

PSY 202 (General Psychology), Section 003
Winter 2018, CRN: 37169
Class Location: Bexel 321 – Thursdays, 8:30-9:50am
3 Credit Hours

Instructor

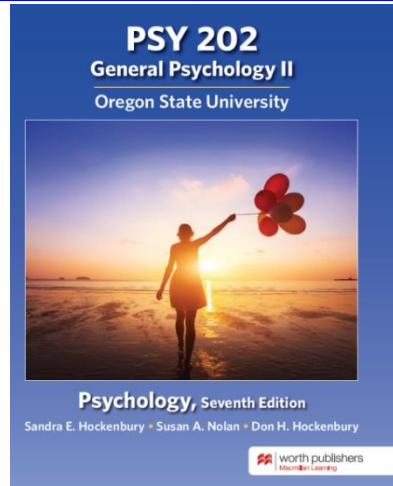
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Required Textbook & Digital Resources

Required Textbook: *PSY 202, General Psychology II, Oregon State University, Psychology*, 7th Edition by Hockenbury, Nolan, Hockenbury. **YOUR TEXTBOOK MUST BE PURCHASED FROM THE BEAVER STORE, OTHERWISE YOUR CODE WON'T WORK.**

Digital Resources: The textbook comes with online resources for **required assignments**.

Unique URL for this course: <http://www.macmillanhigher.com/launchpad/hockenbury7ecoach/7265991>



Learning Management System

All of our course materials can be located in our Canvas course shell. Please check there often for information and announcements.

Why Take This Course

General Psychology (201 and 202) exposes students to the *science* of Psychology, and provides a survey – or *overview* – of major psychological topics. Psychology is a broad field, and we aim to give you a sense of that breadth in Psychology 202. We discuss popular topics like mental illness, but we also cover a wide range of topics that students may not have previously considered part of psychology. **This course fulfills the Baccalaureate Core requirement for the Social Processes & Institution category.** It does this by teaching students how to use theoretical frameworks of Psychology to understand the individual and group role in social processes. Psychology 201 and 202 also prepare you for advanced psychology classes. Learning about psychology means understanding what people do and think in new ways. Many people find this knowledge is helpful in their personal and professional lives.

PSY 201 and PSY 202 have no prerequisites. This course combines approximately 100 hours of interaction with the course for the term (including class/Canvas module time, readings, studying, assignments, and research engagement).

**** You do NOT need to have taken 201 to take 202;** whichever order is fine.

In Oregon State University's Gen Psych program, you will find a community of students, faculty, and staff who are ready to help you succeed. We are all in this together!

In this class, we will work hard. That hard work will yield both knowledge and skills. I would encourage you to collaborate with your peers. Ask questions. By the end of the term, we will know much more about ourselves and each other.

Learning Objectives

The learning objectives for this class are:

1. Memorize and explain all of the basic psychological concepts, processes, theories, and research methodology covered in the course; and connect them to other scientific fields.
2. Describe existing theoretical perspectives in psychology (i.e. behaviorism, psychoanalysis, cognitive, developmental, etc.) and their historical antecedents to the study and profession of psychology.
3. Discuss and critically evaluate scientific writing.
4. Examine and critically evaluate scientific information presented orally.
5. Interpret and critically evaluate numerical information presented in tables and graphs.
6. Assess and critically think about psychological science using deductive logic.
7. Reorganize, synthesize, and categorize information presented in various forms (written, aural, digital multimedia, tabular and graphical).
8. Solve psychological scientific problems working with peers in small groups.
9. Value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that define psychology as a science.

The following learning objectives are common to all Perspectives courses in the Baccalaureate Core at OSU:

10. Use theoretical frameworks to interpret the role of the individual within social process and institutions.
11. Analyze current social issues and place them in historical context(s).
12. Critique the nature, value, and limitations of the basic methods of the social sciences.

