

**Course Syllabus**  
**Psychology 1010-03**  
**General Psychology**  
**Spring 2007**  
**Monday, Wednesday, and Friday 9:00-9:50**  
**GC 107**

"The mind is not a vessel to be filled, rather a flame to be kindled"  
-Ancient Greek Philosophy

"An idea, once stretched, never returns to its original shape"  
-Professor Jim Harrison

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**Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations, or auxiliary aids will need to contact the:**  
**Southern Utah University**  
**Coordinator of Services for Students with Disabilities (SSD)**  
**Room 206F**  
**Sharwan Smith Center**  
**(435) 865-8022**

**SSD Determines eligibility for and authorizes the provisions of services.**

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**Instructor:**

Dr. Steve Barney

Office hours: Monday and Wednesday 10:00-11:30, Tuesday and Thursday 2:30-3:30 or by appointment

GC-308H

You can reach me at 586-7955 or Barney@SUU.EDU

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**Textbook:**

Required Hockenbury & Hockenbury, Discovering Psychology 4<sup>th</sup> ed. Worth Publishers. ISBN 0-7167-7654-5.

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**Resources:**

Much of the information you will need for this class is available through the Class Website (URL <http://suu.edu/faculty/barney/psy1010.html>). On this site, I will post a copy of the course syllabus, lecture outlines, and learning objectives (study guides) for each chapter. I will also post other documents that will relate to this course as the semester progresses, so remember to check the site periodically.

I will correspond to the class via e-mail using your SUU student e-mail address. If you wish to have e-mail sent to a different address, you must change your preferred account to your personal address using SUU's Banner computer system. Go to the SUU Home Page under "Current Students" and click on the "Email/Phone Directories" option. This will bring you to a page where you can search for a student's e-mail address if you know their first and last name. Type in your information and see what comes up. This is your designated e-mail address. If it is not the one you regularly check you can change it to the one you prefer. From the e-mail page select "Back" and return to the page where you originally entered your first and last name. Click on the "Change it now online" option and log on to SUU's Banner System using your T-Number and your PIN. Click on "Personal Information" and then "E-Mail Addresses". If your personal e-mail address is there, click on the address and designate it as "Preferred". If your preferred address does not exist, select the "Type of E-mail to insert" drop box and select one option. Click "Submit" and then enter the e-mail address you want. Make sure you designate it as "Preferred".

## **Course Outline and Goals**

This course explores the social science known as *Psychology*. Emphasis will be placed on understanding the terms, constructs, major theories, schools of thought, and practical applicability of psychology. An emphasis will be placed on the manner in which knowledge is obtained, including the scientific method, critical thinking, and statistical analysis of data. Several classic experiments in psychology will be reviewed and critically analyzed. Upon completion of this course, the student will possess a basic knowledge of the psychological principles that help understand, explain, and predict human behavior; and will be a more informed consumer of information.

## **Community Service**

In keeping with the mission of the University to...

“Develop the student into productive, responsible citizens...”

this course has a community service-learning component. As you provide some form of community service, you will also be learning about psychology. This activity is a part of the curriculum for this course and will require time outside of class in both doing the service, and in reflecting upon and reporting on what you learned. I expect a brief description of the project you plan to do **by the end of the third week of the semester!**

## **Expectations for the Instructor**

It is my responsibility as the instructor of the course to present a comprehensive review of psychology in a manner that makes learning challenging and exciting at the same time. I will present information in lecture format, show videos, and use in class examples to help clarify the topics we will cover. I will make an attempt to involve as many students in classroom discussion and examples as are willing and comfortable. Part of my responsibility is to come to class each session prepared and willing to answer questions. My job is not to simply lecture about information you are able to find in the book. My job is to help clarify questions you may have about the material and facilitate your understanding.

