

Note: This course was developed as part of the Hybrid Course Initiative through the Center for Teaching and Learning at Oregon State University. The format and content of the syllabus has benefited from generous colleagues who have shared their syllabi with me over the years. Anyone is welcome to use and adapt this syllabus for their courses. Please send me an email to let me know you're using it: Kathryn.blease@oregonstate.edu

Psychology 202.002 – CRN 53863
General Psychology Syllabus
Spring 2012
Mondays 2 – 3:20

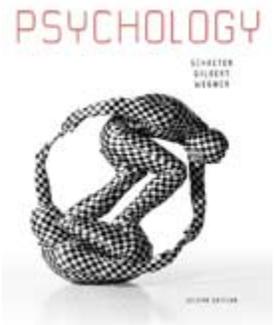
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Text and PsychPortal Access *Required* Textbook: Schacter, Gilbert & Wegner. **2nd edition.** Psychology. Worth Publishers. This textbook is not on reserve at the library.

Required PsychPortal Access. Buy an access code in the bookstore. Then, register at <http://courses.bfwpub.com/schacter2e.php> .

A cost-effective looseleaf text plus access code with ebook is available in the bookstore.



Why take this class? Introductory Psychology (201 and 202) exposes students to the *science* of Psychology, and provides a survey – or *overview* – of major psychological topics. Psychology is a broad field, and we aim to give you a sense of that breadth in Psychology 202. We discuss popular topics like mental illness, but we also cover a wide range of topics that students may not have previously considered part of psychology. Many students take Psychology 201, 202, or both to satisfy one requirement or another, such as the Baccalaureate Core requirement for Social Processes and Institutions. Psychology 201 and 202 also prepare you for advanced psychology classes. Learning about psychology means understanding what people do and think in new ways. Many people find this knowledge is helpful in their personal and professional lives.

Learning Objectives

The Learning Objectives for this class are:

1. Learn psychological concepts, processes, theories, and research methodology.
2. Apply existing theoretical perspectives in psychology (i.e. behaviorism, psychoanalysis, cognitive, developmental, etc.) and their historical antecedents to the study and profession of psychology.
3. Appreciate the influences of physiology, environment, and culture on our thoughts and behaviors.
4. Tolerate ambiguity and realize that psychological explanations are often complex and conditional.
5. Critically evaluate, understand, and apply psychological principles to everyday life.

6. Use theoretical frameworks to interpret the role of the individual within social process and institutions
7. Analyze current social issues and place them in historical context(s)
8. Critique the nature, value, and limitations of the basic methods of the social sciences.

Class Format

This is a hybrid class. Half of the class time is replaced with online activities.

Class time is for:

- 1) Explaining and practicing difficult concepts
- 2) Expanding on the textbook to include newer and more advanced information
- 3) Getting a overview of major concepts, minor points, and how they fit together
- 4) Asking and answering questions
- 5) Guest speakers
- 6) Taking higher stakes tests

Online activities are for:

- 1) Pre-lecture quizzes so the instructor knows which topics are most difficult
- 2) Personalized Study Plans that help students structure and prioritize study time
- 3) Adaptive quizzing tailored to students' unique weak areas
- 4) Videos that provide more example of key concepts

Time Commitment in Hybrid and Face-to-face Sections of Psychology 202

	Hybrid	Typical Face-To-Face
Class meetings per week	1	2 or 3
Classroom minutes per week	80	150
Required online activities minutes per week	90	20
Recommended number of study minutes per week*	370 - 550	370 - 550
Total time per week	540 – 720 (9 – 12 hours)	540 – 720 (9 – 12 hours)

*Study time includes some combination of: reading text, using paper or online study resources, creating and using flashcards, reviewing notes, attending supplemental instruction or academic coaching, etc. These recommendations are the same across most universities: about 2 – 3 hours out of class for every hour in class. For hybrids, “class” means both class time and time replaced with required online activities.

Exams

There will be **four (4) in-class tests** – 2 quizzes, one midterm, and one **cumulative** final.

Each quiz has 25 questions and is worth 100 points.

The midterm has 40 questions and is worth 200 points.

The final has 100 questions as is worth 400 points.

The tests will have questions from classroom lectures, video clips, demonstrations, and textbook readings. **Bring a No. 2 pencil and a scantron sheet (Form No. 882-E-LOVAS purchased at the bookstore) to each test.** Exams are held in our regular classroom on the dates listed in the schedule in this syllabus.

Check the Schedule below for information on the Final Exam time and place.

