

**INTRODUCTORY PSYCHOLOGY (PSYC 1010-30188)**  
**WEBER STATE UNIVERSITY**  
**SPRING 2009**

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**MWF 10:00 – 10:50 A.M.**  
**SS 394**

<b>PROFESSOR</b>	Dr. Leigh Shaw
<b>OFFICE</b>	SS 362
<b>PHONE</b>	626-7429
<b>OFFICE HOURS</b>	MWF 9:00 – 9:50 a.m., TR 11:15 – 11:45 p.m.
<b>EMAIL</b>	<a href="mailto:lshaw@weber.edu">lshaw@weber.edu</a>
<b>WEBPAGE</b>	<a href="http://faculty.weber.edu/lshaw">http://faculty.weber.edu/lshaw</a>

**SUPPLEMENTAL INSTRUCTOR** David Webb ([davidwebb@mail.weber.edu](mailto:davidwebb@mail.weber.edu))

**COURSE DESCRIPTION AND GOALS**

Through lectures, discussions, and films, this course will introduce you to the diverse field of psychology. Topics will include the history of psychology, research methods and ethics, neuroscience, sensation and perception, learning, memory, intelligence, personality, developmental, social, and abnormal psychology.

The primary goals of this course are 1) to foster your ability to think critically about human behavior and mental processes, 2) to present the major psychological theories (i.e., their different questions, assumptions, and ways of understanding human nature), and 3) to illustrate how psychological processes operate in everyday life. This course will be challenging and stimulating. Because the field of psychology grows through questioning and critical examination, you are encouraged to question prevailing assumptions and to pose thoughtful questions about psychological perspectives on human behavior and mental processes.

**TEXT AND REQUIRED MATERIALS**

- 1) Myers, D.G. (2007). *Exploring psychology* (7<sup>th</sup> ed.). New York: Worth.
- 2) Internet access for Vista enhancements
- 3) #2 Pencils and 50¢ for taking exams (10¢ for each scantron to be purchased at Testing Center)
- 4) A desire to learn and enjoy the class!

**SUPPLEMENTAL INSTRUCTION**

- Supplemental instruction does not target at-risk students, but rather is implemented in historically difficult courses. To help you succeed in this course, I requested and received supplemental instruction for this course.
- David Webb, who has been trained as your SI leader, took this course from me and earned an A. David knows the course content and he is prepared to share with you what he has learned about how to study effectively for this course. He will be in class with you every day, hearing what you hear and reading what you read.
- As your SI leader, David will conduct weekly review sessions that will provide you the opportunity to get together with your peers to compare notes, to discuss important concepts, to develop strategies for studying the subject, and to test yourselves before I do, so that when I do, you'll be ready! His goals, and mine, are to keep you in class and help you improve your grade.
- At each review session, David will guide you through course concepts with activities and discussion. He will not lecture for you, he will not give you his class notes, he will not do your homework for you, and he will not think for you! David will help you make good use of your study time and he will share with you the strategies that he used to be successful in this course.

## GRADING

<b>Exams</b>	<b>= 330 points (67% of total)</b> <i>#1-4 @ 60 points each; #5 @ 90 points</i>
<b>Homework</b>	<b>= 110 points (22% of total)</b> <i>#1-4 @ 20 points each; #5 @ 30 points</i>
<b>Research Participation</b>	<b>= 50 points (10% of total)</b> <i>8 research credits @ 6.25 points each</i>
<b>TOTAL</b>	<b>= 490 points</b>

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

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

You have one extra-credit option; its successful completion will earn you one increment in your final grade (e.g., your grade will raise from C+ to B-, from B- to B, etc.).

## EXAMS

- You will take 5 non-comprehensive exams, each covering about 1/5 of course material - including lectures, discussions, videos, and assigned textbook chapters. Exams consist of multiple-choice questions. Exams are "closed-book" and "closed-notes". Exams 1-4 have 40 items, each worth 1.5 points for 60 total points; Exam 5 has 60 items, each worth 1.5 points for 90 total points.
  - Exams are given in the Social Sciences Testing Center (SS 036, basement of the Social Sciences building). To take an exam, you must show up with a photo ID on the correct date (see Course Schedule) at the appropriate times. You will not be allowed to take an exam without a photo ID or if you show up after hours (tests will be issued until the closing time listed; you may remain for one hour after that time to complete your exam).

