

PSYC 110: INTRODUCTION TO PSYCHOLOGY
Fall Semester 2016

PROFESSOR

Name: Mark A. Ferguson, Ph.D.
Email: mark.ferguson@uwsp.edu
Phone: 715-346-3959
Office: SCI B337
Hours: To be announced

COURSE

Credits: 3
Section: 5
Meetings: MTR 2-2:50pm
Location: SCI D101
GED/GEP: SS1/SS

RESOURCES

Textbook: Schacter, D. L., Gilbert, D. T., Wegner, D. M., & Nock, M. K. (2014). *Psychology* (3rd ed.). New York: Worth.

Desire2Learn (D2L): <http://www.uwsp.edu/d2l/Pages/default.aspx>. This site will be used to post course documents (such as lecture slides and study guides), administer reading quizzes, and post grades. You will need your UWSP login and password to access D2L. For help with D2L, please contact the IT Service Desk (previously called the Help Desk). For contact information and hours of operation, go to: <http://www.uwsp.edu/infotech/Pages/helpdesk/default.aspx>.

DESCRIPTION

This course provides an introduction to the essential concepts and principles of *psychology*—the systematic study of thoughts, feelings, and behavior. The course begins with an overview of the profession and science of psychology. It then considers a range of key topics in psychology, such as neuroscience, memory, motivation, development, personality, and social behavior. The course concludes with a look at psychology as applied to health and wellness.

OUTCOMES

Upon completing this course, students will be able to:

1. Define the fundamental concepts and methods used by psychologists to describe, predict, and explain individual and group behavior.
2. Explain the fundamental principles, models, and issues studied by psychological scientists.
3. Analyze how individual and groups are affected by wider social, cultural, or political beliefs.

FORMAT

I consider psychology to be a “language”—a useful way of thinking and talking about the world. As when you learn any language (whether French, mathematics, HTML, and so on), learning psychology involves a minimum of two steps: acquiring knowledge about basic concepts and principles, as well as practice applying those concepts and principles to real world situations. Once you know the language of psychology and can use it in everyday life, you can begin to think about thoughts, feelings, and behavior like psychologists do. As a result, the course is structured to provide you with opportunities to develop a working knowledge of psychological concepts and principles, as well as practice using these concepts to understand everyday life situations. The course is comprised of four components to help you achieve these objectives:

1. *Textbook:* I have chosen the Schacter et al. textbook because these authors are known for their clear and witty writing, as well as their excellent scientific research. The textbook will provide you with a working knowledge of the language of psychology. You will read 12-of-the-16 chapters in the textbook (roughly one per week). If any of the other chapters interest you, I encourage you to skim them on your free time. You might learn something fun or even discover a new personal or professional interest.
2. *Reading quizzes:* You will be required to complete eight-of-the-ten available quizzes. Each of these quizzes will consist of 10 multiple-choice questions based on one chapter of textbook reading. These quizzes help you in many ways: they help you to keep up with the readings, prepare for class, practice thinking about the material, provide immediate feedback on your progress, identify areas that you might need to review, and reduce the percentage of your final grade that is based on exams. Please note that two other quizzes are also provided for students who want additional exam preparation. These quizzes are optional and ungraded.
3. *Class sessions:* The class sessions will consist primarily of lecture because this format allows me to clarify and expand upon the concepts and principles covered in the textbook, as well as to apply the principles to examples from everyday life. Nonetheless, I do enjoy mixing up the class with videos, discussions, demonstrations, or whatever else seems relevant and fun at the time. The class sessions will only partly overlap with the textbook, so you should keep good class notes. If you happen to miss class, you should get the slides from D2L and the notes from another student. I suggest that you ask a student for their contact information early on in case you need to get a copy of their notes later in the semester.
4. *Exams:* Four exams will be administered in the course. These exams will provide you with feedback on your progress in learning the concepts and principles of psychology, as well as on applying them to real world examples. When preparing for the exams, I suggest that you practice coming up with your own examples of the concepts. As a language, psychology is a knowledge-based skill that you have to use in the real world to get the hang of it. Think about young children who use the word “cat” to identify any small mammal (whether dogs, bunnies, or squirrels). It is only through actual practice that they get the hang of using words that they are learning through trial-and-error. Coming up with your own examples of key concepts and principles is not only more memorable, it helps you to better prepare for quizzes and exams! Please check out the D2L page under “Content” for helpful exam prep advice and materials.

