

## PSYC 110: INTRODUCTION TO PSYCHOLOGY

FALL 2022

3 AAS KNOWLEDGE OF HUMAN CULTURES (HC) CREDITS

CAN BE APPLIED TOWARD THE ASSOCIATE OF SCIENCE IN HUMAN SERVICES

SATISFIES THE AAS DEPTH REQUIREMENT WHEN COUPLED WITH PSYC 260

**Instructor:** Dr. Sandy Neumann

**Office hours:** After class or by appointment

**Email:** sneumann@uwsp.edu (**Do not use Canvas to contact me**)

**Prerequisites:** There are no course prerequisites for PSYC 110

### 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 sleep, mental health, stress, and climate change. 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

We will meet three times a week (using the times listed in the schedule of courses). Lectures & activities will be conducted in class. Graded assignments will generally be completed outside of class time. Class meetings can be recorded and emailed at student request. These recordings will be formatted such that you will not be able to join during class time.

### Learning objectives

Knowledge of Human Cultures (HC) courses focus on analysis of the human condition, culture, and society. This typically includes coursework that requires you to engage with and analyze human interaction and culture, social organization and institutions, historical contexts, and/or complex interdependent systems. To satisfy the AAS degree requirements for a Human Cultures course, you will, generally speaking:

- describe and evaluate existing knowledge of human cultures;
- interpret and analyze data, texts, and/or artifacts; and/or,
- apply concepts across disciplines.

More specifically for Dr. N's class, by the end of this semester, I expect that you will demonstrate some level of mastery of these 6 **Course Learning Objectives**:

#### Describe and evaluate existing knowledge of human cultures by:

1. Using basic psychological terminology, concepts, and theories in psychology to A) **explain** behavior and mental processes, and B) **develop** a working knowledge of psychology's content domains/subfields/contemporary perspectives/pillars.
2. **Applying** psychology to everyday life.

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3. **Developing** a sense of social responsibility in a diverse world by **evaluating** A) aspects of your social identities, B) the inter/intrapersonal challenges that often result from diverse contexts, C) **investigating** the impact that current psychologists who hold diverse identities are making in the field, and D) **analyzing** how psychology can promote civic, social, and global outcomes that benefit others.

Interpret and analyze data, texts, and/or artifacts by:

4. **Explaining** research methods used by psychologists and reading and summarizing general ideas and conclusions from psychological sources accurately.

Apply concepts across disciplines

5. **Evaluating** fields other than psychology that address human behavior and mental processes.

What do these verbs mean? Here are some synonyms for each...

- Explain: Describe, clarify, define, illustrate, tell
- Develop: Expand, grow, progress, advance
- Apply: Execute, implement, solve, use, demonstrate, interpret, operate
- Investigate: Examine, explore, inspect, scrutinize, search
- Evaluate: Appraise, argue, defend, judge, support, value, critique
- Analyze: Differentiate, organize, relate, compare, contrast, distinguish, examine, question

**Required readings:**

1. Gross, J. J., Schmader, T., Hard, B. M., & Anderson, A., K. (2020). *Interactive psychology: People in perspective*. W. W. Norton.

This is an ebook. There is no other option. Here is the URL to the textbook site:

<https://digital.wwnorton.com/interactivepsych>

Look to the right and you will see a tab for purchase options. You are only required to have the textbook for this course, but you can purchase any other supplements if you want.

2. Additional readings posted in Canvas and/or found via academic databases.

**Dr. N's Communication Plan**

Interacting with students is an essential piece to academic success. I recognize that some students prefer to have frequent interactions with their professors while others are fine being left to their own devices. Whichever type of student you are, the purpose of this section is for me to explain how I will interact with you during this course.

### Announcements

I generally won't publish Announcements that serve as reminders for due dates. This information will be found in the assignment document as well as on the Assignments page. Instead, I will post announcements if there is a change of plans (e.g., change of content, change of due dates). These will be published when (or if) the need arises.

### Email

I'm not a big fan of emails. I'm old school in that I believe in stalking one's professor by waiting outside their office until they appear. Even though this generation of students typically doesn't function in this manner, I still expect that you will make every effort to ask me questions before, during, or after class session.

