

Dixie State College  
Psychology Program  
St. George, Utah

SYLLABUS

GENERAL PSYCHOLOGY

**PSY 1010-10/10S: Credits: 3/CRN 20330/27683**

**Spring Semester 2015**

**MWF: 2:00-2:50 PM**

**Room: MCD 105**

**Spring 2015: January 12-May 08, 2015**  
**DATES FOR THIS CLASS: January 12-April 29, 2015**  
**Final Exam: May 04, 2015: 12:30-2:30 PMPM**  
**Final Grades Due: May 12, 2015, 5:00 PM**  
**Students' Final Grades Available After May, 12**

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

**Office:** McDonald 201

**Office Hours:** MWF 1-2 PM

**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 all emails to me at the following address only: [jcantrell@dixie.edu](mailto:jcantrell@dixie.edu). This is the easiest way to contact me. Include the all of the following information: In the Subject Line enter PSYCH 1010 MWF, your name, class time, campus location, and date. This way I will know exactly who is contacting me. I do not want to confuse you with another student in this class or other classes or at other campuses where I teach. Make the contents of your email very specific. I will respond as soon possible (usually, within 24 hours). If I do not, send me second email and add an "URGENT" Psych 1010 in front of the original Subject Line. You can check for my response frequently as I am online several times a day. Additionally, if you send me an email with a Subject Line that is "empty" or "blank," or says, "No Subject," or "Hello," I will delete it immediately: they tend to be spam or contain viruses. Also, I do not and will not respond to "Hey" or Jim, or Dr. Cantrell (I do not have a Ph.D.). My name is Cantrell, Mr. Cantrell, or Professor Cantrell. (I do not use CANVAS or dmail for messages and/or emails.)

**You are required by DSU to frequently check your Dmail account. You will find important class and college information on Dmail,** including DSU bills, financial aid/scholarship notices, class cancellations, important dates and deadlines, and other information critical to your success at DSU. To access your Dmail account, go to [go.dixie.edu/dmail](http://go.dixie.edu/dmail) and follow the directions.

**Syllabus:** The syllabus contains the requirements and guidelines for this course like attendance and exams; classroom expectations and conduct; discussions, readings, and written assignments. Keep this syllabus: Read and understand it and if you have questions, contact me via email, or talk with me face-to-face.

If you are concerned about how to obtain the grade you would like, first, read the syllabus, and second, complete the required work ethically, honestly, legally, and according to the class policies in the syllabus and DSU policies and procedures. Your 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. You will not earn a passing grade for sub-standard work.

I will ask a lot of questions during the semester and will expect you to participate to the best of your ability in each class session. In other words, I will not do all of the talking. I expect you to take the initiative to

read the material before each class and make comments and observations during the discussions as we cover the content 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 of life when opportunities develop. Your comments need to be constructive, well thought-out and considerate, and not just “knee-jerk” or ideological responses. This means that critical thinking and examining alternatives answers or solutions are a major part of this class. 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 this semester. Your responses in this class need to well thought-out and not just “knee-jerk” or ideological comments

Do not take anything for granted in this class or think that the answer to a child rearing/discipline situation, marriage rite/obligation, specific social problem, work ethic, educational concept, therapeutic issue, thinking/cognitive process, or behavioral theory has a single, right, or absolute answer associated with just one variable. The answers in psychology are much like the research in cultural anthropology, sociology, social problems, social work, abnormal psychology, substance abuse, marriage and family relationships, and other behavioral sciences in which a variety of ambiguous, murky, and gray variables are at play all at the same time. In order to understand the concepts and practices of psychology, the cultural and ethnic contexts/variables, behavioral/emotional issues, medical/biological issues, as well as one’s values, beliefs, ideals, ideas, interpretations of life experiences, philosophy of life, education, job or career, home life 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. In other words, multiple realities for any given situation exist and need to be taken into account when dealing with situations like the above. For example, do not assume that if you see a man and women riding in a F350 Ford Super Duty Turbo truck on the freeway and she is driving, that she has the power in the relationship. In other words, drop the stereotypical response and examine this situation and context and discuss a variety of other possible reasons why she is driving.

Your roles in this class are to attend each class session; do the readings prior to class; participate in the group discussions and exercises; learn/over-learn the material as you prepare for exams (memorizing is wasted effort), and for real life; and form and attend a regular study group (see below).

