

## PSY 100 Introduction to Psychology – Online Winter 2015

### Your Instructor

Instructor: Dr. Krisstal Clayton, Ph.D.

e-mail: [krisstal.clayton@wku.edu](mailto:krisstal.clayton@wku.edu)

Phone : 270-659-6965

Office : 206 Glasgow and 4027 TPH Main Campus

Office hours : By appointment only

E-mail is the best way to contact me, rather than phoning my office, as I will do a majority of work during the term from my home. I will answer emails within 24 hours except on Sundays. I will be glad to call you if you e-mail me and request me to do so. When emailing me, include your first name, last name, and a question title in the subject header. Emails without this information will not be answered.

### Course Description

This is a general course in psychology covering human brain development, personality, social interaction, mental disorders, and research methods. Included are a description of growth stages, psychological schools of thought, and research methods. 3 credit hours

#### **\*WARNING\***

This class is worth 3 credits and is designed to cover an entire semester in less than 3 weeks. You will need to spend an average of 6 hours a day on this course if you plan to succeed. You will have daily assignments that require you to read a chapter each day. I HIGHLY recommend that you do not take two or more Winter Term courses at the same time.

### General Education Program Goals

- Provides an understanding of society and human behavior that
  - describes methods of inquiry appropriate to the scientific study of societal institutions and human behavior
  - examines patterns of interaction pertaining to race, gender, ethnic identity, class, community, and other forms of social grouping
  - evaluates the impact of heredity and environment on human development and individual behavior

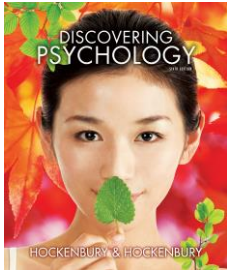
### Course Objectives

Additionally, this course is designed to help students achieve the following objectives:

- To understand and recognize psychological theories (*achieved through reading and learning the course material as assessed through Reading Quizzes and Exams*)
- To appreciate psychology as a science (*achieved by learning the experimental method by reading text*)
- To become critical thinkers by posing logical questions and answering logical questions (*achieved through Exams, Journal Assignments and Discussion Board*)
- To apply your own experiences to psychological principles (*achieved through reading and learning the course material, Exams, Journal Assignments, and Discussion Board*)
- To develop professional communication skills, including computer skills (*achieved through writing reflection journals, using Blackboard, and communicating with me and others through email and Discussion Board in a timely manner*)

## Required Materials

1) *Discovering Psychology*, 6th edition, by Hockenbury & Hockenbury,  
ISBN: 1-4641-4108-8



2) Computer and Internet access (high speed recommended); your web browser should be within 1-2 years of the current browser (common web browsers are Internet Explorer or Netscape. Typically one of these is loaded on home computers. Blackboard works very well with the latest version of Firefox. When taking quizzes and exams, I HIGHLY recommend that you use Firefox and your browser. You can download this browser free for both WIN and Mac from the Blackboard homepage or by copying and pasting this link into your current browser:

<http://www.mozilla.com/enUS/products/download.html>

\*Once you are logged into Blackboard, see the box that says Web Browser recommendations\*

3) Microsoft Word or another word processor that allows you to create typed documents and save them into a rich text file (.rtf), document (.doc) or document x (.docx) format. If you do not have a word processor, you can download Open Office for free:

<https://www.download-free.com/office-suite?source=ga&gclid=CJ-Z8uDBp7QCFayPPAodkBwAAw>

4) PowerPoint to access chapter notes and YouTube videos. If you do not have PowerPoint, you can use Google Docs from the Google Chrome browser to preview

PowerPoints. Here is the free download link to Google Chrome:

[http://www.google.com/chrome/index.html?hl=en&brand=CHMB&utm\\_campaign=en&utm\\_source=en-ha-na-us-sk&utm\\_medium=ha](http://www.google.com/chrome/index.html?hl=en&brand=CHMB&utm_campaign=en&utm_source=en-ha-na-us-sk&utm_medium=ha)

5) Adobe Acrobat Reader to access any .pdf files. Here is the free download link to Adobe Reader: <http://get.adobe.com/reader/>

## **Being “Online”- The nature of this class**

### ***Using Blackboard***

This class will be presented through “Blackboard,” which is the name of the website you will use to access materials, turn in assignments, participate in discussions, and take exams. To access Blackboard:

- 1) Go to [www.wku.edu](http://www.wku.edu)
- 2) In the lower left corner, you will see links to various sites, one of which is Blackboard. Click the word “Blackboard.”
- 3) You will be required to login using your WKU Net ID and password.
- 4) After logging in, on the right-hand side of the screen, you will see the course name underlined, Introduction to Psychology. Click on the course name.
- 5) Now you will see a screen that will have any current announcements in the center. To the left will be a list of menu items on white buttons, such as “Chapter Notes,” “Journal Assignments,” etc. Click on these, depending on what you want to do.

