

PSYCHOLOGY 105

Section 6 | T/Th 10:35-11:50 | Todd 125 | 3 credits | SSCI

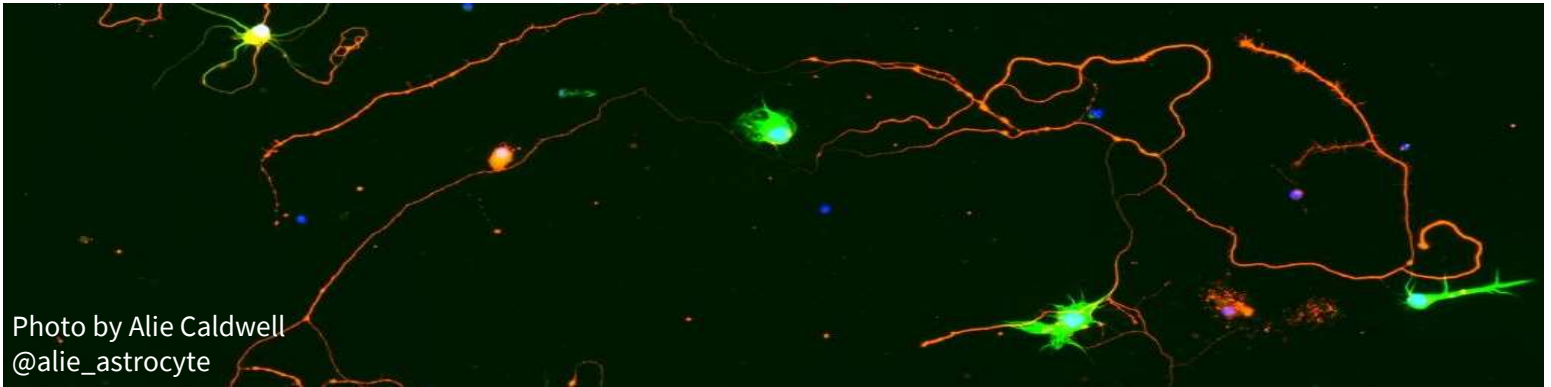


Photo by Alie Caldwell
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CONTACT



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COURSE OVERVIEW

Welcome to the exciting discipline of psychology! As a general introduction to psychology, this course will provide a broad overview of the basic terms, processes, principles, and theories related to the scientific study of behavior and mental processes. A solid understanding of research methodology and the biological basis of behavior will be emphasized. Psychology is fundamentally a science and material will be presented and evaluated from a rigorous scientific perspective. This course is also an opportunity to develop sensitivity to, and appreciation for, the beauty and complexity of human behavior. You should come away with a deeper understanding and appreciation of the diversity of psychology and the importance of psychology in daily life.

I would like to acknowledge that this course takes place on the traditional land of the Palus (Palouse) people. To learn more, please visit:
<http://www.fourdir.com/palouse.htm>

Required materials

All of the required materials for this course are free! You will need to be able to access:

- Perusall and OpenStax for your textbook (instructions in BB)
- Kahoot! to track in-class engagement

LEARNING GOALS

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University learning goal	At the end of this course, you should:	Course topics that advance learning goals	How is this assessed?
Critical and creative thinking	Be knowledgeable about key terms, concepts, principles, and prominent theories within psychology. Be able to explain how biological, psychological, and social variables interact to produce individual differences in behavior.	Biology of behavior Learning Memory Cognition Personality Social behavior	Exams Writing assignments
Diversity	Understand how psychology can be used to address personal, social, and organizational problems.	Sex, gender, and sexuality Psychological disorders Treatment	In-class participation Textbook project
Scientific literacy	The understanding and ethical application of the statistical analyses and research methods used in psychology	Introduced in research methods Embedded within all other content areas to reinforce importance	Exams Textbook project
Information literacy			

BEST WAYS TO SUPPORT LEARNING

(for you)

- 1) Come to class prepared by reading the textbook and/or preparing for any class activities.
- 2) Always be present in class, both physically and mentally. Sitting idly by in class will not be helpful for either of us, nor is playing on your phone/laptop.
- 3) Be an active participant in the course. This means asking and answering questions in class and sending emails when questions arise outside of class time.
- 4) Be respectful to both your classmates and me. Students who are disrespectful to their classmates or to me will be asked to leave.
- 5) Do your own work. There is no wiggle room here – plagiarism/cheating will not be tolerated.



