

PSYCHOLOGY 1010  
**GENERAL PSYCHOLOGY**  
**Course Syllabus**  
Fall Semester, 2009

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| This syllabus applies to the following classes: |       |                |               |
|---|-------|----------------|---------------|
| Section #                                       | CRN   | Meeting Time   | Meeting Place |
| 02  | 40234 | 8:00 a.m. MWF  | SSC 319       |
| 02-V  | 43952 | 8:00 a.m. MWF  | SSC 319       |
| 08  | 40237 | 12:00 noon MWF | SSC 319       |
| 08-S  | 44040 | 12:00 noon MWF | SSC 319       |

- I. TEXT:** Baron, R. A., & Kalsher, M. J. *Psychology: From science to practice*. Boston: Allyn and Bacon, 2008. Cost: \$80.70 (used) or \$104.75 (new)

You will also need to have access to a stapler; if you don't have one, now would be a good time to invest in one.

- II. COURSE DESCRIPTION:** This course is designed to provide you with a broad, general introduction to psychology. Subjects will include 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. In the words of your textbook author, this course will help you "...to gain insight into important phenomena of [your] everyday lives, to feel a sense of wonder about seemingly ordinary human processes, and to see how psychology addresses issues that cross disciplines" (Myers, D. G. (1992) *Psychology*. New York: Worth, p. xvii).

Psychology 101 satisfies the Social Science category of the General Education graduation requirements and transfers to other colleges and universities.

There are no prerequisites for this course, but as the reading assignments are quite intense, students will certainly benefit from effective skills in reading, time management, and study techniques.

**III. COURSE OBJECTIVES:** At the conclusion of a Social Science course, successful students will be able to

- demonstrate an ability to examine human behaviors as a way of understanding the human condition;
- identify the ideas, people, and events that are generally thought to be important by social scientists;
- express points of view based on social scientific knowledge;
- exhibit elements of critical thinking and scientific methodology in examining human behavior.

More specifically, the successful **General Psychology** student will also be able to

- name the major pioneers in psychology, such as Freud, Pavlov, Piaget, Kohlberg, Maslow, and Skinner, and describe the contribution(s) each has made to the development of psychology;
- name and describe each of psychology's major perspectives: biological (including neuroscience and behavior genetics), evolutionary, psychodynamic, behavioral, humanistic, cognitive, and social-cultural;
- identify psychological research methods—descriptive, correlational, and experimental—and apply that understanding in evaluating the validity of popular psychological claims;
- apply psychological principles to their own lives by suggesting methods they might use to understand themselves and others more fully, to increase personal growth and development, to improve interpersonal relationships, and to maximize professional competence.

**IV. ATTENDANCE:** You are expected to attend class. Roll will be taken in each class.

**NOTE:** In college, there are no "excused" absences. If you are participating in extra-curricular, social, athletic, or leadership activities (or even in off-campus field trips or activities required for other courses), you do so by your own choice, and you are responsible for the consequences of those choices (e.g., work turned in late is LATE, even if you were absent on the due date). **PLEASE respect others and do not bring food, drinks, or cellular phones to class.**

**V. GRADING:** Grades in this class will be based upon your scores on (1) chapter tests, (2) a comprehensive final exam, (3) quizzes, and (4) Journal Writing assignments.

1. **CHAPTER TESTS:** Five 30-question, objective tests will be given periodically throughout the semester (see the Course Schedule for specific test dates). The tests will be multiple-choice and/or true-false, and each test will cover two chapters. Tests will be taken in the classroom, and all tests will be graded in class on the day of the test; questions on the tests may be discussed as time permits. For the most part, tests will cover information from the text; however, they may also include questions on videos, handouts, or class discussions. All tests will require a Scan-Tron testing sheet, available at the bookstore, and a soft-lead (#2) pencil.

**TAKING A TEST EARLY:** You are expected to be in class and to take tests on scheduled days. However, if you cannot be present on the date of an exam for reasons that are beyond your personal control, you may take an exam early without penalty. If you must take a test early, please let me know so I can have a test ready.

