
PSYCHOLOGY 202: INTRODUCTORY PSYCHOLOGY (SECTIONS J001, J002)

3 SS CREDITS

FALL 2018

Instructor: Dr. Sandy Neumann

Office: STEM 522

Office hours: M @ 10-10:50am, W @ 4:30-5:20pm

Email: sandra.neumann@uwc.edu

Required readings:

Introduction to Psychology: Full Noba Collection

(This is an open source textbook. A link to the table of contents will be available in D2L.)

Additional readings posted in D2L and/or found in academic databases

Recommended text:

Schwartz, B. M., Landrum, R. E., & Gurung, R.A.R. (2014). *An easy guide to APA style* (2nd ed.).

Thousand Oaks, CA: Sage.

(ISBN: 978-1-4522-6839-2)

Welcome to the world of Psychology!

Psychology is a wonderful subject! It is a hub science, with implications for a variety of other disciplines. From attitudes to zombies, psychology has you covered. Over the course of the semester, we will explore what psychology has to say about topics such as biology, mental health disorders, and stress. In most areas, connections will be drawn to your lives. Sometimes I will make these connections explicit. At other times, I will expect that you create connections. In the end I hope that you will begin to understand that psychology can provide you with many lessons about people and how they work, and that this understanding will aid you in your personal and academic growth (and maybe even during a zombie apocalypse).

Course Format

I will try to make our class sessions as interesting and invigorating as possible. I will utilize lectures, in-class demonstrations, small group discussions and other activities to accomplish this. I only ask that you make a contribution as well to help make this a class that you would want to come to.

Learning objectives

After completing this course a student will be able to:

1. Demonstrate a basic understanding of the major topic areas in psychology as presented in the Pillars of Psychology model
2. Demonstrate a basic understanding of how these topic areas approach a variety of psychological concepts.
3. Apply psychological concepts to the real world.
4. Produce a written report using American Psychological Association style for citations and references.

Some other expectations

Welcome to a community of scholars and learners! The expectations of personal and academic behavior have been raised. So that we are “on the same page”, what follows are some expectations that I have for you as college students and burgeoning scholars, as well as what you can expect from me.

What I expect from you:

- You will conduct yourself as a **mature adult**, ready for a college education. Preparing for the day's topic, engaging with the material, asking questions, taking lecture and reading notes are just a few examples of the behavior that is expected. Behaviors such as coming to class unprepared, engaging in side conversations, sleeping, and/or disrespecting any member of this class will not be tolerated. If you act like an adult, I will treat you as such; if you act like a 5-year old...
- Although **laptops** and **tablet computers** are welcome in this classroom for the purposes of class-related work (e.g., note-taking, accessing readings), **mobile/smart phones** are not. Furthermore, I expect that you will turn off these devices to prevent them from disrupting class. If an outside commitment (e.g., first responder duties) mandates that you have a phone on and ready, then be sure to inform me ASAP.
- You will conduct yourself in an **honorable manner** when completing any form of graded work. For more information, particularly with regards to cheating and plagiarism, please see the Code of Conduct in the Student Handbook.
- You will not buy into the **myth** that it is my responsibility to pass you or to keep you from failing. Whether you pass or fail is up to you.

What you can expect from me:

- I will come to class prepared to teach you to the best of my ability.
- I will answer your questions to the best of my ability.
- I will prepare and grade assignments in a fair manner.
- I will make every attempt to engage you in your learning.
- I will take seriously my responsibility to help you acquire and develop the skills needed to be successful in this course and to give you opportunities to show that you have mastered the content of this course.
- I will contribute to a respectful learning environment. All students will be treated in a fair and respectful fashion in my classroom. Differences based on social identities such as ability, age, country of origin, ethnicity, gender, gender expression, first language, philosophical and political ideology, race, religion, sex, sexual orientation, and social class are welcomed and honored in my classroom.

Academic misconduct policy

- Any student found to have engaged in academic misconduct, as defined in UWS 14.03, on a graded assignment will be failed for that assignment (as allowed by UWS 14.04) and the disciplinary process specified in UWS 14.06 will be followed.
- Any student found to have engaged specifically in plagiarism will be given the opportunity to repeat the work to be graded on its merits [UWS 14.04 (c)] and a written reprimand will be placed in the student's disciplinary file [UWS 14.04(h)].
 - Although there are as many ways to plagiarize as there are students, some common examples include an inappropriate number of properly cited direct quotes, sloppy citation format, incorrect citation format, un-cited use of another's work, and purchasing another's work.
- Any student found to have engaged in subsequent acts of academic misconduct, further disciplinary sanctions [e.g., UWS 14.049(f) & (g)] will be pursued.

*****Any part of this syllabus/schedule is subject to change. I will do my best to keep you informed in a timely manner. Changes will either be announced in class or posted to D2L.*****

- Every student has the right to appeal any disciplinary sanction. Please refer to UWS 14.05 and UWS 14.06 for details.