In general, I will communicate with the class through Announcements, rather than clogging up your e-mail inbox. However, if I need to contact an individual student, I will use e-mail. I count on you to check your e-mail at least daily during the week. I will check mine at least twice a day—usually throughout the day during the week. You can expect me to reply to your email within 24 hours, but usually it will be sooner.

### ***Getting Course Materials***

To access the syllabus, click “Start Here--Syllabus”. Course notes will be organized in Chapters by folders. To access chapter notes, go to “Chapter Notes” then click on the folder corresponding to the chapter you need. Generally, “Chapter Notes” will have notes that help explain more difficult material, or perhaps supplementary material not covered by your book such as videos. I will post PowerPoint chapter notes in .ppt format. However, other files in Course Materials will be in rich text format (.rtf) or .pdf format so they should download easily into any word processing program.

### ***Checking Your Grade***

You can check your grade anytime in Blackboard by clicking on the “My Grades” button. Grades are based on a point system and not a percentage. The point system is explained on pages 12-13.

### ***Getting HELP!!***

**COMPUTER OR INTERNET ISSUES:** If you are experiencing difficulty with your computer or the internet, please call the WKU IT Help Desk at 270-745-7000. While I am usually your best resource for helping you with Blackboard navigation, I am not a good resource for helping you with technical problems concerning your computer and the way it might be interfacing with Blackboard. **PLEASE read important information on Blackboard that is on the screen immediately after you login, and before you click the name of the class.** There is a box in the middle of the screen that tells you which web browsers work best for Blackboard (Web Browser recommendations). Most technical problems can be solved by changing browsers. If you are having Blackboard problems and are using Internet Explorer, log out of Blackboard, close Internet Explorer, open up Firefox, and get back into Blackboard. Ironically, some newer browsers do not work well with Blackboard—so check.

### ***What to do if your computer or internet fails!***

This course is strictly online, therefore, computer or internet failure might prevent you from accessing this course. I do NOT accept late work, regardless of whether or not your computer/internet has failed. Because of this, I HIGHLY recommend that you have a backup plan. Some backup plans could be:

1. Each WKU campus has a computer lab that you may use for free with your WKU student ID. Call your closest campus for hours of operation.
2. Several coffee shops and bookstores have free internet access. Check with your local shops for this availability and hours of operation.
3. Libraries most likely have computers and internet access available to the public. Check with your local library for this availability and hours of operation.
4. Ask an acquaintance if you may use their computer/internet as a backup plan.
5. Ask your employer if you may use their computer/internet as a backup plan.

### ***What to do if Blackboard fails!***

Blackboard has been known to crash. If this happens to you, EMAIL ME IMMEDIATELY. I will be able to access the system, review your Blackboard attempt, and reset your quiz. However, I will not check my email after 8:00 pm Central Time, so I highly recommend that you complete and submit your work before 8:00 pm. If you are unable to submit a journal assignment, email it to me BEFORE the due date.

## **Course Requirements**

***\* ONLY ASSIGNED PAGES WILL BE INCLUDED IN ALL QUIZZES, EXAMS, DISCUSSION BOARDS, AND JOURNAL ASSIGNMENTS. PAGES THAT ARE NOT ASSIGNED WILL NOT BE INCLUDED IN ANY ASSESSMENTS. THEREFORE, DO NOT USE UNASSIGNED MATERIAL FOR ANY ASSESSMENT COMPLETION PURPOSES. ASSIGNED PAGES CAN BE FOUND IN THE COURSE SCHEDULE ON PAGES 15-17.\****

### **1) Exams**

You are required to take 2 proctored exams-- a midterm and a final. You must schedule these yourself through the DL Testing Center within the time frame for the

exam (see daily schedule at the end of this document). For more information, go to the DL testing site:

<http://www.wku.edu/testing/>

**Scheduling: DL Testing asks that you schedule your exams at least 10 days in advance. Of course, with a 3 week term, this is not possible, at least for the mid-term. So please schedule this within 2 days of the start of the class.** If you will be using the Garret Conference Center in Bowling Green, you should schedule your exams as soon as possible. Dates and times do fill up and if you wait, you may not get your first choice. Always e-mail in advance as soon as you know of a problem. The person who works at DL who oversees testing for web classes is Tabatha Phillips ([tabatha.phillips@wku.edu](mailto:tabatha.phillips@wku.edu)). If you need to contact someone directly with a testing question, you may direct it to her or you may send general inquiries to [dltesting@wku.edu](mailto:dltesting@wku.edu).

