

(01) PSYCHOLOGY 1010 – Beginning Psychology (Tue-Thu SECTIONS)
(This course does not have any prerequisites, but it is a prerequisite for higher-level Psychology courses.)

WILLIAM R. ENDSLEY, PH.D.
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Department Secretary: 652-7815
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Spring Semester 2014

Office hours: (9:30 a.m. to 11:00 a.m. in Adjunct Faculty Office).
Phone calls to my home should be respected and reserved for emergencies only.
(Missed tests or assignments are NOT considered emergencies!) Cell Phone is 435-668-0243 and personal e-mail is wendsley@sginet.com. Of course, my Dixie e-mail is endsley@dixie.edu.

Students should be aware of the variety services available for them. The following sites are suggested:

<http://www.dixie.edu/reg/syllabus> - for semester schedule, available student resources, policies for students and information on your Dmail account.

<http://new.dixie.edu/reg/?page-calendar> - for important dates to remember.

<http://library.dixie.edu> - for library, tutoring and testing services.

Those with disabilities can contact the ADA office at 434-652-7516 for information and appointments.

Dixie State Main Phone Switchboard – 435-652-7500

NOTE: Important class and college information will be sent to your d-mail account. This information includes your DSU bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSU. All DSU students are automatically assigned an email account. If you do not know your user name and password, go to www.dixie.edu for information to find it. You will be held responsible for information sent to your d-mail, so please check it often.

Course Syllabus

Purpose of Course: This psychology course is a social science general education option, which means that it is one of several courses that satisfy the requirement of one or two courses taken in the social science area. It will transfer to any post-secondary institution in the state of Utah as well as most any other states. It often serves as the prerequisite course for other courses in psychology core programs.

This course offers the student an opportunity to study the science of psychology and the scientific methodology on which it is based. It will fill a general education requirement. **Emphasis is placed on the role of critical thinking with the process of scientific inquiry.** Furthermore, the present instructor relies heavily on learning theory as the basis for other topics such as emotion, motivation, perception, personality development, adjustment failures and the healthy lifestyle.

Social Science Program Objectives:

As an outcome of taking courses in the Social Science program, students shall be able to:

1. Demonstrate the ability to examine human behaviors in a structured and organized way as a means of understanding the human condition. To be measured by examination and/or verbal and written reports.
2. Demonstrate the ability to recognize the ideas, people and events that are generally thought to be important by social scientists. To be measured by examination and/or verbal and written reports.
3. Develop a perceptual frame of reference, based upon social scientific knowledge. To be measured by the presence of an attitudinal frame of reference, which would be expressed in written or verbal activities.
4. Exhibit concepts of critical thinking and scientific methodology in examining human behavior through lifespan development. To be measured by the presence of an attitudinal frame of reference, which would be displayed in written or verbal activities.

Class Management Objectives:

By the end of this course, students earning a transferable grade, (at least a "C-"), will have met the minimum criteria of performance by completing the following:

- 1. Consistently attending class. (Three or more absences will effect your grade!)**
- 2. Diligently reading the textbook.**
- 3. Preparing for and Completion of all chapter and final examinations.**
- 4. Completion of at least five original research papers and ONE FIVE PAGE research document**, which will all demonstrate an ability to follow APA format guidelines. (This requirement might change slightly, so be flexible!)
- 5. Accumulation of total points from exams, five pop quizzes, research work, and attendance**, which equals or surpasses 55% (grade of "D-") of the total points possible for the quarter. (Please be aware that "D" grades are usually not transferable to other academic institutions.)

Course Objectives:

Students who complete this general psychology course shall be provided with a learning environment, which should prepare them to complete the following:

1. **Demonstrate** an understanding of the human being and its lifespan development, an awareness of psychological terminology and a general informational base, as measured by observation of presented verbal and written communications during the course.
2. **Demonstrate** the recognition of major theorists in the field of lifespan development as measured by proper identification of contributor and an explanation of the contribution made by them. This recognition should reflect the importance of theorist's ideas and events, which are generally thought to be important.
3. **Exhibit** the elements of critical thinking and scientific methodology in examining human psychological development. This will be measured by participation of student behavior, which demonstrated an awareness of critical thinking procedures, within the classroom, and by evaluation of written and verbal statements.
4. **Demonstrate** a position of acceptance and/or reservation concerning the field of psychology and the scientific and practical contributions it offers in the explanation of human behavior. This will reflect the student's view of the knowledge of psychological,

social, economic, and/or political theory in either oral or written expression of these ideas.

