



OTRP online

Office of Teaching Resources in Psychology

INDIANA UNIVERSITY - PURDUE UNIVERSITY INDIANAPOLIS

B104 Psychology as a Social Science

Spring 2005

Education is the process of learning how to learn.

"This class made me feel really smart. It's a hard class, but the way it's organized makes it possible to be very successful." (a previous B104 student)

The motto of this class should be "Don't come dumb." (a previous B104 student)

You understand a concept when you can define it in your own words, create your own examples of it, explain how it relates to other concepts, and use it to solve problems.

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E-mail: dappleby@iupui.edu (E-mail me directly, **not** through Oncourse.)

Credit: Three semester hours

Text: *Introductory Psychology: Applications of Theories and Concepts* (Spring/Summer 2005 Edition) by Kremer, Brown, and Buccini

Class Number → Time → Day → Room:

16469 (Recitation) → 1:00 to 2:15 → Monday → LD 030

16472 (Recitation) → 1:00 to 2:15 → Monday → LD 030

16475 (Recitation) → 4:00 to 5:15 → Monday → SL 061

(Second Session) → 1:00 to 2:15 → Wednesday → LD 002

(Mentor Session) → 1:00 to 2:15 → Wednesday → UC 2006

(Mentor Session) → 4:00 to 5:15 → Wednesday → UC 2006

Supplemental Learning Assistants (aka Mentors or SLAs)

16472 → Mindy Harrison (mjharris@iupui.edu) and Federico Paez (fpaez@iupui.edu)

16475 → Holly Jackson (hodjacks@iupui.edu) and Michael Lockett (mlockett@iupui.edu)

Course Description

This class will enable you to understand why psychology is defined as **the scientific study of behavior and mental processes** and will provide you with an introduction to the following areas of psychology: the history of psychology, personality, learning, development, stress, abnormal psychology, psychotherapy, research methods, intelligence, social psychology, and industrial/organizational psychology. Participating fully in its assignments and activities will enable you to acquire, comprehend, connect, compare, and apply the basic concepts, theories, and methods of these areas of psychology. This class is designed to provide you with a learning environment that is flexible enough to fit your busy schedule, personal enough to meet your individual learning needs, and challenging enough to arouse your curiosity and stretch your intellect. If you intend to take more psychology classes, this class will help you to make informed decisions when you select your subsequent classes.

Student Learning Outcomes: The successful completion of this class will enable you to accomplish the following outcomes.

- to acquire the fundamental vocabulary of the social-science sub-discipline of psychology by recognizing and recalling the basic definitions of psychological concepts, theories, and methods (e.g., recalling that psychology is defined as “the scientific study of behavior and mental processes”)
- to comprehend psychological concepts, theories, methods by developing an understanding of these complex components (e.g., not only being able to recall the definition of psychology, but also being able to explain why psychology is a science)
- to connect psychological concepts, theories, methods, and pioneers with one another by identifying their similarities (e.g., understanding why Watson’s, Skinner’s, and Bandura’s theories are all examples of behaviorism)
- to compare the concepts, theories, methods of psychology by identifying their differences (e.g., understanding that Watson’s, Skinner’s, and Bandura’s theories are all examples of behaviorism, but that Bandura differed from Watson and Skinner because he emphasizes how learning can be influenced by mental events and the observation of others)
- to apply psychological concepts, theories, and methods by using them to overcome problems or challenges involving behaviors or mental processes (e.g., learning how to manage stress by identifying the stressors in your life and developing ways of reducing them, if they can be reduced or coping with them, if they cannot be reduced)
- to collaborate with a group of your classmates on a variety of learning activities

Creating and Maintaining a Civil Classroom Atmosphere

It is the responsibility of college faculty to create and maintain a civil classroom atmosphere in which members of their classes treat each other with mutual respect. One crucial outcome of this type of atmosphere is the establishment of a classroom in which attention and energy is focused on teaching and learning, rather than on frustration, conflict, and distrust. Students do not like to be taught by teachers who disrespect them, and teachers do not enjoy teaching students whose behavior is disrespectful to them or to their fellow students. I have always treated my students with dignity, respect, and fairness. I do not play favorites, I do not belittle my students, I show up for my classes on time, and I am always prepared when I arrive for class. I hold all my students in high esteem, regardless of how well they perform in my classes, and I try my best to communicate this to them through both my words and my actions. I do everything in my power to conduct myself in the manner of a professional educator because I realize that I serve as a role model for many of my students who seek education or psychology as their profession. Two of my most important duties as a college professor are (1) to give my students a clear idea of the types of behaviors that can interfere with the teaching and learning process in my classroom and (2) to make a sincere effort to decrease or eliminate these behaviors whenever possible. Research that my colleagues, my students, and I have conducted over the past 15 years has identified the following set of student behaviors that can have a detrimental effect upon my ability to teach and your ability to learn. I want you to know what these behaviors are so you will avoid engaging in them. I also want you to know that if you decide to engage in these behaviors, it will be my responsibility to ask you to stop doing them.

- Allowing your cell phone to ring in class or, worse yet, answering it and engaging in a telephone conversation during class.
- Talking to your fellow students during class about things that are not related to the official topic of discussion.
- Arriving at class late or leaving class early.
- Packing up your books before the class is over.

- Failing to comprehend and/or follow instructions due to a lack of attention.
- Making distracting noises or movements.
- Sitting in the back of the classroom when there are seats available in the front.
- Behaving as if you are bored by or uninterested in the class material (e.g., slouching in your seat or falling asleep).
- Coming to class unprepared (i.e., without completing the assignment that is due).
- Exhibiting academically dishonest behaviors (e.g., cheating or plagiarizing).
- Intentionally refusing to participate in classroom activities.
- Doing things in class other than what is expected (e.g., reading the newspaper or doing homework for another class).
- Asking questions that are off the topic or that have already been answered.
- Treating your fellow students or instructor with disrespect (e.g., with insults, sarcastic remarks, or disrespectful facial expressions).

