

Psych 1010: Introductory Psychology

Spring Semester, 2020

MW 11:30-12:45pm, LH 201

Professor: Shannon McGillivray, Ph.D.

Email: smcgillivray@weber.edu

Office Hours: Tuesday 11:00-12:00, Wednesday 3:00-4:00, & by appointment

Office Location: 382 Lindquist Hall

Course Website - CANVAS: <https://weber.instructure.com/login>

Course Description

Introductory Psychology is designed to give students a broad and general understanding of the field of psychology. Psychology is a very diverse science with many unique and interesting subfields. Throughout this course you will be introduced to and learn about some of the areas within psychology including biological, cognitive, developmental, genetic, cultural, personality, social, and abnormal psychology.

Course Objectives

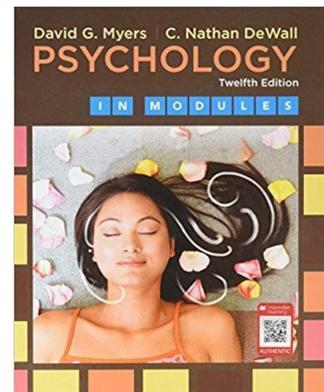
- Learn about the major areas within the field of psychology, and develop an understanding of how each of these areas contribute to our knowledge of human behavior.
- Understand the basic scientific research methodologies that allow psychologists to ask and answer questions about human behavior.
- Enhance your understanding of both yourself and those around you.

Required Text

Psychology, 12th Edition in Modules
By David G. Myers & C. Nathan Dewall

(ISBN-10: 1-319-06800-6)

**Any format of the 12th edition in modules is acceptable for use in this class including paperback, loose-leaf, or e-book.



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. Typically, I will post lectures for the entire week or section of modules. To make note-taking much easier in class, it may be helpful to print these out and bring them with you to class. Please note that you can print out slides in 'handout' form that can allow you to have multiple slides printed on one page. 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.

Course Requirements

Class Participation – Thought/Discussion Questions (10%)

Throughout lecture, I will be asking you to respond, in writing, to specific questions related to a topic we are discussing. The purpose of these questions is to encourage you to think critically about the information presented to you. During any given class meeting I will ask 0-2 questions and you are required to provide a written response on a sheet of paper (scrap paper is fine) that you will be asked to turn in at the end of the class period, or you can send your responses via an email. Be sure to put your name on the paper! There will be a total of ~40 questions throughout the course. In order to receive full credit, you will need to turn in responses to 32 of the 40 questions (this is 80% - although you are of course welcome and encouraged to complete all 40). There will be no make-ups for missed class participation questions.

Exams (55%)

There will be a total of 5 exams given throughout the semester. All of the material from the readings and lectures is fair game on the exams. The EXAMS ARE NOT CUMULATIVE, and thus only consist of material covered since the previous exam. The exams will consist of ~80 multiple choice questions and a few short-answer/fill-in-the-blank questions. 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.

Quizzes (20%)

There will be a quiz associated with each module (31 total). The quizzes will be available to take on Canvas, and they are open notes/book. However, you will only be able to take the quiz once, so be sure you take the quiz when you know you'll have time to get through all of the questions. The dates of quizzes are on the class schedule and on Canvas. Generally speaking, you'll have at least a couple of days to complete the quiz AFTER we finish covering material from that module. Thus, some of the due dates of the module quizzes may be adjusted based on when we complete the modules. Each quiz will consist of about 10 multiple choice questions. Your 3 lowest quiz grades will be dropped. If you do not take the quiz in the allotted time window you will receive a 0 on that quiz.

Research Participation (8%)

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.

Signature Assignment (7%)

All students enrolled in Gen Ed classes are now required to complete a signature assignment. For this assignment, you will write an ~4 page paper (normal fonts and

margins) where you will be applying concepts we have discussed to some aspect of your own life. For example, you can take an everyday activity (e.g., going to class, taking a test, playing a sport, etc) and discuss the psychological principles involved in that activity. You **NEED** to discuss psychological concepts from **5 or MORE modules** of your textbook. Be sure to accurately label the topic/behavior with the correct psychological terms, and include as many concepts that apply to what you're describing. Essentially, appreciate how prevalent psychological principles are in our everyday lives.

Extra Credit (up to 3%)

You can earn up to 10 extra credit points (weighted as 3% of your final grade) by summarizing and reflecting on an episode from RadioLab, a unique program that explores interesting topics from a variety of perspectives including psychology. The website is: <https://www.wnycstudios.org/podcasts/radiolab>

Unfortunately, their website is not very easy to search, so pick **ONE** of the following episodes and then just google "Radiolab [name of episode]":

Season 1 - Who am I?; Season 1 - Stress; Season 2- Musical Language;
Season 2 - Where am I?; Season 3 - Placebo; Season 3 - Memory & Forgetting;
Season 5 – Race; Season 5 – Choice; Season 7 - Who are You?; Season 8 – Words;
Season 9: The Good Show; Season 10 – The Bad Show; Season 11 – Inheritance;
Season 11 - Inner Voices; Season 12 – Blame

After you listen to this episode write a 2-3 page, double-spaced paper that addresses the following: 1. Summarize the main idea(s) covered in the episode: What was the theme? What were the main things you learned about the topic? 2. Relate some part of this to the material you have learned in the course. What is something that you learned in the course that deepened your understanding of what you heard in this episode?

