



OTRP *online*
office of teaching resources in PSYCHOLOGY

**SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF PSYCHOLOGY AND HUMAN ECOLOGY**

DR. JENEL CAVAZOS

OFFICE LOCATION: NANCE BOYER 1041

Office Hours : Tuesday, Thursday 11:00am – 4:00 pm

Phone: (580) 581-5574

E-mail: jcavazos@cameron.edu

Classroom : SU 100

Facebook : Dr. C's Students at Cameron University

Blackboard : <https://connectenterprise.mcgraw-hill.com/webapps/login/>

Connect : http://connect.mcgraw-hill.com/class/dr_c_930-1045

I. COURSE NAME AND NUMBER: PSY 1113 Course Name: General Psychology

II. HOURS CREDIT: 3

III. PREREQUISITES/COREQUISITES: None

IV. COURSE DESCRIPTION:

A study of the basic facts and principles of behavior.

The purpose of this course is to provide you with an overview of the major areas of study in the field of psychology. This course will introduce you to concepts and critical thinking skills that are used in psychology and that will help you learn to think like a psychologist. You will learn about major theoretical perspectives in psychology, research methods, and concepts from different content areas such as physiological psychology, developmental psychology, social psychology, and cognitive psychology.

Understanding some of the major concepts in psychology should prove beneficial for understanding the mental processes and behavior of people, as well as providing a framework for future studies in this field. This course should help you to develop insights into understanding learning and memory, personality, stages of human development, stress and its effects, behavior in groups, and psychological disorders. Thus, the course will expose you to information that is not only interesting but also useful in “the real world.”

V. **SPECIFIC LEARNING OBJECTIVES AND RELATED STANDARDS:**

A. Interrelate concepts from diverse fields and cultures and rationally integrate them into a unified meaningful whole.

B. Solve problems by applying logic and information.

C. Make judgments about the value of ideas and recognize possible biases that might influence those judgments.

D. Identify moral issues and common standards of moral judgment and be aware of common errors of moral reasoning.

VI. **TEACHING STRATEGIES:**

This course will be primarily lecture based. We will employ class discussions as appropriate, but this will not be used to determine a grade. We will be using Connect Blackboard to complete interactive homework activities, submit written assignments, receive assignment feedback, keep track of grades, and to access other resources (syllabus, web links, etc.). PowerPoint will be used in the classroom.

VII. **REQUIREMENTS AND ASSIGNMENTS:**

Exams: There will be four quarterly exams, each covering approximately one-quarter of the course material. The fourth exam will be given during finals week, but will not be comprehensive or more heavily weighted. Exams will be 50 multiple-choice questions, worth 150 points each (600 points total). The questions will require not only recognition of concepts and correct answers, but will be designed to test comprehension and application of concepts as well. Material for the exams will be drawn from the text, the lectures, and the classroom experiences. There will be no make-up exams except as mandated by University policy for University-excused absences, religious holidays and major illnesses. Students should contact the professor **prior** to the scheduled exam if possible, or within 24 hours of missing the exam due to accident or illness, to schedule a makeup exam. *Note: Unless specifically approved by me prior to the exam, use of electronic devices (e.g., cell phones, PDAs, iPods, and the like) during the exam is strictly prohibited and will result in your exam being taken from you immediately.*

Writing Assignments: There will be two writing assignments for the course, worth 85 points each (a total of 170 points). Writing assignments are designed to get you thinking in depth about topics as we go along and to give you some writing experience. The writing assignments should be a **minimum of 1000 words in length**, typed (double-spaced), in a “normal” 12-point font.

Writing Assignment 1:

1. Find two examples of classical conditioning and two examples of operant conditioning in the media (from a TV show, commercial, or print ad).
2. Describe the media source **in detail** – assume that your audience has not seen it.
3. For the two classical conditioning examples:
 - a. Identify the NS, UCS, UR, CS, and CR.
 - b. Explain why each part was given each label (example: “the bell would be the NS because it didn’t mean anything to the dogs before conditioning…”).
 - c. Discuss how the conditioned behavior might be extinguished (or “un-conditioned”).
4. For the two operant conditioning examples:
 - a. Identify and explain the type of consequence given (positive or negative, reward or punishment).
 - b. Identify and explain the schedule of reinforcement used (ratio or interval, fixed or variable).
 - c. In general, which type of consequence do you feel is the most effective? Which type of reinforcement schedule do you feel is the most effective? Why?

