

INTRODUCTORY PSYCHOLOGY (PSY 1010-10607)
WEBER STATE UNIVERSITY, SPRING 2020
TR 9:30 AM – 12:10 PM, CANVAS CONFERENCE – VIRTUAL FORMAT CLASS

Professor: Dr. Cade Mansfield	Office Hours: email for any needed assistance
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Email: cademansfield@weber.edu (best way to contact me)	

Course Description

- This class will provide you with an introduction to the scientific study of psychology covering major areas of study within the discipline. We will survey research and theory on topics such as the biological bases of behavior, learning and conditioning, lifespan development, memory and cognition, emotion and health, social and cultural influences on behavior and attitudes, personality, and psychological disorders.

Course Objectives

Through reading, completing assignments, reflecting on insights from the course, and participating in class students will work toward 5 learning goals.

Goal 1: Knowledge Base. You will 1) describe key concepts, principles, and overarching themes in psychology, 2) develop a working knowledge of psychology's content domains, and 3) describe applications of psychology.

Goal 2: Scientific Inquiry and Critical Thinking. You will 1) develop some psychological literacy, 3) engage in integrative thinking and problem solving

Goal 3: Ethical & Social Responsibility in a Diverse World. You will 1) apply ethical standards to evaluate psychological science, 2) build interpersonal relationships

Goal 4: Communication. You will 1) demonstrate effective writing, and 2) interact effectively with others.

Goal 5: Professional Development. You will 1) exhibit self-efficacy and self-regulation, 2) and refine project management skills.

Required Textbook

- Psychology: Contemporary Perspectives*, Paul Okami. ISBN 978-0-19-985661-9, Oxford University Press.
- The text can be brought through the UWS bookstore or online.
- There is also a free online student study guide that you can access at www.oup.com/us/okami

Course format

- Class will consist of lecture and note taking as well as a large amount of discussion and work in virtual "breakout rooms" with classmates. We will talk through the topics that we read about in the text. I expect you to participate in your learning experience even in this online virtual environment. I provide an outline of the notes but you have to be "in class" to complete that outline and prepare for the exams! The BEST way to learn and get your money out of this class is to be actively engaged. The lectures will often cover material that supplements your reading (rather than duplicates the reading). Many resources will be posted on Canvas and our classes will be through canvas so if you have any questions about how canvas works please let me know. I expect you to be or to become very familiar with canvas early on in the course.

Canvas

- Go to <https://weber.instructure.com/login> and log-in with your Wildcat username and password. From the "Courses" tab, click on "PSY 1010". You will be able to access the syllabus, handouts, quizzes, web links, exams, and other relevant course information. You also will be able to stay current with course announcements, your grades, and to email your professor and peers. The material in Canvas is provided as a courtesy to facilitate comprehension of course material: it is *NOT* a substitute for attending virtual lectures. You will be provided with information in class that is *not* sufficiently elaborated in the handouts, is *not* in your text, and is critical to your success in this class. For assistance with Canvas, email wsuonline@weber.edu or call 801-626-6499.

Learning Activities and Course Grading:

Chapter Homework Quizzes

- Using Canvas you will complete a 15-question multiple-choice quiz for each chapter that we cover. This will help you learn the concepts and will be an incentive to keep up with the reading and that will be a big benefit on the exams because some of the same quiz questions will appear on the exams!
- The quizzes open when we start each exam module and they must all be finished before the exam that goes along with those quizzes opens. It is up to you to take the quizzes on time and to keep up with the work. **I strongly encourage you to take each quiz right after we finish lecturing on the chapter that quiz covers.** If you take the quizzes too early you may miss some questions because some of the quiz questions come from the lecture and are not covered in the textbook. See the course schedule for HW quiz due dates.
- **The quizzes are open book and open notes. You can also work with a partner or two from class (ONLY from class though)** when you take the quizzes.
- **Quiz Timing** - The quizzes are timed at 25 minutes. Thus, you are unlikely to have time to look up each question in the text or notes before answering. Please be prepared when you take the quizzes. Read the chapter, review your notes, know the learning objectives before doing the homework. You will be able to complete each homework quiz 2 times. The average of your grades will be kept so you need to do well on each attempt. **Homework quizzes cannot be handed in late.** I will drop your lowest quiz score when calculating your final grade. Thus, if you miss one it may not negatively impact your final grade.
- **Important:** PLEASE only start homework quizzes from a location that has consistent, reliable internet connectivity. It is your responsibility to use the Canvas website effectively.
- **Important:** Do not open the homework quizzes until you are ready to complete them. If you start a homework quiz on canvas, the 15-minute clock starts. It is up to you to stay on task and complete the assignment.
- **Important!:** Even if you CANNOT complete the quiz you should ALWAYS open them and complete at least one question before the due date. That is the only way that you will be able to see the correct answers when I post those before the exam.

