

**General Psychology**

PSY 1010-51 CRN 44522 Fall 2013

**Instructor**

Colin Metzger, M.S.

**Contact Information**

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Lecture: Tuesday 5:15 pm to 7:45 pm, Dixie State University – McDonald Building 103

Office: McDonald 217, 30 minutes prior and 1 hour after class or by appointment

**Required Text**

Baron, Robert A. Psychology: From Science to Practice (2nd edition). Pearson Education Inc. (2008).

**Important Dates**

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 Last Day for Refund and Last Day to drop without receiving a "W" grade

Sep 10 Courses dropped for non-payment

Sep 13 Last Day to Add/Audit

Oct 9 Mid-Term Grades Due

Oct 10-11 Semester Break

Oct 14 Last Day to Drop Individual Class

Nov 8 Last Day for Complete Withdrawal

Nov 12 Career Day

Nov 27-29 Thanksgiving Break

Dec 6 Classwork Ends

Dec 9-13 Final Exams

**Social Science Program Objectives**

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

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

**Philosophy/Expectations**

This course will operate on the philosophy that active engagement with material fosters quality learning. There will be ample opportunity for in-class discussion both in small groups and with the entire class. Students are expected to read assigned text prior to class and be prepared to participate in class to maximize the learning experience. The provided course calendar indicates when material will be covered; however please allow for some flexibility in the schedule.

## Course Description

Fulfills General Education Social and Behavioral Sciences requirement. For students in all disciplines who are interested in the fundamental scientific principles of behavior. Includes the study of learning, motivation, emotion, personality, mental disorders, treatment alternatives, and other related subjects as part of the course. Critical thinking will be explored in examining these aspects of behavior. Students will have frequent examinations and quizzes as part of the course requirements.

## Course Objectives and Outcomes

**LEARNING GOAL 1: KNOWLEDGE BASE OF PSYCHOLOGY:** Demonstrate familiarity with the major concepts, theoretical perspectives, and historical trends in psychology.

- a. Define psychology as the science that studies behavior and mental processes and the profession that applies that science
- b. Explain how psychology meets the criteria of science.
- c. List and explain the major research & applied subfields of psychology (e.g. cognitive, biological)
- d. Identify the connections between psychology and other disciplines
- e. Identify and explain the primary objectives of psychology
- f. Describe the key eras of the major schools of thought in the history of psychology (including their founders, assumptions, explanatory concepts and methods)
- g. Identify the overarching themes of psychology
- h. Identify and explain basic concepts, theory, and research represented in the general content domains
- i. Describe relevant ethical issues, as addressed by the APA code of ethics
- j. Identify careers associated with psychology at the bachelor's, master's, and doctoral levels

**LEARNING GOAL 2: RESEARCH METHODS IN PSYCHOLOGY:** Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

- a. Describe the basic characteristics of the scientific method in psychology
- b. Describe various general research strategies, including advantages and disadvantages of use
- c. Distinguish the nature of designs that permit causal inferences from those that do not.
- d. Define correlation
- e. Describe the role of controlled comparison in justifying a cause- effect claim
- f. Describe experimental design strategies to address research questions
- g. Explain the difference between correlation and causation
- h. Define hypotheses, variables, and operational definitions
- i. Describe rationale for choosing and assigning specific group of participants
- j. Define validity and describe conditions that enhance valid findings
- k. Describe the relationship of research design to generalizability of results
- l. Identify the basic components of APA style
- m. Describe the basic principles of the APA code of ethics for research with human and animal participants, including the role of an IRB
- n. Identify variations in behavior related to sociocultural differences
- o. Identify and locate relevant journals and databases in psychology
- p. Describe the differences between descriptive and inferential statistical analysis
- q. State how evidence is contextual and tentative

**LEARNING GOAL 3: CRITICAL THINKING SKILLS IN PSYCHOLOGY:** Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

- a. Discern difference between personal views and scientific evidence in understanding behavior
- b. State connections between diverse facts and theories
- c. Identify arguments based largely in anecdotal evidence and personal experience
- d. Identify common fallacies and poorly supported assertions regarding behavior
- e. Explain the appropriateness and relevance of questions with direction and guidance
- f. Describe elements of creativity and its role in solving psychological problems
- g. Define the stages of problem solving
- h. Define skepticism and its role in psychological thinking