Writing Assignment 2:

1. Take the Big Five Personality Test given at <http://www.outofservice.com/bigfive/>
2. Outline and describe the results. Do you agree or disagree with the findings? What aspects of your personality (if any) were confirmed? What aspects of your personality (if any) were contradicted?
3. Discuss your personality traits in terms of **genetics** and **environment**. What traits do you share with your parents and siblings? What traits do you **NOT** share? For the unshared traits, how do you think you got these traits?
4. Discuss your opinion of the Big Five trait theory. Do you think it is a good descriptor of a person’s personality, or is it incomplete? How do you think the Big Five trait theory compares to the other personality theories discussed in class? Justify your answer using your notes from class and information from the textbook.

Turning In Your Writing Assignments:

- Assignments are **due by 5 p.m.** on the due date. All assignments should be turned in through Blackboard in one of the following file formats (otherwise I cannot open your file): MS Word file (.doc or .docx), text file (.txt), or rich text file (.rtf). *E-mailed assignments will not be accepted.*
- Submit papers into the **appropriate assignment area** (i.e., Writing Assignment 1 should be submitted under Writing Assignment 1); be sure to include your name on your actual document.
 - Do not type your assignment directly into the writing box in Blackboard; upload the file using the “Attach File” button, and then click “submit.”

- Late papers can be turned in, but a late penalty will apply:
 - 5 point penalty per day late
 - Papers will not be accepted after 5 days from due date

Please note: All writing assignments will be submitted to a plagiarism check program.

Please do your own work. If an outside source of any kind is used (besides the textbook), it **must be cited**. If you have any questions on correct citation methods, please see me.

Connect Assignments: There will be several assignments that will be completed online in Connect Blackboard. These assignments will take two forms:

1. *Interactive Exercises:* Interactive demonstrations followed by a few multiple-choice questions relating to each demonstration. Scores are calculated based on number of correct answers given to multiple-choice questions.
2. *LearnSmart Modules:* Interactive “flashcards” designed to help you review the material learned in each chapter. The LearnSmart system adjusts to your level of knowledge; scores are assigned based on a mastery percentage.
 - a. Go here to download the **iphone app**:
<http://ax.itunes.apple.com/us/app/learnsmart/id365879172?mt=8>
3. *Practice Quiz:* A practice quiz is given for each unit; this quiz will give you a short example of the types of questions that you may find on the exams. The practice quiz can be taken multiple times, until the desired score is achieved.

These assignments are given in Units (a “unit” is from one exam to the next exam). Units 1-3 are worth 50 points each; Unit 4 is worth 65 points (215 total points). All assignments for each Unit will be due by 5pm on the day of the exam itself. The Connect system and LearnSmart assignments will be explained in more detail later.

VIII. EVALUATION/GRADING: Final course grades are based on:

- Four exams (total 600 points)
- Two writing assignments (170 total points possible),
- Connect assignments (215 points possible)
- Pretest Quiz (15 points)

A total of 1000 points are possible in the course:

A: 90 - 100% [900 - 1000 pts]

B: 80 - 89% [800 - 899 pts]

C: 70 - 79% [700 - 799 pts]

D: 60 - 69% [600 - 699 pts]

F: below 60% [< 599 pts]

IX. ATTENDANCE/PARTICIPATION POLICY: Clearly, you are in college now, and can decide for yourself whether or not to come to class. Attendance will not be taken and will not count toward your grade. However, my job is to teach you and I cannot do that if you are not present. There will be class demonstrations, discussions, and films designed to enrich your learning experience. Further, the text for this course is thick with information; coming to class will help clarify concepts and focus your studying. **Students who come to class will earn better grades.** However, please do not come if you are not interested in learning. I would rather have an absent student than a student who is a disruption to others.

