

Psych 1010: Introduction to Psychology
Weber State University
Spring 2016

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Office Hours: Tuesday & Thursday 10:15-11:30 am, SS 360

Course Description

This course provides a general introduction to psychology. It will introduce students to the discipline of scientific psychology as well as explore diverse perspectives on psychology, such as humanistic and cultural pluralist perspectives. The topics covered in this course, and which we will address from the aforementioned perspectives, include biological psychology, learning, memory, thinking and intelligence, sensation and perception, motivation and emotion, development, social psychology, personality, consciousness, abnormal psychology, therapies, and health psychology.

Course Objectives and Learning Outcomes

1. *Demonstrate a broad knowledge of the basic concepts of scientific psychology, including theoretical perspectives that guide psychological inquiry and the difference between science and other ways of knowing.*
 - a. Measurement: Examinations, quizzes, comprehensive final examination.
2. *Apply psychological principles to personal and social issues and problems.*
 - a. Measurement: examinations, quizzes, papers.
3. *Understand the basic research methods used in psychology, including classical and current experiments.*
 - a. Measurement: Examinations, quizzes, participation as a subject in actual psychological research or an alternative that provides familiarity with psychological research.
4. *Cultivate traits and skills in preparation to be a successful scientist, including (but not limited to) 1) enhanced ability to think critically, 2) humility and an awareness of the limitations of one's own knowledge, 3) commitment to ethics, and 4) respect for diversity and for the ways of life and points of view of others.*
 - a. Measurement: In-class discussions, papers, exams.

Department Goals:

The WSU Department of Psychology is committed to excellence in undergraduate training in the science of psychology. Curriculum emphasizes acquiring and applying knowledge, maintaining values, and gaining interpersonal and communication skills.

Required Materials:

- Access to MyPsychLab, which should include an e-text of the following text.
- Zimbardo, P.G., Johnson, R.L., McCann, V. (2012). *Psychology: Core concepts with DSM-V update* (7th ed.). Boston, MA: Pearson Education, Inc.

Note: Students are NOT required to purchase a hard-copy of the textbook, and some e-texts come with access to MyPsychLab included. Thus, purchasing an access code to MyPsychLab + eText will be the least expensive option for students, but they are welcome to also purchase a hard copy of the text.

General Values

In addition to pursuing the course objectives listed above, by remaining in this course, students and their instructor agree to live by these general values. Each participant in the course should endeavor to embrace and act in accordance with these values, and the course is designed to help promote these values.

1. Take personal responsibility for your learning
 - a. Ask questions when you don't understand something
 - b. Come prepared to participate in discussions
2. Virtues and skills that promote success
 - a. Respect and charity toward instructor and fellow students
 - i. Recognize the humanity, intelligence, morality, and spirituality of others
 - ii. Acknowledge that disagreements are possible among humane, intelligent, morally upstanding, and spiritually engaged individuals and groups.
 - iii. Conversely, recognize that disagreement does not equal disrespect.
 - b. Humility
 - i. Be open to correction and improvement
 - ii. Be aware of the limits of your own perspective(s)
 - c. Critical thinking
 - i. Search for the strengths AND limitations of various perspectives
 - ii. "Metacognition" – learn to be reflective about your own perspectives, how they develop, what they imply, what their strengths and limitations are, and why you embrace them.
 - iii. Improve ability to understand and appreciate multiple perspectives. Seek to understand the perspective from which others' ideas and behaviors make sense.
 - d. Trust that you can do difficult things
 - i. This includes emotionally difficult things – some topics of this course are difficult to discuss. However, they are valuable professionally and personally, so trust that you can participate in it and grow from the experience.
 - e. Remember the law of the harvest!!! You reap what you sow!
 - f. Everyone can improve somehow!

Grading Scale and Policy

The following table shows the *minimum* percentage that must be earned for the corresponding letter grade.
Note: I do not round – for example, an 89.5% is a B+.

