

PSY 101C: GENERAL PSYCHOLOGY

MWF 9:00-9:50; Hopkins 310

Instructor:

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imacfarlane@austincollege.edu (best way to contact me)**Office Hours:**

M 3:30-4:30; T 1:30-2:30; F 1-2; or by appointment

Course Description:

This course is an introduction to the scientific study of human behavior and mental processes. It prepares students for pursuing more advanced coursework in psychology and provides a basic understanding of psychology for those entering other fields. The course introduces the problems, methods, and findings of modern psychology. Students will be exposed to the breadth of topics studied by psychologists, with an emphasis on major research findings and applications to personal and professional situations. We will cover a lot of material this semester, so be prepared to work hard, bring your questions to class, and explore the world of psychology.

The format of this course is lecture/discussion. Most class sessions will include a lecture component along with discussions, activities, and/or demonstrations. Class sessions are designed to expand upon and enrich the content in the textbook, not simply present the same information in an alternative format. The course is designed to help students reach the following learning objectives:

- Demonstrate knowledge of psychological terms and concepts.
- Apply established theories and important research findings in psychology to various real world situations.
- Explain specific behavior or issues using psychological theories or research findings.
- Distinguish between beliefs based on scientific evidence and beliefs based on common sense, personal intuition, or personal experience.
- Distinguish between research findings from which you can infer a cause and effect relationship from findings that are correlational.

Required Materials:

Comer, R., & Gould, E. (2013). *Psychology Around Us* (2nd ed.). Hoboken, NJ: Wiley.

- You may purchase either the textbook or the electronic version, whichever you prefer.
- You are NOT required to purchase WileyPLUS access for this book.

Additional readings will be posted via Moodle.

Assignments:

Exams (210 points)

There will be 3 exams given throughout the semester, each worth 70 points. Exams will consist of multiple choice and short answer items, typically focusing on definitions of important terms, development of critical thinking skills, and application of course concepts to real life situations. Exam items will cover material from lecture, assigned readings, and in-class activities. The third exam will be given during finals week, but will be non-cumulative and structured like the other exams.

Chapter Quizzes (135 points)

There will be 14 weekly reading quizzes throughout the semester. Each quiz will be consist of 10 randomly selected questions and will be worth up to 10 points (with the exception of the first quiz, which is 5 questions and 5 points). The purpose of the quizzes is to make sure you understand the concepts from the book and give you practice with questions similar to those on the exams. These **quizzes will be posted on Moodle and will close at 11:59 pm on Saturdays**. You will only have **20 minutes to complete the quiz**, so make sure you have read the material thoroughly and understand the concepts before starting the quiz. I strongly recommend you do NOT leave these quizzes to the last minute (i.e., 11:40 on Saturday night), as *technical issues will not be accepted as an excuse for not completing the quiz on time*. No late quizzes will be allowed.

The other reason to take your quiz well before the deadline is you are allowed to take each quiz a maximum of two times. If you do not like the score you get on your first attempt, you may try again. If you are happy with your score on the first attempt, you do NOT have to take the second attempt. If you choose to take the second attempt, **your final score will be the average of the two attempts**. For example, if you get a 5 on your first attempt and a 9 on your second attempt, your final score will be a 7. Also, **be aware you will not be able to take the quiz again for 1 hour after you finish the first attempt**. This is to give you time to review the chapter and consult your notes before trying again. The answers to the quiz questions can be seen in Moodle after you submit your quiz.

Psychology Blog Posts (80 points)

As this is a survey course, we will not have enough time in class to discuss all the material in each chapter. To extend our conversations and exploration of psychology beyond the classroom, each student will create a WordPress® (<http://wordpress.com/>) blog. Over the course of the semester, you will be required to create a minimum of 8 blog posts (each worth up to 10 points). Each week, new blog prompts will be posted to Moodle. You may select one of the prompts to use as the topic of your post, or email me suggesting another topic related to the material we are covering that week which you would like to write about. You may write multiple posts if more than one topic interests you, but only one post per week will count toward your grade. The prompts will usually ask you to reflect on some activity or presentation from class, design a way to test one of the ideas discussed in lecture or the textbook, pick a side of a controversial topic in psychology, or take a recent news/pop culture event and discuss how it relates to the concept we are studying. To encourage you to not procrastinate, entries posted at least 7 days before the deadlines will be graded early. If you are unsatisfied with your grades, you can post an entry for the current week's topic which will replace your lowest score.

