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### PSYX 100S.51: Introduction to Psychology

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# Psyx 100 On-line: Introduction to Psychology

Fall 2014

## Instructor Information

Instructor: Jennie Fretts, Ph.D. Candidate

Email: [jennie.fretts@umontana.edu](mailto:jennie.fretts@umontana.edu)

Please note that it is my policy to respond to emails within 24 hours.

[Psychology Department Website](#)

**Required Text:** Psychology: Themes and Variations by Wayne Weiten, 9th Edition

## Course description

As a survey course, Introduction to Psychology provides an overview of the research methods, concepts, theories, and findings in the field. By understanding principles of psychology, you will hopefully learn more about yourself, others, society, relationships, and animals.

## Student learning outcomes

After completing this course you should be able to:

1. Demonstrate familiarity with the major concepts, theoretical perspectives, and empirical findings in psychology.
2. Understand basic research methods in psychology.
3. Identify, apply, and appreciate how the course material relates to real world issues, problems, and personal experiences.
4. Weigh theories and evidence, tolerate ambiguity, and understand that behavior is based on multiple factors.

## Weekly learning units

There will be a learning unit every week with the following components, which are discussed in detail below: textbook reading, an online written lecture with video clips, a discussion board, and a quiz.

Each learning unit will be available at 10 p.m. on Sunday on Moodle and will close at 10 p.m. on the following Sunday. You will be unable to submit assignments after the unit closes. I will post grades for the previous week no later than Wednesday by 10 p.m. of the following week.

## Textbook reading

You will generally be responsible for reading a chapter of the textbook each week. Please see the Reading page included in every weekly unit for hints on what to focus on for each chapter. However, you are responsible for all material regardless of whether it was covered in lecture or discussion unless I specifically say you may skip it. **Important:** The chapter for the week may NOT correspond to the week number in the class. Please see your syllabus for the chapter for each week.

The beginning of each chapter in your textbook includes an outline. This outline can help you focus on the critical material in each chapter. At the end of each chapter is a Recap section. Concentrate your textbook studying efforts on knowing the Key Ideas, Terms, and People listed in the Recap section. Completing the Practice Test at the end of each chapter is a GREAT way to prepare for multiple choice exams.

## **Lecture**

There will be a written lecture every week on Moodle. Each lecture will cover a different topic within the weekly unit. Lectures are meant to be a compliment to the textbook and are not meant to serve as a replacement for reading the chapter. Lecture will focus on key points of your reading but outside sources will also be integrated. There will be a focus on providing examples of different theories. Examples may include newspaper articles, research studies, cartoons, personal experiences, and film/TV/documentary clips.

Please note some video clips may not be suitable for younger audiences if you are watching the clips at home or in public. Some of the clips may contain strong language and adult situations or disturbing context (child abuse, for example), but there is no nudity or explicit violence. I will provide a warning if I think the clip needs one, but please exercise caution.

## **Discussion boards**

PSYX 100 will focus heavily on discussion of the reading and lecture material. The purpose of discussions is to help you develop opinions on the concepts in the course and appreciate real-life applications of theories.

The discussion boards are meant to be a safe place to discuss concepts and ideas. There are many theories in psychology and students will develop different interpretations of the material based on their thinking and background. It is perfectly acceptable for you to disagree with the ideas of the students or your instructor. In fact, I encourage polite disagreement because it means you are processing the material at a deeper level! However, you should always be able to explain and support your thinking.

You will be assigned to a graded discussion board each week. I will open two threads with ideas from the chapter. You will be expected to respond to my original posts and also reply to the posts of your classmates.

## **Grading for discussion posts**

Doing well on the discussion assignment requires consistent and detailed participation each week. Grades are based on (1) responding to each post by the instructor, (2) meeting deadlines for answering instructor questions, (3) responding to your peers, and (4) the quality of posts. Full credit requires high quality and high frequency posts. Each week you can earn a maximum of 30 points for discussion. Everyone will start out with 30 points and points will be deducted (not added) based on the following criteria. You cannot earn negative points. The system seems complicated but I will provide feedback at the start of the semester to let you know if you are meeting requirements.