**IF YOU DO MISS A TEST, YOU MAY MAKE UP THE TEST;** however, the test score will be lowered by 10% (3 points). This may not seem like much, but it is the equivalent of a full letter grade. Points will be subtracted from a late test score regardless of the reason for missing the test. **Make-up tests must be taken in the testing center.** Check the Course Schedule in this syllabus for deadline dates on make-up tests.

2. **FINAL EXAM:** A 100-point, comprehensive final will also be given. Questions on the final will be similar to questions on the chapter tests (in some cases, the questions may be the very same).

All tests require a Scan-Tron testing sheet, available at the bookstore, and a soft-lead (#2) pencil.

3. **QUIZZES:** Eleven unannounced quizzes will be given during the semester. Quizzes will be 5-point quizzes, and questions may cover the reading assignment for that day, the reading assignment or discussion from a previous day, movies or videos watched during class time, or handouts given in class. Quizzes will usually be given at the beginning of the class period, and **students must be present at the time the quizzes are distributed to receive one—so plan to be on time!** I give quizzes to make sure that you (1) come to class, (2) come to class on time, and (3) come to class prepared. If I allow you to make up a quiz, I have negated all the reasons for giving quizzes. Therefore, **QUIZZES CANNOT BE MADE UP--NO EXCEPTIONS!** At the end of the semester, one quiz will be dropped.

**Note:** Please do not ask me if we are having a quiz so you can decide whether or not to come to class. Quizzes are unannounced—for everyone!

4. **JOURNAL WRITING:** Many students would like to voice an opinion or share an insight about something that was discussed in class, seen in a video, or read in the text, but they are hesitant to do so in class. Some students have questions that they are hesitant about asking in class. Journal Writing gives students an opportunity to express feelings and ideas and to ask questions. I do not expect you to echo my ideas, but I do expect you to think about, reflect upon, and react energetically to what we are studying. Students who write regularly about what they are studying learn more, enjoy what they are learning, are more active in class discussions, and do better on exams.

For the most part, Journal Writing will be graded on content rather than mechanics (i.e., grammar, spelling, punctuation, etc.); however, I do expect you to write reasonably well and to proofread your papers before handing them in. Points will be deducted for egregious errors. (If you don't know what that means, check a dictionary.)

There will be three Journal Writing assignments throughout the semester; each will be worth 10 points. Journal Writing papers should deal thoughtfully with questions or ideas presented in the text, videos, or class discussions. They can be about anything that you

choose, as long as they

- relate to the things you are learning in psychology and
- relate to you personally.

The DOs and DON'Ts of Journal Writing format are listed below:

## DO

- write at least two double-spaced, typed pages (you're safe if you extend to a third page—even if it's only a sentence or two)
- type in a normal-sized, easy-to-read font (usually size 12)
- in the upper right corner, write only your name and section number (see format instructions and example below)
- leave a 1" margin on all sides (no more than 1")
- staple your pages together (I will NOT provide a stapler; if you do not have one, now is a good time to invest in a small, inexpensive stapler.)
- Use the Journal Writing assignment number as the title of your paper (see example below).

## DO NOT

- use a cover page
- use cellophane tape or turn down and tear the corners to connect the pages
- use unusually wide margins and/or a large font size to avoid writing two full pages

See example below:

Journal Writing # \_\_\_\_

## NOTE:

- Points will be deducted if the above format is not followed.
- Please, please, please never ever write or say that something "sucks." If you knew the origin of this expression, I doubt that many of you would use it, but even if you would, do NOT use it in this class. I find it very offensive.

Journal Writing assignments may be turned in at any time during the week they are due (until Friday at 1:00 p.m.), but once that time has passed, Journal Writing assignments for that week will NOT be accepted (in other words, **NO LATE JOURNAL WRITING WILL BE ACCEPTED**). In an emergency you may e-mail your paper to me, but it must be done prior to the deadline. See the Class Schedule for due dates.