Academic Honesty

Some students in the past have chosen to act in an academically dishonest manner in this class, and this unfortunate situation has prompted me to write the following words of advice.

Two thousand years ago, Seneca said, “We live in an age where successful crime is called virtue.” Students who believe and act upon the two following assumptions are staging a similar ethical tragedy on today’s college campuses.

- *No one is more dull and naïve than a teacher who wants students to learn and who trusts them to work hard in order to do so.*
- *No one is more exciting and clever than a student who can beat the educational system by cheating and learning nothing.*

Your reputation is your most prized possession, and you must continually ask yourself, “How will history remember me?” College is the perfect place to examine the nature of your character and to begin the creation of the person you want to become. I urge you to take advantage of this priceless opportunity to transform yourself into the person who history will remember in the way you wish to be remembered. Three important steps in this transformation are:

- *Understanding IUPUI’s code of academic honesty (www.cs.iupui.edu/Courses/graduateHandbook/studentRights.html).*
- *Deciding to behave in an academically honest manner.*
- *Behaving in an academically honest manner in this class and in all your other classes.*

How Your Stage of Educational Development Can Affect Your Attitude Toward and Performance in this Class

Students usually enter this class in one of the two stages of educational development described in the table below. Read about both of these stages, and try to determine in which stage you and your teachers are operating at the present time.

	Stage One	Stage Two
When does this stage occur?	This stage occurs in most high school classes and in some introductory college classes.	This stage occurs in some college introductory classes and in most upper level college classes.
How do teachers teach during this stage?	Teachers at this stage most often use the lecture method to teach students the information that is contained in their textbooks.	Teachers create a classroom environment in which students are actively involved in tasks that strengthen the knowledge they have acquired from reading their textbooks.
How do students behave during this stage?	Students behave <u>passively</u> . They sit back, expect their teachers teach them, and treat learning as a spectator sport.	Students behave <u>actively</u> . They exhibit this active role by coming prepared, asking questions, and participating in discussions and class activities.
What do teachers assume about students at this stage?	Teachers assume students are not sufficiently mature and/or responsible to learn by themselves. That is, without teachers, students either could or would not learn.	Teachers assume students are mature and responsible enough to learn by themselves. That is, teachers don’t teach students; they provide opportunities for their students to learn.
What does “to study” mean at this stage?	To study means to attend class, pay attention, take good notes, and memorize these notes so that this information can be returned accurately to the teacher during tests.	To study means to read the textbook before class, use class time to strengthen the knowledge gained from the textbook, and review this strengthened knowledge before examinations.
How do students and teachers prepare for class at this stage?	Students arrive for class unprepared and without knowledge. Teachers arrive for class prepared to provide students with the knowledge they lack.	Students arrive for class prepared and knowledgeable. Teachers arrive for class prepared to provide opportunities for students to strengthen their existing knowledge.
What skills are used and/or learned during this stage?	Listening and memorizing	Reading, comprehending, questioning, discussing, and applying
What lessons do students learn during this stage?	If you pay attention in class and take good notes, you don’t have to read the textbook. It is your teacher’s responsibility to make sure you learn. If you don’t learn, it is your teacher’s fault for not having taught you the information contained in your textbook.	You and your teacher are partners in the teaching-learning process and, to fully participate in this partnership, you must learn how to learn on your own. If you don’t learn, it is because you have failed to take advantage of the opportunities your teacher has provided you.

What is the purpose of a teacher at this stage?	The purpose of a teacher is to teach students the material contained in their textbooks (i.e., in the biblical sense, to give them a fish).	The purpose of a teacher is to provide an environment in which students can learn how to learn (i.e., to teach them how to fish).
What do students think is the purpose of an education at this stage?	Students are usually unclear about the purpose of their education at this stage. Most see it as simply something they must do in order to be successful (e.g., “I just want to graduate so I can find a good-paying job.”).	Students are more aware that the purpose of an education is to develop the skills that will enable them to become lifelong learners who will use these skills to become successful in their personal, social, and professional lives.

One of the most important purposes of higher education in general—and this class in particular—is to enable students to move from Stage One to Stage Two. However, not all students are willing to make this transition. If you have been educated in schools where teachers and students operated at Stage One, you may feel that the rules have suddenly changed in an unfair manner. If you are one of these students, this class may frustrate you at times and you may not perform as well as you would like on the tests or homework assignments. But don’t give up; change is never easy. If you want to transform yourself from a passive memorizer into an active learner, then the time and effort you will invest in this transformation during this class will be well worthwhile.

The Technological Advantages of This Class

This class has evolved steadily during the past decade to meet the needs of IUPUI students, most of whom lead very busy lives and have many important responsibilities in addition to their education (e.g., jobs and families). It will be unlike many of the classes you have taken in the past because it uses the latest computer technology to provide you with a tremendous amount of flexibility and freedom in how you fulfill its requirements. The following are examples of how technology has been used in this class to make it more “user friendly” than traditional introductory psychology classes.

- You are not required to take your tests at the same time as all your classmates. Because the tests are computerized and offered on-line, you may take them whenever you are ready within a range of times and dates. (The computerized testing system used in this class was created at IUPUI, and has been nominated by Bill Gates for a special award recognizing the innovative use of Microsoft technology in education.)
- You are not required to take your test in only the time one class period allows. You will have 90 minutes to complete each test.
- You are not required to wait for a long period of time to find out how you performed on your tests. The computer will give you immediate feedback on the objective part of your test and you will know the scores of the essay part of your test within 72 hours.
- You are not restricted to taking each test only once. You may take each of your tests twice and the computer will automatically record your higher score.
- You do not need to ask your instructor when you want to know your grade in the class. You may determine your grade at any time by visiting the Oncourse grade book, dividing your points earned by the total points possible at that time, and then comparing the resulting percentage to the grade distribution in this syllabus.
- You are not restricted to learning the material from only the textbook and the instructor. You may also strengthen your knowledge of the material in this class by going on-line and using the interactive review exercises designed to help you prepare for the tests in this class. You may also submit practice essay answers and receive feedback on their quality through the B104 homepage.

