

PSYCHOLOGY 1010 – Beginning Psychology (ALL SECTIONS)

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Office Hours: Adjunct Professors do not have office hours, due to the fact that there are no surplus offices. Thus, I will try to be in or near the classroom at least one half hour before each class meeting. Maybe we can eat lunch together. Fat chance that is! In any case, phone calls to my home should be respected and reserved for emergencies only. (Missed tests or assignments are NOT considered emergencies!)

NOTE: Important class and college information will be sent to your Rebelmail email account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a Rebelmail email account. If you do not know your user name and password, go to www.dixie.edu and select “Rebelmail,” for complete instructions. You will be held responsible for information sent to your Rebelmail email, so please check it often.

Course Syllabus

Purpose of Course: This psychology course is a social science general education option, which means that it is one of several courses that satisfy the requirement of one or two courses taken in the social science area. It will transfer to any post-secondary institution in the state of Utah as well as most any other states. It often serves as the prerequisite course for other courses in psychology core programs.

This course offers the student an opportunity to study the science of psychology and the scientific methodology on which it is based. **Emphasis is placed on the role of critical thinking with the process of scientific inquiry.** Furthermore, the present instructor relies heavily on learning theory as the basis for other topics such as emotion, motivation, perception, personality development, adjustment failures and the healthy lifestyle.

Social Science Program Objectives:

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

1. Demonstrate the ability to examine human behaviors in a structured and organized way as a means of understanding the human condition. To be measured by examination and/or verbal and written reports.

2. Demonstrate the ability to recognize the ideas, people and events that are generally thought to be important by social scientists. To be measured by examination and/or verbal and written reports.
3. Develop a perceptual frame of reference, based upon social scientific knowledge. To be measured by the presence of an attitudinal frame of reference, which would be expressed in written or verbal activities.
4. Exhibit concepts of critical thinking and scientific methodology in examining human behavior through lifespan development. To be measured by the presence of an attitudinal frame of reference, which would be displayed in written or verbal activities.

Course Goals:

By the end of this course, students earning a transferable grade, (at least a “C”), will have met the minimum criteria of performance by completing the following:

- 1. Consistently attending class.**
- 2. Diligently reading the textbook.**
- 3. Completion of all chapter and final examinations.**
- 4. Completion of at least THREE ORIGINAL research papers and ONE THREE PAGE research document**, which will all demonstrate an ability to follow APA format guidelines. (This requirement might change slightly, so be flexible!)
- 5. Accumulation of total points from exams, 5 pop quizzes, research work, and attendance**, which equals or surpasses 55% (grade of “D-“) of the total points possible for the quarter. (Please be aware that “D” grades are usually not transferable to other academic institutions.)

Course Objectives:

Students who complete this general psychology course shall be provided with a learning environment, which should prepare them to complete the following:

1. Demonstrate an understanding of the human being and its lifespan development, an awareness of psychological terminology and a general informational base in this subject area, as measured by observation of presented verbal and written communications during the course.
2. Demonstrate the recognition of major theorists in the field of lifespan development as measured by proper identification of contributor and an explanation of the contribution made by them. This recognition should reflect the importance of theorist’s ideas and events, which are generally thought to be important.
3. Exhibit the elements of critical thinking and scientific methodology in examining human lifespan development. This will be measured by participation of student behavior, which demonstrated an awareness of critical thinking procedures, within the classroom, and by evaluation of written and verbal statements.
4. Demonstrate a position of acceptance and/or reservation concerning the field of lifespan development and the scientific and practical contributions it offers in the explanation of human behavior. This will reflect the student’s view of the knowledge of psychological, social, economic, and/or political theory in either oral or written expression of these ideas.

5. Develop a level of competence, which will allow the graduating student to meet the continued requirements of other psychology courses, requiring lifespan development as a prerequisite.