IGNORANCE OF PLAGIARISM AND/OR PROPER APA STYLE WILL NOT BE ACCEPTED AS AN EXCUSE. WE WILL DISCUSS WAYS TO AVOID PLAGIARISM AND REVIEW APA STYLE, BUT IT IS YOUR RESPONSIBILITY TO SEEK CLARIFICATION IF NEEDED.

Assistance for students

If you are in need of immediate access to food, the campus maintains a small food pantry that you can access with no questions asked. It is located in Rm 136A (in the lower hallway of the Leopold science building). Simply stop by and take what you need. Students needing emergency menstrual supplies can go to Laurie Petri in the Library or Dr. N to access them. No questions asked.

Accommodations for Students with Learning Disabilities

Students with a diagnosed learning disability and a UW Accommodation Plan may request applicable instructional and testing accommodations. Requests made with a reasonable amount of notice will be honored. See D2L for the form to request accommodations. The following accommodations are provided on this campus:

Instructional and Campus Access Services

Preferential seating
 Taped lecture
 Note taker
 Audio textbooks
 Enlarged print
 Accessible parking
 Priority registration
 Sign language interpreter
 Braille materials
 Lab assistance
 Library assistance
 C-print captioning
 Accessible furniture

Testing support services

Extended time
 Minimal distraction
 Reader
 Scribe
 Enlarged print
 Braille
 Access to adaptive software or equipment

Graded Opportunities

1. Attendance **35 points possible (35 class hours @ 1 point ea.)**

You will earn points toward your final grade by attending class. Starting in Week 2, every class period is worth 1 point. You may miss 3 classes without penalty. If Dr. N misses more than 3 class periods, you will be given additional days to miss without penalty.

You will earn points for:

- ✓ Arriving on time
- ✓ Sleeping in class (but I will make fun of you)

You will **NOT** earn points for:

- ✓ Arriving late (5+ minutes)
- ✓ Leaving early (5+ minutes)
- ✓ Using a mobile device

- Absences due to the following reasons (*if properly documented*) are considered excused and you will not lose points: military service, jury duty or other subpoenaed

*****Any part of this syllabus/schedule is subject to change. I will do my best to keep you informed in a timely manner. Changes will either be announced in class or posted to D2L.*****

court appearance, inclement weather/college closing, religious observances, federally-protected medical procedures, transfer institution orientation, pregnancy-related complications, and childbirth. It is your responsibility to inform Dr. N of such absences.

- You will lose points for, among other things, travel for events (e.g., music, art, sporting), non-protected illness and doctor's appointments.

2. Exams **200 points possible (4 exams @ 50 pts each)**

Exams will be comprised of discussion questions, vocabulary words, and reference analyses found at the end of each Noba module. You will pick a TBD number of discussion questions to answer, vocabulary words to apply, and references to analyze.

There will be 5 exams, you must take 4 of them. If you take a 5th, then I will drop your lowest exam score.

3. Research collection **100 points possible (10 entries @ 10 pts each)**

You will find research or research-related readings throughout the semester, summarize its contents, apply it to your life, and create an APA-style citation and reference. Additional details are provided in separate handouts.

4. Application paper **100 points possible**

You will write a final paper applying at least one psychological concept to your life. More details forthcoming.

5. Extra credit options **Up to 20 extra credit points toward your final grade**

- ✓ Opportunities are offered at a variety of times throughout the semester.
- ✓ Asking me a question that can clearly be answered by having read the syllabus will result in 1 extra credit point being deducted.

Late and Make-up policy

- **Class notes**: It is your responsibility to find out what you missed. Check D2L or a peer.
- **Attendance**: Can be made up only with a properly-documented excused absence.
- **Exams**: Since you have the option to miss one exam without penalty, I will not allow any make-ups.
- **Research collection entries, & Extra credit**: Every student starts the semester with a 5-day grace period. These 5 (business) days are yours to use (or not) for any single regular or extra credit assignment, or to spread out for multiple assignments. (For example, you may turn in 1 extra credit assignment 1 day late, and turn in a research collection entry 4 days late.) **Once all 5 days are used, no other late assignments are accepted.** Please plan wisely.
 - The first late day begins immediately after the deadline posted in D2L.
- **Paper**: Since the paper is due on the last day of class (i.e., our final exam period), I will not accept any late papers.

Final Grades

Grade	% of total points	Grade	% of total points
A	100% - 93%	C+	79% - 77%
A-	92% - 90%	C	76% - 73%
B+	89% - 87%	C-	72% - 70%
B	86% - 83%	D+	69% - 67%
B-	82% - 80%	D	66% - 63%
		D-	62% - 60%
		F	59 % and below

Course statement of respect for others:

I am a “diversity psychologist”. This is not a traditional sub-field in psychology – it is a given in the field of psychology. Remember: Psychology is the scientific study of humans. All humans, not just select groups of humans that look like us or those with whom we feel most at ease.

