



**PSYCHOLOGY 110-01: Introduction to Psychology**  
 Spring 2018  
 11:00 a.m. – 11:50 a.m., MoWeFr  
 CCC 101

**Instructor Contact Information:**

*Instructor:* Robert J. Nemeth, Ph.D.

*Office:* D237 Science Building

*Office hours:* 1-2 p.m. Tu and Th and 3-4 p.m We, or by appointment.

*Phone:* (715) 346-3070 (leave a voicemail with your name and number if I don't answer)

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**Required Textbook**

Weiten, W. (2017). *Psychology: Themes and Variations* (10<sup>th</sup> ed.). Cengage Learning.

**General Philosophy of Teaching**

- Promote life-long learning (**thinking for yourself**).
- Foster an intellectual curiosity about questions of human behavior and the mind.
- Develop an appreciation of diverse viewpoints in psychology, including alternative and minority views.
- Help my students develop the following skills that typify an educated adult:
  - organizational skills,
  - critical thinking skills,
  - quantitative skills, and
  - verbal and writing skills.
- Emphasize **partnership** in learning. I am a facilitator of your learning, so think of me as a valuable resource rather than the “voice of authority.”

**Goals/Objectives**

First off, welcome to Intro Psychology!

I have three main goals for our work together this semester. These three goals reflect the UWSP General Education Program at the Investigation Level for the social sciences in helping you understand human behavior within the context of society at large.

- Explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior.
  - Examine and explain how social, cultural, or political institutions influence individuals or groups.
1. **Content:** First, I intend to introduce you to the wide scope of psychological inquiry from its infancy as a new field to the most cutting-edge developments in the field today. By the completion of the course, you should have a general understanding of 1) the history of psychological science, 2) the methods used to investigate psychological questions, 3) the major theories, ideas, and perspectives of psychologists, 4) the different areas of psychology and what research to date in these areas can tell us, and 5) where psychology is headed in the future.
  2. **Application:** Second, we will apply psychological research to real-world problems/questions such as recovery from brain trauma, when and under what circumstances will people help another person in need, diagnosis and treatment of psychological disorders, student study habits, and eyewitness memory just to name a few. You will also learn how psychology is a helping profession.
  3. **Critical Thinking:** Third, I hope to encourage the development of your critical thinking skills so that you may become a wiser consumer of psychological ideas. Regardless of whether you take further coursework in psychology, this class should help you develop the skills necessary to evaluate psychological claims in daily life. The full complement of multimedia information sources (i.e., television, magazines, newspapers, and

**Class Format:**

- I will use various methods of teaching during the semester. I describe each below so you know what to expect.
  - **Lecture:** During lectures, I will discuss important ideas, people, research, theories, and issues in each respective area of psychology. While my lectures will draw on material in the textbook, **they will not duplicate the textbook**. The degree of overlap may be small or great depending on the topic, and I will present a lot of new material not contained in the textbook. For this reason, **attendance is expected** at lectures, and **many exam questions will come from the lectures alone**. **If you must miss a lecture, you are responsible for the material you have missed**. Thus, be sure to get lecture notes from **several** classmates (don't depend on only one person's note-taking skills!). I have provided space on this syllabus for you to collect contact information from fellow students. In addition, I sometimes show videos or play audio clips to supplement the course material. Videos and audio clips will not be repeated later if you happen to miss the day they were shown. If possible, I will give you information on where to get the media from the Learning Resource Center (i.e., library) or the internet, but at the very least you should ask several classmates to describe or explain the media clip to you.
  - **In-class Activities:** I plan on spending a significant amount of class time engaged in active-thinking, problem-solving activities. These activities may have you working alone, in pairs, or even in small groups (i.e., groups of up to five) to solve specific problems I present in class. For example, during our discussion of brain and behavior, I will give you case studies that suggest some brain dysfunction and the class will attempt to solve what areas of the brain have most likely been affected given the particular symptoms of the case.
  - **Small group discussion:** At times during the semester, I will ask you to discuss topics in small groups of up to five. Small group discussion differs from the in-class activities in that the discussion topics will be more open-ended with less of a definitive answer. Groups will be asked to report back on their discussions with arguments and supporting evidence for their positions.
- Two other important aspects of the course:
  - **Textbook reading assignments are indicated in the class schedule.** To gain the most out of our time together, it is essential that you keep up with the course readings. You will be quizzed on the reading assignments; so in order to do well in the course you will need to keep up with the reading. In addition, around 25% of your exam questions will come from the textbook alone. We have limited time to discuss topics in class, so there will always be sections of the textbook that we have not discussed in class. If you are ever confused about what you read in the textbook, please feel free to contact me through any of the various means listed above or feel free to ask questions in class (preferred, as asking questions in class may benefit other students as well).
  - **Desire 2 Learn (D2L) will be used extensively in the course.** Lecture outlines and figures, quizzes, handouts, class announcements, articles, and grades will be posted on D2L. Make sure to check D2L on a weekly basis for new material. **To find D2L, log on to your My Point portal, click on the “Academics” tab in the upper left part of the screen, then look under “Course Information” on the right side of the screen. Click the link “Desire 2 Learn.”** Alternatively, you can just point your web browser directly to <http://www.uwsp.edu/d2l/Pages/default.aspx>