## VI. GRADE SCALE: Grades will be computed based on the following:

|                                     |           |
|-------------------------------------|-----------|
| Five Chapter tests @ 30 points..... | 150       |
| Final.....                          | 100       |
| Quizzes .....                       | 50        |
| Journal Writing.....                | <u>30</u> |
| TOTAL.....                          | 330       |

### GRADE EQUIVALENTS

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

**VII. EXTRA CREDIT:** The outlined study schedule is quite intensive and should keep most students fully engaged in the course. Those who are doing well do not need extra credit; those who are not doing well should concentrate on improving their performance, not on doing extra work. Therefore, a lot of extra credit is not given in this course. Basically, keep up or catch up!! Think about what a student in a previous class said: "I figure that if I need extra credit to get an A, then I am not an A student." However, having said that and in spite of my basic philosophy, you may earn up to 10 points in extra credit in the following three choices (actually I prefer to think of it as substitute credit—in case you miss a quiz, for example). **The deadline for all extra credit work is Wednesday, December 9 by 1:00 p.m.**

**OPTION #1: "Fertile Minds"** by J. Madeleine Nash in the February 3, 1997, issue of *Time* magazine and/or **"What Makes Teens Tick"** by Claudia Wallis and Alice Park in the May 10, 2004, issue of *Time* magazine. You can find either article by doing a "Google" search using the title of the article. Other article options may be added during the semester. (5 points each)

**OPTION #2: "Babies, Brains, and Books: Reading Makes a Difference"** Read/Watch the Faculty Honor Lecture given on January 22, 2002. There are copies of the lecture on reserve in the Dixie State College Library, or if you prefer to watch the lecture, it is also available on video tape in the library. You may also obtain a copy from the instructor. (5 points)

NOTE: If you choose this option, do NOT choose "Fertile Minds" as a second option because the two options are very similar.

### OPTION #3: Movie (5 points)

Watch a recent movie, paying particular attention to how the movie presents ideas that are related to issues and topics discussed in Psychology 1010.

### FORMAT and CONTENT:

Follow the instructions given in your syllabus for the Journal Writing assignments. Your report should be about 2-3 pages, typewritten, and double spaced.

- briefly summarize the contents of the article or the plot of the movie and
  - write your response to

- the **ARTICLE (OR VIDEO)** (e.g., What did you learn? How can/will you apply this knowledge to be a better parent? A better teacher? What are the social ramifications that this article suggests? etc.)
- or **MOVIE** (e.g., What topic or subject did the movie deal with? Was information related to psychology presented accurately? Were the characters' actions believable? Why or why not? If not, what changes might have made it a more believable film for you? etc.).

NOTE: I am far more interested in what you learned and how the information might apply to your own life than I am in reading a summary of the material, so make your response applicable to YOU.

## VIII. ADA (AMERICANS WITH DISABILITIES ACT) INFORMATION

If you are a student with a medical, psychological or 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 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 Disability Resource Center is located in the Student Services Center (SSC), Room #201 of the Edith Whitehead Building. For this class, such disabilities might include hearing impairment, visual impairment, dyslexia, ADD/ADHD, etc.

## IX. ACADEMIC HONESTY POLICY:

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:

- Giving a failing grade on the specific assignment where dishonesty occurred,
  - Failing the student in the entire course,
- Immediately dismissing and removing the student from the course, and/or
- Referring the student to Student Affairs, a committee which may reprimand, place on probation, suspend, and/or expel the student.

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.

Student Appeals: Students who believe themselves wrongfully disciplined may appeal those disciplinary actions through the standard grievance procedure

## X. REBELMAIL E-MAIL ACCOUNT:

Important class and college information will be sent to your Rebelmail e-mail 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 e-mail account. If you don't know your used name and password, go to [www.dixie.edu](http://www.dixie.edu) and select "Rebelmail" for complete instructions. **You will be held responsible for information sent to your Rebelmail e-mail, so please check it often.**

## XI. ON THE LIGHTER SIDE. . .

### A FINALS PARABLE

And it came to pass that early on the morn of the last day, there arose a multitude smiting their books and wailing. And there were among them many weepers and gnashers of teeth, for the day of judgment was at hand, and they were sore afraid. Notwithstanding, some rejoiced.

