

Dixie State University  
Psychology Program  
St. George, Utah

**Syllabus: General Psychology**

PSY 1010-03/03S/Credits: 3/CRN 41858  
Fall Semester 2013  
MWF: 9:00-9:50 AM  
Holland Centennial Commons: Room 477

Fall 2013: August 19-December 13, 2013  
DATES FOR THIS CLASS: August 19-December 6, 2013  
Final Exam: December 10, 2013, Monday: 10:00-12:00 PM  
Final Grades Due: December 17, 2013, Tuesday, 5 PM  
Final Grades Available: December 18, 2013, on Canvas if Students  
Have Completed Their Faculty Evaluation, If Not, Two Weeks Later

**Instructor:** James Cantrell, MA, ABD, Adjunct

**Office:** McDonald 201

**Office Hours:** MWF 10-11 AM

**Psychology Program Office:** McDonald Building, "Fishbowl" (walk in the front double door, up the stairs to the 2<sup>nd</sup> floor, make a U-turn, and walk to the glass office directly in front of you).

**Mailbox:** Psychology Program Office

**Phone:** 435-652-7815; **Fax:** 435-656-4032

**Email:** Send emails to me at the following address only: [jcantrell@dixie.edu](mailto:jcantrell@dixie.edu). This is the easiest way to contact me. Include all of the following information: Your name, class, time/days, campus location, and date, then your message. This way, I will know exactly who is contacting me. Make the contents of your email very specific. I will respond as soon possible (usually within 24 hours). If I do not respond in 24 hours, send me a second email and add to the original Subject Line an "URGENT" in UPPER CASE. Check for my response frequently, I am online several times a day. Additionally, if you send me an email with a Subject Line that is either "empty" or "blank," or says, "No Subject," or "Hello," I will delete it immediately. These emails tend to be spam or contain viruses. Also, I do not and will not respond to a Salutation that says, "Hey" or "Jim." My name is Cantrell.

**You are required by DSU to frequently check your dmail account. Important class and college information will be sent to your dmail account,** including DSU bills, financial aid/scholarship notices, class cancellations, important dates and deadlines, and other information critical to your success in your classes and at DSU in general. To access your dmail account, go to [www.dixie.edu](http://www.dixie.edu) and select "Dmail" from the left column. To locate your dmail username and password, go to [www.dixie.edu](http://www.dixie.edu), and click on "Log in" to student services" (upper right corner).

**Syllabus:** The syllabus contains the requirements and guidelines for this course which includes exam requirements; classroom expectations and conduct; discussions; reading and writing assignments and so on. Read it thoroughly and understand it completely. If you have questions about the syllabus, contact me via email, or talk with me face-to-face. Keep this syllabus with you in your Psych 1010 file with your notes so you can refer to when necessary. We will follow the syllabus as closely as possible, but if not, I may modify the due dates, reading assignments, exam dates, and other activities as necessary (see Disclaimer).

If you are concerned obtaining the grade you would like, complete the required work ethically, honestly, legally, and according to these class policies and DSU policies and procedures. Your exam grades final grade will not be given to you; it will be the grade you have earned through your work in the class. If you want to earn an "A" then I expect you to do "A" quality work (see below).

I will ask a lot of questions during the course related to the class context and you will be expected to read the assigned chapter prior to each class in order to participate to the best of your ability. In other words, I will not do all of the talking. I expect you to make comments and observations during the discussions as we cover the content in the text and as various subjects arise. This includes developing your own ideas, theories, hypotheses, predictions, and possible outcomes regarding the content and concepts of psychology and related areas, and to convey your positive and/or negative experiences, attitudes, feelings, beliefs/values, and philosophies as opportunities develop. This means that critical thinking is a major part of this class (this does not mean criticism, but examining numerous possible answers to any given situation and getting out of our comfort zones—see below.) I also expect you question me, the authors of the text and their conclusions, as well as yourselves, and each other regarding the psychological, social, cultural, behavioral, cognitive, and biological contexts we will explore in this class.