A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
F	0%

Course Assignments and Grading: 620 Points Possible

1. Exams – 400 Points ($\approx 64\%$ of final grade)
 - a. There will be seven exams in the course. Each exam will cover the material from the readings preceding it, and the final exam will also include a comprehensive portion. Each exam will be worth between points and will be composed of multiple choice (and possibly essay) items. Exams will be administered via Chi tester. Details will be discussed in class and more information will be provided via Canvas.
2. Papers – 50 Points Each/100 Points Total ($\approx 16\%$ of final grade)
 - a. Two papers will be due throughout the course. The prompts, rubrics, submission portal, and feedback will all be managed through MyPsychLab.
3. Preparation and Participation – Points vary (see below)
 - a. Pre-tests and Post-tests – 5 points each with the lowest 2 scores dropped/60 points total ($\approx 10\%$ of final grade)
 - i. Students will be expected to take the pretest and post-test on MyPsychLab for each chapter each week. They will be due by 11:59 Mountain Time each week.
 - ii. Students are also encouraged to utilize other MyPsychLab resources, such as the study guides and Dynamic Study Modules to help them prepare for exams.
 - b. Students are encouraged to attend and participate in class. Participation does not necessarily mean that each student must speak in class each week. As long as students are in attendance and clearly show that they are focused and attentive to class discussions, I consider this participation.
 - c. Any comments will also be expected to be on topic and respectfully stated, and students should monitor their participation to ensure that all students who wish to have the opportunity to participate. This means that, although participation does not add points, students may lose points for off-topic or disrespectful comments or for monopolizing class discussions. Should there be concerns in any of these three areas, I will confidentially let students know and give them a chance to improve before any points will be taken. If points are taken, they will be deducted from the preparation quiz section.
4. Research participation – 60 Points ($\approx 10\%$ of final grade)
 - a. Students in Psychology 1010 courses are required to earn 10 credits for research participation. In order to earn these points, Students may choose from one of three options. First, students may choose to act as participants in psychology related research projects. Second, students may observe research as it is being conducted and complete a written assignment on their experience and observations. Third, students may review professional journal articles and submit article reviews (for more details about the student research requirement see the following link: <http://www.weber.edu/psychology/1010.html>). Students may choose any combination of the three activities outlined to complete the required hours.
 - b. Students, not their instructor, are responsible for tracking their completion of the required research credits. In order to get credit for research participation, students will need their RPRs to prove their participation. If students participate in a study and are not given a receipt for their participation, they should request it from the researcher. This also applies to online studies. Students must be able to print off a receipt that certifies participation in the study. Each student should keep the RPR/s as proof of participation in a given experiment. At the end of the semester, the instructor will receive a spreadsheet from the department with a record of all students' participation. After the instructor enters those grades, students should confirm that the score entered based on the spreadsheet is

accurate. If there is a discrepancy, students will be expected to show the instructor their RPRs as proof of participation in order for the grade to be changed. Throughout the semester, students can check their number of research credits at the following link: <http://www.weber.edu/psychology/ResearchBoard.html>, then clicking on “Click here to check your total credits.”

- c. Students should see the research participation clipboards found on the north wall outside of the Psychology Department Office (a banner reading “Psy 1010 Research Projects” is now hanging above the clipboards). Students should check the clipboards periodically during the semester to become aware of research participation opportunities. Some studies can also find some studies posted at the following link: <http://www.weber.edu/psychology/ResearchBoard.html>.
- d. For more information, see <http://www.weber.edu/wsuiimages/psychology/Research/StudentResearchReq2010.pdf>

Late work policy: Because two of the pre-test/post-tests are dropped for just such purposes, pre-tests/post-tests are NOT accepted late under ANY circumstances. Otherwise, late work is only accepted in extenuating circumstances, and will typically be penalized at least 10%. Any concerns should be brought to my attention ahead of time (when possible) or as soon as possible (such as in the case of emergencies). On major assignments (exams and papers), I will use the following policy: if it is made up within two days of the due date, the penalty will be 10%; after two days but within one week, the penalty will be 20%; 30% if assignment is made up within two weeks; no credit after two weeks. Also, it is highly unlikely that I will offer extra credit, so do your best work the first time around, and be sure to ask for help early if you are struggling.