Some students are concerned about privacy settings with blogging. You have the option to set your blog to be open to anyone online or by invitation only. If you choose to make your blog invitation only, you are required to invite everyone in the class. Once the semester is over and grades are submitted, you may choose to make your blog completely private or delete it if you wish. Keep in mind, it may be to your benefit to keep this blog as evidence of your familiarity with WordPress® for a future employer. If you choose to keep your blog public, make sure you are being safe online. DO NOT post contact information, personal information which could be used for identity theft, or pictures of people with their names. I also encourage you to use only your first name or create a pseudonym to write under. Also be aware that random people online may post comments to your page that are offensive or are trying to sell products. I encourage you

to delete these comments without responding to the authors. Do not delete posts you simply disagree with, as part of the purpose of blogging is to engender conversations and get other people's perspectives. To help ensure safety and civility, you are required to make me an administrator of your blog for the duration of the semester.

Blogging for this class is considered academic writing and, as such, is subject to all the usual rules regarding academic integrity (see policies below). This means you will include citations for any content you use that is not your own original ideas, including images. Use of copyrighted images without permission will be considered an academic integrity violation, so make sure to use either public domain or Creative Commons licensed images on your blog. I will post detailed information on this topic to Moodle and I encourage you to talk to me if you have any questions.

If you're new to WordPress®, there are numerous places to read up on how to use the tools, and official tutorials on many aspects are available at <http://codex.wordpress.org/>. WordPress® also provides a getting started guide at <http://learn.wordpress.com/>.

Your introductory assignment is to create an "About Me" page to accompany your blog. Be sure to include that you created this blog for course credit. What you choose to share is up to you, but remember you will be required to keep this blog accessible to at least your classmates for the duration of the course.

Psychology Blog Comments (40 points)

Blogging is meant to be an interactive activity, with readers supplying comments to the author. To this end, you are required to post comments on each other's blogs. A minimum of 8 comments are required for the semester, with each comment being worth up to 5 points. The 8 graded comments must be the first comment on your classmate's blog entry, and only 1 graded comment is allowed per week. Just like the blog posts, comments posted early will have the opportunity of replacing a lower score.

Pop Culture Research Critique (25 points)

Find an article published in a reputable news source, whether print (*New York Times*, *Washington Post*) or online (CNN.com, MSNBC.com, WebMD, Psychology Today) that provides a description and discussion of a specific research study (or group of studies) related to a topic listed on the syllabus. Articles can be of any length, but keep in mind that you're going to need to write a few pages, so a longer report is recommended. Articles with the words "Study Finds" or "Researchers Say" are generally promising. One site with links to psychology based articles is:

http://jfmuller.faculty.noctrl.edu/100/correlation_or_causation.htm

You must have an article approved by me by the start of class on Friday, 9/12. Email me the link to your article. Do not wait until the last minute, as many students do not select an appropriate article the first time. Late article approval will result in point deductions on the assignment. You will write a 3-4 page paper summarizing and critiquing the article. Your paper must be written in 12 point, Times New Roman font, double spaced, with 1 inch margins. *Keep in mind that you are critiquing the news article itself, NOT the research/study being discussed by the news article.* **You should expect to spend about a page summarizing the news article and the findings it discusses, with the remainder of the paper devoted to commentary.** At the

end of your paper, you should indicate the source of your article (author, title, hyperlink, etc.). As part of your critique, you may wish to answer the following questions:

- Who is the intended audience of this news article?
- Was there a particular agenda or goal of the article? Specifically, did it simply report the facts found by the researchers, or did it add commentary and/or an argument?
- Did the article suggest a counterpoint to the research findings? For example, did it interview experts with rival theories or suggest differing interpretations of the results?
- Did the article seem to accurately portray the findings? Was there more information that would have been useful or necessary for full interpretation? Did you notice any signs of pseudoscience?
- If the news article was biased, or left important information out, or overstated the findings, what are the potential consequences? Why is it important that descriptions of research in the popular press be complete and accurate?