Do not take anything for granted in this class or think that the answer to a child rearing/child discipline situation, marriage rite or obligation, specific social problem, work ethic, educational concept, therapeutic issue, thinking process, or behavioral theory has a single, right, or absolute answer associated with just one variable. The answers in psychology are much like the answers in cultural anthropology, sociology, social problems, abnormal psychology, substance abuse, inappropriate marriage and family relationships, and other behavioral sciences in which a variety of ambiguous, murky, and gray variables are at play all the time. In order to understand the concepts and practices of psychology, the cultural and ethnic contexts/variables, behavioral/emotional issues, medical and biological issues, as well as one's values, beliefs, ideals, ideas, life interpretations of life experiences, philosophy of life, SES, education, job or career, home life, personality, and so on, may need to be sorted and clarified with the knowledge that a variety of solutions or realities may apply for any given situation, but may not be what you think, or believe, or what you are used to hearing.

#### **NOTES ABOUT THIS CLASS:**

**NOTE 1:** Your primary roles in this class are to: attend each class session; complete the assigned reading prior to each class (see the Course Outline) and participate in the group discussions and exercises; do to the best of your ability to learn/over-learn the material as you prepare for exams, and for real life. (The night before exam cramming and memorizing is waste of time and effort). One of the ways to learn the material in an easier manner is to form/be part of a study group (see below) and attend regularly.

**NOTE 2:** I do not take attendance or bribe you with extra points to be here. That to me, defeats the purpose of your own motivation to be in each class and learn the theory and useful real world information.

**NOTE 3:** Remember, in this class, you are a student, not a customer. If you want to be a customer, buy texts and school supplies at the bookstore, vending machine items, lunch at the Red Rock Cafe, or a ticket to a dance. As a student in this class, you will not be given a passing grade (a “D-“ is the lowest passing grade you can earn without having to take the class again, depending upon one's major—some majors I have seen require that if you earn a “C-“ for a required class, you have to retake that class for a better grade); much less earn an “A” or “B” or “C” just because you registered for the class, paid tuition, bought required texts, and attended class regularly, or not. You will earn all of your grades in this class.

**Required Textbook Current Edition:** Schacter, D.L., Gilbert, D. T., and Wegner, D. M. (2011). *Psychology* (2ed.). New York: Worth Publishers. You can choose between new and used texts: hardcover, loose leaf, rental, paperback, and electronic (contact the DSU Bookstore or the publisher). If you order your text online, consider the projected delivery date after you ordered/paid for it, versus the course outline. **If you are married or involved with someone else in the class, both of you need the current text. You will not be allowed to share the text during the exams.**

**Recommended Study Guide:** Frogardt, R. (2011). Study Guide to Accompany *Psychology* Schacter, Gilbert, Wegner, 2<sup>nd</sup> ed. Check with the DSU Bookstore or the publisher.

**Lab Fees:** None

**Prerequisites:** There are no formal course prerequisites for this class. However, if you have successfully completed and earned at least 70 percent/"C-" in Human Development Through the Lifespan, and/or Infancy and Childhood, and/or Adolescence and Emerging Adults, and/or Introduction to Sociology, and/or Sociology of the Family, and/or Cultural Anthropology, you should be familiar with many of the concepts in this course. Additionally, college level writing skills are required.

**Course Description:** This General Psychology class is for students of all disciplines who are interested in the fundamental scientific principles of behavior. The student will study learning, motivation, emotion, personality, mental disorders, treatment alternatives, and other related subjects as a part of the course. Critical thinking will be used in examining various aspects of behavior. Students will have frequent examinations during this course.

**General Education Requirement:** This is a General Education class and for Social and Behavioral Sciences.

**Social Science Program Objectives:** As an outcome of completing courses in the Social Science Program, students should achieve all of the following:

1. Demonstrate an ability to examine human behaviors as a way of understanding the human condition.
2. Demonstrate the ability to identify the major ideas and theories of psychology, as well as people, and events that are generally thought to be the context of the subject.
3. Develop points of view based on legitimate data from social scientific knowledge.
4. Exhibit elements of critical thinking and scientific methodology in examining human behavior.

**Course Objectives:** The purpose of this course is to teach students many of the scientific approaches used to study human behavior, from many different psychological perspectives like biopsychology, clinical and counseling psychology, cognitive psychology, developmental psychology, health psychology, and social psychology. Students will also learn significant findings and theories developed within a variety of sub-disciplines of psychology. Students will show their learning through multiple choice and essay exams.