### Guidelines for Courtesy and Respect in the Classroom

I ask that you please respect five requests during our class meetings:

- Please **ask questions** if you are confused by anything I present in lecture—feel free to ask questions about content (e.g., "I'm still confused about the difference between episodic and semantic memory; can you give an example of each?") or more technical aspects of the lecture (e.g., "The wording you used to define prosocial behavior is confusing. Could you reword it?"). In all likelihood, if you are confused then others in the class will be confused also. And don't be worried about interrupting the lecture—I like questions.
- Please **ask me to slow down** if I am speaking too fast for you to understand the lecture topic and take good notes.
- Please **minimize disruptions** during class (e.g., conversations, doing other classwork, mobile devices, or other electronics, etc.)—doing so will show respect for your fellow classmates (and me).
- Please **show respect for your fellow students and your instructor** during classroom discussions and activities by attending, listening, and being open to diverse perspectives. Our common ground-rule for the class will be that only one person should be speaking at a time unless the class is broken down into separate group discussions.
- I will let you out on time; please **do not get ready to leave** before the class is over (you might miss something important).
- If you wish to use any **electronic device** to record class lectures and discussions, please speak with me first to get permission. In addition, the use of electronic devices during exams will be prohibited unless approval has been documented by a pertinent office on campus (e.g., Disability and Assistive Technology Center).

Thank you for your cooperation.

### Grading

- **Exams**
  - There will be five exams over the course of the semester.
  - Each exam will cover only the material up to the test.
  - The exams will consist of 40 multiple-choice questions. I will provide you with a general study guide before each exam.
  - The questions will cover the assigned readings and any in-class activities such as lectures, discussions, demonstrations, films/videos, and group work.
  - If you know in advance that you will miss an exam date (e.g., for University functions, family functions such as marriages, religious holidays, etc.), you should contact me as soon as possible. You will be allowed to take the exam early at an arranged time. If you miss an exam due to an unexpected absence (e.g., illness), you must contact me within 48-hours of the exam date to schedule a make-up exam. Should you fail to contact me within the 48-hour period of the exam date, you will be assigned a 0 for that exam.
  - I strive to write questions that are challenging and academically rigorous but also fair. If you feel that a question is unfair or inaccurate, you may fill out a Request for Review Form that can be downloaded from *D2L*. You will be asked to indicate what exam and question you wish for me to review, as well as supporting evidence for your argument that a question is unfair or inaccurate. The deadline for a request for review is one week from the date your exam has been returned.
- **Reading Quizzes**
  - To help you keep up with the reading, to provide an opportunity for regular feedback, and to prep you for class, I will be giving semi-weekly quizzes on *D2L*.
  - These quizzes will consist of 5 multiple-choice questions (each worth 2 points) that will cover the readings for the week. There will be a 5-minute time limit to complete the quizzes; the time limit is designed to prevent "fishing" for answers from the textbook.
  - The quizzes will be made available one week before they are due.
  - You will have the opportunity to retake the quiz **three times** within the time availability.
  - Normally, make-ups for reading quizzes will **NOT** be permitted, since you have a full week to complete them. However, I will provide make-up availability to students with exceptional circumstances on a case-by-case basis. If you miss a reading quiz and feel you should be given extra time, please contact me. I will consider these make-up possibilities for up to 1-week after the respective quiz is due.