5. **Develop** a level of competence, which will allow the graduating student to meet the continued requirements of other psychology courses, requiring basic understanding of psychology as a prerequisite to other courses and life itself.

NOTICE:

The study of human behavior includes subject areas, which may be considered controversial and may antagonize your personal value system. The responsibility of the instructor will be to present these areas with factual, balanced objectivity and respect, yet still carefully addressing the controversial nature of the issues. It is recognized that the instructor will present biases and perceptions, despite attempts to be objective. The student of psychology should be aware of this and should formulate opinions based on elements of critical thinking. It is the responsibility of the student to recognize divergence of thought as a healthy condition of inquiry and to not necessarily accept different perceptions as reality.

If the study of human sexuality, abnormal behavior, deviancy, interpersonal relationships and theories of human behavior are incompatible with your behavior style, then set an appointment with the instructor for discussion. Otherwise, drop the course.

Please do not bring pagers and/or cell phones to class. They are disruptive, unless you put them on vibrate! If special circumstances prevail, then contact the Professor before class.

The Disability Resource is available for those who might need special accommodations. The office can be contacted for further information on these accommodations. The phone number is 435-652-7880.

Text:

Psychology: second edition. Authors Schacter, Gilbert, and Wegner.

The text has a study guide and CD, both have been found to be helpful. However, the text is all that is required.

Lectures:

All lectures will follow the content as indicated in the reading schedule. For you to benefit from this course, **it is IMPERATIVE that you read the assigned chapters PRIOR to class**. Approximately five pop quizzes will be administered during the course. You **can not** make up a missed pop quiz! This is what one calls extrinsic motivation! These quizzes will equal one full exam. Bring questions discovered during your reading to class in which they will hopefully be correctly answered. The professor assumes that students will actively read each chapter as scheduled. It will become evident when students are not reading the text, and for shame if it is your specific problem!

Daily lectures will consist of questions and answers, discussions, demonstrations, assessment preparation, five pop-quizzes, presentations, theoretical discussions, practical

application of theoretical issues and other psychological issues experienced and/or brought up by the instructor.

PLEASE NOTE:

It is also assumed by the professor that your reading ability is at the collegiate level. The professor will NOT lecture by covering each page in the text. It is the student's job to read the text. However, several aspects from each chapter will usually be discussed. You are encouraged to ask questions, for that is how we learn. Remember, the only "dumb question" is the question that is never asked. If the professor asks for questions during his lecture and no one has any, then it is ASSUMED that everyone has read and understood the text chapter. The professor has lots of stories, and most will be related to the topic. If they are not, then be cool anyway! Professors have to have a life too!

Class Policy:

Disruptive and/or disturbing behavior will not be tolerated. Always be respectful while in class. Certainly there will be no cell phone transmissions while in class. **Late assignments will only be given half credit, period!** Missed exams are considered to be very taboo. If you know in advance that you will miss an important class period, contact the professor before your absence to make arrangements for make up.

Reports:

At the discretion of the professor, he will require **five** scientific papers as one of the requirements for this course. You will complete library research or personal inventory, which will reflect your ability to locate, read, abstract, compose and critique a research subject in psychology. These five papers include the following: (1) An Abstract Paper of a study referenced in the text. You must include the page and authors' from which you write your abstract. (2) A paper wherein you record your dreams and REM sleep periods for over a week. (3) A paper where you use Positive Reinforcement on someone of group of people for a week. (4) A paper on a selected Psychologist. (5) A well documented Personal Health Plan with quotes and information from Chapter 16. There will be more explained to you on each of these papers. Above all, **follow the outline for each paper carefully. Much of your grade will depend upon how well you follow this outline.**

NOTE: It is important for every student to know that each paper will be submitted and checked at various web sites for any phrases and statements that have been plagiarized. Any plagiarized paper will receive a "0" on their paper. However, I will do my best to fail any student who submits a plagiarized, or even a previously submitted paper. This paper MUST be your own work. Initial Drafts of your paper will help insure that you do your own paper. Be on your guard for cheating of any kind in this class. Issues dealing with suspected cheating will be written up and sent to the Dean of Students for some unpleasant action. Don't let it happen to you! Do not abuse academic standards while you are here at DSU or any other academic institution.

