

**Psychology 1010: Introduction to Psychology**  
**Weber State University**  
**Syllabus and Course Outline**

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**SPECIAL NOTE TO THE STUDENT:**

Please note that this syllabus is a contract between you and the instructor of this course. Your decision to stay in this course is a statement that you are agreeing to abide by the policies described in this syllabus.

**TEXTBOOK:**

I am using the 10<sup>th</sup> edition of Exploring Psychology in Modules by Myers and Dewall. You are certainly welcome to use this text. However, since Introductory Psychology texts are remarkably similar, you can use another text that has a publication date including and after 2016.

If you are considering another text, you may want to have me take a look at the table of contents to verify that it is an Introductory Psychology book. Also, you'll want to make sure that you are reading the same content that we are covering in class. Feel free to check with me if you are unsure of what we are covering at any given time.

**PURPOSE:**

The purpose of this course is to provide a survey of the discipline of psychology. This course also may fulfill general education and/or lower division requirements.

**OBJECTIVES:**

**Knowledge and Application of the Various Areas of Psychology**

You will find that the field of psychology is diverse and constantly growing. It is expected that you will leave this course with a general knowledge of the field.

**Development of Critical Thinking Skills**

The ability to think and evaluate incoming information critically is a highly valuable skill. There will be many opportunities over the course of this class to begin or continue developing this ability.

**Personal Development**

Here is where we hope that the knowledge learned and critical thinking will carry over into your everyday life. It is difficult, if not impossible, for the principles learned in this course not to affect and enhance your daily functioning.

## GRADING:

All students have the potential to earn an "A" in this course. There is no effort by the instructor to grade according to a "bell curve." All students will be graded according to the following point system:

<u>Modality</u>	<u>Point Value</u>
Exam I	50
Exam II	50
Exam III	50
Exam IV	50
Exam V	50
Research Participation	40
2 Signature Assignments	40
Gen Ed Pre and Post Tests	10
10 In-Class Assignments	50
<u>20 Homework Assignments</u>	<u>200</u>
<b>Total</b>	<b>540</b>

A 92+%, A- 90-91.9%, B+ 88-89.9%, B 82-87.9%, B- 80-81.9%, C+ 78-79.9%, C 72-77.9, C- 70-71.9%, D+ 68-69.9%, D 62-67.9, D- 60-61.9%, E 0-59.9%

## Exams:

The exams will consist of approximately 50 multiple-choice questions. They are not comprehensive, and will be designed to last approximately 1 hour.

You will be able to access the exams on WSU's ChiTester system in any WSU Testing Center, or if you live far away from WSU, you can make arrangements to take the exams via remote proctor. It will be your responsibility to make remote proctor arrangements in time to meet each exam deadline. Each exam will be available to you from the beginning of the semester until the deadline noted in Canvas. Please note that you will need to bring a picture ID (e.g. drivers license, WSU ID) and arrive at least 1 hour prior to closing time in order to be allowed to take the exam. It is your responsibility to make sure that you know the hours of operation for the WSU Testing Center you intend to use. Failure to follow these guidelines does not constitute a sufficient excuse to take an exam late without penalty.

Since you will be able to access the exams from any computer for such a long period of time, late exams will result in a 20% penalty unless the circumstances are extremely dire and well-documented (e.g. a doctor's note). It will be your responsibility to contact me **PROMPTLY** to discuss postponing an exam, and the exam **MUST** be completed **within 2 business days of the closing date** or you will receive a zero. The decision to allow postponement of an exam or whether to impose a penalty is at the sole discretion of the

instructor.

### **Homework Assignments**

Homework assignments for each module will be available on Canvas. Each quiz will be available from the beginning of the semester until the date noted on Canvas. You will have unlimited time to complete each assignment, and you can repeat each assignment as many times as you need to get the score you want. You will be able to access the assignments from any computer that has an internet connection. Since you will have so much time to complete the assignments, and since you have tremendous flexibility in terms of where you work on them, **late assignments will NOT be accepted.**

### **General Education Pre- and Post-Tests**

You will have access to the Pre-Test at the beginning of the term and the Post-Test at the end. Each assessment will take approximately 10 minutes to complete. If you submit an attempt by the deadline, you will get full credit. Please do the best you can, without your book or notes. I want to have a sense of what you will have learned over the course of the semester. The deadline for each assessment is in Canvas. **I will not accept late Pre- or Post-Tests.**

### **In-Class Assignments**

A large body of research suggests that there is a significant relationship between class attendance and course grades. To that end, I will randomly conduct approximately 12 in-class assignments. My hope is that these assignments will be fun ways to engage with course content on a deeper level.

Ten assignments will count officially toward your grade. Any assignments you submit after 10 will be extra credit. This means you can miss roughly 2 assignments without any penalty.