- **Research Participation**

- The Department of Psychology requires that you fulfill a research requirement for this course. You may fulfill this requirement by either a) completing TWO hours of research participation in studies conducted in the psychology department or b) read and answer questions about ONE recent psychological journal article. The full policies regarding this requirement are described in a separate D2L page. **You will be assigned an incomplete if you fail to fulfill the research participation requirement. The incomplete will be changed to an F if you fail to fulfill the research participation requirement the following semester.**

Graded Components of Psych 110	Total Points	Percentage of Grade
Exams 5 × 60 points	300	75 %
Reading Quizzes 10 × 10 points	100	25 %
<b>TOTAL</b>	<b>400</b>	<b>100%</b>

Grade	Points	% Total
A	370 – 400	93%-100%
A-	358 – 369	90%-92%
B+	346 – 357	87%-89%
B	330 – 345	83%-86%
B-	318 – 329	80%-82%
C+	306 – 317	77%-79%
C	290 – 305	73%-76%
C-	278 – 289	70%-72%
D+	266 – 277	67%-69%
D	238 – 265	60%-66%
F	≤ 237	≤ 59%

### Academic Honesty

- I treat academic honesty seriously. In short, academic honesty means that academic work you submit for your classes is yours alone (unless explicitly allowed by your instructor to work together with another and submit your assignment jointly), that you have properly cited sources of information in your work, that you have not misrepresented, in whole or in part, another person's work as your own, and that you respect the academic work of others.
- If I suspect that a violation of academic honesty has occurred, I will pursue disciplinary sanctions up to and including suspension or expulsion from the university as permitted in Chapter UWS 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 Ch. UWS 14 can be found in electronic form at <https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf> and in paper form at The Office of Student Rights and Responsibilities, each residence hall desk, the Reserve Desk of the Learning Resources Center, the University Center Information Center, and the office of each academic dean. I recommend that you get a copy and read about your rights and responsibilities. In addition, Ch. UWS 14 provides specific examples of academic misconduct.
- For additional information about academic misconduct, specifically plagiarism, go to <http://library.uwsp.edu/guides/vrd/plagiarism.htm>.

**Course Withdrawal**

- If you wish to drop the class, you must do so within published deadlines in order to avoid a failing grade or loss of reimbursable tuition. UWSP's policy for dropping courses can be found at <http://www.uwsp.edu/regrec/Pages/Cancellations.aspx>.

**Attendance**

- According to UWSP's attendance policy, students are required to attend classes regularly (<http://www.uwsp.edu/regrec/Pages/Attendance-Policy.aspx>). I will not be recording attendance (besides the first two days), but I expect you to attend every class unless you have an understandable excuse (e.g., illness, unforeseen emergencies, etc.). **If you miss a class, you are responsible for the material you missed.**

**For Assistance:**

- If you find that you are having academic difficulties in this course, please contact me. I am interested in helping you succeed in this course.
- For personal difficulties or concerns, please consider seeking the professional counseling from the UWSP Counseling Center, Third Floor Delzell Hall, 346-3553, <http://www.uwsp.edu/counseling/>.
- If you are in need of additional accommodations (e.g., extra time on an exam), please contact me and the Disability and Assistive Technology Center (DATC) within the first two weeks of the semester. The DATC can be found at 604 Albertson Hall, and can be contacted at 346-3365, <http://www.uwsp.edu/disability/Pages/default.aspx>.

**Emergency Procedures:** The UWSP Office of Risk Management has recommended the following emergency procedures (See UW-Stevens Point Emergency Management Plan at [www.uwsp.edu/rmgt](http://www.uwsp.edu/rmgt) for details on all emergency procedures at UW-Stevens Point.):

- In the event of a medical emergency, call 911 or use red emergency phone located in hallway. Offer assistance if trained and willing to do so. Guide emergency responders to victim.
- In the event of a tornado warning, we will remain in this interior room. See <http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx> for floor plans showing severe weather shelters on campus.
- In the event of a fire alarm, evacuate the building in a calm manner. Notify instructor or emergency command personnel of any missing individuals.

**Abuse and Sexual Assault:** Due to recent legislation, if any disclosure of unreported neglect or abuse of a child, elder, or disabled individual is made to a university instructor, he or she is required to report such information to the appropriate administrative or law enforcement officials. This includes instances of sexual assault of an adult.

**Class Schedule**

I reserve the right to make changes to the class schedule as needed. If such a situation occurs, I will make an announcement regarding the changes of the schedule in class and also on *D2L*.

