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

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**MISSOULA COLLEGE**

**Spring 2016**

**PSYX 100S: Introduction to Psychology, Section 51C**

**COURSE SYLLABUS**

**PROFESSOR: Alison C. Pepper, Ph.D.**

**I. CONTACT INFORMATION**

- **Office:** Missoula College, HB02
- **Phone:** 243-7924
- **Office Hours:**
  - Wed: 1:10pm-2:00pm
  - By appointment
- **Email:** [Alison.Pepper@mso.umt.edu](mailto:Alison.Pepper@mso.umt.edu)
  - Please email from your **student account** (i.e. umconnect) only.
  - **In the subject line of every email**, please indicate the current course, section, and your purpose. **Ex: Psyx 100, Sec 51C, 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 4-credit course, which in the traditional classroom setting, equates to 4 hours of face-to-face lecture per week. In addition, every 1 credit is equal to 3 hours of homework per week. Thus, given this class is being offering an online format, you may spend up to **16 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 and Supplements:**

- **CICCARELLI & WHITE (2015). *Psychology*. 4<sup>th</sup> Edition. Upper Saddle River: Pearson.**
  - ISBN-13: 978-0-205-97224-1
  - You can purchase a shrink-wrapped, loose-leaf **text** and access to the online supplement, **REVEL**, at the **Missoula College Bookstore** for \$99.35.

- o Or, you can purchase *just* the **online supplement, REVEL**, which includes the online text, directly from our publisher, Pearson for \$75.00.
  1. Visit this link, which is unique to our Psyx 100 section:  
<https://console.pearson.com/enrollment/bqy2mn>
  2. Sign in with your Pearson Account. You can either: sign in with an existing Pearson username and password OR create a new Pearson account if this is your first Pearson digital product.
  3. Choose your course under 'My Courses' and choose an access option: redeem an access code that you got from your school's bookstore or purchase access online. There is a free trial if you are waiting for financial aid.
  4. What you should know:
    - Bookmark <https://console.pearson.com> to easily access your materials.
    - Pearson recommends using the latest version of Chrome, Firefox, or Safari with this digital product.
    - Contact your instructor if you lose the invite link.
    - Do NOT lose your password!
  
- o There are a couple hard copies of the texts on reserve at the libraries (i.e. Mountain campus, Missoula College, and Bitterroot College.)

**2. Moodle:**

- This course is managed (i.e. gradebook, Exams) 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.

**V. ASSESSMENT OF STUDENT LEARNING GOALS & OBJECTIVES**

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

	1. <b>5 EXAMS (100 points each)</b>	<b>500</b>
	2. <b>6 DISCUSSIONS (25 points each)</b>	<b>150</b>
	3. <b>8 Research Credits</b>	<b>REQUIRED</b>
	<b>TOTAL POSSIBLE</b>	<b>650</b>

- This class can only be taken in traditional mode. That is, you are not able to switch to credit/no credit. Also, 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**

- All exams are administered online, through **MOODLE**.
- There are **5** exams that will cover 3 chapters each. 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**. Please take careful note of when Exams open and when they close. The days and times are in the Course Calendar below.
- 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.

- **NO LATE EXAMS WILL BE ACCEPTED!** (Please see exceptions below, under the “Late and make-up Work Policy.”)
- I will **not** make **alternative arrangements** to give any exams early due to travel plans, work, school projects, or other courses’ requirements.