Each time you submit an in-class assignment, I will enter 5 points in the grade book. This means that when I enter the score for your first assignment, you will see that the 5/50 points will result in a deceptively low grade on Canvas. Do not be alarmed! Your grade will improve as the semester progresses because you will accumulate in-class assignment points.

### **Research Participation**

Seven percent of your grade will be based on participating in research experiments conducted by psychology faculty and students. Please refer to the Research Participation document found under the Files tab of Canvas. **All research participation MUST be completed by the date listed on Canvas. No late research participation will be accepted.**

## Signature Assignment Psychology 1010

This course is part of the WSU General Education program. GE courses introduce students to academic disciplines through important "big questions" (BQ). At their core, "big questions" provide students the opportunity to integrate and apply their knowledge of the discipline to address a significant, personal, social, or professional issue. GE courses also introduce students to underlying foundational knowledge and intellectual tools that run through all academic areas and are part of the ongoing preparation to address real world problems.

All WSU General Education courses have "signature assignments" (SA) that require you to integrate and apply course content to address a big question with, for instance, critical or creative thinking, problem solving, or analysis. Signature assignments 1) will address a specific audience, 2) will tackle personal, social, or a professional question or issue, and 3) will integrate and apply course content through the use of 4) intellectual tools.

You are enrolled in the WSU General Education course Introductory Psychology, which is designed to tackle the following big question (BQ) "*How does scientific psychology help us understand our experiences?*" through the signature assignment (SA) Reflection Papers.

**Instructions:** You will discuss 2 separate concepts that you learned about in Psychology 1010 across these reflection assignments. You will have a lot of concepts to choose among because we cover many in this course. For example, we will cover attachment theory in development, positive and negative reinforcement, why people forget, how to cope with stress, and many more. You will choose 2 that are most pertinent to your life experience. Your overall goal is to use clear writing to apply the ideas that you are learning about and show me that you understand the concepts and can apply them to the real world.

### Completing the Assignments:

- You will write 350 to 400 words for each concept. The deadlines for each paper will be noted in Canvas. The best way to choose each concept is to notice when you have an "insight moment" of "Aha, that research or that theory that we are covering helps me understand something that I have experienced...", finding research on it and writing about it right away should help you understand it even better. You need to define and explain what the concept means. Explaining things in your own words means that you do MORE than just quoting word for word from your textbook. It means that you take the concept and explain in your own words what the concept means. You then cite the source where you got the information. For example, if I wanted to explain what a circadian rhythm is, I wouldn't just cut and paste the info from the text and quote and cite it. I would read the information for myself and then interpret what it means. For example: "Circadian rhythms are changes that happen in us across a day. These changes include things like how our body temperature increases

throughout the day (peaking about 6 pm) and then drops, or another example is how our bodies want to sleep at night and be awake during the day. These rhythms help prepare us for the day/night and help us survive." If you just quote the book or your source, I don't know that you really understand what the concept means, so imagine you are explaining the concept to someone who has not had intro psych. (Fowler, 2018, personal communication)"

- You will write about each concept as if you are turning a manuscript in for an "expert" in the field to review. Clear, grammatically correct college-level writing that is free of slang, and that properly cites sources and has a reference list is required. **Everything you write, including definitions of each concept, should be in your own words.** You will discuss an example of how you experienced each concept in your life. For example, maybe you saw it on T.V. because it is in the news, or someone that you know experienced it and you are witnessing it secondhand but with that person. You will support your explanation of these concepts with a reputable source (your textbook). You will cite your textbook in each paper using in-text citations, and you will create a references page that lists that source (see examples below). Remember that your job is to *apply the concept* by discussing how it has been expressed, experienced, has come up in your life, and what you have learned about it from your readings of reputable sources. By completing the signature assignment, you will be addressing the Big Question that frames this class: *How does scientific psychology help us understand our experiences?*
- You need to write using 12-point font, double spacing, 1-inch margins all around with a clear font such as Times New Roman or Calibri.
- I am unable to open Pages documents. Your submissions must be in Word or PDF format.
- You must use your textbook as a source for each paper. You will need to use in-text citations and a reference list at the end (see sample below). You can use additional sources if you wish, but they must be reputable (e.g. government web sites, scientific journal articles). Also, additional sources must be included in your reference list and in-text citations.
- To avoid plagiarism and to receive credit for your assignment, you must properly cite the sources of your two illustrations (see also Plagiarism and Cheating). Submissions 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). However, this should only be done if there is no way for you to say the information in any other way. When you quote material, it tells me you can't say it in your own words, which means you probably don't understand it. To get full credit, you should figure out how to summarize and paraphrase the information you are reading.

