

Professor:	Dr. Regan A. R. Gurung	www.uwgb.edu/humdev/gurung.htm
Class time:	Tuesday/Thursday,	MACH 210 11.00 a.m. to 12.20 p.m.
Office:	MACH-C309 Phone: 465-2482;	Email: gurungr@uwgb.edu
Office Hours:	Tues/Thurs: 10.00-11.00 a.m. M,W,F	call 2336 for appointment/ stop by.
Teaching Assts:	Trudi Arnold; Katie Bruni; Amanda Degeneffe; Jessica Hopp Joshua Vandebusch, Caitlin Zozakiewicz,	

What Is This Course About?

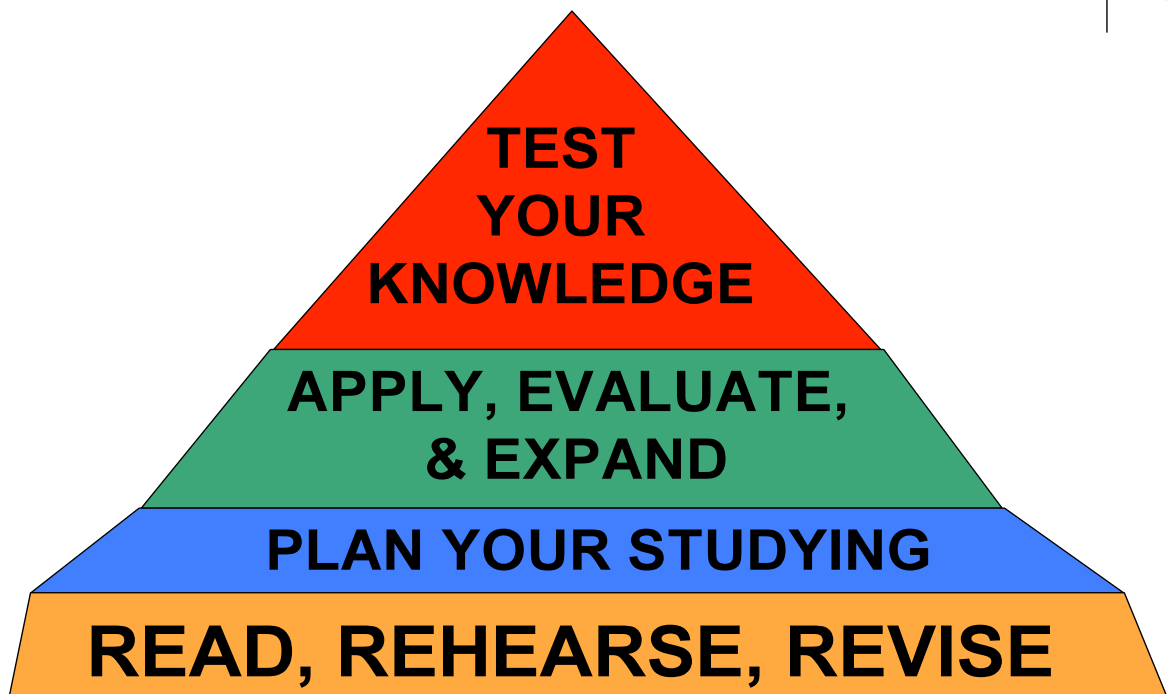
EVERYTHING !! Psychology is concerned with every aspect of life, including most of the different occupations and jobs one can hold. This course provides an overview of the history and current status of the field and introduces you to the many ways psychology can help us understand and improve our everyday lives. Whether you want to go into business, law, medicine, public service, agriculture, construction, or psychology and its many related fields (e.g., environmental, health, clinical, industrial/organizational, nutritional, exercise/sports), this course will give you the basic theories and knowledge you need to do well in your chosen area. It will provide the intellectual orientation to each of the major areas of contemporary psychology, along with an appreciation of the issues, concepts, and approaches used in studying the interplay between brain, mind, behavior, and people. This course will prepare you to appreciate and be better qualified to participate in LIFE, as well as in upper-level courses in psychology and human development.

What are the Goals of this Course?

- A. To Foster an Understanding of the Breath of Psychological Science** – To help you to comprehend, analyze, synthesize, and evaluate the major psychological approaches to the study of human behavior, and apply them to everyday life.
- B. To Develop Scientific Values and Skills** – To help you learn how to: think critically and use the scientific method to ask and answer questions about everyday life, recognize common errors in decision making, thinking and acting, and especially to develop a critical attitude about accepting authority-based conclusions and media-reported evidence.
- C. To Aid Personal Development** -- To help increase your understanding of the behavior of others as well as your own. To enhance your curiosity about the internal and external factors that influence thoughts, feelings, and actions, and better understand individual differences. To promote an open acceptance of the diversity of human nature and functioning.