Taken together, these components will provide you with a solid foundation for understanding and using the language of psychology in the real world.

REQUIREMENTS

Your final grade will be determined by three components:

1. *Reading quizzes:* You must complete eight-of-ten available quizzes covering the readings in your textbook (only your best eight will count toward your final grade). Each quiz will consist of 10 questions (1.25 points per question) and covers one chapter of your text. The quizzes will be administered through D2L and drawn randomly from a pool of questions. You should complete the quiz after reading the chapter and studying the material. You will have 15 minutes to complete a quiz. This time limit hinders fishing for answers in the book without reading the chapter. You are allowed to take the quiz twice if you prefer (each attempt will contain different questions, even for the same student). This gives you an opportunity to earn

a better grade on the second attempt (you will receive the highest of the two attempts) and another chance to complete the quiz if a technology failure occurs. A quiz will be available on D2L one week before its due date (Mondays at 9pm, except for exam weeks). Please see the calendar for due dates and times, as well as for the material covered. Since you have two chances to complete a quiz over a week's time, makeup requests are denied unless they fall under the policy on makeups. Please keep in mind that obtaining assistance from others on the quizzes, as well as provided assistance to others, represents academic misconduct and will so handled. See the policies section for information on makeup quizzes and misconduct. I strongly encourage you to complete all ten of the reading quizzes. Students who opt out of early quizzes are likely to be disappointed if they earn lackluster scores on later ones. Any skipped quizzes are missed opportunities to learn the material and improve your grade!

2. *Exams:* Four exams will be administered in this course. Each of them will cover three weeks of material. They will consist of 45 multiple-choice questions. Since only 40 questions will be scored, you are allowed to *choose* which 40 you would like to answer. This provides you with flexibility in how you demonstrate your knowledge and proficiency in using the language of psychology. Exams will be worth 100 points each (40 questions x 2.5 points per question). The lowest of your first three exams will be dropped; the fourth will not be dropped. Since only two of your first three exams will count toward your final grade, there is no requirement that you complete all three of these exams unless you choose to do so. Nonetheless, given the reality of missed opportunities, I strongly encourage you to complete all of the exams.
3. *Research requirement:* The research requirement provides you with an in-depth experience with research being conducted in the Psychology Department. This requirement involves participating in two hours (that is, 4 credits) of psychological research or completing some library research. This requirement does not earn points toward your grade—it is simply a requirement that must be fulfilled in order to receive your final course grade. For additional information about this requirement, see the PSYC 110 Research Requirement D2L site (a different page than our course site).

TUTORING

At some point, you might want additional assistance to increase your comfort with the material or your performance in the course. I strongly encourage you to visit office hours or contact me for an appointment. We can talk about your particular situation and develop some strategies to assist you. Sometimes students feel more comfortable getting assistance from other students. The Tutoring-Learning Center (<http://www.uwsp.edu/tlc/Pages/default.aspx>) has successful psychology majors who tutor students in this course. Please contact them for more details.

