

**General Psychology – PSY 1103**  
**10:00 am - 10:50 am, MWF, ED 311**  
**SYLLABUS, SPRING 2017**

Instructor: Caleb W. Lack, Ph.D.

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Web: <http://www.caleblack.com/teaching.html>

<http://www.macmillanhighered.com/launchpad/schacterbrief3e/4903635>

<http://uco.sona-systems.com>

**REQUIRED TEXT:**

Schacter, D.L., Gilbert, D. T., Wegner, D. M., & Nock, M.K. (2015). *Introducing psychology*. New York: Worth. ISBN 978-1-4641-0781-8

Please note that this course will be using *Launchpad* for many of our assignments, so it is imperative that you purchase a subscription to this service, either with your book or supplemental to it. The bookstores should have numerous options for this.

**COURSE DESCRIPTION:**

A comprehensive survey of the major subdivisions within the field of psychology. Special emphasis is placed on developing an acquaintance with current psychological terminology and reference studies.

**COURSE OBJECTIVES:**

1. Review and accurately evaluate research methodology and findings
2. Name and correctly define basic brain processes involved in sensation, perception, cognition, memory, learning, and intelligence.
3. Identify and clearly describe human personality development and psychopathology, and the empirically validated treatment of common mental disorders.
4. Describe effects of drugs, medications, sleep, and stress on psychological and physical health.
5. Evaluate and accurately predict the influence of emotion and motivation on his/her own behavior and the behavior of others, including personal and social factors.
6. Examine cross-cultural consistencies in emotion, cognition, and behavior.
7. Accurately write one research paper demonstrating critical analysis based on current psychological research.

**TRANSFORMATIONAL LEARNING OBJECTIVES (a.k.a. UCO's "Central Six" Tenants):**

The University of Central Oklahoma has identified six transformative learning objectives that place students at the center of their own active and reflective learning experiences. While any single class may not touch on all six tenants, this course offers opportunities for students to become engaged in four of the six tenants. It is the goal of the university, college, and department to support and foster transformative learning in order for students to develop competencies for all six tenants in order to

become productive, creative, and ethically engaged citizens that are able to initiate action in leadership roles.

1. **Discipline Knowledge:** students explore, discuss, and practice the techniques, conventions, and processes that produce researched written arguments. (Obj. 2 & 7)
2. **Leadership:** students learn how to present claims and evidence fairly and civilly, to consider thoroughly and respond ethically to counter evidence and counter arguments, and to develop a clear, well-informed stance about ongoing issues or problems (Objective 4).
3. **Problem Solving (Research, Scholarly, and Creative Activities):** students learn to analyze complex arguments, to produce arguments informed by careful research, and to document sources following academic conventions. (Objective 1& 7)
4. **Service Learning and Civic Engagement:** In service learning sections, students research and write about a significant service learning experience; in other sections, students learn how the public use of argument has the potential to affect an audience and to effect a change in their communities.
5. **Global and Cultural Competency:** students read and write arguments about global and cultural issues and direct writing to diverse audiences. (Objective 6)
6. **Health and Wellness:** students read arguments about, write arguments about, and discuss those intellectual, emotional, and spiritual issues that give human existence vitality and meaning. (Objectives 4 and 5).

### **CLASS HINTS & TIPS**

This course will primarily be lecture based, with in-class exercises designed to assist your learning. As such, I will be using PowerPoint slides to illustrate my lectures and assist you in your note taking. To this end, I will be posting lecture slides online via the course website. Information on the quizzes will be taken from the material covered both in class *and* the textbook, so it is highly recommended that you read the chapters before coming to class. Please note that I may be covering different material, or only a part of the material, from the text, but that you are responsible for all of it.

### **GRADING & EXAMS**

There are a total of 875 points available in this class. These will come from four areas.

1. For each of the 15 chapters, you will complete a **Video Quiz** online via *Launchpad*. Each will be worth 10 points and should take approximately 15 minutes to complete. These are all available beginning the first day of class and have varying due dates. Please note that the last two chapters (14 & 15) will be due *the same day*, April 24. (150 points total)
2. For each of the 15 chapters, you will also complete a **Chapter Quiz** online via *Launchpad*. Each will be worth 25 points and should take approximately 45 minutes to complete. These are all available beginning the first day of class and have varying due dates. Please note that the last two chapters (14 & 15) will be due *the same day*, April 24. (375 points total)
3. I will give two lectures during the semester on the topic of "Science vs. Pseudoscience." The specific topics will be alien abductions and communicating with the dead (mediumship). Along with the lecture, we will watch some short videos. Afterward, you will have one week to turn in a typed, 500 word minimum **reflection paper** to TurnItIn.com. (150 points total)

- *What is a reflection paper?* A reflection paper is something that reflects your *personal* insights, opinions, or observations; in this case, that means thinking about how the class discussion resulted in changes (or not) to your thoughts, beliefs, and behaviors. Here are some guidelines - [https://www.iirp.edu/pdf/IIRP-Reflection-Tip\\_Sheet.pdf](https://www.iirp.edu/pdf/IIRP-Reflection-Tip_Sheet.pdf)
4. A required **research paper**, minimum five (5) pages (approximately 1400 words), is worth 200 points. This will be a critical thinking paper, where the student will take one of the below topics and examine the scientific evidence available on a specific area in it (e.g., if you choose Cryptozoology, you can write about Bigfoot, the Loch Ness monster, and so on. If you choose alternative medicine, you will pick a specific type to write about, such as chiropractic, homeopathy, and so on.). You will then summarize your findings in a paper that should include 1) an operational definition of the topic (i.e., “What it is that I am writing about”); 2) The claims/assumptions/evidence of the topic (i.e., “This is what supporters/believers in this say”); 3) the scientific validity the topic (i.e., “Here’s what research/scientists have discovered/criticized/opined”); and 4) your reaction to your research (i.e., “I thought this before, now I think this”). The paper should be double-spaced, with 1” margins, and using 12 point Times New Roman font. There is a template on the course website for you to use. This assignment will be turned in via TurnItIn.com and is due the Friday before Finals week (04-28-2017).
- Possible topics: Cryptozoology, alternative medicine, the paranormal, the supernatural, ESP and psychic powers.
  - In your paper, be sure to include which of the six principles of critical thinking discussed in class (i.e., extraordinary claims, falsifiability, Occam’s razor, replicability, ruling out rival hypotheses, correlation vs. causation) are violated/supported for the topic at hand.
  - You will need to include at least 5 different sources in your reference section.

