

# INTRODUCTORY PSYCHOLOGY

Amy Nusbaum, MS (she/her)

Section 6 | M/W/F 12:10-1:00 | Fall 2019 | Todd 276 | 3 credits | SS

## CONTACT

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PS – there's food and hygiene supplies outside my office if you ever need them!

Office hours:

Virtual office hours:

## CONTENT

2: Learning goals

2-3: How we support learning

5-6: How success is measured

7: Course calendar

I would like to acknowledge that this course takes place on the traditional homelands of the Palus Band of Indians and the ceded lands of the Nez Perce Tribe. I further acknowledge their presence here since time immemorial and recognize their continuing connection to the land, to the water, and to their ancestors.

## MATERIAL

All of the required materials for this course are free! We will use OpenStax (link) as your textbook and Kahoot for in-class participation.

Welcome to the exciting discipline of psychology! As a general introduction to psychology, this course will provide a broad overview of the basic terms, processes, principles, and theories related to the scientific study of behavior and mental processes. A solid understanding of research methodology and the biological basis of behavior will be emphasized. Psychology is fundamentally a science and material will be presented and evaluated from a rigorous scientific perspective. This course is also an opportunity to develop sensitivity to, and appreciation for, the beauty and complexity of human behavior. You should come away with a deeper understanding and appreciation of the diversity of psychology and the importance of psychology in daily

# LEARNING GOALS

University learning goal	At the end of this course, you should:	Course topics that advance learning goals	How is this assessed?
Critical and creative thinking	Be knowledgeable about key terms, concepts, principles, and prominent theories within psychology. Be able to explain how biological, psychological, and social variables interact to produce individual differences in behavior.	Biology of behavior Learning Memory Cognition Personality Social behavior	Exams In-class participation
Diversity	Understand how psychology can be used to address personal, social, and organizational problems.	Sex, gender, and sexuality Psychological disorders Treatment	Textbook project
Scientific literacy	The understanding and ethical application of the statistical analyses and research methods used in psychology	Introduced in research methods Embedded within all other content areas to reinforce importance	Exams Textbook project
Information literacy			

## HOW WE WORK TOGETHER TO LEARN (you can) (I can)



- 1) Come to class prepared by reading the textbook and/or watching videos.
- 2) Always be present in class, both physically and mentally.
- 3) Be an active participant in the course. This means asking and answering questions in class and sending emails when questions arise outside of class time.
- 4) Be respectful to both your classmates and me. Students who are disrespectful to their classmates or to me will be asked to leave.
- 5) Do your own work. There is no wiggle room here – plagiarism/cheating will not be tolerated.
- 6) Have fun!

- 1) Come to class prepared each and every day.
- 2) Be enthusiastic about course material and my role in helping you learn.
- 3) Understand that I cannot know everything. When questions arise that I don't know the answer to, I will find the answer for the next class period and get back to you.
- 4) Create a course atmosphere conducive to learning for all by respecting my students and their views.
- 5) Know that you are a whole individual who probably has a lot going on outside of the walls of my classroom
- 6) Have fun!

## HOW WE CREATE A LEARNING ENVIRONMENT

**Technology:** You are all adults, and I trust that you can successfully manage the distractions associated with technology in the classroom. During most class days, we will do work in class that requires an Internet-connected device (if this is a problem for you, please let me know). With that said, I do expect professional use of these technologies. If you are found using your laptop/phone for non-class activities that are distracting to others, I will first ask you to refrain from doing so. If this becomes a recurring issue, I will ask you to no longer use those devices in class. When emailing me, you can expect a response within 48 hours M-F, and within 72 hours after Friday at 2 pm. I will typically be much quicker than this, but may sometimes need the full time.

**Classroom environment:**

Privacy and confidentiality: There may be times when class members share personal experiences and beliefs. Because we all benefit from hearing each other’s perspectives, we must be respectful of those who feel comfortable in sharing this personal information. Therefore, we will have an understood policy that nothing shared in class can be divulged outside of the class. While you may discuss general issues with others, you cannot share any information that may identify another member of the class. This also means you are not allowed to take pictures while in class, either of people or the slides.

Risk taking: To learn from each other I am going to ask you to step out of your comfort zone. We may be expressing ideas that others do not agree with, or listening to ideas that challenge our own beliefs or preconceptions. Be willing to listen to one another and prepared to be respectfully challenged when controversial issues arise.

Respect: Every individual’s perspective is valued and considered legitimate for that person. Being open to other perspectives is important to academic and personal growth. All comments should be made with the desire to educate, not hurt. You can express disagreement with an issue or idea, but be aware of HOW you express yourself. Also, express WHY you disagree - this continues the learning process for all of us.