## **Student Expectations**

It is your responsibility to come prepared to learn and willing to challenge yourself in new and unique ways. Although I do not expect to change opinions or values, I hope that you will be willing to explore alternatives to traditional understanding and consensus and make informed choices about things. I expect that you will all have access to a copy of the textbook, and make the effort to read the chapters as we discuss them. Reading ahead and coming to class prepared for what we are discussing is **BY FAR** the best way to learn class material. You cannot expect to have a decent educational experience if you are not here. I expect you will attend class as frequently as possible. I encourage you to plan your schedule to include time for class. If lack of attendance becomes a problem, I reserve the right to establish an attendance policy at some point in the semester. Such a policy might include points for attendance, pop quizzes that cannot be made up, etc.

Class participation is paramount in my teaching style. Feel free to ask questions, bring up issues, disagree with my positions, etc. As you involve yourself in what goes on, your learning will increase, and I will be able to judge my effectiveness as we go. If you have an aversion to speaking in class, let me know and I will do what I can to accommodate your questions or concerns in private (however, if you have a question, chances are that others in the class have the same one, and might benefit from your asking it).

## **Testing, Grading, and Evaluation**

Grades in the class will be given according to university policy and using standard grade cutoff scores. Incompletes and/or Unofficial Withdrawals will be assessed as per university policy. Add-Drop and Withdrawal dates are listed in the Year-Round Class Schedule and it is your responsibility to know the deadlines and take what action you feel is best for you. If you have questions or concerns, please stop by whenever I am in my office.

## **Examinations:**

There will be 3 examinations in the class. While they are not entirely "cumulative" in nature, information learned in previous sections will be helpful in future ones. Don't think you can learn and forget after the test is over. Each test will contain multiple-choice, true/false, and fill in the blank questions. **A SCAN-**

**TRON WILL BE NEEDED FOR ALL EXAMS.** They may be purchased in the bookstore or in the psychology office. Those with 50 answers per side are required. Make-up exams will not be given in most circumstances. If you know you will be out when an exam is scheduled, please arrange with me to take the test before you leave. Exams are worth 100 points each. Material will be taken equally from lecture and from the book (stuff we might not cover in class) so be sure to keep up on your reading. Study guides are available on electronic reserve (Learning Objectives). The 100-question final exam is comprehensive, but it is optional. You may take the exam and replace the lowest of your other 3 exam scores (if you score higher on the final). Past exams will be available through the library for review 2 weeks prior to the end of the semester.

Chapter Outline: You will complete a detailed and comprehensive Chapter Outline for one of the chapters we are not planning to cover in class. This will be in outline form, and will be graded for completeness, organization, neatness, etc. It is worth 50 points. You cannot possibly hope to outline a 30 page chapter in two or three pages of outline. A detailed assignment description and a scoring rubric is available on line. **This will require several pages and a fair amount of detail.** The outline is due **Friday, April 13<sup>th</sup>**.

Service Learning Paper:

“Not everything that is faced can be changed, but nothing can be changed until it is faced.”

-James Baldwin

In part, psychology explores the behaviors and attitudes of individuals toward other individuals or groups of individuals. There are many principles that explain how things like prejudice and stereotypes are formulated and maintained. Alone, these stereotypes and prejudices can be detrimental in many profound ways, but they also contribute substantially to the behaviors of those who possess them. It is important to recognize these qualities in yourself, understand what formulates and sustains them, and how they are manifest in behaviors. Then taking action to reduce or eliminate them is the next step. Think about it, if we are able to eliminate all stereotypes and prejudices how many of the world's problems we could resolve. While I am not being idealist here, but steps toward improving the condition of the world around us, no matter how small, are needed. As such, you will be afforded this opportunity. **This will be due Friday April 20<sup>th</sup>**. Please give me a written project idea (a few sentences) by **Monday, January 22**. The project idea is worth 5 points.