Scholarly Research Critique (25 points)

Now that you have critiqued a news article describing psychological research, you will compare the news article with the original research published in a peer-reviewed journal. You will first have to locate the journal article and send me either a PDF file of the article or a link to an online version of the article. I have posted a video to Moodle which provides examples of ways to find the journal article on which your news article was based. If you need additional help finding your article, see me as soon as possible.

You must send me a copy of the journal article in PDF form by Wednesday, 10/1. Do not wait until the last minute, as you may have to wait for interlibrary loan to send you the article. You will again write a 3-4 page paper summarizing and critiquing the article. Your paper must be written in 12 point, Times New Roman font, double spaced, with 1 inch margins. **You should expect to spend about 1-2 pages summarizing the article and the findings it discusses, with the remainder of the paper devoted to commentary.** At the end of your paper, you should need to provide a citation for the article. As part of your critique, answer the following questions:

- How well did the news story summarize the research? Was there anything important the news article left out?
- Look at the limitations section of the article. This is usually located near the end. Sometimes there is a heading to label it and sometimes it is just a paragraph or two in the discussion section. This is where the authors list potentially problematic aspects of the study. Did the news article include these aspects? If not, what impact does that have on readers?
- What questions about the research are still unanswered for you? What additional information would be helpful to have? How could the research be improved?
- Now that you've read the journal article, does the news story seem more or less trustworthy? How has this exercise affected the way you approach reading news or blogs about research?

Study Tips Assignment (25 points)

For this assignment, you will use what you have learned in Chapters 7 and 8 (learning and memory) to produce a guide to studying for college students. Your guide should include useful tips to help students study, learn, and/or remember information for exams more effectively and efficiently and explain why these tips work. You do not have to address all these areas, if you prefer you can focus on one (but I will expect more depth). I want you to be creative in how you put your guide together. Thus, the format and medium of the guide is up to you. You can create a website, make a video, record a podcast, make a pamphlet, or any other creative idea as long as the product would be easily accessible by college students. You may NOT write a paper or essay for this assignment. If you choose to produce written material (e.g., pamphlet) it needs to be visually appealing in addition to informative. Pamphlets must be trifold style (folded in thirds). *You are NOT required to actually distribute the materials you produce.*

You will work in randomly selected groups of three for this assignment. Groups will be posted to Moodle later this semester. If one of your group members is not participating in the project, let me know ASAP. I can help if I am aware of the issue early, but after the project is due there is little I can do about it. If your product is a website, podcast, or video, send it to me via email or bring a flash drive to class to transfer to my computer. If you choose to do a pamphlet or flyers, you must bring a hard copy to class for me. If you are using some other medium/format, check with me about how to turn in your product. You are not required to use sources other than your textbook and lecture notes, but if you do you MUST include citations.

Personality Exploration Project (25 points)

For this project, you will take several online personality tests to learn more about yourself and critique the results. Each personality test will likely take you approximately 5-10 minutes to complete, so do not wait to get started on this project. The first 3 tests are all based on the MBTI, but I want you to see how consistent your results are across the different tests. Make sure you keep a copy of your results for each test, either by printing a copy or saving a screenshot. **You will have to turn in your results with your assignment** (either a paper copy to me in class or uploaded to Moodle).

Here are the personality tests you must take:

- Think about which Harry Potter character you are most similar to, even if you're not familiar with the characters. Once you've selected a character, click [this link](#) and see which MBTI type that character is.
- <http://www.humanmetrics.com/cgi-win/jtypes2.asp>
- <http://www.personalitytest.net/cgi-bin/q.pl>
- <http://personality-testing.info/tests/NPI.php>
- <http://personality-testing.info/tests/AB.php>
- <http://personality-testing.info/tests/BIG5.php>
- <http://colorquiz.com/>
- The Johari Window activity

Once you have taken each of the tests, you are to write a synthesis paper. This paper must be between 3-5 pages. Summarize the results of the tests, highlighting areas which are consistent and areas which are contradictory. You must also critique the surveys. Discuss what factors

make the results of the tests more or less believable in your opinion. You do not have to cite the websites on which you took the tests, but any additional sources you use must be cited. Your paper must be written in 12 point, Times New Roman font, double spaced, with 1 inch margins.