Exams

- You will have 4 exams. Each will be worth 110 points. They are not cumulative but some of your early learning will benefit your performance on later exams because some material naturally builds on each other.
- Exams will consist of 55 multiple choice questions (2 pts. each). The exams are open book and open notes but the exams are timed. So you need to have studied effectively prior to starting any exam. Once the clock starts on the exam you have 65 minutes to complete it. Do not open other browsers or tabs, do not attempt to stop and restart. Only start the exam when you have a stable internet connection and time to complete the quiz in a quiet area where you can concentrate and do your best. Technical issues is not grounds for re-taking the test.
- All exams are administered via Chitester online software (<https://chitester.weber.edu/chi.cfm>). You will also find a link to chi tester through Canvas and will be available to take for at least 2 days (this is the exam period).
- It is your responsibility to prepare yourself for the exams and to complete them on time (see course schedule). If you have a legitimate conflict (e.g. a family member is having surgery) with the exam schedule, you may take one exam early at no penalty. To do so, discuss your legitimate conflict with me so we can make arrangements. If for whatever reason, you fail to take an exam during the exam period, you may take the exam within 2 days of the close-date at a **20% penalty** (after that two-day window closes you can no longer make up the exam and you will get a 0). You must consult with me before taking a late exam with penalty, and late exams will be administered at my discretion.
- **IMPORTANT:** You are responsible for all assigned readings even if they are not discussed in class, and you are responsible for anything discussed in class even if it is not covered in the readings. If you miss a class, you must get the notes from another student.

(Optional) Exam Item Reviews

- My goal is to help you learn the course material. To this end, it is important for you to reflect on and learn from your mistakes. If you choose to truly learn the material on this exam and you seek to improve your

exam score and perhaps gain some insight into your test preparation, you may do the following for each multiple choice item:

- 1) With your textbook and notes available as a reference (Nothing else, you do not get credit if you use google etc.), log-in to Chitester to review your exam.
- 2) For each missed multiple choice item, write down:
 - 1) the **item #** as it appears for you and as it appears for you professor (you need both of these to get credit)
 - 2) the **correct response** (*figure it out – use your textbook & notes!*). Do not write out the questions or the responses; simply provide the letter (a, b, c, d) of the correct response.
 - 3) a statement of exactly **where you found the correct response** (page # in text, slide from lecture notes...)
 - 4) a **2-3 sentence HONEST explanation for why you chose one of the incorrect responses**. Perhaps you misread the question, didn't study or misunderstood the concept, didn't read the textbook, second-guessed yourself, and/or you just spaced out! This is an opportunity for you to learn from your mistakes!
- You may earn **½ of a point** for each missed multiple choice item that you successfully review. For example, if you missed 18 questions on a 100 point exam (assuming that you got all of the short answer items correct), you would have earned 64/100 (64%). If you *successfully reviewed* each of the 18 missed items, you would earn back 9 points (18 * 0.5), for a revised exam score of 73/100. You would have improved your score from a D to a C! More importantly you would have hopefully gained insight in to how to improve your studying for future exams (in this class and others).
- Submit your item reviews via the assignment in Canvas by **11:59 pm on the due date** (see course schedule). *Early reviews are encouraged; late reviews are not accepted. Reviews that do not include the required elements are not considered.* Exam item reviews can be completed **only** for exams 1, 2, and 3.
- I strongly advise you to take this opportunity to make the most of what may have been a personally disappointing performance on this exam. I believe in your ability to succeed in this course and I am willing to help you learn from your mistakes and learn about psychology in the process.

Attendance In-Class Participation: This is a small, summer course that will be enhanced by your attendance and participation. Learning is most effective when it is a collaborative process. We will only meet 14 times over the summer. You are expected to attend each class and to be prepared to discuss the material and ask questions. To incentivize this process I will give attendance points this semester. However, you may miss one class period without penalty. Class participation will be evaluated weekly on a 5 point scale as either 0=absent both days OR present but left really early each day or showed up really late, OR Slept, 2.5=present one day and came significantly late, left significantly early, was mostly distracted and did not participate both days did not take notes etc.; 5=present throughout class both days, participated, was involved, took notes, etc..