To complete this project, you will be expected to:

1. Identify a group (you may use the list below or another group from your life) against whom you may have stereotypes or prejudices
2. Write about these prejudices or stereotypes. Discuss specifically how they were formed
3. Write about how these prejudices or stereotypes have been maintained through the years (using the psychological principles we have discussed in class)
4. Write about how this prejudice or stereotype has affected you, those around you, and the greater society.
5. Write about how this prejudice or stereotype may contradict your own personal values or belief system.
6. Contact and arrange with one of the service learning coordinators listed below a time you can spend 6 or more hours with the group you listed in step 1
7. Engage in a service-related activity as agreed upon by the coordinator of the site you chose
8. Write a reflection paper on what you did and what you learned from the experience. Were any stereotypes or prejudices changed or modified?

The quality of this paper will determine your grade. I expect that your paper be well written, detailed, and extensive (**2 or 3 pages are not enough**). Use a lot of examples and relate them to the principles we learn about this semester. Be sure to include a description of the entire process and **discuss each of the steps outlined above** (you may even want to use the steps above as an outline for your paper).

The project will be worth 100 points and will be graded on the following

1. Grammar and neatness

2. Content reflecting the experience expected in the assignment (addressing all of the items above)
3. Using psychological terms and principles to explain the experiences you write about (**THIS IS REALLY IMPORTANT!!!! You will be marked down substantially if you omit this part!!!**)
4. Anything else I can think of

#### Some Service Learning Site Ideas

1. **Danville Agency** provides employment support for those with developmental disabilities (mental retardation, head injuries, etc.). They need students to visit with and work with the people they serve. Opportunities in Cedar and in St. George. Contact Myrna @ 586-0390 in Cedar City, 634-1704 in St. George, or 619-1704 is her cell phone number.
2. **Oasis House** day services for people with chronic and disabling mental illness (schizophrenia, bipolar disorder, etc.). Oasis House always has need for people to come and visit and do volunteer work with their members; they also serve a great lunch every day at noon for a very reasonable. Contact Brody @ 586-0213. You will need to complete a volunteer packet to work at this site. See me for details.
3. **The First Baptist Church Soup Kitchen** –a Baptist church sponsored soup kitchen where the destitute, homeless, or other less fortunate people are fed and given a place to socialize. Students will help serve, help wipe tables, and socialize with the people served by this organization. Contact Becky @ 865-7364 or phone the Pastor @ 586-6994 for details. Due to limited resources, lunch is only served on Wednesdays until further notice. Plan to spend from 11:15 a.m. to 1:30 or so each time if you can.
4. **Horizon House**- an inpatient treatment facility for substance addicts and/or abusers. Sponsors Alcoholics and Narcotics Anonymous meetings at the facility. Students are reminded of the importance of confidentiality and anonymity at these meetings. Your failure to keep things confidential could jeopardize future students from visiting these sites. This agency would be willing to do a panel discussion with our students, or you can arrange to attend an open meeting. Leslie @ 586-2515 is the program director.
5. **Paiute Tribe** –serving as a tutor for elementary/junior high/or high school aged children from the local band of the Piute Tribe. Contact Betty @ 586-1112 ext.103; 590-1038. Tutoring hours are 4-5:00 p.m. Monday and Wednesdays (7-12<sup>th</sup> grade), (K-6) Tuesday and Thursday. At 600 N. 100 East North side of building. You will need to go to the Sheriff's Office and be finger printed before you can do any work with the students. Tell them it is for the Paiute Tribe and they will forward the info on to the agency that does the background checks. **This program would expect a semester-worth of service.**
6. **The Pride Club** is a student organization for those with alternative sexual orientations. Many students have confronted stereotypes and prejudices through doing volunteer service with members of this club. SUU Clubs and Organizations would have contact information.
7. **Canyon Creek Women's Crisis Center**- How could a woman stay with an abusive partner? This agency provides crisis services for victims of domestic abuse/violence. They offer a 10-hour training and volunteer opportunities. Contact me for details.
8. **SUU Student Clubs (Asian Club, Black Student Alliance, Hispanic Club, Native American Student Club, Polynesian Club, etc.)** Contact Lynn Brown in the SUU Student Support Center at 586-7771.
9. **Kolob Regional Care Center/Emerald Pointe Assisted Living Center/Huntsman Senior Games**
10. **Other ideas**-get with me early in the semester with your idea.