Remember, in this class, you are a student, not a customer. If you want to be a customer, buy school supplies from the bookstore, candy at a vending machine, lunch at the Student Union food court, or a ticket for a sporting event. As a student in this class, you will not be given a passing grade (a “D-“ is the lowest grade you can earn without having to take the class again, depend upon one’s major); much less an “A” or “B” or “C” just because you registered for the class, paid your tuition, bought your books, and attended class regularly or not. You will earn your grade in this class.

**Textbook Required:** Schacter, D.L., Gilbert, D. T., and Wegner, D. M. (2015). *Psychology* (2ed.). New York: Worth Publishers. (This text has the **Special DSM-5 Update** printed in **Red** on the paperback cover.) Check with the DSU Bookstore or the publisher for various costs/formats like new, used, online, rental.

**Lab Fees:** None

**Prerequisites:** There are no formal course prerequisites for this class. If you have successfully completed Human Development Through the Lifespan, 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. In addition, college level writing skills are required for the extended extra credit voluntary essay responses.

**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 (see above) will be used in examining various aspects of behavior. Students will have frequent examinations and quizzes during this course.

This is an introductory course in modern scientific psychology. It also covers major domains of scientific psychology including statistical methods, biological foundations, sensation and perception, consciousness, memory, language and thinking, human development, personality, abnormal behavior, therapeutic modalities, stress, and social psychology. The course also examines major psychological theorists and theories and professional applications to the field.

**General Education Requirement:** This is a General Education class for Social and Behavioral Sciences. It also fulfills a Global and Cultural Perspectives requirement.

**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 behavior 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 as a social and behavioral science.
2. Understand the how statistics, research, and critical thinking effect behavior and individual decision-making processes.
3. Discuss and analyze how biology/nature and the environment/culture 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 the major therapeutic models.
7. Understand the history, 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 and related sciences.

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8. Appreciate the various specialties in psychology as well as the career applications that overlap with other behavioral/social and related sciences.

**Attendance:** I do not take attendance and whether you attend class is totally your decision. If you think you can show up only for exams and pass the class, then do it. (I do not give exam reviews and all four exams will be closed-book, closed-note, individual not corporate. I do not offer extra credit for attendance or participation and do not provide extra credit projects or papers to bring up end of semester grades. I do offer optional extra credit extended essays on exams and do not use a curve.) This class is not just about theory: It is about the real world of psychology (and related issues) and what “makes” people live, eat, breath, have children, fall in love, get married, become depressed, attempt or complete suicide, murder, grieve, manipulate and con others, and believe in all the things in which they believe and behave in the ways they do. In this class, I will frequently transition from theory-to-real-world-applications and back to theory or the other way around.

Students are responsible for all assigned readings and classroom information/activities (whether present or not). There is no excuse for missed class material. Students are expected complete all assigned readings and homework before each class. While in class, if you are engaged in any activities that are not related to the class content while in session, such as 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. If these examples represent how you behave in class, then leave now, withdraw, and sign-up for another class.

I will begin class on time and I expect all students to be on time. I will not repeat or 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 is across campus, finish homework for other classes, or meet friends, or just because I am boring (or offensive). 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.

For absences due to DSU related functions see: <http://www.dixie.edu/humanres/policy/sec5/523.html>.

**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 life. The concept 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, any form of manipulation, coercion, and other forms disrespect (implied or explicit, subtle or blatant) in an attempt to have others agree with your point of view. If these types of issues/activities arise in our discussions, I will remove the individual from the class permanently on the **first** incident and drop that person from the class with no second chances. 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.)

In our class discussions, you speak for yourself, not others. Use “I” statements about what you believe, think, doubt, and so on. Do not use the generalized “you” or “they” because those types of statements avoid personal responsibility and assume that others have the same types of sentiments as you. Additionally, do not attempt to dominate the class discussions. I will stop you if you do.

**Disruptive Behavior:** Faculty members at DSU have the right to manage the classroom environment to ensure a safe and effective learning environment. Toward this end, teachers (or university security) may remove disruptive students from individual classrooms/activities if the students refuse to end their inappropriate behaviors. If a student’s behavior continues to disrupt class activities, the faculty member may drop the student from the course. (See DSU Policies on Disruptive Behavior online.)