How do you Maximize Your LEARNING (and get a GREAT grade)?

1. **Come to class prepared and stay focused.**
 - a. Read the assigned readings before you come to class and take the quizzes.
 - b. Identify difficult areas in the text to discuss in class.
2. **Take good notes.**
 - a. Write down the key material from lecture and the book in your own words.
 - b. Write down examples.
 - c. Leave a lot of space (use one side of a notebook or leave extra lines between topics/subtopics).
3. **Study well for exams.**



Use the Study Pyramid: All levels are important but you need to spend the most time at the top.

- Start studying early and study often (review text/notes after each class).
- PLAN your studying and break down the task into subtasks.
- Use the study guide provided and the online study aids (textbook website).
- Use different techniques; study with a friend, use flashcards.
- TEST yourself well to see what you do not know and spend time restudying.
- Come see me/call me/email me, if you do not understand something.

Give Learning Your Time, Energy, and Commitment: Supplement each hour of in-class work with approx. 2 hours of course related study for optimal performance and understanding.

I have structured this course to reach many different learning styles and to provide multiple opportunities for enhancing understanding. This means going BEYOND multiple-choice exams to demonstrate your learning. I provide different opportunities for you to engage psychology. Focus on the process and do not get bogged down by the outcome.

THE TEXT: You have the choice of either Weiten (2008). *Psychology: Themes and Variations*, or Rathus (2009) *Psych*. Please bring your textbooks to class as I shall refer to tables and figures in it. For Weiten you need only bring one chapter in at a time (it is looseleaf). A semester is not enough time to cover all of the text material in lecture in class, but you will be expected to be familiar with it and be ready to discuss it in group activities and on the exam. Again, let me know if you have trouble understanding text material we do not cover in class.

How Do You Show Me How Much You Have Learned?

- I. **Exams** will consist of 65 multiple-choice questions. Exam 4 is **NOT cumulative**. **NO make-up exams will be given**. Because exam dates are specified well in advance you are expected to be able to take all of them. Exceptions for catastrophic cases will be reviewed individually and will need documentation (e.g., doctor's note).

- II. **Group Engagement Exercises (GEEs)** help you better grasp the material. Groups of 5 will be created by random assignment and will be changed once to give you an opportunity to work with different people. GEEs are worth 10 points each (one grade/group). Missing a GEE results in a zero and less depth of understanding of topics. GEEs take place weekly (exact day will depend on the speed at which we cover material). *Special instructions on group dynamics will be discussed in class*. Groups benefit when all members come to class prepared. ****NOTE**** In case of absence due to a **documented sickness** (note from doctor or health service), **email TA before class time to prevent the 0 points** (You will still have to complete a group assignment from the TA).

- III. **Psychology and Life Essay**. The different topics covered by this class illustrate psychology's focus on the multiple determinants of behavior. In line with the goals of this class (i.e., helping you to think critically), this 3 page paper assignment challenges you to take the information you have learned in this class and combine it with your intellect, worldview and personal experiences. Papers are due at the start of class on **April 30th**. To help you write better, benefit from this assignment, and get a better grade, you may turn in drafts of the paper (due **April 23th revised drafts due May 4th**). Turning in a draft is optional. Detailed instructions will be posted on the class website.

- IV. **Participation: There are two graded components of your personal engagement in this course.**
 1. **Class Participation:** This one is easy. Come to class, attendance will be taken. One unexcused absence is OK (though you will miss great stuff), more result in point loss (each above 1 = 1% off).

 2. **Research Participation:** You are required to earn 8 research points. These points can be earned by participating in research studies, attending research presentations, and/or reading and reviewing relevant research articles (1 research point = 15 minutes of research experience). You are enrolled in the **Experiential Research Learning Program (ERLP) D2L page**. This page will advertise opportunities for you to earn research credits, track the credits they have already earned, and has other useful links

and information. *To earn research credits:* Log on to the ERLP D2L page often to see what opportunities are available. Sign up or show up for the activity (some activities require students to sign up ahead of time and some studies do not). Following the activity, students print their name on a credit sheet which is given to the ERLP coordinator who will assign credit.

