

**Dixie State College
Psychology Program
St. George, Utah**

Syllabus

**General Psychology
PSY 1010-02/Credits: 3/CRN 20327
Spring Semester 2012
MWF: 9:00-9:50 AM
Room: McDonald 104**

**Spring 2010: January 09-April 26, 2012
DATES FOR THIS CLASS: January 09-April 25, 2012
Final Exam: April 27, 2012, Friday: 10 AM-12 PM
Grades Due: May 7, 2012, Monday, 5 PM**

Instructor: James Cantrell, MA, ABD, Adjunct

Office: I do not have an office. Please see me immediately before or after class. If the questions would be of interest to other students, ask them during class.

Phone Messages: 435-652-7815

Office Hours: As an adjunct, I do not have office hours.

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

Messages and Mailbox: "Fishbowl"

Phone: 435-652-7815

Fax: 435-656-4032

Email: jcantrell@dixie.edu: Include the following information in your emails to me: Your name, class, time/days, campus location, and date. I require all of the above information so I know exactly who is contacting me. I do not want to respond to you thinking that you are a student in another DSC class I am teaching. Also, make the contents of your email very specific. I will respond as soon possible (usually within 24 hours). If I do not respond within that time send me another email and flag it URGENT in the Subject Line. When you send an email to me, check for my response frequently. I am online several times a day. This is the easiest way to contact me.

You are required to frequently check your dmail account. Important class and college information will be sent to your dmail account, including DSC bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSC and in your courses. If you don't know how to access your dmail account, go to www.dixie.edu and select "Dmail" from the left column. To locate your dmail username and password, go to 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 including exams requirements; classroom expectations and conduct; discussions; reading and writing assignments; and as well as other information. Keep this syllabus with you: read it thoroughly and understand it completely. If the syllabus does not answer your questions or concerns, then contact me via email, or talk with me before, or during, or after class. We will follow the syllabus as closely as possible, but if not for various reasons, I may modify the due dates, reading assignments, and exam dates.

If you are concerned about how to successfully obtain the grade you would like, read the syllabus, and do the required work ethically, honestly, legally, and according to the university policies and procedures. Your final grade will not be given to you; it will be the grade you have earned through your work and participation in the class. If you want to earn an "A" then I expect you to do "A" quality work.

I will ask a lot of questions during the course and you will be expected 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 make comments and observations during the discussions as we cover the content in the text and as other subjects arise. This includes developing your own ideas, theories, hypotheses, predictions, and outcomes regarding the content and concepts of psychology and related subjects, and to convey your positive and/or negative experiences, attitudes, feelings, and values as opportunities develop. This means that critical thinking (searching for alternate solutions to any given issues) is a major part of this class. I also expect you question me, the authors of the texts and their conclusions, as well as yourselves, and each other regarding the psychological, social, cultural, behavioral 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. It will not occur that way in the real world. The answers in psychology are much like the answers in cultural anthropology, sociology, social problems, abnormal psychology, substance abuse, marriage and family, and other behavioral sciences in which a variety of ambiguous, murky, and gray variables are at play. In order to understand the concepts and practices of psychology, the cultural contexts/variables and biological issues at a minimum 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 role in this class is to attend each class session; do the readings prior to class, 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 (memorizing is wasted effort), and for real life.

If you think you do not need to attend class and that you can just skim the text and earn an “A” or “B” just by showing-up for the exams (maybe because this is way you have always done it and been successful) but it is highly unlikely that happen in this class. About the 90 percent of the students who follow that pattern earn low “Cs,” “Ds” or “Fs” for final grades and wonder at the end of the semester what happened? Thus, if it is more important for you to cut class to be with friends, or the stop attending class after the first exam, or earlier to become part of the statistic known as the “vanished student” syndrome, or think you will learn nothing from this class, then drop this class now, and register for a basket weaving class where everything is given to you, including an easy “A” and you do not learn anything new or different for future reference. Otherwise, welcome to this class.

(The only extra credit offered in this course is in the form of voluntary exam essays. I do not allow extra credit projects or papers during the semester to raise your grade because you do not have the grade you think you should have. Do not ask, the answer is “No” (see below).

NOTE 2: I do not take attendance and do not bribe you with extra points to be here. That to me, defeats the purpose of your own motivation to be here and learn.

