

SYLLABUS for INTRODUCTION TO GENERAL PSYCHOLOGY

DATE: Spring 2022

COURSE NUMBER AND TITLE: PSYC 101-03 Introduction to General Psychology

CREDIT HOURS: 3

TIME AND PLACE: M/W 3:00 p.m. – 4:15 p.m., Administration Building, Room 12

INSTRUCTOR: Emily M. Carstens Namie, Ph.D.

OFFICE: Spalding 239

PHONE: 208-792-2338

EMAIL: emcarstensnamie@lcsc.edu

OFFICE HOURS: Tues & Thurs 12:15pm - 1:30pm, *and by appointment*

TEACHING ASSISTANT: Katelyn Hart

EMAIL: krhart@lcmail.lcsc.edu

OFFICE HOURS: *by appointment*

GENERAL EDUCATION COMPETENCY AREA: Social and Behavioral Ways of Knowing

Course Description: This general survey of psychology typically explores research methodology, bio-psychology, human development, memory, consciousness, motivation, emotions, personality, mental disorders, therapy, health psychology, social psychology, etc.

Text: *Exploring Psychology*, 11th ed., by Myers & DeWall with LaunchPad Access.

LaunchPad with E-book: ISBN: 9781319280253

Loose-leaf book with LaunchPad (and e-book): ISBN: 9781319280895

APA citation:

Myers, D. G., & DeWall, C. N. (2019). *Exploring Psychology* (11th ed.). Worth.

Publisher website to purchase:

<https://www.macmillanlearning.com/college/us/product/Exploring-Psychology/p/1319104193>

General Statement of Goals and Objectives

Introduction to Psychology is designed to introduce students to the science of psychology. Psychology is a broad and varied field, and this course will move quickly through many of the main areas of study. Contemporary research techniques and findings will be emphasized in each subsection, and students will be expected to understand and explain the empirical nature of psychology. To that end, you can anticipate the following as a result of taking this course:

GENERAL EDUCATION LEARNING OUTCOMES:

Upon successful completion of this course, you should be able to demonstrate the following competencies:

- 1) Demonstrate knowledge of the theoretical and conceptual frameworks Psychology.
- 2) 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.

- 3) Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experience.
- 4) Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
- 5) Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

Course Specific Student Outcomes and Competencies

Upon completion of this Introduction to Psychology, the students can expect the following outcomes and competencies:

- 1) Students will be familiar with major concepts in the discipline of psychology, including but not limited to:
 - basic “story” of psychology;
 - similarity & diversity;
 - study skills;
 - basic research designs;
 - biology & behavior;
 - sensation & perception
 - sleep and dreams;
 - basic drug effects;
 - major developmental theories;
 - behavioral learning theories;
 - information processing views of learning;
 - social psychology;
 - general psychological disorders;
 - major therapeutic approaches.
- 2) Students will experience and understand basic psychological concepts and the application of such to daily life.
- 3) Students will have a basic understanding of psychology as a science and basic research methods.
- 4) Students will know basic techniques used by historical and contemporary research psychologists, including a basic understanding of research ethics.
- 5) Students will be able to apply these concepts to upper-level coursework in psychology or any other chosen field, as psychology is applicable to most areas of daily life.
- 6) Students will be responsible learners in a collegiate atmosphere.

A note to persons with disabilities. If you need course 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 with me as soon as possible. My office location and office hours are printed above.

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.

Program requirements: 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 and the LCSC Student Handbook for more information.

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.

Masks: Face covering expectations at Lewis-Clark State College:

- **To maximize protection from the Delta and Omicron variants and prevent spreading it, LC State is requiring all members of the campus community – regardless of vaccination status – to wear a face covering in indoor spaces where others are present.**
- All members of the Lewis-Clark State College community have a shared responsibility to do their best part to protect one another, our families, and those who are medically vulnerable.
- Faculty, staff and students are required to properly wear cloth or disposable face coverings (over mouth and nose) while on campus unless alone in a private office or outside where physical distancing is possible.
- Face coverings should be worn in all shared or public spaces such as common work areas, hallways, meeting rooms, classrooms, research labs, when meeting with someone in a private office, etc.
- Face coverings do not replace the need for physical distancing
- Disregarding this expectation risks the health and safety of our campus community and our ability to carry out our mission. As such, like any other job expectation or student conduct expectation, **disregarding this requirement can lead to disciplinary action.**

Attendance: Attendance is expected. It will be YOUR responsibility to sign in each day you attend in-person. If you know ahead of time that you will be gone, please let me know in writing (on the sign-in sheet or via e-mail). Eight (8) absences will result in an F regardless of points earned. If there are circumstances that will interfere with your regular attendance, please register for the online version of the course.

