# ORIENTATION TO PSYCHOLOGY AS A SCIENCE AND PROFESSION

**PSYCHOLOGY 2010 (Online Sections 090-091)**

**SPRING SEMESTER 2017**

**Instructor: Meeting Times:** This is an online course Paul H. White, Ph.D.

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# Graduate Assistant:

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**Course Prerequisites:** PSYCH 1010 Psychology

# Required Texts:

Kuther, T. L. & Morgan, R. D. (2013). *Careers in Psychology: Opportunities in a Changing World*

(4th ed.). Boston: Wadsworth Cengage Learning.

Stanovich, K. E. (2013). *How to Think Straight about Psychology* (10th ed.). Boston: Pearson.

# Learning Outcomes & Course Objectives:

The Department of Psychology, as part of the U.’s Expected Learning Outcomes (ELO), developed five general ELOs based on recommendations by the American Psychological Association (APA) for undergraduate majors in psychology. This course is designed to highlight aspects of all five ELOs in its objectives as designated below with the numerical code (e.g., 1.1; for the full list of Psychology ELOs, visit the Psychology Undergraduate webpage: <http://www.psych.utah.edu/undergraduate>or the U.’s ELO Psychology webpage: <http://learningoutcomes.utah.edu/index.php/degree/359>).

By the end of the course, you should:

* + 1. Have a basic understanding of psychological concepts as a science and as a discipline. You will be able to describe some of the key principles and themes in domain of psychology (1.1), have a basic understanding of different content areas in the field (1.2), and understand how we can apply psychology in and outside of academia (1.3).
    2. Be able to evaluate some general aspects of psychology research methodologies & search out information related to the field, along with a basic understanding of how to design, conduct, & interpret psychological research (2.1, 2.2, 2.4).
    3. Have a basic understanding of the ethical challenges as it relates to being a better informed consumer of psychological/scientific knowledge (3.1).
    4. Have a beginning understanding of APA-style in general, along with writing for job & school applications (4.1).
    5. Have a basic understanding of the career options in psychology & related fields, with a focus on learning how psychology courses & training at the undergraduate level can help in your career path (5.1), including knowing more about our psychology department and what it takes to be a

psychology major or minor here at the U., along with how this course may help you post- graduation by making connections with faculty & other students in the department (5.5).

In this course, we will explore basic research issues and critical analysis of psychological science. We will discuss the methods of psychological research, along with the myths and images of psychology as a field. As part of this goal, you can participate in research conducted here at the university to give you more “hands-on” experience (more on this later) and we may do a small project together. By the end of the course, it is my hope that you will be able to cast a more critical eye toward how research findings and surveys are presented in the non-scientific world as well.

Another section of this class will expose you to what can be done with a psychology degree. We will discuss different specialties within psychology, along with related fields. There may be guest speakers to present different career options. In addition, we will explore what we do in our department and what we can offer you as a psychology major or minor, along with courses in psychology (and related areas) that would be beneficial for you to take given your career goals.

Finally, one possible fringe benefit of this course may be developing connections with faculty and graduate students in our department, along with other undergraduates who are pursing psychology as a major or minor (at the least, taking this and other psychology courses). There will be opportunities for you to get to know others in the course through discussion board assignments and some other possible small group activities online.

It is important to note that not every significant point can be covered in class, and therefore, it is your responsibility to keep up with the readings. Do not hesitate to contact me if confusion arises with the material or assignments.

**Course Format:** This is an online class. However, if you would like to attend the Campus version lectures, you can do so. Also, if you would like to take the exams with the Campus version section, please let me know. The Campus version meets twice a week **(Tues/Thurs. @ 9:10 – 10:30 a.m. in Beh S Room 110)**.

Material for this class will be the readings, posted videotaped lectures given by Dr. Paul H. White, and other files posted on the class website (e.g., PowerPoint files). Watch all the videos because the content presented in the lectures may not be available in the readings. You will be responsible for knowing that material. In addition, not everything in the readings will be covered in the lectures, but you will be responsible for that material. So, if issues in the readings or class are unclear, do not hesitate to ask for more clarification.

In addition to the lectures, there will be a section of videos/announcements called “Housekeeping”. Those will be reminders/updates for the class during the semester. You will want to watch the Housekeeping videos & read the announcements, as well. If you have problems viewing any of the videos, let us know.

