

**PSY 1010-03: General Psychology**  
**CRN: 25348**  
**Spring, 2012**  
**Meeting in McDonald 106**  
**9:00 – 10:15 TR**

Contact Information:

**PROFESSOR:** John T. Jones, Ph.D.  
**OFFICE:** McDonald 220  
**OFFICE HOURS:** 12:00 – 1:00 and 2:30 – 3:30 Tuesday and Thursday  
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TEXT: Schacter, D. L., Gilbert, D. T., & Wegner, D. M. (2012). *Psychology*. (2<sup>nd</sup> ed.) New York, NY: Worth.  
 SUPPLEMENTAL READINGS: Posted to Blackboard.

**I. 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. 3.0 Credit hours

**II. Course Learning Goals**

Upon completion of the General Psychology course (PSY 1010) students should have competence in four learning goals identified by a task force commissioned by the American Psychological Association. Although these goals are among those more fully developed for undergraduate majors in psychology, they are also applicable to the introductory course.

**GOAL 1 – KNOWLEDGE BASE OF PSYCHOLOGY:** Demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends.

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

**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.

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

**III. Course Learning Outcomes**

The following are key outcomes of the introductory course, organized around the four goals described above. These are skills and areas of knowledge that students would be expected to acquire through enrollment and study in the General Psychology course. Students would be expected to have entry level skills and knowledge in these areas and to be prepared for further study in the 2000-4000-level courses available to undergraduates.

**GOAL 1: KNOWLEDGE BASE OF PSYCHOLOGY**

Demonstrate familiarity with the major concepts, theoretical perspectives, and historical trends in psychology.

**LEARNING OUTCOMES**

### 1.1 Nature of psychology

a. Define psychology as the science that studies behavior and mental processes and the profession that applies that science

### 1.2 Relationship of psychology to Science

a. Explain how psychology meets the criteria of science.

### 1.3 Structure of psychology

a. List and explain the major research and applied subfields of psychology

### 1.4 Relationship of psychology to other disciplines

a. Identify the connections between psychology and other disciplines

### 1.5 Objectives of psychology

a. Identify and explain the primary objectives of psychology

### 1.6 Historic perspectives in psychology

a. Describe the key eras of the major schools of thought in the history of psychology (including their founders, assumptions, explanatory concepts and methods)

### 1.7 Contemporary perspectives in psychology

a. Identify and describe the major contemporary perspectives of psychology

### 1.8 Main themes of psychology

a. Identify the overarching themes of psychology

### 1.9 Content domains of psychology

a. Identify and explain basic concepts, theory, and research represented in the general content domains

### 1.10 Role of ethics

a. Describe relevant ethical issues, as addressed by the APA code of ethics

## **GOAL 2: RESEARCH METHODS IN PSYCHOLOGY**

Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

## **LEARNING OUTCOMES**

### 2.1 Scientific method

a. Describe the basic characteristics of the scientific method in psychology

### 2.2 General research strategies

a. Describe various general research strategies, including advantages and disadvantages of use

### 2.3 Correlation

a. Define correlation

### 2.4 Experimentation

a. Describe the role of controlled comparison in justifying a cause- effect claim

### 2.5 Correlation vs. Experimentation

a. Explain the difference between correlation and causation

## 2.6 Research elements

- a. Define hypotheses, variables, and operational definitions

## 2.7 Participant selection and assignment

- a. Describe rationale for choosing and assigning specific group of participants

## 2.8 Design quality (internal validity)

- a. Define validity and describe conditions that enhance valid findings

## 2.9 Generalization (external validity)

- a. Describe the relationship of research design to generalizability of results

## 2.11 Research ethics

- a. Describe the basic principles of the APA code of ethics for research with human and animal participants, including the role of an IRB

## 2.12 Sociocultural context and diversity

- a. Identify variations in behavior related to sociocultural differences

## 2.14 Statistical skills

- a. Describe the differences between descriptive and inferential statistical analysis