**Course Goals:** Upon completion, successful students should:

1. Become familiar with scientific study of psychology (along with the history, major theorists and their theories, and applications) as a social and behavioral science.
2. Understand the how statistics, research, and critical thinking effect psychology and individual decision-making processes.
3. Discuss and analyze how biology and the environment affect various aspects of human behavior, thinking, memory, philosophy, and multiple interpretations of reality.
4. Investigate how the application of psychological principals can assist in resolving difficulties in daily life.
5. Explain behavioral disorders, their effects on individuals, families, and society in general.
6. Explain the theories, use and effectiveness of major therapeutic models.
7. Understand the major theories and applications of psychology to the real world.
8. Appreciate the various specialties in psychology as well as the career applications that overlap with other behavioral/social sciences and related sciences.

**Minimum Course Requirements:** To obtain a passing grade in this course, students must acquire 280/400 points (a grade of "C-"/70 percent average) for all graded work. Students who achieve this minimum standard of competence will demonstrate a minimal understanding of the theoretical, methodological, substantive, and applied course content in psychology.

**Attendance:** As stated earlier, I do not take attendance. I expect that since you have registered for this class that you will attend all scheduled classes. This class is not just about theory: It is about the real world of psychology and what "makes" people live, eat, breath, have children, fall in love, get married, work, die, murder, grieve, and believe in all the things in which they believe and behave in the manners they do. In this class, we will make frequent transfers from theory-to-real-world-applications. In other words, if you do

not attend every class, you will not be able to obtain the minimum standards, or knowledge, or competence required to transfer theoretical concepts into real-world-applications of psychology and its related fields.

Students are responsible for all assigned readings and classroom information/activities (whether present or not). Thus, **all students are encouraged to obtain contact information of at least 2-3 students in this class immediately so you can obtain information that you miss due to an absence or some other issue.**

There is no excuse for missed class material. Students are expected complete all assigned readings and homework before each class. If you are engaged in any activities that are not related to the class content while in session like working on assignments for other classes, playing computer games or surfing the Web, reading the newspaper, having side-conversations, not paying attention, attempting to sleep (I will wake you), or writing emails to friends or others, I consider those activities to be rude and unacceptable behavior, and poor planning on your part.

I will begin class on time and I expect all students to be on time. I will not backtrack for late students. I expect all students to remain in class for the allotted time of each class session and not to cut-out early to go to your next class because it is across campus, finish homework for other classes, or meet friends, or just because I am boring. If you are bored in class, get involved in the discussions and voice your ideas, values, questions, philosophies, and experiences regarding psychology and its related subjects, whether positive or negative.

Absences related to University/WCSD Functions –Contact the faculty member at least one week prior to the university sanctioned/related activity and inform him/her of the of the upcoming absence(s). This way, you and the faculty member can discuss your responsibilities regarding the class during that time.

**Class Discussions:** The purpose of class discussions is not to have other class members make you believe what they believe, or for you to convert others to your ideas and beliefs, or for you to have the same beliefs that everyone else has regarding various areas of psychology and related subjects. The concept of associated with class discussions is vigorous debate and for you to understand that the other class members' points of view may not only be different, but just as valid as yours. In other words, class discussions are designed to expand your base of awareness of others' ideas, concepts, values, experiences, or expectations (whether different, similar or the same as yours and other class members) about class content, no matter what your social practices, or cultural background, or beliefs and life philosophies.

If you have a difficult time speaking-up in class, take a risk and participate; the time goes by much faster. It could be interesting and enjoyable for you and the rest of the class. If you find me boring because I talk too much, participate in the class discussions. If I talk too fast, which I have a tendency to do, tell me to “slow down,” literally. I am an intense person, especially at the beginning of the semester, but do not let that intensity intimidate you. Yes, in this class, we will have lot of fun and enjoy ourselves.

All discussions and exchanges will be conducted in an academic, respectful, and non-threatening manner (see Disruptive Behavior below). In addition, I will not tolerate profanity, name calling, accusations, threats, rudeness, intimidation, manipulation, coercion, and other forms disrespect (implied or explicit, subtle or blatant) in an attempt to have others agree with your point of view. When you speak, you speak for yourself, not others. If these types of issues/activities arise in our discussions, I will remove the individual from the class permanently on the **first** incident and administratively drop that person from the class. Also, I will notify my Department Chair (and cc the Dean) in writing about the situation. (For your responsibilities as a student, see the DSU Student Rights and Responsibilities.)