Be sure to read the “Information for Students” document on the ERLP D2L page. Sign up for research activities as early in the term as possible (so you don’t miss the opportunity later). You may only participate in research activities posted on the ERLP D2L page to receive credit for this class.

- *Students who sign up for a research activity but do not attend and do not cancel 24 hours ahead of time will receive a penalty equal to the number of credits offered for the activity. You may only participate in the same research study once.*

Bonus: Bulletin Board postings: Provide your own opinions to challenging questions, and respond and comment on the opinions of your classmates. List your examples of material discussed in class.

- V. **Quizzes:** Lectures should not be your first exposure to the material. To help you get ahead, you are *required* to take an online quiz for every chapter that you read due by class time (see schedule and website). **First read the chapter, then** take the quiz from the class website. **You have three attempts per quiz and your highest attempt counts.**

How Does It All Add Up?

<u>Exam 1</u> -	10%	<u>Group Engagement Exercises</u>	15%
<u>Exam 2</u> -	15%	<u>Psych and Life Essay</u>	10%
<u>Exam 3</u> -	15%	<u>Participation</u>	10%
<u>Exam 4</u> -	15%	<u>Quizzes</u>	10%
	55% of grade		45% = 100%

THERE IS NO CURVE! My philosophy on grading is that individual effort rather than competition results in a more productive and successful learning environment.

LATE POLICY: You lose 1 point for every day the paper is late (I count weekend days too).
Grades will be assigned in the following manner

A: 93-100
A/B: 88-92
B: 84-87
B/C: 79-83
C: 75-78
C/D: 68-74
D: 60-67
F: <60

NOTE ON EMAIL: I will be using your UWGB student email addresses to send you updates and information. Please *check it often* (set your account to forward your email to what you check).

A Framework For Class

- Class will be devoted introducing, clarifying, and summarizing topics fully dealt with in the text rather than repeating the text. More importantly, I will bring in current topics from the field. **You are responsible for all the material in the assigned readings even if not covered in lectures.**
- If you do not agree with material, if something I say raises a question in your head, or if you think of something that contributes to current topic, PLEASE RAISE YOUR HAND and let me hear you. I REALLY appreciate, and your CLASSMATES BENEFIT from your personal contributions.
- Use my office hours. Come to my office and chat before or after class with questions. I am here to help you do well in this class and here at UWGB.
- *If you have a disability please contact and wish to discuss special accommodations please contact UWGB's Disability Services (SS1500) or 465 2849 as soon as possible.*

GET YOUR MONEY'S WORTH.

Please be on time, and stay the full time.
Please do not chat during class, or pack
before we are done.

Courteous behavior in class and in web
postings will be appreciated by all.



Please *turn off your cell phones* before
each class.

Please keep laptops/mobile devices off
desktops and off/silent mode.

Come to all classes.
Stay focused till the end.

Approximate Schedule of Classes

(Changes will be announced in class/on the class web page)

Class Meeting	Topic	Read (Ch.)*		Quiz#
		Rathus	Weiten	
1	Jan 27	Introduction to the course and psychology		
2	Jan 29	1	1	1 DUE
3	Feb 3	1	2	
4	Feb 5	Psych&Life: SuperSize Me		2 DUE
5	Feb 10	Doing Psych. Science.		
6	Feb 12	2	3	3 DUE
7	Feb 17	Physiological Psychology		
8	Feb 19	The Biology of Attraction		
9	Feb 24	Exam I		
10	Feb 26	4	4	
11	Feb 20	3	10	
12	Mar 3	Key aspects of Human Development		4 DUE
13	Mar 5	6	6	
14	Mar 12	Learning		
15	Mar 10	Learning Theories		5 DUE
		<h1>Spring Break</h1>		
16	Mar 24	7	7	6 DUE
17	Mar 26	Memory		
18	Mar 31	EXAM II		
19	Apr 2	11	11	7 DUE
20	Apr 7	Personality Theories		
21	Apr 9	Why do we do what we do?		8 DUE
22	Apr 14	14	15	
23	Apr 16	Social psychology		
24	Apr 21	Exam III		
25	Apr 23	What makes us healthy?	[Drafts Due] 10	12 9 DUE
26	Apr 28	What goes wrong?	12	13
27	Apr 30	Abnormal psychology	[Papers Due]	
28	May 5	Therapies	13	14 10 DUE
29	May 7	How do we make it better?		
<u>THURSDAY May 12th</u>		FINAL EXAM		10.30 a. m. – 12.30 p.m.

***NOTE: FOR WEITEN, selected pages only will be required (See online full syllabus)**