Although typical societal and academic discourse about “diversity” focuses almost exclusively on race or gender, we will strive to expand these horizons. Diversity with regard to social identities logically begins with those differences that are readily apparent (e.g., race, gender, sometimes physical ability). But what is often lost is that diversity, by its very definition, is DIVERSE. To that end, I will encourage investigations of a variety of social identities.

As such, it is important to construct a classroom environment that is respectful of and conducive to the learning of ALL THOSE PRESENT. In our efforts to respect and honor each other’s experiences, our guiding mission will be to treat all members of this class, representing diverse backgrounds and social identities including those most saliently based on ability, age, country of origin, ethnicity, gender, gender expression, first language, philosophical and political ideology, race, religion, sex, sexual orientation, and social class, or any other difference, in a fair and respectful fashion. All opinions will be respected in this class – except for those that disrespect somebody’s existence. Please examine those in private or with the help of Dr. N.

COURSE SCHEDULE			
Week	Date	Topic	Readings due for class
Getting Started			
1	9/5	Welcome and Overview (Syllabus, Assignments, accessing the text, using D2L, late policy) Deciding our order of topics	
	9/7	The basics of psychology	Skim topics/readings in Noba Reading: An overview of psychology
2	9/10	Careers & subfields in psychology Thinking like a psychologist	Reading: Science of psychology Assignment: Subfields in psychology
	9/12	Introduction to <i>The Monitor on Psychology</i> Research Collection (RC) Entry #1 introduced	Assignment: Print out paragraph from <i>The Monitor on Psychology</i>
	9/14	Research methods	Research designs RC Entry #1 due

***** Any part of this syllabus/schedule is subject to change. I will do my best to keep you informed in a timely manner. Changes will either be announced in class or posted to D2L. *****

Week	Date	Topic	Readings due for class
Biological Pillar			
3	9/17	Crash course in APA style citations & references	Notes in D2L
	9/19	Biopsychology/Neuroscience	The brain & nervous system
	9/21	The scientific method: Focus on TBIs	Brain imaging techniques RC#2 due
4	9/24	Consciousness	States of consciousness
	9/26	Driving safety	Introduction to perception (skip section on Gestalt laws of grouping)
	9/28	Inattentive awareness	Failures of awareness RC #3 due
5	10/1	Review for Exam 1	
	10/3	Exam 1	
	10/5	Reflect on Exam 1	
Developmental Pillar			
6	10/8	Childhood	Social & personality in childhood
	10/10	Early adulthood	Emerging adulthood
	10/12	Late adulthood	Aging RC #4 due
7	10/15	How to make studying more effective	Factors that influence learning
	10/17	Classical conditioning	Conditioning & learning
	10/19	Operant conditioning	Conditioning & learning RC #5 due
8	10/22	Review for Exam 2	
	10/24	Exam 2	
	10/26	Reflect on Exam 2	
Cognitive Pillar			
9	10/29	Memory, revisited	Memory (encoding, storage, retrieval)
	10/31	Failures of memory	Eyewitness testimony & memory biases
	11/2	Multiple intelligences	Multiple intelligences RC #6 due
10	11/5	Review for Exam 3	
	11/7	Exam 3	

*** Any part of this syllabus/schedule is subject to change. I will do my best to keep you informed in a timely manner. Changes will either be announced in class or posted to D2L. ***

Social & Personality Pillar			
10	11/9	The self	Self & identity
11	11/12	Self-regulation	Self-regulation & conscientiousness
	11/14	Gender roles & identities	Gender
	11/16	Conservation psychology overview	Clayton & Brook (2005; stop at "Applying the model") RC #7-10 due
12	11/19	Psychology of discrimination	Prejudice, discrimination, & stereotyping
	11/21	Helping others	Helping & prosocial behavior
	11/23	No class	Application paper due by Friday at 5pm
13	11/26	A functional approach to emotions	Functions of emotions
	11/28	Emotional intelligence	Emotional intelligence
	11/30	Exam 4	
Mental & Physical Health Pillar			
14	12/3	QPR: Suicide awareness & prevention	No reading
	12/5	Mental health disorders	You pick one specific type of disorder from those in the Noba book
	12/7	Reducing mental health stigma	Everyone: Murphy (2013) A-L: Held & Owens (2012) M-Z: Spagnolo et al (2008)
15	12/10	Stress overview	Stress in America 2018
	12/12	Getting a healthy start: The ACE study	Wisconsin ACEs (2014)
	12/14	How to be healthy	The healthy life
Finals week		Exam 5 9am MWF section: Wednesday, December 19, 8-10am Wpm section: Wednesday, December 19, 6-8pm	

*** Any part of this syllabus/schedule is subject to change. I will do my best to keep you informed in a timely manner. Changes will either be announced in class or posted to D2L. ***