## 2. Discussions

- 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 **1<sup>st</sup> 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 **2<sup>nd</sup> deadline**. (The only exception is DQ1. Please read those instructions carefully in Moodle.)
- The grading rubric for these DQs is as follows:

<b>0</b>	<b>Did not complete or submitted after the due date and time. Plagiarism.</b>
<b>10</b>	<b>LATE* &amp; GOOD.</b> Initial post was late and met the criteria for GOOD.
<b>15</b>	<b>LATE* &amp; GREAT.</b> Initial post was late and met the criteria for GREAT.
<b>20</b>	<b>GOOD.</b> Submitted 1st post on time. Student’s response was descriptive, not reflective; or they simply summarized the content in the text or offered an opinion in a few sentences. Their statements may have been general, vague, or unclear. There may have been errors in grammar, punctuation, spelling, etc... They may have posted only 1 response to another person; they simply agreed or disagreed; they did not advance the discussion. Student did not cite their sources.
<b>25</b>	<b>GREAT!</b> Submitted 1st post on time. Post was thorough, substantial, and reflective. Student referred to content in the text but went above and beyond by demonstrating unique and insightful thoughts about the topic. Student posted at least <b><u>2</u></b> thoughtful and expansive responses to their peers; they provided thoughtful responses by expanding upon their peers’ post or by respectfully challenging their peers’ posts. Their post was free of grammatical errors and resources were cited.
<b>“LATE” means that the student posted <u>after</u> the first deadline but <u>before</u> the DQ was officially due.</b>	

## 4. 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**. There are two ways you can meet this requirement: **1) participate in an original research project** and/or **2) read about original research and writing a review**.
- More detailed instructions will be in Moodle, under the “Research Credits” header, on **Monday, Feb 8<sup>th</sup> by 10:00am**.
- Your research credits must be **completed by Sun, May 1<sup>st</sup> by 11:55pm (MST)**. If a student does not complete these credits on time, their grade will be **dropped one whole letter grade** (e.g. A- to B-).

## 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:** Contact Paul Kozlowitz at (406) 243-7931 or via email, [Paul](#).
  - **Mountain campus students:** Contact DSS at (406) 243-2243 or via email, [DSS](#).

- 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 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, exam or participation points 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 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. DROP POLICY

According to UM’s [Academic Policies and Procedures](#), beginning the **46<sup>th</sup> instructional day** of the semester (i.e. **March 29<sup>th</sup>, 2016**) through the last regular class day (i.e. **May 6<sup>th</sup>, 2016**) before Finals Week, students may drop courses only by petition that requires approval from the instructor, advisor, and dean. 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. A WP or WF will appear on the transcript. For more information on important dates, see [Important Dates and Deadlines](#).

## IX. INCOMPLETE 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 it 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 [Academic Support Center](#) (243-7826).

## 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.** For example: “That’s STUPID!” “What are you--Blonde?” “Are you *serious*?” “Everyone knows (*fill in the blank*).” “I can’t believe you’d think that...”
  - **Avoid sarcasm or humor.** What may seem funny to us may be not so funny to others. If you are not sure what sarcasm is, ask. If you think it might be but are not sure, do not post it.
  - If you feel particularly strongly about a point, it may be best to write it first and at a later time, review it prior to posting it in order to remove any strong language.
  - Keep your responses G-rated, so that you would not mind sharing them with your grandmother.
  - **The bottom line:** This is an educational setting. Please write in a **technical** and **professional** format.
- **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. :-). Even writing something and adding “(ha ha)” is not appropriate.
    - 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 and encouraging.**
  - Please be respectful and encouraging to all members of the class and to the instructor.

- This is to be a **positive, supportive** environment so students can feel **comfortable** as they ask questions and make mistakes.
- It is OK to disagree, but please 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.

**TENTATIVE COURSE CALENDAR**

**(Revised 2/07/2016)**

**Note: All times are in MST**

- Below are the due dates and times for your assignments. Please take note of these important dates.
- This is a *tentative* course schedule. You are responsible for any changes, which I will clearly announce.
- Make sure you read your text according to the timeline below.
- As stated above, **technical issues (i.e. I lost internet access, I didn't have a computer, etc...) are NOT considered valid excuses for turning work in late or failing to complete an assignment.** Moodle 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 in order to be successful in this course.
- Also, as stated above, I will **not** make **alternative arrangements** to give any exams **early** due to **travel plans, assignments in other courses, work, etc...** No exceptions!
- Should you lose this syllabus, or course calendar, they are available in Moodle.

