



**PSYCHOLOGY 110-04: Introduction to Psychology**  
**Spring 2024**  
 11:00 a.m. – 11:50 a.m., MoWeFr  
 SCI D223

### Instructor Contact Information

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

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*Office hours:* 2:00 p.m. – 3:00 p.m. Mo & 3:00 – 4:00 p.m. We or by appointment.

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### Required Textbook

Weiten, W. (2022). *Psychology: Themes and Variations* (11<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.
- 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 bombards us with claims of psychology. After taking this course, you should be able to better evaluate the veracity of those claims.

### **Class Format:**

- **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 will vary 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!). In addition, I sometimes show videos to supplement the course material. Videos will not be repeated later if you happen to miss the day they were shown. If possible, I will give links to video clips via streaming services through the UWSP Library or on YouTube, but at the very least you should ask several classmates to describe or explain the media clip to you.
- **In-class Activities:** Most units of the class will include in-class activities to help you learn concepts of the course. These activities include demonstrations and worksheets. For example, during our discussion of The Biological Bases of 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 symptoms of the case.
- 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; 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.
  - **Canvas will be used extensively in the course.** Lecture slides, quizzes, handouts, class announcements, articles, and grades will be posted on *Canvas*.
    - Lecture slides do not have notes. Taking notes is part of your job as a student. If you are having difficulty with notetaking, please consider obtaining academic coaching from the Tutoring and Learning Center: <https://www.uwsp.edu/tlc/Pages/Academic-Literacies.aspx>
    - Make sure to check Canvas on a weekly basis for new material. **To find *Canvas* from the UWSP home page (<https://www.uwsp.edu/>), click on the Logins in the upper right-hand corner of the page. Alternatively, you can just point your web browser directly to <https://www.uwsp.edu/canvas/Pages/default.aspx>**

### Guidelines for Courtesy and Respect in the Classroom

- Please **ask questions** if you are unclear about anything presented in lecture.
- Please **minimize disruptions** during class (e.g., conversations, doing other classwork, mobile devices, or other electronics, etc.).
- Please **show respect for your fellow students and your instructor** during classroom discussions and activities by attending, listening, and being open to diverse perspectives.
- I will let you out on time; please **do not get ready to leave** before the class is over.
- 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 the 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, lectures, discussions, demonstrations, worksheets, and videos.
  - 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.), please contact me a week before the exam and we will schedule a make-up. **If you miss an exam due to an unexpected absence (e.g., illness), you must contact me within 2 business days of the exam date to schedule a make-up exam.** Should you fail to contact me within the 2 business days of the exam date, you will be assigned a 0 for that exam. Make-up exams are typically taken within 1 week of the scheduled exam date. You may not make up exams after 2 weeks have passed since the original exam was scheduled. Make-up exams are on paper just like the regular exam. There are no online make-up exams.
  - **Exams may not be retaken once completed.**
- **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 *Canvas*.
  - These quizzes will consist of 5 multiple-choice questions (each worth 2 points) that will cover the assigned chapter for the week. There will be a 7-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.
  - Quizzes will remain available to be completed with a late penalty (-10% per day) for 48-hours after the due date.
  - 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 Canvas site. **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 %
TOTAL	400	100%

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 or the output of an AI generator 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>. 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 integrity and misconduct see, <https://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>

### Course Withdrawal

- If you wish to drop the class, you must do so within published deadlines to avoid a failing grade or loss of reimbursable tuition. UWSP's policy for dropping courses can be found at <https://www.uwsp.edu/regrec/Pages/Withdrawals.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 regularly, 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 at any time during the semester, you are responsible for the material you missed. Please contact fellow students to obtain the notes.**

**For Assistance**

- If you find that you are having academic difficulties in this course, please contact me. **I want you to succeed in this course.** But if you are having academic difficulties, you will need to make changes to improve.
- The Tutoring-Learning Center (TLC) offers tutoring to help students who need additional practice with basic skills to be a successful student. The areas that students in Introduction to Psychology need the most help with are time management, note-taking, and study strategies.
  - **Academic Coaching:** Build skills in studying, time management, test-taking, online learning, and more by working with a peer or professional coach.
  - All tutoring services are free to UWSP students. There are two ways to meet with a TLC tutor:
    - Make a One-on-One Appointment: Students can self-schedule using [Navigate](#), contact the TLC at [tltutor@uwsp.edu](mailto:tltutor@uwsp.edu) or 715-346-3568, or stop into CCC 234.
    - Visit a Drop-In Tutoring Center: No appointment is needed! Students can view the TLC's [Drop-In Tutoring Schedules](#) page to see the availability of tutors.
- For personal difficulties or concerns (e.g., stress, depression, etc.), please consider seeking professional counseling from the UWSP Counseling Center, Third Floor Delzell Hall, 346-3553. Additional mental health resources (e.g., teletherapy and telepsychiatry) are available at this website: <http://www.uwsp.edu/counseling/>.
- If you need additional accommodations (e.g., extra time on an exam), please contact me and the Disability and Resource Center (DRC) within the first two weeks of the semester. The DRC can be found at 108 CCC, 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:

- In the event of a medical emergency, call 911 or use a red emergency phone located in the hallway. Offer assistance if trained and willing to do so. Guide emergency responders to victims.
- In the event of a tornado warning, we will move to the designated severe weather shelter area (the hallway). 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 on *Canvas*.

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 – 3/1	<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 3/1 Covers Chs. 3-5</b>
<b>Learning and Cognition</b>				
<b>7</b>	3/4 – 3/8	<b>Learning</b>	<b>Ch. 6</b>	
<b>8</b>	3/11 – 3/15	<b>Human Memory</b>	<b>Ch. 7</b>	<b>Reading Quiz 5 on Ch. 7 completed by 3/11</b>
<b>9</b>	3/25 – 3/29	<b>Cognition and Intelligence</b>	<b>Ch. 8</b>	<b>Reading Quiz 6 on Ch. 8 completed by 3/25</b>
				<b>Exam 3 on 3/29 Covers Chs. 6-8</b>
<b>The Person and The Situation</b>				
<b>10</b>	4/1 – 4/5	<b>Motivation and Emotion</b>	<b>Ch. 9</b>	
<b>11</b>	4/8 – 4/12	<b>Social Behavior</b>	<b>Ch. 12</b>	<b>Reading Quiz 7 on Ch. 12 completed by 4/8</b>
<b>12</b>	4/15 – 4/19	<b>Human Development</b>	<b>Ch. 10</b>	<b>Reading Quiz 8 on Ch. 10 completed by 4/15</b>
				<b>Exam 4 on 4/19 Covers Chs. 9, 10 &amp; 12</b>

Individual Differences				
<b>13</b>	4/22 – 4/26	<b>Personality &amp; Stress</b>	<b>Ch. 11 &amp; Ch. 13</b>	
<b>14</b>	4/29 – 5/3	<b>Psych Disorders and Treatment</b>	<b>Ch. 14 &amp; Ch. 15</b>	<b>Reading Quiz 9 on Ch. 14 completed by 4/29</b>
<b>15</b>	5/6 – 5/10	<b>Psych Disorders and Treatment</b>	<b>Ch. 14 &amp; Ch. 15</b>	<b>Reading Quiz 10 on Ch. 15 completed by 5/6</b>
<b>16</b>	<b>Final Exam</b> <b>Covers Chs. 11, 13-15</b> <b>5/13 8:00 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
Quiz 9	/10
Quiz 10	/10
<i>Sub-total</i>	<i>/100</i>

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