NOTICE:

The study of human behavior includes subject areas, which may be considered controversial and may antagonize your personal value system. The responsibility of the instructor will be to present these areas with factual, balanced objectivity and respect, yet still carefully addressing the controversial nature of the issues. It is recognized that the instructor will present biases and perceptions, despite attempts to be objective. The student of psychology should be aware of this and should formulate opinions based on elements of critical thinking. It is the responsibility of the student to recognize divergence of thought as a healthy condition of inquiry and to not necessarily accept different perceptions as reality.

If the study of human sexuality, abnormal behavior, deviancy, interpersonal relationships and theories of human behavior are incompatible with your behavior style, then set an appointment with the instructor for discussion. Otherwise, drop the course.

Please do not bring pagers and/or cell phones to class. They are disruptive. If special circumstances prevail, then contact the instructor before class.

The Disability Resource Center is located in the Student Services Center. If you need special equipment and/or accommodation, including testing, then contact Sherri Dial at extension 7516 for additional information.

Text:

Psychology: eighth edition, David G. Myers, Worth Publishers.

The text has a study guide and CD, both have been found to be helpful. However, the text is all that is required.

Lectures:

All lectures will follow the content as indicated in the reading schedule. For you to benefit from this course, **it is IMPERATIVE that you read the assigned chapters PRIOR to class.** Approximately 5 pop quizzes will be administered during the course. This is what one calls extrinsic motivation! These quizzes will equal one exam. Bring questions discovered during your reading to class in which they will hopefully be correctly answered. The instructor assumes that students will actively read each chapter as scheduled. It will become evident when students are not reading the text, and for shame if it is your specific problem.

Daily lectures will consist of questions and answers, discussions, demonstrations, assessment preparation, 5 pop-quizzes, presentations, theoretical discussions, practical application of theoretical issues and other psychological issues experienced by the instructor.

PLEASE NOTE:

It is also assumed by the instructor that your reading ability is at the collegiate level. The instructor will NOT lecture by covering each page in the text. That is the student's job. However, one or more aspect from each chapter will usually be discussed. You are encouraged to ask questions, for that is how we learn. Remember, the only "dumb question" is the question that is never asked. If the instructor asks for questions during his lecture and no one has any, then it is ASSUMED that everyone has read and understood the text chapter. The instructor has lots of stories, and most will be related to the topic. If they are not, then be cool anyway! Instructors have to have a life too!

Reports:

At the discretion of the instructor, he may require two or three scientific reports as one of the requirements for this course. You will complete library research or personal inventory, which will reflect your ability to locate, read, abstract, compose and critique a research subject in psychology. The three page paper is more specifically identified as a POSITION PAPER. It differs from a RESEARCH PAPER, in that you are allowed to choose a position, for or against the subject you have chosen, and present logical and critical information to support your position.

The paper will be written in APA format with a minimum of four references. A written paper will be graded **HONORS PLUS, HONORS, PASS, OR FAIL**. A report graded as "FAIL" may be resubmitted for "PASS" credit only. Papers graded with "HONORS PLUS" will be those papers valued at 90% and higher. Papers graded with "HONORS" will be those papers valued at 80% to 90%. Papers graded with "PASS" will be those papers valued at 65% to 80%. Papers graded with "FAIL" and not resubmitted, will receive no points.

NOTE: It is important for every student to know that each paper will be submitted and checked at various web sites for any phrases and statements that have been plagiarized. Any plagiarized paper will receive a -100 point deduction from the earned grade. However, the instructor will attempt to fail any student who submits a plagiarized, or even a previously submitted paper. This paper MUST be your own work. Initial Drafts of your paper will help insure that you do your own paper.

It is important to submit all your hand written drafts and note cards and submit them with your final paper. Those submitting these materials will be more believable than those electing to not submit any draft materials. Need I write more on this subject?

Attendance:

Attendance in this class will be consistent with policies established by the Instructional Services Council. Roll will be taken every day. More than **TWO** unexcused absences will be taken seriously and can affect your final grade. Plan on attending class every day, unless you have a signed excuse. Those who perform on athletic teams will have to make up any missed work, as any other student is required to do.