**Schedule:** Throughout the semester, you will have different assignments that are outlined in the syllabus. You will have two primary sets of readings and maybe other supplemental readings. The particular readings will be listed with the author and chapter (e.g., S: 1 for Stanovich Chapter 1; KM: 1 for Kuther & Morgan Chapter 1). The day listed is the day the assignment is due (e.g., the first class is listed as just showing up online and smiling). Days on which something is to be turned in are highlighted in **boldface**. Some changes may take place to the schedule as the semester continues with items added or eliminated.

Whenever possible, changes will be announced at least a week in advance. The dates for the exams and assignments ***will not change*** (I hope).

**Class Website:** We have a website on Canvas. The easiest way to log on is through the Campus Information Services (CIS). On the website, I will post materials for the class (e.g., lecture slides, videos). I may include links to other research-related sites. We will use the class calendar for important dates and events. We will use the class website to turn in and return assignments. In addition, there will be a discussion board available for questions/comments. Finally, there will be Frequently Asked Questions (FAQ) pages for the class on the website.

Do check the site to make sure you can access it and to see if your e-mail address is correct and active. Please let me know if you have problems accessing the materials. If you have technical problems with the website, you can go either to Teaching & Learning Technologies (TLT) (tlt.utah.edu) or UOnline (uonline.utah.edu). If that does not help, please contact the TLT Help Desk at 801-581-6112 (8:00 am – 5:00 pm M-F Mountain Time) or Campus Help Desk at 801-581-4000.

**Contacting the Professor:** I have no problem with you getting in touch with me about the class. While I do not have set office hours, please contact me to make an appointment. You can call, but the easiest way is to e-mail me (Paul.White@psych.utah.edu). Please put your full name either in the “From” line (instead of just your uNID) or at the end of your message, along with your class section (just your first name may not be enough information; I know lots of people named “Paul” or “Jeni”; Also, I teach different classes). It may take up to **72 hours** for me to respond to e-mail or calls (and marking something as “urgent” may have no effect in response time). These contact rules apply to the TAs, as well.

Before contacting us, please consult the syllabus or the class material on the website to see if your question can be answered. I have created “evolving” FAQ pages with different areas on the website that may answer many of your general questions (e.g., Is there a Final Exam? Can research hours for another class count for this class?). In addition, check the class discussion board/announcements/Housekeeping for information, as well. If you do not check these places first and the information is there, the response may be, “See the Syllabus/FAQ/Discussion board/Announcements/Housekeeping”.

**Exams:** There will be **two exams** worth **15%** each for a total of **30%** of your grade. The exams will be multiple-choice and based on the readings and lecture materials. As a way to review for the exams and for the class material, there will be short quizzes on the website (for no class points) for you to take after each chapter and before the exam. This will allow you to gauge how you are following the material, plus give you a sense of the way I ask exam questions. Do not expect a study guide or an interactive review session for the exams.

You are responsible for setting up an appointment to take each exam. There will be no exceptions to this policy*. The dates are* ***February 9-11 (Exam #1)*** *&* ***March 9-11 (Exam #2)****.* The exams are scheduled and proctored by UOnline personnel or designated representatives at approved testing centers and administered on the computer at the testing site.

You **will not** be allowed to use an online proctoring service (e.g., taking the exam at home) for the class. If this is an issue (e.g., live where there are no testing centers), contact me as soon as possible.

I would recommend signing up early to make sure you get a spot for the exam. For more general information on being taking online exams, go to the UOnline website (link on the class website or uonline.utah.edu) or the Teaching & Learning Technologies (TLT) website (link on the class website or tlt.utah.edu) for questions. To register for the exams, go to the Schedule Exams link on the class website for you to use, as well). You can contact (801) 581-6112 or [examhelp@utah.edu](mailto:examhelp@utah.edu) if you need help.

If you miss the exam time, there will be a **10% per day penalty** (including weekends) until you take the exam unless it is pre-arranged or due to a documented emergency. If you have to miss the exam time due to a documented emergency, you will have **24 hours** to contact me to arrange another testing time before the penalty begins. Make-up exams may be different from the scheduled exams. **Note:** Not having your ID or other similar issues with the testing center does not constitute an emergency.

