
PSYCHOLOGY 110.M01: INTRODUCTION TO PSYCHOLOGY
FALL 2019
3 GEP SS CREDITS

Instructor: Dr. Sandy Neumann
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Office hours: M @ 10-10:50am
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Required readings:

Lahey, B. L. (2012). *Psychology: An introduction* (11th ed.). New York: McGraw-Hill
(ISBN: 978-0-07-803516-6)

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

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 contribute as well to help make this a class that you would want to come to.

Learning objectives

After completing this course, students 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

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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 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.

A note about emailing Dr. N

With the exception of the Wausau area students, I expect that students enrolled in this class will use email only when face-to-face interaction is impossible (e.g., notifying me that you won't be in a class because you're in a ditch). I expect that students enrolled at the Marshfield campus will make every effort to ask questions in person – in or out of my office hours. I also expect that all students use proper etiquette when emailing me. If not, expect that your email will go unanswered.

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.

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- 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 REVIEW APA STYLE & DISCUSS WAYS TO AVOID PLAGIARISM, BUT IT IS YOUR RESPONSIBILITY TO SEEK CLARIFICATION IF NEEDED.

Assistance for students at the Marshfield campus

If you need immediate access to food, the campus maintains a small food pantry that you can utilize with no questions asked. This pantry is for students who cannot afford to buy food, not those who simply forgot to bring their lunch. It is located in Rm 136A (in the lower hallway of the Leopold science building on the Marshfield campus). Simply stop by and take what you need. Students needing emergency menstrual supplies can go to Laurie Petri in the Marshfield campus 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.

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/hour is worth 1 point. We all 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 will not count toward your 3 free days: military service, jury duty or other subpoenaed 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.
- Absences for, among other things, travel for events (e.g., music, art, sporting), non-protected illness and doctor's appointments will count toward your 3 free days.

2. Exams

150 points possible (3 exams @ 50 points each)

Exams will be comprised of multiple choice, listing, & essay questions.

3. Research collection **100 points possible (10 entries @ 10 points each)**
You will find research or research-related readings throughout the semester, summarize their contents, apply the main ideas to you 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 paper applying 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. Do not ask me for my notes. Do not ask me to post lectures on Canvas. Check Canvas in case they are already posted, or a peer.
- **Attendance:** Points can only be made up in the event of a properly-documented absence for a reason listed above.
- **Exams:** No make-up exams are given during the semester. Students who miss an exam for some excused reason listed above may make it up during week 15. Any other reason (e.g., illness) will not be accepted. Make-ups are scheduled around the availability of Dr. N and may not be the same exam that your peers took. There are no make-ups for missed make-ups. Exam 3 cannot be made up as it takes place during finals week.
- **Research collection entries & Application paper:** Every student starts the semester with a 5-day grace period. These 5 (business) days are yours to use (or not) for any single assignment, or to spread out for multiple assignments. (For example, you may turn in 1 entry 1 day late, and a second 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 Canvas.
- **Extra credit:** Since these are extra points, assignments will not be accepted late.

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% - 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 basic value 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 (e.g., sexual orientation, gender identity).

