DATE: Fall 2015
COURSE NUMBER AND TITLE: PSYC 101-02 Introduction to Psychology
CREDIT HOURS: 3
TIME AND PLACE: Tu & Th 1:30 – 2:45 PM in MLH 100
GENERAL EDUCATION COMPETENCY AREA: Social and Behavioral Ways of Knowing
INSTRUCTOR: Rhett Diessner, Ed.D.  diessner@lcsc.edu
OFFICE: Spalding Hall, Room 213F, ph# 792-2338
OFFICE HOURS: 9-10am M, Tu, Wed, & Th; email for an appt. if these times don’t work for you

**A note on emailing Prof. Diessner: Please keep your emails to 3 sentences or less (I receive more than 1,200 non-spam emails a semester); for longer communication, come to my office hours. The college wishes you to use your lcmail address to write professors and other students.
**Although I believe in a small carbon footprint, please do not send me assignments by email; only give them to me in hardcopy. Thanks.

INTELLIGENT STUDENT BEHAVIOR: Keep the syllabi from all your courses handy. Read them more than once. Look them over at least once a week. Bring them to your classes everyday. Look at your course calendars at least 3 times a week.

Course Description/Purpose
From the catalog: "A general survey of the field of psychology and the principles of behavior including: methodology, conditioning and learning, memory, perception, motivation and emotions, individual differences, adjustment and social interaction."

A note to persons with disabilities. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment me as soon as possible. My office location and office hours are printed above.

1. Statewide General Education Learning Outcomes (GELOs)
This course is designed to help you develop the competencies established by the Idaho State Board of Education for the Social and Behavioral Ways of Knowing component of General Education Core across all state colleges and universities in Idaho (Big Brother is watching). You are invited to achieve and demonstrate the following:

i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline, in this case, Psychology.

ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.

iii. Utilize Social Science approaches, such as research methods, inquiry, or problem solving, to examine the variety of perspectives about human experiences.

iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.

v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

2. Course Specific Additional Expected Learning Outcomes:
Additionally you will be invited to achieve the following objectives, and which are linked to the GELOs as noted parenthetically below:

1. The general goal of the course is to increase our interpersonal and intrapersonal intelligence. {GELOs i, ii, iii,
2. Demonstrate "critical thinking" about central concepts of psychology through the use of such cognitive skills as application, analysis, and evaluation (see the list of optional assignments below). {GELOs i, ii, iii, iv, v}


### 3. Assignments

Your grade in this course will be based on the following, which correspond to the GELOs as noted parenthetically at the end of each assignment.

#### Required Assignments:

1. Exam over *Thinking Critically w/Psychological Science and Personality* {GELOs i, ii, iii}

2. Exam over *Nature & Nurture & Human Diversity and The Developing Person Through the Life Span* {GELOs i, iii, iv, v}

3. Exam over *Memory and Consciousness* {GELOs iii, iv, v}

4. Exam over *Emotions and What Drives us* {GELOs ii, v}

5. Exam over *Psychological Disorders and Therapy* {GELOs i, ii, v}

6. Exam over *Stress and Health and Social Psychology* {GELOs i, ii, iii, iv, v}

7. Final Exam {GELOs i, ii, iii, iv, v}

8. Special projects that are of interest to students. {GELOs i, ii, iii, iv, v}

#### Optional Assignments:

There are many optional assignments in this course. This is for three reasons: a) some students’ brains were not designed to do well on multiple-guess exams, and I want you to have a variety of ways of gaining and demonstrating knowledge of psychology, and b) having optional assignments emphasizes intrinsic motivation and autonomy.

