

PSYX 100: INTRODUCTION TO PSYCHOLOGY

University of Montana
Spring 2019 (CRN 31721)

COURSE INFORMATION

- Instructor: Oak Reed
- Email: oak.reed@mso.umt.edu
- [Class Moodle Website](#)
- [Psychology Department Website](#)
- Office: Skaggs 360
- Office Hours: By request – in person or via video chat

COURSE DESCRIPTION

Psychology is the scientific study of human and animal behavior and mental processes. You will learn to understand the nature, structure and historical development of human organizations and relationships, including how these events shaped the field of contemporary psychology.

Utilizing multiple psychological theories (i.e., psychodynamic, behavioral, physiological, social, cognitive), you will be taught how the human mind—the basic building block of all human organizations and relationships—functions. Further, by being exposed to actual research results throughout the term, and discussing the meaning of those results, you will learn how to interpret and think about psychological research data.

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

COURSE OBJECTIVES

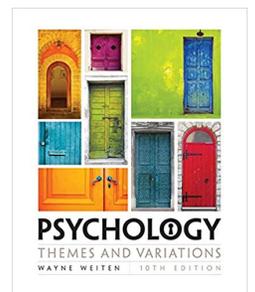
By the end of the course, you should be able to:

- Demonstrate knowledge and understanding of theory and research in the general domains of psychology
- Understand the overarching themes, questions, and conflicts in psychology
- Compare and contrast the major perspectives in psychology
- Understand and evaluate basic research methods used by psychologists to address different hypotheses
- Evaluate the validity of conclusions derived from psychological research

REQUIRED TEXT

Weiten, W.
(2017). *Psychology: Themes and Variations*. Boston: Cengage Learning. ISBN: 978-1305498204.

Course Reserves: Textbook is on reserve in Mansfield Library for in-library use only.



COURSE EVALUATION

Your final grade for the course will consist of scores on quizzes, discussion posts, and lab exercises. Your final grade is the percentage of the total points earned divided by total possible points. There is no course curve in this class. See the following charts for a further breakdown.

The following chart breaks down the points for each assignment type:

Quizzes (15 @ 20 points each)	300 possible points
Lab Assignments (4 @ 50 points each)	200 possible points
Discussion Posts (7 @ 40 points each; 1 @ 20 points)	300 possible points
Total Points	800 possible points

The following chart shows the grade scale for the final course grade:

Final Course Grade	# of Points	Percentage
A	716 - 800	89.5% - 100%
B	636 - 715	79.5% – 89.4%
C	556 - 635	69.5% – 79.4%
D	476 - 555	59.5% – 69.4%
F	0 - 475	< 59.5%

QUIZZES

There will be a 20-question quiz per chapter, which means roughly one quiz per week (see course schedule for exceptions). There are 15 quizzes across the semester, and they are worth 20 points each. You will be allowed 40 minutes to complete each quiz. These assignments test your knowledge of the reading material for each week. *You are only allowed one attempt for each quiz, so please read the assigned readings before attempting to complete the quizzes.* Late quizzes will not be accepted unless extenuating circumstances occur (see course expectations section). Quizzes are expected to be completed by 11:55 PM (MST) on Friday.

LABS ASSIGNMENTS

Lab assignments are supplemental to the required readings, quizzes, and discussion posts. Each lab assignment will be described in full detail under “Lab Assignments” section on Moodle, and will be individually introduced throughout the semester. There are four lab assignments across the semester, and they are worth 50 points each. Lab assignments are expected to be completed by 11:55 PM (MST) on the Friday of the week that they are due.

DISCUSSION POSTS

The Discussion Board assignments are the “participation” and “essay” portions of the course. Doing well on these assignments requires consistent and detailed participation. Grades are based on (1) timeliness of the posts (2) amount of posts made and (3) quality of your posts. Discussion Board assignments do not include any posts made in the “Q & A” or “Welcome” boards. Full credit requires high quality and maximum frequency posts. The chart below explains how your discussion posts are graded. There are 8 discussion posts across the semester, with the first introductory post being worth 20 points and the remainder worth 40 points each.