Monday – Thursday	7:30 AM – 8:00 PM
Friday	7:30 AM – 4:30 PM
Saturday	9:00 AM – 3:30 PM
  - It is your responsibility to take the exam during the period it is administered at the Social Sciences Testing Center. If you have a conflict with the exam schedule, you may take an exam early at no penalty. In this case, please discuss your conflict with me so that we can make arrangements for you to take the exam early. If for whatever reason, you fail to take an exam during the exam period, you may take the exam within 2 days of the close-date at a 20% penalty. If the exam is not taken during the late period, you will earn a 0 for the exam. You must consult with me before taking a late exam with penalty, and late exams are administered at my discretion.
  - EXAM REVIEW SHEETS will be available online one week before the exam period.
  - IMPORTANT: You are responsible for all materials in the assigned readings even if they are not discussed in class, and you are responsible for anything discussed in class even if it is not covered in the readings. If you miss a class period, I strongly advise you to get the notes from another student. Use this space to write the contact information of another student should you miss a class period.
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## EXAM ITEM REVIEWS

- My goal is to help you learn the course material and foster your ability to think like a scientific psychologist. To this end, it is important for you to reflect on and learn from your mistakes. If you choose to truly learn the material on each exam and you seek to improve your exam score, you may do the following:
  - 1) Take blank paper, a pen, and your Exam Score Output to the SS Testing Center. On the top of the page, write your name and course reference number.
  - 2) Check out a copy of the exam, sit in the Testing Center, and review the items you missed.
  - 3) For each missed item, you must write down the **item #**, the **correct response** (*figure it out – you may use your notes and text!*), and a **2-3 sentence explanation of why you chose one of the incorrect responses**. **BE HONEST!** Perhaps you read the question too quickly, you misread the question, you didn't study that concept, you didn't read the textbook, you misunderstood the concept, you second-guessed yourself, and/or you just spaced out! This is an opportunity for you and for me to learn from your mistakes!
- Item reviews are due **by NOON** on the due date (see Course Schedule). Early reviews are encouraged; late reviews will not be accepted. Reviews that do not include the required elements will not be considered. Due to testing center policy and final grade deadlines, item reviews can be completed only for exams 1, 2, 3, & 4.
- You may earn **0.50%** for each missed item that you review.
- I strongly advise you to take this opportunity to make the most of what may have been a personally disappointing performance on any given exam. I believe in your ability to succeed in this course and I am willing to help you do so.

## HOMEWORK ASSIGNMENTS

- You will complete 5 non-comprehensive homework assignments, each covering 2-3 module topics. Homework assignments will consist of a variety of questions (e.g., multiple-choice, matching, fill-in-the-blank, true-false) about the assigned chapters, lectures, discussions, and videos.
- You will download and submit your homework assignments online via Vista. Homework assignments are due by 11:59 p.m. (a.k.a. midnight) on the specified due date (see Course Schedule). You may turn in your homework assignments at any point during the semester up to the due date. *No homework assignment may be turned in late, so schedule your time wisely!* I suggest that you turn in your assignment by the day prior to the due date, just in case you have any problems with computer connections. *Ignorance is not an excuse*; it is your responsibility to download, print, complete, and submit homework assignments online and on time.
- Please read the "How to complete and submit your homework!" handout for more information.

## RESEARCH PARTICIPATION CREDITS

- An important part of taking an introduction to psychology course is to understand how knowledge is psychology is acquired. Therefore, 10% of your final grade will be based on research participation. You will need to complete 8 research credits (each research credit = 15 minutes of participation) to receive the full 10%. Research participation or its alternatives must be completed by **Friday, April 17<sup>th</sup>**.
- Read the "Research Participation Requirement" handout for more information.

## EXTRA CREDIT ACTIVITY: ILLUSTRATIONS JOURNAL

- Extra credit points will be counted toward your final grade only if you take each of the 5 exams, and submit at least 4 of the 5 homework assignments.