## HOW I CAN HELP YOU SUCCEED

**Do you need food or other basic needs?:** Any student who has difficulty affording groceries or accessing sufficient food every day, or who lacks a safe and stable place to live is urged to contact the Dean of Students. Furthermore, please notify me if you are comfortable doing so – I keep a food pantry outside my office and have basic hygiene supplies! There are additional food pantries through the Women\*s Center and Student Support Services, in addition to Cougs Feeding Cougs. You can’t be a successful students if you’re hungry or otherwise in need, please do not be ashamed to reach out for help – Cougs Help Cougs!

**Do you need to come talk to me about something?:** The time that I have listed as office hours is time for you. It is time that I have dedicated to be available for whatever you need. This does not mean that I will stare sadly out the window waiting for a student to come – I will be doing other work. What it does mean is that the second you show up, that work goes away and the time is yours. We can talk about the course, the department, some science topic, grad school, etc. I am available for you during that time. Additionally, if my door is open at other times, feel free to drop by – I’m in my office often. If I am in but can’t talk right then, I’ll let you know and we can chat at a different time.

**Do you need accommodations to help with your learning?:** I am committed to providing assistance to help you be successful in this course. If you have a disability (even if it is temporary) and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor (<http://accesscenter.wsu.edu>). Please contact me immediately so that we can discuss the accommodations I need to be aware of when preparing your exams and/or writing assignments.

**Do you need help dealing with course content?:** Psychology classes often present information that is related to a student’s life experiences. If there is a class topic and/or discussion that is uncomfortable for you, there are several resources available to you. The main on-campus resources is Counseling and Psychological Services (335-4511; <http://counsel.wsu.edu/>). I will use trigger warnings in class for topics that I think students may need a warning before experiencing. If you have specific trigger stimuli that you would like a warning about and you feel comfortable letting me know about that, please do and I will add TWs for that content.

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, immigration status, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

# RULES AND REGULATION S

**Campus safety plan:** Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the “Alert, Assess, Act” protocol for all types of emergencies, and the “Run, Hide, Fight” response for an active shooter incident at <http://police.wsu.edu/activeshooter.html>. Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI’s Run, Hide, Fight video and visit the safety portal [<https://faculty.wsu.edu/classroomsafety/>].

**Academic integrity:** University instructors have the authority to intervene in all situations where students are suspected of academic dishonesty. In such instances, responsible instructors retain the authority to assign grades to students considering, from an academic standpoint, the nature of the student action. All forms of academic dishonesty, including cheating, plagiarism, fabrication, or knowingly facilitating academic dishonesty, are strictly prohibited. You may find definitions of academic dishonesty, including cheating at <http://app.leg.wa.gov/wac/default.aspx?cite=504-26-202>. If you are caught engaging in academic dishonesty, you will fail the course and your case will be reported to the Office of Student Conduct. This includes such infractions as using Kahoot during a class period to get points for another student.

In addition, please be advised about the university’s policy regarding commercial note-taking services: “Selling class notes through commercial note taking services, without the written advance permission of the course instructor, could be viewed as copyright infringement and/or an academic integrity violation, WAC 504-26-010 (3)(a,b,c,i). Further, the use of University electronic resources (e.g., [Blackboard]) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU’s computer abuses and theft policy (WAC 504-26-218), a violation of WSU’s Electronic Communication policy (EP 4), and also violates the terms of use for the [Blackboard] software program.”

(<http://academicintegrity.wsu.edu/resources/commercial-note-taking-services/>)

## Family Educational Rights and Privacy Act of 1974

**(FERPA):** FERPA rules are designed to maintain the confidentiality of student records. THESE RULES PROHIBIT ME FROM TALKING TO YOUR PARENTS OR OTHER FAMILY MEMEBERS. Do not ask family members to intervene on your behalf regarding class attendance, grades, or anything else related to this class. Questions regarding the access to or release of student records may be referred to the Registrar’s Office at (509) 335- 5346. You may also review information about the Family Educational Rights and Privacy Act of 1974 (FERPA) at the following website:

<http://www.ronet.wsu.edu/Main/Apps/Ferpainfo.ASP>

**Non-attendance:** Please note that this course abides by Academic Regulation 72b, which states: “Students who have not attended class meetings (including lectures, laboratories, and other meetings) during the first week of the semester or according to a prorated schedule for shorter sessions may be dropped from the course by the department. Students enrolled in online classes may be dropped if they have not logged into the class during the first week.”

“Cougs act with integrity, respect, dignity. In order to uphold the honor of our University, we are steadfast in our commitment to academic excellence and honesty. As members of the Cougar Community, we strive to incorporate these values into our daily lives.”