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, gender identity, 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 | | |
|--------------------------|--|---|
| Date | Topic | Readings & Assignments due for class |
| Getting Started | | |
| 9/3 | Welcome and Overview (Syllabus, assignments, using Canvas) | |
| 9/5 | The basics of psychology Careers & subfields in psychology | Read Lahey C. 1 & <i>Science of psychology</i> |
| 9/6 | Introduction to <i>The Monitor on Psychology</i> Research Collection (RC) Entry #1 introduced | |
| 9/10 | Research methods, Part 1 Hypotheses, Purposes, and Questions | Read Lahey C. 2 |
| 9/12 | Research methods, Part 2 Constants and variables | No reading |
| 9/13 | APA style citations & references for a magazine found on the Internet | No reading |
| 9/17 | Introduce RC Entry #2 Research methods, Parts 1 & 2 - activities | RC Entry #1 due in class (hard copy) |
| 9/19 | Research methods, Part 3 Methods and data collection strategies | Review Lahey C. 2 |
| 9/20 | Research methods, Part 3 - activities | RC Entry #2 due in class (hard copy) |
| Biological Pillar | | |
| 9/24 | Content area: Brain science | Read Lahey C. 3, pp. 56-68 |
| 9/26 | Are Walkers depicted accurately in <i>The Walking Dead</i> ? | No reading |
| 9/27 | Understanding traumatic brain injuries | Read Lahey C. 3, p. 69 RC Entry #3 due in class (hard copy) |
| 10/1 | Reading research APA style citations & references for a research article | <i>Manasse-Cohick and Shapley (2014)</i> |
| 10/3 | Content area: Perception Staying safe on the road | Read Lahey C. 5, pp. 147-157 Read <i>Strayer, Drews, and Crouch (2006)</i> |
| 10/4 | Sensation & perception during an emergency | Read <i>Castel, Michael, and Holyoak (2010)</i> |
| 10/8 | Review for Exam 1 | |
| 10/10 | Exam 1 | |
| 10/11 | Reflect on Exam 1 Learning how to use the Ebsco database | No reading |

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| Developmental Pillar | | |
|----------------------|-------------------------------------|---|
| 10/15 | Content area: Lifespan development | Read Lahey C. 10, pp. 314, 330-332 RC Entry #4 due in class (hard copy) |
| 10/17 | Content area: Operant conditioning | Read Lahey C. 7, pp. 194-195, 203-211 |
| 10/18 | The death penalty | No reading |
| Cognitive Pillar | | |
| 10/22 | Content area: Memory | Read Lahey C. 8, pp. 228-249 RC Entry #5 due in class (hard copy) |
| 10/24 | Failures of memory | Read <i>Eyewitness testimony & memory biases</i> |
| 10/25 | How to make studying more effective | Read <i>Factors influencing learning</i> |
| 10/29 | Multiple intelligences | Read Lahey C. 8, pp. 257-261 RC Entry #6 due in class (hard copy) |
| 10/31 | Review for Exam #2 | Read Lahey C. 9, pp. 283-284 |
| 11/1 | Exam #2 | |

| Mental & Physical Health Pillar | | |
|---|---|---|
| 11/5 | Content area: Mental health disorders | Read Lahey C. 14, pp. 458-464 AND A section on one type of disorders |
| 11/7 | Reducing mental health stigma | Everyone: <i>Murphy (2013)</i> A-L: <i>Held & Owens (2012)</i> M-Z: <i>Spagnolo, Murphy, and Librera (2008)</i> |
| 11/8 | QPR: Suicide awareness & prevention | Read Lahey C. 14, pp. 477-478 |
| 11/12 | Content area: Stress | Read <i>Stress in America 2018</i> |
| 11/14 | Getting a healthy start: The ACE study | Read <i>Wisconsin ACEs (2014)</i> |
| 11/15 | Content area: Conservation psychology | Read <i>Clayton & Brook (2005)</i> Stop at "Applying the model" RC Entries #7-10 due in class (hard copy) |
| Social & Personality Pillar | | |
| 11/19 | Content area: The self | Read <i>Self & identity</i> |
| 11/21 | Racial identities, roles, & self-regulation | Lecture notes in Canvas titled, Developmental of Racial Identities Read <i>Rankine (2019)</i> |
| 11/22 | Gender identities, roles, & self-regulation | Read <i>Gender</i> |
| 11/26 | Why Dr. N doesn't recognize thanksgiving | No reading |
| No class on November 28-29 | | |
| Application paper due by Friday at 11:59pm | | |
| 12/3 | Psychology of discrimination | Read Lahey C. 16, pp. 543-547 Read <i>Brown-Dean (2019)</i> |
| 12/5 | Helping others: The case of Kitty Genovese | Read Lahey C. 16, pp. 526-529 |
| 12/6 | Helping others: Bystander intervention | TBA reading |
| 12/10 | | |
| 12/12 | | |
| 12/13 | Review for Exam #3 | |
| Finals week | Exam 3 Tuesday, December 17, 10:15am-12:15pm | |

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