

PSY 1010: Introduction to Psychology (Fall 2022, #20084)

TR 10:30-11:45A, LH 305

General Information

Professor: Sarah Herrmann, Ph.D. (she/her)
Email: sarahherrmann@weber.edu
Office Location: LH 374
Student Hours: Tuesdays 4:30-5:30P,
Wednesdays 12:30-1:30P (or by appointment)

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Course Overview

WELCOME to Introduction to Psychology! Psychology is the scientific study of behavior and mental processes. Psychology is about you, the person sitting next to you, and the social world around us. The major emphasis of this course will be to apply psychology and critically evaluate human behavior and cognition. This course will introduce you to what and how Psychology informs us about how we think, feel, and behave. There are many aspects to our behavior and Psychology studies biological, cognitive, development, social aspects of normal (and abnormal) behavior.

Course Objectives

By the end of this course, you will be able to answer the above questions and gain a better understanding of the processes shaping how individuals think, feel, and behave. The information you learn and the critical thinking skills you develop are applicable to many careers. Specific goals are to:

1. Gain a general understanding of psychology as a scientific discipline (research methods, major theoretical perspectives, main topics and concepts).
2. Develop critical thinking skills and communication skills regarding the body of knowledge, research findings, and underlying principles that currently exist in the field.
3. To stimulate thinking about the implications of the research for daily situations and use the knowledge gained from psychological research to benefit yourself and others.
4. Enjoy the class and get a good grade.

Format

Class meetings will include lectures, demonstrations, exercises, and discussions. **Please be advised that some course content may be considered sensitive.** Lectures are designed to clarify and extend material presented in the course reading and will cover information that is not in the text. Thus, to be successful in this course you must carefully read the course materials and consistently attend lectures. Everyone should come to class willing and prepared to ask questions and discuss the class material.



Log on regularly to the course website for important announcements. I am most available and will respond as soon as I can via **email**. I encourage you to use student hours to discuss class or exam material, to ask general questions, or provide comments.

COVID-19

There is no social distancing in our classroom and we are prohibited by state law ([HB1007](#)) from requiring face coverings on our campuses. I recommend that unvaccinated/unboosted students take advantage of one of the many opportunities for [free vaccine clinics](#) in the community. Anyone who tests positive for COVID during the semester should complete the [self-reporting form](#)). You can see the latest updates on COVID from Weber at [weber.edu/coronavirus](#). At the moment, the best tracking for local COVID cases is through [sewage monitoring](#). For students absent due to COVID (or other illness), I can share videos of recorded lectures on request and will excuse participation points that day. If you are sick, please stay home and keep in touch with me. As needed, I may also simulcast the class via Zoom. Further details would be shared at that time should I opt to do so.

Textbook

King, L. A. (2021). *Experience Psychology* (5th ed.). McGraw Hill: New York. ISBN: 9781264108664

This textbook is packaged with a program called Connect, which is a requirement for this course. When you register for Connect in the McGraw-Hill app, PLEASE USE THE SAME NAME YOU ARE USING FOR THE CLASS so that Canvas and McGraw-Hill will communicate with each other.

Grading

Final grades will be calculated based on the following:

Exams (5 x 60 points)	= 300 points
LearnSmart Homework (15 x 5 points)	= 75 points
In-Class Activities/Participation	= 75 points
Reflection Papers (2 x 50 points)	= 100 points
Research Participation	= <u>50 points</u>
TOTAL:	= 600 points

555 – 600 pts.	93 – 100%	A
537 – 554 pts.	90 – 92%	A-
519 – 536 pts.	87 – 89%	B+
495 – 518 pts.	83 – 86%	B
477 – 494 pts.	80 – 82%	B-
459 – 476 pts.	77 – 79%	C+
435 – 458 pts.	73 – 76%	C
417 – 434 pts.	70 – 72%	C-
399 – 416 pts.	67 – 69%	D+
375 – 398 pts.	63 – 66%	D
357 – 374 pts.	60 – 62%	D-
0 – 356 pts.	0 – 60%	E

Grades are earned, not negotiated, and all students receive every possible consideration to ensure that their final grade reflects their performance in the course. Course grades will be adjusted (if necessary) for the difficulty of the class, based on overall performance. Therefore, borderline grades will not be

“bumped up” to the next grade, so please do not ask. This consideration is automatic, so negotiations and appeals to the professor are neither necessary, nor accepted, to ensure fairness to all students.

Exams. There will be five non-cumulative exams covering material presented in course lectures, class discussions, and reading assignments. Exams will consist of multiple-choice and matching questions.