Schedule

Find out what to read when here.

Find out what we're doing in class.

<u>Week</u>	<u>Dates</u>	<u>Topic</u>	<u>Reading</u>
1	Class April 2	Welcome What is a hybrid course? Registering for PsychPortal Signing up for Supplemental Instruction What is Psychology?	
	Online	History of Psychology How has psychology changed since Freud? What do psychologists do today?	Ch 1 (by April 9)
2	Class April 9	Methods in Psychological Science How do psychologists study the mind?	Ch 2 (by April 9)
	Online	Methods in Psychological Science Important practice in key concepts for this class. Plus – Hear Louise Hay explain her “inner ding” and watch a psychologist explain the science of dancing.	
3	Class April 16	Quiz 1 Covers chapters 1 & 2. Guest Speaker: CAPS Coping with stress in college	Ch 16 (by April 16)
	Online	Stress and Health How do psychologists measure stress? What's the difference between fight-or-flight and tend-and-befriend stress responses?	
4	Class April 23	Motivation & Emotion What motivates people? Inner drive? Rewards? What are emotions? Why do we have them?	Ch 8 (By April 23)
	Online	Motivation & Emotion How to catch a liar. How do humans express emotions? What does it mean to be happy?	
5	Class April 30	Midterm Covers chapters 1,2,16,8. Regular room, regular time.	
	Online	Motivation & Emotion Motivation and Emotion activities remain open this week.	
6	Class May 7	Personality Is our measurement of personality valid? Does personality change over the lifespan?	Ch 12 (by May 7)
	Online	A (Real) Personality Test for Facebook TEDtalk: Do we value introversion?	
7	Class May 14	Social Psychology: Conformity and Obedience	Ch. 13 (by May 14)
	Online	Stanford Prison Study	
8	Class May 21	Quiz 2 Covers chapters 12 & up to page 534 in Ch. 13. Bystander Effect	
	Online	Take the Implicit Associations Test.	
9	Class May 28	No Class, Memorial Day Online assignments still due at 2 pm.	Ch 14 (by May 28)
	Online	Psychological Disorders See examples of various kinds of disorders, and practice identifying some disorders based on symptoms.	
10	Class June 4	Treating Psychological Disorders Some treatments not covered in the text. Guest Speaker: CAPS: Choosing a Therapist Any questions before the final?	Ch 15 (by June 4)
	Online	Treating Psychological Disorders An activity demonstrating 4 kinds of therapy Video: Psychological care in prisons	
Finals		Wed., June 13 at 2 PM Almost always in our regular room. Check the Schedule of Classes after week 8 to verify.	Cumulative

Summary of Graded Work and Points Possible

Graded work and assignments are here.

Find a similar list with due date for each chapter in PsychPortal.

Topic	Week	Reading	Graded Activities	Points
Evolution of Psychological Science	1	Ch. 1	Pre-lecture quiz*	5
			LearningCurve 1a**	5
			LearningCurve 1b	5
			LearningCurve 1c	5
Methods in Psychology	2	Ch. 2	Pre-lecture quiz	5
			LearningCurve 2a	5
			LearningCurve 2b	5
			LearningCurve 2c	5
Stress and Health	3	Ch. 16	In-Class Quiz 1	100
			Pre-lecture quiz	5
			LearningCurve 16a	5
			LearningCurve 16b	5
			LearningCurve 16c	5
			LearningCurve 16d	5
Emotion and Motivation	4 & 5	Ch. 8	Blackboard Weekly Homework	5
			Pre-lecture quiz	5
			LearningCurve 8a	5
			LearningCurve 8b	5
			LearningCurve 8c	5
Personality	6	Ch. 12	Blackboard Weekly Homework	5
			Midterm	200
			Pre-lecture quiz	5
			LearningCurve 12a	5
			LearningCurve 12b	5
Social	7 & 8	Ch. 13	LearningCurve 12c	5
			Blackboard Weekly Homework	5
			Pre-lecture quiz	5
			LearningCurve 13a	5
			LearningCurve 13b	5
			LearningCurve 13c	5
Psychological Disorders	9	Ch. 14	LearningCurve13d	5
			Blackboard Weekly Homework	5
			In-Class Quiz 2	100
			Pre-lecture quiz	5
			LearningCurve 14a	5
			LearningCurve 14b	5
Treatment of Disorders	10	Ch. 15	LearningCurve 14c	5
			Blackboard Weekly Homework	5
			Pre-lecture quiz	5
			LearningCurve 15a	5
			LearningCurve 15b	5
			LearningCurve 15c	5
			Blackboard Weekly Homework	5
			Cumulative Final	400
			Total points	1000

*Lowest Pre-lecture quiz is dropped.