- I will try to scroll through my inbox at least once a day. At the beginning of the semester, I can generally respond to your emails within 24 hours. The one exception to this general plan is that I rarely check emails on weekends. So, if you want a prompt response, please make sure to get your email in by 1pm on Friday. But as the semester progresses, my response time increases; so, please plan accordingly.
- If you choose to email me, please use my UWSP address (sneumann@uwsp.edu). Do not use Canvas to contact me - I am not in the habit of checking this email folder and I don't want your email to get lost.
- I also prefer that all students use proper email etiquette (e.g., a salutation like "Dear Dr. N", complete sentences, grammar that is more formal than that which you would use for texting).
- Please consult Canvas, and/or read the syllabus and any relevant assignments before asking me questions that can be answered by the resources that are available to you.

### Office Hours

I will hold regular office hours right after class in the hallway, my office, in The Center on the Marshfield campus. For CESA students, we can meet in a private Zoom. I am also willing to meet with any student at other times in person or via Zoom. Send me an email with some times and I'll set up a meeting time and modality.

### Assignment Feedback & Grade Posting

I will try to grade assignments and post grades in Canvas within 48-72 hours.

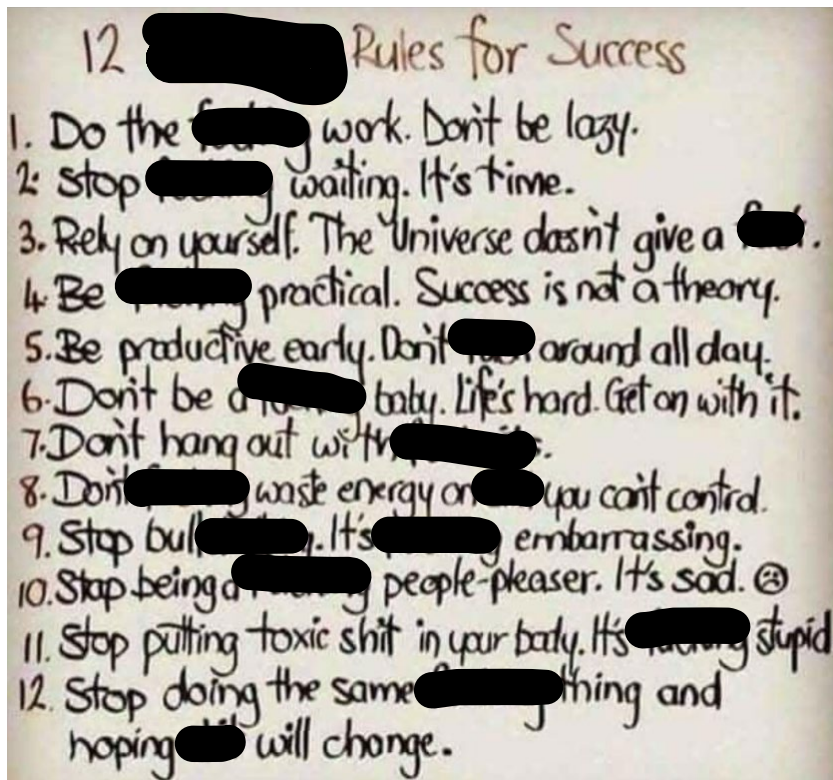
### **What I expect from you:**

- You will come to **each class session prepared** for the day's topic, ready to engage with the material, to ask questions, to take lecture notes. Behaviors such as coming to class unprepared, engaging in side conversations, sleeping, and/or disrespecting any member of this class will not be tolerated.
- You will conduct yourself in an **honorable manner** when completing any form of individually 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.

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- Here's some more words of advice that are useful in the class and in life...



#### What you can expect from me:

- I will 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 timely & 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 identity, first language, philosophical and political ideology, race, religion, sex, sexual orientation, and social class are welcomed and honored in my classroom.