In Class Assignments or Brief Take-Home Assignments

- These assignments will be administered in a variety of ways. Sometimes you will complete short writing assignments about material that we have covered in class. Sometimes you will work in groups to collaboratively solve a problem and you will hand in your paper as a team. In-class assignments are meant to help students focus on key details, apply what they are learning, and help me see what students understand. They are administered at random but many cover exam questions so you want to complete as many as you can! We will have to work out exactly how we do these in a virtual environment so stick with me there!
- Each will be graded as follows: **0** absent/incomplete; **3** = Avg. response with some of the details but missing something important or has problems with written expression; **5** complete, well-articulated answer.

Signature Assignment: Reflection Paragraphs

- This course is part of the WSU General Education (G.E.) program. G.E. courses introduce students to academic disciplines through important “big questions” (B.Q.). 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” (S.A.) 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. You are enrolled in the WSU General Education course Introductory Psychology (PSY 1010) which is designed to tackle the following big question (BQ): "Why do you have the experiences you have?" through the Insights Signature Assignment (SA). This signature assignments will; 1) address a specific audience (as described below, the S.A. for this PSY. 1010 course addresses *your professor - an expert, and your self - a novice in the field*), 2) tackle the personal issue of *personal reflection*, and 3) will integrate and apply course content through the use of 4) the intellectual tool of *critical thinking*. Please see Dr. Mansfield for more detailed information about the signature assignment for this course.

- The Signature Assignment (SA) in this course will require you to create a list of insights that you have about psychological concepts and how they can be applied to understanding your experiences. Then you will write 2 paragraphs (1 for each insight) reflecting on the relevance of that insight for understanding your experiences. Further instructions and a rubric are provided in class and on the Canvas webpage.

Syllabus Quiz

- You will complete a 10-question quiz on the syllabus during the first week of class. This quiz is designed to ensure that you are familiar with key details in the syllabus. You cannot complete any other tasks in the class until you get a perfect score on the syllabus quiz. However, you can take it as often as you need before the due date.

Grade Sources Summary (We may end up with slightly more or less points):

Source	Possible Points
1. Chapter Homework Quizzes (lowest score is dropped)	180
2. Exams (4 @ 110 pts. each)	440
3. Attendance	35
4. In-class Assignments (lowest score is dropped)	(approx.) 30
5. Signature Assignment (Insights and Reflection)	50
6. Syllabus Quiz	5
Total Points from Exams and Assignments (approx.)	(approx.) 740

Class Grading Scale

Grade	Percentage Cutoff	Grade	Percentage Cutoff
A	93 – 100%	C	73 – 76.9%
A-	90 – 92.9%	C-	70 – 72.9%
B+	87 – 89.9%	D+	67 – 69.9%
B	83 – 86.9%	D	63 – 66.9%
B-	80 – 82.9%	D-	60 – 62.9%
C+	77 – 79.9%	F	Below 59.9%

Course Policies: These policies are in place to ensure that the classroom is an environment in which you can learn. Not following these policies creates a distracting environment in which I cannot teach in as effectively and in which you and your peers cannot optimally learn.

- Students have the right to a course that is relatively free of any unnecessary distractions that could impair their course participation. Refrain from side conversations. In virtual classes, please mute your microphones until you have something to ask or say in order to reduce background noise. Disruptive behavior will be addressed immediately, and if the behavior does not cease you will be asked to leave the class. No adult or child visitors are allowed in class without instructor approval. Audio recorders and computers are ONLY allowed for course purposes, see more below (see <http://documents.weber.edu/ppm/6-22.htm> for a description of student rights and responsibilities).
- **Important:** Students will practice effective, professional communication with their professor and each other. Below I provide a template that you should follow when emailing your professor, other professors,

administrators at Weber or anyone else who requires a formal email. I include this because emailing is NOT like texting. In emails to people like those listed above, you want to appear competent and somewhat formal. This is just basic protocol of the professional world that you are now in as a college student. Start the body of your email wherever the comma leaves off. The first line should include your class's title (e.g. Psych. 1010) and the class number. After the body of your text you should have a closing. You can use closings like "Best, Best Regards, Sincerely, Thank you, etc. Then type your name and you will usually use your first and last name unless you know that the person knows you well. For example:

Dear Professor Mansfield,

I am in your Psychology 1010 class (course number 20415). I am writing to let you know that I will not be able to be in class on Monday because ENTER A GOOD REASON HERE. I plan to get notes from a classmate and just wanted to let you know. Whatever else you want to say goes here....