No texting, cell phones, or unauthorized internet activity during class. NO EXCEPTIONS. All cell phones need to be turned off or placed on silent.

Computer and tablet use: Because you have the option to use an e-book you may use a computer during class for accessing your textbook, typing lecture notes, or class work and activities. You are **NOT** to use your computer or tablet for any other internet activity.

Withdrawing: The deadline for withdrawing from the class with a W on your transcript is Thursday, April 7, 2022. After that, a petition is required, it costs money, and it is not necessarily approved. Withdrawing can negatively impact your financial aid, so please be aware of all consequences.

COURSE EVALUATION

1) Exams (48% of final course grade):

- a. There will be five (5) exams covering the lesson and text materials each worth 12% of your total course grade.
- b. We will use class time to discuss major theories and concepts in the text. However, I may not cover everything from the text in my lectures so you need to read the whole chapter (unless otherwise indicated). We will also be discussing some material from outside the text, for which you will also be responsible.
- c. Exams will consist of multiple choice, fill-in-the-blank, and/or short answer/essay questions and will be taken in person by everyone.

- d. Exam 5 will cover the last two chapters of the text and will include a comprehensive final.
- e. **Only your top four (4) exam scores will count toward your final grade BUT YOU MUST COMPLETE ALL FIVE (5) EXAMS.**
 - Exam 1: Wednesday, February 9th
 - Exam 2: Monday, March 7th
 - Exam 3: Monday April 4th
 - Exam 4: Monday, April 25th
 - Exam 5: Wednesday, May 11 from 3:00pm to 4:50
- f. **MISSING A TEST:** The only acceptable reasons to miss a test are *extreme* illness, absence while representing the college, or death in the family. In any case, I **must** be notified **prior** to the beginning of class period during which the test is given for a make-up to be possible. Make-ups are taken in the Testing Center in the Library building, 161. The Testing Center requires an appointment. A 24-hr notice and ID are required (208-792-2100, 1-800-879-0453, testing@lcsc.edu). Do **NOT** to leave for home or vacation before any test and expect to take it early. I do not allow tests to be taken early. If English is not your first language, you may use a web-based translation dictionary by taking your tests at the Testing Center. Please arrange this through me ahead of time.

2) LaunchPad Learning Modules (30% of final course grade):

- a. Each week, in addition to the assigned reading, you will also be assigned homework in LaunchPad (LP), online learning modules associated with this text book. LaunchPad Learning Modules homework will account for *30% of your total course grade*. LaunchPad Learning Modules homework will include Learning Curve and other required activities to complete such as videos, activities, application assignments and a chapter quiz to do in LaunchPad (see Tentative Course Schedule at the end of the syllabus & in Canvas).
- b. All LaunchPad assignments are due by 11:59pm (PDT/PST) last day of the week they are assigned or the seventh day from the day we start a chapter. For instance, if we start Chapter 1 on a Wednesday the Launch Pad assignments are due at 11:59pm on the following Tuesday. If we will start a new chapter on Monday the LaunchPad module for that chapter will be due on the next Sunday.
- c. LearningCurve is an adaptive study and learning tool that adjusts to your level of knowledge. It is scored on a pass/fail basis meaning you must achieve the target score set for each section to pass the assignment. You can also increase the goal score if you choose. Once you achieve the goal score you can continue to practice questions in LearningCurve to help study for your exams, even after the due date has passed. Research shows that testing/quizzing improves retention of information (McDaniel, Anderson, Derbish, & Morrisette, 2007).
- d. You can do the Chapter Quizzes as many times as you want to, and your best score will be the one used.