** 2 lowest Learning Curve quizzes are dropped.

Extra Credit

Extra Credit: You can add a maximum of 50 points to your total class score by any combination of the following:

- 1) Participate in an experiment:** Be a participant in one or more experiments conducted in the Psychology Department. You will receive **10 point for each hour** of participation (**MAXIMUM PARTICIPATION IS 5 HOURS FOR A 50 POINT BOOST**). You sign up for studies using the **SONA online system:** <http://oregonstate.sona-systems.com> . Click on “new Participant – Request an account here” (on the left side of the screen) to begin the sign-up procedure. Detailed instructions for using the Sona system are on the class blackboard site, and on the Psychology Department web site at <http://oregonstate.edu/cla/psychology/students>
- 2) Journal Article Reviews for extra credit.** You can also earn **up to 50 points** extra credit by reading journal articles and writing a 1 page, 2 paragraph summary and critique of the article. Articles to review and complete instructions for submitting these assignments are available in Blackboard. Extra credit assignments must be uploaded in Blackboard by 11:59 PM on June 8. **Each article review is worth 10 pts.** You can mix and match experiment participation and journal article reviews (e.g. read 2 articles and do a 3 hour experiment to earn 5 points total.). Journal article review points will be posted in Blackboard at the same time as the experiment participation points, i.e. during finals week.

Grading

Your grade will be calculated based on the total number of points you have earned on your tests and online assignments *plus any extra credit points* divided by 1000.

Your grade will be based on the following scale:

A	=	93 -100%	C	=	73 – 76%
A-	=	90 – 92%	C-	=	70 - 72%
B+	=	87 – 89%	D+	=	67 - 69%
B	=	83 - 86%	D	=	63 – 66%
B-	=	80 – 82%	D-	=	60 – 62%
C+	=	77 - 79%	F	=	Below 60

The chart on the previous page shows all graded work for the term. As you can see, it is important to study in ways that maximize retention for the cumulative final at the end of the quarter.

Technology and Learning

I strive to use technology in ways that support learning. Where possible, I look to empirical research to determine the best use of educational technology. For example, rather than reading Powerpoint slides verbatim in class, I mostly use slides to display visuals and highlight main points.

I ask that you also restrict your technology use just as carefully while you are in class. You may use a computer or iPad for taking notes or looking at the ebook. You may record audio files of the lecture. DAS students may use technology when it is part of an approved accommodation. Students who need a translation dictionary may use one. Other technology devices are not to be used. Specifically,

1. **Turn off cell phones** and store them in a pocket or bag.
 2. Do not check for calls or messages during class.*
 3. Do not send or receive any kind of technological communication, including text messages, during class.
 4. Do not watch or listen to devices that play music or videos.
- *Parents, emergency medical responders, and others who are on call to respond to others' serious immediate needs may put the device on vibrate and respond discretely as needed.

If in doubt, act as if you are attending a play or musical performance. **Arrive on time. Try not to disturb others. Stay until the end.**

Communication Policy

Especially important
this term:

Tell me which section
you are in!

I receive a lot of email. I can respond quickly and effectively when you clearly identify some important information. Here's what helps:

- **Check the syllabus and Blackboard announcements for the answer before writing.**
- Start with a salutation (Dear Dr. Becker Please,)
- Write from your onid account.
- Write an informative subject line **including the class and section number or class meeting time** (e.g. "Midterm test for Psy 202 Mondays at 2 PM").
- Sign your name as you are enrolled in the course. – Sometimes the onid email header does not include your name.
- Your ID number is sometimes helpful.
- Even if you're on a mobile device, use words and sentences.
- Clearly state if you are writing for my information, or are requesting something in particular. (If you say, "the test was unfair!" , I don't know if just wanted me to know, or would like to make an appointment to go over your answers.)
- Reread before you send – Does it make sense? Could it be misinterpreted?
- Allow at least 2 business days for a reply. With many students, it is often not possible to respond right away.

Study Guides

Many students have come to expect study guides to help them prepare for exams. In fact, some students have told me that it is unfair or a "waste of time" to be asked to learn material that does not appear on the exam.