NOTE 3: Remember, in this class, you are a student, not a customer. If you want to be a customer, buy items from the bookstore, vending machine, 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; 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.

Textbooks Required: Schacter, D.L., Gilbert, D. T., and Wegner, D. M. (2011). *Psychology* (2ed.). New York: Worth Publishers.

Recommended Study Guide: Frogardt, R. (2011). Study Guide to Accompany Psychology Schacter, Gilbert, Wegner, 2nd ed.

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 Lifespan, and/or Development in Infancy and Childhood, and/or Psychology of Adolescence and Emerging Adults, and/or Introduction to Sociology, and/or Sociology of the Family, you should be familiar with many of the concepts in this course. Additionally, college level writing skills are required.

Course Description: 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 unrelated as a 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.

This is an introductory course in modern scientific psychology. It covers major domains of scientific psychology including biological foundations, learning, motivation, human development, and abnormal personality. The course also examines major psychological and professional applications.

General Education Requirement: This class is a General Education class and 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 behaviors as a way of understanding the human condition.
2. Demonstrate the ability to identify the major ideas and theories, as well as people, and events that are generally thought to be to 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 demonstrate their learning short quizzes and longer 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 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 the major therapeutic models.
7. Understand the major theories, theories, and applications of psychology to the real world.
8. Appreciate the various specialties in psychology as well as the career applications and their relationships overlap with other behavioral/social sciences and related sciences.

Attendance: I do not take attendance. I expect that you 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 in 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 manner 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 to obtain information that you missed 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 work on assignments for other classes while in these class sessions, much less play computer games, read the newspaper, have side- conversations (I will stop), do not pay attention, or attempt to sleep—I will wake you, write emails to friends to others, I consider those activities to be rude and unacceptable, and poor planning on your part. Students are expected to be on time and engaged in the classroom activities for the whole class.

I will begin the class on time and 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, do not sit on the side-lines, get involved in the discussions and voice your ideas, values, questions, philosophies, and experiences regarding psychology and its related subjects, whether positive or negative.

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 them to your ideas and beliefs, or for you to have the same beliefs that everyone else has regarding a specific marriage and family context. The idea of class discussions is vigorous debate and for you to understand that the other class members' points of view may not only be different, but are 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 marriage and family, 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 at the beginning of the semester, but do not let the 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. 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. If these types of issues/activities arise in our discussions, I will remove you from the class permanently on the **first** incident and 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 Student Rights and Responsibilities.

Disruptive Behavior: Teachers at Dixie State College have the right to manage the classroom environment to ensure a good learning climate. Toward this end, teachers (or college security) may dismiss and remove disruptive students from individual class activities. If a student's behavior continues to disrupt class activities, the teacher may dismiss and cause the removal of disruptive students from their course.

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: I will not accept any late assignments or re-do in-class activities because you are not present, which mean you will earn a ZERO for said assignment.

Exams: I do not allow early, late, or make up exams. All of my exams are in-class (not the testing center), closed-note, closed-book, and are individual, not corporate. The exams will be one hour (excluding the final which is two hours, per DSC policy), minus the time it takes hand-out the exams and answer sheets and the time it takes me to clean-up for the next class, about 55 minutes. When you finish the exam leave the classroom and return for the next scheduled class (except summer and evening classes as directed). Do not wait for friends or others in the classroom after you have finished your exam. All students' exams will be conducted in the classroom and in the above manner, except for those students who have disabilities and whose testing conditions and accommodations are designated by the Disability Resource Center.

You are expected to be present and prepared to take all exams on the dates/times as scheduled. 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 starts, you will be granted only the remainder of the exam time to complete it with no extensions.

There will be four exams for this class. Each of the four exams is divided into two portions: 1. multiple choice (40 multiple choice questions worth 2.5 points each for a total of 100 points); and 2. extra credit extended essay questions (complete no more than 5 essay questions worth 3 points each for a total of 15 points). I will grade only the first 5 essays in your Blue Book Essay Book and discard anything beyond (see below.) Extra credit will come from the class discussions, activities, and text.

All students will complete the exams within the allotted time in our regular classroom (not the testing center). Each exam will cover material from the respective chapters as well as any in-class activities/discussions. Do not write on the exams. Additionally, I will write all of the **identifying information** for the answer sheet and essay book 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 in text and classroom discussions and activities. They 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. Do not write on the tests. I will provide the exams.