Attendance:

Attendance in this class will be consistent with policies established by the Instructional Services Council. Roll will be taken every day. More than **THREE** unexcused absences will be taken seriously and will likely effect your final grade. Plan on attending class every day, unless you have a signed excuse. Those who perform on athletic teams will have to make up any missed work, as any other student is required to do.

Examinations:

There will be **five term exams** worth a total of 100 points each. The final exam will be comprehensive and will amount to 200 points. **The five pop-quizzes** will amount to 100 points. **The four, two to three page reports** will amount to 50 pts each. **The five to seven page Personal Health Plan Paper** will be worth 100 points. **The two posters for Chapters 14 and 15** will be worth 150 pts. with 50 for their presentation. **Class exercises and verbal paper presentations** amount to 50 points. There will be 25 pts for **class participation**. Thus, **1375 points** will be possible. Do the math to figure where you want your grade to be, and then earn it. We will have in-class exams with exam feedback and discussion being part of the learning paradigm.

In college there is usually no such thing as being able to retake an in-class exam. You get one chance to score well on an examination. Take them seriously! Thus, preparation is the key. **I as the instructor will prepare you well as long as you are reading and studying the text.** If you are absent or ill and can't take a scheduled exam, there will be a make up exam and it will be different and probably more difficult than the original exam.

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Grades:

Your course grade will be determined by accumulating all points obtained from all the 5 pop quizzes, chapter exams, any term exams and a position exam, and any reports, and any extra assignments required. There may be a small bonus added to those who actively and knowledgeably participate in class discussions. Points are totaled at the end of the semester for your final grade.

I do not grade on a curve! I believe in mastery learning against set criteria, not against moving target criteria. Thus, the following percentages from each assignment, as well as the entire point total earned for the course, will determine your grade. **May the Grades Be With You!**

93% - 100% = A

90% - 91% = A-

86% - 89% = B+

83% - 85% = B

80% - 82% = B-

76% - 79% = C+

73% - 75% = C

70% - 72% = C-

66% - 69% = D+

63% - 65% = D

55% - 62% = D-

54% and below = F

Class Schedule – Tu-Thur: All Classes (Spring 2014)

| | | | |
|--------|---------|---|--------------------|
| Week 1 | 1/07,09 | Intro, Study Skills, Critical Thinking, Overview, Preface, <u>Discuss Chapter 1</u> . Assign first paper #A. Do a good job. | Read & Study Well! |
| Week 2 | 1/14,16 | <u>Discussion of Chapters 2 & 3</u> . Write up a sample experiment from text. This is your first paper (A). Do a Good Job on it! Think it out carefully. | |
| Week 3 | 1/21,23 | In Class Exam #1 over all topics covered and Chapters 1 – 3. Present experiment paper (A). <u>Discuss Chapters 4 & 5</u> . Assign paper #B on Sleep and Dreams. Do a Good Job on this fun paper! | |
| Week 4 | 1/28,30 | Review Exam # 1, <u>Discuss Chapter 6</u> . Assign paper (C), on Positive Reinforcement. Use your imagination and some good thinking on this paper! | |
| Week 5 | 2/04,06 | In Class Exam #2 over all topics covered and Chapters 4 - 6. Present paper (B) on Sleep and Dreams. <u>Discuss Chapter 7 and assign paper (C)</u> . | |
| Week 6 | 2/11,13 | <u>Discuss Chapter 8</u> . Discuss Paper (C) on Positive Reinforcement. | |
| Week 7 | 2/18,20 | In Class Exam #3 over all topics covered and Chapters 6 - 8. <u>Discuss Chapter 9</u> . Present paper (C) on Positive Reinforcement. | |
| Week 8 | 2/25,27 | Review Exam #3. <u>Discuss Chapter 10</u> . Assign Paper (D) on highlighting a noted Psychologist. Do a Good Job on this paper! | |