Point Distribution

Assignments	Points	Remarks
Exam 1	150	50 questions
Exam 2	150	50 questions
Exam 3	150	50 questions
Final Exam	258	86 questions
Research Engagement	45	3 hours total, 15 pts each hour
LearningCurve Quiz Activities	27	7 assignments, 4.5 points each (lowest dropped)
Application Assignments	160	9 assignments, 20 points each (lowest dropped)
In-Class Peer Reviews	60	9 assignments, 7.5 points each (lowest dropped)
Total	1000	

Grading Scale

Letter Grade	Percentage Range
A	93 -100%
A-	90 – 92.9%
B+	87 – 89.9%
B	83 – 86.9%
B-	80 – 82.9%
C+	77 – 79.9%
C	73 – 76.9%
C-	70 – 72.9%
D+	67 – 69.9%
D	63 – 66.9%
D-	60 – 62.9%
F	Below 60%

* Although data entry and calculation errors are rare, if we discover any after grades are entered, we fix them.

How This Class is Structured

Since this is a hybrid course, you will be expected to complete about half of your work for the class at home. At home, you will be exposed to and begin to memorize concepts/content of psychology by reading the textbook and practicing/reviewing what you've learned by completing the assigned **LearningCurve Activities**. Lucky for us, psychology is so much more than what is in your textbook. To get the most out of this class and to help you to achieve the course learning objectives, you will apply the concepts you're learning by completing the **Application Assignments**.

Application Assignments: For each chapter in the textbook, there will be an opportunity for you to apply what you're learning to interesting, real-world situations. For the Application Assignment, copy the questions from Canvas and then type in your answers. You should use your textbook to help you and cite it where appropriate. All of the work must be in your own words. If you use quotes or paraphrasing, please cite your sources. If you use someone else's work, with or without credit, you cannot earn any points. Bring your completed Application Assignment to class as a paper copy. **I don't expect you to get all of the questions right, but I do expect you to show that you tried. This means no blank questions. If you are confused about a question, please e-mail me before the work is due.**

Since we meet only once per week in person, it is essential that we use that time wisely. For our time spent together in class, the format will generally be:

1. All students bring their *completed* Application Assignment to class (more on this later).
2. As a class, we work together to create a grading/feedback rubric for the assignment (15-20 minutes).
3. In pairs, students provide peer feedback using the developed rubric (40 minutes).
4. Discussion of challenging concepts/questions and new and interesting related topics (20-25 minutes).

Peer Reviews: To participate in peer review, you **must have a completed Application Assignment**. If you forget yours or do not complete it, you are welcome to attend class so you can get information about the grading rubric and be involved in class discussion, but you cannot earn the In-Class Peer Review points for that class session.

Submitting your Application Assignment: After receiving feedback in class, using the same rubric that I will use for grading, you will have **three days** to revise and submit your assignment for grading. Upload a copy of your finished, revised Application Assignment to Canvas by the due date/time listed in the Course Schedule. Late work will not be accepted except in extenuating circumstances. Please see the info under "Make-Up Policy" below.

Tip #1: In your assignment, include both the questions and your responses. That will make it easier for your peer reviewer.

Tip #2: Read the "Application Assignment Tips" in Canvas. Following these will help you write high quality responses.

Time Management Tip: Plan out your work for the week! Spreading out your work over the week will help you learn the material better and be less stressed!

LearningCurve Activities

Research indicates that students learn information best when it is repeated at least three times (Nuthall, 2007) and also that students need to have acquired surface learning of concepts before they can think about them critically (Hattie, 2008). Additionally, retrieval practice aids in long-term retention of information which helps improve exam scores (<http://www.apa.org/science/about/psa/2016/06/learning-memory.aspx>).

