

Fall 9-1-2018

PSYX 100S.50C: Intro to Pyschology

Alison C. Pepper

University of Montana - Missoula, Alison.Pepper@umontana.edu

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Pepper, Alison C., "PSYX 100S.50C: Intro to Pyschology" (2018). *Syllabi*. 9077.
<https://scholarworks.umt.edu/syllabi/9077>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

The University of Montana, Missoula College
FALL 2018
PSYX 100S: Introduction to Psychology, Section 50C
COURSE SYLLABUS
PROFESSOR: Alison C. Pepper, Ph.D.

I. CONTACT INFORMATION

- **Office:** River Campus, #419
- **Phone:** 243-7924
- **Office Hours:**
 - Mondays: 1:30pm-2:30pm or by appointment
- **Email:** Alison.Pepper@mso.umt.edu
 - Please email from your **student account** (i.e. umconnect) only.
 - **In the subject line of every email**, please state your class and purpose; **Ex: Psyx 100, Sec 50, Exam 1 question.**
 - If you do NOT follow the above format, there may be a delay in my response. However, my commitment is to respond to emails within 24 hours (no later than 36) when received Mon – Fri.
Please expect delays on weekends or holidays.

II. COURSE DESCRIPTION

Welcome to Psyx 100, an Introduction to Psychology. Psychology 100 is a basic and fundamental course. While it is required for psychology majors, it is also a prerequisite for many other majors because of its broad and comprehensive nature. Psychology 100 will introduce you to the study of behavior and the mind. Why do we do what we do, feel what we feel, say what we say, etc... While many students want the right or wrong answer to these questions, this course actually covers a variety of principles and theories of scientific psychology, as applied to understanding human thoughts, emotions, and behaviors. In the first part of the course, we will set the foundation. We will briefly explore the history of psychology, the goal being to appreciate how we got to where we are today. Then, we will look at *how* psychologists study the mind and behavior today. This will take us into the variety of theories, including biological and physiological foundations of behavior and thought, consciousness, learning and memory, cognition, growth and development, motivation and emotion, sexuality and gender, stress and health, personality, and psychological disorders and therapeutic approaches.

Please note, this is a 3-credit course, which in the traditional face-to-face classroom, equates to two 80-minute lectures per week. In addition, every 1 credit is equal to 3 hours of homework per week. Thus, given this class is offered in an online format, you may spend **9 – 12 hours a week on this course.**

III. COURSE OBJECTIVES

- 1) Have a basic knowledge of psychology, including:
 - terms, facts, concepts, and theories about psychology
 - methods and techniques used to study psychology
- 2) Have improved higher-order thinking skills, including:
 - applying knowledge already learned to new problems and situations
 - evaluating information and distinguish between fact and opinion
- 3) To use psychological research to inform your own views and be able to analyze research
- 4) To improve your knowledge of learning and memory techniques for use in future course

IV. REQUIRED MATERIALS

1. **Text:**

- The text you need is **Ciccarelli, S.K., & White, J.N. (2017). *Psychology*. 5th Edition. Upper Saddle River, NJ: Pearson. **It is NOT available at the Bookstore**; it is an online text. **Do NOT substitute with a different text** (i.e. older version, other authors, etc...)!**
- PSYX 100S is included in the bookstore's "Inclusive Access Program." This program grants you access to your required course materials by the first day of class at the discounted rate the bookstore

has negotiated on your behalf (\$87.00). **Your student account has already been charged this discounted rate.** To access the text:

1. Log into Moodle (see #2 below for instructions).
 2. Under the “Student Resources” Header, click the link, **RedShelf: Link to Text.**
 3. Follow the instructions!
- * You will be given an opportunity to purchase a loose-leaf, hard copy of the text for \$19.95 as you follow the steps to access the online text. This loose-leaf text is shipped to your address in 7-10 business days.

- If for any reason you decide to purchase your materials elsewhere **you can opt-out** of this program by the add/drop deadline and will receive a refund to your student account. To opt-out:
 1. Click the RedShelf link in Moodle
 2. Click View Course Materials
 3. Scroll down to the grey opt-out button and follow the prompts

* You will have until **9/17/18** to complete this process and you will be responsible for getting access to the materials elsewhere.