3) Reading/Participation Quizzes (12% of total course grade):

In order for you to get the most out of class lectures and contribute meaningfully to class discussions is essential to read the assigned text before the day of class in which it is covered. To help encourage you to come to class prepared there will be 24 short reading quizzes at the beginning of class (each worth .5% of your final grade for a total of 12%). On days in which a chapter is not lectured on reading quizzes will be replaced with participation quiz score for attending and participating in class. Missed reading quizzes cannot be made up, except in *extreme* cases that are excused prior to class (see examples in the Late Work section below).

4) Writing Assignments (10% of total course grade):

Writing and application of psychological principles to life are important skills to develop in the field of psychology. To aid the development of your writing and critical thinking skills there will be five (5) writing assignments (each worth 2% of your final grade for a total of 10%) in which you will apply a concept from each unit to life. Writing assignments are to be completed after completing each unit's reading and assignments. Writing assignments are an important part of your grade and are considered a take-home writing component of the unit exams. Writing assignments are to be written in a professional tone using APA formatting.

Writing assignments will be graded on:

- a. Length: 1 -2 (double spaced) in length
 - *Going under or over length will result in a loss of points*
 - Quotes: *Do not use them!*
 - Restating of the question and using quotes is not considered your own writing and will not count toward your page length.
- a. APA Style Page Formatting: 1-inch margins, 12-point Times New Roman font, double spaced.
- b. Style: Grammar, punctuation, clarity, organization, flow, avoidance of slang and colloquialisms, etc.
- c. Content: Answers all parts of the question completely, makes logical sense, demonstration of critical thought and analysis of question, clearly communicates thoughts and ideas in relation to the question, professional/scientific tone.

All assignments must be submitted as Word (.doc; .docx) or rich text (.rtf) files. **PDF files will not be accepted and will be given a grade of zero (0).** **All writing assignments are due on Canvas at 11:59pm (PDT/PST) on the day of the corresponding Unit Exam.**

Grading Scale:

Cutoffs for other grades are 90%, 80%, 70% and 60% of I reserve the option of using +/- grading for those scores that fall close to the cutoffs. You can access your scores/grades at any time through Canvas.

Grading Scale	Percentage of Total Course Grade
Exams (4 x 12%)	48%
LaunchPad (30%)	30%
Reading Quizzes (24 x .5%)	12%
Writing Assignments (5 x 2%)	10%
Total Course Grade	100%

**Points/assignments could change depending on circumstances.*

Grades and what they mean:

Percentage	Grade	Meaning
90% and above	A	Distinguished or Exceptional
80% to 89.99%	B	Superior
70% to 79.99%	C	Average or Minimal Expectation
60% to 69.99%	D	Below Average
59.99% or less	F	Failing

Policies and Procedures

1) Late Work/Make-Up Exams

- a. There is enough time to do all assignments if you employ good time management; therefore, late work is NOT accepted except in *extreme* cases (see examples in bullet below) and must be approved by me BEFORE the work is due. Approved late work will be marked down by 15% for each day it is late. For example, if you turn an assignment 1 day late the best you can get on it is 85%, 2 days late is 70%, and 3 days late the most points you can earn on an assignment is 55%.
- b. There are no make-up exams except in *extreme* cases. Examples of extreme cases include:
 - Death of an immediate family member (with proof, such as an obituary, funeral card, etc.)
 - In-patient hospitalization (going to a hospital or doctor for a cold or the flu is not extreme. You must be admitted and provide proof).
 - Positive Covid test or Covid exposure requiring isolation/quarantine (must be reported to the office of Academic Affairs at: coronavirus@lcsc.edu or 208-792-2002)
- c. In any case, I **must** be notified **prior** to the beginning of class period during which the test is given for a make-up to be possible. Make-ups are taken in the Testing Center in the Library building, 161. The Testing Center requires an appointment. A 24-hr notice and ID are required (208-792-2100, 1-800-879-0453, testing@lcsc.edu). Do **NOT** to leave for home or vacation before any test and expect to take it early. I do not allow tests to be taken early. If English is not your first language, you may use a web-based translation dictionary by taking your tests at the Testing Center. Please arrange this through me ahead of time.