**Homework assignments:** There will be **8** different homework assignments for the class to help with the objectives and goals of this class. They are designed to give you exposure & practice with different material and aspects of the course. All assignments will be submitted online via Canvas. Click on the assignment and it will take you to a description of what is to be done. To submit it, paste the text of your assignment into the text box and click “submit assignment”. **Do not attach any documents when submitting homework (except where noted in the instructions for the assignment).**

For the assignments, I would suggest that you first write them in a word processing program so you can edit it easier. They are supposed to be short answers (less than a page). In addition, working with a word processing program will allow you to keep a copy of the homework in case the system loses your submission (e.g., you get timed out while typing).

All homework assignments are due by **10:00 p.m.** on the due date listed. Homework assignments will be worth **5%** each for a total of **40%** of your grade. All assignments will be graded on a 0 to 5 point scale. **Each assignment will have 5 questions/items to complete.** To receive full credit, you must complete all 5 components required for the assignment. In addition, as part of the assignment format, number each component in the submission (1., 2., etc.), except for the Résumé assignment. **Failure to do so will result in .5 off for the submission.**

*Late assignments will be penalized.* This starts with the first day it is late (e.g., if due on Thursday and turned in past 10:00 p.m. (yes, 10:01 is past 10:00), you will lose points on that assignment). There is a “grace period” of 15 minutes in which you will lose **only .5 points** (e.g., if submitted at 10:10, the most you can get will be 4.5 points). After the 15-minute window, *you lose* ***1 point per day that it is late, including weekends*** (e.g., if due on Thursday and submitted at 10:16, the most you can get will be 4 points; if submitted on that Friday past 10:00 p.m., another point will come off the maximum grade, so the most you can get is 3 points on the homework, and so on).

Basically, you will have **5 days** to turn in assignments for points, unless it is a documented emergency or we have a pre-arranged agreement. It is **your responsibility** to make sure your submission is accepted in Canvas. This will not count as an emergency unless there is a system-wide problem or documented technical issue for which you contacted the U.’s Help Desk. In other words, get things in on time and I would not wait until the last minute (you do not have to wait until the due date to submit assignments if you have completed it). Also, remember that some points (even with a penalty) are better than no points.

I plan to have homework assignments graded within two weeks of the due date, not two weeks from when you turn it in, if you submit it early (it may take longer if submitted late). If you want me to look over something before turning it in, contact me first to set up an appointment (do not just submit it with a note asking me to look over it). Regarding references & citations in APA-style, a wonderful resource we can use for the class is the Purdue Online Writing Lab (<https://owl.english.purdue.edu/owl/section/2/10/>).

Below are the homework assignments with general descriptions (more details are listed on the website).

1. ***What is Psychology (Part 1)?:*** You will write about your opinion and understanding of psychology at this point in your career. Explain what you believe is psychology. This is to get a sense of your views about psychology.
2. ***Academic Planner:*** Create a plan for the coursework and work/internship/research experience you will need for the major and for your career. This is to help you think through what you can take for the major/minor.
3. ***Research Lab:*** As a way to get to know the research done in the department, pick an area of psychology in the department that you are interested in pursuing and select a faculty in that area whose lab you would like to work in and summarize what they do in the lab. This is to help you learn more about the research done in our department and maybe assist in getting you connected with a research lab.
4. ***Faculty Critique:*** Pick a faculty member in the department and read one of her or his articles. You will summarize it and give suggestions about the research. This is to help with your critical thinking skills and research skills.
5. ***Psychology in the News:*** Find a news story describing some research in psychology and then find the research article the story is about or includes as part of the report. Read the primary source (i.e., the research article referenced) and answer questions comparing the research article to the news report. This is to help in your understanding of how research is reported in the media and your critical thinking skills.
6. ***Career Planner:*** Create a plan for your career goals by finding out what it would take to get the job you want after you graduate. You will look at online ads for psychology-related jobs. In addition, think about three psychology classes you have taken (or plan to take) and write about how the material and skills learned in each of the courses could be helpful in that position. This is to help you learn how to think about looking for jobs with a psychological skill set.
7. ***Writing my Résumé:*** You will construct a preliminary version of a résumé. This is to help give you some feedback on writing résumés.
8. ***What is Psychology (Part 2)?:*** Repeat what you did for Part 1, but now reflect on the changes you see from during Part 1 to now where you are in your career and after exposure to material in this class. This is to help see if and how the class may affect your views on psychology and research.