**Disruptive Behavior:** Faculty members at Dixie State University have the right to manage the classroom environment to ensure a safe and effective learning environment. Toward this end, teachers (or college security) may remove disruptive students from an individual classroom/activity if the students refuse to end their inappropriate activities. If a student's behavior continues to disrupt class cohesion/activities, the faculty member may administratively drop the students from the course.

**Method of Instruction:** Will include lecture, visual aids, class discussion, individual and group experiential activities, group participation, and a student centered format. In addition, video and audiotapes, and guest speakers may be utilized.

**Late Assignments and Exams:** I will not accept any late assignments, re-do in-class activities, late, or make-up exams because you are not present, which means you will earn a ZERO.

**Exams:** All electronic devices will be turned-off during exams, except for those students who have rented or purchased the electronic version of the required text. Students who have access to this version of the text on the desktop, laptop, iPad, iPhone and so on will not go online for any reason during exams. All other electronic devices that do not have the electronic current electronic version of the text on it will be powered-off.

I do not allow late or make up exams for any reason. Do not ask for an exception. On the other hand, I do allow early exams (one calendar day prior to a scheduled exam) with legitimate documentation and a typewritten/computer generated justification (at least 250 word) indicating a need for the early exam for extreme circumstances. This request must be in my hands at least seven days prior to the scheduled exam. I do not allow early exams for activities like parties, weddings, birthdays, graduations, vacations, cruises, ski trips, and ditch days or beach days at the lake. If you and I do agree to an early exam and set a date/time/place for an early exam and you do not show for any reason like you slept through the alarm, did not set the alarm, not adequately prepare, were out all night, your best friend came into town and kept you up all night talking, you will earn a ZERO. No second chances will be offered. If you are not on time, I will leave and you will earn a ZERO. In addition, an early exam will be a completely different exam than the regularly scheduled exams; contain 100 questions, (not 40); be harder; not have essays; and you will have less time (45 minutes) to complete it.

In regard to final exams, Dixie State University has a policy for an Early/Late Final Exam petition for extreme circumstances. The form can be obtained in the Psychology Program Office. This option is highly discouraged due to the fact that the final exam may be compromised; while some faculty members have their finals prepared in weeks or months in advance, others do not make their final exams until after the last class of the semester. All faculty members have the prerogative to deny any request to reschedule any exam during the semester, including the final. If you choose to petition for an early/late final exam all four of following steps must be accomplished in the order as listed below: 1) obtain Early/Late Final Exam Permission Form (August 2007) and compose a typewritten/computer generated—a handwritten petition will not be accepted for any reason—petition of no less than 250 words justifying the reason for same and complete and sign the form. 2) Take the signed packet to the faculty member to approve or disapprove. If it is disapproved, the request is over, and the student's final time/date/location will not be altered. On the other hand, if the faculty member approves, a new time/date/location will be set with the student for the final, and signs the form. 3) The student will take packet to the Program Chair to be signed and approved or disapproved. If the Program Chair does not approve the request, it is over, and the final will not be altered for the student. (The student needs to inform the faculty member of the results of number 3 whether it is approved or not.) 4) If the Program Chair approves the request, the student will show up at the agreed upon time/date/location and hand the signed packet to the faculty member, and take the final exam.

My policy is that if you apply for an early/late final, and it is approved, the final exam will follow the same conditions as early exams (above). If I do not approve the original packet, then the student will be required take the final with the rest of the class at the scheduled time/date/location.

All of my exams are open-book, closed-note, and individual, not corporate. All exams will be one class period (excluding the final which is two hours, per DSU policy, evening and summer classes, and individuals who have documented disabilities accommodations—see below), minus the time it takes hand-out the exams and the time it takes me to clean-up, so the next class can start on time.

When you finish an exam, leave the classroom and do not wait in the hallway outside the classroom for friends and others. Meet at a pre-designated location and return for the next regularly scheduled class (except summer and evening classes as directed). The idea associated with leaving the classroom and

hallway is so you will so you will not disturb other students still taking the exam and students still-in-session in other classrooms in the general vicinity. All of my exams will be conducted in the classroom (not the testing center) in the above manner, except for those students who have documented disabilities and whose testing conditions and accommodations are designated by the Disability Resource Center and approved by the faculty member.

You are expected to be present and prepared to take all exams on the dates/times as scheduled (see the course outline). If you are not in class for an exam, you will earn a ZERO. If I change the exam date and you do not show, you will receive a ZERO. On exam day, if you arrive after the exam has started, you will be granted only the remainder of the exam time left to complete it with no extensions for any reasons.