(for me)

- 1) Come to class prepared each and every day.
- 2) Be enthusiastic about course material and my role in helping you learn.
- 3) Understand that I cannot know everything. When questions arise that I don't know the answer to, I will find the answer for the next class period and get back to you.
- 4) Create a course atmosphere conducive to learning for all by respecting my students and their views.
- 5) Respect you, your experiences, and the unique views you bring to the classroom.
- 6) Have fun!

HOW WE CREATE A LEARNING ENVIRONMENT

Technology: You are all adults, and I trust that you can successfully manage the distractions associated with technology in the classroom. During most class days, we will do work in class that requires an Internet-connected device (if this is a problem for you, please let me know). With that said, I do expect professional use of these technologies. If you are found using your laptop/phone for non-class activities that are distracting to others, I will first ask you to refrain from doing so. If this becomes a recurring issue, I will ask you to no longer use those devices in class. When emailing me, you can expect a response within 48 hours M-F, and within 72 hours after Friday at 2 pm. I will typically be much quicker than this, but may sometimes need the full time.

Classroom environment:

Privacy and confidentiality: There may be times when class members share personal experiences and beliefs. Because we all benefit from hearing each other's perspectives, we must be respectful of those who feel comfortable in sharing this personal information. Therefore, we will have an understood policy that nothing shared in class can be divulged outside of the class. While you may discuss general issues with others, you cannot share any information that may identify another member of the class. This also means you are not allowed to take pictures while in class, either of people or the slides.

Risk taking: To learn from each other I am going to ask you to step out of your comfort zone. We may be expressing ideas that others do not agree with, or listening to ideas that challenge our own beliefs or preconceptions. Be willing to listen to one another and prepared to be respectfully challenged when controversial issues arise.

Respect: Every individual's perspective is valued and considered legitimate for that person. Being open to other perspectives is important to academic and personal growth. All comments should be made with the desire to educate, not hurt. You can express disagreement with an issue or idea, but be aware of HOW you express yourself. Also, express WHY you disagree - this continues the learning process for all of us.

HOW I CAN HELP YOU SUCCEED

Basic needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I can. There are food pantries through the Women's Center and Multicultural Student Services, in addition to Cougs Feeding Cougs.

Office (student) hours: The time that I have listed as office hours is time for you. It is time that I have dedicated to be available for whatever you need. This does not mean that I will stare sadly out the window waiting for a student to come – I will be doing other work. What it does mean is that the second you show up, that work goes away and the time is yours. We can talk about the course, the department, some science topic, grad school, etc. I am available for you during that time. Additionally, if my door is open at other times, feel free to drop by – I'm in my office often. If I am in but can't talk right then, I'll let you know and we can chat at a different time.

Accommodations: I am committed to providing assistance to help you be successful in this course. Reasonable accommodations are available for students with a documented disability. If you have a disability (even if it is temporary) and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor (<http://accesscenter.wsu.edu>). All accommodations MUST be approved through the Access Center. If you have already contacted the Access Center and have the appropriate documentation, please contact me immediately so that we can discuss the accommodations I need to be aware of when preparing your exams and/or writing assignments.

Resources: Psychology classes often present information that is related to a student's life experiences. If there is a class topic and/or discussion that is uncomfortable for you, there are several resources available to you. On-campus resources include Counseling and Psychological Services (335-4511; <http://counsel.wsu.edu/>) and the Psychology Clinic (335-3587; <http://psychologyclinic.wsu.edu/>); an excellent community resource is Alternatives to Violence of the Palouse (332-4357; <http://atvp.org/>). I will use trigger warnings in class for topics that I think students may need a warning before experiencing. If you have specific trigger stimuli that you would like a warning about and you feel comfortable letting me know about that, please do and I will add TWs for that content.

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, immigration status, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

RULES AND REGULATIONS

Campus safety plan: Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the “Alert, Assess, Act” protocol for all types of emergencies, and the “Run, Hide, Fight” response for an active shooter incident at <http://police.wsu.edu/activeshooter.html>. Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI’s Run, Hide, Fight video and visit the safety portal [<https://faculty.wsu.edu/classroomsafety/>].

Academic integrity: University instructors have the authority to intervene in all situations where students are suspected of academic dishonesty. In such instances, responsible instructors retain the authority to assign grades to students considering, from an academic standpoint, the nature of the student action. All forms of academic dishonesty, including cheating, plagiarism, fabrication, or knowingly facilitating academic dishonesty, are strictly prohibited. You may find definitions of academic dishonesty, including cheating at <http://app.leg.wa.gov/wac/default.aspx?cite=504-26-202>. If you are caught engaging in academic dishonesty, you will fail the course and your case will be reported to the Office of Student Conduct. This includes such infractions as using Kahoot during a class period to get points for another student.