## Points for discussion

Students must make an initial post in response to each discussion question (DQ) by the instructor. You will lose points if you fail to respond to both questions.	2 DQ's	0 pts lost
	1 DQ	15 pts lost
	0 DQ's	30 pts lost

It is recommended that you do NOT read the initial posts by other students before you answer the questions. You should develop your own ideas and answers to the questions without being influenced by what others have written. You also may be more likely to plagiarize if you have read posts by other students before posting your answers, and plagiarism will NOT be tolerated. (Please see below for more information.)

Each week, students must respond to the instructor's post for the first discussion question (DQ#1) by Wednesday at midnight, and the second discussion question (DQ#2) by Friday at midnight, or points will be lost. Points are deducted separately for meeting the deadline for each question.	Met deadlines	0 pts lost
	Do not post by Wednesday for DQ #1	10 pts lost
	Did not post by Friday for DQ #2	10 pts lost

Based on the system, if you miss the Wednesday or Friday deadline for either post, you can still earn some points if you answer both questions for the week. For example, if you answered DQ#1 on Wednesday and answered DQ#2 on Saturday, you could earn a maximum of 20 points for the week because you lost 10 points for missing the deadline for DQ#2. If you answered DQ#1 on Wednesday but did not answer DQ#2 at all, you could only earn a maximum of 15 points. So if you answer a discussion question late, you can still earn 5 points for it.

In addition to responding to the instructor's original post, you must respond to the posts of your peers in your group in order to earn full points for the week.

Students must post (respond) to a <u>minimum of two of the peers in your group</u> . You can respond to more than two, but at a minimum, you must reply to two of your peers. This promotes student engagement with each other rather than just responding to the discussion questions posted by the instructor	2 peers	0 pts lost
	1 peer	10 pts lost
	0 peers	15 pts lost

For example, if you only respond to one of your peers, you could only earn 20 points for the week, even if you answered both of the instructor's posts on time.

In summary, to earn the maximum number of points, you need to answer DQ#1 by Wednesday at midnight and DQ#2 by Friday at midnight. You also must respond to at least two of your classmates during the week.

After points have been deducted based on the above criteria, I will then I grade the quality of your posts, as explained below. Again, the following points are deducted, not added, to yield a final weekly discussion score.

<b>QUALITY GRADING for Discussion posts</b>		
Students must make detailed and thoughtful posts that reflect an appropriate application of emerging knowledge and vocabulary in the topic area. Each post must add value to the discussion and be related to the required readings for the week. The chart shows the range of points which can be lost at each quality level. Below are additional details of how the instructor will grade the quality of your posts. Feedback will be provided on the quality of your work at the beginning of the semester.	High	0 pts lost
	Above Average	1 to 3 pts lost
	Average	4 to 6 pts lost
	Below Average	7 to 15 pts lost
	Unacceptable	30 pts lost

### **High quality**

This is considered “A+” work. Your contributions demonstrate a complete mastery of the materials assigned. Your responses might integrate multiple views and/or show strong analysis and reflection on topics and other students’ posts. You provide evidence that you are reading the assigned materials and other student postings and are responding accordingly, bringing out interesting interpretations. You know the facts and are able to analyze them, apply them to real life scenarios and handle conceptual ideas.

### **Above Average quality**

This is considered “A” work. Your responses build on the ideas of other participants and dig deeper into assignment questions or issues. When you make intelligent posts during the week, including some good critique of the course material, then you have demonstrated you have an understanding of the material, are reading posts of your colleagues, and are contributing to the class. Your posts demonstrate confidence with the materials, but may be just a bit off target in one area or another.

### **Average quality**

This is considered “B” work. You have meaningful interaction with other participants' postings. Posts that state, “I agree” or “I disagree” and include a detailed explanation of what is disagreed or agreed upon and why, or introduce a perspective or concept that adds to the discussion. However, you may have rambling, lengthy posts with no clear point, your writing has a lack of clarity and comprehension, or there are considerable typos and grammatical errors.

