

PSYCHOLOGY 1010
GENERAL PSYCHOLOGY
Course Syllabus

Spring Semester, 2010
Section #11 CRN 24312
MWF 2:00pm MCD105

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- I. TEXT:** Baron, R. A., & Kalsher, M. J. *Psychology: From science to practice*. 2nd Edition. Boston: Allyn and Bacon, 2008.

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.

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. 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 cellular phones to class.**

V. GRADING: Grades in this class will be based upon your scores on quizzes, application exercises, a research project, chapter tests, and a comprehensive final exam.

1. **QUIZZES:** Eleven unannounced quizzes will be given during the semester. Quizzes will be worth 5 points each, 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 distributed in class. Quizzes will always 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 of the eleven quizzes 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!

2. **APPLICATION EXERCISES:** 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. Application Exercises give students an opportunity to express feelings and ideas and to ask questions, as well as to explore in more depth the elements of the curriculum that strike a chord within them. 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 about what they are studying learn more, enjoy what they are learning, are more interactive in class discussions, and do better on exams.

For the most part, Application Exercises will be graded on content rather than the mechanics of your writing (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.

There will be two Application Exercise assignments throughout the semester; each will be worth 30 points. Application Exercise 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.

More detailed and specific instructions about the structure and implementation of these exercises will be handed out early in the semester.

Application Exercises may be turned in at any time during the week they are due (until Wednesday at 2:00pm), but once that time has passed, the assignment for that week will NOT be accepted (in other words, **NO LATE WORK 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.

- 3. RESEARCH PROJECT:** Students will complete an APA style paper covering a psychological disorder. A list of possible topics will be given in class; only one person per psychological disorder. The paper must be 6-7 pages in length (including reference and title pages), use a normal font and font size (10-12) with 1” margins. Students must use at least 4 references from a variety of sources. All references must be cited within the body of the paper. In this analysis, you will want to cover such topics as historical considerations, causes, diagnosis, prevalence, treatment options, and future outlook. More guidance will be provided in class with regard to this project. Please contact me if you have questions concerning APA style. **No late projects will be accepted.**

This assignment will be worth 70 points. 10 of these 70 points will come from a 3-5 minute presentation in front of the class sharing with your classmates what you learned from this assignment. The paper itself will be graded on the following criteria; length of paper, organization, synthesis of materials, spelling and grammar, APA formatting, and attention to detail.

- 4. TESTS:** Three 40-question objective tests will be given periodically throughout the semester (see the Course Schedule for specific test dates). The tests will be multiple-choice, true-false, and short answer, and each test will cover approximately three chapters. Tests will be taken in the classroom, and then returned and reviewed in the following class session. 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 #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% (4 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 to guarantee that you are in class on the day of any and all tests to avoid the hassle and lowered test score.

- 5. FINAL EXAM:** A 100-point, comprehensive final will also be given in class during FINALS week. Questions on the final will be similar to questions on the chapter tests (in some cases, the questions may be the very same). The final will require each student to bring with them a Scan-Tron testing sheet, available at the bookstore, and a #2 pencil. **The date and time of the Final Exam will be announced, TBA.**

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

10 Quizzes @ 5 points each	50	12.5% of final grade
2 Application Exercises @ 30 points each	60	15% of final grade
Research Project	70	17.5% of final grade
3 Tests @ 40 points each	120	30% of final grade
Final Exam	100	25% of final grade
Total Possible Points	400	

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 credit work. You may earn up to 20 points in extra credit before the end of the semester. You will be provided with instructions later in the semester that will encourage you to pick one or two small projects from four options. These four project options will be presented before Spring Break. **The deadline for all extra credit work is Monday, April 26, by 2:00pm.**

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 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. 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, DISCUSSION, AND TESTS	DUE DATES
January 11	Mon.	Course Introduction	
13	Wed.	Chapter 1	Last day to add w/o signature
15	Fri.	Chapter 1	
18	Mon.	MARTIN LUTHER KING DAY – no class	
20	Wed.	Chapter 1	Drop fee begins Jan. 19 (\$10 per class)
22	Fri.	Chapter 2	
25	Mon.	Chapter 2	
27	Wed.	Chapter 2	
29	Fri.	Chapter2	
February 1	Mon.	Chapter 4	Last day for refund is Feb. 2
3	Wed.	Chapter 4	
5	Fri.	Chapter 4	Last day to add classes
8	Mon.	Test #1	Bring scantron and #2 pencil
10	Wed.	Review Test #1 Discuss Application Exercises	
12	Fri.	Chapter 5	
15	Mon.	PRESIDENTS' DAY – no class	
17	Wed.	Chapter 5	
19	Fri.	Chapter 6	
22	Mon.	Chapter 6	
24	Wed.	Chapter 7	Application Exercise #1 DUE
26	Fri.	Chapter 7	
March 1	Mon.	Chapter 7	
3	Wed.	Test #2	Bring scantron and #2 pencil
5	Fri.	Review TEST #2 Discuss Research Project	Last day to drop/audit classes
8 – 12	MWF	SPRING BREAK – no classes	
15	Mon.	Chapter 8	
17	Wed.	Chapter 8	

DATE	DAY	READING ASSIGNMENTS, DISCUSSION, AND TESTS	DUE DATES
19	Fri.	Chapter 8	
22	Mon.	Chapter 9	
24	Wed.	Chapter 9	Application Exercise #2 DUE
26	Fri.	Chapter 9	Last day for complete withdrawal
29	Mon.	Chapter 10	
31	Wed.	Chapter 10	
April 2	Fri.	Test #3	Bring scantron and #2 pencil
5	Mon.	Review Test #3 Chapter 11	
7	Wed.	Chapter 11	
9	Fri.	Chapter 11	
12	Mon.	Chapter 12	
14	Wed.	Chapter 12	
16	Fri.	Chapter 12	
19	Mon.	Chapter 13	
21	Wed.	Chapter 13	Research Project DUE
23	Fri.	Chapter 13	
26	Mon.	Research Project Presentations	All Extra Credit DUE
28	Wed.	Review for FINAL EXAM	
TBA	TBA	FINAL EXAM	Bring scantron and #2 pencil