There will be **four** exams for this class. Each of the **four** exams is divided into two portions: 1. multiple choice (40 questions worth 2.5 points each for a total of 100 possible points for each exam); and 2. voluntary extra credit extended essay questions (answer **no** more than **5** questions worth 3 points each for a total of 15 possible points per exam). I will grade **only** the **first** 5 essays in your Blue Book Essay Book and discard anything beyond (see below.) Extra credit essays questions will come from lectures/class discussions, activities, and text. The multiple choice portion of the exams will be taken **only** on Scantron answer sheets and the essays will be hand-written **only** on Blue Book Essay Books (8.5x11 or 5x7). Both can be purchased at the DSU Bookstore: Scantron sheets/50 answers on both sides (in 6-packs) and four or five one-size Blue Book for your essays (see below).

Each exam will cover material from the respective chapters (see Course Outline) as well as any in-class activities/discussions/lectures/text. Do not write on the exams. Additionally, I will write all of the **identifying information** for the answer sheets and essay books on the board immediately before each exam. **If you do not have all of the information, I will not grade your exam.**

1. **Multiple Choice:** The exam items will be taken from the text, lectures/class discussions and activities. The items will consist of a variety of formats including factual, conceptual/theoretical, applied, and critical thinking. The multiple choice portion of each exam will be completed on Scantron bubble sheets which you will purchase (above) at the bookstore. I will provide the exams, do not write on them.

You will use only a #2 lead pencil for the Scantron bubble sheets. You will be required to provide 2 of your own sharp #2 pencils with excellent erasers (in order to completely erase mistakes), in case one breaks or becomes dull. Make sure your penciled-in bubble sheet answers are dark enough to be read by the Scantron reader; otherwise the answers will be counted as wrong. If you use a pen on the answer sheets, the Scantron reader will read them as a ZERO. Additionally, I will not re-grade by-hand Scantron scored light penciled-in or pen-marked answers sheets, which means the scores will stand as graded by the Scantron reader.

**NOTE 4: If you do not have all of the items/equipment that you need for an exam in your possession when you walk into the classroom, you will not be allowed to go to the bookstore or borrow the item(s) from another student(s), and you will earn a ZERO for that portion of the exam equipment you are missing (pencils or essay books). Additionally, if you do not bring your text to class for the exam, you will not be allowed to borrow another person's text, and will take it closed-book. There will be no exceptions to this.**

2. **Extra Credit Essays:** All essay questions are voluntary and are located on the last page or two of each exam. There will be 8-12 (or more) essay questions in each exam. Each essay answer will be hand-written/hand-printed in class. I will not give the questions to you prior to the exam or hints. You will use **one** Blue Book Essay Book per exam. You will need to purchase a minimum 4 or 5 essay books at the bookstore. (All essay answers completed on anything other than **Blue Book Essay Books** be graded with a **ZERO**.) Most students do very well on the essays and I encourage all students to complete as many of the 5 allowable essay questions as time allows. Do not hand-in a Blue Book if you choose not to write essays.

Write the number of each essay question (with the same number that corresponds to the essay question on the exam) on the first ruled line at the top of the page to the left of the margin, starting with the first page on the inside of the front cover. If you not write the appropriate number of the question or write the correct answer that corresponds to the question number on the exam, or if you do not write a question number at

all, you will receive a ZERO for that question. Do not write the essay questions (it takes too long) or do you have to write the answers in serial order.

Write your answers within the margins (left to right) in your normal hand writing (or printing). Do not write larger than normal, space your words further apart than normal, or skip lines to take up more space on the page. Essay answers will be **at least**  $\frac{3}{4}$  of page in the 8.5x11 essay books and 1 full page in the 5x7 essay books. After you have completed a single answer, turn the page and repeat the above procedure on the next right-side-facing page (if numbering, 3, 5, 7...) not on the back of the essay page you have just completed. Make sure you follow the directions for each question. Write in full sentences and complete paragraphs. I will not accept one or two words, or one or two lines, or an outline format for answers; these are extended essay answers.