| | | |
|---------|---------|---|
| Week 9 | 3/04,06 | SPRING BREAK BE SAFE AND WISE! |
| Week 10 | 3/11,13 | <u>Discuss Chapter 11.</u> Present Present paper (D) on selected Psychologist. |
| Week 11 | 3/18,20 | In Class Exam #4 over all topics covered and Chapters 9 - 11. <u>Discuss Chapter 12.</u> |
| Week 12 | 3/25,27 | Review of Exam #4. <u>Discuss Chapter 13.</u> Assign Paper (E) on a detailed Personal Health Plan. Do a Good Job on this plan And Stick To IT! |
| Week 13 | 4/01,03 | <u>Discuss Chapter 14.</u> Discuss Paper (E), your Personal Health Plan. |
| Week 14 | 4/08,10 | In Class Exam #5 over all topics covered and Chapters 12 – 14. <u>Discuss Chapter 15.</u> Present Personal Health Plans, Paper (E). <u>Begin Presentations of Charts 14 & 15.</u> |
| Week 15 | 4/15,17 | Review of Exam #5. <u>Discuss Chapter 16.</u> Continue Presentations of Charts 14 & 15. |
| Week 16 | 4/22 | Last Class. Continue Presentations. Closing Discussion & Final Exam |
| Week 17 | | Final Exam for the 7:30 class is on Thur, May 1 at 7:00 am. Final Exam for the 9:00 class is on Tue, Apr 29 at 8:00 am. Final Exam for the evening class is on Trur, May 1 at 5:15 pm. |

YEA! PARTY ON!

NOTE: These weekly courses go by quickly. You need to keep up with the schedule or you will fall seriously behind. Plan effectively and study righteously and you will be well rewarded.

This Course Syllabus may change due to unanticipated happenings. Some of the scheduled “In Class Exams” might in fact be take home exams or exams to take in the testing center. However, as the instructor, I will do my best to keep true to what you have read in this Syllabus. If any significant changes occur, they will usually benefit you, the student. At least, take comfort in that! Good luck to you, may you enjoy this class and I hope the content and skills learned will remain long with you.

**Dr. Endsley
January 2014**

Note: Please find attached all the important dates for this semester, as well as the Final Exam Schedule. There are also other resources available to you as well as some Policies and Statements and some critical phone numbers.

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Summer Semester 2013 (Tu-Thur 5:00 – 7:30 pm.

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- 4. Completion of at least five original research papers in APA Format.**
- 5. Two Posters from Chapters 14 and 15.**
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It is important to submit all your work in typed format APA format and that you carefull FOLLOW in outline for paper submission! Those submitting these materials otherwise will be electing for reduced grades. Academic integrity is

important at Dixie State College. Do not abuse academic standards while you are here at DSC or any other academic institution.

Attendance:

Attendance in this class will be consistent with policies established by the Instructional Services Council. Roll will be taken every day. More than **Two** unexcused absences will be taken seriously and WILL effect your final grade. Plan on attending class every day, unless you have a signed excuse. Those who perform on athletic teams will have to make up any missed work, as any other student is required to do.

Examinations:

There will be **five term exams** each worth a total of 100 points. The final exam will be comprehensive and will amount to 200 points. **The five pop-quizzes** will amount to 100 points. **The four, two to three page papers** will amount to 50 pts each with 100 points on the **five page Health Plan paper**. **The two posters** for Chapters 14 and 15 will be worth 150 points **and the Presentation** will be worth 50 points. **Class exercises and verbal paper presentations** amount to 50 points. There will be 25 pts for **class participation**. Thus, **1375 points** will be possible. Do the math to figure where you want your grade to be, and then earn it. We will have in-class exams with exam feedback and discussion being part of the learning paradigm.