DISCUSSION GRADING

The following points are **deducted, not added**, to yield a final discussion score per discussion requirement. Students cannot earn negative points - the lowest score is a zero.

TIMELINESS		
Students must first generate an original discussion question/reflection to the forum. This original post will be due by 11:55 PM (MST) on Monday of the week that requires a discussion. <i>You will not be able to post anything else until this is submitted.</i>	Each day late	2 points lost
Students are then required to engage in discussion with their peers. A student’s posting activity on Moodle must spread across a <i>minimum of 3 separate days per discussion requirement</i> (Monday can count toward one of your posting days). You can post more than three days, and post more than three times, but at a minimum, you must post on three separate days. All responses must be posted by 11:55 PM (MST) on Friday of the week that requires a discussion.	3 days	0 points lost
	2 days	13 points lost
	1 day	26 points lost
	0 days	40 points lost
AMOUNT		
Students must generate an original response post to a <i>minimum of three of their peers.</i> You can post to more than three, but at a minimum, you must reply to three of your peers. Your response can be to a peer’s original question, or to other questions/responses that are generated over time (i.e., a thread that develops).	3 peers	0 points lost
	2 peers	3 points lost
	1 peer	6 points lost
	0 peers	9 points lost
QUALITY		
Students are expected to make detailed and thoughtful posts that reflect an appropriate application of emerging knowledge and vocabulary in the topic area. Each post must add value to the discussion and be related to the required readings associated with the assignment. <i>Below are additional details of how the quality of your posts are graded.</i>	Excellent	0 points lost
	Good	13 points lost
	Fair	26 points lost
	Poor	40 points lost

Excellent	Good	Fair	Poor
<p>Your response might:</p> <ul style="list-style-type: none"> • Demonstrate that you have read the chapters and peer’s posts • Analyze the topics • Critique the material or provide unique interpretations • Apply the concepts to real life scenarios • Incorporate peer question/responses 	<p>Your response might:</p> <ul style="list-style-type: none"> • Include qualities required for full points, but may fall short with thoroughness, elaboration, and conciseness • Reflects cursory understanding of both chapters • Writing is good, but may be tangential or without a point 	<p>Your response might:</p> <ul style="list-style-type: none"> • Include qualities required for full points, but is significantly lacking in thoroughness, elaboration, and conciseness • Does not reflect understanding or reading of both chapters • Writing is “clunky” 	<p>Your response might:</p> <ul style="list-style-type: none"> • Lack demonstration regarding understanding the material • Include “I agree” or “I disagree” statements without elaboration • Appear that you have not fully read the chapters or peer posts
Discussion fully covers <i>two</i> chapters	Discussion partially covers <i>two</i> chapters	Discussion fully covers <i>one</i> chapter	Discussion partially covers <i>one</i> chapter
350 – 400 words for each post	250 – 349 words for each post	150 – 249 words for each post	0 – 149 words for each post
1 – 2 grammatical errors	3 – 4 grammatical errors	5 - 6 grammatical errors	> 6 grammatical errors

Example breakdown for full credit:

Monday	Tuesday	Wednesday	Thursday	Friday
Original post is submitted prior to 11:55 PM (MST)	<p>1st response to a unique peer’s original post</p> <p>2nd response to a unique peer’s original post</p>		3 rd response to a unique peer whom wrote a question as a part of a thread that developed over the week	Weekly quiz completed prior to 11:55 PM (MST)

- ✓ Original post on time (prior to 11:55 PM (MST) on Monday)
- ✓ Had thorough, detailed, and thoughtful questions/responses without grammatical errors
- ✓ Responses clearly covered both chapters
- ✓ Posted across 3 days (Monday, Tuesday, and Thursday)
- ✓ Responded to 3 unique peers