2) Class Format

- a. Classes each week will include the readings, lectures, reading quizzes, class discussion, LaunchPad assignments and may include videos, application assignments, writing assignments. The reading listed on the course schedule should be completed BEFORE you come to class and before you do the quizzes and assignments.
- b. Instructional delivery will be a mixture of methods, but will primarily consist of lectures, videos, and readings from the text book.
- c. **The happiest and most successful students in this course will work conscientiously, manage their time, and read the syllabus and course schedule carefully!**

3) How to Get Help

- a. If you have questions about day-to-day matters, *first check the syllabus*. It is very thorough and most likely contains the answers you seek.
- b. If you have questions about class material, you may email a professional, scholarly question to me (the professor) at: emcarstensnamie@lcsc.edu or to Katelyn Hart (the TA) at: krhart@lcmail.lcsc.edu. Please put your class name in the email heading so you are not accidentally classified as a spammer.
- c. In-person, telephone, and/or video chat sessions can be arranged upon request for important class issues or if your question is lengthy and/or complex.
- d. In this course, as in all college courses, your email communications should be professional. The professor is funny/cool/understanding; however, remember that university is training for life. As such, unprofessional emails are not acceptable. Remember the following when communicating by email in this course, or any other

university course:

- i. Include a greeting (“Dear Professor Carstens Namie”),
 - ii. a body (“I am contacting you today in regard to...”),
 - iii. and a salutation (“Thank you for your time”).
 - iv. Use your full name after the salutation.
 - v. Do not use slang.
 - vi. Always write in complete sentences.
 - vii. Do not say anything you would not say to your boss.
 - viii. Be brief and succinct.
- e. This course requires at least 6-9 concentrated study hours outside of class. If you are committing this much time to studying and you see no improvements in your grades, check your learning style at [this link](#) and review the study strategy suggestions for your learning style.

4) **Important Notes:**

- a. **Extra credit:** There are two (2) options for extra credit in this course. 1) You may earn bonus points of up to 2% of your total course grade for participating in a (just one) **service activity** and, 2) earn bonus points of up to 2% of your total course grade for a (just one) **learning event** and submitting a paper about each.
- i. Each paper needs to be a 1-page (minimum length) summary of the activity/event, your reaction to it, and relate it to class, i.e., psychology and something you have learned through or covered in this class.
 - ii. All papers must be submitted as Word (.doc; .docx) or rich text (.rtf) files. **PDF files will not be accepted and will be given a grade of zero (0).**
 - iii. **Papers must be submitted through Canvas, by 11:59 p.m. Sunday, May 1, 2022.**

There may also be other opportunities for bonus points, including participating in research, but please take advantage of them when they are available, because there are no guarantees about timing or availability. **Extra credit opportunities CANNOT be submitted after their due dates.**

- b. It is the students’ responsibility to ensure that all assignments are completed and properly submitted as Word (.doc; .docx), or rich text (.rtf) files on Canvas. **NO PDFs - assignments turned in in PDF format will get a grade of zero (0).**
- c. Back up your important files, keep duplicates on jump drives, and do whatever you can to protect your work. Late work, lost work, and “the dog ate my homework” are not excusable in the adult world. Back it up and have alternative ways to store your data!

Please feel free to stop by my office, call, or e-mail, if you need any assistance.

Psyc 101-03 / SPRING 2022
Introduction to General Psychology
Tentative Course Schedule
(subject to change at professor’s discretion)

The course will not cover all chapters and not in order so read the course schedule carefully. Use this schedule to organize your time to read the text and assigned readings, review the posted

lessons, and complete the assignments and quizzes. er so read the course schedule carefully. Use this schedule to organize your time to read the text and assigned readings, review the posted lessons, and complete the assignments and quizzes.