Failure to turn in the results of each test will result in a loss of 5 points.

Stress Outreach Project (25 points)

For this assignment, you will use what you have learned in lecture and Chapter 12 to produce a guide to managing stress. You will have to pick a specific target audience (e.g., AC students, high school soccer players, nurses, 4th graders) and tailor your suggestions to that group. Your guide should include useful tips to help understand and manage stress.

I want you to be creative in how you put your guide together. Thus, the format and medium of the guide is up to you. You can create a website, make a video, record a podcast, make a pamphlet, or any other creative idea as long as the product would be easily accessible by the audience you selected. You may NOT write a paper or essay for this assignment. If you choose to produce written material (e.g., pamphlet) it needs to be visually appealing in addition to informative. Pamphlets must be trifold style (folded in thirds). You are NOT required to actually distribute the materials you produce.

For this assignment you will work in groups of 2-3. You may select your own groups, but make sure you identify partners early. *Projects completed by one person will NOT be accepted.* If one of your group members is not participating in the project, let me know ASAP. I can help if I am aware of the issue early, but after the project is due there is little I can do about it. If your product is a website, podcast, or video, send it to me via email or bring a flash drive to class to transfer to my computer. If you choose to do a pamphlet or flyers, you must bring a hard copy to class for me. If you are using some other medium/format, check with me about how to turn in your product. You are not required to use sources other than your textbook and lecture notes, but if you do you MUST include citations.

In-Class Assignments (50 points)

Throughout the semester, we will be doing activities in class to give you hands-on experience with the psychological concepts we are studying. This may include classroom discussions, demonstrations, designing or participating in experiments, viewing and discussing videos, or other such activities. If you miss a class session where these assignments take place, there will not be an opportunity to make up these points unless you have spoken to me BEFORE the absence and your absence is excused (see Attendance policy below).

Total Points:

Exams	210
Quizzes	135
Projects	125
Psychology Blog Posts	80
Psychology Blog Comments	40
<u>In-Class Assignments</u>	<u>50</u>
Total	640

Grading:

For this class all assignments will be graded blind. You will use your mailbox number in place of your name on all assignments.

Grades will be assigned on a scale no more stringent than the following percentages:

Letter	%	Letter	%
A	> 93%	C	73%
A-	90%	C-	70%
B+	87%	D+	67%
B	83%	D	63%
B-	80%	D-	60%
C+	77%	F	< 60%

Tentative Course Schedule:

Date	Class Topic	Readings/Assignments
Week 1 8/29	F What is Psychology?	Chpt. 1
Week 2 9/1 9/3 9/5	M Psychology Then & Now W Scientific Method F Research Methods	Introductory Blog Due Chpt. 2; Introductory Comment Due Lilienfeld, 2009
Week 3 9/8 9/10 9/12	M Experimental Design W Attachment Theory F Cognitive Development	Chpt. 3 Pop Culture Article Selection Due
Week 4 9/15 9/17 9/19	M Moral Development W F	<i>No Class – NSGC Conference</i> <i>No Class – Pop Culture Critique Due 9/19 @5pm</i>
Week 5 9/22 9/24 9/26	M Neurons W Brain Structures F Brain Functions	Chpt. 4
Week 6 9/29 10/1 10/3	M Exam 1 W Sleep F Drugs, Alcohol, and the Brain	Chpt. 6; Scholarly Article Due Blogs 1-3 Due
Week 7 10/6 10/8 10/10	M Classical Conditioning W Operant Conditioning F	Chpt. 7; Comments 1-3 Due Scholarly Research Critique Due <i>No Class – Fall Break</i>
Week 8 10/13 10/15 10/17	M Observational Learning W Memory Encoding F Memory Retrieval	Chpt. 8

