INTRODUCTION TO PSYCHOLOGY
Weber State University
Psychology 1010 ONLINE, Fall 2014, crn 24140

Professor: Dr. Azenett A. Garza

Office & Office Hours: SS 328D
By appointment mainly, but will be around Mondays
& Thursdays 10:30 a.m. – 11:30 a.m. in my office, I will also be also available through phone, or chat through scheduled times.

Contact Information: e-mail: agarza@weber.edu or through CANVAS mail tool (These are by far the best ways to reach me).
Office #: (801) 626-6249 or (801) 626-7824

Course Website: CANVAS – may access through student portal (http://weber.edu) or http://canvas.weber.edu or http://weber.instructure.com will need Wildcat username and password to access. From the “Courses” tab, click on “PSYC 1010”. This syllabus, powerpoint handouts, course announcements, and grades will be accessed through CANVAS. You will also be able to e-mail classmates and your professor through CANVAS.
Go to http://departments.weber.edu/ce/distancelearning/CanvasFAQ.aspx for more information about CANVAS. CANVAS works best using Chrome or Fire Fox web browsers.


- Will need to purchase a textbook w/Launchpad Access, ISBN 978-1-4641-8956-2 for $101.35 new from the WSU Bookstore (This option provides both a hard copy of the text as well as an e-book, and access to the Launchpad that allows you to access additional study aids) or $93.99 for the loose leaf version from the publishers. You may find it cheaper elsewhere online.

OR

- Launchpad Access to use the fully interactive eBook and the Launchpad directly from the publisher for $64.99
http://www.macmillanhighered.com/Catalog/product/exploringpsychologywithupdatesondsm-5-ninthedition-myers/studentpurchaseoptions#tab

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? What are the roots of psychological disorders and how can they be treated? 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:

- vocabulary and concepts involved in describing and explaining psychological phenomena;
- basic methods used by psychologists to investigate human behavior scientifically;
- principles, theories, and other empirical generalizations which have emerged from psychological studies;
- career options available in Psychology;
- key psychological values (e.g., skepticism, intellectual curiosity, respect for evidence and human diversity), the limits of psychological knowledge and skills, and the necessity of ethical behavior in all aspects of the science and practice of psychology.

Will also acquire skills necessary to
- integrate theories and research with real-life applications so as to make the study of psychology both interesting and meaningful to you;
- appreciate that all behavior is the result of a complex interaction between genetic, biological, cognitive, environmental, developmental, and social-cultural factors;
- learn how to interpret psychological knowledge to be able to apply it to daily life, everyday problems, and social issues.

Evaluation of Course Work

Syllabus Quiz
Be sure to read the syllabus very carefully! Your syllabus should answer most of the questions you have. To be sure that you have read over your syllabus and that you understand ALL class policies, you must complete a syllabus quiz that will be available through ChiTester and you make take the quiz from home or any computer. The Syllabus quiz will be titled “SYLLABUS QUIZ FALL 2014 PSY 1010 ONLINE.” You may use your syllabus as a reference as you answer the questions and you MUST complete it by **Monday, September 8, 2014 at 11:55 p.m.** Be sure to answer questions regarding deadlines and days you have to take exams, etc. by following the recommended dates presented in the class calendar of your syllabus. You may take it as many times as needed to obtain a perfect score. Each time you re-take it, only the questions you missed prior will re-appear. **If you do not complete the syllabus quiz by the deadline, then I will NOT accept any of your other work.** This may sound rather harsh but this way I can be sure that you understand ALL class policies and we avoid many problems later.

