

Advanced General Psychology (PSYC 4000) (CRN: 32452)
Spring 2015
Weber State University- Ogden Campus

Instructor Information

Dr. Melinda Russell-Stamp

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Office Hours/ Ogden Campus: Monday (12:30-1:30), Tuesday (11:00-12:00), Thursday (1:15-2:15), or immediately before or after class, or by appointment

Class Meeting Times and Locations:

Wednesday

5:30-8:10 p.m.

Location: Social Sciences Building, Rm. 323

Required Readings

Gleitman, H., Gross, J., & Reisberg, D. (2011). Psychology (8th ed.). WWW Norton & Company: New York.

Course Description

A senior level review of modern concepts in all the major areas of psychology. Designed to help a student prepare for the advanced part of the GRE in psychology. Strongly recommended for those who plan to teach psychology. Prerequisite: PSYCH 1010.

Course Goals

Goal 1: Students will understand psychology as a scientific discipline.

- To have you familiarize yourself with the scientific concepts used in Psychology.
- To have you think critically about college level presentations.
- To have you think critically about psychological research.
- To help you learn the APA publication requirements.

Goal 2: Students will be able to critically apply psychological principles and research to society.

- To help you apply to your everyday life scientific concepts you will learn in this course.
- To help you apply to other classes the psychological principles you will learn in this course.
- To have you learn how to develop a college level presentation in psychology.

Goal 3: Students will share key beliefs, attitudes, and values adopted by scientific psychologists which include: respect for human diversity, humility regarding limits of their knowledge, respect for evidence, tolerance for ambiguity, and an understanding of ethics.

- To have you learn that psychology is an ethical science and that ethics take precedence over everything a psychologist does.

Goal 4: Students will exhibit skills to professionally communicate their understanding of terms, concepts, and theories of the discipline to others. Students will also have interpersonal skills necessary to effectively collaborate in groups.

- Students will complete several in-class discussions and assignments that provide an opportunity for students to collaborate in groups.
- To have you present a college level presentation in psychology.
- To have you create a research paper idea to have you put that proposal into an appropriate APA style paper.

Methods of Instruction

Group discussions, small group work, lectures, and videos are some of the instructional methods that will be utilized. Class participation is encouraged and leads to a more enriching experience for the entire class. Since each of you comes to this class with unique experiences and perspectives, please feel free to share your thoughts, comments, reactions, observations and personal experiences.

Canvas Enhancement

On the course site you will be able to access the course syllabus, power point presentations, study guides, course announcements, and your grades. You can access this site by going to your student portal and clicking on the Student Services tab. You should see a list of your courses. Click on “Psych 4000”. The material on the site is not a substitute for attending class. You will be provided with information in class that is not adequately elaborated on in the Power Point handouts. I encourage you to bring the relevant handouts to class since they may aid in note-taking

Method of Evaluation	Points Possible
Exam1	50 points
Exam 2	50 points
Exam 3	50 points
Exam 4	50 points
Test Total:	200 points
Class Presentation	100 points
APA Research Paper	100 points
Peer Feedback for Presentations	60 points
In-Class Assignments	30 points
Other Projects:	290 points
Total Points:	490 points

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

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

Exams

- There will be four examinations in this class. Each exam is non-comprehensive and will cover approximately 1/4 of the course material. Study guides for each exam will be available via the course site.
 - Exams will be based on in-class lectures and discussions, assigned readings, and videos.
 - The format for exams will include 50 multiple choice questions worth 1 point each. Each exam is worth 50 points. Exams are “**closed-book**” and “**closed-note**”
 - You will take each exam via Chi Tester in one of the designated campus Testing Centers. To take an exam, you must show up on the correct date at the appropriate times (see Course Schedule) with a photo ID and your W#. If you would like to make a reservation for the exam you may do so at www.chitester.weber.edu. For information on locations, hours, busy times, policies and more, visit us online at www.weber.edu/TestingCenter.
- Monday-Thursday 7:30 a.m. – 8:00 p.m.
Friday 7:30 a.m. – 4:30 p.m.
Saturday 9:00 a.m. – 4:30 p.m.
- It is your responsibility to take the exam during the period it is administered at the Testing Center. Since you will have at least four days to take each exam, scheduling problems should be rare. If you have a conflict with the exam schedule, you may take an exam early. In this case, please discuss your conflict with me so that we can make arrangements for you to take the exam early. If you do not make arrangements to take an exam early and/or you do not take the exam during the exam period there will be two days during the semester in which makeup exams may be taken. These dates are as follows: **Friday, March 6th, & Friday, April 3rd**. Makeup exams may not be taken on other days.

Teaching Demonstration (See Course Schedule)

Students will have the opportunity to develop and implement a 50-minute lesson for the class on a psychological topic of choice. The presentation will allow you to apply educational psychology principles to a real-life activity. Teaching a topic in psychology also allows you to think more deeply and critically about the material. I know this can seem like an overwhelming task at first but we will spend some time in class discussing effective teaching strategies, principles of learning, memory, etc.

1. Students will select a topic/chapter that interests them on the first day of class. You will be asked to rank your top 2 preferences. Every attempt will be made to assign students their first or second choice.
2. Students will be assigned a date for their presentation the second week of class.
3. The teaching presentation should last 50 minutes. Please don't lecture the entire time!
4. You will receive a more detailed rubric the second week of class but the lesson should include the following:
 - Power-point lecture

- Activity and/or discussion.
- 10 multiple choice questions over the topic
- 5. Please support your classmates by attending their teaching demonstration. After each demonstration, you will have the opportunity to give your classmates constructive feedback.
- 6. You should practice your presentation several times to make certain that when you make your presentation to the class it is of high quality and content. Students MUST talk to me at least two weeks prior to their presentation with an outline of what they plan to cover. We will then go over that outline for modifications and changes as well as additions or deletions to that outline.