Examinations:

There will be six term exams worth a total of 760 points each. The final exam will be comprehensive and will amount to 240 points. The five pop-quizzes will amount to 100 points. The three one page research papers will be 50 pts each and the three page Position Paper will be worth 100 points. Class exercises and verbal paper presentation assignments amount to 50 points. Thus, **1400 points** will be possible. Do the math to figure where you want your grade to be, and then earn it. We will have in-class exams with exam feedback and discussion being part of the learning paradigm.

In college there is no such thing as being able to retake an in-class exam. You get one chance to score well on an examination. Take them seriously! Thus, preparation is the key. **I as the instructor will prepare you well as long as you are reading and studying the text.** If you are absent or ill and can't take a scheduled exam, there will be a make up exam and it will be different and probably more difficult than the original exam.

In-class pop quizzes can't be made up **regardless** of the reason for your absence. They will usually be on days where athletic events are not scheduled. There might be some take home exams. There is no such thing as extra credit in college, at least in my classes. It is encouraged to bring pertinent up-to-date periodical articles to share in class.

Grades:

Your course grade will be determined by accumulating all points obtained from all the 5 pop quizzes, chapter exams, any term exams and a final exam, and any reports, and any extra assignments required. There will also be a 5% bonus added to those who actively and knowledgeably participate in class discussions. These points will be added to the total points at the end of the semester.

I do not grade on a curve! I believe in mastery learning against set criteria, not against moving target criteria. Thus, the following percentages from each assignment, as well as the entire point total earned for the course, will determine your grade. **May the Grades Be With You!**

93% - 100% = A	73% - 75% = C
90% - 91% = A-	70% - 72% = C-
86% - 89% = B+	66% - 69% = D+
83% - 85% = B	63% - 65% = D
80% - 82% = B-	55% - 62% = D-
76% - 79% = C+	54% and below = F

Class Schedule – Thursdays 6:00 p.m. to 8:30 p.m.

Week 1	8/11/2008	Intro, Study Skills, Critical Thinking, Overview, Prologue, Chapter 1.	Read & Study
Week 2	8/18	Discussion of Chapters 2 & 3.	
Week 3	8/25	In Class Exam over Prolog, Ch 1 – 3. Discuss Chapter 4	

Week 4	9/01	Review Exam # 1, and Discuss Chapters 5 and 6.	
Week 5	9/08	In Class Exam over Ch 4 – 6. Discuss Chapter 7.	
Week 6	9/15	Review Exam # 2, and Discuss Chapters 8 and 9.	
Week 7	9/22	In Class Exam over Ch 7 – 9. Discuss Chapter 10	
Week 8	9/29	Review Exam #3 and Discuss Chapters 11 and 12.	
Week 9	10/06	In Class Exam. Discuss Chapter 13	
Week 10	10/13	Review Exam # 4, Position / Reaction Paper Presentations Of Your 3 page Report. Hand In Paper	
Week 11	10/20	Exam over Chapters 10 - 13	
Week 12	10/27	Review Exam # 4, and Discuss Chapter 14 and Your Personal Health Plan	
Week 13	11/03	Discuss Chapter 15, and Discuss Chapter 16	
Week 14	11/10	Exam over Chapters 14 - 16	
Week 15	11/17	Review Exam # 5, and Discuss Chapter 17.	
Week 16	11/24	Discuss Chapters 18 and 19.	
Week 17	12/01	Exam over Chapters 17 – 19.	
Week 18	12/08	Review Exam # 6, and Review for Final Exam	Comprehensive Final Exam
Week 19	12/15	Comprehensive Final Exam Worth 240 pts.	

NOTE: These weekly courses go by quickly. You need to keep up with the schedule or you will fall seriously behind. Plan effectively and study righteously and you will be well rewarded.

This Course Syllabus may change due to unanticipated happenings. Some of the scheduled “In Class Exams” might in fact be take home exams. However, as the instructor, I will do my best to keep true to what you have read in this Syllabus. If any significant changes occur, they will usually benefit you, the student. At least, take comfort in that! Good luck to you, may you enjoy this class and I hope the content and skills learned will remain long with you.

**WRE
May 2008**