**LEARNING GOAL 4: APPLICATION OF PSYCHOLOGY:** Understand and apply psychological principles to personal, social, and organizational issues

- a. Describe elements of healthy lifestyle
- b. Summarize the emerging field of positive psychology
- c. Describe common characteristics of a psychological approach to solving problems
- d. List ways that psychological principles can facilitate personal, social, and organizational change
- e. Identify major applied areas in psychology
- f. Identify psychological principles that have been influential in your own life

### **Academic Honesty**

As stated in the DSU Student Handbook: "Academic dishonesty in any form will not be tolerated at Dixie State University (Academic Discipline Policy, 3.34)" including cheating, and plagiarism. These acts of academic dishonesty are strictly prohibited. The instructor has the right to all means of academic discipline outlined in the Academic Discipline Policy: <http://www.dixie.edu/humanres/policy/sec3/334.html>.

### **Disruptive Behavior Policy**

If your conduct in class affects the learning atmosphere of the class. The instructor reserves the right to drop you from the class. This will happen using the following procedure:

Verbal warning that your behavior is negatively affecting the class. Written warning that you are negatively affecting the class. Removal from the class. The instructor will inform the student in writing of this, along with contact information for a supervisor of the instructor so the student can appeal if desired.

### **Disability Statement**

If you suspect or are aware that you have a disability that may affect your success in the course you are strongly encouraged to contact the Disability Resource Center (DRC) located at the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516.

### **Policies for Absences Due to College Related Functions**

For students, such as student athletes, who travel as official representatives of the college, absences due to college functions will not negatively affect the student's grade. The student is required to provide the instructor with a schedule of days that will be missed and will be required to negotiate any schedule work ahead of time with the instructor.

## Campus Resources

Disability Resource Center - [dixie.edu/drcenter](http://dixie.edu/drcenter)

IT Student Help Desk - [dixie.edu/helpdesk](http://dixie.edu/helpdesk)

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

Testing Center - [dixie.edu/testing](http://dixie.edu/testing)

Tutoring Center - [dixie.edu/tutoring](http://dixie.edu/tutoring)

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

## DMail

You are required to check your dmail account. Important class information will be sent to your dmail account, including DSC bills, financial aid/scholarship notices and notices of cancelled classes, reminder of important dates and deadlines, and other information critical to your success at DSU and in your courses. If you don't know how 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).

## Grading

Based on scores from quizzes, short answer packets, chapter exams, mid-term project, analysis paper and a comprehensive final exam.

**Short Answer Packets:** Three packets will be handed in and will each be worth 15 points. All responses must be typed unless specified. Students will hand in the packets on the class period of the scheduled exam. No late packets will be accepted. Each packet will include questions from the following (same as the unit exams):

Packet 1: Prologue, Chapters 1 & 2    Packet 2: Chapters 7, 8, 9, 11    Packet 3: Chapters 10, 12, 13, 4, 15

**Chapter Exams:** Three 40-question exams covering the following chapters. You will need a green scantron to complete each exam.

Exam 1: Prologue, Chapters 1 & 2    Exam 2: Chapters 7, 8, 9, 11    Exam 3: Chapters 10, 12, 13, 4, 15

Final Exam: (70 points) Chapters 16, 17, 18, class presentations & 3 comprehensive short-answer questions.

The tests will be a combination of multiple choice, fill-in-the-blank, True-False and short answer questions and will be taken at the Testing Center (main campus) or at the Hurricane Education Center. Students will hand in their packet when they take their exam. For the most part, exams will cover information from the text; however, they may also include questions on video, handouts or class discussions. Schedule an appointment to take an early exam.

**Early Exams:** You are expected to take exams on scheduled days. However, if you cannot take the test on the scheduled day(s) for reasons that are beyond your personal control, you may take an exam early without penalty. The test will be an alternate multiple choice/fill-in-the-blank version.

**Late Exams:** If you do miss a test, you may make up the test; however the test will be an alternate format from the one taken on the scheduled date(s) and the score will be lowered by 10% (3 points). This may not seem like much, but it is the equivalent of a full letter grade. There is no make-up exam option for the final exam. Points will be deducted from a late test score regardless of the reason for missing the exam.