## 2.15 Limits of scientific reasoning and evidence

- a. State how evidence is contextual and tentative

## **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.

## **LEARNING OUTCOMES**

### 3.1 Use of evidence in psychology

- a. Discern difference between personal views and scientific evidence in understanding behavior

### 3.2 Association skills

- a. State connections between diverse facts and theories

### 3.3 Argumentation skills

- a. Identify arguments based largely on anecdotal evidence and personal experience

### 3.4 Detection of errors in psychological reasoning

- a. Identify common fallacies and poorly supported assertions regarding behavior

### 3.5 Questioning skills

- a. Explain the appropriateness and relevance of questions with direction and guidance

### 3.6 Creativity

- a. Describe elements of creativity and its role in solving psychological problems

### 3.8 Skepticism

- a. Define skepticism and its role in psychological thinking

**GOAL 4: APPLICATION OF PSYCHOLOGY**

Understand and apply psychological principles to personal, social, and organizational issues.

**LEARNING OUTCOMES**

## 4.1 Healthy lifestyle

a. Describe elements of healthy lifestyle

## 4.2 Abnormal behavior

a. Summarize the criteria of abnormality

## 4.3 Positive psychology

a. Summarize the emerging field of positive psychology

## 4.4 Psychological interventions

a. Describe common characteristics of a psychological approach to solving problems

## 4.5 Potential for change

a. List ways that psychological principles can facilitate personal, social, and organizational change

## 4.6 Applied areas in psychology (i.e. clinical, counseling, and industrial/organizational)

a. Identify major applied areas in psychology

## 4.7 Personal application

a. Identify psychological principles that have been influential in your own life

**III. Class Policies**

**A. Behave honorably.** That's important to me and (I'm sure) to you. That means that I expect that you do not cheat and that you bring to my attention your knowledge of cheating that others might do. Remember that cheating involves both getting help and giving help on evaluated tasks that are supposed to be done independently (e.g., tests, quizzes, written projects).

**B. Turn off all electronic equipment** before entering the classroom (laptops may be used to take notes only). After the first 2 weeks of class, if I see you using unauthorized electronic devices of any kind at any time in the classroom (or using a laptop for anything other than taking notes), I will deduct 5% of your total course points for each offense.

**C. Arrive on time and no competitive talking.**

**D. Avoid leaving lecture early.** Not only is this distracting to your fellow students, it's distracting to me. I do understand that occasionally people must miss part of a class. **If you intend to do so, please let me know and then sit near the door if possible**, so you can slip out without distracting everyone.

**E. If you have questions, please ask.** You may try to see me after class, but don't get frustrated if there is not time. Best: come by my office during office hours or set up an appointment with me. You are my priority at DSC. We can find a time that works for both of us.

**F. Notes.** I will not post notes or slides to Blackboard. You will learn more if I don't.

**IV. Exam Information and Policy**

**A. YOU MUST DROP ONE** of the five regular exams. **You cannot drop the final exam.**

**B. On the five exams, there will be no make-ups or early exams. If you cannot take the exam at the time it is**

offered, you receive a zero. Presumably you will drop that grade. If you miss a second exam and have a legitimate excuse (legitimate means that you face dire circumstances like serious documented injury/illness) contact me and we will arrange for a make-up. The make-up will be different from the exam taken by others in the course.

People have valid reasons for missing exams. Some of these reasons include illness, official university functions (like athletic teams, chorus trips, etc.), court dates, jury duty, sick relatives, surprise work obligations, and many others. However, I believe that (1) make-up exams are not fair to others who aren't allowed to take them, (2) you should not have to justify your absence at one of the exams, and (3) you shouldn't put me in the position of judging the validity of your excuse. Thus, I declare all excuses to be valid--for missing one exam.

**C. Exams** will only cover the material since the previous exam. Each exam will consist of questions regarding material from the book, lecture/discussion, and any supplemental readings. Exams may include multiple choice, true-false, and short answer questions.