1. Music Interpretation {GELOs i, iii, iv}

2. Demography {GELO v}

3. Reading Guide to Plato’s *The Apology* {GELOs iv, v}

4. Psychology interpretation paragraphs from assigned events on campus and in the community {GELOs i}

5. VIA survey (virtues and character strengths) {GELOs i, iii, v}

6. Psyc of Beauty presentation {GELOs i, v}

7. Five Factor Model Personality “test” {GELOs i, iii, v}

8. Questionnaires at Yourmorals.org {GELOs iii, v}

9. Illustrative Psyc Music  {GELOs i, iii, iv}

10. Scientific Psychology Research {GELOs ii, iii}

11. Positive Psychology goes to the Movies {GELOs i, iv, v}
### Assignments by which students will demonstrate achievement of the General Education Learning Outcomes

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| i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline; in this case, Psychology. | • Exam over *Thinking Critically w/Psychological Science and Personality*  
• Exam over *Nature & Nurture & Human Diversity* and *The Developing Person Through the Life Span*  
• Exam over *Psychological Disorders and Therapy*  
• Exam over *Stress and Health and Social Psychology*  
• Final Exam  
• Special projects that are of interest to students  
**Optional Assignments:**  
1. Music Interpretation  
2. Psychology interpretation paragraphs from assigned events on campus and in the community  
3. VIA survey (virtues and character strengths)  
4. Psyc of Beauty presentation  
5. Five Factor Model Personality “test”  
6. Analysis of Illustrative Psyc Music  
7. Positive Psychology goes to the Movies |
| ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas. | • Exam over *Thinking Critically with Psychological Science and Personality*  
• Exam over *Emotions and Motivation & Work*  
• Exam over *Psychological Disorders and Therapy*  
• Exam over *Stress and Health and Social Psychology*  
• Final Exam  
• Special projects that are of interest to students |
### Optional Assignments:

1. Scientific Psychology Research (a search in PsycINFO for a data-based study) VIA survey (virtues and character strengths)
2. Five Factor Model Personality “test”
3. Questionnaires at Yourmorals.org (self-analysis of psychology of morality)

### iii. Utilize Social Science approaches, such as research methods, inquiry, or problem solving, to examine the variety of perspectives about human experiences.

- Exam over Thinking Critically w/Psyc Sci and Personality
- Exam over *Nature & Nurture & Human Diversity* and *The Developing Person Through the Life Span*
- Exam over *Memory* and *Consciousness*
- Exam over *Stress and Health* and *Social Psychology*
- Final Exam
- Special projects that are of interest to students

### Optional Assignments:

4. Music Interpretation
5. VIA survey (virtues and character strengths)
6. Five Factor Model Personality “test”
7. Questionnaires at Yourmorals.org (self-analysis of psychology of morality)
8. Analysis of Illustrative Psyc Music
9. Scientific Psychology Research

### iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.

- Exam over *Nature & Nurture & Human Diversity* and the Developing Person through the Life Span
- Exam over *Memory* and *Consciousness*
- Exam over *Stress and Health* and *Social Psychology*
- Final Exam
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v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

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Optional Assignments:
1. Demography
2. Reading Guide to Plato’s *The Apology*
3. VIA survey (virtues and character strengths) VIA survey (virtues and character strengths)
4. Psyc of Beauty presentation
5. Five Factor Model Personality “test”
6. Questionnaires at Yourmorals.org
7. Positive Psychology goes to the Movies
Required Texts:
2. Dialogues of Plato (B. Jowett, trans.). NY: Washington Square Press. Read the "Apology", pp. 1-40. The Bookstore might carry a different edition, if so, simply find the chapter called the “Apology” and read it. (If you are buying from the Web, you can get any collection of Plato’s Dialogues that has the “Apology” in it.) You can also read it online at: http://classics.mit.edu/Plato/apology.html

Study guides to the Myers and DeWall (2015) text are available in the bookstore--purchasing the study guide is optional. Most students, however, find that using the study guide increases their exam scores by one letter grade.

Reading and studying the Myers and DeWall (2015) text is essential for both learning about the field of Psychology and performing well on the exams. Ninety percent of the exam questions come from the text, and some of the topics will not be lectured on in class, so reading and remembering is quite necessary.

Anyone considering being a psychology major should not re-sell their book at the end of the semester. The reason for this is two-fold: a) it is useful to study it for taking the GRE when you are a senior; b) in ten or twenty years you will enjoy “looking back” and seeing what you studied at this point in your psychology career.