X. STATEMENT TO STUDENTS CONCERNING ACADEMIC DISHONESTY: Each student is expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of academic dishonesty, including cheating and plagiarism, will be subject to disciplinary action. Additional information is provided in the CU Code of Student Conduct:

<http://www.cameron.edu/student-services/handbook/codeofconduct>

Academic integrity means honesty and responsibility in scholarship. Here are the basic assumptions about academic work: (1) Students attend college in order to learn and grow. (2) Academic assignments exist for the sake of furthering this goal. (3) Grades exist to show how fully the goal is attained. (4) Thus, all work and all grades should result from the student's own effort to learn and grow. Academic work completed any other way is pointless, and grades obtained any other way are fraudulent.

Academic integrity means understanding and respecting these basic truths, without which no university can meaningfully exist. Academic misconduct -- "cheating" -- is not just "against the rules." It violates the assumptions at the heart of all learning. It destroys the mutual trust and respect that should exist between student and professor. Finally, it is unfair to students who earn their grades honestly. Academic dishonesty is a completely unacceptable mode of conduct and persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. Academic dishonesty includes but is not limited to cheating (e.g., looking on another person's exam or allowing them to look on yours), plagiarism, the submission for credit of any work or materials that are attributable in whole or in part to another person (i.e., copying someone else's work, allowing someone to do your papers or take your exams for you), taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Please also be aware that all written work will be submitted to the anti-plagiarism software used by the university. If your work is copied from an internet source or another student, the software will detect that and I will proceed with an academic misconduct investigation. **Please do your own work.**

Note: I do not allow students to take copies of the exams out of the classroom or to submit them to exam files. Thus, please understand that to do so, or to use copies of my exams outside of my classroom or offices, constitutes academic misconduct and will be handled accordingly.

XI. COURSE OUTLINE AND SCHEDULE:

Dates	Topics	Assignments
01/10 & 01/12	Syllabus & Intro to Course Chapter 1: The Science of Psychology	
01/07 & 01/19	Finish Chapter 1 Chapter 2: The Brain and Behavior	
01/24 & 01/26	Chapter 2	
01/31 & 02/02	Chapter 3: Sensation and Perception Exam 1	Exam 1: 02/02 Connect Unit 1: 02/02 5pm
02/07 & 02/09	Chapter 5: Learning	
02/14 & 02/16	Chapter 6: Memory	Writing Assignment 1: 02/18
02/21 & 02/23	Chapter 7: Thinking, Intelligence, and Language	
02/28 & 03/02	Exam 2 Chapter 4: States of Consciousness	Exam 2: 02/28 Connect Unit 2: 02/28 5pm
03/07 & 03/09	Chapter 4 Chapter 8: Human Development	
03/14 & 03/16	Spring Break!	Spring Break!
03/21 & 03/23	Chapter 8	
03/28 & 03/30	Chapter 10: Personality	
04/04 & 04/06	Exam 3 Chapter 9: Motivation and Emotion	Exam 3: 04/04 Connect Unit 3: 04/04 5pm Writing Assignment 2: 04/08
04/11 & 04/13	Chapter 11: Social Psychology	
04/18 & 04/20	Chapter 12: Psychological Disorders	
04/25 & 04/27	Chapter 13: Therapies	
05/02 & 05/04	Finals Week	Exam 4 Connect Unit 4: Exam Day 5pm

XII. ADA STATEMENT: It is the policy of Cameron University to accommodate students with disabilities, pursuant to federal and state law. Students with disabilities who need classroom accommodations must make their requests by contacting the Office of Student Development at (580) 581-2209, North Shepler Room 314.

XIII. TEXTBOOK/MATERIALS:

Required:

1. King, Experience Psychology (2010). McGraw-Hill Publishers.
2. Connect Blackboard. Connect access code comes bundled with new book or can be purchased separately through the Bookstore or through McGraw-Hill online.
 - NOTE: there are two options for Connect access:
 - Traditional Connect: Connect access only
 - Connect Plus: Connect access plus e-book
 - Students can purchase **either the textbook or the e-book**; you do not need to purchase both. Please see FAQ section for more information.

The instructor reserves the right, acting within the policies and procedures of Cameron University, to make changes in the course schedule or activities. All changes will be announced in class.