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I do not grade on a curve! I believe in mastery learning against set criteria, not against moving target criteria. Thus, the following percentages from each assignment, as well as the entire point total earned for the course, will determine your grade. **May the Grades Be With You!**

93% - 100% = A

90% - 91% = A-

86% - 89% = B+

83% - 85% = B

73% - 75% = C

70% - 72% = C-

66% - 69% = D+

63% - 65% = D

80% - 82% = B- 55% - 62% = D-
76% - 79% = C+ 54% and below = F

**Class Schedule – Tuesdays - Thursdays: 5:00-7:30 pm
(Summer 2013)**

| | | | |
|--------|--------------|---|--------------------|
| Week 1 | 5/28,30/2013 | Intro, Study Skills, Critical Thinking, Overview, Preface, <u>Discuss Chapter 1.</u> | Read & Study Well! |
| | | <u>Discussion of Chapters 2 & 3.</u> Write up a sample experiment from text. This is your first paper (#A). Do a Good Job on it! Think it out carefully. | |
| Week 2 | 6/04,06/2013 | In Class Exam #1 over all topics covered and Chapters 1 – 3. Present experiment paper #A. <u>Discuss Chapters 4 & 5.</u> Assign paper #B on Sleep and Dreams. Do a Good Job on this fun paper! | |
| | | Review Exam # 1, <u>Discuss Chapter 6.</u> Assign paper #C, on Positive Reinforcement. Use your imagination and some good thinking on this paper! | |
| Week 3 | 6/11,13/2013 | In Class Exam #2 over all topics covered and Chapters 4-6. Present paper #B on Sleep and Dreams. Discuss Chapter 7. | |
| | | <u>Discuss Chapter 8..</u> Paper Presentation on Positive Reinforcement. | |
| Week 4 | 6/18,20/2013 | In Class Exam #3 over all topics covered and Chapters 7 - 8. <u>Discuss Chapter 9.</u> | |
| | | Review Exam #3. <u>Discuss Chapter 10.</u> Assign Paper #D on highlighting a noted Psychologist. Do a Good Job on this paper! | |
| Week 5 | 6/25,27/2013 | <u>Discuss Chapter 11.</u> Present paper on your selected Psychologist. | |

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**WRE
May 2013**

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(This course does not have any prerequisites, but it is a prerequisite for higher-level Psychology courses.)

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Hm: 656-5547-Cel: 668-0243

Department Secretary: 652-7815

E-Mail: www.endsley@dixie.edu

Fall Semester 2013

Office hours: (By appointment before class)

Phone calls to my home should be respected and reserved for emergencies only.

(Missed tests or assignments are NOT considered emergencies!) Cell Phone is 435-668-0243 and personal e-mail is wendsley@sginet.com. Of course, my Dixie e-mail is endsley@dixie.edu.

Students should be aware of the variety services available for them. The following sites are suggested: (Also see sheet at the end of the Syllabus).

<http://www.dixie.edu/reg/syllabus> - for semester schedule, available student resources, policies for students and information on your Dmail account.

<http://new.dixie.edu/reg/?page-calendar> - for important dates to remember.

<http://library.dixie.edu> - for library, tutoring and testing services.

Those with disabilities can contact the ADA office at 434-652-7516 for information and appointments.

Dixie State Main Phone Switchboard – 435-652-7500

NOTE: Important class and college information will be sent to your d-mail account. This information includes your DSU bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSU. All DSU students are automatically assigned an email account. If you do not know your user name and password, go to www.dixie.edu for information to find it. You will be held responsible for information sent to your d-mail, so please check it often.

Course Syllabus

Purpose of Course: This psychology course is a social science general education option, which means that it is one of several courses that satisfy the requirement of one or two courses taken in the social science area. It will transfer to any post-secondary institution in the state of Utah as well as most any other states. It often serves as the prerequisite course for other courses in psychology core programs.

This course offers the student an opportunity to study the science of psychology and the scientific methodology on which it is based. It will fill a general education requirement. **Emphasis is placed on the role of critical thinking with the process of scientific**

inquiry. Furthermore, the present instructor relies heavily on learning theory as the basis for other topics such as emotion, motivation, perception, personality development, adjustment failures and the healthy lifestyle.

