



INDIANA UNIVERSITY - PURDUE UNIVERSITY INDIANAPOLIS

B104 Psychology as a Social Science

Spring 2010, Course Numbers 22163, 24330, and 23588

Education is the process of learning how to learn.

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.

“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)

Instructor: Dr. Drew Appleby (aka Dr. A), Director of Undergraduate Studies in Psychology
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Credit: Three semester hours

Text: *Introductory Psychology: Applications of Theories and Concepts* (Spring, 2010 Edition) by Kremer, Brown, and Buccini
(Available in the IUPUI Barnes & Noble Bookstore in the Campus Center and Indy’s College Bookstore, 601 West 11th Street)

Course Number → Meeting Times → Day → Location

22163 (with Dr. A) → 9:00-10:15 → Monday → SL 061	(with Amanda Cameron) → 9:00-10:15 → Wednesday → SL 061
24330 (with Dr. A) → 10:30-11:45 → Monday → SL 061	(with Brian Hennen) → 10:30-11:45 → Wednesday → SL 061
23588 (with Dr. A) → 12:00-1:15 → Monday → SL 061	(with Kati McMullen) → 12:00-1:15 → Wednesday → SL 061

Student Mentors

22163 → Amanda Cameron (camerona@iupui.edu)
24330 → Brian Hennen (bhennen@iupui.edu)
23588 → Kati McMullen (akmcmull@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 introduce you to the following areas of psychology: the history of psychology, personality, learning, human 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 remember, comprehend, compare, connect, 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, stimulating enough to arouse your curiosity, and challenging enough to stretch your intellect. If B104 motivates you to take more psychology classes in the future, it will help you make informed decisions about which psychology classes to take because each of the chapters in your textbook corresponds to a 300-level, three credit hour class offered by the IUPUI Psychology Department.

Student Learning Outcomes: The successful completion of B104 will enable you to:

- remember 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”),
- comprehend psychological concepts, theories, methods by developing an understanding of these components (e.g., not only being able to recall the definition of psychology, but also being able to explain why psychology is a science),
- compare and 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) and 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),
- 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), and
- collaborate with a group of your classmates during a variety of in-class learning activities.

The Civil Classroom

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 respect. One crucial outcome of this type of atmosphere is a classroom in which attention and energy are focused on teaching and learning, rather than on 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 their fellow students. I do my best to treat 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 prepared when I arrive for class. I hold all my students in high esteem, regardless of how well they perform in my class, and I try my best to communicate this to them through my words and actions. I do everything in my power to conduct myself in the manner of a professional educator because I know 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 to give my students a clear idea of the behaviors that can interfere with the teaching and learning process in my classroom and to make a sincere effort to decrease or eliminate these behaviors if they occur. Research that my colleagues, my students, and I have conducted has identified the following set of classroom behaviors that 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 can avoid engaging in them. I also want you to know that if you do decide to engage in these behaviors, it will be my duty 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.
- Doing things in class other than what is expected (e.g., text messaging, reading a newspaper, or doing homework for another class).
- Talking to your fellow students during class about things that are unrelated to the official topic of discussion.
- Consistently arriving to 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, yawning, or falling asleep).
- Coming to class unprepared (i.e., without completing the assignment that is due) on a regular basis.
- Exhibiting academically dishonest behaviors (e.g., cheating, plagiarizing, or facilitating the academic dishonesty of other students).
- Intentionally refusing to participate in classroom activities.
- Asking questions that have already been answered, that are clearly off the topic, or that pertain only to personal concerns.
- Treating fellow students or the instructor with disrespect (e.g., with insults, sarcasm, disrespectful facial expressions, or threats).

Academic Honesty

Some students in the past have chosen to act in academically dishonest manners in my B104 classes. Some have cheated by copying answers from others during the Practice Quiz, some have committed plagiarism (and facilitation of academic dishonesty) by copying Study Guide answers from others (and allowing others to copy their answers), and some have committed fabrication by trading their textbooks with friends and giving them higher scores than they deserve. These acts have led to the removal of points and, in some cases, a formal report of academic dishonesty sent to IUPUI’s Assistant Dean of Student Affairs. These unfortunate situations has prompted me to write the following words of advice. Please read, comprehend, and follow them carefully and completely.

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 naïve and boring than a teacher who wants students to learn and who trusts them to work hard in order to do so.*
 - *No one is more clever and exciting than a student who beats the system by cheating, earning high grades, 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 as given on pages 7 and 8 of <http://life.iupui.edu/rights/docs/CodeofConduct.pdf>
 - Making a serious personal commitment to behave in an academically honest manner.

- Behaving in an academically honest manner in this class and in all your other classes.

The Psychology Resource Center (PRC)

The PRC provides academic assistance to B104 students. It is located in LD 129, is staffed by B104 Mentors, and is open 9:00 to 7:00 on Mondays; 9:00 to 5:00 on Tuesdays, Wednesdays, and Thursdays; and 9:00 to 2:00 on Fridays. If you miss a required Mentor Lab, you may make it up by meeting with a B104 Mentor in the PRC **before** the next Monday class.

Two Stages of College Student Academic Development That Can Affect Your Attitude Toward and Performance in this Class

Students enter this class in one of the two stages of educational development described in the following table. Please read about both of these stages, and decide in which stage you and your teachers are currently operating.