EVALUATION
Distinguished, A, or Excellent = 950 points plus 90%s on 4 of 6 exams & on final
Superior, B, or Very Good = 850-949
Average, C, or Good = 700-849
Below Av., D, or Unsatisfactory = 600-699
Failing, F, or No academic credit = 599

Summary of MAXIMUM number of points possible per academic product:

“Required:”
1. Six Exams 100 x 6 600
1a. Your best two exams doubled 200
2. Final Comprehensive Exam 200
3. Research Participation 20 points (or more)

Optional assignments:
[Actually, everything in this course is optional. Even the exams and final 😊]
4. Music Interpretation 20 (only about 20 students will have a chance at this)
5. Demography 10
6. Reading Guide to Plato’s The Apology 20
7. Psychology interpretation paragraphs from assigned events +5 (as many as you can earn)
   7a. Summaries from Chs. 2,6,7,9,10 25 (5 x 5)
8. VIA survey 10
9. Psyc Beauty presentation 10 or 20
10. Five Factor Model Personality “test” 10
11. Questionnaires at Yourmorals.org 20 (they are worth +5 @; you may do four max)
12. Illustrative Music 25 (5 x 5)
13. Scientific Psychology Research 20 (4 x 5)
14. Positive Psychology goes to the Movies 20 (4 x 5)
15. Promise not to ask about your grade 5
KEEP TRACK OF YOUR OWN POINTS, SO THAT AS THE SEMESTER NEARS THE END, YOU KNOW HOW WELL YOU NEED TO DO ON THE FINAL WITHOUT ASKING THE PROFESSOR TO CALCULATE YOUR SCORE. THANKS.

NOTE WELL. To earn an "A" in this course, a point total is **not** sufficient. In addition to a 950 point total, a student must: 1) earn a 90% or higher on 4 of the 6 Exams, AND earn a 90% or higher on the final exam. A point total can "guarantee" a "B" grade for the course, but not an "A" grade. (BTW, a 95% is an A on an exam in this class; 92-94% = A-; 89-91% = B+.) Although these criteria might seem high to some of you, from 5-12% of my students in PSYC 101 classes achieve an A. The professor does assign “plus” and “minus” grades at his prerogative, so even if you realize you may not achieve an “A” after the 3rd or 4th exam, you can still achieve an A- with a point total near 950 and high percentage on the final exam.

The Two Common student complaints about this course are: 1) a few students dominate the conversation in class and talk too much to the professor; so if you are “talker,” limit yourself to making comments to once a class meeting; 2) students carrying on conversations while the professor lectures and this prevents students near them from being able to concentrate; therefore, do NOT talk to your “neighbor” during class. Please feel totally free to “pass notes” to each other. And if you are one of the students that is being annoyed by “talkers,” please let me know, and I will try to keep them quiet without embarrassing you. Text messaging each other is just fine too (but be careful in other classes, text messaging [or game playing] can be considered rude, and most professors find it insulting).

1. The exams are in multiple-choice format. These exams will be scored in class, therefore, **bring a colored pen to class on exam days** (bring it every day, and then you won’t forget it on exam day), as well as a regular pen or pencil for taking the exam. Scoring them in class provides these benefits: a) rapid feedback on the correct answers, and b) students think about the course material while scoring it, thus increasing the likelihood of remembering it (a rehearsal effect) for the final or in future life. Students will review their scored exams, to see if they were graded correctly, but then the Professor collects them and does **NOT** return them. In order to provide confidentiality while grading the exams, write the last 4 digits of your phone number on the upper left backside on the exam (if you do not have a phone #, then just write any 4 numbers that you will remember!, and use those 4 numbers on every exam). *****When you pick up your exam at the end of class, then write your name on it, next to your number.***

   **How to succeed on exams**
   
   **S** = **Survey**, skim and preview the chapter under study. Form questions in your mind about the material as you preview it.
   
   **Q** = Keep the learning objectives in mind as Questions to answer when reading the chapter
   
   **R** = **Review**, read the whole chapter slowly and carefully.
   
   **R** = **Review**. A few days after you first read the chapter, skim-read it again, concentrating on key areas that the professor has lectured upon.
   
   **R** = **Reflect**. Think about the material. Relate it to your life. Make it meaningful. Discuss it with others. Relate it to your class notes. Rehearse the material. Write key concepts on 3 x 5 cards.