Because of this, you will be completing LearningCurve Activities for each of the chapters we will cover, in addition to reading your textbook. In each chapter in LaunchPad, there are multiple LearningCurve activities that will be assigned to you. Points earned for these activities are based on completion. If you complete all of the LearningCurve activities assigned in a chapter, you will earn all of the points for that chapter's assignment. There will be a total of 7 assignments, each worth 4.5 points. The lowest score will be dropped, so that only 6 of the assignments count toward your final grade.

As an example, in Chapter 1 you will be assigned four LearningCurve activities (1a, 1b, 1c, and 1d). You must complete **all four** activities in order to earn the 4.5 points for the Chapter 1 assignment. If you complete only 2 of the 3, then you will earn only 3/4.5 points. If you complete only 1 of the 3, then you will earn only 1.5/4.5 points. ****Please note this may be different than the points showing in LaunchPad for each activity.**** Be sure to double-check in each chapter which

LearningCurve activities have been assigned. The list of assigned activities and their due dates are listed in the schedule on the last page of this syllabus.

Exams

There will be **three (3) midterm exams plus the final**. All exams including the final are **cumulative**. All exams will be taken **online in Canvas**. The midterm exams will be open according to the dates listed in the Course Schedule (last page). See below for additional notes on the exams.

Each midterm exam will be worth 150 points and will be 50 minutes in duration. Midterms 2 and 3 are cumulative - they will have approximately 20% of the questions covering previous materials. Because exams will be available online for multiple days, **there will be no make-up exams**.

The final exam will be worth 258 points and will be 110 minutes in duration. It will be open starting Tuesday, March 20, 2018 at 8:00am and will be due (closed) Thursday, March 22, 2018 at 14:00 (2:00pm). Because the final is available over an extended period of time, **there will be no early or make-up exams**.

The goal of the exams is to test your content knowledge of psychology. All information in your textbook and/or covered in class could be tested on your exams.

Exams notes:

1. Exams will be taken online, in Canvas.
2. Exams are un-proctored, but timed. You must complete all the questions in the time allowed. Any questions unanswered at the end of this time period will earn 0 (zero) points.
3. Each exam will be available over a range of a few days. However, once you start the exam, you **must finish it in one sitting**. You cannot close and re-open the exam.
4. Exams must be completed by you and only you. If “helping” is suspected on any of the exams, you will earn 0 points.

Research Engagement

Doing research and allowing students to participate in research is standard within the discipline of psychology. In keeping with these standards, students are required to engage in a minimum of 3 hours of *research activity*. This requirement can be satisfied by either: a) participating in an OSU IRB approved *Psychology* study or studies for three hours (see Option 1 below), or b) spending an equivalent of three hours of time reading and writing on published research (see Option 2 below).

Option 1: Participate in Psychological Studies (Due Friday of week 9)

You will need 45 points total (3 hours total). Each 30 minutes of engagement will be worth 7.5 points. So one hour will be worth 15 points. *To satisfy this requirement by participating in a study, the study must be one that is conducted by the School of Psychological Science*. Research conducted by any other school or entity will NOT satisfy this requirement. You can sign up for studies using the **SONA online system**: [SONA System \(http://oregonstate.sona-systems.com/\)](http://oregonstate.sona-systems.com/). If it is your first time, click on “new Participant – Request an account here” (on the left side of the screen) to begin the sign-up procedure. More info can be found when you go to Canvas > Modules > Research Participation Experience > SONA Participant How to.

IMPORTANT: Please note that some studies are online surveys (typically delivered via the Qualtrics System) but others are psychology experiments that require you to visit one of the research labs at OSU’s Corvallis campus. Do NOT sign up for any research that requires your physical presence at a research lab unless you are willing and able to come to the OSU Corvallis campus at the appointed time.