Grading

	A = 92-100%	A- = 90-91%
B+ = 88-89%	B = 82-87%	B- = 80-81%
C+ = 78-79%	C = 72-77%	C- = 70-71%
D+ = 68-69%	D = 62-67%	D- = 60-61%
E = 59% or below		

****If needed a curve will be applied to the course****

A = 20% B = 30% C = 40% D/E = 10%

In the event that less than 20% of the students earn A's, this curve will be applied. **I will only curve up and never down.** This means that a curve, if applied, will only help your score, and would be applied BEFORE considering potential extra credit points

Additional Course Policies

Academic Dishonesty

Academic dishonesty such as cheating or plagiarism will not be tolerated in this class, nor is it tolerated anywhere at Weber. If you are caught you will be immediately reported to the Dean of Students which could result in your expulsion from the university.

Special 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 (including this syllabus) in alternative formats upon request.

You can contact SSD by phone: 801-626-6413 or email: ssd@weber.edu

Recording Lectures

Video or audio recording of any portion of lectures is permitted in this class upon authorization of the instructor. If you would like to request authorization to record, please contact me. Unauthorized recording is a violation of the Student Code of Conduct, for which a student may be subjected to disciplinary action under PPM 6-22, Student Code. Students who seek to record for purposes of accommodating a disability should contact the Disability Services Office at (801) 626-6413 or dsc@weber.edu. See more info at <https://www.weber.edu/disabilityservices>.

Emergency Closure Policy

If for any reason the university is forced to close for an extended period of time, we will conduct our class via email and CANVAS. Look for announcements on Weber e-mail. Code Purple is a good way to be alerted to campus closures, and you are encouraged to sign up for it.

Class Schedule and Reading Assignments

Week	Date	Topic	Reading	Assignment
1	1/6	Introduction to the Course		
	1/8	Introduction to Psychology	Module 1	Module 1 Quiz
2	1/13	Research Strategies	Module 2	Module 2 Quiz
	1/15	The Nervous System & The Brain	Module 4 & 5	Module 4 & 5 Quiz
3	1/20	No class - Holiday		
	1/22	The Brain	Module 6	Module 6 Quiz
Exam #1 Open Thurs. 1/23 through Mon. 10AM 1/27				
4	1/27	Classical Conditioning	Module 20	Module 20 Quiz
	1/29	Operant Conditioning & Biology and Learning	Modules 21&22	Module 21 & 22 Quiz
5	2/3	Encoding, Storing, & Retrieving Memories	Modules 23&24	Module 23 & 24 Quiz
	2/5	Forgetting	Module 25	Module 25 Quiz
Exam #2 Open Thurs. 2/6 through Mon. 10AM 2/10				
6	2/10	Early Development & Childhood	Modules 13&14	Module 13 & 14 Quiz
	2/12	Adolescence	Modules 15	Module 15 Quiz
7	2/17	No Class – Holiday		
	2/19	Behavior Genetics & Evolutionary Psych	Module 10	Module 10 Quiz
8	2/24	Evolutionary Psych	Module 11	Module 11 Quiz
	2/26	Culture & Gender	Module 12	Module 12 Quiz
9	Exam #3 Open Thurs. 2/27 through Fri. 3/6 - Spring Break – No Classes			
10	3/9	Social Thinking	Module 41	Module 41 Quiz
	3/11	Social Influence	Module 42	Module 42 Quiz
11	3/16	Anti-social Relations	Module 43	Module 43 Quiz
	3/18	Pro-social Relations	Module 44	Module 44 Quiz
12	3/23	Personality – Humanistic and Trait Theories	Module 46	Module 46 Quiz
	3/25	Social Cognitive Theories	Module 47	Module 47 Quiz
Exam #4 Open Thurs. 3/26 through Mon. 10AM 3/30				
13	3/30	Intro to Psych Disorders	Module 48	Module 48 Quiz
	4/1	Mood and Anxiety Disorders	Modules 49&50	Module 49 & 50 Quiz
14	4/6	Schizophrenia	Module 51	Module 51 Quiz
	4/8	Dissociative, Personality & Eating Disorders	Module 52	Module 52 Quiz
15	4/13	Therapies	Module 53	Module 53 Quiz
	4/15	Evaluating Therapies & Biomedical Therapies	Modules 54&55	Module 54 & 55 Quiz
16	Exam #5 – Open Thurs. 4/16 through Thurs. 4/23 Extra Credit Due Thurs. 4/23 Signature Assignment Due Sunday 4/19			

Additional Information for Psych 1010 Research Participation Credits

8% 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 4/17

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 – select professor Shannon McGillivray as your instructor

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 4/23

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-page 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.