Week #	Class #	Weekday	Date	Topic
1		Monday	Jan 17	NO CLASS (MLK holiday)
	1	Wed	Jan 19	Intro & Welcome Quiz 1
2	2	Monday	Jan 24	Time Management (pp. xxxiii; xl) Quiz 2
	3	Wed	Jan 26	Ch 1: Thinking Critically with Psychological Science: History & Scope of Psychology (pp. 1-14) Quiz 3
3	4	Monday	Jan 31	Ch 1: Thinking Critically with Psychological Science: Research Strategies: How Psychologists Ask & Answer Questions (pp. 15-35) Quiz 4
	5	Wed	Feb 2	Ch 2: Biology of Behavior: Neural & Hormonal Systems (pp. 37-49); Tools of Discovery, Older Brain Structures, & the Limbic System (pp. 50-57) Quiz 5
4	6	Monday	Feb 7	Ch 2: Biology of Behavior: The Cerebral Cortex (pp. 58-68); Genetics, Evolutionary Psychology, & Behavior (pp. 69-77) Quiz 6
	7	Wed	Feb 9	Exam 1: Time Management, Ch 1, Ch 2
5	8	Monday	Feb 14	Ch 6: Sensation & Perception: Basic Concepts (pp. 189-198); Vision: Sensory & Perceptual Processing (pp. 199- 212) Quiz 7
	9	Wed	Feb 16	Ch 6: Sensation & Perception: The Nonvisual Senses (pp. 216-231) Quiz 8
6		Monday	Feb 21	NO CLASS (Presidents' Day holiday)
	10	Wed	Feb 23	Review Exam 1 Results Quiz 9
7	11	Monday	Feb 28	Ch 3: Consciousness & the Two-Track Mind: Consciousness: Some Basic Concepts (pp. 79-84); Sleep & Dreams (pp. 86-99) Quiz 10
	12	Wed	March 2	Ch 3: Consciousness & the Two-Track Mind: Drugs & Consciousness (pp. 101-113) Quiz 11
8	13	Monday	March 7	Exam 2: Ch 6 & Ch 3
	14	Wed	March 9	Ch 4: Developing Through the Life Span: Developmental Issues, Prenatal Development, & the Newborn (pp. 115-118); Infancy & Childhood (pp. 122-139)

				Quiz 12
9	15	Monday	March 14	Review Exam 2 Results Quiz 13
	16	Wed	March 16	Ch 4: Developing Through the Life Span: Adolescence (pp. 141-149); Adulthood (pp. 151-155) Quiz 14
10	17	Monday	March 21	Ch 7: Learning: Basic Learning Concepts & Classical Conditioning (pp. 233–242) Quiz 15
	18	Wed	March 23	Ch 7: Learning: Operant Conditioning (pp. 243–253); Biology, Cognition, & Learning (pp. 254-263) Quiz 16
11			March 28 – April 3	NO CLASS SPRING BREAK
12	19	Monday	April 4	Exam 3: Ch 4 & 7
	20	Wed	April 6	Ch 8: Memory: Studying & Encoding Memories (pp. 265-274); Storing & Retrieving Memories (pp. 275-282) Quiz 17
13	21	Monday	April 11	Review Exam 3 Results Quiz 18
	22	Wed	April 13	Ch 8: Memory: Forgetting, Memory Construction & Improving Memory (pp. 283-295) Quiz 19
14	23	Monday	April 18	Ch 12: Social Psychology: Social Thinking & Social Influence (pp. 415-433) Quiz 20
	24	Wed	April 20	Ch 12: Social Psychology: Antisocial Relations (pp. 434-445); Prosocial Relations (pp. 447-459) Quiz 21
15	25	Monday	April 25	Exam 4: Ch 8 & 12
	26	Wed	April 27	Ch 14: Psychological Disorders: Basic Concepts of Psychological Disorders (pp. 493-505); Anxiety Disorders, OCD, & PTSD (pp. 506-512); Major Depressive Disorder & Bipolar Disorder (pp. 513-521); Schizophrenia & Other Disorders (pp. 522-533) Quiz 22
16	27	Monday	May 2	Review Exam 4 Results & Final Exam Prep Quiz 23
	28	Wed	May 4	Ch 15: Therapy: Intro to Therapy & the Psychological Therapies (pp.535-549); Evaluating Psychotherapies (pp. 550-557); The Biomedical Therapies & Preventing Psychological Disorders (pp. 558-567) Quiz 24
17	Final	Wed	May 11	Exam 5: Ch 14, 15 & Comprehensive Final 3:00 p.m. – 4:50 p.m.