Most WKU students will probably take their exams at the Garret Conference Center. If this applies to you, you will actually schedule your exam through TopNet (instructions at the DELO site above). You may also schedule your exam at any facility listed at the DELO Testing Center instructions, including WKU regional campuses, other university campuses, and many community colleges. Students can also take exams at their local public library if it has internet. You will have to fill out a different online form for this. Again, follow the instructions at the above site. You may have 2 hours to take each exam. Most students will not need the entire time. If you schedule your exam at a site that is not affiliated with WKU, you may have to secure a proctor. Contact Mrs. Phillips (email above) about how to get a proctor. My understanding is that this is a fairly easy procedure.

## **2) Content**

Exams will consist of approximately 110 multiple choice questions, each worth 1 point. The exam will be counted out of a possible 100 points, but you can score more than 100 points. In other words, each test will have at least 10 bonus points available. You should expect most of the questions to be “application.” That is, most questions will have an example of a concept, and ask you to identify the example (in contrast to having you identify a definition.) You will have 2 hours to take each exam. Most students will not need the entire time. You may also have a page of notes. Specifically, you may have the front and back (or two fronts) of a regular 8 ½ x 11” piece of paper. It may be typed or handwritten. You must turn your notes page(s) in to your proctor after the exam. The mid-term is worth 100 points, and the final is worth 100 points.

To help you prepare for exams, you are encouraged to use the study guide available for this course through the bookstore, as well as the online site provided by your text book publisher. Go to <http://bcs.worthpublishers.com/discoveringpsych5e/default.asp> to take practice quizzes. These will not be as extensive as the study guide, but are

great practice for online testing. This website is also listed in your text book at the end of each chapter under the “Websites” heading.

To give you some experience in taking Exams on Blackboard, you may take a Practice Quiz. The Practice Quiz will be set up just like an Exam on Blackboard. You can take the quiz from any computer. You do not need to schedule it through DL Testing. To access the quiz, Click Exams, on the next Window click Practice Quiz. When the quiz appears, you will have directions to follow. You may take the quiz as many times as you want. It does NOT COUNT for a grade. All quiz scores will be removed.

## **2) Journal Assignments**

You will have 3 written assignments due throughout the course. Each of the assignments involves writing a “reflection journal” corresponding to the major parts of the **assigned pages** from your text.

Part I covers **assigned** readings from Chapters 2, 3, & 5

Part II covers **assigned** readings from Chapters 6, 8, & 9

Part III covers **assigned** readings from Chapters 10, 11, 13, & 14

For example, the first assignment will cover Part I, the second Part II, and so on. (See the course schedule for due dates and assigned readings.) The journal entries will consist of a well written essay that relates the course material to your own life experiences.

Some entries may require you to talk to other people, such as parents, about what that time of life was like for you. For example, in Chapter 9, you might discuss your own prenatal development or the prenatal development of your own child. You can do this in very general terms (“When I was a fetus, I could....”), but even better is, if possible, to ask your mother about her pregnancy with you. I realize that not everyone will have these opportunities. Do the best you can. Journals will be confidential, so you might want to explain why you are unable to find out about information from your early life. Another route you might take is to discuss films. For example, in Chapter 3, you may benefit from talking about your favorite movies and how they invoke your senses using perceptual cues. Here is an excerpt from one of my past student’s journal on *Chapter 8: Motivation and Emotion*:

Motivation is defined as the biological, emotional, cognitive, or social forces that activate and direct behavior (Hockenbury & Hockenbury, 2010). In my own words, I would define motivation as anything that inspires someone to give 5% more so that they can do something that many others wouldn’t think they could do. My first example deals with school. If a kid is in a class that they struggle in, they may not have the confidence needed to do well. Then one of his or her friends point out to them how well they are doing in that class. From that point on the kid puts it in his mind that he is going to work

extra hard so he can also show others how well he is doing in the class. I actually am somewhat the same way. I will use this class for an example. Before this class began, I was pretty concerned as to whether or not I would be able to understand the work well enough to allow me to do well. I then put it in my mind that I was going to work as hard as I could during this course so I could get the grade I wanted, as well as the grade my parents wanted. As we are at the midway point of this course, I have exceeded my expectations for this class. I have learned that psychology isn't as scary and I once thought. This example would be called self-motivation.