**Essay answers can be written in pen (only black or blue ink because they are easier to read) or pencil. You are not allowed to use your text for the essays, which means your answers are purely from memory and what you have learned reading the text, class activities, and discussions/lectures.**

3. **Item Analysis and Conversion Factor:** An item analysis (completed by the Scantron reader) helps let me know which multiple choice exam questions I may discard. It indicates questions that may be too hard/easy, incomplete, awkward, and may be eliminated. For this reason, **I do not use a curve.** Discarded questions will help raise raw exam scores. For example, if questions 3, 6, 14, 22, 40 are discarded and a student missed all but number 40, each of the 4 discarded questions will retain their original point values (2.5 points), which means that 10 points will be added back to the raw score of the exam. A student who has #40 correct will not get another 2.5 points for the exam because; he/she already has the points for that question. In order to determine which questions to eliminate, I will check the top and bottom quarters of the scores to see if at least three-quarters of those students in each category missed the same questions, and I may or may not eliminate them. Do not "bank on" a conversion factor for extra points. If a student earns 94points (raw score) or more, a conversion factor is not statistically justified.

4. **After-Exam Review:** I will return all exams within a week of the exam date. At that time, I will return all three components of the exam (only the test and answer sheet if you did not do the essays) to you with a preliminary score that is not recorded in my grade book. If I have added incorrectly, notify me and I will change it before the class is dismissed for the day. The exam scoring will be delineated in the right hand margin of the Scantron answer sheet as follows: Multiple Choice (**MC**) raw score printed in red; Conversion Factor (**CF**) points added to raw score; and Extra Credit Essay (**ESS**) points will be to the added for a total score, and circled. I will enter exam final scores in the grade book after you have returned all of your exam components to me: the scored Scantron answer sheet, the essay book, and the exam. Any student who keeps the exam, the answer sheet, or the essay book will receive a ZERO.

**Traditional versus Non-traditional Students:** Most older (non-traditional) students have a lot of apprehension about returning to formal education beyond high school after a few years of being in the real world. This is especially true for students who have been out of school from 3 to 10 or as many as 25 or 30 years for some. One of their fears is that they will not be able to compete with recent high school graduates or students who have been enrolled a semester or more. In truth, returning non-traditional students do very well and most of the time have the highest grades in my classes.

**Inclement Weather:** If in your judgment, it is too dangerous to come to class due to weather conditions like deep snow, blizzard, sleet, hail, floods, heavy rains, sand storms, heat, or other types of weather related problems, call the Program and let me know, and/or send me an email. Do not risk your life or for a class. If the University calls a weather day, all scheduled class activities will be moved to the next class meeting.

**Study Groups:** I highly suggest that all students establish and maintain a study group. Study groups should have at least 2-3and preferably 4-6 permanent members who consistently show up, and are ready with the assigned readings, and participate fully. Study group members who consistently attend should experience: a) higher grades; b) peer group teaching/learning; c) learning substance/content versus memorizing; d) friendship and solidarity; e) others as sounding-boards for ideas and questions; f) a comparison of class/lecture/text notes/constructive comments; g) development of new theories/hypotheses; h) a way to

maintain "sanity" and experience real empathy; i) sharing real world perspectives/philosophies of life; j) development of constructive and critical thinking skills; k) real world applications to theoretical material; and l) balance your expertise and deficiencies with the expertise and deficiencies of others.

All study group members should exchange phone numbers and email addresses so they can contact each other if they have immediate problems that they cannot solve alone.

**Academic Honesty and Cheating Policy: You may not cheat! As stated in the DSU Student Handbook:**

34.1 **Cheating:** Academic dishonesty in any form will not be tolerated at Dixie State University, including but not limited to plagiarism on written assignments, submitting other person's work as one's own, and cheating on exams or quizzes. Teachers at Dixie State University may discipline students proven guilty of academic dishonesty by:

34.1.1 Giving a failing grade on the specific assignment where dishonesty has occurred,

34.1.2 Failing the student in the entire course,

34.1.3 Immediately dismissing and removing the student from the course, and/or

34.1.4 Referring the student to the Student Affairs Committee which may reprimand, place on probation, suspend, and/or expel the student.