Many teachers assume that students cannot be trusted to learn on their own because they are immature, irresponsible, and incapable of learning independently. Thirty years of college teaching have proved to me that this assumption is wrong. While a few students lack the maturity and responsibility to be independent learners, the vast majority of my students respond positively and productively when I treat them like responsible, adult learners. An important part of this “adult treatment” is to invite you to become an active partner with me in the teaching/learning process of this class. You can fulfill your half of this partnership by coming to each class with your homework completed and a willing attitude to participate actively in order to strengthen the knowledge you have learned outside of class.

Information Acquisition Methods

According to an ancient Chinese proverb: *“I see and I forget. I hear and I remember. I do and I understand.”* Modern research supports this proverb. We know that different students learn best in different ways—some by reading, some by listening, and some by doing. We also know that most students learn best when they are provided with opportunities to acquire information in all three of these ways. We have designed this class so you will be able to benefit from all three of these learning methods in the following ways.

- The first (seeing) is by reading the textbook. Your book was written by members of the IUPUI Psychology Department specifically for this class, and it represents the wisdom gathered from teaching this class hundreds of times. The tests in this class are written to cover the material from your textbook.
- You will be acquiring information by the second and third ways (hearing and doing) when you actively participate in the class sessions. One of the best ways to think about these classes is to view them as you would a practice session for an athletic event, a musical performance, or a theatrical production. Each test you take in this class is like a game, performance, or play you are preparing for and your instructor is like your coach, music teacher, or play director. The purpose of these people is to prepare you to do as well as you can during your games, performances, or plays. They want you to do your best because when you perform well, they know they have also performed their job well. When you perform poorly, they are disappointed and may begin to question their own coaching, teaching, or directing ability. In a traditional introductory psychology class, the teacher acts as an evaluator, whose duty is to write and administer tests to determine if students have learned the material she has taught. The

computerized tests in this class have already been created under the guidance of its lead instructor (Dr. John Kremer), and my job as your classroom instructor is to help you perform as well as you can on these tests. Have you ever developed a close relationship with a teacher, coach, music teacher, or play director because he or she challenged you to do your best, supported your efforts to improve, and made you feel proud when you performed well? You may find yourself developing the same type of relationship with me because both of us are striving for exactly the same result—a high final grade for you in this class. Nothing would make me happier than for every one you to earn a final grade of A+ in this class.

In-Class Activities

This class will consist of a variety of collaborative learning activities for which you will prepare by doing the reading assignments, completing the Study Guide exercises, and engaging in the on-line activities outside of class. These activities will include—but are not limited to—the following.

- presentations by the instructor on strategies to help you perform well in the class (e.g., test-taking skills)
- academic exercises designed to help you go beyond the mere memorization of the definitions of the bold-face terms in the textbook by learning how to comprehend them, connect them with related concepts, compare them with one another, and apply them to real situations in your life and the lives of others
- active discussions that will allow you to share your developing knowledge with your classmates, come to new conclusions about the material you are learning, and build confidence in your ability to communicate with your peers in a public setting

Active learning takes place when students (1) participate dynamically in the learning process; (2) are stimulated to learn at higher cognitive levels; and (3) understand the relevance of learning activities to the specific subject matter being taught, to other contents of the class, and to the events in their lives. This class is specifically designed to enable students to be actively engaged in the subject matter of psychology by engaging in these three activities.

Course Procedures

This class will be divided into five approximately equal sections (please see the Daily Class Schedule in this syllabus for the specific dates and assignments of each section). You will do all of the following activities during each section.

- Outside Class → Read two chapters in your text.
- Outside Class → Complete all the Study Guide exercises for both chapters.
- Outside Class → Engage in the on-line activities (*Jeopardy*, *3-In-A-Row*, *Flow Charts*, *Compare and Connect*, and *Essays*).
- In Class → Participate in collaborative learning activities designed to help you perform well on the next test.
- Outside Class → Take a computerized exam covering the two chapters in the text. Please note that the first exam is divided into two smaller exams (#1a and #1b) to enable you, your instructor, and your mentor to determine how well you are performing during the first three weeks of the class. Research has proven that students who perform well during the first three weeks are likely to perform well during the entire semester. Splitting the first test into two parts enables the instructor and mentor to provide help to those students whose performance on the first test is less than expected.

Study Guide Questions

The questions due at the beginning of each class include ALL of the questions in the three sections of the study guide that follows each chapter (i.e., fill-in-the-blanks, matrices, and essays). Be sure you write the answers to these questions in your textbook. If you need extra space to write the answers to the essays (and you should in order to answer them completely), write them on a piece of paper, put your name on the paper, fold it, and place it next to the page that contains the essay questions. Bring your completed, intact textbook to each class period; you will be unable to earn points for completing your Study Guide if you do not.

The Tests

You will take five computerized tests in SL 070 (the Testing Lab in the basement of the SL Building). These tests will be worth a total of 55 points and will be composed of 47 multiple-choice questions (worth 47 points) and two essay questions (worth 8 points). You will receive immediate feedback on the multiple-choice part of your tests, and your essays will be graded within approximately two to three days. You may take each test twice (with a 12-hour minimum study period between tests), and only your higher score will count. You will have approximately three days to take your tests and you may take them anytime the testing lab is open before the deadlines given in the Daily Class Schedule. Be sure you understand that when a test closes at a certain time, this means you must complete the test by that time. Please read the section in your textbook's Introduction titled "Exams" before you take the first test.

Three Things You MUST Have to Take Your Tests

You will need (1) a JagTag or an IUPUI OneCard, and (2) a valid IUPUI username and password (your username is the address of your current and functioning IUPUI E-mail account) to take each test. You will need (3) the ID number from the second page of your textbook to get into the system before you can take your first test.

