

**Cedar Crest College**  
**Psychology 100 01: General Psychology**  
**3 Credits**  
**Spring, 2009**  
**CUR 110**

**TR, 1:00 – 2:15 pm**  
**Dr. James Scepansky**

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**Required for Class:**

- Coon, D., & Mitterer, J. (2008). *Psychology: A journey* (3<sup>rd</sup> Ed.) Wadsworth/Thomson Learning, Belmont, CA.
- **Book Companion Site** (Go to <http://www.wadsworth.com> and under “Areas of Interest” select “College Students” then “Companion Sites.” Under the list of “Humanities and Social Sciences” select Psychology, then select Introduction to Psychology from the list of courses provided. Finally, look for the textbook companion website for the Coon and Mitterer text (there should be a picture of the cover); if you bookmark the page, you will only need to do the searching once!). Be sure to check out the website as it contains bulletin boards, flash cards, internet links, hot topics, interactive activities for students, online student tutorial quizzes (pre-test and post-test), and much more. There is also an online tutoring option where students can get personalized assistance from someone who has knowledge/expertise in specific areas of psychology. This will serve as an excellent means of assessing your understanding of text material in preparation for exams, as well as broadening your understanding of psychology as a diverse and applicable discipline.
- **Regular Access to eCollege**. You should automatically be enrolled in eCollege if you are on the roster for this class at the beginning of the semester (if you register late, you need to contact the Registrar immediately). eCollege will enable me to send/receive emails to/from everyone in the class who has an email account, and I can also post handouts or assignments to the course space which you can then print. You will be able to track your scores on assignments across the semester, so that you should always have a sense of your current grade. College policy now mandates that your "cedarcrest.edu" account must be used (NOT hotmail, yahoo, etc.). I will NOT correspond with non-Cedar Crest email accounts. It is your responsibility to regularly check your email from your own computer, a library computer, or from any computer that has email access--I WILL NOT ACCEPT "I DIDN'T GET IT" as an excuse for missing class, missing a deadline or for submitting incomplete work. Points will be deducted under each of these circumstances.
- **Use of Turning Point Clicker**. This class will utilize the Turning Point Clicker system. Each student must purchase a clicker at the bookstore and bring it to class each day. The clicker will be used to track participation and assess student comprehension throughout the semester. Once a student purchases a clicker, it should work for all current and future classes utilizing the Turning Point Clicker system (i.e., you only need to buy one clicker). Once you purchase your clicker, you will need to electronically

register it for use in this class, as well as any other classes which use the Turning Point Clicker system (directions will be provided).

**Course Description:** This course explores some of the historical, theoretical and empirical foundations of the discipline of psychology. Additionally, the course introduces students to a scientific approach to understanding behavior, and explores the psychobiological and psychosocial bases of human behavior. Psychology 100 serves as a prerequisite for all other psychology courses.

**Course Objectives:** The purpose of this course is to introduce you to many of the core topics studied by psychologists. Upon successful completion of this course, students will

- recognize the breadth and depth of the field of psychology.
- demonstrate their identification, reasoning, and understanding of psychological concepts and terms.
- recognize the interaction between psychology and other disciplines.
- gain an appreciation of the application of psychology to everyday life.
- be knowledgeable consumers of scientific research in the field of psychology.

**Teaching Format:** The course will consist of lecture and discussion, as well as in-class and out-of-class activities. You should read the assigned material **before** coming to class, so that you can be an active participant.

**Statement on Disability Accommodations:** Students with documented disabilities who may need academic accommodations should discuss these needs with me during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Academic Services Center. According to college policy, documentation must be provided to me before accommodations will be made.

**Psychology Department Attendance Policy:** The Psychology Department is committed to the principle that regular and punctual class attendance is essential to the students' optimum learning and successful academic achievement. Regular class attendance is a student obligation, and students are responsible for all work, tests and written assignments. Therefore, students are expected to be present for all class sessions. The Psychology Department's attendance policy recognizes that there will be times when attendance at class is not possible. You may think of the policy as being similar to the type used in the corporate world where each employee is given a certain number of "personal/sick days." Based on the number of regularly scheduled class meetings, you will be allowed a certain number of absences (see below) with no consequences, no questions asked. In other words, there is no distinction between excused and unexcused absences. You are of course responsible for anything covered during those missed classes, and for submitting assignments on time, regardless of whether or not you attend. Beyond the allowable number of absences, there are consequences that will adversely impact your grade, much as missing too many days of work can adversely impact your employment status. Above all else, you should carefully consider each decision to not attend class, as once your allotted absences have been used, they are gone. *It is important that students arrive for class on time. Late arrivals are very distracting, not only to the instructor, but also to fellow students. Repeated late arrivals are not acceptable and will be addressed on an individual basis.* It is each student's responsibility to understand this policy and to keep track of absences throughout the semester.