# HOW YOUR SUCCESS IS MEASURED 5

## Pre-class preparation

This class will be “flipped” – you will learn some of the course content outside of class, then we will put that knowledge into practice in the classroom, together. This means that preparing for our class sessions is incredibly important, because otherwise you will be lost when we get to class. You will prepare by reading and watching the assigned material. We will be using Hypothesis to complete your pre-reading assignments. By 11:59 pm on the night before class, you will need to make six comments: at least two questions about the material, two connections you made while reading, and one response to a classmate, and then one “freebie” comment (in any format). This ensures that you have appropriately prepared for the class and will be able to participate fully. You can earn a total of 170 points from this pre-class work (1 point per comment/6 per day). There will be at least 190 points available, so you can skip some days without any negative consequences on your grade.

## Flipped activities

After the pre-class preparation, we will work in class to build that knowledge, expand connections, and develop new skills. The format of this will vary, but will include group work, activities, and peer instruction. Much of this work will require the benefits of the activities. You can earn up to six points per day that you are in class. As with the pre-class work, there will be at least 190 points available and you can earn 170 points total. This means that you are able to miss some class days and still receive full credit. Because of this, I do not need to know if you are sick/out of town/otherwise missing class for whatever reason – there is built-in flexibility in this assignment. If you have an attendance accommodation, we should discuss how to make sure you have a good experience in this class (which is absolutely my goal)!

## Exams

This course consists of 8 exams, each worth 60 points. You may drop one of these exams, meaning the exams total 420 points. These will take place on While we have an exam scheduled for finals week, it will be non-cumulative and similar to your other exams. These exams will be split into three parts.

- 1) Prior to the exam day (by 11:59 pm the night before) you will take a multiple choice exam through Blackboard. This is a timed exam – you will have 40 minutes to answer 35 questions. Thus, while you are taking it online, you will still need to study prior to the exam. This will be worth 35 points.
- 2) The first 10 minutes of exam day will be an opportunity to make up some of the points you missed in part 1. You will have the opportunity to write about three questions you got wrong. You will explain why you answered what you did and what you would answer now if you were to retake the exam. You have the opportunity to earn back six points.
- 3) The last 40 minutes of exam day will be a short-answer exam. You may complete these questions in groups of up to four students, or on your own. The more people you have, the more questions you have to answer, so keep this in mind. You will have full access to all class resources during this time, so you should plan on bringing an Internet-connected device if you can (I will have extras if you cannot). This will be worth 25 points.

## Textbook project

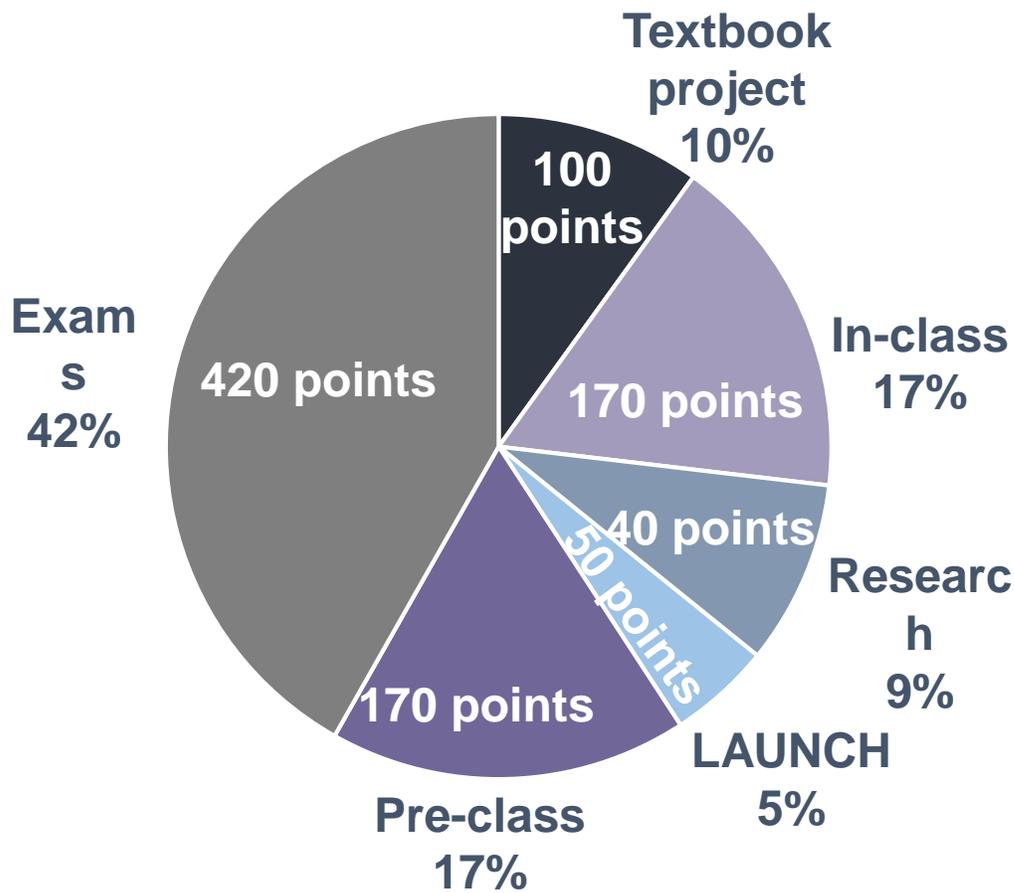
Throughout the term, you will be working on a project to help shed light on “hidden figures” of psychology. This project will be worth 100 points. The goal is for you to use your skills as new scholars to help unveil the real history of psychology, in improving the textbook for a future students and the public alike. Details on this project are available in Blackboard. You may work in pairs, groups of 3, or alone. The amount of work will vary based on group size, so a person working solo will have the same amount of work as someone in a group.