One Thing You MUST Do Before You Take Your First Test

Go to <http://oncourse.iu.edu>, click on the IUPUI tab, and then enter your IUPUI user name and password. When you are logged in, select your B104 section and, after you read the announcements, a screen with eight blue tabs will appear. Click the "Syllabus" tab, and type in the access code number that appears in your textbook. Once you have entered this code, you will not have to do so again.

How to Replace Your Lowest Grade with the Comprehensive Final Exam

You can replace the score of one of your tests by taking the comprehensive final exam that covers material from all 10 chapters of your textbook. Your score on this 55-point, all multiple-choice exam will replace your lowest test score. If your score on the final exam is lower than your lowest test score, it will not count. Tests #1a and #1b will be combined into one test score. You are not required to take the final exam if you are satisfied with your final grade after the 5th test.

Criteria for Grading Your Work in This Class

- Multiple-choice tests will be scored by the computer using a standard one-point-for-each-correct-answer criterion.
- Essay tests will be graded by Psychology Department personnel on the basis of their accuracy and completeness.
- Study Guide assignments will be graded by a classmate on the basis of their completeness and correctness.
- The 10-point Practice Test will be graded by a classmate on the basis of its correctness.

How Your Final Grade Will Be Determined in This Class

The total number of points possible in this class is **325** based on the following subtotals:

250 = 5 tests worth 50 points each (Although the tests have 55 possible points, they are curved down to 50 points.)

60 = 15 in-class activities worth a maximum of 4 points each (You must attend class to earn these points.)

15 = 15 supplemental learning classes worth 1 point each (You must attend SLA classes to earn these points unless you scored an 80% or higher on the previous test, in which case you will earn 1 point per SLA class regardless of whether or not you attend it.)

Your final grade in this class will be determined with the following distribution:

A = 90% of the total points (293 → 325)	C = 70% of the total points (228 → 256)
B+ = 89% of the total points (289 → 292)	D = 60% of the total points (195 → 227)
B = 80% of the total points (260 → 288)	F = less than 60% of the total points (0 → 194)
C+ = 79% of the total points (257 → 259)	

Extra Credit

There are a variety of ways to earn extra credit in this class.

- being a member of the team with the highest average Study Guide Completion, Spot Check, and Practice Test points (1 point)
- being a member of the winning Millionaire Game team (1 point)
- being a member of a team with the highest average number of correct answers to a Crossword Puzzle (1 point)
- contributing to the Catering effort of your team (1 point per catering contribution)
- being the first to e-mail the instructor about an error in any class material (1 point per error)
- participating in the online learning activities available through the B104 homepage

You may earn a maximum of 16 extra credit points in this class. However if you earn more than 16 points of extra credit—and many students do—this will act as a positive factor in the determination of a borderline final grade.

Research Exposure Requirement

The Psychology Department at IUPUI, like psychology departments at most major universities, believes that exposure to research is important in the academic experience of an introductory psychology student—whether or not the student pursues a psychology major. Such exposure serves several important purposes:

- It gives students direct experience with the research methods discussed in introductory psychology courses and provides a preview of the methods used in more advanced psychology courses.
- It supplements students' understanding of human behavior through hands-on learning.
- It provides a gateway to future student involvement in research—something viewed positively by both graduate school committees and future employers

The Psychology Department requires introductory psychology students to complete a research exposure requirement. For three-credit courses such as B104, this requirement consists of two units of research credit, each of which is equivalent to 30 minutes (or less) of time. A student could complete two half-hour studies, one one-hour study, or two writing assignments involving research topics. To complete the research exposure requirement, students must participate in one or a combination of the following activities:

- contribute data as a research participant in one or more psychological research projects
 - read and critique two published studies in the psychological research literature (see page xiii of your textbook for instructions)
- To sign up to be a research participant, log on to www.experimentrix.com/iupui and click on “Read Me (Rules, etc.)” To participate, you must register (see “New User Registration”), and the course for which you are enrolled must be listed on the site. Once registered, you can see which studies are available under “Sign up for Experiments.” Please note that the studies listed may change as researchers post new studies, so check the website often. **Important Note:** Failure to meet this requirement will result in one-increment reduction (e.g., from a B to a B-) in your final grade. You are guaranteed an opportunity to participate in a research project if you do so before March 1st. Waiting until after this date to fulfill this requirement may make it impossible to do so.

How to Determine Your Grade at Any Time During the Course

You may obtain your test scores, in-class activity points, SLA points, extra credit points, and total points from the Oncourse grade book. Use the following guide to help you understand the grade book.

- Test scores appear in boxes marked Test 1, Test 2, etc.
- Class activity points (from the Study Guide, Millionaire Game, and Crosswords) appear in boxes marked CA1, CA2, CAR1, etc.
- Points earned for attending SLA sessions will appear in the boxes marked SLA1, SLA2, SLAR1, etc.
- Extra credit points earned during recitation classes (activities and catering) will appear in the box marked Extra Credit 1
- Extra credit points earned by reporting errors in class material will appear in the box marked Extra Credit 3
- Extra credit points earned by completing on-line surveys will appear in the box marked Extra Credit 4

- Extra credit points earned with the on-line activities will appear in the boxes marked with on-line activity names (e.g., 3InARow)
- The total number of points you have earned at any time will appear in the box marked Points Earned

To determine your letter grade at any time, divide the number in the Points Earned column of the grade book by the total number of points possible at that time (test scores, class participation points, and SLA points), multiply that number by 100 to find your percentage, and use this percentage to determine your letter grade with the grade distribution that appears in this syllabus. For example, immediately after Test #2 the total possible points will be 130 based on two 50-point tests worth 100 points, 6 4-point recitation classes worth 24 points, and 6 1-point SLA sessions worth 6 points. If your Points Earned is 111, you should divide 111 by 130, which is .85. Multiply .85 by 100, and you will produce your current percentage of 85%. When you consult the grade distribution in the syllabus, you will find that an 85% is a B. If you believe the grade book contains an error, contact your TA immediately.