For the disconsolate had left undone those things which they ought to have done and had done the things which they ought not to have done. For these, justice was at hand and there was no help for it.

And these were they who left wise roommates abiding in the dorms to keep watch over their books by night, but it availeth them not. And these wise ones were known to some as the burners of the midnight oil. But, by others, they were called curve-slayers and were sorely despised.

And they came into their appointed place, and their hearts were heavy within them. And some among them repented their riotous living and bemoaned their fate, but they had not a prayer. And at the appointed hour, there came one among them smiling, and he passed among them and went on his way.

Many and varied were the questions thereon, but still more varied were the answers given. Moreover, some of the teachings had fallen on fertile soil and some had fallen fallow, but most had fallen flat.

And there was among them a small number who offered up a sacrificial bull in honor of the instructor. But he answereth them, "Mercy cannot rob justice," and he accepted no more bull from them. But there were others among them that wrote for one hour, and some two, and a few wrote three hours and smiled, for they came to pass.

*(A Daily Universe (BYU) editorial written by Sheldon Nelson and published April 11, 1973. Taken from the BYU Orientation Special Edition, August 30-September 7, 1985.)*

**XII. SCHEDULE:** I will make every effort to adhere to this schedule. However, some changes will undoubtedly be necessary as the course progresses, and those changes will be announced in class. If you miss a class, YOU are responsible for checking with me or with another student to see if changes have been made. You are expected to be prepared by reading the assigned pages prior to the beginning of the discussions.

## COURSE SCHEDULE

| DATE      | DAY  | READING ASSIGNMENTS,<br>DISCUSSION, AND TESTS   | DUE DATES  |
|-----------|------|---|--|
| August 24 | Mon. | COURSE INTRODUCTION<br>INTRO. TO TIME MANAGEMENT &<br>STUDY SKILLS                        |  |
| 26        | Wed. | Time Management & Study Skills<br>Chapter 1: "Psychology: What it is. . ."<br>pp. 27 - 30 | Last day to ADD w/o instructor permit                  |
| 28        | Fri. | pp. 2 - 16  |  |
| 31        | Mon. | pp. 16 - 24   | Picture-taking day<br>Drop fee begins (\$10 per class) |

| DATE        | DAY  | READING ASSIGNMENTS,<br>DISCUSSION, AND TESTS   | DUE DATES  |
|-------------|------|---|--|
| September 2 | Wed. | pp. 24 - 26   |  |
| 4           | Fri. | Chapter 2: "Biological Bases of Behavior"<br>pp. 38 - 47  |  |
| 7           | Mon. | LABOR DAY HOLIDAY - no classes  |  |
| 9           | Wed. | pp. 47 - 60   |  |
| 11          | Fri. | pp. 60 - 65   |  |
| 14          | Mon. | <b>TEST:</b> Chapters 1 & 2   | Pell grant census<br>Last day for refund                               |
| 16          | Wed. | Chapter 4: States of Consciousness"<br>pp. 120 - 135  |  |
| 18          | Fri. | pp. 135 - 145   | Last day to ADD classes  |
| 21          | Mon. | pp. 145 - 150   | Journal Writing #1 due   |
| 23          | Wed. | Chapter 5: "Learning: How We're Changed<br>by Experience"<br>pp. 158 - 170                          | Journal Writing #1 due   |
| 25          | Fri. | pp. 171 - 180   | Journal Writing #1 due (will NOT be<br>accepted after 1:00 p.m. today) |
| 28          | Mon. | pp. 180 - 193   | Last day to make up test on<br>Chapters 1 & 2                          |
| 30          | Wed. | Catch-up and Review   |  |
| October 2   | Fri. | <b>TEST:</b> Chapters 4 & 5   |  |
| 5           | Mon. | Chapter 6: "Memory and Cognition:<br>Remembering, Thinking, Deciding,<br>Creating"<br>pp. 198 - 209 | Block classes begin  |
| 7           | Wed. | pp. 210 - 220   | Last day to ADD block classes w/o signature                            |
| 9           | Fri. | pp. 220 - 231   |  |
| 12          | Mon. | pp. 231 - 239   | \$50 late registration (block)<br>Pell grant census (block)            |
| 14          | Wed. | Chapter 7: "Human Development"<br>pp. 244 - 252   | Mid-term grades due<br>Last day to make up test on<br>Chapters 4 & 5   |
| 15 - 16     | T/F  | SEMESTER BREAK — no classes   |  |