I do not create a list of what to study for you. Why not? 3 reasons:

1. A Personalized Study Plan is available to you in PsychPortal.
2. Students use these to determine what to read and what to study. In fact, students in this class are expected to learn and be tested on **all** material presented in the book, online, and in class.
3. Learning how to organize, synthesize, and prioritize information is an important part of a college education, adult cognitive development, and preparation for a career.

I do provide a handout "How To Create The Ultimate Study Guide" in Blackboard. I am happy to go over this handout during office hours.

Attendance

Class attendance is not mandatory EXCEPT ON EXAM DAYS (see Make-up exams below). You are encouraged to communicate with me if you experience a prolonged absence (e.g. spend a week in the hospital). Emails detailing the symptoms of shorter term illnesses are unnecessary and unpleasant to read.

Missed Midterms

No make-up midterm exams are possible, but, for approved absences only, it is possible weight the points on the cumulative final to make up for ONE missed midterm. For pre-arranged absences for university sanctioned sports events, scheduled surgery, etc., contact me at least one week in advance to request this option. For acute illnesses/emergencies, contact me as soon as reasonably possible to request this option. It is not possible for traveling students to take proctored exams on the road.

Final Exam Conflicts

OSU's policy on final exams lists the following reasons for changing the final exam time for a specific student:

- Conflict with working hours on a job that has been held during the term, and for which working schedules cannot be readily adjusted. Example: driving a school bus.
- Religious reasons.
- Four finals in one day.
- Military obligations verified in writing. Example: military orders, preinduction physicals.
- Other exceptional hardship cases.

Should any of these apply to you, email the instructor by Friday, June 1. Requests made after this date, if approved, will likely result in an incomplete.

Honor Code

Academic dishonesty will not be tolerated. In cases of cheating on an exam or of assisting someone in cheating, the grade of F will be awarded for the course and a report of academic dishonesty will be filed as required by university policy. This may result in suspension or expulsion from the university. Read the sections "Academic Regulations" and "Student Life Policy and Regulations" in the Schedule of Classes or visit the following website for further information on academic dishonesty:

<http://oregonstate.edu/admin/stucon/achon.htm#definitions>

Students with Disabilities

If you are having difficulty and are in need of academic support because of a documented disability, you may be eligible for academic accommodations. Please see me during the first week of classes. You may also want to check out the following website: <http://ds.oregonstate.edu/>.

Study Techniques

Make the most of class time.

1. With only one class meeting a week, it's crucial that you show up ready to go.
2. Get into a relaxed, focused state of mind before class begins. It is important to learn to let go of stressful and intrusive thoughts and bring your energy to the cognitive work at hand. Turn off electronics so that you can focus.
3. Take notes in class. Do not write down what is said verbatim. Focus on the main points. Write "?s" in the margins to remind yourself to look up or ask about confusing parts.
4. During class, make an effort to think of examples and connections about what is discussed in class. For example, think: "How would your sociology professor explain this phenomena?" or "If that were true, how might we reform schools?"
5. Consider boredom a challenge, not a reason to check out. Find ways to get engaged and stay engaged.

Universities expect you to spend 2 – 3 hours **studying outside of class** for every hour in class. For hybrid classes, "class time" includes both time in class and graded and testable

online activities. What might you do during those 6 – 9 hours a week you’re studying for Psych 202? Studying for exams in college takes more diligence, thought, and effort than in high school. You need a plan, and it will take some trial and error to see what works for you. Here are some suggestions:

1. Study in chunks. It’s better to study 2 hours every other day for 3 days than 6 hours all at once. PsychPortal makes this easy.
2. Study in a group only if you have a group that is committed to actually studying.
3. Study alone. You may be more efficient and less distracted.
4. Review and organize lecture notes soon after class.
5. Read the textbook chapter. Take notes as you go (see the How to Make the Ultimate Study Guide in Blackboard). Re-read the confusing parts.
6. Answer the quick quiz questions in the text.
7. Study using the flashcards in PsychPortal, or make your own flashcards to study key terms and concepts.
8. Convert the chapter review statements at the end of each chapter into questions. Then, answer them.
9. Take the mastery quizzes in PsychPortal. You might want to save these for before the midterm or final, to make sure you haven’t forgotten previously learned material.
10. Keep in mind that study guides, flash cards, key term lists, and other tools are just tools. To really understand and recall the information, you will need to think deeply about the course material throughout the course.