As we get to the part of the course material beyond the experiences you have had now, your entries can reflect your predictions about your life as a person suffering from a psychological disorder such as obsessive-compulsive disorder or acute traumatic stress disorder. You could write about what schizophrenia might be like from a first or second person perspective, or what it would be like to have a psychotherapist.

Journal entries will be well written, well organized, 1,200 – 1,500 words long (get a word count under your Tools menu in your word processing program, or if you are using Micro Soft Vista, you can get a word count simply by looking at the bottom left corner of your screen), describe relevant experiences AND correctly identify terms, theories, research findings, and so on from the class material. As far as content goes, I will be looking for a good description of the course material you are applying (not necessarily a long description) and for it to be correctly applied to your own experiences. You do not have to use ALL of the material covered in the chapters—just choose the topic(s) you want to write about.

Journal entries will be graded according to the following rubric:

- The entry covers the assigned material and correctly utilizes terms, theories, and or research findings: 16 points
- The entry uses relevant personal experiences that correspond to the terms, theories and/or research findings: 12 points
- The entry is well organized and well written. It is organized by topic into paragraphs using topic sentences and transitions, and it has no grammar or spelling errors: 5 points

You are NOT allowed to do research for the journal entries. They should reflect a combination of your experiences and the course material. Obviously, I expect that you use your text book. Make sure you provide quotes and a page number for anything you quote directly from the book, otherwise you can refer to the text as needed informally. (E.g., "According to the text book, infant attachment..."). Any entries that are basically researched papers will receive a grade of 0. Application to your life and your perspective is KEY!!!!

Each journal entry is worth 33 points, for a total of 99 points for all assignments.

### ***Blackboard Instructions: Turning in Journal Assignments***

1. When you are ready to turn in an assignment, make sure you have first saved it as a rich text (.rtf) or Microsoft Word (.doc or .docx) file. I cannot open files saved as Microsoft Works, Clarion, or WordPerfect files. If you are using either of these, you must select "Save As" under the File menu and click the appropriate file format (rich text format or Word) where the dialog box says "Save as Type." Then save as you normally do.

2. Click on the Journal Assignments button. Once there, you will see the names of assignments currently being accepted.

3. Click the link where it says "View/Complete Assignment."

4. On the next screen, scroll to where it says "Attach Local File."

5. On that same line, click the button that says, "Browse." Find your file you are submitting, highlight it, and click "Open." Your file name should appear in the box next to the Browse button.

6. Scroll down and click "Submit." If you click "Save" I will not be able to see your document. "Save" is just for you. "Submit" releases it to me.

7. You should get a confirmation on the next screen. For confirmation or to view your submission, click on the yellow My Grades button. You will have an exclamation point (!) in the place where your grade for the assignment will go.

You can click on the "!" and view what you submitted.

a. If you submit the wrong assignment, email me IMMEDIATELY with the correct assignment. If you do not email me the correct assignment by the due date, I will NOT grade your assignment.

IMPORTANT: LINKS FOR ASSIGNMENTS ARE ONLY AVAILABLE UNTIL THE DUE DATE AND TIME. AFTER THAT, THE LINK DISAPPEARS, AND YOU WILL NOT BE ABLE TO TURN IN YOUR ASSIGNMENT. **I DO NOT ACCEPT LATE PAPERS.** ALSO, BE AWARE THAT YOU CAN ONLY SUBMIT AN ASSIGNMENT ONE TIME. YOU CANNOT UNDO YOUR ASSIGNMENT SUBMISSION, SO MAKE SURE WHAT YOU ARE SUBMITTING IS WHAT YOU INTEND TO SUBMIT.

After your paper is graded, I will return it to you through Blackboard. To access your paper, go to My Grades, click the grade for the assignment, and on the next screen you will see an Instructor Submitted file. Click to open and read my comments. My corrections and comments will be made using the Track Changes tool in Microsoft Word.

