

**PSYCHOLOGY 110**

**INTRODUCTION TO PSYCHOLOGY**



**COURSE SYLLABUS**

**FALL 2016**

**PSYCHOLOGY 110:  
INTRODUCTION TO PSYCHOLOGY  
Fall 2016 SYLLABUS**

Welcome back from what I hope was a great summer vacation. Your vacation should have renewed and refreshed you. 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.

**Instructor:** Justin Rueb  
**Office:** B301 Science Center  
**Phone:** 346-2191

**Section:** 2 MW (9:35-10:50)      **Room:** CCC 101  
**Office Hours:** M(1-3 pm), W(1-2 pm), by appointment  
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**Required Texts**

Hockenbury, S. E., Nolan S. A., & Hockenbury, D. H. *Discovering psychology. (7<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 here at UWSP. Your instructor expects you to understand and adhere to these rights and responsibilities in accordance with UWSP policy. Accordingly, students are encouraged to visit the Community Rights and Responsibilities document on-line at the listed URLs below:

<http://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

or

<http://www.uwsp.edu/regrec/Pages/annualRightsNotice.aspx>

**Course Withdrawal** - Students must withdraw from class in a timely manner in accordance with published deadlines. Failure to do so could result in a failing grade or the loss of reimbursable tuition fees. The published deadlines can be found at:

<http://www.uwsp.edu/regrec/Pages/Withdrawals.aspx>

**Academic Honesty** – If I suspect that a violation of academic honesty has occurred, I will pursue disciplinary sanction/UWSP 14, “Student Academic Standards and Disciplinary Procedures,” of the Wisconsin Administrative Code, Rules of the Board of Regents of the University of Wisconsin System. Copies of UWS/UWSP Chapter 14 are located at

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

and in paper form at The Office of Students Rights and Responsibilities, each residence hall, the Reserve Desk of the Learning Resources Center, the University Center Information Center, and the office of each academic dean.

### **Emergency Response Guidance:**

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

**Tornado Warning.** Proceed to the lowest level interior room without window exposure at D-stairwell Science Building. See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx](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.

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

See UW-Stevens Point Emergency Management Plan at [www.uwsp.edu/rmgt](http://www.uwsp.edu/rmgt) for details on all emergency response at UW-Stevens Point.”

**Title IX.** *Under several federal and state laws, and according to several university guidelines, I am required to report acts of a criminal or offensive nature. 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 – both current and in the past – may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities.*

## 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 (200 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 40 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 may 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> | 20% | <b>Exam 3</b> | 15% |
|---------------|-----|---------------|-----|---------------|-----|

Examinations will be closed book consisting of 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.

**Course Final (300 points):** The course final will be comprised of 100 multiple choice questions worth 3 points each (total 300 - 30%). Sections 1-3 will consist of 15 questions each and Section 4 (not previously tested) will consist of 41 questions. As a reward for individuals who actually read this syllabus, you will be allowed to prepare **one 5 x 8 notecard (front and back)** for use during the final or **one side of a single sheet of 8.5" x 11"** piece of paper. Prior to the start of the final, the note card or one-sided piece of paper must be initialed by your instructor. 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.

**Bonus Points (15 Points maximum)** - To encourage an in-depth reading and review of this syllabus and other course material, this instructor will award any student 1 point (up to a maximum of 15 points-1.5% of your grade) for any error that s/he discovers in any of the instructor's written documents. This policy does not apply to email. The email should state what course and section you are in and the error (e.g., PSYC 110-Section 1: The word "eror" found on student slide 2, line 2 of the normal distributions lesson should be spelled "error.>"). Only the first individual who notifies the instructor of the error will receive the point. So as not to interrupt the class, students are to notify the instructor before or after class via email. Email is the acceptable method of notification as this provides this instructor with a traceable record for assigning the

bonus points. However, if two students should have the same error listed, I will use the date/time of the message to indicate who was first. Only students who email the error will get credit. Verbal notification is not enough, with the exception of exams, pop quizzes, and the final. For these examinations, the student must inform the instructor and then write the error and question number on the front of the examination to receive credit. Since I strive to produce the best product possible, this approach will help me reach a goal of zero errors in my materials. Should a student also receive a verbal bonus point in class, that student must again email the instructor reminding him of that bonus point award on that day. Delayed (**more than two days**) or non-notification results in loss of the bonus point.