**Class Participation:**

There will be points awarded for class participation throughout the semester based on attendance, quizzes, activities, handouts, etc. You will receive 0 points for each missed participation and I will drop your lowest participation score. *There is no make-up for participation.*

**Mid-Term Project:**

Students will complete an APA style paper covering a psychological disorder. A list of possible topics will be given in class; only one person per psychological disorder. The paper must be 7 pages in length (including reference and title pages), use a normal font size (10-12) with 1" margins and include a title page. Students must use at least 4 references with 2 references from different types of sources (i.e. 1 journal, 1 website, 1 interview). All references must be cited within the body of the paper. Cover such topics as causes, treatment, prevalence, and future outlook. . Please contact me if you have questions concerning this project or APA style. **No late projects will be accepted**

Students will also prepare a hands-on educational activity (i.e. game, group activity, experiment) to be handed in with the paper. The activity portion will account for 20 points of the project grade and students will present their projects in class.

**APA Style Guide:**

Go to <http://libguides.dixie.edu/content.php?pid=5025&sid=31251> or access this site from the DSC home page. Go to [www.dixie.edu](http://www.dixie.edu) than click the link for <Library> then click the link for <New @ Your Library> then <APA Style Guide>

Points will be assigned based on the following criteria:

Length of paper, Organization, Spelling and Grammar, APA style, Synthesis of Material Educational Activity (presented in class as noted on class schedule)

**Grading Scale:** Grades will be computed based on the following:

Class Participation 15 @ 3 points each	45 points	14 % of the final grade
3 Short Answer Packets @ 15 points each	45 points	12 % of the final grade
3 Chapter Tests @ 40 points each	120 points	34 % of the final grade
Mid-Term Project	70 points	20 % of the final grade
Final Exam	70 points	20 % of the final grade
<b>Total Possible Points</b>	<b>350 points</b>	

%	Grade	%	Grade	%	Grade	%	Grade
95-100	A	83-86	B	73-76	C	63-66	D
90-94	A-	80-82	B-	70-72	C-	60-62	D-
87-89	B+	77-79	C+	67-69	D+	59 & below	F

Compute your progress throughout the semester.

*Examples:*

Your points so far:  $\frac{85}{120} = 70.8\%$  (C-) or  $\frac{123}{140} = 87.9\%$  (B+)

Assignment	Earned/Total	Assignment	Earned/Total	Assignment	Earned/Total
Packet 1	/15	Exam 1	/40	Mid Project	/70
Packet 2	/15	Exam 2	/40	Final Exam	/70
Packet 3	/15	Exam 3	/40	Participation	/45
				<b>Total</b>	<b>/350</b>

**Class Schedule:**

The instructor reserves the right to make changes to the class schedule and/or topics. Students should complete reading assignments **before** each class period as this will aid your understanding of the material and preparation for quizzes. Students are responsible for exam material even if not covered in class lectures.

<b>Date</b>	<b>Day</b>	<b>Readings &amp; Topics</b>	<b>Assignments Due</b>
8/20	T	Chapter 1: What it Is .... And What it Offers	Participation 1
8/27	T	Chapter 2: Biological Bases of Behavior Class Business: Syllabus, Assignments	Participation 2
9/3	T	Chapter 4: States of Consciousness	Participation 3 Exam 1, Packet 1
9/10	T	Chapter 5: Learning	Participation 4
9/17	T	Chapter 5: Learning	Participation 5
9/24	T	Chapter 6: Memory & Cognition	Participation 6
10/1	T	Chapter 9: Intelligence, Understanding Individual Differences pp. 360-373 (Intelligence)	Participation 7
10/8	T	Chapter 8: Motivation & Emotion Chapter 3; Sensation & Perception	Participation 8 Exam 2, Packet 2
10/15	T	Chapter 7: Developing Through the Lifespan	Participation 9
10/22	T	Chapter 7: Developing Through the Lifespan	Participation 10
10/29	T	Chapter 9: Intelligence, Understanding Individual Differences pp. 338-357 (Personality Theory)	Participation 11
11/5	T	Class Presentations	Participation 12 Research Paper Due Exam 3, Packet 3
11/12	T	Chapter 11 – Mental Disorders	Participation 13
11/19	T	Chapter 12 – Psychological Treatments	Participation 14
11/26	T	Chapter 13 – Social Thought and Behavior	Participation 15
12/3	T	Chapter 13 – Social Thought and Behavior	Participation 16
12/10	T	Final Exam – (taken in class, scantron required)	