### **Below Average quality**

This is considered “C” or below work. You answer questions asked by me or other students but do not expand upon your response or you answer questions based only on your opinion, rather than on research or proper evidence or examples. You fail to demonstrate a clear working knowledge of the material covered for the week.

### **Unacceptable**

This is work which will not receive any credit. You will receive no points in the week's discussion by just showing up and making trivial comments, without adding any new thoughts to the discussion. Comments such as “I agree” or other one-sentence responses will result in zero points. Copying and pasting from a website without providing your own substantial insight is also an unacceptable post—even if you have properly cited your sources. This assignment is an assessment of your understanding of the information covered in this class. Copying and pasting from websites does not demonstrate a working knowledge of the material.

### **Special Note:**

**Plagiarism:** The Student Conduct Code discusses plagiarism. However, it is a serious offense worth re-mentioning. This course requires all students to adhere to APA format when citing, paraphrasing, or referencing sources. **I check very carefully for plagiarism in the discussion posts. If you have plagiarized (either accidentally or intentionally) you will get a zero for the entire assignment. If you plagiarize a second time, you will fail the course. Plagiarism includes copying the ideas of your classmates or outside sources.**

**Netiquette:** Students must engage in proper “netiquette.” Netiquette or “network etiquette” is a professional and mannerly way of communicating with others in the online medium. Failure to engage in proper netiquette will result in earning a zero for each assignment where an incident has occurred.

If you have any questions about the grading criteria, please ask. Earning full points will require planning by you. The deadlines for responding to the instructor’s questions will not be waived. You will not have access to the discussion boards after the weekly unit has closed.

### **Quizzes**

You will have a weekly quiz for each unit which will be in one of two formats: 1) multiple choice or 2) short answer/essay. Please see the course calendar to determine the quiz format for that week. The purpose of having quizzes in two formats is to allow students to demonstrate their learning using different methods. Each quiz is worth 30 points. You have until Sunday at 10 p.m. to complete the quiz for the week. At that time, the weekly learning unit will be closed and you will not be able to complete the quiz. It is recommended that you leave yourself adequate time to complete the quiz as technical difficulties are NOT an acceptable excuse for late work.

### **Multiple choice quizzes**

The multiple choice quizzes will each contain 15 questions. The questions are worth two points each for a total of 30 points. Each quiz can only be accessed one time. This means once you start it, you must

finish it! The quizzes are timed, and you will be allowed 25 minutes to finish the questions. For guidance on the content of the quizzes, please see the Reading page and the lecture pages of each weekly unit.

### **Short answer/essay quizzes**

There will be five short answer/essay quizzes which will ask you to respond to ideas and questions presented within the reading and lecture. These are untimed and you may look at the questions more than once if needed. You may write your answers offline; in fact, it is recommended you compose your answers in a word processing program and then cut and paste them into Moodle. Be sure to save a backup copy before submitting! Your posts will primarily be graded on quality, and you will be awarded points based on the chart below. At each quality level, you can earn a range of points.

### **Short answer/essay quiz grading criteria**

High quality	27-30 points
Average quality	21-26 points
Below Average quality/Unacceptable	20 points or lower

#### **High quality**

- This is “A” level work.
- You answer all parts of the question.
- Your answer is easy to understand and usually grammatically correct. A few typos are acceptable if your ideas are clear, but your work seems to have been proofread.
- You present a clear position in response to the topic.
- You provide evidence that you are reading the assigned materials.
- You provide several appropriate examples to back up your opinions.

#### **Average quality**

- This is “B” or “C” level work.
- You answer all parts of the question.
- You present a position on the topic, although your ideas may not be well thought-out for some parts of the question.
- Your writing may be somewhat unclear due to grammatical errors or typos.
- You demonstrate a basic understanding of the course material.
- You use some outside examples to support your ideas

#### **Below average/Unacceptable**

- This is “D” or “F” level work.
- You do not answer all parts of the question.
- Your writing is difficult or impossible to understand because of grammatical mistakes and/or rambling or not complete thoughts.
- You fail to demonstrate a clear working knowledge of the material covered for the week.
- You do not give any relevant examples or supporting evidence for your ideas.