- 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*), cite the source at the end of the sentence and then include the source in your references. This means that when you elaborate on how your illustration defines or explains the relevant course concept, you must also include a reference to the source you are using..
- I will submit your reflection assignments to Turnitin, which is a program that detects plagiarism.
- Your reflection assignments should ALL be submitted on Canvas no later than the due date listed on Canvas. Be creative and have fun finding illustrations of psychology in "real-life"! You can upload your document as a word document, an rtf, or a pdf. Please do not cut and paste into the assignment. **NO LATE ASSIGNMENTS WILL BE ACCEPTED!** Please consider turning the assignment in early, as there are NO late assignments accepted.

#### **For Extra Credit on the Signature Assignment:**

- I encourage you to write drafts of each of your papers, get feedback from the writing center on each draft, and then incorporate that feedback in to your papers before you hand them in. You can get extra credit for taking drafts to the writing center and incorporating their feedback.
- Go to the writing center <https://www.weber.edu/writingcenter> or submit your writing to a writing center tutor online. Get a copy of their feedback - either the "brown sheet" they provide or the online consultation report. Scan those as needed and upload those as well as a short 1-paragraph description (or complete list of bullet points) detailing the SPECIFIC changes you made to your writing because of the feedback. If you are not specific you will not get full extra credit points. Specific details means saying something like: "The tutor indicated that I was using the word effect where I needed to be using the word affect. So in paragraph 1 of reflection paper 1 and paragraph 3 of reflection paper 2 I changed the sentence "He effected me so much" to "He affected me so much" and "She didn't know how yelling at the dog would effect it" to "She didn't know how yelling at the dog would affect it."

Providing the evidence of feedback **and** evidence of your changes can earn you up to 3 points on each reflection assignment. I strongly recommend that everyone take advantage of this opportunity to develop better writing skills. Please do NOT wait until right before the deadline to contact the writing center. They get very busy then and you are less likely to get quality feedback. As always, you are better off doing things as early as you can.

#### **FAQs**

1. How do I find concepts to illustrate?

ANS: This is where you get to get creative and make this about YOU! You may notice that I write about my daughter and my pets a lot when I give examples. You can use your own life to find examples of concepts in class, or you can find things in the news, current events, or even concepts from TV shows. You can pick ANY concept related to Psychology, and it can be something we covered in class or something in our book that we didn't cover. It is completely up to you!

4. How do I cite in text?

ANS: When you use another source for information, and the information is not common knowledge (i.e. you had to look it up to know the information), you must cite where that information came from. For this assignment, this is especially important! For this assignment, you may cite the source using only the first author's last name and the date. Using the reference shown in the next section, I would cite the article as (Barnes, 2011), or you could cite the text as (King, 2015). You could say something like, according to Barnes (2011), lack of sleep can contribute to unethical behavior. Or you could say that people are more likely to make unethical choices if they don't get enough sleep (Barnes, 2011).

5. How do I do a reference page?

ANS: This is fairly easy, but you have a few rules to follow. To use APA style to format the reference page, use the following websites for help!

- <https://www.wctc.edu/current-students/library/apa-citing.pdf>
- <https://www.ivcc.edu/stylebooks/stylebook3.aspx?id=14618>

Your reference page should have a MINIMUM of 1 reputable source.

7. What do you mean a reputable source?

ANS: A reputable source would be a source that is widely assumed to be valid. Government websites (such as CDC.gov or <https://www.ncbi.nlm.nih.gov>), as well as your text book tend to be reputable sources. Going to Jimmy Bob's blog on marijuana usage is one that would make me skeptical. Keep in mind that the source you use to describe and illustrate your concept will influence others' perceptions of the concept. So, if you use an Exxon Mobile website as a source for clean environment, this might also be suspect.

### **Grading Rubric**

You will be graded on the following:

1. Content (70%): For each illustration, do you describe the concept and give definitions, descriptions of the concept, and make it obvious that you understand the concept? Do you give enough information to describe it sufficiently if someone else were reading it? And do you apply this concept to your life, describing in detail how this fits your life?
2. Resources/References/Citations (20%): Your assignment must have a reputable source for each concept. You should cite your sources in text, and you must include a reference page with all references you used.
3. Organization and Grammar (10%): Is your assignment well organized? Do you have grammar errors?

**Example** (397 words): Happiness "set-points", do they exist?

Happiness is a funny thing. I have two close friends who I have known for over a decade. I have seen them in many different life situations both ups (new babies, new houses) and downs (divorce, joblessness). The interesting thing to me is despite ups and down they are very different when it comes to average levels of happiness. Here, happiness is a person's typical degree of well-being. It is their sense that their life and experiences are mostly enjoyable and it is what I "feel" from them in terms of consistent positivity and negativity (Okami, 2014). One of my friends always seems to be happy even when in a big life challenge. The other tends to be Eeyore from Winnie the Pooh, more likely to be down than up. I would not say that he is depressed but I would say that he is often serious, humorless, and worried.