The exams will be administered online at home using Canvas and you will have 3 days to complete the exam. Exams are open book and open note, but they are timed (60 minutes), which does not allow you sufficient time to look up answers. Study as if you were taking a closed-book exam.

As a general rule, **there will be no make-up exams**. Under extraordinary circumstances (e.g., death of family member), or if you are seriously ill on the day of an exam, you must inform me the day of and must produce documentation of your circumstances (i.e., physician’s note).

Test Item Reviews. If you choose to truly learn the material on the exams and you seek to improve your exam score and perhaps gain some insight into your test preparation, you may do the following for the multiple-choice items:

- 1) With your textbook and notes available as a reference, log-in to Canvas to review your exam.
- 2) For each missed item, write down in a doc the following:
 - a. the **item number**
 - b. the **correct response** (*figure it out – use your readings & notes - no google!*). Do not write out the questions or the responses; simply provide the letter (a, b, c, d) of the correct responses and
 - c. a statement of exactly **where you found the correct response** (page # in readings, slide from lecture notes...)
 - d. a **2-3 sentence HONEST explanation for why you chose one of the incorrect responses**. Perhaps you misread the question, didn't study or misunderstood the concept, didn't do the readings, second-guessed yourself, and/or you just spaced out! This is an opportunity for you to learn from your mistakes!

Submit the document with your answers. You may earn **half credit** for each missed multiple choice item that you successfully review. The assignment is due by **11:59 pm on the date before the next test opens**. *Early reviews are encouraged; late reviews are not accepted. Reviews that do not include the required elements are not considered.*

Homework. Fifteen homework assignments will be due during the semester, with one homework assignment due per chapter. Homework will be submitted by completing the LearnSmart Learning Modules on Connect (with the exception of Weeks 1 and 2: See Canvas modules for further instruction). Each homework will cover the chapters for that week, and you should complete the learning modules for each chapter. Your homework grade will be configured based on the percent of questions you complete for each of the chapters during the week. All homework assignments combined are worth 15% of your final grade.

Class Activities. There will be various individual or group class activities (i.e., exercises, discussions) to give you feedback and help cement the material. **There are no make-ups for in-class activities.**

Signature Assignment: Reflection Papers. This course is a WSU General Education course that presents an introduction to the diverse field of psychology. The WSU General Education program introduces students to academic disciplines through the important (“big”) questions at their core. Thus, all WSU General Education courses have a Signature Assignment that requires students to integrate and apply course content to address a significant personal, social, or professional issue in some way that uses students’ intellectual tools, like problem solving or critical thinking. This course tackles the following “Big Question”: “How does scientific psychology help us understand our experiences?”

The Signature Assignment (SA) in this course will be a set of 2 reflection papers in which you apply course concepts to your lived experience in reflection papers to be read by your professor. You get to select the concepts that you write about. In your reflection papers, you will describe how each concept relates to human behavior, some basic research on the concepts, and then provide examples of how you or others that you know have experienced these concepts. You will practice college-level, error-free writing in which you cite your sources and create a references page that accompanies your paper. The course website provides you with more details about the assignment including a rubric.

Research Participation. Students enrolled in PSY 1010 are required to participate in psychological research for a total of 2.5 hours/10 credits (15 minutes = 1 credit). Research participation is worth 50 points of your overall grade. For information regarding ways to obtain your research participation credits, please visit <https://www.weber.edu/psychology/RequirementsConsequences.html>.

Course Norms

Attendance. Attendance is **required**. Even with an excused absence or arrive late/leave early, you will still be held responsible for knowing all materials and announcements covered in that class. If you are absent when an assignment is handed out, you will miss those points. Students who need to arrive late or leave early do not need my permission, but should do so quietly to minimize course disruption.

E-mail Response Policy & E-mail Etiquette. I will respond to all e-mails within 24 hours on weekdays and within 48 hours on weekends. It is essential to practice proper e-mail etiquette, especially early in your education and career. When sending emails, please include the following: (1) an appropriate subject line (e.g., PSY 1010—reason for e-mail), (2) Address the recipient (e.g., Hello, Dr. Herrmann), (3) state your question in a full sentence (e.g., Today in lecture you mentioned..., I was wondering about...), and finally (4) End off the e-mail with your name (e.g., Best/Thanks/Sincerely, Jane Doe).

How To Do Well in This Course

1. Attend class

- Lecture presentations will be posted on Canvas so you don’t have to write everything down. Use shorthand clarifications.
- Note emphasized items and attend to concepts that are repeated or described in several ways.