### **3) Discussion Board**

Throughout the course, I will post a few discussion "threads." Notice that these will be in the form of a question that may have a variety of correct answers. That is, they will be questions that should generate a variety of answers and viewpoints. **Everyone in the class is required to post a new Discussion Board (DB) thread for DBs 2-8. Discussion Board threads are due before responses.** Threads must meet the criteria of being a *question* on a topic covered by a particular chapter that will generate



a variety of answers. Each thread must contain at least 2 Bloom's Taxonomy question cues from two different categories. Here is a list of Bloom's Taxonomy question cues with categories underlined:

Knowledge: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where

Comprehension: summarize, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend

Application: apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover

Analysis: analyze, separate, order, connect, classify, arrange, divide, compare, select, explain, infer, give pros and cons

Synthesis: combine, integrate, rearrange, substitute, plan, create, design, invent, what if?, imagine, compose, formulate, prepare, generalize

Evaluation: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, discriminate, support, conclude, compare, summarize.

Concrete Experience: How does that influence/impact/change/emphasize your feelings/thoughts/ behaviors?

Questions that simply ask for a "yes" or "no" will not generate a variety of answers, such as:

"Do you think pregnant women should be held legally accountable for exposing their unborn babies to drugs?"

Some people might explain a reason for their answer, but the way the question is asked doesn't require it. To make this question adhere to the Bloom's Taxonomy requirement, you could rephrase the question by asking the following: "What if a pregnant woman was held legally accountable for exposing her unborn baby to alcohol? How might that impact society's alcohol consumption?" Or here are some other ways to phrase the question that might get a decent discussion going:

"Identify some pros and/or cons about holding pregnant women legally accountable for exposing their unborn babies to drugs. How do you feel about these pros and cons?"

"List the circumstances that a pregnant woman should be held legally accountable for exposing their unborn babies to drugs. What legal action would you recommend as a fair punishment or treatment for these mothers?"

"Tell some reasons why you suppose many states do not hold women legally accountable for exposing their unborn babies to drugs. Name the states that do hold women legally accountable."

**Posting at least one acceptable DB question, referred to as a thread, is worth 3 points for each DB. Each thread for each discussion board will be graded using the following rubric:**

- The thread provides a new question relevant to the chapters covered by

that discussion: 1 point

- The thread uses two different Bloom's Taxonomy question cues from two different categories. 1.5 points
- The thread is well written and well organized. It is easy to read and understand, and has few grammatical or spelling errors: 0.5 points

**At minimum, you are also required to respond in each DB one time.** (Note, you do not have to respond to each thread in a DB nor do you have to respond to mine.)

Responses that count for credit must be thoughtful and add new ideas or information.

For example, suppose you are responding to the above question, "List some pros and/or cons about holding pregnant women legally accountable for exposing their unborn babies to drugs. How do you feel about these pros and cons?"

An example response might be:

"One of the cons would be that some women might take drugs early in their pregnancy that might harm the baby, but then discontinue taking the drugs right before the baby is born. There's no way to prove the mother took the drugs unless she agrees to take frequent drug tests throughout her pregnancy. Therefore, the responsibility to report the mother for the suspicion of drug use would be the doctor since the doctor has knowledge of the drug test results. I do not feel that doctors should be responsible for holding mothers accountable for drug consumption. One of the pros would be that women might be deterred from taking drugs while pregnant since there would be a consequence directly to the mother. I do feel that mothers should be held accountable and therefore, am in favor of legal consequences for pregnant women who consume drugs."

Suppose in response, a student writes,

"I agree. You can't prove a person took a drug unless it's still in their system."

This response does not add more information. It does, however, provide some social support. Comments like these are permissible, and encouraged, but will not earn you any points.

**Each response for each discussion board will be graded using the following rubric:**

- The response adds a new idea relevant to the chapters covered by that discussion. That is, the response is unique and does not repeat what another student has posted and is clearly applicable to that thread: 2 points
- The response shows some depth of thinking. That is, the idea is well developed, fully explained, and addresses all portions of the thread: 3 points
- The response is well written and well organized. It is easy to read and understand, and has few grammatical or spelling errors: 1 point

**That is, each response is worth 6 points, for a total of 6 points for responding to a**

**DB.** (The way I would score the first response above is: the responses adds a new idea, assuming no one has expressed this idea yet—2 points; shows depth of thinking—3 points since it addresses all aspects of the thread and is explained; well written and organized—1 point, since it actually combines two different thoughts (mothers who use drugs early, and doctor’s responsibility) with a of logical connection.