   Memorize key concepts using the definitions based on Myers and DeWall (2015); but also re-write the definitions into different words so that you comprehend the meaning of the concept. Think about events that have occurred in your own life that are related to the concepts. Think about possible future events in which the concepts might be significant. This process of connecting the concepts to your own life is called "elaboration." It has been proven to be one of the most powerful ways to "encode" information into your long-term memory, and make it relatively easy to "retrieval." Also, discussing the concepts in Myers and DeWall’s text with
another student, or with any interested party, greatly increases the chance you will understand and remember them.

Serious consider buying one of the Student Workbooks in the Bookstore -- it has practice quizzes in it that are similar to the exams in this class. **Spend at least 4 hours per week studying for this class; spread it out to 30-40 minutes of Psyc textbook study everyday. If you do poorly on the exams, increase that to 6 hours per week.**

2. The **Final Comprehensive Exam** will be given during our assigned final time. It will pose questions based on the readings and lectures for the entire course. The Exam lasts for TWO hours (actually one hour and 50 minutes). **Plan to be there. Do not make travel arrangements and then tell the professor you already have a ticket, or your family has made plans, etc. Do NOT ask to take it early.** If you are sick, you will need a physician’s note to make up the final exam.

3. **Research Participation** 20 points (and its required)

A very important aspect of psychology is research. For each questionnaire that you complete in class for a research project **of a student doing their senior research** you earn +5 points. The research projects that are applicable to this assignment must be approved ahead of time by Prof. Diessner. Periodic announcements about such research projects will be made in class through-out the semester. Some research projects by senior students require meeting them outside of class to be involved in an experiment – those take more time and thus are worth +10 points.

If you prefer **not** to get involved with a specific research project, you can complete any of the questionnaires at this site: [http://www.authentichappiness.org/](http://www.authentichappiness.org/), as an alternative experience. Complete the questionnaire, print it out, and give to Prof. Diessner with your name on it. Each completed questionnaire will be worth +5 points, **up to a total of +20** for 4 different questionnaires. These will be accepted up to **one week before finals week**

You are also welcome to participate in all the research surveys given in class AND to also complete 4 measures at the authentic happiness site.

>> **A note about the optional assignments below**: Most of your grade for this course is based on multiple-choice exams. However, there are many ways to show psychological knowledge besides circling a letter on a test. Therefore I have provided you many alternative ways to demonstrate your knowledge (and improve your grade).

4. **Music Interpretation.** Music affects us in many important psychological ways. Because music is such a pervasive influence in our society, and speaking in front of class an important skill, you will have the opportunity to earn credit in class by integrating these two factors. Find a piece of music that you can relate to some material in Myers and DeWall (2014) in some meaningful way. Try to focus on the music itself, and not simply the lyrics.

Then:

A) Write (a) the name of the piece of music, (b) its performers/composer, and (c) the length of time the piece takes to play. If the piece goes over 3 or 4 minutes, find a good spot to stop the music before 4 minutes.

B) **TYPE** out a full paragraph (1/2 to 1 page) about how this piece of music relates to a concept in our course. **Include the name of the chapter, and the page number(s) in our text (Myers & DeWall, 2015) in which the concept is described. Underline or bold** the concepts from our textbook that you emphasize in your explanation.

C) Hand this in.

D) The professor will comment on it and return it to you with a date to bring the CD to class. A CD player will be in our class everyday. You could bring an MP3 file on a flash drive (but I don’t know how to connect your MP3 player to the computer; if you know how, then you can bring it instead of a CD).

E) On your scheduled day, remind me that you are playing music that day. Then, if I haven’t said anything by 2:10 pm, raise your hand and remind me. Please.
F) You will then come up on the stage, and in one minute, tell (or read your proposal) how your song relates to Psychology. You can make your speech before, during, or after the music; whichever you think will be more effective.

G) On the day that you play the music and speak, hand your proposal back to the professor, as a reminder to record your points.