Sincerely,

Jill Smith

- Recording in Class. "Video or audio recording of any portion of lectures is only permitted in this class upon authorization of the faculty member. 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>."
- Texting in class is to be avoided. Research evidence indicates that students who text in class get lower grades (Gingerich & Lineweaver, 2014)...don't get a lower grade just because your annoying friend texts you at the wrong time. **Please turn your cell phones off when we start class and put them away.** No phone calls, no text messages, no tweets, no games during class. Please. Texting during class is distracting to me and your peers. If you think that some unique situation requires you keeping your cell phone on during class, please talk to me about this before class begins for permission. Please remove your headphones upon entering the classroom.
- Respect for Persons (see also, texting in class above, as texting is disrespectful in a classroom): We will treat each other with respect during this course. The content of this class requires that we address multiple aspects of human diversity – diversity of ethnicity, religion, sexual orientation, and health status, to name just a few. We will speak about all groups using respectful terms, and will maintain an appreciation for these differences, as well as differences of opinion among members of the class. I will appreciate everyone complying with these simple rules. We are all adults and one of the most important parts of our own development while taking college courses is learning to fully understand what others are saying and then being able to agree or respectfully disagree with that person.
- *I will be respectful of each of you and your time. You can expect me to be on time to class, to be present and focused in class, to be considerate of your workload as full-time students, and to work with you to help you learn the materials in the course and succeed.* I will typically answer your emails within 24 hours, except for on the weekends. I will not always check my email on the weekends so an email on Friday afternoon may not be answered until Monday.
- Discriminatory Harassment: Weber State University is committed to providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of veteran of the Vietnam era, sexual orientation or preference or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in the environment. Thus, students in this class should practice professional deportment, and avoid treating others in a manner that is demeaning or derisive in any respect.
- The university prohibits all forms of violence, discrimination and harassment, in accordance with university

policy. Such behavior may take many forms and include sexual harassment, sexual violence, rape, sexual assault, dating violence, domestic violence, stalking and sexual exploitation.

- Specifically, sexual harassment is a type of discriminatory harassment involving unwelcome conduct of a sexual nature directed against a person based on that person's sex, sexual orientation or their gender identity/expression. **Sexual harassment** can range from unwelcome compliments, invitations or requests for sexual favors, sexual advances or other verbal or nonverbal conduct of a sexual nature, to the other more serious behavior such as sexual assault, rape, sexual exploitation, domestic violence, dating violence and stalking. No person may engage in sex-based harassment that creates a hostile environment. This includes harassment which is so severe or pervasive that it denies or limits a student's ability to participate in or benefit from the university's program, unreasonably interferes with an employee's work performance or creates an intimidating or offensive work environment. Both subjective and objective factors are considered when evaluating whether a hostile climate exists.

Students who experience or become aware of any form of violence, sexual violence or sexual harassment are encouraged to immediately report such behaviors. To report any crime or emergency, call 911 or *University Police* at 801-626-6460, 3734 Dixon Parkway. For help responding to non-emergency situations, call any of these offices:

- *Title IX Officer and Director of Affirmative Action/Equal Opportunity*, Barry Gomberg, at 801-626-6240, Miller Administration 101, bgomberg@weber.edu
 - *Dean of Students*, Jeff Hurst, at 801-626-6256, Student Services Center, jhurst@weber.edu
 - *Department of Human Resources*, 801-626-6032, Miller Administration 111
 - *University Housing*, 801-626-7275, 1375 Village Loop Road
 - *Weber State Women's Center*, 801-626-6090, Shepherd Union 322
 - If you have questions regarding the university's policy against discrimination and harassment you may contact the university's AA/EO office (626-6239) or visit its website: <http://departments.weber.edu/aaseo/>
- Students who will be absent while representing the University in officially recognized University activities (e.g., sports, band, professional conferences) must notify the instructor ten days prior to absence. Students will be permitted to make up both assignments and examinations in consultation with their instructors.
 - If for any reason the university is forced to close for an extended period of time, we will conduct our class online via email and/or 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.
 - LAST DAY TO CANCEL: 5/22/20
 - LAST DAY TO WITHDRAW: 6/15/20
 - **Important:** ceasing participating in class is not the same as withdrawing. If you are no longer going to be in the class please formally withdraw through the registrar's office! Formal withdrawal will result in a W grade on your transcript whereas not formally withdrawing could mean that you end up with an F.