**Exams:** There will be a total of six exams (five midterm exams and one final exam). Each exam will consist of approximately 50-100 multiple choice questions. All exams will be taken using Chi Tester, which is a computerized testing program. You may take the exams from any WSU testing center during the exam period. You will have 4 days to take each exam. You may also set up a proctor to take the exams, if you are not able to make it to a WSU testing center. More information on setting up a proctor can be found at: [http://chitester.wordpress.com/section-6-student-guide/remote-proctors/](http://chitester.wordpress.com/section-6-student-guide/remote-proctors/)

Please note that you should save your answers frequently before continuing to the next question. If you don’t, you may receive a 0 on an exam because none of your responses will have been saved. All exams are to be taken with no external help (i.e, book, notes, other people, etc.). The only outside materials I allow are foreign/English language dictionaries or a thesaurus. All testing centers demand that you show up NO LATER than ONE HOUR before closing time. That means you should plan enough time for you to travel to the testing center and arrive no later than one hour before closing time to be able to take the exams. Otherwise, you have unlimited time to take the exams. So, if you feel you need more than one hour to take the exam be sure to give yourself enough time to arrive to the testing center and enough time to be able to take the exam at your pace. It is highly recommended that you DO NOT wait until the last minute or day possible to take the exams. It is highly probable that you will experience some sort of difficulty at that time and no ability to resolve it in time for you to take the exams.

Each exam will consist of approximately 25-40 multiple choice questions PER chapter. Each exam will be worth 100 points and **make up 60% of your final grade. MAKE-UP EXAMS ARE NOT ALLOWED. A missed exam counts as a 0. You are responsible for knowing the test deadlines.** 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. You may, however, replace your missing or lowest exam score by taking the final exam. 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). If, however, you take the first FIVE exams (meaning, you don’t miss any of them), I will drop your lowest grade. Exam questions will be taken from your textbook. Hours for the Social Science Testing Center are provided below but you could also take it from any other WSU testing center. The Social Science Testing Center is located in the Social Science Building room 36, phone # 801-626-6847. Be sure to bring your ID to the Testing Center or you will not be allowed to take the exam. After the exam period is over, you may review the exam on chi tester to see which questions you missed.

Monday – Thursday 8:30 AM – 8:00 PM (Must show up by 7:00 PM to take an exam)
Friday 8:30 AM – 4:30 PM (Must show up by 3:30 PM to take an exam)
Saturday 10:00 AM – 4:30 PM (Must show up by 3:30 PM to take an exam)

Homework Review Assignments: There will be 5 homework assignments throughout the semester. These assignments will be available in CANVAS for you to print and work on but will be turned in on ChiTester (chitester.weber.edu – you will need your Wildcat id and password). You will be able to submit your homework from ANY computer at home or school. Homework assignments will consist of approximately 50 - 100 multiple choice questions that will resemble exam questions, will be worth 100 points each and will be worth 20% of your grade. Each homework assignment is to be done individually. You may use your text, class room materials, and Launchpad resources to complete your homework. **Homework assignments not done individually will result in a grade of zero.** You should print out the homework assignment to have while you are reading and reviewing your text. Once you have figured out the answers, you can then submit your responses. You may also answer a few questions at a time, save those answers without submitting the assignment. Be sure to SUBMIT the assignment before the deadline and once ALL questions have been answered. Homework assignments are to be turned in through chitester. **NO LATE OR MAKE-UP ASSIGNMENTS ARE ALLOWED. YOU MUST TURN IN HOMEWORK ASSIGNMENT BY 11:55 p.m. THE DAY SPECIFIED ON THE CLASS CALENDAR IN ORDER TO RECEIVE ANY CREDIT.** Be sure to plan accordingly and give yourself plenty of time to turn it in. Anticipate technological difficulties and don’t wait until the last minute because assignments must be turn in on time regardless of technical difficulties. **Your lowest homework assignment will be dropped.**

Homework assignments will be meant to aid in your further understanding of concepts and issues learned in class and in your readings and to prepare you for exams.