These are "due" anytime during the semester prior to one week before finals week, but we will only play one per day, so that limits the number of proposals that can be accepted. See calendar. These are accepted until one week prior to finals week, but it’s likely the “slots” will be full by mid-semester. Act now. Every semester students complain on the SCEs that I don’t allow everyone to do this exercise. If you think you might be one of the future complainers, please get your proposal in during the 1st month of the semester 😊

H) Please do not play music that a) encourages drug use (including alcohol), b) encourages immoral sexual relations, c) degrades women (or men), or d) advocates violence. (Am I uptight, or what?)

5. Demography & Photograph. This assignment is to help me get to know you and understand our class as a whole. Ask the professor to hand out these forms in class. Take the form and staple or glue any photograph of yourself, which is fairly current, to the form. I plan to keep this form in my files, indefinitely, so give me a photo I can keep. It is fine to have other people in the photograph; feel free to identify who they are (family, friends, tourists...). The questions that I ask on the form are typical "demographic" questions that psychologists and sociologists ask of people that they study. Although I am not studying you for "research", I do believe that the better I understand you, the better I can teach. All questions on the demography are optional; if you think answering a question unduly invades your privacy, leave it blank.

If you completed a demography form in a prior class of mine, you can simply put your name on the form and state the name of the class, year, and semester, which you were in previously, however you will only receive 1/2 credit for so doing. You can receive full credit if you use a new and different picture and add new or amending information. DUE: About one month after class starts; see course calendar for specific due date.

6. The Apology. Dialogues of Plato (B. Jowett, Trans.). NY: Washington Square Press. Read the "Apology", pp. 1-40. The Bookstore might carry a different edition, if so, simply find the chapter called the “Apology” and read it. This isn’t an “apology” in the modern English sense, but in the old fashioned sense of explaining the reasons for something; in this case Socrates explains why he really wasn’t corrupting the youth nor being impious against the gods. Socrates was a great philosopher, but also a great psychologist, and he was the one who really developed and deepened the concept of the “psyche” in Western civilization. Although this book is the cheapest book you will buy in college, you can also access the entire Apology at http://classics.mit.edu/Plato/apology.html

The reading guide, to complete for 20 points, is attached near the end of this syllabus. Don’t lose it and don’t wrinkle it. I recommend taking it off the back of the syllabus 2 weeks before it is due, and complete it as you read the dialogue. Due: About 2 months into the class; see the course calendar for specific due date.

7. "Psychology Interpretation Paragraphs". Periodically 5 bonus points will be offered to attend a college-related or psychology-related event. If you TYPE (keyboard) a good solid paragraph relating some aspect of the event to some particular topic in our textbook, it will be "worth" 5 points each time. Include the page number(s) from the textbook regarding the topic to which you relate the event.

Points are only given for attending events that the Professor announces in class as being relevant. If you know of an event that would be good to analyze psychologically (theatre, art, music, a public talk, a peace rally, etc.), suggest to the professor that he announce it as available for this exercise. I realize that many of you have busy lives and will not be able to attend many of the events that I offer extra points for. Such is life. Please don’t ask to write papers, etc. for extra credit. If you know of an event that would be good for our class to attend, even if it’s where you live (Kamiah, Lapwai, Grangeville, Moscow, etc.) you can write out all the information and give it to me, and if I think it would be a good event to analyze psychologically, I will
announce it to the whole class.
These will be accepted up to **one week before finals week**.
You can earn an A in this course without doing any “extra” credit, and simply getting very high grades on the exams. One or two students do that every semester.

Note: I hand out a variety of psychological assessment forms in class that are not worth any “points,” but are related to the topics we study. The “surveys” that are worth points are the ones that advanced psychology students hand out for their senior projects in our class.

7a. **More +5 papers.** Some of the chapters in Myers and DeWall (2015) are not required reading: Ch. 2 The Biology of Mind, Ch. 6 Sensation & Perception, Ch. 7 Learning, Ch. 9 Thinking & Language, and Ch. 10 Intelligence. You are welcome to look in those chapters for anything you find interesting. You may then summarize that particular topic in one paragraph, and then write a 2nd paragraph explaining **why** you find that interesting. You may do this **once for each chapter** that is not assigned reading for the class. Be sure to note which page(s) you are summarizing and what chapter they are from; type or keyboard. These will be accepted up to **one week before finals week**.