COURSE EXPECTATIONS

MAKE-UP ASSIGNMENTS

The assignment due dates in this syllabus are non-negotiable. If you have a conflict with one or more of the due dates as a result of personal commitments, you should consider taking the class a different semester. A make-up assignment or deadline extension (e.g., discussion post, quiz, lab assignment) may be offered **ONLY** for UNIVERSITY-APPROVED REASONS:

- Medical emergency (verified by a medical professional)
- Family emergency (verified by the Dean of Students Office)
- Participation in University-sponsored activities (verified in advance)

Other reasons for a missed assignment – family holiday, friend/relative wedding, etc. – are **NOT** approved excuses. All decisions regarding make-up assignments are at the discretion of the professor.

An assignment missed for reasons other than the university-approved reasons will result in an exam grade of zero.

All decisions regarding make-up assignments or deadline extensions are at the discretion of the professor. Quizzes will be automatically graded, and discussion posts and lab assignments will be graded within one week following the deadline. Students will receive a zero on any assignment that they do not complete, and should contact the professor immediately if they feel as if there is a grading error.

Therefore, you should contact me as soon as possible – preferably **BEFORE** the assignment due date – if you will miss an assignment due to the university-approved reasons.

ETHICAL CONDUCT

Don't Cheat. Don't Plagiarize. It's Not Worth It.

ACADEMIC MISCONDUCT is taken seriously and is unacceptable. Please review the UM [Student Conduct Code](#). This code and procedures apply to this course. All work for this class must reflect your own work, and must follow APA formatting guidelines when citing, paraphrasing, or referencing sources. As specified in the Student Conduct Code, academic misconduct includes, but is not limited to:

- *Plagiarism*: representing someone else's work (words, ideas, data, materials) as your own.
- *Misconduct during an examination or academic exercise*: Copying from another student's quiz/lab/discussion, giving information to another student, consulting unauthorized materials.
- *Submitting false information*: Knowingly submitting false, altered, or invented information, data, quotations, citations, or documentation in connection with an academic exercise.

THE CONSEQUENCES of academic misconduct will result in a zero for that exam or assignment and the incident will be reported to the Dean of Students and the Dean of the College of Humanities and Sciences to be dealt with in accordance with UM Student Conduct Code. *It is your responsibility to know the Student Conduct Code.*

BOTTOM LINE: You do not learn anything from cheating, so seek additional resources if you are struggling and need extra help!

COURSE FORMAT

MOODLE

Announcements, discussion boards, quizzes, lab assignments, and grades can all be found on the course Moodle site. Students are responsible for checking the Moodle site and their e-mail *multiple* times a week. Weekly assignments will open every Sunday morning and are due the following Friday by 11:55 PM (MST). Please be sure to start your assignments early enough to complete them by the time the week closes.

NETIQUETTE

Netiquette, or “network etiquette,” is a professional and mannerly way of communicating with others in the online medium. Failure to engage in proper netiquette will result in earning a zero for each assignment where an incident has occurred. Please be respectful to your fellow peers.

EMAIL

In keeping with The University of Montana's email policy, you *must* use your University account. I cannot reply to any emails that do not come from your *UMConnect* account. I also cannot communicate information regarding your grade via e-mail, so plan to schedule a meeting with me if you desire to discuss this.

Emails will be replied to within 48 hours of receiving them. I encourage you to email me whenever you have questions, however questions about assignments need to be sent at least 24 hours before an assignment is due to make sure you get an answer back in time for help. *Any questions that can be answered by the syllabus will receive a “please refer to the syllabus.” Also, refer to the Q & A board for frequently asked questions.*

GRADES OF INCOMPLETE

Departmental and university policies regarding incompletes do not allow changing “incomplete” grades after one year has passed since the “I” was granted.