Psychology in The New York Times Article Discussions: Psychology in The New York Times Article Discussions: In order to teach you how psychology is all around you and is relevant to day to day occurrences in the world, you will need to find a NY Times article that contains information that is relevant to Psychology and post it on Facebook. We will use a class Facebook page. You will be required to interact on Facebook at least three times, although you can certainly do so more often. You need to use Facebook with as much privacy as you desire. **Make sure to either create a new identity for yourself or to set your settings at high levels of privacy if you are concerned. The only thing that I request is that you let me know through e-mail if the name on your facebook page is different than the name on the class role. This is simply to make grading easier.** The class page that you will need to look for and like is called “Garza F14 Intro to Psychology crn 24140” or go to https://www.facebook.com/GarzaF14PSY1010crn24140 and like the page..

To obtain free access to the NY Times, you will need to go to www.nytimes.com/pass to register. You will need to register with your Weber State e-mail account. Follow the instructions given to you in the site above. If you are unable to access the NY Times after you have registered at any point in time, give it a half an hour and try again. Weber State University has been given several hundred seats and in the rare chance that everybody is logged on at the same time, you may not have temporary access. This is very unlikely to happen but just in case. What is really cool about
your college pass to The New York Times is that you will be able to search by topic the entire archives since 1851.

There are three due dates for posts on the class syllabus, but one will be dropped, so you only HAVE to post 2 times during the semester. These are due periodically throughout the semester: **Sep. 26**, **Oct. 16**, & **Nov. 6**. You **must submit** what you posted on Facebook on Canvas or I will not grade it. **This means, you MUST submit your entry in BOTH Facebook AND CANVAS in order to receive credit.** You must complete learning curve assignments by **11:55 p.m.** of the due date.

You can submit a screen capture or submit the article and comment that you posted. You can do them all early, but you have to have one complete by each date. You also **cannot** repeat another student’s post. For example, if some other person posts that it seems that animal brain’s get bigger with changes in environment before you get to it, you have to find something else. One of these submissions will be dropped so you only have to submit two times to receive full credit. Each submission will be worth **40 points and make up 10% of your grade.**

The required interactions are as follows:

1. **You will create a link on the page to a New York Times story that deals with a topic that relates to Psychology in some way. In the comments section you will explain why the story interested you, how it relates to Psychology (i.e., what theory, principle, or finding it illustrates), how it is similar or different to what has been discussed in your text or lecture materials, and what you think the implications are of that news item. You MUST include ALL of this in order to get full credit for the assignment.**

2. **You will comment on another student’s New York Times link reacting to the story and to some student’s comment. Your reaction can be to any student who commented, it does not have to be to the original student posting. But it must be civil. Your response to someone’s post should occur one week after each deadline: **Sep. 26**, **Oct. 16**, & **Nov. 6** for each of the deadlines above.**

**Below please find the grading rubric used for grading the New York Times submissions and entries.**
<table>
<thead>
<tr>
<th>Contribution to the Classroom</th>
<th>10 (Excellent)</th>
<th>9 (Good)</th>
<th>8 (Fair)</th>
<th>7 (Poor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posting is insightful, thorough, and interesting.</td>
<td>Posting is thorough and interesting.</td>
<td>Posting is interesting but lacks insight and depth.</td>
<td>Posting is uninteresting and/or too brief for the assignment.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Inspires Reply Postings from Other Students</th>
<th>10 (Excellent)</th>
<th>9 (Good)</th>
<th>8 (Fair)</th>
<th>7 (Poor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A serious effort is made to frame the discussion posting in such a way as to encourage others to reply.</td>
<td>A serious effort is made to frame the discussion posting in such a way as to encourage others to reply.</td>
<td>Some effort is made to frame the discussion posting in such a way as to encourage others to reply.</td>
<td>No effort is made to frame the discussion posting in such a way as to encourage others to reply.</td>
<td></td>
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<tr>
<th>Demonstrated Understanding of the Reading Assignment</th>
<th>10 (Excellent)</th>
<th>9 (Good)</th>
<th>8 (Fair)</th>
<th>7 (Poor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posting demonstrates a thorough understanding of the reading assignment and is substantiated by making a connection to the textbook, companion website, or lecture materials.</td>
<td>Posting demonstrates an understanding of the reading assignment and is substantiated by making a connection to the textbook, companion website, and/or lecture materials.</td>
<td>Posting demonstrates an understanding of the reading assignment but is not substantiated by making a connection to the textbook, companion website and/or lecture materials.</td>
<td>Posting demonstrates very little understanding of the reading assignment.</td>
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<tr>
<th>Grammar, Mechanics, Spelling, and Sentence Structure</th>
<th>10 (Excellent)</th>
<th>9 (Good)</th>
<th>8 (Fair)</th>
<th>7 (Poor)</th>
</tr>
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<tbody>
<tr>
<td>Posting is highly polished; no grammar or spelling errors.</td>
<td>Posting is polished; maximum of one grammar or spelling error.</td>
<td>Posting is adequate; maximum of two grammar or spelling errors.</td>
<td>Inadequate posting; more than two spelling or grammar errors.</td>
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</table>
**Study Activities and Materials:** In order to help you understand the material better and to prepare you for exams, there are various study aides available to you through Launch Pad. 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. I strongly encourage you to use these tools available to you to help you think about the material more deeply and elaborate on the material being covered.