Date		Class Topic	Readings/Assignments
Week 9			
10/20	M	Theories of Intelligence	Chpt. 10
10/22	W	Assessing Intelligence	
10/24	F	Theories of Motivation	Chpt. 11; Study Tips Assignment Due
Week 10			
10/27	M	Exam 2	
10/29	W	Personality Theory	Chpt. 13
10/31	F	Personality Assessment	Blogs 4-5 Due
Week 11			
11/3	M	Personality & Culture	Comments 4-5 Due
11/5	W	Emotion	Chpt. 12
11/7	F	Stress	
Week 12			
11/10	M	Coping with Stress	Personality Project Due
11/12	W	Attitudes & Persuasion	Chpt. 14
11/14	F	Stereotypes & Discrimination	
Week 13			
11/17	M	Obedience	
11/19	W	Social Roles & Conformity	
11/21	F	Mental Health Disorders I	Chpt. 15
Week 14			
11/24-28		<i>No Class – Thanksgiving Break</i>	
Week 15			
12/1	M	Mental Health Disorders II	Stress Project Due
12/3	W	Mental Health Treatments	Chpt. 16
12/5	F	Types of Psychotherapy	Blogs/Comments 6-8 Due
Exam 3 – Tuesday 12/9/14 – 9-11am			

Technology

This course will be web-enhanced through the use of Moodle. Readings, lecture slides, some handouts, and links to other resources will be provided through this system. Unless otherwise specified, you will turn your assignments in via Moodle. You can access Moodle through the following link: <https://moodle.austincollege.edu/login/index.php>. Questions concerning content/postings should be directed to the instructor, while questions regarding access/technical issues should be directed to the Austin College IT Help Desk (903-813-2063; helpdesk@austincollege.edu). A PDF viewer is required to view the content posted to the Moodle site. Free Adobe software is available for download via <http://get.adobe.com/reader/>. This course will also make use of WordPress® a free online blogging tool, as described above.

Policies:

Academic Integrity

Scholastic misconduct is broadly defined as any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting as you own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without

the approval and consent of all instructors concerned (including papers you have submitted in previous semesters); providing others with copies of your assignments; depriving another student of necessary course materials; or interfering with another student's work.

Plagiarism is a serious offense which will not be tolerated. Most of the time, however, plagiarism happens because students are rushing through assignments and do not leave themselves with sufficient time to properly attribute information taken from other sources. For this class you may cite your sources using either APA or MLA style. If you plan to be a psychology major or minor, I encourage you to get used to APA style, as you will be using this throughout your coursework. Note that for either style, you need to include citations each time you use information from a source. It is incorrect to use information throughout a paragraph and only include a citation at the end. Also, if you use 5 or more consecutive words from a source, you must include quotation marks and include the page number (or paragraph number if you are using an online source) in your citation.

You will be required to submit an electronic copy of all major assignments which will be compared with the TurnItIn database. Penalties for scholastic misconduct in any portion of the academic work for a course shall be made at the discretion of the instructor and may range from point deductions on the assignment to failing the class. All academic misconduct (no matter how small) will be reported to the Academic Integrity Council, which may impose sanctions up to and including expulsion. Austin College's full academic integrity policy is available in the *Environment* (Austin College Student Handbook; the most recent edition is posted on Moodle) in the Student Conduct section. If you have any questions about whether something is plagiarism or not, please talk with me about it BEFORE you turn in an assignment.

Accommodations

Austin College seeks to provide reasonable accommodations for all individuals with disabilities and will comply with all applicable federal, state, and local laws, regulations, and guidelines. If you have a documented disability for which you would like accommodations, please inform me by the second week of class. It is your responsibility to remind me of your accommodations at least a week before I distribute each assignment or exam. To arrange for accommodations, you will need to register as soon as possible at the Academic Skills Center with Laura Márquez, the Director of the Academic Skills Center, (903-813-2454, Suite 211 of the Wright Campus Center). For information on this process, go to <http://www.austincollege.edu/campus-life/academic-skills-center/>. This syllabus is available in alternative formats upon request.