Social Science Program Objectives:

As an outcome of taking courses in the Social Science program, students shall be able to:

1. Demonstrate the ability to examine human behaviors in a structured and organized way as a means of understanding the human condition. To be measured by examination and/or verbal and written reports.
2. Demonstrate the ability to recognize the ideas, people and events that are generally thought to be important by social scientists. To be measured by examination and/or verbal and written reports.
3. Develop a perceptual frame of reference, based upon social scientific knowledge. To be measured by the presence of an attitudinal frame of reference, which would be expressed in written or verbal activities.
4. Exhibit concepts of critical thinking and scientific methodology in examining human behavior through lifespan development. To be measured by the presence of an attitudinal frame of reference, which would be displayed in written or verbal activities.

Class Management Objectives:

By the end of this course, students earning a transferable grade, (at least a “C-”), will have met the minimum criteria of performance by completing the following:

- 1. Consistently attending class. (Three or more absences will effect your grade!)**
- 2. Diligently reading the textbook.**
- 3. Preparing for and Completion of all chapter and final examinations.**
- 4. Completion of at least five original research papers and ONE FIVE PAGE research document,** which will all demonstrate an ability to follow APA format guidelines. (This requirement might change slightly, so be flexible!)
- 5. Accumulation of total points from exams, five pop quizzes, research work, and attendance,** which equals or surpasses 55% (grade of “D-“) of the total points possible for the quarter. (Please be aware that “D” grades are usually not transferable to other academic institutions.)

Course Objectives:

Students who complete this general psychology course shall be provided with a learning environment, which should prepare them to complete the following:

1. **Demonstrate** an understanding of the human being and its lifespan development, an awareness of psychological terminology and a general informational base, as measured by observation of presented verbal and written communications during the course.
2. **Demonstrate** the recognition of major theorists in the field of lifespan development as measured by proper identification of contributor and an explanation of the contribution made by them. This recognition should reflect the importance of theorist’s ideas and events, which are generally thought to be important.
3. **Exhibit** the elements of critical thinking and scientific methodology in examining human psychological development. This will be measured by participation of student behavior, which demonstrated an awareness of critical thinking procedures, within the classroom, and by evaluation of written and verbal statements.

4. **Demonstrate** a position of acceptance and/or reservation concerning the field of psychology and the scientific and practical contributions it offers in the explanation of human behavior. This will reflect the student's view of the knowledge of psychological, social, economic, and/or political theory in either oral or written expression of these ideas.

5. **Develop** a level of competence, which will allow the graduating student to meet the continued requirements of other psychology courses, requiring basic understanding of psychology as a prerequisite to other courses and life itself.

NOTICE:

The study of human behavior includes subject areas, which may be considered controversial and may antagonize your personal value system. The responsibility of the instructor will be to present these areas with factual, balanced objectivity and respect, yet still carefully addressing the controversial nature of the issues. It is recognized that the instructor will present biases and perceptions, despite attempts to be objective. The student of psychology should be aware of this and should formulate opinions based on elements of critical thinking. It is the responsibility of the student to recognize divergence of thought as a healthy condition of inquiry and to not necessarily accept different perceptions as reality.

If the study of human sexuality, abnormal behavior, deviancy, interpersonal relationships and theories of human behavior are incompatible with your behavior style, then set an appointment with the instructor for discussion. Otherwise, drop the course.

Please do not bring pagers and/or cell phones to class. They are disruptive, unless you put them on vibrate! If special circumstances prevail, then contact the Professor before class.

The Disability Resource is available for those who might need special accommodations. The office can be contacted for further information on these accommodations. The phone number is 435-652-7880.

Text:

Psychology: second edition. Authors Schacter, Gilbert, and Wegner.

The text has a study guide and CD, both have been found to be helpful. However, the text is all that is required.

Lectures:

All lectures will follow the content as indicated in the reading schedule. For you to benefit from this course, **it is IMPERATIVE that you read the assigned chapters PRIOR to class.** Approximately five pop quizzes will be administered during the course. You **can not** make up a missed pop quiz! This is what one calls extrinsic motivation! These quizzes will equal one full exam. Bring questions discovered during your reading to class in which they will hopefully be correctly answered. The professor assumes that students will actively read each chapter as scheduled. It will become evident when students are not reading the text, and for shame if it is your specific problem!

