

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

**Syllabus**

**General Psychology  
PSY 1010-14/Credits: 3/CRN 45843  
Fall Semester 2012  
TR: 2:30-3:45 PM  
Room: McDonald 206**

**Fall 2012: August 20-December 14, 2012  
DATES FOR THIS CLASS: August 21-December 6, 2012  
Final Exam: December 13, 2012, Thursday: 2-4 PM  
Final Grades Due: December 18, 2012, Tuesday, 5 PM**

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

**Office:** McDonald Room 201

**Office Hours:** TR 1:00-2:30 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 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: Your name, class, time/days, campus location, and date. This way I will know exactly who is contacting me. I do not want mix you up with another student in this class or other classes I am teaching. Make the contents of your email very specific. I will respond as soon possible (about 24 hours). If I do not respond by then, send me second email and add an "URGENT" to the original Subject Line Information. You need to 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 either "empty" or "blank," or says, "No Subject," I will discard it immediately without opening it. These emails tend to be spam or contain viruses.

**You are required by DSC 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, class cancellations, important dates and deadlines, and other information critical to your success at DSC and in your courses. To access your dmail account, go to [www.dixie.edu](http://www.dixie.edu) and select "Dmail" from the left column. To locate your dmail username and password, go to [www.dixie.edu](http://www.dixie.edu), and click on "Log in" to student services" (upper right corner).

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

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 these policies and DSC policies and procedures. Your final grade will not be given to you; it will be the grade you have earned through your work and 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 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 and values as opportunities develop. This means that critical thinking is 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 in this class.

Do not take anything for granted in this class or think that the answer to a child rearing/child discipline situation, marriage rite or obligation, specific social problem, work ethic, educational concept, therapeutic issue, thinking process, or behavioral theory has a single, right, or absolute answer associated with just one variable. The answers in psychology are much like the answers in cultural anthropology, sociology, social problems, abnormal psychology, substance abuse, inappropriate marriage and family relationships, and other behavioral sciences in which a variety of ambiguous, murky, and gray variables are at play all at the same time. In order to understand the concepts and practices of psychology, the cultural and ethnic contexts/variables, behavioral/emotional issues, medical and biological issues, as well as one's values, beliefs, ideals, ideas, life interpretations of life experiences, philosophy of life, 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.

#### **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. One way to learn the material easier is to form a study group (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 in each class and learn the theory and useful real world information. .

**NOTE 3:** Remember, in this class, you are a student, not a customer. If you want to be a customer, buy school supplies from the bookstore, candy at 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. (2011). *Psychology* (2ed.). New York: Worth Publishers. Price List: Hardcover: New: \$172.00, Used: \$132.50; Loose Leaf: New: \$97.50, Used: \$75.25; Rental: New: \$63.50, Used: \$49.00; Electronic: Contact the Bookstore or the publisher. **If you are married or involved with someone else in the class, both of you need the current text. You will not be allowed to share the text during the exams.**

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

**Lab Fees:** None

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

**Course Description:** For students of all disciplines who are interested in the fundamental scientific principles of behavior. The student will study learning, motivation, emotion, personality, mental disorders, treatment alternatives, and other related subjects as a part of the course. Critical thinking will be 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 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 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 (above). 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 are engaged in any activities that are not related to the class content while in session but 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, and poor planning on your part.

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.

**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. The concept of associated with class discussions is vigorous debate and for you to understand that the other class members' points of view may not only be different, but just as valid as yours. In other words, class discussions are designed to expand your base of awareness of others' ideas, concepts, values, experiences, or expectations (whether different, similar or the same as yours and other class members) about class content, no matter what your social practices, or cultural background, or beliefs and life philosophies.

If you have a difficult time speaking-up in class, take a risk and participate, the time goes by much faster. It could be interesting and enjoyable for you and the rest of the class. If you find me boring because I talk too much, participate in the class discussions. If I talk too fast, which I have a tendency to do, tell me to "slow down," literally. I am an intense person 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 (see Disruptive Behavior below). In addition, I will not tolerate profanity, name calling, accusations, threats, rudeness, intimidation, manipulation, coercion, and other forms disrespect (implied or explicit, subtle or blatant) in an attempt to have others agree with your point of view. When you speak, you peak for yourself. 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 DSC Student Rights and Responsibilities.)