9. **Psychological Beauty testimonial {10 or 20 points}.** Think about people who have been very important in your life and have had a positive impact on your own psychological development. Choose one of them that you feel very grateful to. Write a one page description explaining why you are grateful to this person (**1/2 a page minimum, one page maximum**), and give it to Prof. Diessner. This is worth 10 points. **MAKE THE FIRST LINE OF THIS MINI-ESSAY TO SAY ONE OF THESE TWO THINGS: 1) I WOULD LIKE TO SCHEDULE A PRESENTATION DATE AND BRING MY BEAUTIFUL PERSON TO CLASS; OR 2) THIS IS NOT A PRESENTATION TESTIMONIAL.**
   However, it increases the impact of this assignment if you can read your testimonial in front of the person that you are writing about. If you can bring the person to class, and seat them on the stage with you (they will not have to talk), and read your beauty testimonial to them and the class, it has a more powerful impact on them and on our class. (**It is also worth an additional 10 points**). When you write your beauty testimonial, note on it whether you might be able to bring the person to class, or not. If you do plan to bring them, the professor will return the beauty testimonial with a date written on it to invite your person to attend class. After you make your presentation in class, give the testimonial back to the professor so he remembers to record your additional points.
   It is best if you do this assignment after you take the VIA test, the Psychological strengths test, yourself; it is described above in #8. The psychological strengths and virtues are what truly make a person beautiful, and understanding that is the point of this optional assignment. If you schedule with Dr. Diessner to bring your beautiful human being to class, remind Prof. Diessner at 1:25pm on the day you are assigned to bring them. You do not have to tell your guest why you have invited them (but don’t lie, of course); you can just tell them that you get extra credit if you bring a guest that day, or that they might find the class interesting. But if you want, you can tell them all upfront -- your call.
   These are "due" anytime during the semester; but the time slots may fill, and you will not be allowed to make the presentation; in which case you still earn +10 for a non-presentation beauty testimonial. These are accepted until one week prior to finals week.
10. **Five Factor Model Personality “test”**

You will read and study about the Five Factor Model (FFM) of personality in Chapter 14 of our textbook (Myers & DeWall, 2015), the Personality chapter, at the beginning of the semester. If you would like to see how you score on the FFM, and earn 10 points at the same time, go to this site: [http://www.personal.psu.edu/%7Ej5j/IPIP/ipipneo120.htm](http://www.personal.psu.edu/%7Ej5j/IPIP/ipipneo120.htm)

and complete it. Print out the results. Write one paragraph about whether or not you think the results are accurate for you (was the questionnaire a valid test of your personality?). Give those to the professor to record your 10 points (all results are kept in strict confidentiality). There are many different sites on the web that offer Five Factor Model tests, but this is the best one, and you MUST TAKE THIS ONE to get credit. To google it, type in “ipipneo” and it will take you the right page; then you can select the 2nd one, which is the shorter version (120 questions.)

11. **Your psychological morals.**

Wait! There is even more ways to gain psyc knowledge about our psychological self and gain more points for your grade. Go to [http://www.yourmorals.org/](http://www.yourmorals.org/) (or just google “yourmorals.org). This website is developed by Jonathan Haidt and colleagues (he is mentioned in our textbook); he is the world’s leading researcher on the psychology of morality. You can complete up to 4 research measures at this site and get +5 points for each one (4 x 5 = 20). Print out your results, put your whole name on it, and turn it in.

12. **Illustrative Music.** Find a piece of music that illustrates one aspect of one of the objectives on the objectives handouts (the study guides for the exams). On a piece of paper:
   a. Identify the name of the piece of music, the performer(s), and the length; and the objective the piece of music relates to.
   b. Write a short paragraph explaining why the piece of music connects to the objective
   c. Find the lyrics on the web and cut and paste them to the page under your explanation; then hand in the professor this piece of paper.
   d. email the professor a URL for a free site to hear the song (YouTube?).
   e. You can do this up to 5 different times for +5 credit for each one.