**Research Participation:**

1) **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% to your final grade** based on the amount of research participation you accrue. You may complete up to 6 research credits to receive full credit (10%). Every 15 minutes of participation is worth 1 research credit. You will be informed through CANVAS of some research opportunities that are available online. So, research participation could be completed solely on-line although you are strongly encouraged when possible to complete at least one research credit face-to-face on campus. Research opportunities will be posted caddy corner of the Psychology department (SS 370) and right next to the big Psychology Department Bulletin or at [http://www.weber.edu/psychology/ResearchBoard.html](http://www.weber.edu/psychology/ResearchBoard.html) - here you will find a list of studies that are available for you to participate in and will be updated throughout the semester. Each semester, investigations on a wide range of psychological phenomena (e.g., learning, perception, social behavior, psychological testing, and biological bases of behavior) are conducted at a variety of times. At the beginning of the semester there are generally few studies to choose from. However, by mid-semester more opportunities will become available. In general, you can expect more studies to become available as the semester progresses. You should be able to select several studies to fit your schedule.

   a. A list of participation in research will be provided to professor by Human Subjects Committee but it would behoove you to keep a copy of all proof of research participation as a backup. It is extremely important that you ALWAYS provide your full name, W# in the following format (W12345678) and my name (professor’s name) when participating in research so that you may receive credit for your research participation.

2) **Article Reviews:** As an alternative, you may read peer-reviewed journal articles form one or more areas of psychology and write about them. You will need to write a minimum of 375 words of quality writing summarizing the article in order to earn one hour of credit toward the Research Requirement. Each entry will be worth 4 research credits (one hour). You can find the articles to summarize: [http://www.weber.edu/psychology/ResearchArticles.html](http://www.weber.edu/psychology/ResearchArticles.html)

3) Some combination of the two options listed above. You may do one article review and 2 credits (half an hour) research study.

4) Note: if you end up completing more than 6 research credits, you will receive extra credit. You would receive .5% added to your final grade for every 2 additional research credits (half an hour) up to a total of 10 research credits. So, this means an additional 1% added to your final grade.

**Extra Credit:**

I do not have planned any sort of additional extra credit options than possible extra research studies. So, just do the work and do your best all the time. If there is a faculty or student who need participants for a project that approaches me, I will provide extra points to an exam based on your willingness to help them out but I have no idea at the moment whether this will occur or not.

**Technical Support:**

**Canvas:** In Canvas, you will find power points for each of the chapters to be covered.

For help with browser configuration issues or username/password issues, call 801-626-7777 or send an email to csupport@weber.edu (please include your Wildcat Username, your contact information, the
course, and CRN). Toll free number for distance students: 1-800-848-7770, select option 2, request extension 7777 from the operator.