- Extra-credit illustration journals are due **by Friday, April 10<sup>th</sup> by NOON**. Early journals will be accepted; late journals will not be accepted. Successful completion of this activity will earn you one increment in your final grade (e.g., your grade will raise from C+ to B-, from B- to B, etc.). Partial, late, or substandard completion of the activity will give you no extra-credit points.
- The concepts we will discuss in this course are directly relevant to your life outside of the classroom. The more you look for psychological concepts, the more you will recognize them and their effects on your life. And, the more you identify them, the better your understanding!
- The primary focus of your illustration journal is to identify and discuss examples of course concepts. Your task is to identify 10 illustrations of course material presented in the popular media and/or your personal experience. Illustrations can take the form of an account drawn from a newspaper, popular magazine, web site, academic journal, movie, TV program, play, novel, or your personal experience.
- In your journal, you must provide (1) the “illustration” (e.g., a detailed description of an event you personally experienced, an account drawn from a magazine or website), (2) a typed, detailed definition and description of the relevant course concept, and (3) a typed, detailed description of the connection between the course concept and the illustration.
- To avoid plagiarism and to receive credit for your journal, you must properly cite the sources of your 10 illustrations (see also Plagiarism and Cheating). Journals without appropriate citations will not receive credit.
  - If you include materials taken *verbatim*, or word-for-word, from your source (i.e., you cut and paste information from a website, you copy a quote from a magazine article), you must put that material in quotes and put the reference at the end (e.g., the URL web address, the name of the magazine and date of publication).
  - If you paraphrase material from your source (i.e., you rewrite another writer’s ideas in your *own words* and in your *own sentence structure*), simply type the reference at the bottom.
  - When you elaborate how your illustration defines or explains the relevant course concept, you must also include a reference to your textbook (Myers, 2007) and/or lecture notes (Shaw, 2007).
- Illustrations journals may be organized into a folder or 3-ring notebook or they may simply be stapled together. Be creative and have fun finding illustrations of psychology in “real-life”!

## 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”.
- What is available on the course website? You will be able to access the course syllabus with course schedule, PowerPoint presentations and handouts to aid in note taking, homework assignments, exam review guides, website links relevant to course material, and the website that accompanies your textbook. Also, you will be able to stay up-to-date with course announcements (“Announcements”), your course grades (“My Grades”), and, if you choose, to contact your professor and peers via email.
- The material available online is provided as a courtesy to facilitate note taking and comprehension of course material – it is NOT a substitute for attending class. You will be provided with important information in class that is not sufficiently elaborated in the Power Points, is not provided in your text, and is critical to your success in this class. I strongly advise you to bring to class the relevant handouts so that you may elaborate them with in-class information.
- For assistance with Vista issues, email [wsuonline@weber.edu](mailto:wsuonline@weber.edu) or call 626-6499 (the phone is staffed Mon-Thurs, 8am–9pm & Fridays, 8–4:30pm; leave a message for a return call during non-business hours). For

assistance with usernames and/or passwords, call (626-7777) or email ([csupport@weber.edu](mailto:csupport@weber.edu)) the Help Desk.

## **ATTENDANCE**

I do not take daily attendance; you are responsible to decide the level at which you will be engaged in this course. In my experience, attendance is positively related to course success.

## **EXCUSED ABSENCES FOR UNIVERSITY-RECOGNIZED ACTIVITIES**

Students who will be absent while representing the University in officially recognized University activities (e.g., sports, band, professional conferences) 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

## **DROPPING THE COURSE**

You may completely withdraw from the semester at any time. The last day to withdraw from any individual class is Friday, March 6<sup>th</sup> (see Catalog for details and instructions).

## **CLASS CONDUCT AND COURTESY**

- Please be courteous of others when arriving late or leaving early from class. Students have the right to a course that is relatively free of any unnecessary distractions that could impair their participation in the course. If you anticipate being late for class or leaving early from class on a regular basis, see me immediately to explain the reasons for your tardiness or early departures. You also should plan to sit in an area of the classroom that will lead to the least amount of class disruption when you arrive or leave.
- Refrain from engaging in disruptive behavior (e.g., lecture-irrelevant conversations with peers) during class. You will be warned to stop your behavior. If such disruptive behavior continues, you will be asked to leave the classroom. A petition will be submitted to the Dean's office to drop you from the class roster after the second dismissal from class. If you are dropped from the roster, you may receive a grade of "E".
- You are expected to deactivate all electronic devices during class. No music players or portable headsets may be worn during class. If you disrupt the class with your electronic devices, you may be asked to leave the classroom. Audio recorders are permitted in lecture.
- No adult or child visitors are allowed in class without prior permission.
- Refer to <http://documents.weber.edu/ppm/6-22.htm> for a description of student rights and responsibilities.