**Kuther & Morgan Psychology Area assignments:** As a way to get more involved discussion going regarding the different areas of psychology and their job prospects, there will be two related assignments: **KM Area Questions & KM Area Answers**.

First, you will post at least one **question** that you have for each area based on the reading in the Kuther & Morgan textbook and/or the lecture on the topic. As outlined in the Kuther & Morgan book, the areas are clustered into 10 chapters, thus you will submit at least **10** total questions (one for each area) for **10%** of your grade. The questions can be things you want to know more about the area or occupation discussed in the chapter/lecture. You will have to post a question before you can see the questions of other students. Of course, you can ask more than 10, if you so desire.

To submit a question, you post it under the appropriate **KM Area Questions Heading** on the Discussion Board. Questions will be due on **Fridays** by **10:00 p.m.** for **Weeks 11, 12, 13, 14, & 15** of the semester

(listed on the schedule below). If late, there will be a **.5 points** penalty per day (has be to in by **Saturday 10:00 pm** for any points).

For a submission to count as a question, it will need to be unique (not a direct duplication of another person’s question; the first person will get the credit). In addition, for it to count as a question, someone in the class will have to answer your question before the Answer deadline (see below). We will be responding to some questions, as well, but do not rely on it as your answer. Thus, pose questions that people will want to answer.

Second, you will need to **answer** one of the KM Area Questions (one per area). Thus, you will respond with what you can find as an answer based on lectures, readings, prior knowledge, or searching for an answer yourself to help your classmates get an answer to their question. As with the questions, there will be at least **10** total answers (one per area) for **10%** of your grade. Of course, you can answer more 10, if you so desire.

Answers must be submitted on **Mondays** by **10:00 p.m.** for **Weeks 12, 13, 14, 15, & 16** of the semester (listed on the schedule below). No **late submission** will be accepted for this part of the assignment.

Remember that for a question to count, it needs a response, so help out your classmates and answer their questions.

You cannot submit questions as the answer (to count for your KM Area Question) nor can you answer your own question (need to read and respond to someone else). As with the Questions, your answers/responses will need to be unique (not a direct duplication of another person’s response; the first person will get the credit).

Finally, for the questions and the answers, be respectful of each other and focus on the issues/topics, not personal attacks or negative comments about the question/answer itself. We have the right to edit or block posts, which may negate it counting for the submission.

**Class Participation:** As part of this course, there are activities put under the label of Class Participation. These activities will be done as part of small groups set up online during the semester. These assignments will be classified in two categories: **Group Work** and **Peer Review**.

For the **Group Work**, there will be two components. First, you will record a video introduction to your group members that will be posted on the group’s discussion board (only group members have access to it; instructions are on the assignment). If you would rather do an audio or written introduction, contact me (the preference is for video, but we can discuss options). The introduction is worth 3% of your grade. You need to post your video by **January 31 (10:00 pm Tuesday)**.

Second, you will respond/comment to at least two of your group members’ introductions. This is worth 2% of your grade. You need to make your comments by **February 3 (10:00 pm Friday)**.

The Group Work will count for **5%** of your total grade. As with the Homework assignments, there will be a **late penalty** of **1 point per day** (no grace period, though) for each component.

For the **Peer Review**, you will post on the group’s discussion board two of the assignments for the class (Research Lab & Career Planner). You will need to post your “draft” of the assignments early under the Peer Review assignment heading (suggested by **February 9 for Research Lab & March 9 for Career Planner**). This will give you and your group members at least 5 days to make comments/give feedback on the draft before the assignment is due for class (you could make some changes to the assignment

before turning it in to be graded). Comments are due on Tuesday (**February 14 for Research Lab & March 21 for Career Planner**).

For one draft, you will comment on at least two of your group members’ postings & comment on at least three of your group members’ postings for the other draft. Both reviews combined will count for **5%** of your grade. As with the Homework assignments, there will be a **late penalty** of **1 point per day** (no grace period, though) for comments on each draft (not for the posting of the draft itself. While that will not be graded, get it in early as a courtesy to your group members & to get feedback for yourself).