* For any questions about billing please contact Jon Aliri at jaliri@montanabookstore.com.

* If you have any trouble accessing your course materials please feel free to reach out to help@redshelf.com.
- There are a couple hard copies of the text at the libraries (i.e. Mountain campus, Missoula College, and Bitterroot College.) But, you cannot take these home.

2. You also need access to **Moodle**:

- This course is managed (i.e. gradebook, Exams, and discussions) through Moodle. To access Moodle, go to <http://umonline.umt.edu/> and click the “Moodle NetID Login” button.
- It is recommended that you use the internet browser, **Firefox**, to run Moodle.

Given that this is an online class, it is expected that you have consistent access to a computer and reliable internet access. Technical difficulties will not be an acceptable excuse for late work.

V. ASSESSMENT OF STUDENT LEARNING GOALS & OBJECTIVES

- Your grade in this class is based on the following:

1.	5 Exams (100 points each)	500
2.	6 Discussion Questions (25 points each)	150
3.	8 Research Credits	100
TOTAL POSSIBLE		750

- This class can only be taken in traditional mode (A-F); you cannot switch to credit/no credit. Final grades are based on the +/- system. Traditional rounding rules apply (i.e. .5 and above are rounded up and less than .5 are not). The breakdown is as follows:

93-100% A	73-76% C
90-92% A-	70-72% C-
87-89% B+	67-69% D+
83-86% B	63-66% D
80-82% B-	60-62% D-
77-79% C+	< 60% F

1. **EXAMS**

- There are **5** exams that cover 3 chapters each; thus, exams are **not cumulative**, and this includes the “Final.”
- All exams are administered online, through **Moodle**. You will have about 2-3 days to complete each exam.
- Each exam has **50 questions**, worth 2 points each, for a total of 100 points.
- You have **1 chance** to take the exam; they are **not timed**.
- The exams cover the content in the text. To help you study for the exams, **I highly recommend that you understand the “Learning Objectives” in each chapter**. These Learning Objectives act as a “**study guide**” for the exam. Even though the exams are open book and open notes, it will not be sufficient to just know where to find the information. The exam questions will be *applied* and *conceptual* in nature, rather than factual; thus, you will need to *understand* the content, too.
- You must take the exam **independently**. Taking the exam with anyone else is a **violation of the Student Conduct Code**. See the “Student Conduct Code” section below for more information and an explanation of sanctions for violations.
- The dates/times of when exams open, and when they are due, are in the course calendar below. **Please take careful notes of these due dates and times! LATE EXAMS WILL NOT BE ACCEPTED!** The only exceptions are explained in the “Late and Make-up Work Policy” section below.
- I will **not** make **alternative arrangements** to give any exams early due to travel plans, work, school projects, or other courses’ requirements.

2. **DISSCUSIONS**

- All discussions are administered online, in **Moodle**.
- You are required to complete **6 discussion questions** (DQ’s), worth **25 points each**.
- The dates and times of when these DQ’s are available in Moodle, and when they are due, are in the Course Calendar.
- You must submit your **1st direct response to the DQ prompt** by the **first due date** listed in the Course Calendar. Then, you are required to post at least **2** thoughtful and expansive responses to others by the **2nd deadline**. (The only exception is DQ1. Please read those instructions carefully in Moodle.)
- The grading rubric for the DQs is as follows:

Grading Criteria For Discussion Questions	Maximum Points	Maximum Points (if 1 st post is late)
Comprehension. Student discussed concepts from the text and referenced the text. They demonstrated an accurate understanding of these concepts. They did not simply summarize the text, but they provided unique and insightful thoughts and questions.	/10	/7
Participation. Student’s first post was thorough, substantial, and reflective. Then, the student posted at least 2 responses to others. They did not simply agree or disagree with their peers, but they expanded upon their peers’ posts, or respectfully challenged their peers, in an effort to advance the discussion. Some personal experience may be used, but their responses were justified using appropriate examples from the required text or legitimate references.	/10	/7
Mechanics. Student demonstrated college-level writing. Their posts were free of grammatical errors, and they used Netiquette (see definition in syllabus). The student cited their references, including the text, in APA-format.	/5	/3.5
TOTAL POINTS	/25	/17.5