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. If you use a pen on the answer sheets the Scantron reader will read them as a Zero, which will stand as is.

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 for the exam, you will not be allowed to go to the bookstore or borrow the items from another student, and you will earn a Zero for that portion of the exam equipment you are missing pencils or essay books). There will be no exceptions to this policy.

2. **Extra Credit Essays:** All essay answers will be hand-written in class (or hand-printed) in one Blue Book Essay Book per exam. You will need to buy either 8x11 or 5x8 essay books at the book store. Most students do very well on the essays and I encourage all students to complete as many of the 5 essay questions as possible.

Write the number of each essay question (with same number that corresponds to the essay question on the exam) on the first ruled line at the top of each page to the left of the margin, starting with the first lined 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, you will receive a Zero for that question. Additionally, **do not write the essay questions** (they take too much time).

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 8x11 essay books and 1 full page in the 5x8 essay books. After you have completed a single answer, turn the page and repeat the above procedure on the next front page, 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 for answers, or an outline format; these are extended essay answers. Your essays do not have to be serial order.

3. **Item Analysis and Conversion Factor**: An item analysis (completed by the Scantron reader) helps let me know which exam questions I may discard. It indicates questions that may be too hard/easy, incomplete, awkward, and may be eliminated from the exam. 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 and be added back to the raw score of the exam. Students will not get double points for #40. 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.

4. **After-Exam Review**: I will return all exams within a week of the exam date. At this 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 is as follows: All points 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 (if you wrote essays), and the exam. Any student who keeps any portion of the exam will receive a ZERO for the exam. If you are interested in your exam and paper scores show up on those days I hand them back.

Traditional versus Non-traditional Students: Most older students have a lot of apprehension about returning to formal education beyond high school after a few years. This is especially true it has been from 7 to 25 or 30 years. One of their fears is that they will not able to compete with recent high school graduates or students who have been enrolled for more than one semester. In truth, returning non-traditional students do very well and normally are among those who have the highest grades in the class.

Inclement Weather: If in your judgment, it is too dangerous to come to class due to snow, blizzard, sleet, hail, floods, heavy rains, sand storms, heat, or other types of weather related problems, call my office number, and/or the Department phone number, 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. 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 what your expertise and deficiencies are 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 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 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 Student Affairs, a committee which may reprimand, place on probation, suspend, and/or expel the student.

Need To Know Dates for Spring 2010:

Jan 9	Classwork Starts
Jan 11	Last Day to Add Without Signature
Jan 16	Martin Luther King Jr. Day
Jan 17	Drop/Audit Fee Begins (\$10 per class)
Jan 24	\$50 Late Registration/Payment Fee
Jan 30	Graduation Application Deadline
Jan 31	Pell Grant Census
Jan 31	Last Day for Refund
Jan 31	Last Day to drop without receiving a "W" grade
Feb 1	Courses dropped for non-payment
Feb 3	Last Day to ADD Classes
Feb 20	President's Day
Feb 27	Mid-Term Grades Due
Mar 2	Last Day to DROP/AUDIT Classes
Mar 12-16	Spring Break
Mar 19	Summer Registration open to Seniors (90+ earned credits)
Mar 20	Summer Registration open to Juniors (60+ earned credits)
Mar 21	Summer Registration open to Sophomores (30+ earned credits)
Mar 22	Summer Registration open to All Students
Apr 6	Last Day for Complete Withdrawal
Apr 16	Fall Registration open to Seniors (90+ earned credits)
Apr 17	Fall Registration open to Juniors (60+ earned credits)
Apr 18	Fall Registration open to Sophomores (30+ earned credits)
Apr 19	Fall Registration open to All Students
Apr 26	Classwork Ends
Apr 27	Final Exams
Apr 30, May 1-3	Final Exams
May 4	Commencement

Campus Resource Email Address Information:

Library: <http://library.dixie.edu/>

Smith Computer Center: <http://dixie.edu/cis/>

Writing Center: http://new.dixie.edu/english/dsc_writing_center.php

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

Tutoring Center (Browning Learning Resource Center): <http://dsc.dixie.edu/tutoring/index.htm>

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

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) Coordinator, Bakko Wahabu to determine whether you qualify for academic accommodations. This must be accomplished within the first two weeks of the beginning of class. 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: 435-652-7516.