I encourage you to respond multiple times in a DB. This is the *crucial* aspect of the class where you are interacting and exchanging ideas with your classmates and with me. Students who are more engaged will be awarded up to 2 points of extra credit for each discussion, for a maximum of 16 extra credit points total for the course. DBs will be available for the duration of the class to allow and encourage you to learn and share with one another. However, I will grade the DBs on the dates listed on the Course Schedule at the end of this syllabus. Responses made after the due dates and to your own posted thread will not be considered for your grade.

The first Discussion Board is introductory. That is, I am asking you to introduce yourself to the class, discuss your major, year in school, and something you are looking forward to learning about in this class. I also ask, if you are comfortable, to tell the class about your hobbies, family life, pets, and anything else you would like to share. This discussion board ONLY will be graded simply by you giving this information. That is, it does not have to meet the criteria for other Discussion Board responses and is worth 7 points. Feel free to respond to each other’s introductions and get to know each other! I would also like to encourage everyone to attach a picture in the Intro DB. If you are comfortable, attach a picture of yourself, you with your family or pet, or if you would rather not share a personal photo, you may submit an “icon” that symbolizes something about you. In the Intro DB, tell us about your photo or icon. To attach the file, click the link that says “Attach a file.” You will then be given a few options. Click the “Browse” button next to “Attach a local file”. Browse your computer for your saved picture file, click the file to highlight it and click “Open”. The name of your file will appear in the box next to the “Browse” button. When you are totally finished, click “Submit”.

**To summarize, for each DB, you are required to post a new thread (3 points) and make one reply (6 points each), for a total of 9 points available for DBs 2-8. DB 1 is an Introductory DB, and is worth 8 points.**

The DB material is as follows (assigned pages only):

Introductory Discussion Board (#1)

Discussion Board (#2) covers *Introduction to Research Methods*

Discussion Board (#3) covers *Neuroscience & Behavior and Development*

Discussion Board (#4) covers *Learning & Sensation and Perception*

Discussion Board (#5) covers *Memory and Thinking*

Discussion Board (#6) covers *Emotion and Personality*

Discussion Board (#7) covers *Social Psychology*

Discussion Board (#8) covers *Psychological Disorders and Therapies*

***Important: Netiquette***

AT ALL TIMES, STUDENTS MUST RESPOND IN WAYS THAT ARE RESPECTFUL AND UNOFFENSIVE. I WILL REMOVE ALL INAPPROPRIATE RESPONSES. YOU MAY NOT PUT DOWN OTHER STUDENT'S RESPONSES, RESPOND IN OFFENSIVE OR PREJUDICIAL WAYS, OR USE LANGUAGE THAT IS INAPPROPRIATE (NO "CURSE WORDS"). STUDENTS WHO MAKE AN INAPPROPRIATE RESPONSE WILL BE GIVEN ONE WARNING. IF A SECOND INAPPROPRIATE RESPONSE IS MADE, I WILL BLOCK YOUR PARTICIPATION FROM THE DISCUSSION AND YOU WILL NOT HAVE THE OPPORTUNITY TO EARN FURTHER POINTS THROUGH THE DISCUSSION BOARD.

***Blackboard Instructions: Participating in the Discussion Board***

Click the yellow Discussion Board button from the main menu. Click on the forum in which you wish to participate. From there you can click the option to add a new thread (a new idea). You can also click on and read other people's responses and respond to them. If you want to reply to a particular post, make sure you click the little Reply button on the right in the box of that particular post. In a thread where there are lots of posts, there may be lots of Reply buttons showing. Just make sure you click the right one.

**4) Reading Quizzes**

Reading Quizzes will cover the pages specified in this syllabus. Each quiz is worth 10 points and may be taken from home. You do NOT have to schedule quizzes with the DL Testing Center. Quizzes will have a time limit, so completing the quiz while looking up the answers for every question will be impossible. You only have one chance to complete the quiz, so I highly suggest that you read the assigned pages for the designated quiz before you take it. The quizzes can be accessed by clicking on the "Exams and Quizzes" link in the Blackboard menu, and then clicking on the Quizzes folder. From there, a list of available quizzes will appear. Simply click on the Reading Quiz you want to take. Once the due date has passed for the quiz, it will be removed from Blackboard. **I will not allow any student to take a late quiz!** Therefore, be mindful of the quiz due dates located in your syllabus. However, I have assigned 11 reading quizzes so if you miss 1 reading quiz, your grade will not suffer.