In addition, please be advised about the university’s policy regarding commercial note-taking services: “Selling class notes through commercial note taking services, without the written advance permission of the course instructor, could be viewed as copyright infringement and/or an academic integrity violation, WAC 504-26-010 (3)(a,b,c,i). Further, the use of University electronic resources (e.g., [Blackboard]) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU’s computer abuses and theft policy (WAC 504-26-218), a violation of WSU’s Electronic Communication policy (EP 4), and also violates the terms of use for the [Blackboard] software program.” (<http://academicintegrity.wsu.edu/resources/commercial-note-taking-services/>)

Family Educational Rights and Privacy Act of 1974 (FERPA):

FERPA rules are designed to maintain the confidentiality of student records. THESE RULES PROHIBIT ME FROM TALKING TO YOUR PARENTS OR OTHER FAMILY MEMEBERS. Do not ask family members to intervene on your behalf regarding class attendance, grades, or anything else related to this class. Questions regarding the access to or release of student records may be referred to the Registrar’s Office at (509) 335- 5346. You may also review information about the Family Educational Rights and Privacy Act of 1974 (FERPA) at the following website: <http://www.ronet.wsu.edu/Main/Apps/Ferpainfo.ASP>

Non-attendance:

Please note that this course abides by Academic Regulation 72b, which states: “Students who have not attended class meetings (including lectures, laboratories, and other meetings) during the first week of the semester or according to a prorated schedule for shorter sessions may be dropped from the course by the department. Students enrolled in online classes may be dropped if they have not logged into the class during the first week.”



“Cougs act with integrity, respect, dignity. In order to uphold the honor of our University, we are steadfast in our commitment to academic excellence and honesty. As members of the Cougar Community, we strive to incorporate these values into our daily lives.”

HOW YOUR SUCCESS IS MEASURED

Exams: This course consists of 5 exams, each worth 32 points for a total of 160 points. These will take place on 1/24, 2/19, 3/7, 4/4, and 5/1. While we have an exam scheduled for finals week, it will be non-cumulative and similar to your other exams. If you need to miss an exam during the semester, for any reason, you may make up this exam on the final regularly-scheduled class day, 4/25. All you need to do is submit a make-up exam scheduling form (located on Blackboard) by Friday, 4/19 at 5 pm. Note that this policy is designed to account for things like illness or family emergencies – it may not be used to replace a low exam score. That is, if you receive a score that you are not happy with on Exam 2, you cannot then take the Exam 2 make-up to try and get a higher score. The make-up exams will be similar in content to the exam you have missed. Please note that the make-up exam period takes place **before** your final exam, which means you cannot make up your final exam.

In-class: This class is one where active participation is required to be successful. On most class days, we will use a combination of Kahoot! (an app/website that we will use to answer course questions) and in-class activities that you will turn in. The points available on each day will vary, depending on the work required in-class. In-class work is worth 40 points total, but more than 40 points will be available throughout the semester. That is, you can miss a few class days without losing in-class points. Because of this, there is no way to make up these points – you can **only** earn them by being in class. You also may not earn more than 40 points, even if you are in class every single day.

Writing assignments: There will be up to two writing assignments throughout the semester, each worth 20 points for a total of 40 points. The due dates for these assignments are included in the schedule. Writing assignments need to be turned in to the Blackboard dropbox by 11:59 am on the day they are due to be considered on-time. Note that if you decide to participate in a Launch workshop, you will only submit one writing assignment.

You must submit a Microsoft Word or PDF file so that SafeAssign can render a report. If you submit a different file type, you will accumulate late points until it is fixed. For every 24 hours past the due date, an assignment will lose 2 points, up to 72 hours past the due date when they will no longer be accepted. Specific requirements for these assignments are in Blackboard. In accordance with the expectation of being respectful, I ask you to adhere to the following recommendations for inclusive language in your assignments, as well as in the class in general.

