

Spring 2020

PSY 1010: Introduction to Psychology
T/Th 1:30-2:45 pm
Section 31683: Hurst Center 014, Ogden Campus
Section 31685: West Center, Roy
Section 31686: WSU Station Park, Farmington

Instructor: Aminda O'Hare

Office: LH 391

Student Hours: T/Th 12-1pm, W/F 9:15-10:15am or by appointment

E-mail: amindaohare@weber.edu (put "PSY1010..." in subject)

Phone: 801-626-6729 (best to use email)

Course Website: <http://canvas.weber.edu>

Welcome Students!

I am excited to be teaching you Introductory Psychology. I hope that you find it a rewarding academic experience and also have fun with the material. This course is designed to provide students with a broad and general understanding of the field of psychology as a whole. We will cover a variety of fields of psychology, which include, but not limited to, biological, cognitive, developmental, social, and abnormal psychology. This syllabus has important information regarding the course outline, topics for each class, and grading. Please pay particular attention to the Course Outline as it lists when tests are scheduled and assignments are due. All other information is posted in Documents on CANVAS.

Course Description:

PSY 1010 provides an introductory overview of the study of psychology. The course will explore the fundamental questions regarding human thought and behavior and provide an overview of the theories and research used in the study of psychology. The course will emphasize psychology as a science and how to critically think about psychology. At the completion of this course, you should be able to discuss the major questions and issues confronting psychologists and how psychology has contributed to human knowledge and understanding.

Course Objectives:

After completing the course, students will be able to:

1. Articulate the basic principles for several psychological perspectives for understanding human behavior and cognition.
2. Describe the research process and how it is used in psychological research.
3. Understand the relationship between psychological research and everyday life experiences.

Getting the Most out of the Course:

In order to get the most out of this course you should come to each class and come prepared. This means that you should do the readings, take notes, and be ready to participate in discussions. I will be posting my lecture slides on the course website (CANVAS) by the night before each lecture. To make note-taking much easier in class, it may be helpful to print these out and bring them with you to class. Keep in mind that I will be EXPANDING on the slide content during class, so the posted-lecture slides should NOT be considered sufficient to understand all that will be covered in lecture.

Email Communication:

The overall goal of college is to prepare you for the “real world” and help you secure a career. It is important that you learn to communicate in a professional manner whether that be in person or via email. If you contact me (or any other professor) please do so in a professional manner and include the following information: legal name (first and last); in the subject box identify the purpose of the e-mail; identify your course & section number; be clear and courteous.

Example:

Hello Dr. O’Hare,

I am Jane Smith, a student in your PSY 1010 class that meets at 9:30 am on MWF. I have a question about my discussion grade for chapter 8. CANVAS shows that I missed that discussion, but I think I did participate. Would you please check this?

Thank you,

Jane Smith

Course Conduct:

Many topics in psychology can be sensitive to discuss. I will provide you with structured, evidence-based ways to think about some of these topics. It is expected that all members of this class will conduct themselves professionally and respectfully at all times. This means that there will be no tolerance for any derogatory or discriminatory language. Weber State University is committed to freedom of expression and valuing diversity. People from all religions, gender identities, sexes, races, ethnic backgrounds, sexual orientations, etc. are welcome here. Anyone creating a learning space that is hostile will be asked to leave.

Course Requirements

Textbook:

We will be using a free, online textbook this semester. You can find the textbook here:

<http://www.oercommons.org/courses/introduction-to-psychology-2/view>

You can read the textbook online, download it as a pdf, or download it as an eBook.

In-Class Participation:

I will be using Kahoot! to poll students and quiz students during class. You must be present and in class to participate in Kahoot! questions. This will require students having a smart phone, laptop, or tablet to access the internet. If this is not possible for any student, they should talk to me to make other arrangements. The number of questions in each class period will vary depending on the topic and how much time we have in class. Any missed Kahoot! question, regardless of the reason, will be registered as a 0. Absolutely no make-ups will be given for the Kahoot! questions and no exceptions to this policy will be made, even with a doctor’s note or other documentation. Attendance and participation are requirements in this class. If a student misses a question due to a late arrival or early departure from class, no make-up will be offered. Student’s final participation grade will be calculated out of their best 90% of total points offered over the semester (10% of Kahoot! points will be dropped to account for unforeseen misses).

For Kahoot! questions, if the question is for a poll (i.e., there is no correct answer) each student responding will be awarded one point. If the question is for a quiz (i.e., there is a correct answer) each student responding will be awarded one point for participating and one additional point for correct answers. The final participation grade will be calculated as the percent of the total points offered over the semester.

On-Line Discussions:

In order to generate more in-depth thought and discussion of course content, small group discussions will be assigned on CANVAS. These will be assigned and completed on-line. There will be one discussion assignment for each chapter. Discussions cannot be made up if not completed on time. There are 12 chapters that we will cover this semester. For each discussion, I will post a prompt, and then each student must post a short response (1 paragraph) on their own thoughts and comment on at least two other students' responses. Discussion contributions must be thoughtful. They will be graded on completion. Students must complete 10 of the 12 assigned discussions this semester. Each discussion is worth 6 points, for a total of 60 points over the semester.