For help with Canvas navigation, Canvas tools, course enrollment issues, or eTutoring, call 626-6499 or send an email to wsuonline@weber.edu (please include your Wildcat Username, your contact information, the course, and CRN). This phone is staffed Monday-Thursday from 8:00am to 5:00pm, Friday from 8:00am to 4:30pm.

What is the workload expectation for this course?
In this course, in addition to the 42 hours spent "in class" (For an online class this means looking at power point presentations, checking discussions posted, checking announcements or e-mails regularly) or taking exams, you should spend a minimum of 84 hours doing "homework" through the 14 week semester, which include reading the text and documents, completing homework, and studying for exams. That equals 126 hours, which is the university standard in-and-out-of-class workload expectation for a three-hour course under the semester system. For an online class, this is roughly equivalent to 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

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<tr>
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<th>Points</th>
<th>Percentage of Grade</th>
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<tr>
<td>5 Exams</td>
<td>100 pts ea.</td>
<td>60% of your grade</td>
</tr>
<tr>
<td>4/5 Homework</td>
<td>100 pts ea.</td>
<td>20% of your grade</td>
</tr>
<tr>
<td>2/3 NY Times Discussions</td>
<td>40 pts ea.</td>
<td>10% of your grade</td>
</tr>
<tr>
<td>6 credits of Research Participation</td>
<td>10 pts ea.</td>
<td>10% of your grade</td>
</tr>
<tr>
<td>Final Grade</td>
<td></td>
<td>Final Grade</td>
</tr>
<tr>
<td>A</td>
<td>94-100%</td>
<td>C</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
<td>C-</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>D+</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
<td>D</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
<td>D-</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>E</td>
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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 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. This means ALL exams, including final exam and ALL assignments, even ones that could have been dropped. There should be NO missed assignment, exam, or missed attendance in order for me to do this. Please DO NOT e-mail me approaching the end of the semester OR once the semester is over asking if there is anything you can do to improve your grade. The answer will always be NO. Plenty of opportunities are given during the semester to improve your grade. Realizing at the end that you should have done more is too late and not my responsibility.

Homework and Exam Grade Appeals:
You are welcome to review each exam for 2 weeks after its deadline. Each exam will be available on ChiTester for review from any computer. If, after reviewing an exam or homework back, you think a question is open to more than one interpretation, e-mail me 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.

**Name changes:** If your name has recently changed or will be changing during the semester, please notify
me immediately. This will help avoid confusion that arises by having different names in the class roll vs.
psychportal vs. CANVAS.

**E-mail communication:** When you send me an e-mail, it is crucial that you identify in your subject line
what course you are enrolled in and a brief summary of the issue. Include your name and repeat what class
you are taking from me (whether it is online or face to face) and what your question or concern is in the
text of the e-mail. Don’t assume that I know who you are and/or I know/understand what you are e-mailing
me about. Please provide a context for your question as well. **Before e-mailing me, be sure that your
question is not answered in the syllabus first.** When e-mailing me about a homework or exam question
be sure to include the entire question, this will help in me providing a quicker reply even if I don’t have
access to the homework or exam. I should answer e-mails within 48 hours during the week. If an e-mailed
is sent Friday afternoon, I am unlikely to respond until Sunday evening.

**Excused Absences for University-Recognized Activities.** “Students who will be “absent” (meaning, you
will be out-of-town for a school related activity) 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 and Online Behavior and Etiquette:**
Although this is an online class, we will be interacting with each other through e-mail and chat
sessions, it is important to remember that you must remain cordial and respectful to your instructor and
fellow classmates. Instructors and students have the right to be expected to be treated with respect and thus,
any online interaction that is deemed inappropriate will be first given a warning. A second warning will
result in a lower grade in the assignment that is associated with the inappropriate on-line interaction. If
inappropriate behavior continues, a petition will be submitted to the Dean of Students’ office to drop the
disruptive student from the class roster. Those dropped from the roster may receive a grade of “E”.