13. **Scientific Psychology Research.** Does something come up in lecture, or in our textbook that you are interested in? Would you like to find more scientific, reliable, valid information about the topic? Go to PsycINFO in the databases in our library (you can do this from your computer through the internet; or go to the Library and use their computer). a) Go to the Library home page: [http://www.lcsc.edu/library/](http://www.lcsc.edu/library/); b) then click on “Databases” in the middle-top of the page; c) Scroll down a few pages until you find “PsycINFO” under the Social Sciences heading; d) Follow the instructions to log in; e) After you log in, scroll down the search page and mark the box next to “Peer Reviewed” (it is on the right side, down about 6 lines of text); f) Go back to the top and enter the topic that you are interested in. You may have to finesse the topic (change it to different words several times) to find what you are looking for. You could go to the library, and have a librarian help you. That it is how librarians earn a living. By asking for their help, you are ensuring them job security 😊

Then find the abstract of an article that is interesting to you. For this assignment it needs to be:
   a) from a peer reviewed journal (not a book, not a magazine, not a dissertation);
   b) it needs to be data-based (evidence based); this usually means there are numbers involved;
   c) the researchers must have actually studied some people (not a theory article).

Then cut and paste the
   a) Reference and the;
   b) Abstract;

and print that out. Turn it in with your full name on it.

This is worth +5 points. You may do this on 4 different topics for a total possible of 4 x 5 = 20 for this activity.
Example of what to turn in (if you searched in PsycINFO for “nonviolence,” you would find many “hits,” including this abstract of an article):


[Journal Article] Abstract: Despite the implications of the achievements of nonviolent people (e.g., Mohandas Gandhi and Martin Luther King, Jr.) in seeking political goals, psychologists have rarely studied predispositions to nonviolent behavioral empirically. This study investigated differences between individuals predisposed to nonviolent methods of conflict resolution and those predisposed to violent means of conflict resolution. 167 adolescents and undergraduates (aged 16–49 yrs.) completed 2 instruments that assess nonviolent personality predispositions: the Nonviolence Test (V. K. Kool and M. Sen, 1984) and the Values Questionnaire (S. H. Schwartz, 1992, 1994). Ss who expressed predispositions to engage in nonviolent strategies for conflict resolution placed higher priorities on the values within the universalism and benevolence value types, providing support for Gandhi’s philosophy of nonviolent action. Further, nonviolent Ss placed higher priorities on the restraint of actions, inclinations, and impulses likely to upset or harm others than did the violent group.

14. Want some credit for watching movies? Positive Psychology at the Movies!

   This book is on reserve in the library for you:


   The book describes 100s of movies that focus on one or more of the human character strengths identified by Peterson and Seligman (2004; see items # 8 and #9 above). Watch any movie mentioned in that book, and note which character strength the movie illustrates. Then write one paragraph that includes:
   1. The name of the movie
   2. The p# in Niemiec and Wedding (2014) where it is mentioned.
   3. The name of the character strength, illustrated in the movie, that you focus on.
   3. A description of how the movie illustrates that character strength.

   This paragraph is worth +5 points. However, you can write about 4 movies over the semester, thus you could earn 4 x 5 = 20 points. Yeeeee-haw!

When are “Extra Credit” and other Assignments Due?

Some assignments’ due dates will be listed in the course calendar. Everything else is due before finals’ week.

**Academic Honesty:**

"Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding." Even one instance of cheating on a quiz or exam warrants expulsion from this course with a grade of F. I have actually failed students for this. This class is usually quite crowded, and it is easy to accidentally let one's eyes wander. Be careful. **Do not sit behind or next to anyone that you know during the Exams.** If I suspect a student has committed an act of academic dishonesty, I will document the incident and notify the Dean of Student Services for official disciplinary action.

A personal note about myself:

I am a developmental and educational psychologist (with strong interests in personality and social psychology). I am not a clinical psychologist, nor am I a counselor, nor am I a therapist. If you believe you may need some counseling or psychological help, go to the Student Life Office in Reid Hall, and ask to see one of
the college's professional psychotherapeutic counselors. Their services are free to students and fully confidential and professional. You may call them for an appointment at 792-2211.