**Application to this Class:** Formal attendance will be taken during all class sessions. This class meets twice per week (28 class meetings). You may miss **3 classes** without penalty. If you miss **4 classes**, your final grade (cumulative percentage of points) will be lowered by 5%. That means that if you have earned 84% of the available points in the class, which is a B grade, you would be lowered to 79%, which is a C+. Likewise, if you have earned 77% of the points available, the penalty would take you down to 72%, which is a C-. As a reminder, a C grade (73%) is required in all Psychology courses. If you miss **5 classes**, you will be docked an additional 5% points off of your final grade (for a total of 10%). If you

miss **6 classes**, you will receive a failing grade for the course. If you miss six classes, you have missed approximately 25% of the class meetings.

Furthermore, you alone are responsible for all reading assignments and material covered in class, including activities, videos, handouts and announcements, regardless of whether or not you attend. We will cover a great deal of information over the course of the semester, and lectures will not always directly coincide with textbook materials. The majority of class time will be spent covering some of the more important concepts from the text, but often using different research or real life examples that will supplement the major issues discussed in the book. I have created PowerPoint handouts that serve as an outline for what I will cover in class on a chapter-by-chapter basis. I will provide these outlines, in advance, so you may have an overview of what we will cover. The outlines will provide definitions and many details of research studies we discuss so that I do not have to spend the majority of class time repeating definitions—you will have them in the handout, leaving more time to listen, process, and elaborate. As a word of caution, the PowerPoints are incomplete in that they DO NOT contain everything; I want to see if you can anticipate research findings and contemplate answers to questions during class. This would be impossible if I provided the findings in advance. In other words, the PowerPoints should be treated as a starting point, NOT as “all you need to know.” You must actively take notes during class time to add to what is contained in the PowerPoints, paying particular attention to examples used to illustrate the concepts that are covered. Based on my experience, students who simply rely on the existing PowerPoint content (and who do not take notes of their own) will NOT do well in this class.

**Academic Honesty and Classroom Protocol:** All Cedar Crest College students are expected to be familiar with and fully supportive of the college’s policy regarding the Honor Code and academic integrity. For any instances of dishonesty (e.g., cheating on tests, copying other students’ work, plagiarism, etc.), appropriate penalties will be applied. See the Student Guide for more information regarding the enforcement of these policies.

- **Plagiarism:** Plagiarism is the act of presenting the ideas, words or other intellectual property of another as one’s own. The use of other people’s work must be properly acknowledged and referenced in all written material. The use of material without acknowledgement is an offense.
- **Cheating:** Bear in mind that allowing another to copy one’s work is an academic offense just as is copying from someone. Furthermore, submitting the same paper for two courses without arrangement is also an academic offense.
- **Important:** It is each student’s responsibility to not only abide by, but also uphold the Honor Code. As such, any instances of dishonesty should be brought to my attention immediately.

In addition, appropriate classroom behavior is defined and guided by complete protection for the rights of all students and faculty to expect a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, personal conversations, cell phone use of any kind, and any other behaviors that might disrupt instruction and/or compromise other students’ access to their Cedar Crest College education. Behavior that is deemed disruptive or disrespectful will result in penalties at the discretion of the instructor. To that end, here are a couple of things to keep in mind:

- You may eat in class, so long as you do so with courtesy to the class in terms of manners and noise level.
- Turn your cell phones to VIBRATE/SILENT **immediately upon entering the classroom**. If you are expecting an URGENT call, notify me ahead of time, situate yourself near the exit, and quietly exit the room before answering.
- Try to get a good night sleep before coming to class. Falling asleep in class is very distracting and disrespectful; if you are asleep, technically, you are absent and will be treated as such.