Reasonable Accommodation

- Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. 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>).

Academic Dishonesty

- As specified in PPM 6-22 IV D, cheating and plagiarism violate the Student Code. Plagiarism is "the unacknowledged (uncited) use of any other person's or group's ideas or work." Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. Although it may not seem to be "a big deal" and it often occurs because of carelessness rather than maliciousness, plagiarism is an act of stealing (another person's ideas) and an act of lying (passing another person's ideas off as your own).

Students found guilty of academic dishonesty are subject to failure of a specific assignment, or, in more serious cases, failure of the entire course (see <http://documents.weber.edu/ppm/6-22.htm> for the WSU Student Code). Finally, WSU subscribes to Turnitin.com, an electronic service that verifies the originality of student work. Enrollment in this course requires that all of your assignments be submitted to Turnitin this semester. Documents submitted to Turnitin are retained, anonymously, in the company's database.

Tips for Success

- Make sure you plan your time! You'll need about **6-9 hours per week, in addition to class lecture time**, if you hope to be successful. These should be times when you are awake, alert, and free of distractions (e.g., phone, TV, kids).
- Don't miss class and don't fall behind and complete ALL of the assignments.
- Learn the learning objectives and take notes. Be an active learner!
- Check your Weber and Canvas Email daily
- Read your text and any additional materials that I post! Read those materials slowly and think about what you are reading. Check to see how well you understand what you have read by quizzing yourself.
- Figure out a reading schedule / time of day that works well for you and stick with it.
- After you have read a section take notes about the key concepts especially noting their definitions and key research findings associated with the concept
- Engage in the material and ask questions of your fellow students and your instructor. What you put in will help determine what you get out of the course.
- Please come to class on time and prepared. The class is short (50 minutes) so if you are 10 minutes late and it takes you 10 minutes to get settled in you effectively missed half the class. I don't consider that being present. So please come to class on time.
- The classroom is a community of scholars engaged in pursuing knowledge. Please be civil and respectful towards others, even when you disagree, you must do so in a tactful, polite, respectful manner. That is part of professional behavior.
- Laptops can be used in class – although some research indicates that you learn more if you take notes using paper and pencil. If you use a laptop, I expect that you will use it for class-related work. Facebook, Twitter, email, blogs, games, etc. are not class-related work! If you are playing with those apps you are wasting your time and potentially distracting others and you will DEFINITELY BE DISTRACTING ME. I will ask you to leave the class – I don't do this to be rude but it makes no sense for you to be in class and distracting others.
- I will use the Turnitin originality check software. As such, assignments submitted to the Dropbox will be automatically sent to the world's largest academic database, which Turnitin maintains for improper citation or potential plagiarism checking. The purpose of Turnitin is to help students improve their academic writing skills, learn how to properly cite source material and avoid potential plagiarism.

Overall Course Schedule

	Dates	Topic	Reading
Week 1	5/5/19	Overview, Study Skills & The W Curve	Introduction
	5/7/19	Psychology as a Science	Ch. 1
Week 2	5/12/19	Brain and Behavior	Ch. 2
	5/14/19	Sensation and Perception	Ch. 5
		End of Exam 1 Material	
Week 3	5/19/19	Nature and Nurture of Behavior	Ch. 3
	5/21/19	Lifespan Development	Ch. 3
Week 4	5/26/19	Emotion and Health	Ch. 11
		End of Exam 2 Material	
	5/28/19	Memory	Ch. 8
Week 5	6/2/19	Learning	Ch. 7
	6/4/19	Personality	Ch. 12
		End of Exam 3 material	
Week 6	6/9/19	Social Psychology	Ch. 15
	6/11/19	Psych. Disorders	Ch. 13
Week 7	6/16/19	Treatment of Psych. Disorders	(KING) Ch. 13
	6/18/19	Psych. Disorders and Treatment	Ch. 11
		End of Exam 4 material	

***NOTE: All assignment due dates are not listed here. See the course canvas page.** Course schedule may change; it is your duty to attend class to learn about the changes. Exam dates rarely change; however, material to be covered on an exam may change. This syllabus is our contract: it details your obligations to me, and mine to you. Announcements made in class or online “count” as much as policies outlined in the written syllabus. The schedule can change please keep up in class and with course announcements.