**D. Every exam** will be given at the testing center and will be given electronically (computerized). All you need to take with you is a **picture ID**. If you do not bring your ID to the testing center, you will not be allowed to take the exam. Do not bring any other material (e.g., no books or papers). Testing Center - <http://new.dixie.edu/testing>

**E. You will have a window of 3-5 days** to go to the testing center to complete each exam (check the testing center website listed above for hours). Once you start the exam you will have 60 minutes to complete it.

**F. If you have a question** about your score on an exam, come by my office during office hours or set up an appointment with me. We can go over the exam to make sure it was scored correctly. You can also ask for clarification regarding exam questions. I offer this opportunity out of respect to you. Please return that courtesy in your challenges.

**G. The Final Exam.** The final exam is will be taken in class from **8:00-10:00 a.m. on Tuesday May 1<sup>st</sup>** and it will be comprehensive (it will test you on material from the entire semester). It will be worth 150 points.

## **V. Earning Points in the Course**

**A. Exams:** Five exams taken at the testing center, each exam will assess your mastery of basic concepts and ideas corresponding to the major approaches to personality. Each exam is worth 100 points. You will drop your lowest exam score.

Total for Exams	<b>400 pts.</b>
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**B. Final Exam:** Taken in class from 8:00-10:00 a.m. Tuesday May 1<sup>st</sup>. This may not be dropped.

Total for Final Exam	<b>150 pts.</b>
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### **Summary of Points Possible:**

Exams	400
Final Exam	150
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Total	550 pts.

**VI. Grading Policy**

<u>Grade</u>	<u>Percent</u>	<u>Grade</u>	<u>Percent</u>
A	94% - 100%	C	74% - 76%
A-	90% - 93%	C-	70% - 73%
B+	87% - 89%	D+	67% - 69%
B	84% - 86%	D	64% - 66%
B-	80% - 83%	D-	60% - 63%
C+	77% - 79%	F	59% AND BELOW

You can convert the points you have earned into a percentage by using the following formula.

$$\text{Points you earned} \div \text{Points possible} = \text{your percentage}$$

**VII. Schedule for Course Assignments**

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Jan. 10 <sup>th</sup>	Introduction to Course	Syllabus
Jan. 12 <sup>th</sup> – Jan. 31 <sup>st</sup>	Intro to Psychology Research Methods	Ch. 1 Ch. 2
<b>Exam I: Testing center Feb. 1<sup>st</sup> – 5<sup>th</sup> (covers Ch. 1-2)</b>		
Feb. 2 <sup>nd</sup> – Feb. 16 <sup>th</sup>	Neuroscience and Behavior Consciousness	Ch. 3 Ch. 5
<b>Exam II: Testing center Feb. 17<sup>th</sup> – 21<sup>st</sup> (covers Ch. 3-5)</b>		
Feb. 21 <sup>st</sup> – Mar. 8 <sup>th</sup>	Memory Learning Emotion and Motivation	Ch. 6 Ch. 7 Ch. 8
<b>Quiz III: Testing center Mar. 8<sup>th</sup> – 10<sup>th</sup> (covers Ch. 6-7)</b>		
Mar. 13 <sup>th</sup> – 15 <sup>th</sup>	SPRING BREAK – NO CLASS	
March 20 <sup>th</sup> – Apr 3 <sup>rd</sup>	Development Personality Social Psychology	Ch. 11 Ch. 12 Ch. 13
<b>Quiz IV: Testing center April 4<sup>th</sup> – 8<sup>th</sup> (covers Ch. 8-11)</b>		
Apr. 5 <sup>th</sup> – April 19 <sup>th</sup>	Psychological Disorders Treating Psychological Disorders	Ch. 14 Ch. 15
<b>Exam V: Testing center Apr. 20<sup>th</sup> – 23<sup>rd</sup> (covers Ch. 11-12)</b>		
<b>FINAL EXAM</b>		<b>All Material</b>
Tuesday May 1 <sup>st</sup> 8:00 – 10:00 a.m. in our regular classroom		

**STATEMENT ABOUT DMAIL**

Important class and college information will be sent to your Dmail account. You will be responsible for checking and responding to email (in a reasonable amount of time) in your Dmail account.