**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.

**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, Activities, Lectures:** I will not accept any late assignments, re-do in-class activities, lectures, or early, late, make-up exams because you are not present, which means you will earn a ZERO.

**Exams:** All of my exams are closed-book, closed-note, and individual, not corporate. **I will not offer early, late, or make-up exams for any reason.** There will be **four** exams for this class. Each of the **four** exams is divided into two portions: 1. multiple choice (40 questions: 2.5 points each for a total of 100 possible points); and 2. voluntary extra credit extended essay questions (complete **no** more than 5 questions: 3 points each for a total of 15 possible points). I will grade **only** the **first** 5 essays in your Blue Book Essay Book and discard anything beyond (see below.) Extra credit essays will come from the class discussions, activities, and text. You can buy the Scantron sheets and Blue Book Essay Books (all 8.5x11 or all 5x7) at the DSU Bookstore.

Each exam will cover material from the respective chapters (see Course Outline) as well as any in-class activities/discussions. Do not write on the exams. The following is **identifying information** required for the answer sheets and essay books: First and last names, **Psychology 1010**, class time/days, exam and chapter numbers, and exam date. **If you do not have all of the information, I will not grade your exam.**

Students who have documented disabilities and whose testing conditions and accommodations are designated by the Disability Resource Center will have the same dates for testing as the rest of the class.

**Testing Center Exam Format:** Exams **1-3** will be one hour in duration at the **Testing Center (TC)** and Exam 4 (the final) will be two hours and be taken in the regular classroom. The exams in the TC will be available from the opening of business Thursdays thru the closing of business Fridays as designated in the Course Outline. **There will be no Friday classes during each of the two-day exam windows.** Check for hours of operation and the specifics as to when you can actually take the tests. You will need to show your DSU Student ID card to take the exams. **Either you show for an exam on one those two test days or you**

earn ZERO Points: NO EXCUSES. The final will be conducted in the classroom (see the Course Outline): Either you show for the Final at the appointed time/place (you earn Zero points: NO EXCUSES).

1. Multiple Choice: The exam items will be taken from the text and classroom 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 at the bookstore.

You will use only a #2 lead pencil for the Scantron bubble sheets. If you use a pen on the answer sheets, the Scantron reader will read them as a ZERO, and the score will stand as is. In other words, I will not re-grade these pen-marked answer sheets by hand.

2. Extra Credit Essays: All essay questions 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 announce the questions prior to the exam. You will use one new Blue Book Essay Book per exam. (Essay answers completed on anything other than **Blue Book Essay Books** will be assigned a **ZERO**.) I encourage all students to complete as many of the 5 allowable essay questions as possible. If you choose not to write any essays, do hand-in a Blue Book.

Write the number of your first 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 an essay number and answer do not correspond, or there is no essay number, you will earn ZERO points for that essay. Do not rephrase or write the essay questions before you start your answers, (it is a waste time and space). Essay answers do not answers have to be written 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 farther 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 length 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, not on the back of the essay page you have just completed. Make sure you follow the directions for each question. These are extended essay answers: Write in full sentences and complete paragraphs. **Essay answers can be written in pen (only black or blue ink, they are easier to read) or #2 pencil.**

**No Extra Credit Projects and Papers**: Other than the extended exam essays, there are no extra credit projects, papers, or points at any time during the semester (see Attendance). Do not ask for extra credit because you are transferring to another school next semester and you have to have "X" grade in this class or you will not be admitted; or you have to maintain "X" GPA or you will lose your scholarship; or your parents will be angry with you; or you are on probation and you will be kicked-out of school next semester if you do not bring your grade for this class up; or that you will have to pay back the cost of this class to your company if you do not get "X" grade; or you have to have "X" grade for some type of certification; or you have to have "X" grade in this class for your major or you will have to take it again or switch majors; or for any other reason. Do not ask, I will say, "NO," and refer you to this section of the syllabus. .

If you are **concerned about your low grade performance at any time during the semester or especially toward end of it, you can alleviate that by a number of the following: finding a psychology class tutor through the Akin Tutoring Center (contact Rowena Thiess, 435-879-4733)**; attending class; getting involved in class discussions; reading the assignments; learning not memorizing the material; taking notes in class and reviewing them frequently in conjunction with the chapter readings; comparing your notes with other class members' notes; starting or consistently being part of a study group; finding different/more effective learning styles; or coming to talk with me. In talking with me about your grades and study habits, I will suggest the above strategies, and maybe a few others. Ultimately, your grades are your responsibility.