WEEK	Topic	Assignments	DATE POSTED	DATE DUE	
1	Mon, 1/25 - Sun, 1/31	<ul style="list-style-type: none"> <li>• Welcome</li> <li>• Chp 1</li> </ul>	<ol style="list-style-type: none"> <li>1. DQ1a: Contract (10 pts)</li> <li>2. DQ1b: Bio (15 pts)</li> <li>3. DQ2</li> </ol>	<ol style="list-style-type: none"> <li>1. Mon, 1/25, 10:00am</li> <li>2. Mon, 1/25, 10:00am</li> <li>3. Mon, 1/25, 10:00am</li> </ol>	<ol style="list-style-type: none"> <li>1. Sun, 1/31, 11:55pm</li> <li>2. Sun, 1/31, 11:55pm; Sun, 2/07, 11:55pm</li> <li>3. Sun, 2/07, 11:55pm; Sun, 2/14, 11:55pm</li> </ol>
2	Mon, 2/01 - Sun, 2/07	<ul style="list-style-type: none"> <li>• Chp 2</li> </ul>			
3	Mon, 2/08 - Sun, 2/14	<ul style="list-style-type: none"> <li>• Chp 3</li> </ul>	<ol style="list-style-type: none"> <li>1. Introduce Research Credits</li> <li>2. EXAM 1 (Chps 1-3)</li> </ol>	<ol style="list-style-type: none"> <li>1. Mon, 2/08, 10:00am</li> <li>2. FRI, 2/12, 10:00am</li> </ol>	<ol style="list-style-type: none"> <li>1. SUN, 5/01, 11:55pm</li> <li>2. SUN, 2/14, 11:55pm</li> </ol>

WEEK		Topic	Assignments	DATE POSTED	DATE DUE
4	Tues, 2/16 - Sun, 2/21	• Chp 4	1. DQ3	1. Tue, 2/16, 10:00am	1. Sun, 2/28, 11:55pm; Sun, 3/06, 11:55pm
5	Mon, 2/22 - Sun, 2/28	• Chp 5			
6	Mon, 2/29 - Sun, 3/06	• Chp 6	1. EXAM 2 (Chps 4-6)	1. FRI, 3/04, 10:00am	1. SUN, 3/06, 11:55pm
7	Mon, 3/07 - Sun, 3/13	• Chp 7	1. DQ4	1. Mon, 3/07, 10:00am	1. Sun, 3/20, 11:55pm; Sun, 3/27, 11:55pm
8	Mon, 3/14 - Sun, 3/20	• Chp 8			
9	Mon, 3/21 - Sun, 3/27	• Chp 9	1. EXAM 3 (Chps 7-9)	1. FRI, 3/25, 10:00am	1. SUN, 3/27, 11:55pm
10	Mon, 3/28 - Sun, 4/03	• Chp 10	1. DQ5	1. Mon, 3/28, 10:00am	1. Sun, 4/17, 11:55pm; Sun, 4/24, 11:55pm
11	Mon, 4/04 - Sun, 4/10	<b>SPRING BREAK!</b>			
12	Mon, 4/11 - Sun, 4/17	• Chp 11			
13	Mon, 4/18 - Sun, 4/24	• Chp 12	1. DQ6 2. EXAM 4 (Chps 10-12)	1. Mon, 4/18, 10:00am 2. FRI, 4/22, 10:00am	1. Sun, 5/08, 11:55pm; <b>WED</b> , 5/11, 11:55pm 2. SUN, 4/24, 11:55pm
14	Mon, 4/25 - Sun, 5/01	• Chp 13			* RESEARCH CREDITS DUE by SUN, 5/01, 11:55pm
15	Mon, 5/02 - Sun, 5/08	• Chp 14 • Chp 15			
16	Mon - Fri 5/09-5/13	FINALS WEEK	1. EXAM 5 (Chps 13-15)	1. WED, 5/11, 10:00am	1. FRI, 5/13, 11:55pm