

**PSYCHOLOGY 110**

**INTRODUCTION TO PSYCHOLOGY**



**COURSE SYLLABUS**

**FALL 2019**

**PSYCHOLOGY 110:  
INTRODUCTION TO PSYCHOLOGY  
Fall 2019 SYLLABUS**

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**Section:** MW(9:30-10:45 am) **Room:** 213 CCC  
**Office Hours:** MW(1:30-2:30 pm). TR(2-3 PM), by appointment  
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Since most of you have spent a number of years honing your academic prowess in high school and, for some, in college, it should go without saying that I am expecting a scholarly approach and inquisitiveness toward psychology from each of you. This course will provide you with many of the principles and tools needed for subsequent success in other collegiate courses and in your own life.

Psychology 110 is the study of human behavior/cognition in an effort to develop awareness and an understanding of one's own behavior and the behavior of others. The course will emphasize the application of behavioral principles to your life, so that you can better understand and interact in today's as well as tomorrow's world.

**Required Texts**

Hockenbury, S. E., Nolan S. A., & Hockenbury, D. H.(2019). *Discovering psychology. 8<sup>th</sup> ed.*. New York: Worth Publishers.

**Course Philosophy**

You and the other students are an important factor in this course, probably more than you currently realize. You can learn a great deal from each other and this course will provide you the opportunity and encouragement to do so. In fact, you and your classmates will do much of the teaching/learning yourselves. As your instructor, I will act more like a coach of an academic team than a traditional teacher. Consequently, you will become (if you aren't one already) an independent learner and begin your progress toward becoming a critical thinker and college graduate. Accordingly, I have several expectations that you must meet:

- a. You will come to class having read the material and ready to participate.
- b. You will complete the definitions to each of the classroom slides that have concepts typed on them prior to class.
- c. When asked a question in class, make an effort to answer it. Everyone should have read the material and should have at least a slight idea about how to answer the question; besides, a wrong answer can often help clarify another student's misunderstanding of the concept.

As I mentioned earlier, as leader of this academic team, I will also come to class highly prepared and eager to assist your learning. I will provide you with real-life examples and experiences and expect the same from each of you. I will clarify any and all concepts that may be confusing. I will help you both in and outside of the class, when needed. I want you to succeed and I am certain that you will. However, do not expect me to teach the test, because I won't! Since you are now in college, you will be expected to rise to even a higher level of

personal commitment to your learning. I want you to learn, not simply regurgitate memorized terms, and that requires a focused effort on your part. Class will be both informative and fun. Yes, fun! I will ask a lot of questions and I hope you will do the same. This course will be a great experience in learning, I **guarantee** it!!

### **Helpful Hints to Learning**

- a. Read the material before coming to class, answer all questions at the end of each chapter and provide definitions to each concept on the class slides.
- b. Make notes about confusing concepts/material, as well as personal experiences to discuss in class.
- c. Protect **your sleep!** Sleep is essential for success. All-nighters seldom help, they generally hinder academic performance.
- d. Do not fall prey to the idea that you cannot and will not study on weekends. A few hours of study on weekends, yes, weekends, makes study during the week so much easier.
- e. Attend Class. Not a problem given university policy.
- f. I really am here to help. We are a team and I want my team to be the best!

### **Course Policies**

**Unrestricted Joint Effort** - For any assignment presented in this course, excluding in-class examinations, you may work with anyone and use any outside sources. However, the final product must reflect your own work and ideas. Any exceptions must be duly noted through proper documentation techniques.

**Late Turn-In Policy** - The policy for this unlikely event will be a 10% reduction in your score for each day the paper is late. Any exceptional circumstances that may result in an unforeseen late submission (e.g., hospitalization, emergency absence) will be worked out with your instructor.

**Cell Phones, Electronic Recording Devices, and Computers** - All cell phones are to be turned off. Should a phone ring in class, I will be more than happy to answer that phone and talk to the caller. Anticipated emergency phone calls can be pre-arranged with the instructor, but the call must be answered outside of the classroom. Electronic recording devices for recording lectures must be pre-approved by the instructor. Computers for note taking only are permissible as a reasonable accommodation at instructor's discretion.

**Student's Rights and Responsibilities** – Understanding your rights and responsibilities as students is an important aspect of your education. Your instructor expects you to understand and adhere to these rights and responsibilities in accordance with university policy.

**Academic Honesty** – I expect nothing less

## Emergency Response Guidance:

**Medical Emergency.** Call 911. Offer assistance if trained and willing to do so. Guide Emergency Responders to victim.

**Fire Alarm.** Evacuate the building in a calm manner. Meet at west end of Gym (Swimming pool side). Notify instructor or emergency command personnel of any missing individuals.

**Active Shooter:** Run/Escape, Hide, Fight. If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of Emergency Responders.

## Course Process and Assignments

I believe the best way to understand psychology is through discussion and hands-on experience. Consequently, I have incorporated several in-class exercises that will require teams to accomplish the assigned task within the time limits given. Furthermore, get your acting skills polished, because I will require students to role-play throughout the semester. You will have four examinations during the semester.

## Course Grading

**Pop Quizzes (250 points):** To encourage daily preparation/attendance and to reward those who do, students will be given at least five pop quizzes during the course of the semester at the start of class. Each quiz will be worth 50 points and last only ten minutes. When taking the pop quiz, you may use any study notes that you made prior to class. Photocopies of another student's notes do not constitute note preparation on your part. You may **not** use your textbook for the pop quiz. If you miss a pop quiz, you will receive a "0" for that quiz. You will have the opportunity to take more than 5 pop quizzes during the course of the semester. However, the total of the best 5 quizzes will count toward your overall grade.