**Disruptive Behavior:** Faculty members at Dixie State College have the right to manage the classroom environment to ensure a safe and effective learning environment. Toward this end, teachers (or college security) may remove disruptive students from individual classroom/activities if the students refuse to end their inappropriate activities. If a student's behavior continues to disrupt class activities, the faculty member may the students from the 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, re-do in-class activities, or late exams because you are not present, which means you will earn a ZERO for said assignment.

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

I do not allow late or make up exams for any reason. Do not ask for an exception. I do allow early exams (one calendar day prior to a scheduled exam) with legitimate documentation indicating a need for the exam. I do not allow early exams for parties, weddings, graduations, vacations, cruises, skiing trips, and so on. If we (you and I) set a date/time/place for an early exam and you do not show for any reason (slept through your alarm, did not set your alarm, did not adequately prepare, out all night, your best friend came into town and you stayed up all night talking, and so on), you will earn a ZERO for that exam. If you are not on time for the early exam, I will leave and you will earn a ZERO.

All of my exams are open-book, closed-note, and individual, not corporate. The exams will be one class period (excluding the final which is two hours, per DSC policy), minus the time it takes hand-out the exams and the time it takes me to clean-up and go to my next class.

When you finish an exam, leave the classroom and do not wait in the hallway outside the classroom for friends and others. Meet at a pre-designated location and return for the next regularly scheduled class (except summer and evening classes as directed). The idea associated with leaving the classroom and hallway is so you will not disturb other students still taking the exam and students still-in-session in other classrooms in the general vicinity. All of my exams will be conducted in the classroom (not the testing center) in the above manner, except for those students who have documented disabilities and whose testing conditions and accommodations are designated by the Disability Resource Center (see below).

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 started, 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 questions worth 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 worth 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. The Scantron sheets (in 6-packs) and Blue Book Essay Books (8.5x11 and 5x7) can be purchased at the DSC Bookstore for \$1.04, \$0.25, and \$0.35, respectively. Buy one-size Blue Book for your essays (see below).

Each exam will cover material from the respective chapters (see the Class Outline below) 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 sheets and essay books on the board immediately before each exam. **If you do not have all of the information, I will not grade your exam.** If all you give me is just a name on the Scantron sheet, I will grade it.

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 (above) at the bookstore. I will provide the exams, do not write on them.

You will use only a #2 lead pencil for the Scantron bubble sheets. You will be required to provide 2 of your own sharp #2 pencils with excellent erasers in case one breaks or becomes dull or you make a mistake. If you use a pen on the answer sheets, the Scantron reader will read them as a ZERO, and will stand as grades. In other words, I will not re-grade these pen-marked answer sheets by hand.

**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 an exam, you will not be allowed to go to the bookstore or borrow the**

item(s) from another student(s), and you will earn a ZERO for that portion of the exam equipment you are missing (pencils or essay books). Additionally, if you do not bring your text to class for the exam, you will not be allowed to borrow another person's text, and you will take it closed-book. There will be no exceptions to this policy.

2. Extra Credit Essays: All essay questions are voluntary and are located on the last page or two at the end of each exam. There will be 8-12 (or more) essay questions in each exam. Each essay answer will be hand-written/hand-printed in class. I will not give the questions to you prior to the exam. You will use one Blue Book Essay Book (see above) per exam. You will need to purchase a minimum 4, 8.5x11 or 5x7 essay books at the bookstore. (All essay answers completed on anything other than **Blue Book Essay Books** be graded with a **ZERO**.) Most students do very well on the essays and I encourage all students to complete as many of the 5 allowable essay questions as possible. Do not hand-in a Blue Book if you choose not to write essay answers.

Write the number of each essay question (with the same number that corresponds to the essay question on the exam) on the first ruled line at the top of the page to the left of the margin, starting with the first page on the inside of the front cover. If you not write the appropriate number of the question or write the correct answer that corresponds to the question number on the exam, you will receive a ZERO for that question. Your essays do not have to be written in serial order. 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 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. 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. **Essay answers can be written in pen (only black or blue because they are easier to read) or pencil.**

**You are not allowed to use your text for the essays, which means your answers are purely from what you have learned about the information obtained within the question.**

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 (2.5 points) and be added back to the raw score of the exam. That means that the student have will 10 points added back to the raw score. Students will not get double points for #40 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 any student earns 94points or more, a conversion factor is not statistically justified.