Daily lectures will consist of questions and answers, discussions, demonstrations, assessment preparation, five pop-quizzes, presentations, theoretical discussions, practical application of theoretical issues and other psychological issues experienced and/or brought up by the instructor.

PLEASE NOTE:

It is also assumed by the professor that your reading ability is at the collegiate level. The professor will NOT lecture by covering each page in the text. That is the student's job. However, several aspects from each chapter will usually be discussed. You are encouraged to ask questions, for that is how we learn. Remember, the only "dumb question" is the question that is never asked. If the professor asks for questions during his lecture and no one has any, then it is ASSUMED that everyone has read and understood the text chapter. The professor has lots of stories, and most will be related to the topic. If they are not, then be cool anyway! Professors have to have a life too!

Class Policy:

Disruptive and/or disturbing behavior will not be tolerated. Always be respectful while in class. Certainly there will be no cell phone transmissions while in class. **Late assignments will only be given half credit, period!** Missed exams are considered to be very taboo. If you know in advance that you will miss an important class period, contact the professor before your absence to make arrangements for make up.

Reports:

At the discretion of the professor, he will require **five** scientific papers as one of the requirements for this course. You will complete library research or personal inventory, which will reflect your ability to locate, read, abstract, compose and critique a research subject in psychology. These five papers include the following: (1) An Abstract Paper of a study referenced in the text. You must include the page and authors' from which you write your abstract. (2) A paper wherein you record your dreams and REM sleep periods for over a week. (3) A paper where you use Positive Reinforcement on someone of group for a week. (4) A paper on a selected Psychologist. (5) A well documented Personal Health Plan with quotes and information from Chapter 16. There will be more explained to you on each of these papers. Above all, **follow the outline for each paper carefully. Much of your grade will depend upon how well you follow this outline.**

NOTE: It is important for every student to know that each paper will be submitted and checked at various web sites for any phrases and statements that have been plagiarized. Any plagiarized paper will receive a "0" on their paper. However, I will do my best to fail any student who submits a plagiarized, or even a previously submitted paper. This paper MUST be your own work. Initial Drafts of your paper will help insure that you do your own paper. Be on your guard for cheating of any kind in this class. Issues dealing with suspected cheating will be written up and sent to the Dean of Students for some unpleasant action. Don't let it happen to you! Do not abuse academic standards while you are here at DSU or any other academic institution.

Attendance:

Attendance in this class will be consistent with policies established by the Instructional Services Council. Roll will be taken every day. More than **TWO** unexcused absences will be taken seriously and will likely effect your final grade. Plan on attending class every day, unless you have a signed excuse. Those who perform on athletic teams will have to make up any missed work, as any other student is required to do.

Examinations:

There will be **five term exams** worth a total of 100 points each. The final exam will be comprehensive and will amount to 200 points. **The five pop-quizzes** will amount to 100 points. **The four, two to three page reports**, will amount to 50 pts each. **The five page Personal Health Plan Paper** will be worth 100 points. **The two Charts on Chapters 14 and 15** will be worth 150 pts. **and their presentation** amounts to 50 points. **Class exercises and verbal paper presentations** amount to 50 pts. There will be 25 pts for **class participation**. Thus, **1375 points** will be possible. Do the math to figure where you want your grade to be, and then earn it. We will have in-class exams with exam feedback and discussion being part of the learning paradigm.

In college there is usually no such thing as being able to retake an in-class exam. You get one chance to score well on an examination. Take them seriously! Thus, preparation is the key. **I as the instructor will prepare you well as long as you are reading and studying the text.** If you are absent or ill and can't take a scheduled exam, there will be a make up exam and it will be different and probably more difficult than the original exam.

In-class pop quizzes can't be made up **regardless** of the reason for your absence. They will usually be on days where athletic events are not scheduled. There might be some take home exams. There is usually no such thing as extra credit in college, however, I have been known for giving two or three opportunities for extra credit. It is also encouraged to bring pertinent up-to-date periodical articles to share in class. This is good!