Attendance

Attendance is required and critically important to your success in this class. Topics not covered in the textbook will be discussed in class and some exam questions will come directly from classroom learning activities. Students who miss more than three classes without documentation may be dropped from the course at the instructor's discretion. If you know you are going to miss class for a medical, religious, or Austin College sanctioned academic/athletic reason, let me know in advance and potential alternative assignments may be given at the discretion of the instructor. PowerPoint slides will be posted to the Moodle site, but will be outlines which require additional information from lectures or activities. If you miss class it is your responsibility to get notes from a classmate. Full lecture slides will not be distributed. If you must arrive late or leave early, please sit near the door and do so in the least disruptive manner possible.

Changes to the Syllabus

All aspects of this syllabus are subject to change at the discretion of the instructor. Students will be informed in writing of any changes to the syllabus via a post to Moodle.

Communication

Outside of class, I will communicate with you most frequently via your *Austin College email address*. **It is your responsibility to monitor this address and you are responsible for the information delivered to this address.** I highly recommend you check your email at least daily. I will also post messages to Moodle, so you are encouraged to check Moodle regularly. The best way to contact me is through email. I will always attempt to respond to email promptly, which means within 24 hours. **I typically do not check my email after 8pm**, so if you email me at night, do not expect a response until the next morning. I check Moodle daily and will respond to questions posted in the forum within 24 hours.

Extra Credit

Extra credit opportunities may be given at the discretion of the instructor. Possible examples of extra credit opportunities include: participation in psychological research, attendance at events, or further research into a topic of interest. The maximum amount of extra credit possible for this class is 13 points (~2% of your final grade).

- Students can earn extra credit points by participating in research authorized by the psychology department. These research opportunities are current studies being conducted by your peers and/or the psychology faculty, and are opportunities to contribute to the knowledge of the field as well as your classmates' education. Participation is a serious commitment that requires honest and thoughtful responses. If you give false, misleading, or thoughtless (i.e., choosing "4" on every item on the scale) data, it not only compromises the work of your peers and faculty but can potentially cripple research that took months or years to set up. The researchers can see how much time it took you to complete the study (even the online surveys) and have to throw out data that is clearly carelessly entered. If you do not have enough time to complete the research appropriately (as described in the informed consent statement), do it at another time.

All students will be added to the email list to receive notifications of research opportunities for extra credit. If you do not want to receive these emails, you will be given the opportunity to opt out. For every 30 minutes of research participation, students will receive 1 point of extra credit. **MAKE SURE to keep a list of the studies you participate in** so you can be sure you have received all your extra credit slips. At a minimum, write down the name of the study, date of participation, and contact information for the researcher. If you write a 2 page (double-spaced, 12 pt., Times New Roman) reflection paper about your experience participating in the study, you will earn 1 additional point.

- Research Participation Response Paper Requirements:
 - Describe the study you participated in as well as you can. In other words, what were you asked to do?
 - Describe how you felt during the study. Was it fun? Uncomfortable? Confusing? Surprising?

- Tie the research to something we discussed in class or is discussed in your readings. If you're not sure what the research was investigating, say so but try to guess what it was about.
 - How would you improve the study? Evaluate the research design to the extent possible (i.e., you may not know the reliability of the instruments being used but you can say you thought the questions were worded poorly).
- Additional extra credit assignments may arise during the semester as opportunities to attend campus or community events become available. The amount of points received for attending such events will vary by the time commitment (the points will be posted along with the information about the event). The length of the response paper required will also vary, but will be a minimum of 2 pages.
 - Event Attendance Response Paper Requirements:
 - Describe the event (e.g., where, when, why)
 - Who was the target audience?
 - What did you learn?
 - How does this relate to something we have discussed in class or some other aspect of psychology?
 - If you had been in charge of the event, what would you do plan next as a follow-up? How might the event coordinators continue to build momentum, conduct additional research, etc.?
- Students can also write a 3 page paper on an approved psychology topic for 1.5 points of extra credit. These papers must be proposed no later than 11/7 and turned in no later than 11/24.