| <b>Course Grading Summary</b>    | <b>Points</b> | <b>%</b> | <b>Score</b> | <b>Cumulative Total</b> |
|----------------------------------|---------------|----------|--------------|-------------------------|
| Pop Quizzes (5 @ 40 points each) | 200           | 20       | _____        | _____                   |
| Exam 1                           | 150           | 15       | _____        | _____                   |
| Exam 2                           | 200           | 20       | _____        | _____                   |
| Exam 3                           | 150           | 15       | _____        | _____                   |
| Final                            | 300           | 30       | _____        | _____                   |
| 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 2016**

| <b>Date</b> | <b>Lesson Topic</b>   | <b>Pages</b>         | <b>Due Items</b>                            |
|-------------|---|----------------------|---|
| <b>Sep</b>  | <b>Section 1</b>  |                      |   |
| 7           | Course Introduction   | Syllabus             | <input type="checkbox"/>                    |
| 12          | History of Psychology/Research Methods                        | 1-39                 |   |
| 14          | Research Methods/Statistics                                   | A1-A14               |   |
| 19          | Brain/Endocrine System  | 40-83                |   |
| 21          | Visual Perception/The Other Senses                            | 84-131               | <input type="checkbox"/>                    |
| 26          | The Functional Body   | 40-131               |   |
| 28          | Sleep & Dreams & Controlling Consciousness                    | 132-179              |   |
| <b>Oct</b>  |   |                      |   |
| <b>3</b>    | <b>Exam 1</b>   | <b>1-179, A1-A14</b> | <b>Exam #1 (15%)</b>                        |
|             | <b>Section 2</b>  |                      |   |
| 5           | Exam 1 Review/Classical Conditioning                          | 180-196              | <input type="checkbox"/>                    |
| 10          | Classical Conditioning/ Operant Conditioning                  | 196-214              |   |
| 12          | Operant Conditioning and Social Learning                      | 214-225              | <input type="checkbox"/>                    |
| 17          | Memory Storage and Retrieval /Forgetting                      | 226-269              |   |
| 19          | Problem-Solving and Decision-Making                           | 270-284              |   |
| 24          | Language & Intelligence                                       | 284-311              | <input type="checkbox"/>                    |
| 26          | Motivation and Emotion  | 312-355              |   |
| <b>31</b>   | <b>Exam 2</b>   | <b>180-355</b>       | <b>Exam #2 (20%)</b>                        |
| <b>Nov</b>  |   |                      |   |
|             | <b>Section 3</b>  |                      |   |
| 2           | Cognitive Development   | 356-386              |   |
| 7           | Adolescence-Moral Development                                 | 386-395              |   |
| 9           | Adult-Emotional, and Social Development                       | 396-411              |   |
| 14          | Personality-Psychoanalytic                                    | 412-428              |   |
| 16          | Personality: Humanistic & Traits                              | 428-451              |   |
| 21          | <b>Exam 3</b>   | <b>356-451</b>       | <b>Exam #3 (15%)</b>                        |
| 23          | Review Exam 3<br>Social Influence I (Attitudes and Prejudice) | 453-471              |   |
|             | <b>Section 4</b>  |                      |   |
| 28          | Social Influence II (Conformity and Obedience)                | 471-495              |   |
| 30          | Stress and Coping (Health)                                    | 496-514              | <input type="checkbox"/>                    |
| <b>Dec</b>  |   |                      |   |
| 5           | Stress and Coping (Performance)                               | 514-531              |   |
| 7           | Psychological Disorders                                       | 532-583              |   |
| 12          | Psychoanalysis & Client-Centered Therapies                    | 584-599              |   |
| 14          | Behavior, Cognitive, and Group Therapies                      | 599-629              |   |
|             |   |                      |   |
| <b>16</b>   | <b>Final: Friday (12:30-14:30 am)</b>                         | <b>Everything</b>    | <b>Final (30%)</b> <input type="checkbox"/> |