**Emergency Closure:** If for any reason the university is forced to close for an extended period of time [for
example, some epidemic, terrorists attack, the apocalypse, etc.,] assuming we still have electricity, we will
continue to conduct our class via Canvas. Look for announcements in your Weber e-mail and on
CANVAS. Code Purple is a good way to be alerted to campus closures, and you are encouraged to sign up
for it. We would have to figure out a way for you to take exams.

**Dropping the Course.**
You may completely withdraw from the semester at any time. Please be aware of the dates in which “W”s
are assigned and such.

**Academic Dishonesty**

**PLAGIARISM AND CHEATING**

Cheating or copying work from others, however, is something that could occur in this class and if caught,
you will receive the consequences outlined here.

Plagiarism or **cheating** is an act of academic dishonesty and a violation of University Standards and the
Student Code of Conduct. Please refer to the WSU Student Code for a description of Cheating and
Plagiarism are: [http://www.weber.edu/ppm/Policies/6-22.StudentCode.html](http://www.weber.edu/ppm/Policies/6-22.StudentCode.html).

**Ignorance is not an excuse:** understanding and avoiding academic dishonesty is your responsibility.
Cheating in this class **will result in a grade of zero for the assignment. It may further result in failure of the course. Regardless of the outcome,** the Dean of Students will be notified of the incident.
Therefore, it could have serious implications for your academic career (e.g., academic probation, suspension, or expulsion).

**Automatic Reminders of Deadlines:**
I have set CANVAS and chitester to give you automatic reminders of deadlines. You will receive these whether you have turned in assignments or not. Receiving them will not be an indication that your assignment/exam was not completed. However, please do not rely on these automatic reminders to make sure that you do not forget to complete assignments on time. It is crucial that you develop a system to keep you on track for deadlines in this class and others. Create a master calendar (either on your smart phone, tablet, and/or paper & pencil calendar ~ whatever works best for you) where you enter all deadlines at the beginning of the semester. Refer to it daily so that you can keep up with all class requirements.

**This Syllabus:**
This syllabus is our contract. It details your obligations to me, and mine to you. This syllabus is intended to give the student guidance in what will be covered during the course and will be followed as closely as possible. However, the instructor reserves the right to modify, supplement, and make changes as needs arise. Please record any changes in requirements or deadlines on it. Announcements made through class announcements or emails “count” just as much as policies outlined in the written syllabus.

**Staying registered in this class indicates that you have understood this syllabus and agree to abide by the guidelines of this class and to be evaluated accordingly.**

**Permissions/Notifications:** If at any time you need to notify me of a unique circumstance, you are to provide me with a written notice in both hard copy and electronic format (e-mail). This procedure will allow me to remember what agreements or arrangements have been made with you.
These are the recommended schedule you should follow, however, you could do the class at a faster rate, BUT you must have completed each assignment by the deadline indicated as late assignments are not accepted. Note, that exams are open from the first day of class BUT close on the deadline. So, you may take any exam early BUT never LATE.