3. RESEARCH CREDITS:

- Psychology is a science built on systematic research of both human and non-human animals. A critical aspect of this course is becoming familiar with how that information is obtained.
- In Psyx 100, you must earn **8 research credits** in order to earn all 100 Research Credit points. There are two ways you can earn the 8 credits, and thus the 100 points:

1) **participate in an original research project**

and/or

2) **read about original research and writing a review**

- Detailed instructions on how to participate in an original research project and how to write a review will be posted in Moodle under the “Research Credits” header on the date listed in the course calendar.
- **Students need to complete 8 credits to earn 100 points.**
 - If you complete 7 credits, you earn 87.5 points.
 - If you complete 6 credits, you earn 75 points.
 - If you complete 5 credits, you earn 62.5 points.
 - If you complete 4 credits, you earn 50 points.
 - If you complete 3 credits, you earn 37.5 points.
 - If you complete 2 credits, you earn 25 points.
 - If you complete 1 credit, you earn 12.5 points.
 - No extra credit will be given for earning more than 8 credits.

VI. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

- The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS.
 - **Missoula College Students:** Call (406) 243-7984 or 243-2243, email dss@umontana.edu, or visit DSS at the River Campus in the River Level Office, 032.
 - **Mountain Campus Students:** Call 243-2243, email dss@umontana.edu, or visit DSS at the Mountain Campus in the Lommasson Center, 154.
- I will work with you and DSS to provide reasonable modifications. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. In addition, **the student must provide DSS documentation at least 1 week before the assignment is due** so reasonable accommodations can be made. For more information, please consult [DSS](#).

VII. LATE and MAKE-UP WORK POLICY:

- **LATE or MAKE-UP WORK WILL NOT BE ACCEPTED.** However, according to the UM’s [Academic Policies and Procedures](#), under “Class Attendance/Absence Policy,” I **MAY** excuse **brief** and **occasional** absences for the following reasons:
 1. an illness or injury
 2. a family emergency
 3. religious observance
 4. participation in a university sponsored activity
 5. military service

- If you miss an assignment or an exam due to one of these exceptions, **valid documentation MUST be provided** in order to make it up.
 - Please consult me on what “valid documentation” entails.
 - You have **48 hours after the missed assignment’s due date** to **notify me** so that we can arrange for you to make-up the work or turn it in late.
 - Please be aware, **I strictly enforce this policy and WILL REQUIRE documentation.**

****IMPORTANT:** Technical issues are NOT considered valid excuses for turning work in late or failing to complete an assignment. Moodle and REVEL can be accessed from any computer with internet access. If you experience technical problems, you have the option of using a computer at the libraries or at the computer labs on the Missoula College or Mountain Campuses. You can also use a colleague’s computer, go to the public library, café, etc... **It is your responsibility to have consistent and reliable internet access so you can submit your assignments on time.** It is in your best interest to be organized, plan, and not procrastinate.

VIII. ADD AND DROP POLICY (University-wide policy)

According to UM’s [Academic Policies and Procedures](#), beginning the 46th instructional day of the semester (i.e. Oct 30th, 2018) through the last regular class day (i.e. Dec 7th, 2018) before Finals Week, students may drop courses only by petition that requires approval from the instructor, advisor, and dean. A \$10 fee applies. A WP or WF will appear on the transcript. **Note that not all petitions are approved and documented justification is required.** Some examples of documented circumstances that may merit approval are accident or illness, family emergency, or other circumstances beyond the student’s control. Instructors and advisors have the right to indicate that they do not recommend the drop.

IX. INCOMPLETE POLICY (University-wide policy)

A grade of Incomplete (I) may be given when, in the opinion of the instructor, there is a reasonable probability that students can complete the course without retaking it. The incomplete is not an option to be exercised at the discretion of a student. In all cases, an “I” is given at the discretion of the instructor (see UM’s [Academic Policies and Procedures](#)).