**If you miss an exam**
If you miss an exam, it will cost you 5-10 points to make it up. You can make it up on my office hours. Notes from a doctor, or documented “away game” for athletes entails no penalty. If you or your kids were sick, or some other disaster entered your life (a funeral, car accident), but can’t afford a doctor’s note, bring me a written note that you wrote, explaining the circumstances of your absence. If you do that, then it’s only -5 to take a makeup. If you don’t bring the note, because you forgot this part of the syllabus, or because you have a lame excuse, then it’s -10. Sending an email is a courtesy; however the note needs to be brought to my office hours and attached to your exam to reduce the penalty from -10 to -5.

**Awareness of Minor Issues in this Course**
I want you to succeed in this course, and so I expect you to read this syllabus carefully. It would be wise to bring it to each class session, and look it over during the dull parts of the lectures.

>>Please keep track of your own points in this class. If you choose to, you will record them in your PSYC 101 folder after each exam (you have a folder for every class you are in, because you are a well-organized student, who expects to graduate eventually). **If you forget to keep track of your points, please do NOT ask the professor to provide this information; rather, please wait until the Registrar posts your grades to the WarriorWeb when the semester is over.**

You will have a variety of opportunities to attend activities on and off campus and to write one paragraph about how the event relates to Psychology. The instructions for this are in the syllabus. It states you will get no points for a “summary” of what you observed; to earn credit you must ‘figure out’ how to relate it to Psychology. I realize that many of you have complex lives and cannot attend very many (or any) out-of-class activities: if that is your case, concentrate on studying. It is definitely possible to earn an “A” without extra credit, a couple people do it every semester.

Please do not sit next to or behind anyone that you know during exams, and try to leave an empty seat on either side of you during exams, if possible (it probably won’t be possible).

Please bring an indelible colored pen to class on exam days. **To get in the habit, just bring one to every class.**

Please realize that not everyone can offer a music interpretation, so if you want to do one, hand in your proposal early in the semester.
LEWIS-CLARK STATE COLLEGE Syllabus Addendum

Consumer Information
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/consumer-information/.

Disability Accommodations
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog and the LCSC Student Handbook (http://www.lcsc.edu/media/2157659/Student-Handbook.pdf) for more information.

Accidents/Student Insurance
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page (http://www.lcsc.edu/student-affairs/student-code-of-conduct/).

Diversity Vision Statement
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Disclosures
During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback
Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

Approved by VP for Student Affairs & Provost 5/12/2015
Reading Guide and Questions Concerning Plato's *Apology* [20 pts.]
PSYC 101 Introduction to Psychology [24dec04]

Name:

1. Wisdom is a psychological quality. Did Socrates think he was the wisest man in Greece in his day? Why or why not? (note the page(s) in which you find the answer)

2. For what does Socrates accuse the Athenians of "caring so little"? (p. #?)

3. Meaning and purpose in life are psychological. What is it that Socrates emphasizes that makes a life not worth living? (p. #?)

4. What developmental psychology favor does Socrates ask the Athenians to do for his sons? (p. #?)

Note: Plato used the Greek word “psyche” in several places in this text. Professor Benjamin Jowett, of Oxford University, has accurately translated it as “soul.”
Feel free to doodle on this page
PYSC 101
5 point contract. Tear off, sign, turn in.

I will keep track of my own points. In the folder in which I take notes, I will record how I do on each exam and keep track of the points I make on the many various optional assignments. I will not ask the professor to calculate my grade.

I also will not ask to take the Final Exam early.

____________________________________________________
Signature

_____________________________________________________
Print name legibly

If at any time you wonder what your approximate grade is, do this:

Mathematically average your exam scores. Multiply it by 10. Add all your optional assignments points to that total. Look in the syllabus at the grade chart on page 6.

For example, if you had a 64, 84, and 92 on the first three exams: $64 + 84 + 92 = 240$. $240/3 = 80$. $80 \times 10 = 800$. Add your optional assignment credit. Let’s say you had 60 points; $800 + 60 = 860$.

The chart on page 2 says an 860 is a B.

If this seems complicated to you, it probably means you are in college. But hey, math is not in everyone’s genes. Feel free to go to the Math Lab and ask for help 😊