

PSY 101 GENERAL PSYCHOLOGY SPRING 2007

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Office: Molinaro 266
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Office hours: Mondays, Wednesdays, and Fridays 12:00 – 1:00 pm and by appointment
Textbook: " Psychology, 8th ed." by David Myers
Study guide: Study Guide for Myers' "Psychology".
e-mail: beyer@uwp.edu When contacting me by e-mail include your name and the course in which you are enrolled in the subject area of the e-mail. This is especially important if you aren't using your university e-mail account and/or you are including an attachment. Otherwise you run the risk of having your e-mail deleted by my junk e-mail filter.

CLASS SCHEDULE

Topic	Readings
Thinking Critically with Psychological Science	Prologue, Chapter 1, Appendix A
Neuroscience and Behavior	Chapter 2
Nature, Nurture, and Human Diversity	Chapter 3
Developing through the Life Span	Chapter 4
Learning	Chapter 8
Memory	Chapter 9
Social Psychology	Chapter 18
Stress and Health	Chapter 14
Personality	Chapter 15
Psychological Disorders	Chapter 16
Therapy	Chapter 17

COURSE CONTENT AND OBJECTIVES

Psychologists study behavior and mental processes. Psychologists ask questions such as "Why do we act the way we do?" "How does memory work?" "Why do we aggress against others?" As you can see from this sample of research questions, there is much more to psychology than treating psychological disorders.

In this class you will get an overview over the many areas within psychology to show you the diversity within psychology. No one topic will be covered in great detail but I hope that this class will whet your appetite for more specialized courses in the intriguing discipline called psychology.

General Psychology is a General Education Course. In this course we will address the following three General Education Competencies in the Social and Behavioral Sciences:

- 1) Communication: Literacy: Reading and writing for understanding and effective communication,

- 2) Reasoned Judgment: Analytical Skills: Understanding how to produce and interpret quantitative and qualitative information,
- 3) Social and Personal Responsibility: Social Equality: Understanding and questioning the social, political, economic and historic conditions that construct diversity and inequality.

COURSE REQUIREMENTS AND GRADING

You will need your UW-Parkside e-mail account and password to access required class material on D2L (<https://uwp.courses.wisconsin.edu>). I post PowerPoint slides, study questions, final grades, and other class materials on D2L. Check your e-mail regularly, as I routinely send e-mails to students.

Course grades are based on four exams, an optional final, one paper, and attendance and class participation. The readings for each week and firm exam dates are announced in class. Therefore, regular attendance is important.

EXAMS: The exams make up **85%** of your grade. The **tentative** dates for the exams are listed below. Firm dates for each exam and the covered topics will be announced at least one week in advance. The exams consist of multiple-choice questions and cover material from the textbook **and** class lectures (including videos). Rote memorization of material will not result in a high grade. You are expected to demonstrate that you can apply the learned material.

There will be **no make-up exams**. If you took all of the four exams, the final is optional and can be used to improve your grade: Your score on the final can be substituted for the lowest score on the other four exams. If you missed one of the first four exams, the final is **MANDATORY**. Any student who misses more than one exam for **any** reason will fail the class.

If you come in late for an exam, you will not be allowed to take the exam if any student has finished the exam already and left the classroom.

CRITICAL THINKING PAPER: In this General Education course, you are expected to demonstrate literacy and analytical skills as they apply to the area of social equality. To meet this requirement you will write a paper (no more than six TYPED, double-spaced pages in length, using a 12-point font), which will review an assigned article. The paper, which is worth **10%** of your grade, is due on **April 27**.

Paper topic: Are women smarter than men? Are there areas where the abilities of men and women differ dramatically? What are the major theories explaining gender differences? There are many assumptions about these issues and they have important implications for how our society addresses male/female issues. To explore this in depth, read this article:

Halpern, D. F. (1997). Sex differences in intelligence: Implications for education. *American Psychologist*, 52, 1091-1102.

In your paper, discuss

- What does the research data actually reveal about differences in cognitive ability?
- What explanations are offered to explain these differences?
- What are the practical implications of these differences on education/career opportunities?
- What can be done about these differences?

- Should anything be done about these differences?
- What conclusions do you draw from reading this article?

You will receive a separate handout with instructions for the paper. The article is available for downloading on D2L (on the left-hand side click on “General Psychology Course Reserve Page”). You can also make a hardcopy of the article in the library.

Policy on late papers: Late papers will be penalized by subtracting a full letter grade from the attained grade for **EACH** day that the paper is late. Each day of a weekend counts as a full day. The student is responsible for ensuring that a late paper receives proper credit when received, by handing the paper to me personally, or having the secretary put the date of receipt on the paper before putting it in my mailbox. Failure to do so will result in the paper being counted as handed in whenever I find it.

ATTENDANCE AND PARTICIPATION: Attendance and participation make up **5%** of your grade. Coming to class late or leaving early will adversely affect your grade, as will disruptive or uncooperative behavior. Asking pertinent questions and contributing to class discussions will improve your grade.

EXPERIMENTAL PARTICIPATION: A requirement of students in all General Psychology sections is participation in one study sponsored by the psychology department. Alternatively, you may write a two-page paper on a psychological topic, which has to be **approved by me**. Failure to hand in proof of your participation in the study or the paper by **May 4** results in a grade of I (incomplete). A grade of I has to be made up within one semester or it will lapse to an F.

A percentage between 90 and 100 will yield an A- to A
 A percentage between 80 and 89 will yield a B- to B+
 A percentage between 70 and 79 will yield a C- to C+
 A percentage between 60 and 69 will yield a D- to D+
 Less than a percentage of 60 will yield an F

STATEMENT ON ACADEMIC DISHONESTY

Plagiarism and other forms of cheating are completely unacceptable. Students who are caught cheating will receive a failing grade for the course and will be reported to the university for appropriate disciplinary action.

POLICY ON CLASSROOM DISRUPTIONS

As a courtesy to me and your fellow students, please turn off the ringers on all cell phones, pagers, PDAs, and other electronic equipment during class time.

IMPORTANT DATES (TENTATIVE)

Exam 1:	February 9
Exam 2:	March 7
Exam 3:	April 9
Paper due:	April 27
Exam 4:	May 4
Final:	May 9, 10:30 am