Attendance Policy

You are expected to attend all scheduled class meetings because absence results in the loss of classroom interaction for you, your instructor, and your peers. You should enroll in this course only if you are both willing and able to attend its scheduled class meetings. If you are absent when participation points can be earned (e.g., taking the Practice Test, grading another student's Study Guide, playing the Millionaire Game, or solving the Crossword Puzzle), you will not be penalized for missing the class, but the instructor will not award you credit for participation that did not take place. Please refer to the Final Grade Criteria section of this syllabus to determine the impact of class absence on your grade. It is important to remember that you are responsible for all information presented in class, regardless of your attendance. University regulations require instructors to report the dates of last class attendance of students who receive financial aid and who discontinue class attendance without officially withdrawing.

Withdrawal from this Class

- Students may withdraw from this class without penalty during the first half of the semester if they secure the approval of their advisor. A grade of W (Withdrawal) will be recorded on the final grade report.
- Students may withdraw from this class during the third quarter of the semester if they secure the approval of their advisor and the instructor of the course. A grade of W or F will be assigned by the instructor on the basis of the student's current grade and recorded on the final grade report.
- Students may withdraw from this class during the final quarter of the semester if they secure the approval of their advisor, the instructor, and the dean of their school. A grade of W or F will be assigned by the instructor on the basis of the student's current grade and recorded on the final grade report. Students will be allowed to withdraw from this class during the last quarter of the semester only under extenuating circumstances. Written justification from a doctor, member of the clergy, academic advisor, etc. must be presented.
- The necessary form for withdrawal from a course is available in the School of Science Office (room LD 222).

Administrative Withdrawal

The basic requirements of this course are to actively participate in class and to conscientiously complete homework. Students who regularly do these tasks are successful in this course. On the other hand, students who do not meet these two minimal requirements typically earn a D or an F or withdraw from the class with a W. To emphasize the crucial importance of faithful class attendance, a student who attends fewer than 50% of the recitation classes during the first four weeks of the semester (i.e., attends only one of the four class periods) will be "Administratively Withdrawn" from the class. Administrative withdrawal may have financial implications (e.g., because administrative withdrawal takes place after the full refund period, students who are administratively withdrawn from the course are not eligible for a tuition refund).

Receiving an Incomplete

A grade of I (Incomplete) may be assigned by the instructor only if all three of the following conditions are met:

- exceptional circumstances (e.g., a serious illness or injury) prevent the student from finishing the work in the course
- the student has completed 75-80% of the work in the class (in this class, that means the completion of at least three tests)
- the student's work is of passing quality (i.e., an A, B, C, or D grade—not an F—at the time of the request for an I).

The instructor will set up a specific date (up to one year) by which all unfinished work must be completed. A grade of I that has not been removed within one calendar year of the time it was recorded will be automatically converted to a grade of F. Please understand that an Incomplete is not a grade that will allow a student who has simply "gotten behind" in a course to drop it one semester and then retake it the next semester without having to pay tuition for it. It is intended to benefit a student who has been fully and successfully engaged in a course, but finds that it is impossible to complete the course because of some sort of genuinely serious life experience.

The Relationship Between the Percentage of Homework Completed and the Final Grade in This Class

Dr. John Kremer—the Coordinator of B104—has collected an enormous amount of data about factors that predict students' academic performance in this class. The most revealing finding from his research is that 85% of recent B104 students who complete less than 60% of their homework assignments either drop the class with a W or finish the class with a final grade of D or F. This does not mean that completing a high percentage of your homework will guarantee you a high grade in this class, but it does indicate that a failure to complete at least 60% of your homework assignments is an almost certain "kiss of death." The lesson to be learned from this statistic is that poor performance in this class is not due to its high degree of difficulty nor to an absence of intelligent enrollees—it results from an unwillingness or inability to expend a sufficient amount of time outside the classroom learning the material and preparing the homework. Do you want to do well in this class? If you do, my advice to you is simple:

- Read your textbook carefully, and complete all the study guide exercises it contains.
- Play the *Jeopardy* and/or *3-In-A-Row* games, construct the *Flow Charts*, and take the practice *Essays* on-line
- Come to all the classes and SLA sessions ready and willing to strengthen your existing knowledge.
- Take each of the five tests twice, and make sure you study during the 12-hour study period between the tests. I suggest that you take the first test immediately after the last class of each section as a practice test to determine your level of preparedness, study the material covered by the questions you missed during the 12-hour period between tests, and then take the second test.

I will do everything in my power to make this an interesting, relevant, and valuable class. Please help me achieve this goal by living up to your end of the bargain by coming to class fully prepared and ready to participate actively.

Is This a “Hard” Class?

Students often wonder if B104 will be a “hard” class. The answer to this question depends on your definition of the word “hard.”

- Definition One → A hard class is one that requires its students to memorize, master, and manipulate hard-to-understand, complex, complicated, and/or highly abstract material. If this is your definition of hard, then this class will not be hard. You will be learning the basic vocabulary, principles, theories, and methods of psychology. While they are neither simple nor common sense, they are readily understandable if you are willing to read about them carefully, listen attentively when they are explained, and ask questions about them if you are confused.
- Definition Two → A hard class is one that requires you to work as hard learning the material as the teacher works to teach it to you. Many students who are entering IUPUI directly from high school have told me that they never had to read their textbooks nor participate actively in their classes because their teachers simply lectured to them about what was in their textbooks and then tested them to see if they remembered what was in the lectures. These students report that all they had to do to earn high grades in high school was to remain conscious in their classes, listen to what their teachers said, and then regurgitate this information on their tests. If your definition of a hard class matches definition two, then this class will be hard. Please understand that your freshmen year in college is not 13th grade, and that the expectation for independent learning at IUPUI is much higher than it is in many high schools. That is why the learning process that takes place in colleges and universities is known as HIGHER EDUCATION.