Also, please read the study’s description and the informed consent carefully before deciding whether or not you want to participate. There will be plenty of options for you, so there is absolutely no need to participate in any study that makes you feel uncomfortable. *Only give your consent if you are completely comfortable with participating in that study.*

When you complete a study, you will be asked to designate the course you want the credit to go to. If you are enrolled in PSY201 and PSY202, you are required to complete three hours **for each course – you cannot double-dip ☺ **

Option 2: Journal Article Reviews (Due by 11:59 PM on Friday of week 9):

Research engagement points can be earned by reading and reviewing the PDF journal articles posted in *Canvas > Modules > Research Engagement > Articles for Research Engagement*. Each PDF is labeled with the corresponding number of hours it is worth as well as the chapter(s) it relates to.

Guidelines:

- 1) Write between 1-2 pages (no less than 1, no more than 2 pages) essay style summary and critique of the article.
- 2) Your paper should describe the methods, the results, the discussion/conclusion, identify the independent & dependent variables, and you should relate the article to your life.
- 3) Use Times New Roman, font size 12, double-space, 1-inch margins.
- 4) Each article is worth a different number of hours, make sure you see the article PDF name for this info.

Extra Credit

You can **add a maximum of 30 points (3%) to your total class score** by any combination of the following:

Option A: Participate in MORE Psychological Studies THAN THE 3 HOURS REQUIRED (Due Friday of week 9):

If you participate in more than the 3 required hours of OSU IRB approved *Psychology* study or studies, then it will count as extra credit. Each additional 30-minute engagement (on top on the 3 hours required) will be worth 7.5 points (so one-hour will be worth 15 points). You can sign up the same way you would sign up for the required participation via [SONA System \(http://oregonstate.sona-systems.com/\)](http://oregonstate.sona-systems.com/).

Option B: Journal Article Reviews for extra credit (Due Friday of Week 9):

You can earn **up to 30 points** extra credit by reading one of the journal articles posted in *Canvas > Modules > Extra Credit > Articles for Extra Credit*.

*** Use the same guidelines for summarizing articles described above.

In the Classroom

Learning is not simply the acquisition of correct information. Learning requires integrating new information with your own knowledge and experiences, and delivery of information by itself doesn't help you develop your own understanding of the material. What this means is that I cannot simply "transmit" knowledge to you — you will have to take an active role in the learning process.

College students rank "self-motivation" as the most important reason they learn in any class. As your instructor, I am here to create an environment where you will be actively engaged in course content to fully comprehend concepts, as opposed to memorizing materials. In return, I expect that, as a student, you will come to class with an open mind, ready and willing to participate in discussion and activities, and ask questions at any time should something be unclear. I also expect you to invest time in your own learning and complete assignments to the best of your ability.

One of the most important aspects of a classroom environment is that students feel comfortable to share ideas and ask questions. To this end, you are expected to respect your fellow students, even if you disagree with their opinions. Additionally, you are encouraged to answer questions posed by your classmates and engage in meaningful, courteous

discussion with them. In the event that you are disrupting this environment in any way, you will be asked to leave the class. No missed work due to inappropriate classroom behavior can be made up and continued misbehavior will result in referral to the Dean. Lastly, you may reference your completed PG on an electronic device, if you prefer. However, I would kindly ask that you respect our class time by limiting its use to only the PG and not engage in other activities (e.g., social media).

Make-up Policy

In general, the course has been designed to allow you to miss some assignments without penalty – therefore, make-up assignments are typically not possible. However, there are a number of cases in which we make accommodations (see Canvas > Accommodations). The same applies to legally protected reasons for missing class or an assignment.

Academic Honesty

OSU's policy about honesty is:

“The administration of the classroom rests with the instructor. When evidence of academic dishonesty comes to the instructor's attention, the instructor should: (a) document the incident, (b) permit the accused student to provide an explanation, (c) advise the student of possible penalties, and (d) take action. The instructor may impose any academic penalty up to and including an F grade in the course after consulting with his or her department chair and informing the student of the action taken. Using the standard form, the instructor must report the incident and the action taken to his or her department chair, who, in turn, shall forward the report to his or her dean.

If the student is not enrolled in the college or school in which the course is offered, the dean of that college shall forward the report to the dean of the college or school in which the student is enrolled for possible disciplinary action.