**Research Participation:** The field of psychology has been established through scientific research examining how people learn, think, and feel, and through standardized assessment of learning, thinking, and feeling. Only by verifying our intuitions with empirical data can science advance. Experience is a great tool to understand how psychological research is conducted and used in the field. To help facilitate growth in this area, you will have the opportunity to sign up for experiments on the Psychology Participant Pool website (go to [www.psych.utah.edu/research](http://www.psych.utah.edu/research) or psychutah.sona-systems.com for access to the pool). If you do not have an account for the Pool, you will first need to request one before logging in to sign up for experiments. *Please wait until you are told the Pool is open before accessing it.*

For this class, you will have a chance to gain extra credit points through your research experience. For each research credit hour, one point will be added to your **final grade** (yes, the overall grade). This can be gained by serving as a participant in the actual research project or by completing the alternative credit assignments listed for each research project (see below). The hours do not have to be **“unique hours”**

that are done only for this class (that is, if you are doing research for another class, they will count for this extra credit). You just need to make sure to have this class listed (look under my last name (White) and for this course) as one of your courses in the Pool so that I can see your total Pool research hours.

The maximum number of points you can obtain through this procedure is **five points** (you can do more, just not for bonus points, but if this changes, we will let you know). Remember, these will be added to your final grade, so if you were to have **88** points and participated in 2 extra hours of research, then your final grade would be increased by two points to **90**. If you do all five hours, your grade could increase by almost a **full letter grade** (e.g., B to A-; the only exception is those with an A already; sorry about that, but the participation would be a good experience anyway).

If you have any questions about this opportunity, check the Research FAQ page and/or let me know. In addition, you can gain Pool research credit through alternative methods without being a participant in a lab or online experiment (See the Research FAQ page or look at the descriptions for the different experiments in the Pool). For most of these alternative methods, you will have to read an article and answer questions to obtain the research credit.

More information on how to access and use the Pool is on the class website (file called “Students’ Guide to the Participant Pool”). The University’s Institutional Review Board (IRB) and the Department’s Research Committee have approved all experiments listed for the Psychology Participant Pool. If you have problems with the website, e-mail [webmaster@psych.utah.edu](mailto:webmaster@psych.utah.edu) indicating the course and section number, your name and student ID #. Be specific about what the problem is and what you are requesting should happen. When you sign up for studies, be careful that you write down the date, time, and place of the study and show up for your all appointments. If you miss without appropriate cancellation, you may be docked research hours and have to make them up.

I would encourage you to sign up for a variety of studies. I cannot stress enough that you should not wait until the end of the semester to start your research hours in the Pool. The number of experiments and

opportunities (even for alternative credit options) will fluctuate throughout the semester, and the numbers get smaller typically toward the last month of the semester. In addition, it can take a week or two to process the credits into the pool when things are very busy. Thus, do the hours throughout and do not wait. There are enough hours in the Pool for everyone in the class to complete this assignment.

The suggested last day for you to do research in the Pool for this class is **April 19.** That should give you time to make sure the credit is in the Pool before the research due date. The deadline for all **Pool research credit hours** to be assigned to you in the Pool (i.e., the credit has to be assigned, not that you have signed up for the experiment) is **Saturday, April 30** by **10:00 p.m**. Pool research credit given after the deadline will not be counted (even if the research was completed before that date and time).

*Please do not sign up for any experiments that list me (Paul White) as the experimenter (these will not count toward your hours for this class)*.

**Research Assistant (RA) bonus;** If you are a psychology research assistant in someone’s lab and work at least **20 hours** during this semester, this can count as your extra research credit. You will need the faculty member or graduate student who is supervising you to send me a note by the deadline date stating that you worked in her or his lab for 20 or more hours. Sorry, you cannot get both the RA bonus and the extra research credit (one or the other only; no partial credit for RA). The deadline for the RA bonus is **Saturday, April 30** by **10:00 p.m**. *Late submissions will not be accepted.*

**Questions:** I would strongly encourage you to ask questions by sending me an email after watching the lecture video if things are confusing or if you would like more information about a topic. In addition, I would invite you to submit questions via the discussion board on the class website. The questions can be about anything that was unclear in the readings or questions that were sparked by the topic. Also, by posting questions, you may help others who have similar questions/confusion about issues. I suggest you keep a copy of your questions (who knows, it may show up on an exam)!