## LAUNCH

We will be partnering with a program designed to help you connect with experiential learning activities. Using a combination of self-assessments, structured activities, and peer support, the LAUNCH program will help you find hands-on learning opportunities that fit for your goals. In addition, you will create an action plan for connecting with an opportunity and make a commitment for moving forward with that plan. You will have the flexibility of choosing between two formats for completing this component of the course (workshop or writing assignment). This is worth 50 points. More information about LAUNCH and these formats will be provided in class and in the LAUNCH Program folder located in the Blackboard course space.

## Research

Participation in research activities makes up 100 points in this course. Full details about these points are on the last page of the syllabus.



## GRADE CALCULATIONS

What?	How many?	Each are worth?	Total points?	%
Exams	8 (7 count)	60 points	420	42%
LAUNCH	1	50 points	50	5%
Pre-class	Around 30	Up to 6 per day	170	17%
In-class	Around 30	Up to 6 per day	170	17%
Textbook project			100	10%
Research			90	9%

Grades will be calculated using the following scale:

A (93-100%): 930-1000 points

A- (90-92.99%): 900-929.99 points

B+ (87-89.99%): 870-899.99 points

B (83-86.99%): 830-869.99 points

B- (80-82.99%): 800-829.99 points

C (73-76.99%): 730-769.99

C- (70-72.99%): 700-729.99 points

D+ (67-69.99%): 670-

D (60-66.99%): 600-669.99

F (59.99% & lower): 0-

<b>Monday 8/19</b>	<b>Wednesday 8/21</b>	<b>Friday 8/23</b>
<b>Flipped: Class Intro</b>	<b>Flipped: Study strategies</b>	<b>Flipped: Scientific Thinking</b>
<b>Monday 8/26</b>	<b>Wednesday 8/28</b>	<b>Friday 8/30</b>
<b>Flipped: Research Methods</b>	<b>Flipped: Research Methods</b>	<b>EXAM 1</b>
<b>Monday 9/2</b>	<b>Wednesday 9/4</b>	<b>Friday 9/6</b>
<b>NO CLASS</b>	<b>Flipped: Brain and Behavior</b>	<b>LAUNCH</b>
<b>Monday 9/9</b>	<b>Wednesday 9/11</b>	<b>Friday 9/13</b>
<b>Flipped: Brain and Behavior</b>	<b>Flipped: Drugs and Alcohol</b>	<b>EXAM 2</b>
<b>Monday 9/16</b>	<b>Wednesday 9/18</b>	<b>Friday 9/20</b>
<b>Flipped: Memory</b>	<b>Flipped: Memory</b>	<b>Flipped: Memory</b>
<b>Monday 9/23</b>	<b>Wednesday 9/25</b>	<b>Friday 9/27</b>
<b>EXAM 3</b>	<b>Flipped: Learning</b>	<b>Flipped: Learning</b>
<b>Monday 9/30</b>	<b>Wednesday 10/2</b>	<b>Friday 10/4</b>
<b>Flipped: Learning</b>	<b>Flipped: Learning</b>	<b>Flipped: Intelligence</b>
<b>Monday 10/7</b>	<b>Wednesday 10/9</b>	<b>Friday 10/11</b>
<b>EXAM 4</b>	<b>Flipped: Stress and Health</b>	<b>Flipped: Decision Making</b>
<b>Monday 10/14</b>	<b>Wednesday 10/16</b>	<b>Friday 10/18</b>
<b>Flipped: Personality</b>	<b>Flipped: Personality</b>	<b>EXAM 5</b>
<b>Monday 10/21</b>	<b>Wednesday 10/23</b>	<b>Friday 10/25</b>
<b>Flipped: Disorders</b>	<b>Flipped: Disorders</b>	<b>Flipped: Disorders</b>
<b>Monday 10/28</b>	<b>Wednesday 10/30</b>	<b>Friday 11/1</b>
<b>Flipped: Treatment</b>	<b>Treatment</b>	<b>EXAM 6</b>
<b>Monday 11/4</b>	<b>Wednesday 11/6</b>	<b>Friday 11/8</b>
<b>Flipped: Social</b>	<b>Flipped: Social</b>	<b>Flipped: Social</b>
<b>Monday 11/11</b>	<b>Wednesday 11/13</b>	<b>Friday 11/15</b>
<b>NO CLASS</b>	<b>Flipped: Social</b>	<b>EXAM 7</b>
<b>Monday 11/18</b>	<b>Wednesday 11/20</b>	<b>Friday 11/22</b>
<b>Flipped: Gender</b>	<b>Flipped: Gender</b>	<b>Flipped: Gender</b>
<b>Monday 12/2</b>	<b>Wednesday 12/4</b>	<b>Friday 12/6</b>
<b>Flipped: Sex and Sexuality</b>	<b>Flipped: Sex and Sexuality</b>	<b>Flipped: Sex and Sexuality</b>