WEEK	DATE	TOPIC	READINGS	QUIZZES & EXAMS
<b>Psychological Science</b>				
<b>1</b>	1/22 – 1/26	<b>Welcome and Intro</b>		
<b>2</b>	1/29 – 2/2	<b>The Evolution of Psychology</b>	<b>Ch. 1</b>	<b>Reading Quiz 1 on Ch. 1 completed by 1/29</b>
<b>3</b>	2/5 – 2/9	<b>The Research Enterprise in Psychology</b>	<b>Ch. 2</b>	<b>Reading Quiz 2 on Ch. 2 completed by 2/5</b>
				<b>Bonus Quiz on Appendix B completed by 2/7</b>
<b>Biopsychology</b>				
<b>4</b>	2/12 – 2/16	<b>Biological Bases of Behavior</b>	<b>Ch. 3</b>	
<b>5</b>	2/19 – 2/23	<b>Sensation and Perception</b>	<b>Ch. 4</b>	<b>Reading Quiz 3 on Ch. 4 completed by 2/19</b>
<b>6</b>	2/26 – 3/2	<b>Variations in Consciousness</b>	<b>Ch. 5</b>	<b>Reading Quiz 4 on Ch. 5 completed by 2/26</b>
				<b>Exam 2 on 3/2 Covers Chs. 3-5</b>
<b>Learning and Cognition</b>				
<b>7</b>	3/5 – 3/9	<b>Learning</b>	<b>Ch. 6</b>	
<b>8</b>	3/12 – 3/16	<b>Human Memory</b>	<b>Ch. 7</b>	<b>Reading Quiz 5 on Ch. 7 completed by 3/12</b>
<b>9</b>	3/19 – 3/23	<b>Cognition and Intelligence</b>	<b>Ch. 8</b>	<b>Reading Quiz 6 on Ch. 8 completed by 3/19</b>
				<b>Exam 3 on 3/23 Covers Chs. 6-8</b>
<b>Spring Break 3/26 – 3/30</b>				
<b>The Person and The Situation</b>				
<b>10</b>	4/2 – 4/6	<b>Motivation and Emotion</b>	<b>Ch. 9</b>	
<b>11</b>	4/9 – 4/13	<b>Social Behavior</b>	<b>Ch. 12</b>	<b>Reading Quiz 7 on Ch. 12 completed by 4/9</b>
<b>12</b>	4/16 – 4/20	<b>Human Development</b>	<b>Ch. 10</b>	<b>Reading Quiz 8 on Ch. 10 completed by 4/16</b>
				<b>Exam 4 on 4/20 Covers Chs. 9, 10 &amp; 12</b>

Individual Differences				
<b>13</b>	4/23 – 4/27	<b>Personality &amp; Stress</b>	<b>Ch. 11 &amp; Ch. 13</b>	
<b>14</b>	4/30 – 5/4	<b>Psych Disorders and Treatment</b>	<b>Ch. 14 &amp; Ch. 15</b>	<b>Reading Quiz 9 on Ch. 14 completed by 4/30</b>
<b>15</b>	5/7 – 5/11	<b>Psych Disorders and Treatment</b>	<b>Ch. 14 &amp; Ch. 15</b>	<b>Reading Quiz 10 on Ch. 15 completed by 5/7</b>
<b>16</b>	<b>Final Exam</b> <b>Covers Chs. 11, 13-15</b> <b>5/14 8 a.m. – 10 a.m.</b>			

**PERFORMANCE SUMMARY**

(Your record of class performance)

Reading Quizzes	
Quiz 1	/10
Quiz 2	/10
Quiz 3	/10
Quiz 4	/10
Quiz 5	/10
Quiz 6	/10
Quiz 7	/10
Quiz 8	/10
<i>Sub-total</i>	<i>/80</i>

Exams	
Exam 1	/60
Exam 2	/60
Exam 3	/60
Exam 4	/60
Exam 5	/60
<i>Sub-total</i>	<i>/300</i>

**Student Contacts**

- If you ever need to miss class, you should contact a few classmates to find out what you missed. Although I am happy to help you with any material you missed, you are responsible for all missed material and should first seek out fellow students to prepare for the next class period (including the next quiz). Please take a few minutes to obtain contact information from fellow students sitting around you.

Name

Contact Info