Service Learning Liability Statement-Engaging in a service project requires you to go out into the “real world” and do some form of service. As such, there may be potential “real world” risks to you. I ask that you approach this activity (to confront some of the stereotypes and biases you have) with an open mind, and be willing to “put yourself out there”, but also use good common sense and professional judgment. If a situation seems to pose any real threat to you, take what steps you feel are necessary to protect yourself (i.e., remove yourself from the situation, do the service with a friend or small group). If you are not sure whether a situation poses a real risk to you or is simply your biases and stereotypes interfering with your

ability to serve, error on the side of safety to yourself and then be open to meeting with me during office hours to evaluate the situation.

Moreover, I ask that you be considerate of those you serve. Many of the individuals with whom you work are in a heightened state of vulnerability and could easily be exploited. Please be aware of their rights as human beings, and take every step necessary to show them the dignity and respect they deserve.

The University assumes no responsibility for damage you may incur while engaging in this service-learning project, nor will the University defend any damage you may cause as a result of your service.

Extra Credit Opportunities:

Since there are many chapters we will not cover in class, I will allow up to 20 extra credit points (5 points per assignment) for students willing to do a comprehensive chapter assignment on them. Also, you may earn extra credit (up to 10 points) for participating in research projects that are available throughout the semester.

**Academic Integrity:** Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior. Do your own work. **It is NOT ACCEPTABLE to work on an assignment together and turn in nearly identical versions of the work. You will each receive a zero for the assignment and you may be asked to withdraw from the class.**

**Any cell phone or personal music player use during exams will be interpreted as cheating, and you will be given a zero on the exam.**

**Classroom Conduct:** To make this an enjoyable learning experience for everyone, here are some simple guidelines of classroom conduct I expect from students in the class. Violation of these may result in your name being reported to the Vice President of Student Services and you being asked to withdraw from the course (or we'll make you bring cookies for the entire class).

1. Be respectful of others' thoughts, ideas, and opinions
2. Attend to class discussion and do not engage in "side conversations" either in class or via "texting"
3. **Turn off all electronic devices upon entering the classroom**
4. Arrive to class on time
5. If you must leave early, please take a seat by the door

**Grades:** Grades will be based on points received on each of the above:

|                                      |                          |
|--------------------------------------|--------------------------|
| <b>Tests</b>                         | <b>300 points</b>        |
| 3 @ 100 points each                  |                          |
| <b>Chapter Outline</b>               | <b>50 points</b>         |
| <b>Service Learning Paper</b>        | <b>100 points</b>        |
| <b>Service Learning Project Idea</b> | <b>5 points</b>          |
| <b><u>TOTAL</u></b>                  | <b><u>455 points</u></b> |

Final grades will be calculated as per standard policy:

|    |         |      |        |
|----|---------|------|--------|
| A  | 93-100% | C-   | 70-72% |
| A- | 90-92%  | D+   | 67-69% |
| B+ | 87-89%  | D    | 63-66% |
| B  | 83-86%  | D-   | 60-62% |
| B- | 80-82%  | FAIL | 00-59% |

C+ 77-79%

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**Tentative Schedule:**

Below is a tentative schedule (As the instructor, I reserve the right to make changes in the following as I see fit. I will give as much notice as possible regarding any changes):