You need to be concerned about your grade in this class from day 1, find out what your cumulative class grade is as soon as I hand-back each scored exam, record each one on the grade sheet this syllabus, and not wait until the last couple of weeks before the semester ends before you note your grade related problems.

3. **Item Analysis:** An item analysis (completed by the Scantron reader) informs me which exam questions I may discard from the exam. Due to the item analysis, **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) and 10 points will be added back to the raw score. A student who has #40 correct will not get another 2.5 points, 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 one-half 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 94 points 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 (providing you did the essays) to you with a preliminary score that is not recorded in my grade book. If I have added scores 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, machine printed in red; Conversion Factor (**CF**) points added to the 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: Scored Scantron answer sheet, the essay book (if you did the essays), and the exam. If you retain any portion of the exam (above), you will receive ZERO points.

**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 conditions like snow, blizzard, sleet, hail, floods, heavy rains, sand storms, heat, or other types of weather related problems, call the Department let me know, and/or send me an email. Do not risk your life or for a class.

**Study Groups:** I highly suggest that all students establish and maintain a study group. Study groups should have at least 2 and preferably 4-6 permanent members who consistently show up, and are ready with the assigned readings, and participate fully. 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 Integrity:** Cheating and plagiarism of any form will not be tolerated. See student responsibilities for academic integrity: Section 5.33.5, DSU policy: <http://www.dixie.edu/humanres/policy/sec5/533.html>

All work that you will do in this class will be your own work, except the group activities/projects. All violations of academic integrity (academic honesty and cheating) will be reported to the Chair of the Department of Psychology and/or the Academic Dean.

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

34.1 **Cheating:** Academic dishonesty in any form will not be tolerated at Dixie State College, 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 College 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 Spring 2015:**

Jan 12	Classwork Starts
Jan 15	Last Day for Waitlist
Jan 16	Last Day to Add Without Signature
Jan 19	Martin Luther King Jr. Day
Jan 22	Drop/Audit Fee Begins (\$10 per class)
Jan 22	Residency Application Deadline
Jan 27	\$50 Late Registration/Payment Fee
Feb 2	Spring 2015 Associate's degree Graduation Application Deadline
Feb 2	Pell Grant Census
Feb 2	Last Day for Refund
Feb 2	Last Day to drop without receiving a "W" grade
Feb 4	Courses dropped for non-payment
Feb 6	Last Day to Add/Audit
Feb 16	President's Day
Mar 2	Summer 2015 Bachelor's degree Graduation Application Deadline
Mar 2	Mid-Term Grades Due
Mar 6	Last Day to Drop Individual Class
Mar 9-13	Spring Break
Mar 23	Fall Class schedule available online
Mar 23	Summer Registration open to Seniors (90+ credits)
Mar 24	Summer Registration open to Juniors (60+ credits)
Mar 25	Summer Registration open to Sophomores (30+ credits)
Mar 26	Summer Registration open to all students
Apr 1	Fall 2015 Bachelor's degree Graduation Application Deadline
Apr 10	Last Day for Complete Withdrawal
Apr 13	Fall Registration open to Seniors (90+ credits)
Apr 14	Fall Registration open to Juniors (60+ credits)
Apr 15	Fall Registration open to Sophomores (30+ credits)
Apr 16	Fall Registration open to all students
Apr 29	Classwork Ends
Apr 30	Reading Day
May 1	Final Exams
May 1	Associate's degree Graduation Deadline - Summer 2015
May 4-7	Final Exams
May 8	Commencement

**Campus Resource Email Address Information:**

Library: [library.dixie.edu/](http://library.dixie.edu/)

IT Student Help Desk: <http://dixie.edu/helpdesk>

Writing Center: [http://new.dixie.edu/english/dsc\\_writing\\_center.php](http://new.dixie.edu/english/dsc_writing_center.php)

Testing Center: <http://new.dixie.edu/testing/>

Tutoring Center: <http://dsc.dixie.edu/tutoring/index.htm>

Bookstore: <http://bookstore.dixie.edu>

Disability Resource Center: <http://www.dixie.edu/drcenter>

[Computer Lab](#) (located at the [Smith Computer Center](#) and the [Library](#))