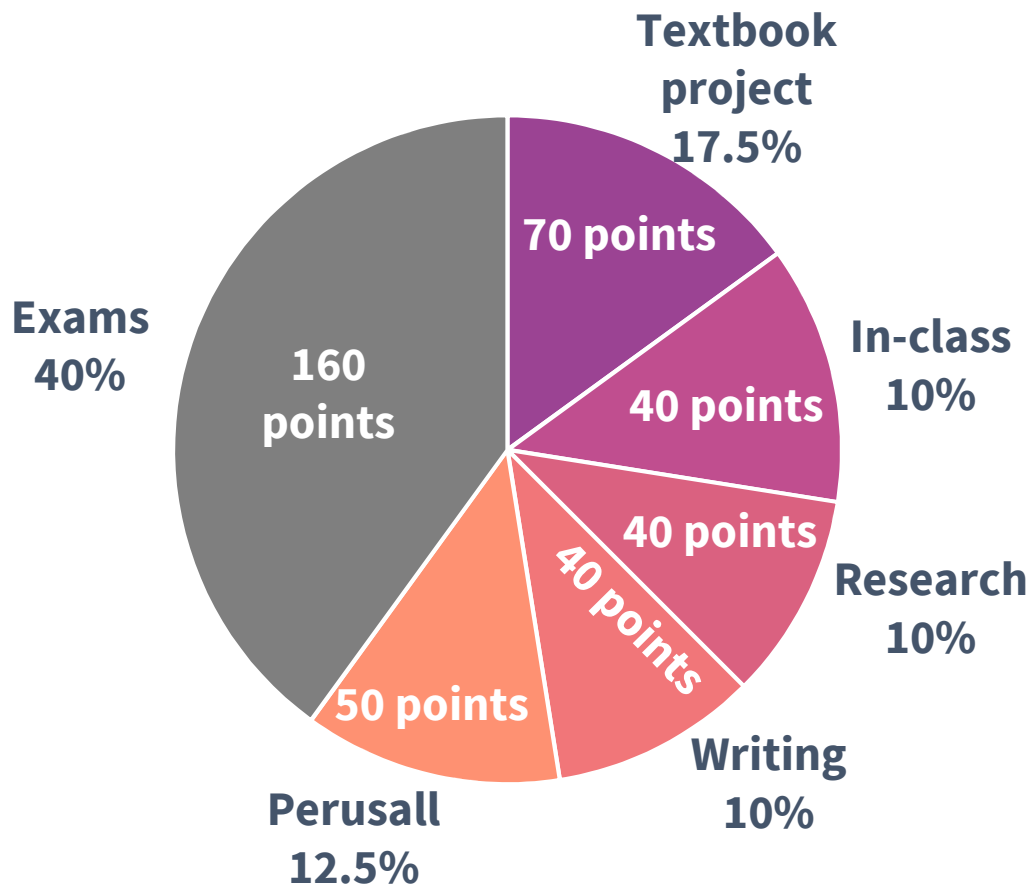
<http://www.apastyle.org/manual/related/nonhandicapping-language.aspx>

<http://www.apaonline.org/?page=nonsexist>

Perusall: We will use Perusall to facilitate course readings – the link to access our course Perusall is in Blackboard. Once you click the link, you will be automatically assigned to the group for our class. Perusall is a text annotation tool that allows you to make comments on our text, interact with peers, and indicate places where you are confused. You can earn up to 50 points through Perusall. Up to 3 points are available for doing the reading and making at least 5 annotations by 3 am on each class day. Annotations can include your own original comments, or they can be a thoughtful response to a comment your classmate has made. These pre-class reading checks are automatically graded by Perusall, and there are documents on Blackboard to help you earn full credit for these. You can also earn up to 1 point per lecture day by commenting a possible exam question or study guide question within 36 hours of a class period. e.g., for class on January 15th, you would post a question on Perusall by 11:50 pm on January 16th. This means that you could earn a total of four points for that class day – complete 5 annotations by 3 am on January 15th and post a study guide or exam question by 11:50 pm on January 16th. Note that it is possible to earn all of your points through the pre-class reading checks, without doing any exam or study guide questions. However, there are not enough exam/study guide question points to ignore the pre-class readings checks.

Research: Participation in research activities makes up 40 points in this course. Full details about these points are on the last page of the syllabus.

Textbook project: Throughout the semester, we as a class will be updating, creating resources for, and writing new content for our textbook. This project will be worth 70 points. The goal is for you to use the knowledge you gain in this class to improve the course for future students, in addition to contributing to the public availability of information – the benefit of an open access textbook is anyone can read it! Extensive details on this project are available in Blackboard. You may work in pairs, groups of 3, or alone if you wish. Each pair/group/student will be responsible for working with two sections of the textbook.