## **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 of the Student Service Center. SSD can also arrange to provide course materials (including this syllabus) in alternative formats, if necessary. Furthermore, I wish to offer any qualified student with a disability the opportunity to meet with me privately to discuss receiving reasonable accommodation. Such accommodation 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. Please refer to the following web site for the Services for Students with Disabilities Handbook: [http://departments.weber.edu/ssd/handbook/hb\\_07.htm](http://departments.weber.edu/ssd/handbook/hb_07.htm)

## **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:

Contrary to Plato and Descartes who assumed that knowledge is innate or inborn, Locke proposed that "the mind at birth is a blank slate—a "white paper"—on which experience writes" (Myers, 2005, p. 3). This notion helped lay the foundation for empiricism, or "the view that knowledge originates in experience and that science should, therefore, rely on observation and experimentation" (Myers, 2005, p. 4).

#### *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.

### **FINAL POINT**

This syllabus is our contract: it details your obligations to me, and mine to you. If there are any issues with it, bring them up as soon as they come to your attention. Announcements made in class or online "count" just as much as policies outlined in this document. The course schedule may change, and it is your duty to attend class to learn about the changes. Exam dates rarely change; however, material covered on an exam may change.

## COURSE SCHEDULE

WEEK	DATE	TOPIC	READINGS	ASSIGNMENTS
1	1/5	Expectations!		
	1/7	Course Introduction and Syllabus Review		
	1/9	History of Psychology	CH 1	
2	1/12	History of Psychology		
	1/14	How to Think like a Psychologist		
	1/16	Thinking Critically...	Appendix A & C	
3	1/19	<b>NO CLASS: Martin Luther King Holiday</b>		
	1/21	Thinking Critically ...		
	1/23	Thinking Critically ...		<i>HW #1 Due by 11:59 PM</i>
	<b>1/23-27</b>	<b>EXAM 1</b>		
4	1/26	<b>NO CLASS: Exam 1</b>		
	1/28	Neuroscience and Behavior	CH 2	
	1/30	Neuroscience and Behavior		
5	2/2	Neuroscience and Behavior		<i>EX 1 Reviews by NOON</i>
	2/4	Neuroscience and Behavior		
	2/6	Sensation and Perception	CH 5	
6	2/9	Sensation and Perception		
	2/11	Sensation and Perception		<i>HW #2 Due by 11:59 PM</i>
	2/13	<b>NO CLASS: Exam 2</b>		
	<b>2/11-14</b>	<b>EXAM 2</b>		
7	2/16	<b>NO CLASS: President's Day Holiday</b>		
	2/18	Learning	CH 7	
	2/20	Learning		
8	2/23	Learning		<i>EX 2 Reviews by NOON</i>
	2/25	Memory	CH 8	
	2/27	Memory		
9	3/2	Memory		
	3/4	Memory		<i>HW #3 Due by 11:59 PM</i>
	3/6	<b>NO CLASS: Exam 3</b>		
	<b>3/4-7</b>	<b>EXAM 3</b>		
	<b>3/9-13</b>	<b>NO CLASS: Spring Break</b>		
10	3/16	Emotions, Stress, and Health	CH 11	
	3/18	Emotions, Stress, and Health		
	3/20	Emotions, Stress, and Health		<i>EX 3 Reviews by NOON</i>
11	3/23	Personality	CH 12	
	3/25	Personality		
	3/27	Personality		<i>HW #4 Due by 11:59 PM</i>
	<b>3/27-31</b>	<b>EXAM 4</b>		
12	3/30	<b>NO CLASS: Exam 4</b>		
	4/1	Developing through the Lifespan	CH 4	
	4/3	<b>NO CLASS – Dr. Shaw @ Conference</b>		
13	4/6	Developing through the Lifespan		
	4/8	Developing through the Lifespan		<i>EX 4 Reviews by NOON</i>
	4/10	Developing through the Lifespan		<i>Extra Credit by NOON</i>
14	4/13	Social Psychology	CH 15	
	4/15	Social Psychology		
	4/17	Social Psychology		<i>Research Credits DUE</i>
15	4/20	Psychological Disorders	CH 13	
	4/22	Psychological Disorders		
	4/24	Psychological Disorders		<i>HW #5 Due by 11:59 PM</i>
	<b>4/24-28</b>	<b>EXAM 5</b>		