Student Motivation

The results of a survey by the Horace Mann Educators Corporation indicate that students are motivated to do their best by teachers who (1) take a personal interest in them, (2) offer them encouragement, (3) possess a caring personality, and (4) display a love of teaching. I strive to exhibit these four characteristics both inside and outside the classroom. It is my fondest desire that these characteristics will motivate you to produce a high level of academic performance in this class.

Important Note to Psychology Majors

If you are a psychology major, you must receive a grade of at least C- in this class for it to fulfill the requirement for your major. This means that a grade of D or below will require you to repeat this class until you complete it with a C- or above.

What Do Students Say About this Class?

On the final day of class each semester, I ask my students to answer the following questions: How was this class different from your other classes, and how did these differences affect you and your ability to perform well in this class? Here are some of their answers.

- This class is different because the professor is not simply lecturing you like in so many of your other classes. I had to study and read the textbook more in this class because there were no lectures. This helped me to learn the material better and get better grades on the tests. I quickly discovered that if I didn't do the homework, I didn't learn.
- The online practice tests were EXTREMELY helpful the night before the tests because they allowed me to determine what I did and did not know, so I knew what to review further.
- Having instant feedback on the tests gave me the opportunity to learn the information that I was unclear about, being able to take each test twice allowed me to study what I missed on the first test and to improve my grade on the second test, and having more than one day to take the tests enabled me to fit them into my schedule and not have to cram.
- The essays in the study guide helped me to apply the concepts in the chapters to real situations. This gave me a better idea of how the material I learned in this class applies to my life.
- I knew exactly what was expected of me each day. This helped me to stay on track and to often work ahead. I LIKED THAT!
- Taking a test at the beginning of each class period motivated me to study more. Going over the practice test and the homework in class helped me learn the difficult material because it made the class discussions more specific to what I had trouble understanding.
- The crossword puzzles were a unique aspect of the class, and they really helped. Learning key psychological terms is an essential part of the class, and the puzzles helped to solidify my knowledge of the material and challenged me to recall that material quickly.
- The environment was extremely comfortable and relaxed, but still proved to be excellent for learning. This is the first college class I have taken, and all I have to say is that all of the other college classes that I am going to take have a lot to live up to.
- Eating together brought the class closer because we were able to socialize while we ate.
- The small, tightly knit teams in the class motivated me to come to class prepared so I could do well for my fellow team members (plus, it was fun!). I learned quite a bit more than if I had not had to do this.
- Dr. Appleby was genuinely concerned about us, and he made it clear that he wanted us to learn as much as we could. This really helped me because I found that I was not only studying for myself, I was also doing it for him because of his concern.

- I really appreciate the approach the professor took in this class. He was so open to us that I felt like I wasn't going to a class, but that I was going to a place to learn and grow as a person with other open people and a professor who expended a great amount of energy and love for us.
- I liked the way the instructor helped us to learn how to learn on our own, but was always there for guidance when we needed it. This will help me to become a more independent learner in my other classes.
- This class helped me to realize that it is possible for me to learn on my own. The way this class is structured helps students learn how to teach themselves, which is a very valuable skill.
- This class requires you to be self-directed and a team player. It has helped my ability to perform better because I had to develop new and helpful study techniques and the class activities enhanced my ability to work in a group setting.
- Coming to class unprepared was pointless, and I liked having that “forced” on me. I doubt that I would have done half as well as I did if this had been only a lecture class.
- This class made me more responsible for my own learning and helped me actually learn the material rather than just memorizing it.
- This class differs from other college classes because it forces you to be responsible by learning on your own. Because of this class, I have decided I need to learn how to learn better.
- The points I could earn during each class session encouraged me to come to class educated, not dumb. I was very successful in this class because of the way it was set up.
- This has truly been one of the most fascinating and enjoyable classes I have ever taken.

Daily Class Schedule

Date	Recitation Topic or Test	Chapters	Catering
January 10	Introduction to the Class		
January 24	History of Psychology and Personality	1	Clubs
January 27	Test #1a Closes	1	
January 31	Learning	2	Diamonds
February 3	Test #1b Closes	2	
February 7	Human Development	3	Hearts
February 14	Stress and Health	4	Spades
February 21	Review	3 + 4	Clubs
February 24	Test #2 Closes	3 + 4	
February 28	Psychological Problems	5	Diamonds
March 7	Therapy	6	Hearts
March 21	Review	5 + 6	Spades
March 24	Test #3 Closes	5 + 6	
March 28	Research in Psychology	7	Clubs
April 4	Intelligence and Psychological Testing	8	Diamonds
April 11	Review	7 + 8	Hearts
April 14	Test #4 Closes	7 + 8	
April 18	Social Psychology	9	Spades
April 25	Industrial/Organizational Psychology	10	Clubs + Diamonds
May 2	Review	9+10	Hearts + Spades
May 5	Test #5 Closes	9 + 10	
May 7	Optional Final Exam* Closes	Everything	

* Your score on the optional final exam will replace your lowest test score. If your score on the final exam is lower than your lowest test score, it will not count. Tests #1a and #1b will be combined into one test score. You are not required to take the final exam if you are satisfied with your final grade after the 5th test.

The hours for the Testing Lab (SL 070) are as follows:

Monday through Thursday: 8:00 a.m. → 9:00 p.m.

Friday: 11:00 a.m. → 5:00 p.m.

Sunday: 9:00 a.m. → 9:00 p.m. (noon)

In-Class Activities

Activities During the Single-Chapter Recitation Classes

The First Day of Class

- Print your name on the bottom edge of your textbook so it is visible when you lay your book on its front cover.
- The class will be randomly divided into four teams whose names will be Clubs, Diamonds, Hearts, and Spades.
- Print your team name (e.g., Clubs) on the top edge of your textbook so it is visible when you lay your book on its front cover.
- Use the Team Member Information Sheet in this syllabus to record your team members contact information.
- Make four copies of the last page of this syllabus that contains the Recitation Evaluation Forms, cut them into individual forms, and bring them to each class. You must fill out and submit one of these forms during each class to receive class-activity points.
- Bring a calculator to every class.