The following types of entries will earn you 0 points:

- You copy and paste from a website or other source without citing or providing your own substantial insight.
- Your response is completely off-topic.

## **Technical Support**

### **Technical Difficulties**

Please contact UM Online if you experience technical difficulties. Though I would love to be able to help, I am not qualified to do so. *Critical note: I do not allow technical issues as a reason for late or incomplete work.* To ensure your own protection, please keep technical support contact information available offline and *please do not wait until the last minute to complete your work each week!*

### **Technical Alternatives**

Also, keep in mind your technical alternatives if you have computer difficulties. If you live near the University, campus computers are an option. Otherwise, consider the public library, an internet café, a computer at work, or a friend or family member's computer. Have a plan of action in mind so that you can complete the required work each week if an issue arises.

### **System and Software Requirements**

Please refer to the UMOonline web page that lists downloads and plug-ins that you may need to complete your coursework: [UMOnline Web Page](#)

### **Contact Information**

UMOnline: 406.243.6394, or [courseware-support@umontana.edu](mailto:courseware-support@umontana.edu), or [UMOnline Web Page](#)

## **Disability modifications**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

## **Dropping/Adding/Changing grade option**

Please refer to the [Registrar's website for Add/Drop/Change options](#)

## **Final grade**

Your final grade is based on the percentage of the total possible points that you earn. Percentages are rounded to two decimal places. So for example if you had 752 points, your percentage would 89.52%, so your grade would be rounded up to 90% and you would receive an "A."

Grades are not curved so every student has an opportunity to earn an A in the course. Please note that there are no “plus” or “minus” grades in the class which means you can only earn an A, B, C, D or F.

Assignment Type	# of Assignments	Points Possible for Each Assignment	Total Points
Discussion	14	30	420
Multiple choice quizzes	9	30	270
Short answer quizzes	5	30	150
<b>Total points</b>			<b>840</b>

Final Grade	Points	Percentage
A	752-840	90%-100%
B	668-751	80%-89%
C	584-667	70%-79%
D	500-583	60%-69%
F	499 or below	<60%

### Course calendar for Fall 2014, PSYX 100, Intro to Psychology

Week #	Dates	Topic/Book chapter	Discussion	Quiz: Multiple choice	Quiz: Short Answer
1	8/25 to 8/31	1: The Evolution of Psychology	Yes	No	Yes
2	9/1 to 9/7	2: The Research Enterprise in Psychology	Yes	Yes	No
3	9/8 to 9/15	3: The Biological Bases of Behavior	Yes	Yes	No
4	9/15 to 9/21	4: Sensation and Perception	Yes	Yes	No
5	9/22 to 9/28	5: Variations in Consciousness	Yes	No	Yes
6	9/29 to 10/5	6: Learning	Yes	Yes	No
7	10/6 to 10/12	13: Social Behavior	Yes	Yes	No
8	10/13 to 10/19	8: Language and Thought	Yes	No	Yes
9	10/20 to 10/26	10: Motivation and Emotion	Yes	Yes	No

Week #	Dates	Topic/Book chapter	Discussion	Quiz: Multiple choice	Quiz: Short Answer
10	10/27 to 11/2	15: Psychological Disorders	Yes	Yes	No
11	11/3 to 11/9	12: Personality: Theory, Research, Assessment	Yes	Yes	No
12	11/10 to 11/16	9: Intelligence and Psych Testing	Yes	No	Yes
13	11/17 to 11/23	11: Human Development, Across the Life Span	Yes	Yes	No
14	11/24 to 11/30	No Assignment This Week	No	No	No
15	12/1 to 12/7	16: Treatment of Psychological Disorders	Yes	No	Yes
16	12/8 to 12/14	None: Finals Week	No	No	No

Please note: The schedule is subject to change. Weeks in this course begin Sunday at 10 p.m. and end the following Sunday at 10 p.m. Due dates are not listed on the calendar, but you must respond to the first discussion question by Wednesday at midnight and the second discussion question Friday at midnight. You must also reply to at least two of your classmates during the week. You must complete the quiz by Sunday at 10 p.m.