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|                     |   |
|---------------------|---|
| Monday, Jan 8       | Intro   |
| Wednesday, Jan 10   | Chapter 1 ( <b>Picture Day</b> )                    |
| Friday, Jan 11      | Chapter 1   |
| Monday, Jan 15      | <b>NO CLASS: Martin Luther King Day</b>             |
| Wednesday, Jan 17   | Chapter 1   |
| Friday, Jan 19      | Chapter 1   |
| Monday, Jan 22      | Chapter 11 ( <b>Service Learning Idea Due</b> )     |
| Wednesday, Jan 24   | Chapter 11  |
| Friday, Jan 26      | Chapter 11  |
| Monday, Jan 29      | Chapter 11  |
| Wednesday, Jan 31   | Chapter 11  |
| Friday, Feb 2       | <b>Exam #1; Syllabus, Chapters 1, &amp; 12</b>      |
| Monday, Feb 5       | Chapter 2   |
| Wednesday, Feb 7    | Chapter 2   |
| Friday, Feb 9       | Chapter 2   |
| Monday, Feb 12      | Chapter 2   |
| Wednesday, Feb 14   | Chapter 2   |
| Friday, Feb 16      | Chapter 3   |
| Monday, Feb 19      | <b>NO CLASS: President's Day</b>                    |
| Wednesday, Feb 21   | Chapter 3   |
| Friday, Feb 23      | Chapter 3   |
| Monday, Feb 26      | Chapter 3   |
| Wednesday, Feb 28   | Chapter 4   |
| Friday, March 2     | Chapter 4   |
| Monday, March 5     | Chapter 4   |
| Wednesday, March 7  | Chapter 4   |
| Friday, March 9     | <b>Exam #2; (Chapter 2, 3, 4)</b>                   |
| Monday, March 12    | <b>NO CLASS; Spring Break</b>                       |
| Wednesday, March 14 | <b>NO CLASS; Spring Break</b>                       |
| Friday, March 16    | <b>NO CLASS; Spring Break</b>                       |
| Monday, March 19    | Chapter 5   |
| Wednesday, March 21 | Chapter 5   |
| Friday, March 23    | Chapter 5   |
| Monday, March 26    | Chapter 5   |
| Wednesday, March 28 | Chapter 6   |
| Friday, March 30    | Chapter 6   |
| Monday, April 2     | Chapter 6   |
| Wednesday, April 4  | Chapter 6   |
| Friday, April 6     | <b>NO CLASS: Good Friday Recess</b>                 |
| Monday, April 9     | <b>NO CLASS: Easter Recess</b>                      |
| Wednesday, April 11 | Chapter 7   |
| Friday, April 13    | Chapter 7 ( <b>Chapter Outline Assignment Due</b> ) |
| Monday, April 16    | Chapter 7   |
| Wednesday, April 18 | Chapter 7   |

|                    |   |
|--------------------|---|
| Friday, April 20   | Chapter 9 ( <b>Service Learning Paper Due</b> ) |
| Monday April 23    | Chapter 9                                       |
| Wednesday April 25 | Chapter 9 ( <b>All Extra Credit Due</b> )       |
| Friday, April 27   | <b>Exam #3; (Chapter 5, 6, 7, &amp; 9)</b>      |
| Thursday May 43    | <b>Final Exam 9:00-10:50 a.m.</b>               |

**NOTE:** Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advanced notice, as deemed appropriate by the instructor.

**Course Evaluations:** All students are asked to evaluate their face to face courses online, using a program called WebCT. The previously used Scantron system, with the paper and pencil survey will NO LONGER be used. During the last week of instruction, all students will have access to WebCT for the purpose of evaluating each of their courses. To access this system, students will (1) on the Internet, go to SUU's Homepage ([suu.edu](http://suu.edu)); (2) click *Current Student* (3) click *WebCT* (4) log in with *Username* and *Password* exactly as done in the campus computer labs—If students don't know their Username or Password, they can click on the choices on this screen that will provide them ; (5) once logged in, students will see a list of courses, with *Course Evaluation* in each title –they will then click on the course they wish to evaluate.