m. – 7:00 p.m. (You must show up by 6:00 p.m.)
Saturday 9:00 a.m.-4:30 p.m. (You must show up by 3:30 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 four 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, February 27th & Friday, April 10th**. Makeup exams may not be taken on other days. It is your responsibility to let me know if you need to take a make-up exam prior to these dates.

Review Assignments (Due Dates listed on course schedule)

- You will complete 5 non-comprehensive homework assignments, each covering 2-3 modules. Homework assignments will consist of a variety of questions designed to help you better understand the material and review for the exams.
- Since this course will only be meeting once per week, review assignments will be completed in class the class period prior to the exam. Therefore it will be to your advantage to attend class so that you may obtain full credit for the review and for feedback regarding the answers to the review. If you have extenuating circumstances that prevent you from being in class that evening, you may obtain the review from me and turn it in late for 15 rather than 20 points.

Memory Application Assignment (Due Date: April 15th)

- 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 fall. 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. Provide a definition of the strategy from the book. You should also cite other relevant research or information that pertains to the strategy.
 3. How did you implement the strategy? Be specific about what you did. What dates did you implement the strategy?
 4. 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?
 5. 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.
 6. To what do you attribute the results of the two tests (i.e. was it using the strategies or other outside variables)?
 7. Did you enjoy implementing the strategy? Would you use the strategy again? Would you change anything about how you implemented the strategy?
 8. What did you learn from this project?
- These questions should be type-written, 12 point font, double-spaced and have a title page. Your responses to these questions should be approximately 4 pages. You should cite the text or lecture notes when you are providing information about the strategy.

Extra Credit Option (Due Date: April 22nd)

- A total of 20 extra credit points may be earned during the semester.
- Extra credit points will be counted toward your final grade only if you take each of the 5 exams, the application assignment, and 4 out of the 5 homework assignments. Extra credit options may include participation in approved psychological research, the following written project, or other opportunities that might arise during the semester and approved by the instructor. Extra credit must be turned in on time to receive credit.
- For the written assignment, you will identify and describe 8 examples of course material presented in the popular media and/or your personal experience. These illustrations may come from a newspaper, popular magazine, web site, academic journal, movie, Television program, play, novel, or your personal experience. Your paper should include the following:
 - A 1 or 2-paragraph description of the psychological concept and how you saw it applied in your personal experience, popular media, etc.

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).

Name of Contact

Phone # or E-mail

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3. **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.
4. **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 221 at the Davis campus (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.
5. 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 (uncited) 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 source

Please 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
1/7	Course Overview/Introductions/ Psychological Perspectives Careers in Psychology	Chapter 1 Appendix C
1/14 1/15-1/21	Thinking Critically Exam 1	Chapter 1; Appendix A; Review 1
1/21	Memory	Chapter 8
1/28	Neuroscience & Behavior	Chapter 2
2/4 2/5-2/11	Neuroscience & Behavior Exam 2	Chapter 2; Review 2
2/11	Learning	Chapter 7
2/18	Learning	Chapter 7
2/25 2/26-3/4	Health & Psychology Exam 3	Chapter 11 (pg. 396-416) Chapter 6 (pg. 186-196); Review 3
3/4	Psychological Disorders/Therapy	Chapter 13 & 14
3/11	Spring Break	
3/18	Psychological Disorders/Therapy	Chapter 13 & 14
3/25	Psychological Disorders/Therapy	Chapters 13 & 14

4/1	Personality	Chapter 12; Review 4
4/2-4/8	Exam 4	
4/8	Social Psychology	Chapter 15
4/15	Developmental Psychology	Chapter 4; Memory Paper Due
4/22	Developmental Psychology	Chapter 4; Review 5; Last Day for Extra Credit
4/24-4/30	Exam 5	

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.

Student Survey

Name: _____

Year in School: _____

Hometown: _____

Major: _____

Goal: _____

What is one thing in the past that teachers have done to help you learn?