PERFORMANCE

You can use this page to keep track of your progress in the course:

<i>Quiz</i>	<i>Points Earned / Possible</i>	<i>Exam</i>	<i>Points Earned / Possible</i>
1	_____ / 12.5 Points	1	_____ / 100 Points
2	_____ / 12.5 Points	2	_____ / 100 Points
3	_____ / 12.5 Points	3	_____ / 100 Points
4	_____ / 12.5 Points	4	_____ / 100 Points
5	_____ / 12.5 Points	<i>Total Points for Exams</i>	_____ / 300 Points
6	_____ / 12.5 Points		(Add only your best 2 of 3 Exam #1-3 scores, as well as Exam #4)
7	_____ / 12.5 Points		
8	_____ / 12.5 Points		
9	_____ / 12.5 Points	<i>How are the quiz scores calculated?</i> 10 questions x 1.25 points each = 12.5 points x 8 quizzes = 100 points	
10	_____ / 12.5 Points	<i>How are the exam scores calculated?</i> 40 questions x 2.5 points each = 100 points x 3 exams = 300 points	
<i>Total Points for Quizzes</i>	_____ / 100 Points (Add only your best 8 of 10 quiz scores)		

Total Points for Course: _____ / 400 Points

You can use the following grading scale to determine your final course grade:

- A = 372-400 points B = 332-347 points C = 292-307 points D = 240-267 points
 A- = 360-371 points B- = 320-331 points C- = 280-291 points F = 0-239 points
 B+ = 348-359 points C+ = 308-319 points D+ = 268-279 points

**REMEMBER TO COMPLETE THE RESEARCH REQUIREMENT
 IN ORDER TO RECEIVE A GRADE FOR THIS COURSE!**

CALENDAR

Unit	Topic	Sessions	Quiz	Reading
1	Evolution of a Science	R 9/8, M 9/12, T 9/13	M 9/12	Chapter 1
2	Methods in Psychology	R 9/15, M 9/19, T 9/20	M 9/19	Chapter 2
3	Neuroscience and Behavior	R 9/22, M 9/26, T 9/27	M 9/26	Chapter 3
Exam 1, Units 1-3, M 10/3				
4	Memory	T 10/4, R 10/6, M 10/10	M 10/10	Chapter 6
5	Learning	T 10/11, R 10/13, M 10/17	M 10/17	Chapter 7
6	Emotion and Motivation	T 10/18, R 10/20, M 10/24	M 10/24	Chapter 8
Exam 2, Units 4-6, M 10/31				
7	Development	T 10/25, R 10/27, T 11/1	None	Chapter 11
8	Personality	R 11/3, M 11/7, T 11/8	M 11/7	Chapter 12
9	Social Psychology	R 11/10, M 11/14, T 11/15	M 11/14	Chapter 13
Exam 3, Units 7-9, M 11/21				
10	Stress and Health	R 11/17, T 11/22, M 11/28	M 11/28	Chapter 14
11	Psychological Disorders	T 11/29, R 12/1, M 12/5	M 12/5	Chapter 15
12	Treatment of Disorders	T 12/6, R 12/8, M 12/12	None	Chapter 16
Exam 4, Units 10-12, F 12/16, 10:15am-12:15pm				

Notes: Class will be cancelled on T 12/13 and R 12/15 to help you prepare for Exam 4. This calendar is preliminary and subject to revision. Any changes will be announced in class.

POLICIES

Assessment. To maintain the integrity of in-class exams, the use of electronic devices will not be permitted during exams without prior documented approval from the Disability Services office or other pertinent offices on campus. This includes, but is not limited to, requests to use cellular or wireless network-enabled mobile devices for foreign language translation assistance. Students who are found using these devices will be dismissed and receive a zero for their exams. Other penalties will be considered under the misconduct policy.

Attendance. I will not take formal attendance in this course. Nonetheless, regular attendance is the best way to perform well. Lectures and readings only partly overlap, but material from both will be needed for the exams and paper. I generally find that students with poorer attendance records receive lower final grades in this course.