Incompletes

An “incomplete” only may be given as a grade for the course when a student has a **passing grade the course** and has an unforeseen and uncontrollable event occur that prevents him or her from earning a significant number of points in the course. Thus, incompletes are rarely given and each situation will be considered on a case-by-case basis. To have an incomplete changed to a different grade all missing work must be completed by the end of the following term.

Late Work

Assignments are due at the beginning of class on the date listed in the syllabus. Assignments turned in after class but on the same day will be penalized 5%, with 10% additional penalty for every additional calendar day the assignment is late (thus if the assignment is due on Tuesday but turned in on Thursday the maximum score you could receive is 75%). No assignments will be accepted more than 7 days after the original due date. Extensions may be given at the discretion of the instructor, but **no extensions will be given during the 24 hours before an assignment is due**. It is your responsibility to budget your time so you are not working on assignments at the last minute. Specific arrangements must be made with the instructor as to how late work will be turned in (e.g., email vs. hard copy) or it will not be accepted.

Make-Up Exams

If circumstances prevent you from being in class on the day of an exam, please notify me as soon as you can (BEFORE the exam) in order to arrange to complete a make-up exam. Make-up exams will be scheduled prior to the exam date if possible. Please note **I will require documentation** (e.g., a doctor's note) explaining your absence from class in nearly all cases.

Make-up exams may be different than the original exam and **must be completed within 1 week of the original exam date.**

Role of Instructor

I will provide learning opportunities designed to provide students with information about psychology and foster critical thinking. Every effort will be made to accommodate different learning styles and students will be encouraged to provide feedback both formally and informally. I pledge to carefully consider constructive feedback about teaching methods and incorporate suggestions to the extent feasible. I am responsible for treating students in a respectful, professional manner and creating a classroom atmosphere where students treat each other as such. I will be accessible outside of class and encourages you to meet with me either during office hours or individual appointments to discuss concerns (e.g., about the class, workload, assignments, etc.), conflicts or problems that affect course performance, concepts which need further clarification, additional resources related to course material, or careers in psychology.

Role of Student

Students will come to class prepared to learn and open to new ideas. Assignments (including readings) will be completed before class begins and to the best of each student's ability. Classroom discussions will be conducted in a respectful manner, where all opinions are valued regardless of whether you agree or disagree with the content. Students who cannot maintain respectful communication will be asked to leave the classroom. Students will take responsibility for their own learning throughout the class. Students will consult available resources (e.g., the syllabus, Moodle, email messages) before asking administrative questions.

Statement on Classroom Conduct

All students have the right to a civil, productive, and stimulating learning environment. In turn, instructors have a responsibility to nurture and maintain such an environment. Lively, even heated, discussion is not disruptive behavior. Both instructors and students have a fundamental obligation to respect the rights of each other and an equally fundamental obligation to respect the instructional setting as a place for civil, courteous behavior.

Statement on Diversity

We will all bring unique perspectives to this course and I hope those who feel comfortable will share insights and alternative interpretations throughout the semester. Cultural perspectives will be explicitly included in many of our discussions and will likely come up in many others. I welcome feedback on ways to increase the diversity of perspectives being provided in class and methods for creating a more inclusive atmosphere through my teaching.

Writing Tips

Your ability to write will greatly impact your grades in this course. I expect you to make strides in your writing in terms of mechanics, style, and ability to write concisely. Writing skills make up a substantial portion of your grade on written materials, so make sure to take this seriously. What follows below is a non-exhaustive list of things which will result in point reductions on written assignments.

Professionalism

- Your box number, the date, and the assignment title must be included on the first page.

- Pages must be numbered (if assignment is more than 1 page).
- Proof read your papers! Writing is about communicating to the reader so you need to make sure you are getting your point across. If you typically have issues with grammar and/or spelling, make sure you have your papers done early enough to have someone proof them for you. The Academic Skills Center has writing tutors available and I strongly encourage you to make use of them.