**Grade Scale:** Below is listed the guidelines for the letter grades and the corresponding percentage point range equivalents for this course. These cutoffs are subject to change in decimal degree (e.g., “A” may be

94.75 or greater) and are listed so that you can have some idea of the scores needed for the letter grade. Please note that your scores depend on your performance and are not curved based on the overall class performance. So, it is possible for everyone to get an “A” (or everyone could hit the other end, but let’s hope not).

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| --- | --- | --- | --- |
| **A** | **95 or above** | ***C-*** | ***70 to 74.9*** |
| **A-** | **90 to 94.9** | ***D+*** | ***67 to 69.9*** |
| **B+** | **87 to 89.9** | ***D*** | ***64 to 66.9*** |
| **B** | **84 to 86.9** | ***D-*** | ***60 to 63.9*** |
| **B-** | **80 to 83.9** | ***E*** | ***Below 60*** |
| **C+** | **77 to 79.9** |  |  |
| **C** | **75 to 76.9** |  |  |

**Student Rights and Responsibilities:** The Department of Psychology has a zero tolerance policy for academic misconduct. Academic misconduct includes cheating, plagiarizing, research misconduct, misrepresenting one’s work, and inappropriately collaborating. This applies to any work students turn in for evaluation or course credit. All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, detailed in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft,

etc. Students should read the code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with the verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee. To read the Code of Student Rights and Responsibilities, see <http://www.regulations.utah.edu/academics/6-400.html>.

**Department of Psychology Academic Misconduct Policy:** The use of another person’s work or ideas without proper citation is an act of plagiarism and will lead to an automatic failure on that assignment, and possibly for the course. This goes for all assignments (even extra credit). Please respect others’ work, and more importantly yourself, by giving proper credit and by not copying others’ work.

Minor offenses (plagiarism in written work) include failure to use citations correctly, because of lack of understanding of proper procedures for crediting ideas, rather than intention to cheat (with no evidence of lifted/stolen text. Major Offenses include:

1. Cheating on a test, quiz, problem set, or other independent work
2. Plagiarism in written work: Copying any quantity of text from another source or another student without quoting and citing the copied text.
3. Plagiarism in written work: Flagrant misuse of citations, such that a student clearly attempted to represent ideas that were not his/hers as if they were, even if the ideas were presented in the student’s own words.

Both minor and major offenses will have consequences, as outlined in the full Psychology Department Policy (which you can find [here](https://www.psych.utah.edu/undergraduate/pdf/Department%20of%20Psychology%20Undergraduate%20Academic%20Misconduct%20Policy.pdf) in PDF format).

Assignments turned in on Canvas will be screened using Turnitin, and the above policy will be followed when misconduct is found.

If you are suspected of academic misconduct, the process proceeds according to the rules found in the Student Code, University Policy 6-400(V). If you are found responsible for misconduct, consequences range from failure on the assignment to dismissal from the program, consistent with both University and Psychology Department Policy.

**Nondiscrimination:** Discrimination is defined at the University of Utah as less than favorable treatment based on race, color, religion, national origin, gender identity/expression, sexual orientation, age, disability, or status as a protected veteran. The University of Utah expects members to treat one another with respect. Any behavior that results in sexual abuse, harassment, or intimidation of another person, or any unwanted objectionable sexual attention toward another person is considered to be sexual harassment and will not be tolerated. As a student of the University of Utah, you are entitled to participate in University programs and activities free of sexual harassment and other forms of discrimination. No verbal statements of discrimination or harassment will be tolerated in this class. This includes conversations and discussions that are held through the class website, as well. Students who engage in such behavior during discussions will be openly confronted about the behavior. Please be respectful!

If you feel that there has been a violation of these expectations, please let me know and/or contact the Director of the Office of Equal Opportunity and Affirmative Action (Park Bldg. Rm 135; (801) 581- 8365).

**Americans with Disabilities Act (ADA):** The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access (CDA), 162 Union

Building, 581-5020 (V/TDD). CDA will work with you and I to make arrangements for accommodations. More information can be found in the CDA Student Handbook: <http://disability.utah.edu/documents/CDA-Student-Handbook.pdf>.