Checklist of Study Habits

Some evidence suggests that humans respond better to the question “Will I?” than the statement “I will” or “I should”. Consider asking yourself:

Would you be willing to:

- Create your own Ultimate Study Guide?
- Study your Ultimate Study Guide?
- Take notes during class?
- Organize or rewrite your notes after class?
- Read chapters throughout the week – rather than cramming?
- Use online flashcards in PsychPortal?
- Use homemade flashcards?
- Use the paper Study Guide for this text?
- Study alone or in a group?
- Use the Personalized Study Plan in PsychPortal?
- Take the mastery quizzes in PsychPortal?
- Take the quick quizzes in the text?
- Carefully go over missed quiz and test questions? Try to explain why each correct answer is correct and why each incorrect answer is wrong.

Every couple of weeks, check to see how you’re doing. What is working? What might you no longer be willing to do? What new strategy might you try? Completing this checklist will help the instructor and TA help you should you strategize should you experience difficulty in this course.

FAQs

Q: Do I have to buy PsychPortal access?

A: Yes, there is no way to do the required homework without it. You can’t share access with someone else.

Q: Do you grade on a curve?

A: Sometimes, I add points to everyone's final grades to boost scores. This happens when the highest earned graded (including extra credit) is lower than the points possible. Usually, someone scores very close to 100%. Please do not write to ask about the curve. Look for an announcement in Blackboard. Final grades are posted by the university soon after finals week.

Q: If I accidentally overlook questions or forget to fill in my scantron, can I redo those questions?

A: No. Carefully check your scantron before submitting it.

Q: Are tests based mostly on lecture or mostly on the book?

A: The lecture material sometimes repeats information from the text (especially when I find the textbook explanation too thin or confusing); sometimes presents a critique or extension of what is in the text; and sometimes is not found in the text at all. It is not possible or helpful to say what proportion of each type of information appears on the test. Study it all.

Q: Do the tests include questions about the videos and other activities in PsychPortal?

A: All reading and activities marked "GRADED" or "TESTABLE" could be on the test.

Q: Can't you just tell us what is on the test? It seems inefficient to learn all of this material that isn't on the test.

A: Use the Chapter Learning Objectives in PsychPortal to guide your studying. There are many learning objectives. They are tied to what the American Psychological Association says undergraduates in Psychology should know. They are also tied to learning outcomes that faculty at OSU say are important for graduates of the Baccalaureate Core and for upper-division Psychology courses. It would take many hours of testing to cover all of what you will learn. Instead, we sample your knowledge with a smaller set of questions that represents all that you've learned. This is similar to the written driver's test at the DMV. A drivers' test may only include 15 questions, but let's hope you know most of the book before you drive!

Q: I suspect there is an error in a grade that was entered in Blackboard.

A: With hundreds of students, errors happen occasionally. Write to the professor (see communication tips above) with specifically what you think the problem is – Data entry error? Calculation error? Missing grade? Errors like these are usually quick and easy to fix.

Q: I want to do well in this class, but I can't study in all of these ways or for 6 – 9 hours a week.

A: Thinking deeply enough about the material to understand it and remember it on the exam takes a lot of time and effort. It's difficult to maintain motivation for all of this work, especially if you've never done it before or if you view school work as an unpleasant drudgery to endure. I suspect the key is to find ways to tie this work to your deeply held goals and values. You might try these readings to give you some ideas on how to find the "enjoyment in difficult work" and the "awe of learning":

<http://calnewport.com/blog/2010/12/13/learning-to-love-your-ap-history-assignments-how-to-hack-the-psychology-of-student-motivation/>

<http://calnewport.com/blog/2010/09/24/the-romantic-scholar-a-new-approach-to-student-life/>

<http://calnewport.com/blog/2011/08/05/studying-by-the-startlight-adventure-studying-and-the-quest-to-take-back-control-of-your-academic-experience/>

Q: I'm studying and still not doing well. Why?

A: If you're reading the text, taking notes in class, creating and using your Ultimate Study Guide, doing the PsychPortal homework, and studying 6 – 9 hours a week outside of class, consider one or more of the following steps:

- 1) Make an appointment with the instructor or TA. Bring the syllabus with the Checklist of Study Habits completed.
- 2) Join a Supplemental Instruction table.
- 3) See an Academic Coach: 541-737-2272.
- 4) Consider changing to S/U grading. (See your advisor by the Grade Change deadline).
- 5) If you have difficulty reading the text, consider getting extra help with your reading and/or English skills.
- 6) Do you have a learning disability? Check with DAS:
<http://ds.oregonstate.edu/prospective/services.php> .
- 7) Should you drop the course? (See your advisor by the drop deadline).