Activities During the Ten Single-Chapter Recitation Classes

The Beginning of Each Class

- Come to class on time. If you are late for class, you will be unable to participate in the point-earning activities you missed.
- Print or circle the following information on your REF: your full name, your team name, the chapter number(s), and your section.
- The instructor will make a short presentation designed to introduce students to the topic of the current chapter.

The Practice Test (the first 10 minutes of class)

- The Practice Test will consist of a PowerPoint presentation containing ten multiple-choice questions randomly selected from the bank of questions from which your tests will be created.
- Each of the ten questions will be presented twice, 20 seconds the first time and 10 seconds the second time.
- You will write your answers in ink on the back of your REF as the questions are presented.
- It is absolutely essential that you remain academically honest during this test. Do not look at other students' answers, and do not allow other students to look at your answers during this test. Either of these activities will result in a score of zero for the test.

Study Guide Completion (the next 10 minutes of class)

- Place your REF in your book so it sticks out of the side of the book where your name is printed.
- Place your book in a pile with your other team members' books on the instructor's desk.
- The TA will give you a book from another team, you will return to your desk, and remove its REF.
- Write the total number of questions in the chapter (supplied by the instructor) on the Total Question (TQ) line of the REF
- Go through the Study Guide you are evaluating, and do the following.
 - Circle the number, letter, or box of each question that is not completed.
 - Count the circles, subtract that number from the TQs, and put that number on the Completed Question (CQ) line.
 - Divide the CQs by the TQs, multiply the dividend by 100, and place the resulting percent on the $CQ \div TQ \times 100$ line.
 - Determine the number of points earned for the completion of the Study Guide questions with the scale on the bottom of the REF, and write this number on the _____ (SGC) line.

Study Guide Spot Check (the next 10 minutes of class)

- The instructor will chose a random sample of 10 questions from the Study Guide, and ask the class for the correct answer to each question. Four questions will come from the General Information section, four will come from the Compare and Connect section, and two will come from the Essay section.
- You will grade the answers for correctness, count the number of correct answers, and determine the number of points earned with the scale on the bottom of the REF, and write this number on the _____ (SC) line.

Grading the Practice Test (the next 30 minutes of class)

- The instructor will project the Practice Test questions again, ask the class for the correct answer to each question, and discuss the nature of the question to help prepare you for the real test you will take at the end of the two chapters you are studying.
- Circle each correct answer on the REF you are grading, count the number of circles, and write that number on the Practice Test (PT) score line on the other side of the REF.
- Determine the points earned for the Practice Test with the scale on the bottom of the REF, and write it on the _____ (PT) line.

Completing the REF, Returning the REF to Its Owner, and Reporting Its Score

- Print your name on the line marked “Grader” to verify that the scores you are recording on the REF are accurate.
- When you print your name on the “Grader” line, you are verifying that the score on the REF you graded is accurate and correct. If you write an incorrect score on the REF, you are guilty of an act of academic dishonesty known as “Facilitation of Academic Dishonesty” because you are helping the person whose REF you completed to be academically dishonest by claiming more points than s/he actually earned. If the person whose REF you completed accepts the incorrect score (with her/his printed name) and submits the completed REF as if it were correct, then s/he is guilty of an act of academic dishonesty known as “Cheating.”
- Place the REF back in the Study Guide so it sticks out of the side of the book where its owner’s team is printed, and return it to the instructor’s desk with its owner’s name visible.
- Write the total of number of SGC, SC, and PT points from the REF you graded on the board under the team name of the Study Guide’s owner. This number can be anywhere from 0 to 4.
- Retrieve your Study Guide from the instructor’s desk.
- If you believe the score on your REF is incorrect, negotiate your score with the grader whose name is on your REF. Seek the assistance of your TA or the instructor if necessary during this process.
- Once you believe your score is correct, fill in the Extra Credit Points line (for Catering and winning the team SGC+SC+PT competition), and give your REF to one of the TAs at the end of the class period.

Catering

- Active learning burns calories, and active learners need food to maintain their attention and energy. An alphabetical rotation system (Clubs → Diamonds → Hearts → Spades) will be used to insure that each class is catered and that all teams are responsible for catering an equal number of classes.
- Be creative with the food and/or beverages your team brings and remember that catering also involves clean up. If the food and beverages your team provides require items such as cups, plates, forks, spoons, and napkins, assign someone to bring them. Each person who contributes to the catering efforts of her/his team will write her/his contribution (e.g., I brought the cookies.) on the bottom of her/his REF and have this entry initialed by a TA to verify its authenticity.
- To be eligible to earn catering points, the catering team must pass the instructor’s “clean room” inspection at the end of the class.

The MOST Important Rule in This Class

You *MUST* attend class on time to receive credit for the Practice Test and completing your Study Guide homework.

Woody Allen once said, **“80% of life is showing up.”** He was right.

If you have a job, you have learned that you must come to work if you want to be paid. The same is true in this class. Do not ask the instructor or a TA to grade your homework or give you the Practice Test if you miss class or if you come to class after these activities have begun because it will be too late to take the test and/or trade books with one of your classmates. Grading is to be done in class by one of your classmates. The extra credit option in this class is designed to compensate for points you will lose if you miss class or come to class too late to grade one of your classmates’ books. You may earn up to 16 points of extra credit in this class, which means you can miss four classes (worth 4 points each) and not lose any points if you earn all 16 extra credit points.