**Scheduling Accommodations:** Consistent with Section A of the University’s Accommodation policy, I am willing to accommodate university activities as well as values-based obligations (including religious or other values-based activities) that conflict with course activities. No later than the end of the **third week of the semester**, please send me an email with the nature and date of your anticipated absence (earlier if your conflict occurs before that deadline). That will give us time to work out a way for you to make up any missed work.

**Content Accommodations:** There will be no automatic content accommodations in this class. Please review the syllabus and topics carefully and be sure that you are able to understand and will be able to articulate all of the topics we will be covering this semester. If you anticipate problems, meet with me and we may be able to find ways to work around the concern. Otherwise, you should consider dropping the class.

**Accommodation Policies:** Please read the University’s Accommodation Policies available online at <http://www.admin.utah.edu/facdev/index.html> (under the Accommodations Policy heading).

# Writing Center: Should you find that you are having difficulty with the writing portion of the class and feel you could use some extra help please utilize the services offered by the writing center. At the University Writing Center, you can receive one-on-one advice on your writing, geared to your individual needs and challenges. The writing center is located on the second floor of the Marriott Library. Call 801- 587-9122 or [www.writingcenter.utah.edu](http://www.writingcenter.utah.edu/) to make an appointment.

**Learners of English as an Additional/Second Language: If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (**[**http://linguistics.utah.edu/esl-program/**](http://linguistics.utah.edu/esl-program/)**); the Writing Center (**[**http://writingcenter.utah.edu/**](http://writingcenter.utah.edu/)**); the Writing Program (**[**http://writing-program.utah.edu/**](http://writing-program.utah.edu/)**); the English Language Institute (**[**http://continue.utah.edu/eli/**](http://continue.utah.edu/eli/)**). Please let me know if there is any additional support you would like to discuss for this class.**

**Wellness Statement: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness -** [**www.wellness.utah.edu**](http://www.wellness.utah.edu/) **(801-581-7776). The Counseling Center is another excellent resource, offering services that include counseling and a mindfulness clinic (see** [**http://counselingcenter.utah.edu**](http://counselingcenter.utah.edu/)**).**

**Veterans Center: If you are a student veteran, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8- 5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources:** [**http://veteranscenter.utah.edu**](http://veteranscenter.utah.edu/)**. Please also let me know if you need any additional support in this class for any reason.**

**Withdrawal Policy:**

1. **In accordance with the University’s withdrawal policy, you may drop this class without penalty or permission by January 20. After that, you have until the Friday after the midpoint of the term (determined by the Registrar) to withdraw without permission (March 3), but a “W” will be recorded on your record and fees will be assessed by the University.**
2. **While you do not need my approval for withdrawals, I do ask that you inform me of your plans. Part of the course may require you to work as part of a group. So, please do not just stop coming to class, but do let someone know (if possible).**
3. **Withdrawals will be granted throughout the semester for** *valid, documented medical reasons only (signed letter from your doctor on letterhead stationary)***. University policy clearly states that you cannot use withdrawals to maintain your GPA. In other words, you will not be able to drop this class because you do not like your midterm grade or feel unprepared for the final. Please do not ask the department or me to allow you to drop after the midpoint week** *unless* **you have a valid and documented medical excuse or** *unless* **you are withdrawing from school completely this semester.**

**Note:** In this course, we will be covering a lot of material, most of which is complex. It may take a few attempts for you to understand the concepts. Please, *do not hesitate* to stop us during discussions if you are confused or do not understand something that we have said or an answer that we have given. If you disagree with something or have a shining (or even a dull) insight into the topic, feel free to speak up.

Class will go much better if you participate. Remember: If you have that question, then others may have similar inquiries. So, do them a favor and ask. I hope that this course, while intense at times, will be an enjoyable experience and help sharpen your critical thinking caps.