Thinking about these friends takes me to the notion of happiness "set points" described in the textbook. It is pretty clear to me that my two friends have very different happiness set points, average happiness levels that the swing back to. One's set point is high whereas the other's set point is lower. One of the really interesting research papers related to this topic found that people who tend to focus their life activities on having meaningful relationships, volunteering to give back to society, and trying to grow are more likely to report being consistently happy in their lives (Bauer, McAdams, & Sakaeda, 2005).

Although there are apparently many factors that influence set points (Okami, 2014), this may be one reason my friends' set points are so different. They do very different things with their lives. For example, my friend who tends toward higher levels of happiness (high well-being on average) makes active efforts to connect with his friends, support his aging mom, and do things with others. He actively seeks out the company of others. My friend who tends toward low levels of happiness is much more socially isolated. There is a kind of chicken and egg problem here, but regardless of the source of why we have set points I think that they are pretty easy to see. That section of the text helped me understand something kind of

fundamentally different about people's well-being. Set points exist and are not easy to move away from!

### References

Okami (2014). *Psychology: Contemporary Perspectives*. New York, NY: Oxford University Press.

Bauer, J. J., McAdams, D. P., & Sakaeda, A. R. (2005). Interpreting the good life: Growth memories in the lives of mature, happy people. *Journal of Personality and Social Psychology*, *88*(1), 203-217. doi:10.1037/0022-3514.88.1.203

### WHAT IS THE WORKLOAD EXPECTATION FOR THIS COURSE?

In this course, you should expect to spend a total of 42 hours on "in class" activities. In-class activities for an online class include reading PowerPoint presentations, viewing videos I provide; and checking discussions, checking emails, and checking announcements on a regular basis, and taking exams. Additionally, you should plan on spend a minimum of 84 total hours doing "homework" throughout the 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. If you are taking this course in a 7-week block, please be aware that it will be a very busy term for you.

#### **Extra Credit:**

You can review missed exam items for extra credit. Instructions to do so can be found by clicking on the assignment in Canvas. **Late missed item reviews will not be accepted.**

#### **MISCELLANEOUS:**

While every effort will be made to adhere to the course outline, all times, topics, and subjects covered will be at the professor's discretion and could change at any time. Advance notice will be given if a change is necessary.

From time to time, your instructor may need to be absent to participate in a professional conference. Please note that such participation is part of your instructor's job. If such an absence is necessary, you will be notified of it and any changes to the course schedule as soon as possible.

Your instructor uses the gradebook through Canvas. You are strongly encouraged to check your grades on a regular basis to ensure that you are properly receiving credit for your work.

It is much easier to correct errors during the semester. If you notice an error, your instructor will be happy to correct it once you provide evidence of the mistake. **Please keep everything your instructor returns to you, as this will be the only proof you have that you completed an assignment.**

Technology now makes it possible for your instructor to communicate with the entire class at once. If I need to cancel a class because of illness, or if I need to make a last-minute announcement, I will contact the class as a whole. I recommend that you check Canvas on a regular basis to receive these announcements. **YOU WILL BE RESPONSIBLE FOR KNOWING THE INFORMATION COMMUNICATED IN CLASS AND ON CANVAS.**

**Emergency Closure:** If for any reason the university is forced to close for an extended period of time, we will conduct our class via Canvas. Look for announcements on Canvas. Code Purple is a good way to be alerted to campus closures, and you are encouraged to sign up for it.

It is the instructor's expectation that the work you submit is in fact your work. Cheating on exams or plagiarizing work on papers or presentations will result in immediate failure of the course, as well as other possible disciplinary action. Plagiarism is representing the work of someone else as your own by taking sentences, paragraphs, or sections from other sources without using quotation marks or appropriate references. Please consult the instructor if you have any questions about appropriate referencing of material.

Appropriate classroom behavior is vital to a productive learning environment. Behaviors such as a) arriving late, b) leaving early, c) holding private conversations, d) sleeping, e) reading other material, f) playing games with or communicating via cell phone or PDA, or g) doing other work are very rude and distracting to the instructor and your peers. The same principle holds true for cell phones and pagers going off in class. The instructor will intervene with such behaviors as appropriate. If they persist, offending students will be encouraged to drop the course.

**Disability Notice:**

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in Room 181 of the Student Services Center (or Room 221 at the Davis Campus). SSD can also arrange to provide course materials (including this syllabus) in alternative formats upon request. Please refer to SSD's website for more information: <http://weber.edu/ssd>