**Assessment:** Altogether, there will be five (5) exams (See course schedule below). Each exam will cover materials from the text and lecture notes, as well as any handouts that you receive, and any videos viewed. Exams will consist of multiple-choice questions and will each be worth 100 points. The fifth exam will be given during Final Exam Week according to the College schedule (published at a later date), but it is NOT comprehensive (it will only cover material from the last section of the course). Because exams will be scored immediately, exams must be taken during the scheduled time period. Make-up exams will NOT be given without written documentation from the Dean of Student's Office of an excused absence according to college policy (i.e., serious illness that results in hospitalization or physician-mandated bed-rest, college-sponsored event, death of immediate family member)—NO EXCEPTIONS. Advanced notice MUST be given whenever feasible. Documentation must be presented and the make-up exam scheduled as soon as possible. Missed exams will result in a score of "0."

**Homework and Class Participation:** Homework and class participation will be factored into your grade in this class. Specifically, there will be several activities that we do in class (demonstrations, review questions utilizing Clickers, etc.), and if you are present when they are completed, you will earn credit; if you are absent, you forfeit those points. If you have written documentation of an excused absence (same criteria as above) you may be given an alternative assignment to complete to make-up for the experience you missed in class. Some activities involve group work; these assignments, because of their interactive nature, may not be made up. In addition, periodically, you will be asked to complete take-home assignments (i.e., homework). These assignments may be self-assessments, brief reflective essays, or Internet research activities (look something up, find a webpage, etc.). As with in-class assignments, you alone are responsible for finding out what assignments if any were missed when class is missed, and you are responsible for submitting assignments on time; only students with documented excused absences will be permitted to submit late work. The majority of points available for this category come from day to day participation. Specifically, each class session in which clicker questions are asked (pretty much every day) will be worth 5 points (regardless of the number of clicker questions asked); all in-class and take-home assignments will also be worth 5 points each; if you are in class and are properly using your clicker to answer the questions, you will get all 5 of that day's points (If you do not register your clicker correctly, or if you forget your clicker, you will not receive the points for that day's class, and those points MAY NOT BE MADE UP). Altogether, your Homework and Class Participation will be worth up to a maximum of 100 points, and your HW/CP GRADE will be based on the percentage of points you earn out of all the points available. For instance, if there are 25 class days in which clicker questions are asked (125 points total), and there are 3 in-class assignments (15 points total), and there are 5 homework assignments (25 points total), that means there are 165 possible homework and class participation points. Your HW/CP GRADE will be the percentage of points you earn out of 165 ( $165/165 = 100\%$ ,  $150/165 = 91\%$ , etc.). NOTE: It is absolutely important that you register your clicker and bring it to each and every class session.

**Extra Credit:** You may volunteer to serve as a research participant on campus at any time during the semester and earn extra credit, provided you submit proper documentation of your participation. A Research Subject Pool Bulletin Board is located in the basement of Curtis Hall, adjacent to the Psychology Department main office. Check this board periodically for research participation opportunities. You will be given one point for each study you complete, and you may participate in up to 5 studies for credit. This participation is a valuable service to the department and to our discipline. First, it benefits you in that you see first-hand how psychological research is done. Second, it allows our upper-class students and faculty a means of studying topics of interest and may ultimately lead to publications and conference presentations, the very way the scientific discipline of psychology advances. The number of opportunities for research participation varies from semester to semester, and my advice is to take advantage of opportunities as they arise. Spring semester is the time during which seniors are conducting their research, typically during the early middle of the semester. Students who are unable to participate in experiments, or who would prefer alternative opportunities, should speak with me and I will make alternate arrangements, but this must be done early in the semester—do not wait until the last few weeks of the semester. In all, you are permitted to earn up to 5 points that will be applied to your total points at the end of the semester (these are not percentage points).

**Grading:** Your final grade will be assigned on the basis of the percentage of points you earn out of a maximum possible 600 points: Exams (Five, each worth 100 points), Participation (maximum of 100 points), plus extra credit points. The letter grades are based on the following scale:

A	93.0- 100%	C	73.0- 76.9%
A-	90.0- 92.9%	C-	70.0- 72.9%
B+	87.0- 89.9%	D+	67.0- 69.9%
B	83.0- 86.9%	D	60.0- 66.9%
B-	80.0- 82.9%	F	below 60%
C+	77.0- 79.9%		

**Note:** In order for this course to count for the Psychology major or minor, you must earn a grade of C or better in this course (The grade of C- will not satisfy this requirement).