<table>
<thead>
<tr>
<th>Suggested Dates</th>
<th>Recommended Reading Schedule</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 25 - 30</td>
<td>Syllabus, Thinking Critically with Psychological Science</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Sep. 2 - 6</td>
<td>The Biology of Behavior</td>
<td>Chapter 2</td>
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<td></td>
<td></td>
<td>Introduction due 9/6 by 11:55 p.m.</td>
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<tr>
<td>Sep. 8 - 9</td>
<td>Review</td>
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<tr>
<td>Sep. 10 - 13</td>
<td>Exam 1</td>
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<td>Exam available 9/1– 9/13</td>
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<tr>
<td>Sep. 15 - 18</td>
<td>Learning</td>
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<tr>
<td>Sep. 19 - 26</td>
<td>Memory</td>
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<td>Chapter 8</td>
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<td>NY Times Article Discussion due 9/26 by 11:55 p.m.</td>
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<tr>
<td>Sep. 27 - 29</td>
<td>Review</td>
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<tr>
<td>Sep. 30 – Oct. 3</td>
<td>Exam 2</td>
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<tr>
<td>Oct. 4 - 10</td>
<td>Developing Through the Life Span</td>
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<td>Oct. 11 - 16</td>
<td>Gender and Sexuality</td>
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<td>Chapter 4</td>
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<td>Oct. 18 - 20</td>
<td>Review</td>
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<tr>
<td>Oct. 21 - 24</td>
<td>Exam 3</td>
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<td>Oct. 25 - 30</td>
<td>Social Psychology</td>
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<tr>
<td>Oct. 31 – Nov. 6</td>
<td>Personality</td>
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<td>Chapter 12</td>
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<td>NY Times Article Discussion due 11/6 by 11:55 p.m.</td>
</tr>
<tr>
<td>Nov. 7 - 8</td>
<td>Review</td>
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<tr>
<td>Nov. 10 - 13</td>
<td>Exam 4</td>
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<tr>
<td>Nov. 14 - 20</td>
<td>Consciousness and the Two Track Mind</td>
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<tr>
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<td>Chapter 3</td>
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<tr>
<td>Nov. 21 - 26</td>
<td>Psychological Disorders</td>
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<tr>
<td>Dec. 1 - 2</td>
<td>Review</td>
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<tr>
<td>Dec. 3 - 6</td>
<td>Exam 5</td>
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<td>Dec. 8 - 11</td>
<td>Comprehensive Exam</td>
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<td>Final available 10/1 – 12/11</td>
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NOTE: This schedule is unlikely to change but if necessary it will and it is your duty to keep up with class announcements and e-mails to learn about the changes. Test dates rarely change, however, material to be covered in test might change.
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 homework assignments to complete. 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. A great place to ask questions will be in the general class questions. That way, everybody will benefit from your question and my response. 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.”). 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.

< Read the book. 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 CANVAS and the learning objectives after you have read the chapter once. Then, read the chapter a second time more carefully as you look for the information listed on the learning objectives and you fill in the gaps on the power points. Next, pencil in any questions that arise as you look over them and post your questions for clarification. 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. Also, be sure to utilize all the learning resources available through LaunchPad. An additional resource for studying is completing the review questions and multiple choice questions provided at the end of each chapter. You can review your answers by checking in the Appendix.

< Integrate notes from book, power point and your own outline. Create your own outline integrating your text and power point 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 power point 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. This can be done on-line through the chat tool on CANVAS. You can e-mail your classmates and set a time and date in which you can meet to talk about the material. You can question each other and clarify information together. 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.

< Don’t skip too many days without logging into CANVAS, reading, studying, etc. Cramming is not an effective way to study and waiting until the last minute to complete assignments will only hurt your grade. It is important that you schedule regular times every day or every other day to work on the class. Everyone has a million and one things to do…..we all have busy lives. You will need to prioritize time for this class in order to do well. Just because it is an online class does not mean that it is an easy class.
< 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 you academic progress in this class.

Exam #1_______
Exam #2_______
Exam #3_______
Exam #4_______
Exam #5_______
Final Exam ________
• * Note1: Remember Final Exam is optional and/or may be used to replace missing or lowest exam score. Note2: Remember to drop lowest exam, if you don’t miss any exams or if you take the final exam.

Homework #1 _______
Homework #2 _______
Homework #3 _______
Homework #4 _______
Homework # 5 _______
* Note the lowest homework will be dropped.

NY Times Article Discussion # 1 _______
NY Times Article Discussion # 2 _______
NY Times Article Discussion # 3 _______
* Note the lowest NY Times discussion will be dropped.

Research Participation
You need 6 credits of research participation:
Please keep track of study name, number of credits, name of primary researcher, and whether study was conducted face to face or online as a back up to the lists I will be sent.

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