**EXAM 8:**

Tuesday, 12/10 , 1 pm

**Research Requirement:** One objective of Psych 105 is to provide students with a better understanding of the science of psychology. To accomplish this objective, you are required to complete 3 hours of engagement in a research-related activity for a total of 90 points.

The 3 hour requirement can be met in a number of different ways: completing Option 1, Option 2, or a combination of Options 1 and 2. You must complete all 3 hours (3 credits) of research, research papers, or a combination of research and research papers to complete this requirement. No partial credit will be granted - this is an “all or none” assignment.

**\*\*If you complete less than 3 credits, you receive 0 pts\*\***

Option 1 - Research Participation: You may serve as a research participant in studies conducted by the Department of Psychology. Research Study sign-ups occur via the SONA System: [www.wsu.edu/psychology](http://www.wsu.edu/psychology) (click on the “Experiment Sign-Ups” link located under the “Undergraduate Studies” tab of the Psychology Homepage).

-You must complete 3 research credits with at least one credit coming from a live/in-person study (i.e., all credits cannot be earned for participating in online studies).

-To cancel a session, you must notify the experimenters no later than 24 hours before the appointment. You can cancel a session online by clicking on the “Drop Registered Experiments” option. Failure to do so will result in a “NO SHOW”. Two “no shows” locks you out of the SONA system and eliminates you from being able to participate in research to complete this requirement.

-Please note that the SONA system closes on Friday, 12/6 at 5pm, so be sure to complete your research credits before that time. That means that you must be signed up for studies 24 hours prior to that deadline. Also, you must specify to which course the credits will be applied within your SONA profile/account – failure to assign your research credits will prevent me from knowing that you participated in research and will result in a zero for the research participation requirement (i.e., a loss of all 90 points).

Option 2 – Research Papers: If, for any reason, you do not wish to serve as a research participant, you may write 3 critical summaries of research articles selected from an approved list (posted on Blackboard) to earn research credits.

-Each written assignment should take about 1 hour and is worth 1 research credit.

-Research assignments should be turned in via the dropbox in Blackboard. Note that there is only one dropbox in Blackboard, so you should turn all of your assignments in using one file.

-Assignments must be at least 700 words, not including headers, titles, or references. They must be double spaced, Times New Roman, 12 point font, 1 inch margins. Failure to adhere to these guidelines (trust me, I can tell) will result in your research assignments not being graded.

-Assignments must address: (1) the question(s) the researchers were attempting to answer (the hypotheses) (i.e., the purpose of the study) (2) a description of the participants or subjects in the study (3) the independent and dependent variables of the study (what is being measured) (4) the important findings and if the researchers’ hypothesis was supported (5) the implications of the findings (what the results mean)

-Remember to use your own words to write these summaries and avoid plagiarizing. No credit will be given if the summary is inaccurate, unclear, or plagiarized.

-A list of approved articles that can be written about is posted on Blackboard.

Research papers must be submitted by 5 pm on Friday, 12/6 via Blackboard in order to earn credit.

**\*Late submissions will NOT be accepted\***