Extra credit points *may* be made available throughout the semester via announcements in class.

#### Grading scale:

- A = 90% + (787-875 points)
- B = 80-89.9% (700-786 points)
- C = 70-79.9% (612-699 points)
- D = 60-69.9% (525-611 points)
- F = 59.9% and below (000-524 points)

#### Required Research Participation:

Five research participations or two 2-3 page papers. Each student enrolled in PSYCH 1103 is required to participate in multiple experiments such that they will obtain a total of 5 credits. Alternatively, they can write two 2-3 page research papers (APA style) on approved topics. Instructions for the research paper are available upon request. All experiments will be completed through SONA, an on-line program that allows you to register your name, sign up for experiments when they are available, and receive credit for participation (<http://uco.sona-systems.com/>). Instructions for SONA are available through the course website, or see your instructor for assistance.

Failure to complete the required research participation will result in a penalty for the final course grade. No penalty will be applied if you complete either the research participations or a satisfactory term paper. The “satisfactory” nature of the term paper is at the discretion of the individual course instructor.

**DO NOT MISS CLASS FOR EXPERIMENTS!**

All Sona credits must be accurately displayed in the SONA system by the last day of regular class BEFORE final exam week to receive credit. It is YOUR responsibility to make sure that the sessions that you participate in are appropriately credited to your SONA total before this deadline. The research papers should be submitted to turnitin.com and a paper copy turned in by the last regular class session before final exam week.

Penalties for either partial completion or noncompliance with the requirement are as follows:

Research Participation	Paper Grades	Penalty to Overall Course Grade
5 receipts	A	No penalty
4 receipts	B	3%
3 receipts	C	6%
2 receipts	D	9%
1 receipt	F	12%
0 None	F	(no paper) 15%

Note: If you fail to show up for a scheduled appointment or fail to show up to the appointment on time, you will receive zero credit for the experiment. It takes researchers time and effort to prepare for each session, and it is unprofessional to simply not show up to an appointment that you scheduled. After receiving the zero credit for failure to show up to the experiment, the participant will not be allowed to sign up for that specific experiment at a future date.

**WARNING**

UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this course, all required written assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website. Turnitin.com is just one of various plagiarism prevention tools and methods which may be utilized by your faculty instructor during the term of the semester. In the UCO Student Handbook, there is a process for contesting any plagiarism allegations against you.

## CLASS OUTLINE

(An asterisk \* below indicates non-lecture covered material that will still be covered via assignments.)

- Chapter 1 – Psychology: The Evolution of a Science
- Chapter 2 – Methods in Psychology
- Chapter 3 – Neuroscience and Behavior
- Chapter 4 – Sensation and Perception\*
- Chapter 5 – Consciousness
- Chapter 6 – Memory
- **Science vs. Pseudoscience – Alien Abduction**
- Chapter 7 – Learning
- Chapter 8 – Emotion and Motivation\*
- Chapter 9 – Language, Thought, and Intelligence\*
- Chapter 10 – Human Development
- Chapter 11 – Personality
- **Science vs. Pseudoscience – Communication with the Dead**
- Chapter 12 – Social Psychology
- Chapter 13 – Stress & Health
- Chapter 14 – Psychological Disorders
- Chapter 15 – Treatment of Psychological Disorders

## UNIVERSITY POLICY

***Student Etiquette:*** Students will be expected to maintain a level of conduct described in the University Student Handbook and may be dismissed from the class if policies are not followed. Part of professional training is learning to behave professionally, including high levels of ethical conduct. Dishonesty includes cheating, violating the integrity of examination, plagiarism, or knowingly furnishing false information to the University or staff. Classroom misconduct includes disrespect for faculty or fellow students or disruption of the class by any means. Students are expected to be on time for class so as to avoid the disruption of learning and participation in discussion.

***Special Accommodations:*** The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting the assistant director of Disability Support Services, Kimberly Fields at 974-2549. The office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class.”

***Non-payment of tuition:*** Please be aware of the following:

“If you do not pay your fees by the deadline, you’ll be assessed a \$40 late payment penalty; and interest charges if the debt extends beyond a month. **You will not be dropped from classes for non-payment. If you do not or cannot attend class, you must withdraw, or risk receiving ‘F’s on your transcript, in addition to owing tuition and fees.**”

***Emergencies during final examinations:*** If an emergency occurs that prevents the administration of a final examination, the student’s final course grade will be calculated based on the work in the course completed to that point in time and the faculty member’s considered judgment. Final exams will not be rescheduled, and a grade of “I” will not be given as a result of the missed exam. This applies to situations when the administration of the final was impossible, not when an individual student is unable to take a scheduled final.

**Please review the Student Information Sheet available online at:**

<http://www.uco.edu/academic-affairs/files/aa-forms/StudentInfoSheet.pdf>