TECHNOLOGY POLICY

Given the online nature of this course, always have a back-up plan in mind if a technological issue arises so you can complete the required work each week. If you have technical difficulties, please contact [UM Online](#) at umonline-help@umontana.edu or 406-243-4999. Though I would love to be able to help, I am not qualified to do so. ***Critical Note: I do not allow technical issues or not having the proper software as reasons for late or incomplete work.***

To ensure your own protection, physically write down the technical support contact information, do not wait until the last minute to complete your work each week, and back up your written work. It is highly advised that you write your work offline and then copy and paste your answers onto Moodle. This give you the ability to back up your work on a thumb drive or an online document saver (e.g., google docs, dropbox). That way if you have an electronic emergency (e.g., computer crashing, poor Wi-Fi connection) you can seek out technical alternatives, such as a campus computer, the public library, an internet café, a computer at work, or a friend or family member’s computer.

ACADEMIC ACCOMMODATION

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406-243-2243. I will work with you and Disability Services to provide an appropriate modification.

DROP/ADD/CHANGE

Please refer to the [Registrar's website](#) on these policies.

***COURSE SCHEDULE**

UNIT	READINGS	QUIZZES & DISCUSSION	LAB ASSIGNMENTS
WEEK 1: 1/7 – 1/11	<i>Syllabus</i>	Introduction Discussion <i>*See specific instructions on Moodle</i>	
WEEK 2: 1/14 – 1/18	<i>Chapter 1: The Evolution of Psychology</i>	Chp. 1 Quiz	Lab #1 Assigned
WEEK 3: 1/21 – 1/25	<i>Chapter 2: The Research Enterprise in Psychology</i>	Chp. 1 + 2 Discussion Chp. 2 Quiz	
WEEK 4: 1/28 – 2/1	<i>Chapter 3: The Biological Bases of Behavior</i>	Chp. 3 Quiz	
WEEK 5: 2/4 – 2/8	<i>Chapter 4: Sensation and Perception</i>	Chp. 3 + 4 Discussion Chp. 4 Quiz	Lab #1 Due
WEEK 6: 2/11 – 2/15	<i>Chapter 5: Variations in Consciousness</i>	Chp. 5 Quiz	Lab #2 Assigned
WEEK 7: 2/18 – 2/22 President's Day (2/18)	<i>Chapter 6: Learning</i>	Chp. 5 + 6 Discussion Chp. 6 Quiz	
WEEK 8: 2/25 – 3/1	<i>Chapter 7: Human Memory</i>	Chp. 7 Quiz	
WEEK 9: 3/4 – 3/8	<i>Chapter 8: Cognition and Intelligence</i>	Chp. 7 + 8 Discussion Chp. 8 Quiz	Lab #2 Due
WEEK 10: 3/11 – 3/15	<i>Chapter 9: Motivation and Emotion</i>	Chp. 9 Quiz	Lab #3 Assigned
WEEK 11: 3/18 – 3/22	<i>Chapter 10: Human Development Across the Lifespan</i>	Chp. 9 + 10 Discussion Chp. 10 Quiz	

WEEK 12: 3/25 – 3/29 SPRING BREAK!			
WEEK 13: 4/1 – 4/5	<i>Chapter 11: Personality</i>	Chp. 11 Quiz	Lab #3 Due
WEEK 14: 4/8 – 4/12	<i>Chapter 12: Social Behavior</i>	Chp. 11 + 12 Discussion Chp. 12 Quiz	Lab #4 Assigned
WEEK 15: 4/15 – 4/19	<i>Chapter 13: Stress, Coping, and Health</i>	Chp. 13 Quiz	
WEEK 16: 4/22 – 4/26	<i>Chapter 14: Psychological Disorders</i>	Chp. 13 + 14 Discussion Chp. 14 Quiz	
FINALS WEEK 4/29 – 5/3	<i>Chapter 15: Treatment of Psychological Disorders</i>	Chp. 15 Quiz	Lab #4 Due

**The course schedule is subject to change per the professor's discretion*