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**PSYCHOLOGY 202: INTRODUCTORY PSYCHOLOGY (SECTIONS J001, J002)**

**3 SS CREDITS**

**SPRING 2019**

**Instructor:** Dr. Sandy Neumann

**Office:** STEM 522

**Office hours:** MW @ 10-10:50am, W @ 4:00-5:00pm

**Email:** sandra.neumann@uwc.edu

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**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* (2<sup>nd</sup> 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**

Our theme this semester will be “making American great again.” We will unpack this phrase, Dr. N will set some ground rules, and then we will explore how psychology can be used to address and improve ways America and Americans can benefit. 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, 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 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.

### 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.

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- 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.
- 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**

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. 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). 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

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## 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

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

Exams will be comprised of multiple choice & 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 4 exams, you must take 3 of them. If you take a 4<sup>th</sup>, 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 their contents, apply it in the service of making America great again, 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 using at least one psychological in the service of making American great again. 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 D2L. Check D2L 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.

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- **Exams:** Since you have the option to miss one exam without penalty, I will not allow any make-ups.
- **Research collection entries:** 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.
- **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% - 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 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			
Week	Date	Topic	Readings due for class
<b>Getting Started</b>			
1	1/28 H1	Welcome and Overview (Syllabus, assignments, accessing the text, using D2L, our theme)	
	1/30 H2	The basics of psychology Careers & subfields in psychology	<ul style="list-style-type: none"> <li>Skim topics/readings in Noba</li> <li>Read <i>An overview of psychology &amp; Science of psychology</i></li> </ul>
	2/1 H3	How is psychology relevant to making America great again? Introduction to <i>The Monitor on Psychology</i>	Assignment due: Subfields in psychology
2	2/4 H1	Research Collection (RC) Entry #1 introduced	Assignment due: Paragraph from <i>The Monitor on Psychology</i>
	2/6 H2	Research methods, Part 1 Parts of an abstract & research article	<ul style="list-style-type: none"> <li>Lecture notes in D2L titled, Focus on Research Hypotheses, Purposes, &amp; Questions</li> </ul>
	2/8 H3	APA style citations & references for a magazine found on the Internet	<ul style="list-style-type: none"> <li>Assignment due in class: RC Entry #1, except for the reference</li> <li>Assignment due to D2L: <b>RC Entry #1 by 5pm</b></li> </ul>
3	2/11 H1	Introduce RC Entry #2 Research methods, Part 1 - activities	
	2/13 H2	Research methods, Part 2	Lecture notes in D2L titled, Focus on Research & Data Collection Strategies
	2/15 H3	Research methods, Part 2 - activities	Assignment due to D2L: <b>RC Entry #2 by 5pm</b>

(Approximate) Important dates before Spring Break	
Research Collection Entries	Exams
Entry #3: February 22	Exam 1: February 27
Entry #4: March 8	Exam 2: March 22
Entry #5: March 15	

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**PSY 202**  
**Biological Pillar**

4	2/18 H1	<i>No Class</i>	
	2/20 H2	Content area: Brain science	<i>The brain &amp; nervous system</i>
	2/22 H3	Application: Are Walkers depicted accurately in <i>The Walking Dead</i> ? Check in on RC#3	No reading <b>RC#3 due</b>
5	2/26 H1	MAGA: How to reduce traumatic brain injuries	<i>Brain imaging techniques</i> <i>Manasse-Cohick et al (2014)</i> (not in Noba)
	2/28 H2	Content area: Perception	<i>Introduction to perception</i> (not in Noba; skip section on Gestalt laws of grouping)
	3/1 H3	MAGA: Staying safe on the road	<i>Strayer et al (2006)</i> (not in Noba)
6	3/4 H1	MAGA: Sensation & perception during an emergency	<i>Failures of awareness</i>
	3/6 H2	Review for Exam 1	
	3/8 H3	Exam 1	

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Developmental Pillar			
7	3/11 H1	Reflect on Exam 1 & Using PsycARTICLES	
	3/13 H2	Introduction to the Developmental Pillar Content area: Lifespan development	Lecture notes in D2L titled, Lifespan Development
	3/15 H3	Research: You tell me	Bring in a printout of your Abstract <b>RC #4 due</b>
8	3/18 H1	Content area: Learning through operant conditioning	<i>Conditioning &amp; learning</i>
	3/20 H2	MAGA: The Death Penalty	No reading
Cognitive Pillar			
8	3/22 H3	Introduction to the Cognitive Pillar Content area: Memory MAGA: How to make studying more effective	<i>Memory (Encoding, storage, retrieval)</i> <i>Factors influencing learning</i> <b>RC #5 due</b>
9	3/25	Spring Break <b>RC #6 due 3/29</b>	
	3/27		
	3/29		
10	4/1 H1	MAGA: Failures of memory	<i>Eyewitness testimony &amp; memory biases</i>
	4/3 H2	MAGA: Multiple intelligences	<i>Multiple intelligences (not in Noba)</i>
	4/5 H3	Review for Exam #2	

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Mental & Physical Health Pillar			
11	4/8 H1	Exam #2	
	4/10 H2	An introduction to the Mental & Physical Health Pillar Content area: Mental health disorders	You pick one specific type of disorder from those in the Noba text
	4/12 H3	QPR: Suicide awareness & prevention	No reading
12	4/15 H1	MAGA: Reducing mental health stigma	Everyone: Murphy (2013) A-L: Held & Owens (2012) M-Z: Spagnolo et al (2008)
	4/17 H2	Content area: Stress overview	<i>Stress in America 2018</i> (not in Noba)
	4/19 H3	No class – Paper work day <b>Application paper due by Friday at 11:59pm</b>	
13	4/22 H1	MAGA: Getting a healthy start: The ACE study	<i>Wisconsin ACEs (2014)</i> (not in Noba)
	4/24 H2	Review for Exam #3	
	4/26 H3	Exam #3	
Social & Personality Pillar			
14	4/29 H1	An introduction to the Social & Personality Pillar Content area: Conservation psychology	Clayton & Brook (2005; stop at “Applying the model”) (Not in Noba)
	5/1 H2	Content area: The self	<i>Self &amp; identity</i>
	5/3 H3	Content area: Self-regulation	<i>Self-regulation &amp; conscientiousness</i>
15	5/6 H1	MAGA: Racial identities, roles, & self-regulation	Lecture notes in D2L titled, Developmental of Racial Identities
	5/8 H2	MAGA: Gender identities, roles, & self-regulation	<i>Gender</i>
	5/10 H3	No class. Research Collection work day	<b>RC #7-10 due</b>
16	5/13 H1	Application: Psychology of discrimination	<i>Prejudice, discrimination, &amp; stereotyping</i>
	5/15 H2	Application: Helping others	<i>Helping &amp; prosocial behavior</i>
<b>Finals week</b>		Exam 4 11am MWF section: Wpm section:	

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