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 Assignments (SA) in this course will be 2 reflection papers in which you apply 3 course concepts to your lived experience to be read by your professor. You get to select the life experiences that you write about. In your reflection papers, you will describe the life experience you want to discuss and how at least 3 concepts from class relate to your experience and help you better understand your experience. 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. Each reflection paper is worth 30pts, for a total of 60pts.

Research Participation:

Students enrolled in Psych 1010 are required to either participate in research studies for a total of 2.5 hours/10 credits (1 credit per 15 minutes), or summarize research articles. Please see the last page of the syllabus or the course website for information regarding ways to obtain your research participation credits. Research participation is worth 60 points over the semester. Students creating their research accounts and completing the prescreening survey questions before the end of the second week of class will receive 3 extra credit points added on to their first section test grade!

Section Tests:

There will be four section tests throughout the semester. The exams will be administered through Weber State Testing Centers using ChiTester. There are a variety of testing center locations, and you will be allowed to take the exam at any of the locations. For a list of the locations and testing center hours go to: <http://www.weber.edu/testingcenter>. You are responsible for knowing the hours of the testing center location you would like to use. To take an exam you must have a valid form of ID (driver's license, student ID) and show up to the testing center on the correct date(s). You will not be allowed to take the exam if you do not have an ID or if you show up after the posted and allowed hours. No make-up exams will be given. However, if you know you are going to be out of town for

the dates of a posted exam, we can make arrangements for you to take the exam early. Section tests must be completed within the allowed timeframe.

These tests will consist of multiple choice, matching, and diagram labeling. Tests will include material covered in class and material from assigned sections of the textbook. The lectures will be a guide as to what to focus on for each chapter. Concepts will carry-over from early parts of the class to later parts, but the tests are not cumulative in nature. Students are not permitted to discuss the exams with each other until after it has been reviewed in class. I have a no tolerance policy for cheating. If caught, you will get 0 points for that test. Each test is worth 100 points.

Extra Credit:

You can apply the principles of psychology everywhere! You can earn up to 3% extra credit added on to your final course grade for attending on or off campus events that are relevant to psychology and writing short (1 page) responses that discuss the psychological principles (at least 3) relevant to that event with citations from your textbook (1% extra credit for each one, up to 3)! The good news is that it's hard to not find things that aren't related to psychology.

Grading:

Final grades will be based on the percentages listed below. Calculate the percentage by dividing the number of points you earn by the total number of possible points, and multiply by 100.

MEAN	FINAL GRADE
100.0-92.0	A
91.9-89.5	A-
89.4-86.0	B+
85.9-82.0	B
81.9-79.5	B-
79.4-76.0	C+

MEAN	FINAL GRADE
75.9-72.0	C
71.9-69.5	C-
69.4-66.0	D+
65.9-62.0	D
61.9-59.5	D-
59.4-0	E

In-Class Participation	60 pts
Online Discussions	60 pts
Signature Assignments	60 pts
Research Participation	60 pts
Section Tests	400 pts (100 points each)
Total:	640 pts

Starfish is an online tool designed to enhance the way we work across campus to help students succeed by:

- Facilitating communication and connections between instructors, students, advisors, and support services
- Providing a streamlined means for faculty to give feedback to students on course performance and/or attendance through progress surveys
- Helping us prioritize and coordinate outreach for students
- Keeping students informed of their own progress and achievements and prompting them to action if needed.

I will be using Starfish to make progress reports on all students during the early part of the semester and then again after mid semester. Students not attending class and/or participating in online discussions will be flagged for follow up by an advisor.

Course Recording Policy:

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio record lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Note: If necessary, there may be minor modifications to the syllabus. I will announce any changes in class. If you are not in attendance in class on that day, it is your responsibility to get this information on syllabus revisions from your classmates.

University and Course Policies:

Specific Accommodations. 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 in alternative formats upon request. For more information, please see: <http://www.weber.edu/ssd>.

Academic Integrity. Any academic dishonesty will not be tolerated. If a student is caught engaged in academic dishonesty in this course, he or she risks failing the course and being subject to academic discipline including the imposition of university sanctions. For more information, please see the university policy on cheating, which can be found in the WSU Student Code, Section IV, Part D, Paragraph 2.

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. Pivotal to Weber State University's mission is the need to

embrace and value the diversity of its members. Acknowledging the uniqueness of each individual, we seek to cultivate an environment that encourages freedom of expression. Because the University is a community where inquiry is nurtured and theories are tested, every individual has the right to feel safe to express ideas that differ from those held by other members of the community. However, all persons who aspire to be part of our campus community must accept the responsibility to demonstrate civility and respect for the dignity of others. Recognizing that the proper balance between freedom of expression and respect for others is not always apparent or easy to achieve, we must continually challenge ourselves and each other in an atmosphere of mutual concern, good will and respect. Therefore, expressions or actions that disparage an individual's or group's ethnicity, gender, religion, sexual orientation, marital status, age or disability are contrary to the mission of Weber State University and will not be acceptable in classroom discussion.