Activities During the Four Two-Chapter Review Classes

The Millionaire Game (the first 45 minutes of class)

- Teams will be composed of three components during each round of the game.
 - A Contestant who will write the answer to a multiple-choice question projected on a screen
 - A Referee who will make sure that another team is playing according to the rules and will put that team’s score on the blackboard when the round is completed
 - The remaining members of the team who will serve as the Contestant’s Lifelines
- Each Contestant will sit in one of the four chairs directly in front of the screen where the questions will be projected.
- Each Referee will stand directly behind the Contestant of the team she/he is monitoring.
- Contestants and Referees will rotate among groups in an equal manner (i.e., no team member can be a Referee or Contestant more than one time more than any of her/his fellow team members).
- Each Contestant can earn up to 3 points for her/his team each round, except during Daily Double rounds
 - 3 points will be earned for writing the correct answer before the multiple-choice answers are shown
 - 2 points will be earned for writing the correct answer after the multiple-choice answers are shown
 - 1 point will be earned for writing the correct answer after consulting with the Lifelines
 - 0 points will be earned for an incorrect answer, failing to write an answer, or changing an answer once it has been written
- Daily Double rounds will be worth twice as many points as a regular round (i.e., 6, 4, 2, or 0).

- Silence must be maintained and textbooks must remain closed during each round (i.e., no whispered hints). Referees must disqualify teams for a round if rules are broken. If a Referee fails to disqualify a team for an infraction, the Referee's team will be disqualified for that round by the instructor.
- Point Distribution
 - Each member of each team who participates in the game will receive 2 points.
 - Each member of the team that scores the most points at the end of the game will receive 1 extra credit point.

The Crossword Puzzle (the final 30 minutes of class)

- A crossword puzzle containing the material from one of the current chapters will be given to pairs of students on each team. If a team has an odd number of members, one group of three members will be created.
- Teams will have 20 minutes to solve their puzzles.
- Textbooks may be used to determine answers to the puzzles only during the final 5 minutes of the 20-minute period.
- At the end of the 20 minutes, each pair will write their names and their team's name on the top of their puzzles, trade their puzzles with a pair from a different team, and score this puzzle as the instructor announces the answers. One member of the pair will grade the "down" answers and the other will grade the "across" answers to the puzzle they are scoring.
- A representative of each pair will put the total score (i.e., number of correct "down" and "across" answers) of the pair they scored on the blackboard under that pair's team's name and place the puzzle on the instructor's desk.
- Each pair or trio will pick up their scored puzzle from the instructor's desk.
- The class will compute the mean number of correct answers for each team, and this number will determine the winning team..
- Each pair will return their puzzle to the instructor's desk. The points for participating in the puzzle will not be awarded if the puzzle is not returned to the instructor.
- Point Distribution
 - Each member of each team who participates in the crossword puzzle will receive 2 points.
 - Each member of the team with the highest average crossword puzzle score will receive 1 extra credit point.

Submission of REFs

Students should complete their own REFs by filling in the MG, CP, and Extra Credit Points lines. The Extra Credit points line will include the total of the points earned by winning the Millionaire Game, winning the Crossword team competition, and participating in Catering. Students will give their REFs to a TA at the end of class.

**The above schedule and procedures in this course are
subject to change in the event of extenuating circumstances.**

Name: _____ Team: _____ Chapter(s): ____ Class Time: 1:00 4:00
Grader: _____ Total Questions (TQ) = _____ Completed Questions (CQ) = _____

$CQ \div TQ \times 100 =$ _____ % **SGC** score = _____ **SC** score = _____ **PT** score = _____

____ (SGC) + ____ (SC) ____ + (PT) ____ + (MG) ____ + (CP) = _____ (Total Participation Points) Extra Credit Points = _____

Study Guide Completion **SGC** (1 pt for 90-100%) Spot Check **SC** (1 pt for 8-10) Practice Test **PT** (2 pts for 8-10, 1 pt for 6-7)
Millionaire Game **MG** (2 pts for participation) Crossword Puzzle **CP** (2 pts for participation)

B104 Recitation Evaluation Form

Name: _____ Team: _____ Chapter(s): ____ Class Time: 1:00 4:00
Grader: _____ Total Questions (TQ) = _____ Completed Questions (CQ) = _____

$CQ \div TQ \times 100 =$ _____ % **SGC** score = _____ **SC** score = _____ **PT** score = _____

____ (SGC) + ____ (SC) ____ + (PT) ____ + (MG) ____ + (CP) = _____ (Total Participation Points) Extra Credit Points = _____

Study Guide Completion **SGC** (1 pt for 90-100%) Spot Check **SC** (1 pt for 8-10) Practice Test **PT** (2 pts for 8-10, 1 pt for 6-7)
Millionaire Game **MG** (2 pts for participation) Crossword Puzzle **CP** (2 pts for participation)

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Name: _____ Team: _____ Chapter(s): ____ Class Time: 1:00 4:00
Grader: _____ Total Questions (TQ) = _____ Completed Questions (CQ) = _____

$CQ \div TQ \times 100 =$ _____ % **SGC** score = _____ **SC** score = _____ **PT** score = _____

____ (SGC) + ____ (SC) ____ + (PT) ____ + (MG) ____ + (CP) = _____ (Total Participation Points) Extra Credit Points = _____

Study Guide Completion **SGC** (1 pt for 90-100%) Spot Check **SC** (1 pt for 8-10) Practice Test **PT** (2 pts for 8-10, 1 pt for 6-7)
Millionaire Game **MG** (2 pts for participation) Crossword Puzzle **CP** (2 pts for participation)

B104 Recitation Evaluation Form

Name: _____ Team: _____ Chapter(s): ____ Class Time: 1:00 4:00
Grader: _____ Total Questions (TQ) = _____ Completed Questions (CQ) = _____

$CQ \div TQ \times 100 =$ _____ % **SGC** score = _____ **SC** score = _____ **PT** score = _____

____ (SGC) + ____ (SC) ____ + (PT) ____ + (MG) ____ + (CP) = _____ (Total Participation Points) Extra Credit Points = _____

Study Guide Completion **SGC** (1 pt for 90-100%) Spot Check **SC** (1 pt for 8-10) Practice Test **PT** (2 pts for 8-10, 1 pt for 6-7)
Millionaire Game **MG** (2 pts for participation) Crossword Puzzle **CP** (2 pts for participation)