# Changes to the syllabus will be made, if needed. Alterations will be announced in advance.

**DATE TOPIC ASSIGNMENT**

**Week 1**

Tues. Jan. 10 Introduction to course Just show up and smile Thurs. Jan. 12 Psych is Alive: What is Psychology & what is “soft”? S: 1

**Week 2**

Tues. Jan. 17 False Green Men: How do we find the “Truth”? S: 2

**Thurs. Jan. 19** Majoring in Psychology at the U. (PAC Office) KM: 1

**What is Psychology? (Part 1)**

**Week 3**

Tues. Jan. 24 What does it mean?: **A few basic research terms & issues S: 3**

**Thurs. Jan. 26** Testimonies & Case Studies: **Well, a friend told me. . . S: 4**

**Academic Planner**

**Week 4**

**Tues. Jan. 31** Ban ice cream: It is connected with deaths S: 5

**Group Introductions**

Thurs. Feb. 2 Under our control: **How to find causes of behavior S: 6**

**Fri. Feb. 3 Group Intro Comments**

**Week 5**

Tues. Feb. 7 **Is this real life?: College students may be real people, too S: 7**

**Thurs. Feb. 9 EXAM #1** *BRING PENCILS AND BRAIN*

**Post Research Lab for Peer Review**

**Week 6**

**Tues. Feb. 14** Avoiding Einstein?: **I am a genius! S: 8**

**Peer Review Comments of Research Lab**

**Thurs. Feb. 16** Magic Bullet?: **I am a genius! S: 9**

**Research Lab**

**Week 7**

Tues. Feb. 21 Probabilistic reasoning: Can we draw **valid conclusions? S: 10**

**Thurs. Feb. 23 Was it Chance, Luck, or Planning? S: 11**

**Faculty Critique**

**Week 8**

Tues. Feb. 28 No respect! No respect at all? S: 12

**Thurs. Mar. 2 Congratulations, you have your degree! Now what?** KM: 12

**Psychology in the News**

**Week 9**

Tues. Mar. 7 **Applying to Graduate School** KM: 14

**Thurs. Mar. 9 EXAM #2** *BRING PENCILS AND BRAIN*

**Post Career Planner for Peer Review**

**Week 10 NO CLASSES (SPRING BREAK!)**

**Week 11**

**Tues. Mar. 21** Clinical & Counseling Psychology KM: 2

**Peer Review Comments of Career Planner**

|  |  |  |  |
| --- | --- | --- | --- |
| **Thurs.** | **Mar. 23** | School Psychology | KM: 3  **Career Planner** |
| **Fri.** | **Mar. 24** | **Clinical/Counseling & School KM Questions due** |  |
| **Week 12** | | | |
| **Mon.** | **Mar. 27** | **KM Answers due** |  |
| Tues. | Mar. 28 | Legal & Forensic Psychology | KM: 4 |
| **Thurs.**  **Fri.** | **Mar. 30**  **Mar. 31** | Health Psychology  **Legal & Health KM Questions due** | KM: 5  **Résumé (PDF file)** |
| **Week 13** | | | |
| **Mon.** | **Apr. 3** | **KM Answers due** |  |
| Tues. | Apr. 4 | Sport Psychology | KM: 6 |
| **Thurs.** | **Apr. 6** | Biopsychology/Neuropsychology | KM: 7 |
| **Fri.** | **Apr. 7** | **Sport & Bio/Neuro KM Questions due** |  |
| **Week 14** | | | |
| **Mon.** | **Apr. 10** | **KM Answers due** |  |
| Tues. | Apr. 11 | I/O & Human Factors | KM: 8 |
| **Thurs.**  **Fri.** | **Apr. 13**  **Apr. 14** | Cognitive & Quantitative Psychology  **I/O/Human Factors & Cog/Quant KM Questions due** | KM: 9  **What is Psychology? (Part 2)** |
| **Week 15** | | | |
| **Mon.** | **Apr. 17** | **KM Answers due** |  |
| Tues. | Apr. 18 | Social & Consumer Psychology | KM: 10 |
| Thurs. | Apr. 20 | Developmental Psychology | KM: 11 |
| **Wed.** | **Apr. 19** | **Last Day to participate in Pool Research (suggested)** |  |
| **Fri.** | **Apr. 21** | **Social/Consumer & Developmental KM Questions due** |  |

**Week 16**

**Mon. Apr. 24 KM Answers due**

Tues. Apr. 25 **Being a Professor** & wrap up of class KM: 13

**Sat. Apr. 30 Last day to count Extra Credit:**

**Pool Research Hours (credit needs to be awarded by 10:00 p.m.)**

**RA bonus (contact by faculty/grad student needs to be by 10:00 p.m.)**