Use of Technology. The use of cell phones, smart phones, or other mobile communication devices on non-class assigned materials is disruptive, and is therefore prohibited during class. Students using cell phones, tablets, or laptops for anything other than course work will be asked to leave. Students are permitted to use devices during class for note-taking and other class-related work only.

Emergency Closure Statement. Due to the applied nature of this course, if for any reason the university is forced to close for an extended period of time, class will be cancelled and assignments will be adjusted accordingly. This may include dropping an assignment altogether or rearranging delivery of course topics to cover more in any one class. Look for announcements from the university on Weber e-mail or the website and from the instructor on the course Canvas page. Code Purple is a good way to be alerted to campus closures, and you are encouraged to sign up for it.

Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
T, Jan. 7	Course Introduction	
Th, Jan. 9	Introducing Psychology	Ch. 1
T, Jan. 14	Introducing Psychology, Psyc Science	Ch. 1, Ch. 2
Th, Jan. 16	Psychological Science	Ch. 2
T, Jan. 21	Brains, Bodies, & Behavior	Ch. 3
Th, Jan. 23	Brains, Bodies, & Behavior	Ch. 3
T, Jan. 28	Exam 1 (Jan. 23-29)	Ch. 1, 2, 3 (neurons only)
Th, Jan. 30	Brains, Bodies, & Behavior	Ch. 3
T, Feb. 4	Brains, Bodies, & Behavior	Ch. 3
Th, Feb. 6	Sensing and Perceiving	Ch. 4
T, Feb. 11	Sensing and Perceiving	Ch. 4
Th, Feb. 13	States of Consciousness	Ch. 5
T, Feb. 18	States of Consciousness	Ch. 5
Th, Feb. 20	Exam 2 (Feb. 18-24)	Ch. 3 (methods & brain), 4, 5
T, Feb. 25	Growing & Developing	Ch. 6, Signature Assignment 1
Th, Feb. 27	Growing & Developing	Ch. 6
March 3-5	Spring Break – No Class	
T, March 10	Learning	Ch. 7
Th, March 12	Learning	Ch. 7
T, March 17	Remembering & Judging	Ch. 8
Th, March 19	Remembering & Judging	Ch. 8
T, March 24	Exam 3 (Nov. 4-10)	Ch. 6, 7, 8, Last day to withdraw
Th, March 26	Emotions & Motivation	Ch. 10
T, March 31	Emotions & Motivation	Ch. 10
Th, April 2	Social Lives	Ch. 14
T, April 7	Social Lives	Ch. 14
Th, April 9	Psychological Disorders	Ch. 12
T, April 14	Psychological Disorders	Ch. 12, Article Summaries
Th, April 16	Treating Psychological Disorders	Ch. 13, Research Participation (4/17), Signature Assignment 2
April 17-23	Exam 4	Ch. 10, 14, 12, 13

Additional Information for Psych 1010 Research Participation Credits

10% of your grade is determined through “research participation.” In order to receive full credit, you need to complete 10 credits before the end of the semester.

There are a couple of ways to get your credits. It’s fine to do a combination of some of these options, but you do need 10 credits.

1. Participate in research studies being conducted in the department.

LAST DAY TO PARTICIPATE IS 12/6

You may participate in two and a half (2.5) hours of research, every 15 minutes = 1 credit, for a total of 10 credits. 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, and studies will continue to be posted throughout the semester. You should be able to select several studies to fit your schedule.

Where do you find these studies? All of the available studies are listed here:

<https://weberstate.sona-systems.com/>. In order to access this system you’ll need to request an account. Details for how to request and set up an account can be found here: https://apps.weber.edu/wsuiimages/psychology/Sona%20Systems%20Student%20Participants%20Instructions_docx.pdf

BE SURE TO LINK YOUR ACCOUNT WITH OUR CLASS –

CRN 31683: Hurst Center 014, Ogden Campus

CRN 31685: West Center, Roy

CRN 31686: WSU Station Park, Farmington

you can access the links to this document and additional information here:

<https://www.weber.edu/psychology/RequirementsConsequences.html>

2. Writing Journal Article Summaries

LAST DAY TO TURN IN SUMMARIES IS 12/2

You may read peer-reviewed journal articles from one or more areas of psychology and write a summary of the article. A list of some articles that might be of interest to you can be found here: <http://www.weber.edu/psychology/ResearchArticles.html>

You will receive roughly 2.5 credits for each double-spaced page of the summary. Thus, a 2 page summary will be worth 5 credits, and a four page, double-spaced summary is worth 10 credits. NORMAL FONT AND MARGINS. You can also, for example, write two 2-paged summaries of different articles to receive all of your credits (each being worth 5 credits).

What should the summary include? Essentially, you want to summarize the main points of the article. Be sure to mention the central issue of the article (what were the researchers studying?), a basic summary of the research procedures used (how was their study conducted), the results of the study, and the conclusions and/or implications from the study.