2. Ask questions of the instructor and your classmates

- Be in regular contact with me. I am committed to your success and here to help.
- Attend student hours
- Form study groups; another student’s input can really help clarify confusing topics.

3. Don’t delay in working on course requirements.

- Do *not* wait until the last minute (e.g., 3 AM before an assignment is due) to get help.
- Do *not* wait until you have scored poorly on multiple assignments/tests before you seek help. If you are not doing well after the first few (2-3) weeks, you need to seek help immediately.

4. Make use of your resources

- As your instructor, I am available to answer questions and review homework.
- The Psychology website, <http://www.weber.edu/psychology>, has excellent information and resources that might be helpful to you.

Resources

Student Hours. Student hours or “office hours” are a time when we can meet to talk about the course, your academic progress, and exchange ideas about your academic and professional future. Faculty hold regular, weekly office hours where we are available to support your success. If you have questions or need clarification about a course concept, or want to hear feedback on the direction of your academic journey, I welcome and encourage you to visit me during this time and get help. Your success is important to me, and that is why office hours exist. Students who utilize office hours regularly may feel more secure in their academic journey, experience greater connection to the course and campus, and have increased confidence in their ability to succeed. If my scheduled office hours do not work for you, please do not hesitate to ask if there is another time when I can meet with you via Zoom.

Tutoring. The university provides a variety of free tutoring options (<https://www.weber.edu/Tutoring/default.html>) to help you to succeed in your courses. Students who work with tutors have improved performance, better organizational skills, and more comfort and confidence in their classes.

Writing Center. The Writing Center (<https://www.weber.edu/writingcenter>) has tutors to help with writing projects from any WSU course. You can choose to drop in or schedule an appointment. Tutoring is free to all WSU students.

Food & Housing Resources. Many students face food shortages and housing insecurity at some point in their academic journey, there are resources available to help. The Weber Cares Pantry (<https://weber.edu/ccel/pantry.html>) provides free food to the WSU community and has information on other off-campus resources. You can find more information about housing assistance through the Weber Office of Community Development (<https://weber.edu/ogdencan/housing.html>).

Counseling and Mental Health Resources. It is estimated that 1 in 4 people will have a mental health struggle in their life. The Weber State Counseling and Psychological Service Center (<https://www.weber.edu/counselingcenter/>) offers free mental health counseling and related services to help Weber State students identify barriers, improve coping, and achieve personal goals.

Specific Accommodations. Disability Services (DS) is an inclusive space where students can receive free testing resources, support, and request needed accommodation. The Office provides a range of programming, services, and tutoring opportunities. Please contact Disability Services (DS) in room 181 of the Student Services Center, Room 256 at the Davis Campus, or at <http://www.weber.edu/ssd>.

Veterans Services. Veterans Services (<https://www.weber.edu/veterans>) exists to support our student veterans and to facilitate a successful academic experience. The Center provides a range of services, programs, and workshops to help our student veterans succeed.

The Office of Diversity. The WSU Office of Diversity (<https://www.weber.edu/diversityoffice/>) recognizes our campus diversity and is a safe place where all students are included and can share their experiences, feel supported, and experience a range of services and programs, including:

- **The Center for Multicultural Excellence** (<https://www.weber.edu/multicultural>), including the Asian Student Involvement Association, Hispanic Area Council, Native American Student Association, The Ohana Organization, the African American Heritage Initiative, Latinos in Action, and the Black Students Union.
- **First Generation Club** (<https://www.weber.edu/firstgen>)
- **International Student and Scholar Center** (<https://www.weber.edu/issc>)
- **Nontraditional Student Center** (<https://www.weber.edu/nontrad>)
- **LGBT Resource Center** (<https://www.weber.edu/lgbtresourcecenter>)
- **Women's Center** (<https://www.weber.edu/womenscenter>)
- **Resources for Undocumented Students** (<https://www.weber.edu/undocumented>)

University and Course Policies

Academic Integrity. The WSU Student Code defines plagiarism as 'the unacknowledged (uncited) use of any other person or group's ideas or work' ([Section 6-22, part IV, subsection D, 2, b](#)). Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsification, accessing unauthorized course or test information, using unauthorized resources, or breaches of copyright laws. None of these will be tolerated in this class. The penalty for academic dishonesty in this course is failure on the assignment and possibly the course, depending on circumstances.

For the purposes of this course, students are encouraged to work together. Discussing the assignment together will not be considered cheating. However, all submitted work should be original. Any student caught submitting identical or closely related work will at the minimum receive zero (0) credit for the assignment and at a maximum a failing grade in the course and be turned in to the appropriate university personnel. The types of activities that would be considered academic dishonesty are as follows: actively copying answers or otherwise using the work of another student on an exam; using the answers of another student on an assignment without having done the work yourself; soliciting other students or agencies to complete and submit work for you.