Use of Quotes

- Quotes should be included very infrequently. You should not use more than 2 quotes in any paper you write for me. Most of your papers will likely not contain any quotes. This is both an APA style issue and a pedagogical issue. I want to see that you can paraphrase and explain what happened in your own words.
- If you do use quotes, you still have to explain what the authors are saying.
- Remember, if you use 5 or more consecutive words from another source, you must use quotation marks and include the page number (or paragraph number if it is an online source) in your citation.

APA Style tips

- The *Publication Manual* has more in it than just how to cite sources!
- The goal of scientific writing is to be concise and precise. You will not get bonus points for inserting “fluff” into your papers. In fact, your grades will suffer if you are including a bunch of filler instead of substance.
- Avoid sexist language. Do not refer to people generally or groups of mixed genders as masculine. You do not have to write “his or her” every time either. You can switch between he and she as long as they are approximately balanced throughout the paper as a whole. As a side note, many people identify outside the dichotomy of male and female, so genderless pronouns such as “zhe” or “hir” are likely to be more common in the future. These pronouns are not in common usage yet, so check with other professors to see if they accept them, but in my classes these are acceptable.
- For longer papers (>3-4 pages) it is often helpful to include headings and subheadings to organize your writing.

Additional tips

- Never, ever use the word “prove” in your writing. Research studies do NOT prove anything. Research can support, suggest, indicate, demonstrate, corroborate, show, etc.
- The writing assignments you do for me are considered formal writing. Therefore, there should not be any contractions (e.g., you’re, can’t, don’t) in your papers. The exception is when I ask you to write reflection papers and your online discussion posts. These are less formal and may include contractions.
- I am not impressed by your vocabulary. I am impressed by your ability to communicate clearly. Do not use big words if you do not know what they mean.
- Know your target audience. Avoid jargon unless you are sure the entire audience will know what it means. Unless specifically told otherwise you can assume the target audience is me.
- If you are critiquing a research article, you need to be able to articulate why the issue you are pointing out is important. Do not just say they needed a bigger sample. What would

be gained by having a bigger sample? How does a small sample limit the ability to interpret the results?

Common Writing Mistakes

- The word “that” is the most overused word in the English language, and is often included in sentences unnecessarily. When you come to a sentence which includes “that” while proofreading your paper, read the sentence again without “that.” You will often find it still makes sense. If so, remove the unnecessary “that.” Here is a non-exhaustive list of words commonly followed by “that” which typically do not need to be: state, say, mention, believe, feel, think, agree, found, indicate, conclude, imply, and realize.
- Do not start a sentence with the word “however.” In this context the word does not mean what you intend it to mean. At the start of a sentence, “however” means “in whatever manner,” not “nevertheless.” This is true even when there is a comma after the “however.” This can always be fixed by simply moving the “however” a few words into the sentence or using “nevertheless” to start the sentence. For example, “However, the research does not support this idea” becomes “The research, however, does not support this idea.”
- Periods and commas always belong inside quotation marks. Do not put the period after the quotation mark.
- Be aware of the verb tense you are using. Students often shift tenses back and forth throughout papers, paragraphs, and even sentences. Some tense shifts are appropriate, but many times are due to sloppy editing. Make sure you are consistent and intentional with your tenses.
- Do not use “they” when you are referring to a single person. This is usually done in an effort to avoid choosing he versus she (see above).
- The word “pique” means interesting or stimulating. The word “peak” means comes to a point or summit. The word “peek” means a brief look. Attention is “piqued” not “peaked.”
- The word “feel” should only be used if you are describing an emotion or the sensation of touch. “Feel” should NOT be used to suggest intuition, judgment, agreement, or beliefs. These are examples of thoughts or cognitions. It is incorrect to write “I feel I deserve a better grade.” This is a judgment and should be stated “I think I deserve a better grade.”
- The software used to create presentations is “PowerPoint” not “power point.”
- The word “therefor” is used to describe an exchange, such as “I traded my sandwich and received a salad therefor.” The word “therefore” refers to a statement based on the preceding information, such as “I did not like the salad, therefore I regretted the trade.”