Grades:

Your course grade will be determined by accumulating all points obtained from all the 5 pop quizzes, chapter exams, any term exams and a position exam, and any reports, and any extra assignments required. There may be a small bonus added to those who actively and knowledgeably participate in class discussions. Points are totaled at the end of the semester for your final grade.

I do not grade on a curve! I believe in mastery learning against set criteria, not against moving target criteria. Thus, the following percentages from each assignment, as well as the entire point total earned for the course, will determine your grade. **May the Grades Be With You!**

93% - 100% = A

90% - 91% = A-

86% - 89% = B+

83% - 85% = B

80% - 82% = B-

76% - 79% = C+

73% - 75% = C

70% - 72% = C-

66% - 69% = D+

63% - 65% = D

55% - 62% = D-

54% and below = F

Class Schedule – (MONDAYS) 5:15 pm – 7:45 pm

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|--------|------------|---|--------------------|
| Week 1 | 8/21/2013 | Intro, Study Skills, Critical Thinking, Overview, Preface, <u>Discuss Chapter 1</u> . Assign First Paper (A). Do a good job. | Read & Study Well! |
| Week 2 | 8/28/2013 | <u>Discussion of Chapters 2 & 3</u> . Discussion of first Paper (A). | |
| Week 3 | 9/04/2013 | In Class Exam #1 over all topics covered And Chapters 1-3. Present experiment Paper (A). <u>Discuss Chapters 4 & 5</u> . Assign paper (B) on Sleep and Dreams. Have fun with this paper. | |
| Week 4 | 9/11/2013 | Review Exam # 1, <u>Discuss Chapter 6</u> . Discuss Paper (B) and assign Paper (C), on Positive Reinforcement. Use your imagination and some good thinking on this paper! | |
| Week 5 | 9/18/2013 | In Class Exam #2 over all topics covered and Chapters 4 - 6. Present paper (B) on Sleep and Dreams. <u>Discuss Chapter 7</u> and discuss Paper (C). | |
| Week 6 | 9/25/2013 | <u>Discuss Chapter 8</u> . Discuss Paper (C) on Positive Reinforcement. | |
| Week 7 | 10/02/2013 | In Class Exam #3 over all topics covered and Chapters 6 - 8. <u>Discuss Chapter 9</u> . Present Paper (C) on Positive Reinforcement | |
| Week 8 | 10/09/2013 | Review Exam #3. <u>Discuss Chapter 10</u> . Assign Paper (D) on highlighting a noted Psychologist. Do a Good Job on this paper! | |

- Week 9 10/16/2013
Discuss Chapter 11.
Present Paper (D) on selected Psychologist.
- Week 10 10/23/2013
In Class Exam #4 over all topics covered
and Chapters 9 - 11. Discuss Chapter 12.
- Week 11 10/30/2013
Review of Exam #4.
Discuss Chapter 13.
Assign Paper (E) on a detailed
Personal Health Plan. Do a Good Job on this plan
And Stick To IT!
- Week 12 11/06/2013
Discuss Chapter 14.
Discuss Paper (E), your Personal Health Plan
- Week 13 11/13/2013

In Class Exam #5 over all topics covered
and Chapters 12 – 14. Discuss Chapter 15.
Present Personal Health Plans, Paper (E).
- Week 14 11/20/2013

Review of Exam #5. Discuss Chapter 16.
Begin Presentations of Charts 14 & 15.

Thanksgiving Holiday (11/27-29th)

- Week 16 12/04/2013
Closing Discussion of Health Plans
Continue Presentation of Charts 14 and 15.

Finals Begin

Comprehensive Final Exam: 12/ 11/2013 at 7:15 pm.

PARTY ON! YEA!!

NOTE: These weekly courses go by quickly. You need to keep up with the schedule or you will fall seriously behind. Plan effectively and study righteously and you will be well rewarded.

This Course Syllabus may change due to unanticipated happenings. Some of the scheduled “In Class Exams” might in fact be take home exams or exams to take in the testing center. However, as the instructor, I will do my best to keep true to what you have read in this Syllabus. If any significant changes occur, they will usually benefit you, the student. At least, take comfort in that! Good luck to you, may you enjoy this class and I hope the content and skills learned will remain long with you.

**Dr. Endsley
August 2013**