FREQUENTLY ASKED QUESTIONS

- What are my options for purchasing a textbook and Connect Blackboard access?
 - The bookstore has a “bundle” that consists of the textbook (new) and Connect Plus (Connect + ebook)
 - Connect Plus access (Connect + e-book) can be purchase separately (without a print text) at the bookstore
 - Textbook (used or new) can be purchased with Connect (basic; no e-book) at the bookstore
 - **Connect access is required. Access to a text (either print or e-book) is required. How you gain access to these materials is completely up to you.**
- So what are these LearnSmart modules, anyway?
 - LearnSmart is a system of dynamic flashcards. By “dynamic,” it means that they adjust to your level of knowledge – get a question wrong, it gives you more questions. Get a question right, it moves you on to different concepts. The number of remaining cards represents concepts, not individual questions.
 - The time it takes each person to complete the modules depends on how much you know. More knowledge = fewer questions.
 - Your “score” is a **mastery score** (how much you know), **not a completion score** (how much you’ve done or how much you have left).
 - You will receive points for completing the module, regardless of how many questions you get right/wrong.
 - The buttons at the bottom asking how sure you are of your answer are used to help your level of metacognition (do YOU know what you do and don’t know?). You can see your own data in the Reports section, but this data will not be used to calculate your grades.

- You can complete the modules a little bit at a time or all at once. You can even do it on your iphone!
- Why does our class have a different website other than the Blackboard site all my other classes use?
 - Blackboard is a course management system used by lots of different schools. Connect Psychology is a McGraw-Hill product (a book publishing company). Recently, Blackboard and McGraw-Hill created an integrated system to allow both systems to work together. This is why you don't have to log in to two different systems now.
 - However, Cameron University doesn't yet use the version of Blackboard used for the integration. So, we are using a different version that is hosted by McGraw-Hill. In other words, it's the same basic Blackboard system, but you have to go to a different website to access it. **This only applies for our class, not any other class.**
 - Because this system is new, a few glitches are likely. Also, as new users, you will be asked to complete surveys at various points during the class. These surveys will ask about your experiences with the system, and should be relatively painless to complete (you may even get prizes!).
- Will you take off points if the writing assignments aren't 1000 words?
 - Yes. I expect the questions to be answered completely, and it will take around 1000 words to do this. If your paper is too short, the questions are not being answered in enough detail, and you will lose points.
 - I will NOT take off points for your assignment being too long.
- Can I do extra credit papers at the end of the semester to bring my grade up?
 - No. Your grade is calculated based on the assignments given. There will be a **very few** opportunities for extra credit in class (usually participating in survey studies or other class activities). Other than this, no extra credit will be given.
- What is your policy on using electronics in the classroom?
 - Please feel free to bring your laptop and take notes. However, if I notice you playing games, surfing on facebook, or generally using the computer in a way that is distracting to other students around you, I will ask you to leave.
 - Many students find it helpful to record lectures using handheld audio recorders. Please feel free to do this if it will help your learning.
- How should I study for your exams?
 - First, the LearnSmart modules will help. Start doing them at least a few days in advance of the exam so that you aren't trying to cram too much in the night before the test.
 - Second, I ask **scenario-based questions using real-world examples**. I will not ask definitions, so you don't need to memorize them. I want you to be able to USE the information, not just recite it back to me. You will see some example questions during class to help prepare you for the types of questions you will see on the exams.

- Form study groups. Use the class Facebook page to make friends, and get together to study.
 - Create your own definitions and your own examples of main terms and concepts.
 - Take good notes. Write down the examples we discuss in class.
 - Try recording the lectures. It can help if you find yourself having a difficult time remembering what we discussed in class.
 - Review your notes at least twice a week, either before or after each class. This will help keep ALL the information fresh (not just the most recent concepts).
 - Break up your studying into shorter sessions beginning a week or so before the exam instead of one long session the night before the exam. You will learn and remember the information better this way.
- Do you post your powerpoint slides online?
 - Yes. I do not want you to spend the entire class trying to copy down all the words on the slides, so I strongly encourage you to print out the slides and bring them to class. However, the slides are only an outline of the information we will cover – having the slides does NOT substitute for coming to class!
 - What is the best way to get in touch with you?
 - Email is best; I check it frequently and will have a record of our communications.
 - Stop by my office anytime; if I'm there and not super busy, I would be glad to help.
 - Find me on our class Facebook page or on Facebook chat – just don't get upset if I don't answer. I ignore social media if I'm very busy working on other things.
 - Call my office phone. However, this is the one I check LEAST, and I am not great at responding to voicemail. This should be a last option; try all of the above first.