GRADE CALCULATIONS

What?	How many?	Each are worth?	Total points?	%
Exams	5	32 points	160	40%
Writing assignments	2	20 points	40	10%
Perusall	Depends	Up to 4 per day	50	12.5%
In-class	Depends	Variable	40	10%
Textbook project			70	17.5%
Research			40	10%

Grades will be calculated using the following scale:

A (93-100%): 371.97-400 points	C (73-76.99%): 291.97-307.96 points
A- (90-92.99%): 359.97-371.96 points	C- (70-72.99%): 279.97-291.96 points
B+ (87-89.99%): 347.97-359.96 points	D+ (67-69.99%): 267.97-279.96 points
B (83-86.99%): 331.97-347.96 points	D (60-66.99%): 239.97-267.96 points
B- (80-82.99%): 319.97-331.96 points	F (59.99% & lower): 0-239.96 points
C+ (77-79.99%): 307.97-319.96 points	

Month	Monday	Tuesday	Wed	Thursday	Friday
January	7	8 Intro to Psych 105	9	10 Psychological Research	11
	14	15 Psychological Research	16 STEP 1	17 Brain and Behavior	18
	21	22 Brain and Behavior	23	24 Exam 1	25
	28	29 Substance Use and Abuse	30	31 Launch	1
February	4	5 Stress, Lifestyle, and Health	6	7 Memory	8 STEP 2
	11	12 Memory	13 LAUNCH PAPER	14 Memory	15
	18	19 Exam 2	20	21 Decision Making	22
	25	26 Learning	27	28 Learning	1
March	4	5 Learning	6	7 Exam 3	8 STEP 3
	SPRING BREAK				
	18	19 Personality	20	21 Psychological Disorders	22
	25	26 Psychological Disorders	27	28 Therapy and Treatment	29 STEP 4
April	1	2 Therapy and Treatment	3	4 Exam 4	5
	8	9 Intelligence	10 CASE STUDY	11 Social Psychology	12
	15	16 Social Psychology	17	18 Gender	19 STEP 5
	22	23 Sex and Sexuality	24	25 MAKE-UP EXAM	26
May	YOUR FINAL EXAM IS WEDNESDAY, MAY 1ST FROM 10:10 AM – 12:10 PM				

Research Requirement: One objective of Psych 105 is to provide students with a better understanding of the science of psychology. To accomplish this objective, you are required to complete 3 hours of engagement in a research-related activity for a total of 40 points.

The 3 hour requirement can be met in a number of different ways: completing Option 1, Option 2, or a combination of Options 1 and 2. You must complete all 3 hours (3 credits) of research, research papers, or a combination of research and research papers to complete this requirement. No partial credit will be granted - this is an “all or none” assignment.

****If you complete less than 3 credits, you receive 0 pts****

If you complete your in-person requirement or your three research papers by spring break (3/8), you will receive one extra credit point.

Option 1 - Research Participation: You may serve as a research participant in studies conducted by the Department of Psychology. Research Study sign-ups occur via the SONA System: www.wsu.edu/psychology (click on the “Experiment Sign-Ups” link located under the “Undergraduate Studies” tab of the Psychology Homepage).

-You must complete 3 research credits with at least one credit coming from a live/in-person study (i.e., all credits cannot be earned for participating in online studies).

-To cancel a session, you must notify the experimenters no later than 24 hours before the appointment. You can cancel a session online by clicking on the “Drop Registered Experiments” option. Failure to do so will result in a “NO SHOW”. Two “no shows” locks you out of the SONA system and eliminates you from being able to participate in research to complete this requirement.

-Please note that the SONA system closes on Friday, 4/26 at 5pm, so be sure to complete your research credits before that time. That means that you must be signed up for studies 24 hours prior to that deadline. Also, you must specify to which course the credits will be applied within your SONA profile/account – failure to assign your research credits will prevent me from knowing that you participated in research and will result in a zero for the research participation requirement (i.e., a loss of all 40 points).

Option 2 – Research Papers: If, for any reason, you do not wish to serve as a research participant, you may write 3 critical summaries of research articles selected from an approved list (posted on Blackboard) to earn research credits.

-Each written assignment should take about 1 hour and is worth 1 research credit.

-Research assignments should be turned in via the dropbox in Blackboard. Note that there is only one dropbox in Blackboard, so you should turn all of your assignments in using one file.

-Assignments must be at least 700 words, not including headers, titles, or references. They must be double spaced, Times New Roman, 12 point font, 1 inch margins. Failure to adhere to these guidelines (trust me, I can tell) will result in your research assignments not being graded.

-Assignments must address: (1) the question(s) the researchers were attempting to answer (the hypotheses) (i.e., the purpose of the study) (2) a description of the participants or subjects in the study (3) the independent and dependent variables of the study (what is being measured) (4) the important findings and if the researchers’ hypothesis was supported (5) the implications of the findings (what the results mean)

-Remember to use your own words to write these summaries and avoid plagiarizing. No credit will be given if the summary is inaccurate, unclear, or plagiarized.

-A list of approved articles that can be written about is posted on Blackboard.

Research papers must be submitted by 5 pm on Friday, 4/26 via Blackboard in order to earn credit.

Late submissions will NOT be accepted