**Strive to do well!!** The wisdom of the ages in academia (faculty and academic advisors agree) is that in order for students to do well in college classes, they should study outside of class approximately 2 hours for every hour of class time. In other words, for a class like ours that meets for three hours per week, **you should be studying roughly 6 hours outside of class, per week—just for this class.** Remember that this is a general guideline—you will need to determine how much time is necessary for you to reach your goals. College is much more than reading, listening to lectures and memorizing facts. You must also demonstrate the ability to apply your knowledge. For this class, I cannot possibly cover all the material in the textbook. I have eliminated sections of chapters that I know we will not cover. All other text material is fair game for exams. In other words, you WILL be expected to answer questions on exams about material from the text we did not directly discuss. If you have questions about text material, it is your responsibility to bring this to my attention either during class or during my office hours. My advice is to stay ahead with your readings; there is simply too much information (terms, concepts, definitions, research findings) to be able to wait until the last minute and expect to do well. Above all else, know that I am available to assist you. As a former colleague often said, “it is the student’s job to learn, and the faculty’s job to help them do it!”

**Spring 2009 Exam Schedule (Approximate Coverage):** Changes in this schedule may be necessary, and you will be notified in advance when these situations arise. Unless explicitly indicated that you are not responsible for a section of a chapter, you are responsible for all material in that chapter (see below). In addition to the pages listed below, you should also read each Chapter in Review and attempt each Test Your Knowledge.

Dates	Material to be Discussed
1/20	Syllabus & Chapter 1: Introduction to Psychology and Research Methods; Read pp. 13 – 36, and 40 – 48 ***Not Responsible for “Placebo Effects...,” “Clinical Method...,” “Survey Method...,” **RECOMMENDED: You should also read Introduction: The Psychology of Studying (pp. 1 – 12) but this material will not be tested.
1/22 1/27	Chapter 1: Introduction to Psychology and Research Methods (Continued)
1/29 2/3 2/5	Chapter 2: Brain & Behavior; Read pp. 52 – 76 ***Not Responsible for “The Endocrine System - Hormones and Behavior”
2/10	EXAM #1 (Chapters 1 & 2)
2/12 2/17 2/19	Chapter 3: Human Development; pp. 87 – 98, and 105 – 121, ***Not Responsible for “Social Development – Baby, I’m Stuck on You” ***Not Responsible for “Maternal and Paternal Influences” ***Not Responsible for “Psychology in Action: Effective Parenting ....”
2/24	EXAM #2 (Chapter 3)
2/26 3/3 3/5	Chapter 5: Consciousness; pp. 179 – 194, and 200 – 219 ***Not Responsible for “Hypnosis,” and “Meditation”

3/10 & 3/12 (No Class)	<b>SPRING BREAK</b>
3/17 3/19	<b>Chapter 6: Learning; pp. 223 – 240, 244 – 250, and 253 – 256</b> ***Not Responsible for “Feedback,” Learning Aids,” and “Psychology in Action – Behavioral Self-Management”
3/24	<b>EXAM #3 (Chapters 5 &amp; 6)</b>
3/26 3/31 4/2	<b>Chapter 10: Personality; pp. 387 – 403, and 409 – 422 AND pp. 446 – 449 (Chapter 11: Psychological Defense)</b> ***Not Responsible for “Learning Theories of Personality,” “Androgyny,” “Sudden Murderers,” and “Psychology in Action: Barriers and Bridges—Understanding Shyness”
4/7 4/9	<b>Chapter 14: Social Behavior; pp. 553 – 569</b> ***Not Responsible for “Attitudes and Persuasion,” “Prejudice and Intergroup Conflict,” and “Aggression and Pro-social Behavior”
4/14	<b>EXAM #4 (Chapters 10 &amp; 14)</b>
4/16 4/21 4/23	<b>Chapter 11: Stress and Health; 430 – 443, and 449 – 468</b> ***Not Responsible for “Conflict—Yes, No, Yes, No...,” and “Psychological Defense”
4/28 4/30	<b>Chapter 12: Psychological Disorders; pp. 472 – 488, 490 – 508</b> ***Not Responsible for “Anxiety and Disorder—Four Pathways to Trouble”
<b>FINALS WEEK (T.B.A.)</b>	<b>EXAM #5 (Chapters 11 &amp; 12)</b>

**NOTE: Spring Break and Final’s week are scheduled by the college and will be adhered to. You are responsible for anything covered, assigned or due on dates preceding or following breaks. The 5<sup>th</sup> exam must be taken at the time arranged by the Registrar’s Office—please wait to make arrangements for starting your summer break until this schedule is set, and please plan your departure accordingly.**