Grade penalties imposed as a result of academic dishonesty may be appealed by the student in accordance with the procedures developed by the department and college or school in which the course is offered.”

Visit the following website for further information on academic dishonesty:

[Student Conduct \(http://oregonstate.edu/studentconduct/home/\)](http://oregonstate.edu/studentconduct/home/)

[List of misconduct offenses \(http://studentlife.oregonstate.edu/studentconduct/offenses-0\)](http://studentlife.oregonstate.edu/studentconduct/offenses-0)

[State or Oregon Rules \(http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_576/576_015.html\).](http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_576/576_015.html)

Everyone is always welcome to stop by my office for a fuller explanation of anything pertaining to this course. This includes any clarifications needed regarding academic dishonesty. Students are usually reluctant to report cheating incidents. However, I encourage you to tell me if you spot a cheater. I will not identify you unless you give me permission. Students can hide cheating from instructors, but not from other students.

When you submit an assignment, you are stating that while you may have talked with other students about the assignment, the writing is yours. All take home exams end with this statement:

“If you copy words directly from a source, even your textbook, remember to put "quotation marks" around those words to acknowledge that you borrowed them from someone else. Cite your source. Without the quotation marks I can only assume that you were trying to pass the words off as your own. This is plagiarism, you will earn a zero on the assignment, and the offense will be reported to OSU per university policy.”

Students with Disabilities

OSU's policy about accommodations is:

“Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at [Disability Access Services \(http://ds.oregonstate.edu/\)](http://ds.oregonstate.edu/). DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations.

While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.”

I would encourage you to meet with me briefly to discuss accommodations – I am committed to helping all of my students to succeed and can do so to the best of my ability if I know what you need.

Diversity Statement

The School of Psychological Science strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, marginalized groups, and way of thinking. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

Religious Holiday Statement

Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please contact me immediately so that we can make alternative arrangements.

Tentative Schedule (Subject to change with notice)					
Week	Date	Topic	Learning Curve Due (by the start of class)	Application Assignments Due Sundays @ 11:59pm	Other Due Dates
1	1/11	Introduction			
2	1/18	Ch. 1 – Intro & Methods Appendix A: Stats and Understanding Data	1a-1d	Ch. 1/ Appendix A – 1/21	
3	1/25	Think Like a Psychological Scientist	None	Think Like a Psych Scientist - 1/28	
4	2/1	Ch. 8 – Motivation & Emotion	8a – 8d	Ch.8 - 2/4	Midterm 1 opens @ 12:01 am on Monday, 2/5, due on Wednesday, 2/7 @ 11:59pm (Covers Chs. 1 & 8)
5	2/8	Ch. 11 – Personality	11a, 11b, 11c	Ch. 11 – 2/11	
6	2/15	Ch. 12 – Social Psychology	12a, 12b, 12c, 12d	Ch. 12 – 2/18	
7	2/22	Ch. 13 – Stress, Health, Coping	13a, 13b, 13c	Ch. 13 – 2/25	Midterm 2 opens @ 12:01am on Monday, 2/26, due on Wed, 2/28 @ 11:59pm (Covers Chs. 11, 12, 13 plus review)
8	3/1	Ch. 14 – Psychological Disorders	14a, 14b, 14c, 14d, 14e	Ch. 14 – 3/4	
9	3/8	Ch. 15 – Therapies	15a, 15b, 15c, 15d	Ch. 15 – 3/11	Midterm 3 opens @ 12:01am on Monday, 3/12, due on Wed, 3/14 @ 11:59pm All Research Engagement Options and Extra Credit due Friday @ 11:59pm
10	3/15	Final Review	None	Final Review – 3/18	
Final Exam	Final Exam will be taken online. Exam opens Tuesday, March 20, 2018 at 8:00am Exam closes (is due) Thursday, March 22, 2018 at 14:00 (2:00pm)				