| DATE       | DAY  | READING ASSIGNMENTS,<br>DISCUSSION, AND TESTS   | DUE DATES  |
|------------|------|---|--|
| 19         | Mon. | pp. 252 - 265   | Last day to drop/audit classes<br>Last day to ADD block classes<br>Last day for block refund<br>Journal Writing #2 due |
| 21         | Wed. | pp. 265 - 279   | Journal Writing #2 due   |
| 23         | Fri. | pp. 279 - 291   | Journal Writing #2 due (will NOT be accepted after 1:00 p.m. today)  |
| 26         | Mon. | <b>TEST:</b> Chapters 6 & 7   |  |
| 28         | Wed. | Chapter 8: "Motivation and Emotion"<br>pp. 296 - 315  |  |
| 30         | Fri. | pp. 315 - 324   | Last day to drop/audit block classes   |
| November 2 | Mon. | pp. 324 - 331   |  |
| 4          | Wed. | Chapter 9: "Personality and Intelligence:<br>Understanding Individual Differences"<br>pp. 336 - 351 |  |
| 6          | Fri. | pp. 351 - 360   | Last day for complete withdrawal   |
| 9          | Mon. | pp. 360 - 379   | Last day to make up test on<br>Chapters 6 & 7  |
| 11         | Wed. | <b>TEST:</b> Chapters 8 & 9   |  |
| 13         | Fri. | Chapter 10: "Health, Stress, and Coping"<br>pp. 384 - 402   | Last day for complete withdrawal   |
| 16         | Mon. | pp. 402 - 414   |  |
| 18         | Wed. | pp. 414 - 421   |  |
| 20         | Fri. | Chapter 11: "Mental Disorders: When<br>Behavior Goes 'Over the Edge'"<br>pp. 426 - 443              |  |
| 23         | Mon. | pp. 443 - 452   | Last day to make up test on<br>Chapters 8 & 9  |
| 25 - 26    | T/F  | THANKSGIVING BREAK — no classes   |  |
| 30         | Mon. | pp. 453 - 463   | Journal Writing #3 due   |
| December 2 | Wed. | Catch-up and Review   | Journal Writing #3 due   |
| 4          | Fri. | <b>TEST:</b> Chapters 10 & 11   | Journal Writing #3 due (will NOT be accepted after 1:00 p.m. today)  |

| DATE | DAY  | READING ASSIGNMENTS,<br>DISCUSSION, AND TESTS                     | DUE DATES                                    |
|------|------|---|--|
| 7    | Mon. | Chapter 13: "Social Thought and Social Behavior"<br>pp. 502 - 519 |  |
| 9    | Wed. | pp. 519 - 528   | Last day for Extra Credit work               |
| 11   | Fri. | pp. 528 - 535   | Last day to make up test on Chapters 10 & 11 |
| 14   | Mon. | <b>FINALS</b><br><u>12:00 class</u><br>12:30 - 2:30 p.m.          |  |
| 18   | Fri. | <b>FINALS</b><br><u>8:00 class</u><br>7:30 - 9:30 a.m.            |  |