DSU Syllabi Elements: <http://new.dixie.edu/reg/faculty/?page=Syllabus>

**Disabilities Statement:** If you have a documented disability which may impair your ability to successfully complete this course, please contact the Disability Resource Center (DRC) Director, Bakko Wahabu (435-652-7516) to determine whether you qualify for academic accommodations. This must be accomplished within the first two weeks after the beginning of the semester. Academic Accommodations are granted for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the DRC, which is located on the ground floor of the Financial Aid Office. All students who have DSC 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 will be allowed to be turned on in the classroom. If you have a cell phone and other types of electronic devices must be powered-off before class starts. Although, students may use their computers (or iPads or other electronic note taking equipment) if they have purchased or rented (the required text) and have installed it on the desktop or are taking notes on a computer (or other electronic devices). Additionally, during class, these electronic devices will not be used to go online, play games, do homework for this or another class, write emails and so on. If I find anyone violating this policy, I will shut down all of the electronic devices for the rest of the semester with no second chances. This means that if you have your text on your computer, you will not be able to use it in class for the rest of the semester, except during exams. On the other hand, there may be times when I ask if students with electronic equipment to access online information, share it so we can discuss it as a class, and when we are finished, the students will return to an off line status.

**STUDENT GRADE SHEET:**

General Psychology

PSY 1010-10/CRN: 20330  
MWF 2:00-2:50 PM  
Room: MCD 105

Spring Semester 2015  
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:

Grade Structure for All  
100 Point Activities:

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

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 1010-10: General Psychology: DSC: MWF 2-2:50 PM: Spring 2015/Cantrell**

Date	Topic
<b>1. Jan 12 M</b>	<b>Syllabus, Introduction</b>
2. Jan 14 W	Chapter 1
3. Jan 16 F	Chapter 1
<b>4. Jan 19 M</b>	<b>Martin Luther King Day: No Class</b>
5. Jan 21 W	Chapter 1
6. Jan 23 F	Chapter 2
7. Jan 26 M	Chapter 2
8. Jan 28 W	Chapter 2
9. Jan 30 F	Chapter 3
10. Feb 02 M	Chapter 3
11. Feb 04 W	Chapter 3
12. Feb 06 F	Chapter 4
13. Feb 09 M	Chapter 4
14. Feb 11 W	Chapter 4
<b>15. Feb 13 F</b>	<b>Exam #1: Chapters 1-4</b>
<b>16. Feb 16 M</b>	<b>Presidents' Day: No Class</b>
17. Feb 18 W	Chapter 5
18. Feb 20 F	Chapter 5
19. Feb 23 M	Chapters 5-6
20. Feb 25 W	Chapter 6
21. Feb 27 F	Chapters 6-7
22. Mar 02 M	Chapter 7
23. Feb 04 W	Chapter 7

<b><u>24. Mar 06 F</u></b>	<b><u>Exam #2: Chapters 5-7</u></b>
<b><u>25. Mar 09-13 M-F</u></b>	<b><u>Spring Break: No Classes</u></b>
26. Mar 16 M	Chapter 8
27. Mar 18 W	Chapter 8
28. Mar 20 F	Chapters 8-9
29. Mar 23 M	Chapter 9
30. Mar 25 W	Chapter 9
31. Mar 27 F	Chapter 10
32. Mar 30 M	Chapter 10
33. Apr 01 W	Chapter 10
34. Apr 03 F	Chapter 11
35. Apr 06 M	Chapter 11
36. Apr 08 W	Chapter 11
<b><u>37. Apr 10 F</u></b>	<b><u>Exam #3: Chapters 8-11</u></b>
38. Apr 13 M	Chapter 12
39. Apr 15 W	Chapter 12
40. Apr 17 F	Chapter 12-13
41. Apr 20 M	Chapter 13
42. Apr 22 W	Chapter 13
43. Apr 24 F	Chapter 14
44. Apr 27 M	Chapter 14
<b><u>44. Apr 29 W</u></b>	<b><u>Chapter 14: Last Day of Class</u></b>
<b><u>45. Apr 30 R</u></b>	<b><u>Reading/Study Day: No Class</u></b>
<b><u>46. May 04 M</u></b>	<b><u>Final Exam: Chapters 12-14: 12:30-2:30 PM</u></b>
<b><u>47. May 08 F</u></b>	<b><u>Commencement</u></b>