**Examinations (500 points total)** - Three examinations occur during the semester with the following weights:

<b>Exam 1</b>	15%	<b>Exam 2</b>	15%	<b>Exam 3</b>	15%
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Examinations will be closed book consisting of 50 multiple-choice questions. Examinations will occur during normal class time. Students with conflicts must take the make-up examination as arranged with the instructor. Failure to do so will result in a zero for that examination. Given Examination 1 will most likely be the first applied examination that you will have encountered and as a reward for individuals who actually read this syllabus, you will be allowed to prepare **one 5 x 8 notecard (front and back)** or **one side of a single sheet of 8.5" x 11"** piece of paper for use during Exam 1 and for the final. I will make no mention of this notecard, unless a student brings it up or, as sometimes happens, I forget. Therefore, please use your discretion when discussing this opportunity with me. **No notecard will be allowed for Examinations 2 or 3.**

**Course Final (300 points):** The course final will be comprised of 86 multiple choice questions worth a total of 300 points (30%). Sections 1-3 will consist of 15 questions each (3 points each) and Section 4 (not previously tested) will consist of 41 questions worth 4 points each. The final point is your name.

<b>Course Grading Summary</b>	<b>Points</b>	<b>%</b>	<b>Score</b>	<b>Cumulative Total</b>
Pop Quizzes (5 @ 50 points each)	250	25	_____	_____
Exam 1	150	15	_____	_____
Exam 2	150	15	_____	_____
Exam 3	150	15	_____	_____
<u>Final</u>	<u>300</u>	<u>30</u>	<u>_____</u>	<u>_____</u>
Total	1000	100	_____	_____

### **THE MEANING OF GRADES IN PSYCHOLOGY 110**

Since scores on papers and examinations reflect the student's ability, instructor's grading tendencies, and the difficulty of the test, a rigid contract grade schedule for this course would be inappropriate. However, this course will guarantee that these percentages will result in at least these letter grades. For example:

<b>A</b>	<b>94-100</b>	<b>B+</b>	<b>88 – 89.99</b>	<b>C+</b>	<b>78 – 81.99</b>	<b>D</b>	<b>67 – 71.99</b>
<b>A-</b>	<b>90-93.99</b>	<b>B</b>	<b>85 – 87.99</b>	<b>C</b>	<b>75 – 77.99</b>	<b>D</b>	<b>64 – 66.99</b>
		<b>B-</b>	<b>82 – 84.99</b>	<b>C-</b>	<b>72 – 74.99</b>	<b>F</b>	<b>Below 64</b>

## PSYC 110 Schedule, Fall 2019

<b>Date</b>	<b>Lesson Topic</b>	<b>Pages</b>	<b>Due Items</b>
<b>Sep</b>	<b>Section 1</b>		
4	Course Introduction	Syllabus	<input type="checkbox"/>
9	History of Psychology/Research Methods	Chapter 1	
11	Research Methods/Statistics	Chapter 1, Appendix A (AA)	
16	Brain/Endocrine System	Chap 2 (38-83)	
18	Visual Perception/The Other Senses	Chap 2 (84-122) & 3	<input type="checkbox"/>
23	The Functional Body	Chapters 2-3	
25	Sleep & Dreams & Controlling Consciousness	Chapter 4	
<b>30</b>	<b>Exam 1</b>	<b>Chap 1-4, AA</b>	<b>Exam #1 15%</b>
	<b>Section 2</b>		
<b>Oct</b>			
<u>2</u>	Exam 1 Review/Classical Conditioning	Chap 5 (162-176)	<input type="checkbox"/>
<u>7</u>	Classical Conditioning/ Operant Conditioning	Chap 5 (177-195)	
9	Operant Conditioning and Social Learning	Chap 5 (196-205)	<input type="checkbox"/>
14	Memory Storage and Retrieval /Forgetting	Chap 6	
16	Problem-Solving and Decision-Making	Chap 6	
21	Language & Intelligence	Chap 7	<input type="checkbox"/>
23	Motivation and Emotion	Chap 8	
<b>28</b>	<b>Exam 2</b>	<b>Chapters 5-8</b>	<b>Exam #2 15%</b>
	<b>Section 3</b>		
30	Cognitive Development	Chap 9 (328-358)	
<b>Nov</b>			
4	Adolescence-Moral Development	Chap 9 (359-370)	
6	Adult-Emotional, and Social Development	Chap 9 (370-383)	
11	Personality-Psychoanalytic	C 10 (384-399)	
13	Personality: Humanistic & Traits	C 10 (399-342158)	
<b>18</b>	<b>Exam 3</b>	<b>356-451</b>	<b>Exam #3 15%</b>
	<b>Section 4</b>		
20	Social Influence I (Attitudes and Prejudice)	C 11 (422-440)	
<b>25</b>	Social Influence II (Conformity & Obedience)	C11 (440-463)	
27	Stress and Coping (Health)	C 12 (464-484)	
<b>Dec</b>			
2	Stress and Coping (Performance)	C12 (485-497)	
4	Psychological Disorders	C 13	
9	Psychoanalysis & Client-Centered Therapies	C 14	
11	Behavior, Cognitive, and Group Therapies	C14	
<b>17</b>	<b>Final: Tuesday (2:45-4:45 pm)</b>	<b>Everything</b>	<b>Final (30%)</b>