4. After-Exam Review: I will return all exams within a week of the exam date. At that time, I will return all three components of the exam (only the test and answer sheet if you did not do the essays) to you with a preliminary score that is not recorded in my grade book. If I have added incorrectly, notify me and I will change it before the class is dismissed for the day. The exam scoring 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 (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 for more than 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 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 Fall 2012:**

Aug 20	Classwork Starts
Aug 23	Last Day to Waitlist
Aug 24	Last Day to Add Without Signature
Aug 27	Drop/Audit Fee Begins (\$10 per class)
Sep 3	Labor Day
Sep 4	\$50 Late Registration/Payment Fee
Sep 10	Pell Grant Census
Sep 10	Last Day for Refund
Sep 10	Last Day to drop without receiving a "W" grade
Sep 11	Courses dropped for non-payment
Sep 14	Last Day to Add/Audit
Oct 1	Graduation Application Deadline for Fall 2012
Oct 10	Mid-Term Grades Due
Oct 11-12	Semester Break
Oct 15	Last Day to Drop Individual Class

Oct 22 Spring and Summer 2013 class schedules available online  
Nov 1 Graduation Application Deadline for Spring 2013 baccalaureate degrees  
Nov 9 Last Day for Complete Withdrawal  
Nov 12 Spring Registration open to Seniors (90+ credits)  
Nov 13 Career Day (no classes before 4:00 p.m.)  
Nov 13 Spring Registration open to Juniors (60+ credits)  
Nov 14 Spring Registration open to Sophomores (30+ credits)  
Nov 15 Spring Registration Open to All Students  
Nov 21-23 Thanksgiving Break  
Dec 7 Classwork Ends  
Dec 10-14 Final Exams  
Dec 18 Final Grades Due, 5 PM

**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](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) 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.

**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, or other types of electronic devices turn it (or them) to the off position 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 all of the electronic devices down 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 get off line.

**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 1010-14/CRN: 45843  
 TR 2:30-3:45 PM  
 Room: McDonald 206

Fall Semester 2012  
 Dixie State College  
 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%)	_____		100		_____		_____
<b>Total Points:</b>	_____		<b>400</b>		_____		_____

Total End of Course Grade  
Structure Points:

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

Grade Structure for All  
100 Point Activities:

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

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

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

**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 below.

**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

Class Outline: PSY 1010-14: General Psychology: DSC: TR 2:30-3:45 PM: Fall 2012/Cantrell

Date	Topic
<b>1. Aug 21 T</b>	<b>Syllabus, Introduction</b>
2. Aug 23 R	Chapter 1
3. Aug 28 T	Chapter 1
4. Aug 30 R	Chapter 2
<b>5. Sept 03 M</b>	<b>Labor Day: No School</b>
6. Sept 04 T	Chapter 2
7. Sept 06 R	Chapter 3
8. Sept 11 T	Chapter 3
9. Sept 13 R	Chapter 4
10. Sept 18 T	Chapter 4
<b>11. Sept 20 R</b>	<b>Exam #1: 1-4</b>
12. Sept 25 T	Chapter 5
13. Sept 27 R	Chapters 5-6
14. Oct 02 T	Chapter 6
15. Oct 04 R	Chapter 7
16. Oct 09 T	Chapters 7-8
<b>17. Oct 11-12 RF</b>	<b>Fall Break: No Class</b>
18. Oct 16 T	Chapter 8
<b>19. Oct 18 R</b>	<b>Exam #2: Chapter 5-8</b>
20. Oct 23 T	Chapter 9
21. Oct 25 R	Chapter 9
22. Oct 30 T	Chapter 10
23. Nov 01 R	Chapter 10
24. Nov 06 T	Chapter 12
25. Nov 08 R	Chapter 12
<b>26. Nov 13 T</b>	<b>Career Day: No Class</b>
<b>27. Nov 15 R</b>	<b>Exam #3: Ch. 9-10, 12</b>
28. Nov 20 T	Chapter 14
<b>29. Nov 21-23 W-F</b>	<b>Thanksgiving Break: No School</b>
30. Nov 27 T	Chapters 14-15
31. Nov 27 R	Chapter 15
32. Dec 04 T	Chapter 13
33. Dec 06 R	Last Class: Chapter 13
<b>34. Exam #4: FINAL: Dec 13 R</b>	<b>Chapters 14-15, 13: 2-4 PM Have A Merry Christmas and Happy New Year! Spring 2013 Begins Jan 7.</b>

**STUDENT INFORMATION SHEET**

General Psychology

PSY 1010-14/CRN: 45843  
TR 2:30-3:45 PM  
Room: McDonald 206

Fall 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? \_\_\_\_\_