Inclusivity Statement. Your experience in the course is important to me. It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I commit to present materials and activities that are respectful of diversity: gender, sexual orientation, gender identity, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Native and Indigenous Peoples Land Acknowledgement. Weber State University was built on land that has been cared for by the Fremont, Goshute, Paiute, Ute, and Shoshone peoples. As guests on their land, we would like to acknowledge them and their livelihoods for their past and current contributions in caring for the Earth. The land we are meeting on today has long-served as a site of gathering and exchange for Native and Indigenous Peoples, which, in the state of Utah, includes eight federally recognized, sovereign tribes. It is they who have provided the landscapes and spaces for us to continue communing.

It is important to recognize tribal sovereignty when we acknowledge the land. Tribal sovereignty is the right for American Indians and Alaska Natives to govern themselves, a right the United States Constitution recognizes. American Indian and Alaska Native tribal nations have distinct governments that hold the same authority as federal and state governments, thus allowing them to govern their communities, preserve their culture, control their economy, define citizenship, enforce laws, and regulate property and land use, all of which further protect Indigenous land and people.

We would also like to acknowledge and honor the enslaved and colonized laborers who built and maintain the brick-and-mortar foundation of our country. They too sustained the land only to be mistreated continuously on an individual, institutional, and societal level.

Weber State University recognizes, validates, respects, and honors these sovereign nations and their traditions, cultures, and histories. In our work, we will continue to pay our respects to the elders who lived here before us, and to the generations to come.

Core Beliefs Statement. According to the University's Policies and Procedures Manual ([PPM 6-22 IV](#)), students are to "[d]etermine before the last day to drop courses without penalty, when course requirements conflict with a student's core beliefs. If there is such a conflict, the student should consider dropping the class. A student who finds this solution impracticable may request a resolution from the instructor. This policy does not oblige the instructor to grant the request, except in those cases when a denial would be arbitrary and capricious or illegal. This request must be made to the instructor in writing and the student must deliver a copy of the request to the office of the department head. The student's request must articulate the burden the requirement would place on the student's beliefs.

Emergency Closure Statement. If for any reason the university is forced to close for an extended period of time, we will conduct our class via WSU Online. Look for announcements through the class website and your Weber email account. Code Purple is a good way to be alerted to campus closures, and you are encouraged to sign up for it.

***The syllabus provides a general plan for the course; deviations may be necessary. By continuing in the course after reading the syllabus, you indicate that you accept the terms of the syllabus.**

Course Timeline*

<u>Week</u>	<u>Date</u>	<u>Lecture Topic</u>	<u>Due Dates</u>
1	T 8/30	Introduction to the Course	
	R 9/1	Research Methods	Chapter 1, Syllabus Quiz
2	T 9/6	Biology, Nature, & Culture	<i>See Canvas for Reading</i>
	R 9/8	“	
3	T 9/13	No Class – Test 1 9/12-14	
	R 9/15	Human Development	Chapter 8
4	T 9/20	“	
	R 9/22	Learning	Chapter 5
5	T 9/27	The Brain	Chapter 2
	R 9/29	“	
6	T 10/4	No Class – Test 2 Open 10/3-10/5	
	R 10/6	Memory	Chapter 6
7	T 10/11	“	
	R 10/13	Consciousness	Chapter 4
8	T 10/18	Sensation & Perception	Chapter 3
	R 10/20	“	Signature Assignment #1
9	T 10/25	No Class – Test 3 Open 10/24-26	
	R 10/27	Thinking & Language	Chapter 7
10	T 11/1	Intelligence	
	R 11/3	Emotions	Chapter 9.4-9.5
11	T 11/8	Stress & Health	Chapter 14
	R 11/10	Personality	Chapter 10
12	T 11/15	“	
	R 11/17	No Class – Test 4 Open 11/16-11/18	
13	T 11/22	Social Psychology	Chapter 11
	R 11/24	No Class – Thanksgiving Break	
14	T 11/29	“ <i>Pre-Recorded</i>	
	R 12/1	Abnormal Psychology <i>Pre-Recorded</i>	Chapter 12
15	T 12/6	“	
	R 12/8	Psychotherapy/Biomedical Therapies	Chapter 13, Signature Assignment #2
16	12/10-15	Finals Week – Test 5 Open 12/10-12/15	

* This schedule is subject to change.