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

Cell Phones, Handhelds, and Computers: Absolutely no electronic device will be allowed to be turned on in the classroom. If you have a cell phone, or other types of electronic devices turn it off before class starts.

Student Grade Sheet: This sheet is provided for your convenience and is an organized manner in which you can record you grade for each assignment and maintain a tab on your current grade.

STUDENT GRADE SHEET:

General Psychology

PSY 1010-02/CRN: 20327
MWF 9:00-9:50 AM
Room: McDonald 104

Spring Semester 2012
Dixie State College
Cantrell

Name: _____

Items: Percentages 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%)	_____	100	_____	_____
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 percentage at that time. Then, convert this "Approximate Percentage" 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 (500 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.

Course Outline and Due Dates: The exams, activities, assignments, and due dates will be on the dates indicated in the course outline, but are subject to change, depending upon participation of students, course content, and adverse weather conditions.

Class Outline: PSY 1010-02: General Psychology: DSC: MWF 9:00-9:50 AM: Spring 2012/Cantrell

Date	Topic
1. Jan 09 M	Syllabus, Introduction
2. Jan 11 W	Chapter 1
3. Jan 13 F	Chapter 1
4. Jan 16 M	Martin Luther King Day: No Class
5. Jan 18 W	Chapter 1
6. Jan 20 F	Chapter 2
7. Jan 23 M	Chapter 2
8. Jan 25 W	Chapter 2
9. Jan 27 F	Chapter 3
10. Jan 30 M	Chapter 3
11. Feb 01 W	Chapter 3
12. Feb 03 F	Chapter 4
13. Feb 06 M	Chapter 4
14. Feb 08 W	Exam #1: Chapters 1-4
15. Feb 10 F	Chapter 5
16. Feb 13 M	Chapter 5
17. Feb 15 W	Chapter 5
18. Feb 17 F	Chapter 6
19. Feb 20 M	Presidents' Day: No Class
20. Feb 22 W	Chapter 6
21. Feb 24 F	Chapter 7
22. Feb 27 M	Chapter 7
23. Feb 29 W	Chapter 8
24. Mar 02 F	Chapter 8
25. Mar 05 M	Exam #2: Chapters 5-8
26. Mar 07 W	Chapter 9
27. Mar 09 F	Chapter 9
28. Mar 12-17 M-S	Spring Break: No Classes
29. Mar 19 M	Chapter 10
30. Mar 21 W	Chapter 10
31. Mar 23 F	Chapter 11
32. Mar 26 M	Chapter 11
33. Mar 28 W	Chapter 12
34. Mar 30 F	Chapter 12
35. Apr 02 M	Chapter 12
36. Apr 04 W	Exam #3: Chapters 9-12
37. Apr 06 F	Chapter 14
38. Apr 09 M	Chapter 14
39. Apr 11 W	Chapter 14
40. Apr 13 F	Chapter 15
41. Apr 16 M	Chapter 15
42. Apr 18 W	Chapter 15
43. Apr 20 F	Chapter 13
44. Apr 23 M	Chapter 13
44. Apr 25 W	Chapter 13: Last Day of Class
45. Apr 27 F	Final Exam: Chapters 14-15, 13: 10 AM-12 PM
46. May 04 F	Commencement

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STUDENT INFORMATION SHEET

General Psychology

PSY 1010-02/CRN: 20327
MWF 9:00-9:50 AM
Room: McDonald 104

Spring Semester 2012
Dixie State College
Cantrell

Please print all of the following information

Date: _____

1. Name: _____ Name you go by is: _____

2. Phone: Home () ____- ____ Work: Home () ____- ____ Email: _____

3. High school graduation year: _____

4. Class standing: F: __ S: __ Jr: __ Sr: __ Major: _____ Minor: _____

5. Year you plan to graduate: _____ Plans after graduation: _____

6. Highest degree you want to obtain: _____ When? _____

7. Psychology courses you have completed:
High school (if recent): _____

College/University: _____

8. Other Behavioral Sciences classes in which you are currently enrolled: _____

9. Other Behavioral Sciences classes you have completed: _____

10. How do you feel about taking this Psychology course? _____

11. Describe what you expect to get from this class: _____

12. Describe how you would like to apply the information the you learn from this course
to your life in the real world: _____

13. How would you define a Psychologist? _____

14. Is there anything else you would like me to know about you? _____