I recommend that you take the Practice Quiz before taking any Blackboard assessments. The Practice Quiz is located in the same Quizzes folder.

Also available in the Quizzes folder is the Syllabus Quiz. This quiz is worth 5 points and will cover information only available in this syllabus.

## Class Questions Discussion Board

You will notice that one of the DB forums is titled Class Questions. I am asking that if you have general class questions (not personal ones—use email for that) that you use this DB. For example, if you have questions about exams, assignments, or need clarification about class notes or book material, please use this DB. Also, you might find the answer to a question you have by going to this DB. So by posting your questions here, everyone has equal access to that information, and I only have to answer the question one time! Everyone wins!! Obviously, anything that you do not want the class to know should not be posted here. Email me. This DB is informational only and is not graded. It will be available for the duration of the class.

## Students With Disabilities

Students with disabilities who require accommodations (academic adjustments, and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services (OFSDS), Downing University Center, Room A200. The OFSDS telephone number is (270) 745-5004 V/(270) 745-3030/TDD. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

## Final Grades

To summarize, your grades will be determined by

Midterm Exam	100 points
Final Exam	100
Reading Quizzes (10 quizzes worth 10 points each)	100
Journal Assignments (3 papers worth 33 points each)	99
Discussion Board (7 discussions worth 9 points each—DB 2-8)	63
Introductory DB	8
Syllabus Quiz	5
<b>TOTAL</b>	<b>475 points</b>

Final grade will be assigned as follows:

<u>TOTAL POINTS EARNED</u>	<u>%</u>	<u>LETTER GRADE ASSIGNED</u>
427 or more	90 or above	A
380 – 426.9	80–89.9	B
332 – 379.9	70--79.9	C
285 – 331.9	60--69.9	D
284.9 and below	59.9 and below	F

## **COURSE SCHEDULE**

Please realize that you have signed up for a class in which we have 15 class days (19 total days including the weekends) to cover an entire semester's worth of material that would normally take 16 weeks. I strongly encourage you to keep up with the course by doing the tasks listed on the days they are listed, and when possible working ahead. Links in Assignments to turn in Journal Assignments will be available beginning the first day of class, so they will be available as soon as you are ready to submit an assignment. While an internet class is attractive in its flexibility, a class that is so brief is somewhat limited in that flexibility!

Also, Study Guide and online exercises are recommended, but not required. To access the online exercises, go to

<http://bcs.worthpublishers.com/discoveringpsych5e/default.asp>

***\* ONLY ASSIGNED PAGES WILL BE INCLUDED IN ALL QUIZZES, EXAMS, DISCUSSION BOARDS, AND JOURNAL ASSIGNMENTS. PAGES THAT ARE NOT ASSIGNED WILL NOT BE INCLUDED IN ANY ASSESSMENTS. THEREFORE, DO NOT USE UNASSIGNED MATERIAL FOR ANY ASSESSMENT COMPLETION PURPOSES\****

Mon. Jan. 5

SCHEDULE YOUR MIDTERM AND FINAL EXAMS! SEE INSTRUCTIONS ABOVE!

- Read Syllabus
- Syllabus Quiz due Jan 8 at 11:59pm (worth 5 points)
- Read Chapter 1: Introduction & Research Methods (pgs. 1-40)

Tue. Jan. 6

- SCHEDULE YOUR MIDTERM AND FINAL EXAMS! SEE INSTRUCTIONS ABOVE!
- Introductory Discussion Board #1 due Jan. 8
- Discussion Board #2 for Ch. 1 available and due Jan. 10

Wed. Jan. 7

- Reading Quiz I due Jan 8 at 11:59pm
- Syllabus Quiz due at 11:59pm
- Practice Quiz available through Jan. 9 (optional)

Thur. Jan. 8

- Read Chapter 2: Neuroscience & Behavior (pgs. 43-84) and Prenatal Development (pgs. 367-376)
- Last day to post a thread to Introductory Discussion Board #1 by 11:59pm
- Last day to post a thread to Discussion Board #2 by 11:59pm
- Reading Quiz I, Intro and Research Methods due at 11:59pm