Research Paper

Each student will be required to develop an Introduction and Methods section of an original research paper relating to your presentation topic. For example, if you are doing your presentation on emotions, you will be required to develop a research paper on some area relating to the topic of emotions. You must get permission on your choice of topics for this research paper from me by **Feb. 4th**. You will be required to type a 12-15 page **APA** style paper on your topic (Introduction & Methods). A rough draft of the paper will be due on **March 4th** and the final draft of the paper will be due at the beginning of that paper will be due at the beginning of class on **April 22nd**. You must include at least 6 references, only one of which can be an internet reference. Your textbook cannot count as one of the references. Exact policies regarding the research paper will be discussed in class.

In-Class Assignments

- Throughout the semester, you will be asked to participate either alone or in a group in different class exercises. These may include more detailed discussions or thinking exercises designed to help you master the material. There will be approximately 9 of these activities and each will be worth 5 points. You must be present for six of these activities to earn the maximum points. Thus, attendance will be of the utmost importance. Due to the nature of these activities, they cannot be made-up if a student is absent.

Course Expectations

1. Due to the nature of this course, attendance is critical. If you do have to miss a class, it is your responsibility to obtain missed notes and /or assignments during the next class period.
2. Class Disruptions
Students in this course have the right to participate in lecture sessions that are relatively free of any unnecessary noises or other distractions that could

impair their ability to take good lecture notes. For this reason, all students attending class will be expected to refrain from the following:

Chronic Tardiness. Students who anticipate being late for class on a regular basis should see me at the beginning of the semester to explain why they will be late. They also should plan to sit in an area of the classroom that will lead to the least amount of class disruption when they arrive.

Early Departures. Students who must leave a class early should discuss their plans with me before the beginning of the class period. Students who expect to make many such departures should talk to me about their plan at the beginning of the semester.

Inappropriate Behavior. Students engaging in horseplay or disruptive, lecture-irrelevant conversations during a class period will be given up to two warnings to stop their behavior. Following the second warning, disruptive students will be asked to leave the classroom after each additional incident. A petition will be submitted to the Dean's office to drop the disruptive students from the class roster after the second class dismissal. Those dropped from the roster may receive a grade of "F".

Electronic Gadgetry. Students are expected to deactivate all disruptive technology while class is in session. Any students who disrupts the class more than 2 times during the semester because of these devices will be asked to leave the classroom after each subsequent incident. No portable headsets may be worn while class is in session. Tape recorders are permitted in lecture.

3. Students must check in with the instructor if they would like to have a visitor attend class with them.
4. **Reasonable Accommodation.** In accordance with the Americans with Disabilities Act (ADA), any student requiring accommodations or services due to a disability must contact Services for Students with Disability (SSD) in room Suite 281 in the Student Services Building (626-6413). (http://departments.weber.edu/ssd/handbook/hb_07.htm). SSD can also arrange to provide course materials in alternative formats, if necessary. I offer any qualified student with a disability the opportunity to meet with me privately to discuss receiving reasonable accommodation, which will be afforded based on the specific disability and as agreed in writing. This statement in no way asks that students identify themselves as having a disability; however, a request for reasonable accommodation can be granted if a student makes his or her disability known.
5. Students are expected to comply with University standards regarding honesty. Please refer to <http://documents.weber.edu/ppm/6-22.htm>
Plagiarism is the unacknowledged (un-cited) use of any other person's or group's ideas or work. This includes:
 - Purchasing or borrowing others papers to turn in as your own
 - "Cutting and Pasting" material into your paper/presentation
 - Failing to Quote or paraphrase material
 - Failing to cite the source

Please see the class handout about quotations, paraphrasing, and academic dishonesty. If you have questions about citing sources please see me. Academic dishonesty and plagiarism will result in a grade of zero for the assignment. It may further result in failure of the course and a hearing before the Dean of Students.

Course Schedule
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Date	Topic	Readings/Assignments
1/14	Course Overview/Introductions Sign up for presentation topics Psychological Perspectives	
1/21	Memory Application to Learning Demos	Chapter 8; Vanderstoep et al. 2000
1/28	Research Methods	Chapter 1; Hughes et al. 2013
2/4	APA format- Writing a Research Paper Exam 1 (2/5-2/11)	
2/11	Individual Meetings with Dr. Stamp regarding Paper Topics	
2/18	Dr. Stamp	
2/25	Student Learning Demo _____ Student Learning Demo _____ Exam 2 (2/26-3/4)	
3/4	Student Learning Demo. _____ Student Learning Demo. _____	
		Rough Draft Papers Due
3/11	Spring Break- No Class	

3/18 Student Learning Demo _____

Student Learning Demo _____

3/25 Student Learning Demo _____

Student Learning Demo _____

4/1 Dr. Stamp

Exam 3 (4/2-4/8) (Testing Center)

4/8 Student Learning Demo _____

Student Learning Demo _____

4/15 Student Learning Demo _____

Student Learning Demo _____

4/22 Dr. Stamp

4/25-4/30 Exam 4 (Testing Center)

PLEASE NOTE: This syllabus is subject to change at the discretion of the instructor to accommodate instructional and/or student needs. It is the sole responsibility of the student to maintain an updated course syllabus.

This class will be run online in the event that face-to-face classes cannot be held and that all deadlines changes will be announced over canvas or another LMS.