**DSU Need To Know Dates for Fall 2013:**

Aug 19	Classwork Starts
Aug 22	Last Day to Waitlist
Aug 23	Last Day to Add Without Signature
Aug 28	Drop/Audit Fee Begins (\$10 per class)
Aug 28	Residency Application Deadline
Sep 2	Labor Day
Sep 3	\$50 Late Registration/Payment Fee
Sep 9	Pell Grant Census
Sep 9	Last Day for Refund
Sep 9	Last Day to drop without receiving a "W" grade
Sep 10	Courses dropped for non-payment
Sep 13	Last Day to Add/Audit
Oct 1	Associate's degree Graduation Deadline - Fall 2013
Oct 9	Mid-Term Grades Due
Oct 10-11	Semester Break
Oct 14	Last Day to Drop Individual Class
Oct 21	Spring and Summer 2014 class schedules available online
Nov 1	Bachelor's degree Graduation Deadline - Spring 2014
Nov 8	Last Day for Complete Withdrawal
Nov 11	Spring Registration open to Seniors (90+ credits)
Nov 12	Career Day
Nov 12	Spring Registration open to Juniors (60+ credits)
Nov 13	Spring Registration open to Sophomores (30+ credits)
Nov 14	Spring Registration Open to All Students
Nov 27-29	Thanksgiving Break
Dec 6	Classwork Ends
Dec 9-13	Final Exams
Dec 18	Final grades available on Canvas if you have completed the faculty evaluation, otherwise, <b>Classwork Starts</b> grades will be available two weeks later

### **Campus Resource Email Address Information:**

- [Library](#) - on the ground floor of the Holland Centennial Commons Buildings (library.dixie.edu)
- [Computer Lab](#) (located at the [Smith Computer Center](#) and the [Library](#))
- [Disability Resource Center](#) - Provides services and accommodations to students with disabilities.
- [IT Student Help Desk](#) - We provide support for the following: Blackboard Vista, Dmail, wireless, software resources for students, and student laptop lease program.
- [Online Writing Lab](#) - Many writing classes utilize this site. Among other things, students can use the Online Writing Lab to submit papers electronically to the Writing Center.
- [Testing Center](#) [www.dixie.edu/testing/](http://www.dixie.edu/testing/)
- [Tutoring Center](#) - Free and open to all students. Improve your study skills and clarify concepts and class material.
- [Writing Center](#) - "Our mission is to help you become a better writer by approaching your assignments as a process of invention, writing, and revision."

**Disabilities Statement:** If you have a documented disability which may impair your ability to successfully participate and/or complete this course, please contact the Disability Resource Center (DRC), 435-652-7516 or [drc@dixie.edu](mailto:drc@dixie.edu) to determine whether you may qualify for academic accommodations. This must be accomplished within the first two weeks of the semester. Various academic accommodations are granted for students who have qualified documented disabilities. These accommodations are coordinated with the student and instructor by the DRC, which is located at the North Plaza Building. All students who have DSU accommodations must renew them at the beginning of each semester.

**Children in Class:** Young children will not be allowed to attend this class.

**Cell Phones, Handhelds, and Computers:** Absolutely no electronic devices (cell phones, iPads, computers, and so on) will be allowed to be powered-up in the classroom after class starts, except for those students who are using their electronic devices for notes and/or if students have electronic texts. Additionally, during class, these electronic devices will not be used to surf the Web, play games, do homework for this or another class, write and send emails and so on. If I find anyone violating this policy, I will shut down all electronic devices for the rest of the semester. The only exception to this will be during exams where those students who have electronic texts on their devices. On the other hand, there may be times when I ask students with electronic equipment to access online sites regarding the context of a discussion or lecture, and share it with the class, and when we are finished with that section, the students will return to an off line, powered-off status. Recording of lectures or class activities is not permitted.

**STUDENT GRADE SHEET:**

GENERAL PSYCHOLOGY

PSY 1010-03/03S  
MWF 9:00-9:50 AM  
Location: Holland 477

Fall Semester 2013  
Dixie State University  
Cantrell

Name: \_\_\_\_\_

Items: Percent of Total Grade	Total Points Accumulated	÷	Total Points Possible:	=	Approx Percent	=	Current Grade
Exam #1: (25.0%)	_____		100		_____		_____
Exam #2: (25.0%)	_____		100		_____		_____
Exam #3: (25.0%)	_____		100		_____		_____
Final #4: (25.0%)	_____		<u>100</u>		_____		_____
Total Points:	_____		400		_____		_____

Total End of Course Grade  
Structure Points:

- A = 400 - 381 points
- A- = 380 - 360 points
- B+ = 359 - 346 points
- B = 345 - 333 points
- B- = 332 - 320 points
- C+ = 319 - 307 points
- C = 306 - 293 points
- C- = 292 - 280 points
- D+ = 279 - 266 points
- D = 265 - 253 points
- D- = 252 - 230 points
- F = 229 - and below