- Reading Quiz II due Jan 9 at 11:59pm

#### Fri. Jan. 9

- Read Chapter 3: Sensation and Perception (pgs. 87-131)
- Discussion Board #3 for Ch. 2 & 9 available through Jan. 12
- Reading Quiz II, Neuroscience & Behavior and Prenatal Development due at 11:59pm
- Reading Quiz III due Jan 10 at 11:59pm

#### Sat. Jan. 10

- JOURNAL ASSIGNMENT for PART I DUE by 11:59PM (no late papers; submit through Assignments, instructions above)
- Read Chapter 5: Learning (pgs. 183-228)
- Last day to respond to a thread in Discussion Board #2 by 11:59pm
- Last day to post a thread in Discussion Board #3 by 11:59pm
- Reading Quiz III, Sensation & Perception due at 11:59pm
- Reading Quiz IV due Jan 11 at 11:59pm

#### Sun. Jan. 11

- Read Chapter 6: Memory (pgs. 231-272)
- Reading Quiz IV, Learning due at 11:59pm
- Reading Quiz V due Jan. 12 at 11:59pm
- Discussion Board #4 for Ch. 5 & 3 available through Jan. 13

#### Mon. Jan. 12

- Read Chapter 7: Thinking (pgs. 275-287 & Development: pgs. 386-392)
- Last day to respond to a thread in Discussion Board #3 by 11:59pm
- Last day to post a thread in Discussion Board #4 by 11:59pm
- Reading Quiz V, Memory due at 11:59pm
- Reading Quiz VI due Jan 13 at 11:59pm

#### Tue. Jan. 13

- Read Chapter 8: Emotion (pgs. 341-365)
- Last day to respond to Discussion Board #4 by 11:59pm
- Reading Quiz VI, Thinking due at 11:59pm
- Reading Quiz VII due Jan 14 at 11:59pm

#### Wed. Jan. 14

- Discussion Board #5 for Ch. 6 & 7 available through Jan. 17
- Reading Quiz VII, Emotion due at 11:59pm
- Reading Quiz VIII due Jan 18 at 11:59pm
- JOURNAL ASSIGNMENT for PART II DUE by 11:59PM (no late papers; submit

through Assignments, instructions above)

Thur. Jan. 15

- **MIDTERM (COVERS CHAPTERS 1 – 8) AVAILABLE TODAY THROUGH FRIDAY**
- Read Chapter 10: Personality (pgs. 417-453)
- Discussion Board #6 for Ch. 8 & 10 available through Jan. 18

Fri. Jan. 16

- **LAST DAY TO TAKE MIDTERM**
- Last day to post a thread to Discussion Board #5 by 11:59pm

Sat. Jan. 17

- Last day to respond to a thread in Discussion Board #5 by 11:59pm
- Last day to post a thread in Discussion Board #6 by 11:59pm
- Read Chapter 11: Social Psychology (pgs. 457-492)
- Discussion Board #7 for Ch. 11 available through Jan. 20

Sun. Jan. 18

- Last day to respond to Discussion Board # 6 by 11:59pm
- Last day to post a thread in Discussion Board #7 by 11:59pm
- Reading Quiz VIII, Personality due at 11:59pm
- Reading Quiz IX due Jan. 19 at 11:59pm
- Read Chapter 13: Psychological Disorders (pgs. 531-576)

Mon. Jan. 19

- Reading Quiz IX, Social Psychology due at 11:59pm
- Reading Quiz X due Jan 20 at 11:59pm
- Discussion Board #8 for Ch. 13 & 14 available through Jan. 21
- Read Chapter 14: Therapies (pgs. 579-620)

Tue. Jan. 20

- Reading Quiz X, Psychological Disorders due at 11:59pm
- Last day to respond to a thread Discussion Board #7 by 11:59pm
- Last day to post a thread in Discussion Board #8 by 11:59pm
- Reading Quiz XI due Jan 21 at 11:59pm

Wed. Jan 21

- JOURNAL ASSIGNMENT for PART III DUE by 11:59PM (no late papers; submit through Assignments, instructions above)
- Reading Quiz XI, Therapies due at 11:59pm
- Last day to respond to a thread Discussion Board #8 by 11:59pm



Thur. Jan 22

- **FINAL EXAM (COVERS CHAPTERS 10-14) AVAILABLE TODAY THROUGH FRIDAY**

Fri. Jan 23

- **LAST DAY TO TAKE FINAL EXAM**

Changes may be made to this syllabus as necessary. Students will be informed of any changes as soon as possible through e-mail and Announcements in Blackboard.