University Policies

- *Weber State Policies:* In keeping with the principles of the Weber State Plagiarism Policy, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Using someone else’s work without giving appropriate credit is an act of plagiarism. This may result in a failing grade in the course and additional disciplinary action by the university. It is the university’s expectation and my own expectation that each student will abide by all University Policies. For more information, see <http://documents.weber.edu/ppm/6-22.htm>.
- *Preventing Sexual Discrimination and Harassment:* Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. Weber State’s policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Opportunity (EEO) Officer (Barry Gomberg, Miller Admin 101: 801-626-6240)
- *Students with Disabilities:* Weber State University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (801-626-6000). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may

seek resolution through established grievance policy and procedure. See <http://www.weber.edu/ssd> for more information.

- *Academic Honesty Policy:* Weber State University Student Code states that students must maintain academic ethics and honesty. Cheating includes copying from another student's test, using materials during a test not authorized, collaborating with any other person during a test without authorization, knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part the contents of any test without authorization of the appropriate University official, bribing any other person to obtain any test, soliciting or receiving unauthorized information about any test, substituting for another student or permitting any other person to substitute for oneself to take a test, and any other act of knowingly being involved in arranging fraudulent academic credit or false transcripts.
- *Plagiarism Policy:* Writing submitted for credit at Weber State must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.
- *Classroom Technology:* Use of laptops or other products can be helpful and is allowed to students who wish to use them to take notes. However, they can be distracting if used for other purposes. In order to prevent distracting other students (or being distracted yourself), focus on only taking notes for class, but nothing else, even if you think it is distantly related to class (for example, doing your homework during a class discussion is not appropriate even though it is a class-related activity.) *My policy is to trust students until I'm given a reason not to trust them. Details will be discussed on the first day of class.*

Caveats

1. There may be times when unforeseen circumstances will require minor adjustments to the syllabus and schedule for this course. I reserve the right to make adjustments, but I commit to doing so only as needed and with the following restrictions:
 - a. No adjustments will require more work than is laid out in this syllabus. Any changes will require equal or less work.
 - i. Example: suppose a new study is published that completely revolutionizes the way psychologists think about a topic in psychology. I would probably want to address this through readings and class discussions. If so, I would remove other readings of approximately equal length.
 - b. No adjustments will precipitate more stringent grading requirements. In other words, no change will lower the grade students have received on prior work, nor will it make it more difficult for them to succeed than is described in this syllabus.
 - c. Changes will only be made if the class will be substantially better as a result of the change and/or if circumstances in the class seem to make changes absolutely necessary.
 - d. Any changes will be made only after students have had the opportunity to provide feedback on it. I will ultimately decide what I think is best, but I will seek input from students regarding how potential changes will affect them. I will consider that feedback seriously.
 - i. Note: any potential changes will be discussed in class, and so attending class is the only way to have the opportunity to provide feedback.

2. There may be times when we will discuss sensitive subjects in this class. We may even discuss ideas that are (or at least seem) contradictory to your personal or religious or other cultural ideas. Know that this is to increase your awareness of the theories, findings, and opinions that are pertinent to the field of psychology, to encourage critical reflection of your positions, and (in some cases) to encourage you to reflect on the sources of your positions (for example, is your position necessarily required by your religious/professional/cultural/ethical commitments, or is there room for differences of opinion within these traditions?) I will never intentionally be dismissive or disrespectful to anyone's personal/religious/cultural etc. perspectives.
 - a. If you are ever offended, confused, or concerned about anything at all in this class, do not be afraid to talk to me about it! Most likely it is a misunderstanding that can be cleared up and the whole class will benefit from clarification.