X. STUDENT CONDUCT CODE (PLEASE READ CAREFULLY)

The Student Conduct Code, which can be found here, [Student Conduct Code](#), will be strictly enforced in this class. Specifically, cheating in any form will not be tolerated. You are not allowed to collaborate on any assignment (i.e. exam, research credit papers, etc...) with anyone, including, but not exclusively, students who have previously taken this course, graduate students in psychology or related disciplines, friends, etc... Thus, all assignments must be completed INDEPENDENTLY, unless otherwise stated in the instructions (e.g. group projects), when students seek services from the Writing Center or tutoring, or unless accommodations have been approved by your instructor. Cheating or plagiarism will result in FAILURE (that is, a zero or an “F”) on the assignment, at minimum, and it will be reported to Department Chair and/or the Dean. The instructor reserves the right to assign an “F” for the course if cheating or plagiarism occur. Additionally, you are subject to University sanctions, suspension or expulsion.

If you do not know what plagiarism is, you can ask your professor, visit the [Writing Center](#) at the Mountain campus (Liberal Arts 144, 243-2266), the [Mansfield Library](#) (243-6866), or contact Missoula College’s [Learning Center](#) (243-7826) located at the River Campus in 022.

XI. NETIQUETTE

Online classes offer a unique element to the interactions between you, your fellow students, and me. For example, missing in this written environment is the usual non-verbal information that you may be accustomed to having in face-to-face conversations, like body language, voice tone, eye contact, appearance, etc... Everything that we would use to understand the “emotionality” of the words is simply

not present either. There are also cultural differences (due to age, ethnicity, gender, religion, etc...) in what people may think would be appropriate to share in online interactions. **Do not assume that everyone has the same understanding of all words.**

Because of these differences, courses with online components have additional policies for appropriate behavior in the interchanges between students and the instructor or other students. “Netiquette” are the good manners for interactions on the internet. Here are a few policies of Netiquette that will assist you in clear communication while eliminating some of the potential for misunderstandings:

- **Be mindful of your language.**
 - Avoid all slang, rude comments, threats, profanity, and disrespectful comments.
 - Avoid sarcasm or humor. What may seem funny to us may be not so funny to others.
- **Do not use “netspeak.”**
 - “Netspeak” is a style of writing that is unique to social media. This is an **educational setting**, thus, **do not use language, grammar or punctuation that is typical in a social media setting.** For example:
 - do not use emoticons to express emotions, i.e. :-). This includes writing “ha ha” after something you intend to be funny. This is not professional.
 - DO NOT TYPE IN ALL CAPS. It is often considered the same as yelling in person.
 - do not use excessive exclamation points, e.g. “I disagree!!!!.”
 - do not use acronyms, such as BRB (be right back), L8R (later), LMAO, etc...
 - **You should use language and grammar that is expected in a college level course**, including appropriate sentence structure and punctuation.
 - **Proofread** and **spell check** before posting responses or turning in your assignments. **I will take points away for poor grammar and spelling.**
 - Please be mindful of these guidelines in your emails, as well.
- **Be respectful.**
 - Please be respectful to all members of the class, as well as to the instructor.
 - This is to be a **positive, supportive** environment so students can feel comfortable as they ask questions, make mistakes, and learn.
 - It is OK to disagree, but be **courteous**. Remember there is a difference between constructive criticism and being rude. Please do not bully, intimidate, threaten, curse or demean those you disagree with.

****IMPORTANT:** Any deviation from this policy will be dealt with in accordance to the Student Conduct Code. Depending on the severity of the offense, the Administration may become involved. Also, **I reserve the right to remove any inappropriate posts and deduct points accordingly.**

XII. ONLINE PRIVACY POLICY

- **Discussing your grades in the open discussion forum is not allowed.** Grades are a confidential matter. No one has access to them except you and your instructor.
- **Email me if you have questions about your grades.** I will be happy to discuss my justification and rationale with you. Of course, errors are made sometimes. Feel free to just ask!