**DISCLAIMER**

Information contained in this syllabus, other than the grading scale and missed test policy may be subject to change with advanced notice, as deemed appropriate to the instructor.

## STUDENTS WITH SPECIAL NEEDS

If you are a student with a medical, psychological or a learning difference and requesting reasonable academic accommodations due to this disability, you must provide an official request of accommodation to your professor(s) from the Disability Resource Center (DRC) **within the first two weeks** of the beginning of classes. Students are to contact the center on the main campus to follow through with, and receive assistance in the documentation process to determine the appropriate accommodations related to their disability.

You may call **(435) 652-7516** for an appointment and further information regarding the Americans with Disabilities Act (ADA) of 1990 per Section 504 of the Rehabilitation Act of 1973. The DRC is located in the **Student Services Center, Room #201 of the Edith Whitehead Building**.

## STANDARDS OF ACADEMIC CONDUCT

In order to ensure that the highest standards of academic conduct are promoted and supported at the College, students must adhere to generally accepted standards of academic honesty, including but not limited to, refraining from cheating, plagiarizing, falsification, misrepresentation, and/or inappropriately colluding or collaborating. The College shall consistently hold students accountable for instances of academic dishonesty and apply appropriate consequences. Definitions for some types of academic misconduct follow:

Cheating: Includes but is not limited to the use of unauthorized materials, information, or study aids in any academic exercise; failing to observe the expressed procedures or instructions of an academic exercise; substituting for or impersonating someone else during a test or exam or other fraud; or receiving the content of a test or exam before it is administered.

Plagiarism: Includes but is not limited to the use of another's words or ideas as if they were one's own, including, but not limited to, representing, either with the intent to deceive or by the omission of the true source, part of or an entire work produced by someone other than the student, obtained by purchase or otherwise, as the student's original work or representing the identifiable but altered ideas, data, or writing of another person as if those ideas, data, or writing were the student's original work.

Inappropriate collaboration or collusion: Includes but is not limited to unauthorized or inappropriate collaboration between students or between a student and any other person when individual work is required.

Multiple Submissions: Includes but is not limited to the resubmission by a student of any work which has been previously submitted for credit in identical or similar form in one course to fulfill the requirements of a second course, without the informed permission/consent of the instructor of the second course; or the submission by a student of any work submitted for credit in identical or similar form in one course to fulfill the requirements of a concurrent course, without the permission/consent of the instructors of both courses.

Falsification / Fabrication / Misrepresentation: Includes but is not limited to the intentional and unauthorized invention of any data, information, or citation in an academic activity.

Facilitating Academic Dishonesty: Includes but is not limited to knowingly helping another student commit an act of academic misconduct or failing to report another student for academic misconduct.

Coercion Regarding Grading or Evaluation of Coursework: Includes but is not limited to issuing threats or offering favors or bribes toward an instructor to coerce the instructor to change a grade or otherwise evaluate the student's work by criteria not directly reflective of coursework.

## **DISRUPTIVE BEHAVIOR POLICY**

Instructors and students have a right to an educational environment that is supportive of the learning process. It is the responsibility of the instructor to create and maintain this environment. It is the responsibility of the student to act in a manner that is appropriate for the classroom and to adhere to established standards and expectations.

### **What is disruptive behavior?**

Disruptive behavior may best be defined as any behavior that inhibits an instructor's ability to conduct class, or behavior that limits another student's ability to benefit from instruction – including conduct, speech, or activity that interferes with the learning activities of other students. Some examples of disruptive behavior may include:

- Physical violence, verbal abuse, or harassment
- Intoxication or illegal drug use
- Use of profanity
- Failing to respect others when expressing their own viewpoints
- Talking while the instructor or another student is talking
- Constant questions or interruptions that interfere with classroom presentation

If I believe you are behaving disruptively I will approach you and quietly ask you to leave the classroom. You should then expect that I will talk to you in the hall or ask you to come see me in my office. Depending on how you respond I will give you a second chance. If you engage in disruptive behavior a second time, I will drop you from the class.

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 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
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