Grade Structure for All  
100 Point Activities:

- A = 100 - 95 points
- A- = 94 - 90 points
- B+ = 89 - 87 points
- B = 86 - 84 points
- B- = 83 - 80 points
- C+ = 79 - 77 points
- C = 76 - 74 points
- C- = 73 - 70 points
- D+ = 69 - 67 points
- D = 66 - 64 points
- D- = 63 - 60 points
- F = 59 - and below

**Your Running Grade Computation:** Write the total number of points earned in the blank under "Total Points Accumulated" for an item(s) that has been returned after grading. Then, divide the total accumulated/earned points by the "Total Points Possible" for an approximate percent at that time. Then, convert this "Approximate Percent" into a "Current Grade" for the item(s). The "Current Grade" is based on a 10 percent gradient (see above). For more than one score, add the all earned points together and repeat the same as above.

Do not for any reason divide by the total number of possible points (400 for example) before the end of the semester. For a final grade, all decimals greater than .5 on any given assignment are rounded up to the next whole number. Conversely, if the decimal is less than .5, it will remain the same whole number.

**DISCLAIMER:** All due dates for exams, activities, and assignments contained in this syllabus are subject to change, depending upon participation of students, course content, adverse weather conditions, and other factors as deemed appropriate by the faculty member.

**Course Outline and Due Dates:** All exams, activities, assignments, and due dates will be on the dates indicated in the course outline, unless otherwise indicated ahead of time by the faculty member. For exceptions, see Disclaimer (above).

**COURSE OUTLINE**

**PSY 1010-03/03S: General Psychology: MWF 9:00-9:50 AM: Holland 477: Fall 2013/Cantrell**

Date	Topic
<b>1. Aug 19 M</b>	<b><u>Syllabus, Introduction</u></b>
2. Aug 21 W	Chapter 1
3. Aug 23 F	Chapter 1
4. Aug 26 M	Chapters 1-2
5. Aug 28 W	Chapter 2
6. Aug 30 F	Chapters 2-3
<b>7. Sept 02 M</b>	<b><u>Labor Day: No School</u></b>
8. Sept 04 W	Chapter 3
9. Sept 06 F	Chapters 3-4
10. Sept 9 M	Chapter 4
11. Sept 11 W	Chapter 4
<b>12. Sept 13 F</b>	<b><u>Exam #1: Chapter 1-4</u></b>
13. Sept 16 M	Chapter 5
14. Sept 18 W	Chapter 5
15. Sept 20 F	Chapters 5-6
16. Sept 23 M	Chapter 6
17. Sept 25 W	Chapter 6
18. Sept 27 F	Chapter 7
19. Sept 30 M	Chapter 7
20. Oct 02 W	Chapter 7
<b>21. Oct 04 F</b>	<b><u>Exam #2: Chapters 5-7</u></b>
22. Oct 07 M	Chapter 8
23. Oct 09 W	Chapter 8
<b>24. Oct 10-11 R-F</b>	<b><u>Fall Break: No School</u></b>
25. Oct 14 M	Chapters 8
26. Oct 16 W	Chapter 9
27. Oct 18 F	Chapter 9
28. Oct 21 M	Chapter 9
29. Oct 23 W	Chapter 10
30. Oct 25 F	Chapter 10
31. Oct 28 M	Chapter 10
32. Oct 30 W	Chapter 12
33. Nov 01 F	Chapter 12
34. Nov 04 M	Chapter 12
35. Nov 06 W	Chapter 12
<b>36. Nov 08 F</b>	<b><u>Exam #3: Chapters 9-10, 12</u></b>
37. Nov 11 M	Chapter 14
38. Nov 13 W	Chapter 14
39. Nov 15 F	Chapter 14
40. Nov 18 M	Chapter 15
41. Nov 20 W	Chapter 15
42. Nov 22 F	Chapter 15
43. Nov 25 M	Chapter 15
<b>44. Nov 27-29 W-F</b>	<b><u>Thanksgiving: No School</u></b>
45. Dec 02 M	Chapter 13
46. Dec 04 W	Chapter 13
<b>47. Dec 06 F</b>	<b><u>Chapter 13: Last Day of Class</u></b>
<b>48. Exam #4: FINAL: Dec 9 M</b>	<b><u>Chapters 14-15, 13: 10:00-12:00 PM</u></b>