Communication. Please contact me with your concerns related to this course, as well as other academic and career-related issues. *Office hours* are the most reliable way to contact me. I hold three office hours per week. If you cannot attend office hours, please schedule an appointment. Keep in mind that office hours are not times for lecture recaps after unexcused absences. You will need to get the missed information from other students. *Email* is the next most reliable way to contact me. I generally respond to emails in two business days (this means that I will not be responding on evenings or weekends). To avoid being snagged by my email filters, type PSYC 110 in the subject line. Emails requiring considerable discussion will be referred to office hours. Other ways of contacting me (such as calling on the phone, stopping by outside of office hours, or flying stunt kites past my office window) are generally unreliable.

Disabilities. UWSP is committed to providing reasonable accommodations to students with disabilities. If you have a disability and require classroom, exam, or other accommodations, please register with Disability Services (LRC 609, 715-346-3365) and then contact me as soon as possible (preferably early in the semester). I am happy to help out however I can. If you are concerned that you might have a disability, contact Roxanne in Disability Services. She can talk with you about your concerns and provide advice on what to do next. To learn more about the Disability Services office, go to: <http://www.uwsp.edu/disability/Pages/default.aspx>. To learn more about the university's policies and procedures, go to: <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyInfo.pdf>.

Emergencies. In the event of a medical emergency, please call 911 or use Red Emergency Phone (located outside of SCI D101). Offer assistance if trained and willing to do so. Guide all emergency responders to the person in need. In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See <http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx> for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings. In the event of a fire alarm, evacuate the building in a calm manner and meet on the north side of SCI (by the HEC). Notify instructor or emergency command personnel of any missing individuals. In the event of an Active Shooter, Run/Escapes, Hide, Fight. If trapped in a room, you should hide, lock doors, turn off lights, spread out, and remain quiet. Follow instructions of Emergency Responders. See the Emergency Management Plan at <http://www.uwsp.edu/rmgt> for details on all emergency response procedures.

Illegalities. Under several federal and state laws, and according to several university guidelines, faculty are required to report acts of an offensive or criminal nature that occur within and outside of class. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug

use, and acts of violence. Any disclosure or description of these incidents—past and current—may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or local authorities.

Incompletes. Incompletes are only available to students with exceptional circumstances, such as serious medical or emergency situations. They are not for students who feel overwhelmed by routine academic or extracurricular activities. Requests for incompletes must be accompanied by documentation. Except in exceptional circumstances, incompletes must be finished within one semester to avoid receiving an F in the course.

Makeups. Makeup assessments will only be available to students who cannot complete them on time due to academic, athletic, or religious obligations, major illnesses, or comparable reasons. Requests for makeups must be accompanied by documentation, such as letters from coaches, doctors, or spiritual leaders. Except in exceptional circumstances, makeups must be completed within a week of the initial deadline to avoid earning a zero for the assessment.

Misconduct. I take academic misconduct (cheating, plagiarism, etc.) seriously. The minimum penalty for any instance of misconduct in my classes will be an automatic zero on the particular assessment. Stronger penalties will be considered in line with university policy. Please do not put yourself or others through disciplinary proceedings. To learn more about UWSP's policy, go to: <http://www.uwsp.edu/stuaffairs/documents/rightsrespons/SRR-2010/rightsChap14.pdf>.

Professionalism. Respectful behavior in the classroom is necessary for creating an environment conducive to learning and intellectual exchange. Although I minimize the formality of this course, there are limits that I ask you to respect. Students who—answer cell phones, text message, use their laptop or handheld devices inappropriately (for email, games, internet surfing, listening to music, messaging, completing homework for another class, etc.), carry on conversations with others, habitually arrive late and disturb others as they take their seats, pack belongings before the end of class, habitually leave early and disturb others as they exit doors, sleep and snore, and read newspapers, magazines, or other materials during class—distract the professor and other students in the class (even when students think that they are being polite or subtle about it). Such disruptions are disrespectful and hinder the experience of everyone in class. Students who are unable to respect these limits will be asked to leave the room until they can show that they are able to give the class their complete attention. If you find that one or more students in the class are hindering your learning, contact me privately as soon as possible.