*****IMPORTANT NOTE:** This is a standardized course across the UM, Missoula College campus. This means that there are established standards that we hold department-wide. These standards determine how the course is conducted, thus, they are not negotiable. In short, we strictly enforce the policies stated in this syllabus.

XIII. COURSE CALENDAR

- Please note, this is a **tentative** course calendar. There may be changes due to unforeseen situations. You are responsible for any changes, which I will clearly announce.
- **REMINDER:** I will **not** make **alternative arrangements** to give any exams **early** due to **travel plans, assignments in other courses, work, etc...** The only exceptions are those listed in the “Late or Make-up Work” section in this syllabus. It is your responsibility to plan to meet the requirements in this class in order to be successful.

*All times are in Mountain Standard Time

(Revised 8/20/2018)

WEEK		Assignments See Moodle	DATE POSTED See Moodle	DATE DUE See Moodle
1	Mon, 8/27 - Sun, 9/02	1. Read Welcome in Moodle 2. Read Chapter 1 3. DQ1a: Contract (10 pts) 4. DQ1b: Bio (15 pts) 5. DQ2	3. Mon, 8/27, 10:00am 4. Mon, 8/27, 10:00am 5. Mon, 8/27, 10:00am	3. Sun, 9/02, 11:55pm 4. Sun, 9/02, 11:55pm; Sun, 9/09, 11:55pm 5. Sun, 9/09, 11:55pm; Sun, 9/16, 11:55pm
2	Tue, 9/04 - Sun, 9/09	1. Read Chapter 2 2. Introduce Research Credits	2. Tue, 9/04, 10:00am	2. Sun, 12/02, 11:55pm
3	Mon, 9/10 - Sun, 9/16	1. Read Chapter 3		
4	Mon, 9/17 - Sun, 9/23	1. EXAM 1 (Chps 1-3) 2. Read Chapter 4 3. DQ3	1. MON, 9/17, 10:00am 3. Mon, 9/17, 10:00am	1. WED, 9/19, 11:55pm 3. Sun, 9/30, 11:55pm; Sun, 10/07, 11:55pm
5	Mon, 9/24 - Sun, 9/30	1. Read Chapter 5		
6	Mon, 10/01 - Sun, 10/07	1. Read Chapter 6		
7	Mon, 10/08 - Sun, 10/14	1. EXAM 2 (Chps 4-6) 2. Read Chapter 7 3. DQ4	1. MON, 10/08, 10:00am 3. Mon, 10/08, 10:00am	1. WED, 10/10, 11:55pm 3. Sun, 10/21, 11:55pm; Sun, 10/28, 11:55pm
8	Mon, 10/15 - Sun, 10/21	1. Read Chapter 8		
9	Mon, 10/22 - Sun, 10/28	1. Read Chapter 9		
10	Mon, 10/29 - Sun, 11/04	1. EXAM 3 (Chps 7-9) 2. Read Chapter 10 3. DQ 5	1. MON, 10/29, 10:00am 3. Mon, 10/29, 10:00am	1. WED, 10/31, 11:55pm 3. Sun, 11/11, 11:55pm; Sun, 11/18, 11:55pm
11	Mon, 11/05 - Sun, 11/11	1. Read Chapter 11		
12	Tue, 11/13 - Sun, 11/18	1. Read Chapter 12		
13	Mon, 11/19 - Sun, 11/25	1. EXAM 4 (Chps 10 -12) 2. Read Chapter 13 3. DQ 6	1. MON, 11/19, 10:00am 3. Mon, 11/19, 10:00am	1. WED, 11/21, 11:55pm 3. Sun, 12/02, 11:55pm; Sun, 12/09, 11:55pm
14	Mon, 11/26 - Sun, 12/02	1. Read Chapter 14		***RESEARCH CREDITS DUE SUN, 12/02 by 11:55pm
15	Mon, 12/03 - Sun, 12/09	1. Read Chapter 15		

WEEK	Assignments See Moodle	DATE POSTED See Moodle	DATE DUE See Moodle
FINALS WEEK Mon, 12/10 – Fri, 12/14	1. EXAM 5 (Chps 13-15)	1. MON, 12/10, 10:00am	1. WED, 12/12, 11:55pm