#### Course statement of respect for all:

Remember that 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 regarding social identities logically begins with those differences that are readily apparent (e.g., sometimes race, sometimes physical ability). But what is often lost is that diversity, by its

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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. But those that serve to marginalize any person or group – intentionally or unintentionally – will be challenged.

### Health guidance

Please monitor your own health each day using this screening tool. If you are not feeling well or believe you have been exposed to COVID-19 or “monkeypox”, do not come to class; email your instructor and contact Student Health Service on the main campus (715-346-4646) or your primary health care provider. As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.

### Description of Learning Activities & Assignments

You will complete a variety of activities (un-graded) and **assignments** (graded). Here is a general list of the types of things you will do. More detailed descriptions will be posted in Canvas as we go.

#### **Attendance**

Attendance will not count toward your grade. But because of the strange times we live in, I do want to keep track of everyone.

#### 1. **Module quizzes**      **100 points (10 quizzes @ 10 points each)**

You will have the opportunity to take a quiz for every Module we cover this semester. These quizzes will be due before the Module's material is discussed. They are designed to encourage you to prepare for the weeks material and to help me identify content that I need to spend more time on.

There will be 12 Modules this semester with the opportunity to submit 1 quiz from each Module for a grade. You are only required to complete 10 but if you complete an 11<sup>th</sup>, I will drop your lowest score.

#### 2. **Unit exams**      **200 points possible (4 exams @ 50 points each)**

After each unit, you will complete a take-home exam over the material assigned for that unit (including readings and lecture/PPT material). These exams will contain 4 sections: Concepts (where you will explain), Applications (where you will develop, apply, and investigate), Research (where you will investigate, evaluate, and analyze), and Social Responsibility (where you will develop, investigate, evaluate, and analyze).

These exams will be taken in class. More format details to follow ASAP.

3. **Extra credit** **Up to 20 extra credit points**  
Opportunities are offered at a variety of times throughout the semester. Stay tuned.
4. **PSYC 110 research requirement** **No points, but...**  
...failure to complete this assignment will result in an Incomplete being assigned as your final course grade. See [this](#) handout from Dr. Mark Ferguson for more information.

#### Late work policy

- **Quizzes & Exams 1-3:** Every student starts the course with a **3-day grace period**. These 3 (business) days are yours to use (or not) for any single assignment or exam, or to spread out for submissions, assignments, or exams. For example, you may turn in 1 assignment 1 day late, and submit an exam 2 days late. Once all 3 days are used, no other **late work** is accepted. Please plan wisely.
  - The first late day begins immediately after the deadline posted in Canvas.
- **Exam 4:** Since this is due during our final exam period, this exam will not be accepted late. The due date in Canvas is not negotiable.
- **Extra credit:** Extra credit opportunities will not be accepted late. Since these points are only extra, I don't want you wasting your late days on them.

**If you encounter any of the events listed below, please contact Dr. N immediately to arrange a modification to this late policy (if it is properly documented):**

- ✓ **military service, jury duty or other subpoenaed court appearance, inclement weather, religious observances, federally-protected medical procedures, transfer institution orientation, pregnancy-related complications and childbirth, or illness related to Covid-19 affecting you or an immediate family member.**

#### Academic misconduct policy

- Any student found to have engaged in academic misconduct, as defined in [UWS 14.03](#), on a graded assignment will be subject to at least one sanction (as allowed by [UWS 14.05](#)) 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 14.05 \(1c\)](#)].
  - 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 14.06](#)] will be pursued.
- Every student has the right to appeal any disciplinary sanction. Please refer to [UWS 14.07 \(5c\)](#).

**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.**

### **Final Grades**

I use a point structure in assigning final grades. To determine your final grade, add up the points you've earned, divide by the number of points possible, and then multiply by 100. This will be the percentage of points you've earned. Use this percentage to identify your letter grade.

**NOTE: DO NOT USE THE OVERALL GRADES THAT CANVAS COMPUTES (THE ONES LISTED IN BLACK INK) – THESE WILL BE WRONG AND CAUSE US BOTH MUCH STRESS. USE THE GRADES LISTED IN BLUE INK FOR INDIVIDUAL ASSIGNMENTS.**

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