Questions That Differentiate These Two Stages	Stage One	Stage Two
When does this stage occur?	This stage takes place in most high school classes and in some introductory college classes.	This stage takes place in some college introductory classes and in most upper level college classes.
What is the purpose of a teacher at this stage?	The purpose of a teacher at this stage of collegiate development is to teach students the information that is contained in their textbooks (i.e., in the words of the ancient Chinese proverb, “to <u>give</u> them a fish”).	The purpose of a teacher is to provide an educational environment in which students learn how to learn on their own (i.e., in the words of the Chinese proverb, “to teach them <u>how</u> to fish”).
What do teachers assume about students at this stage?	Teachers assume that students are not mature, motivated, and/or responsible enough to learn by themselves. They believe that, without teachers, students either would not or could not learn.	Teachers assume that students are mature and responsible enough to learn by themselves. That is, teachers do not teach students; they create and provide opportunities for their students to learn.
How do students know what is going on in their classes during this stage?	Teachers provide students with many verbal reminders at the end of each class of what will be due and what they will be doing during the next class period to insure they will come to class prepared.	Teachers provide students with a syllabus on the first day of class that describes what will take place during each class period. Teachers expect students to read it, understand it, and follow its directions.
How do students and teachers prepare for class at this stage?	Students arrive for class unprepared, without knowledge, and expect to be taught what they do not know. Teachers arrive for class prepared to provide students with the knowledge they lack.	Students arrive for class knowledgeable and prepared. Teachers arrive for class prepared to provide students with opportunities to practice, refine, and strengthen their existing knowledge.
How do teachers teach during this stage?	Teachers most often use the lecture method to insure that their students learn the information contained in their textbooks that will be covered on tests.	Teachers create situations in which students are actively involved in tasks that strengthen the knowledge they have acquired from their textbooks.
How do students behave during this stage?	Students behave <u>passively</u> . They sit in their seats and expect their teachers to teach them. At this stage, students treat learning as a spectator sport.	Students behave <u>actively</u> . They exhibit this active role by coming to class prepared, asking questions, and participating in discussions and class activities.
What lessons do students learn from their teachers during this stage?	If you attend class, pay attention, take good notes, and memorize your notes, you do not need to read the textbook. It is your teacher’s responsibility to make sure you learn. If you do not learn, it is not your fault because it is your teacher’s responsibility to teach you the information contained in your textbooks.	You and your teacher are partners in the teaching-learning process and, to participate fully in this partnership, you must begin to learn how to learn on your own. If you do not learn, it is because you failed to take advantage of the learning opportunities your teacher has provided you.
What does “to study” mean at this stage?	To study means to attend class, remain conscious, pay attention, take notes, and memorize the contents of those notes so the information contained in these notes can be returned to the teacher as answers on exams.	To study means to read the textbook carefully before class, use class time to strengthen the knowledge gained from the textbook, and review this knowledge before exams.
When do students read their textbooks?	If students do read their textbooks, it is not until the night before a test when they make a desperate effort to “cram” as much information into their memories as possible in hopes they can remember it for the test.	Students read their textbooks before they attend each class period so they can ask questions about material that has puzzled them and engage in learning activities to strengthen their knowledge.
What skills are used and/or acquired during this stage?	Listening, note taking, memorizing, and accurately recalling memorized information.	Reading, comprehending, comparing and contrasting, applying, questioning, and discussing.
How do students expect to be graded at this stage?	Students expect to be graded on the basis of the <u>effort</u> they expend. They believe they deserve high grades if they attend class, work hard, follow their teachers’ instructions, and complete all their assignments, even if they do not perform well on exams or papers. At this stage, students believe the <u>quantity</u> of their work is more important than its quality.	Students understand that their grades will be based on their actual <u>performance</u> on exams and papers, not on the amount of effort they expend studying for their exams or writing their papers. At this stage, students know and accept that they will be graded on the <u>quality</u> of the products they produce, not simply on the quantity of work they have expended.

<p>What happens when students discover that their final grades in the class are not likely to be as high as they want, need, or expect at this stage?</p>	<p>Students are often able to either sweet talk or bully their teachers into giving them higher grades with emotional pleas for mercy or entitled demands (e.g., the tuition I paid for this class entitles me to the A I need to get into the Nursing Program). Teachers often allow these students to submit assignments late, retake tests, or break rules that other students in the class are required to follow. These actions teach students that they can continue to behave in academically irresponsible manners in the <u>future</u> by enabling them to escape the negative consequences of their academic irresponsibility in the <u>present</u>.</p>	<p>Teachers are concerned about students whose grades are low, but they do not enable those who have engaged in academically irresponsible behaviors to avoid the negative consequences of these actions. Teachers work with these students to help them understand that their low grades are the fair and natural consequences of their academically irresponsible actions, to take personal responsibility for these actions, and to create strategies so they are less likely to engage in these actions in the future. This “tough love” approach to academic behavior is designed to help students become <u>better</u> students.</p>
<p>What do students believe is the purpose of a college education is at this stage?</p>	<p>Students are often unclear about the purpose of their education at this stage. Most see their education as simply something they must complete in order to be successful (e.g., “I just want to graduate so I can get out of this school and find a good-paying job.”).</p>	<p>Students are becoming more aware that the true purpose of an education is to develop the skills that will enable them to become lifelong learners who will use their skills to become successful in their personal, social, civic, and professional lives.</p>

One of the most important purposes of higher education—and this class—is to enable students to move from Stage One to Stage Two of this process. However, not all students are enthusiastic about making this transition. If you have been educated in schools where teachers and students routinely operated at Stage One, you may believe the rules have suddenly changed in an unfair manner. If you believe this, B104 will frustrate you at first and you may not perform as well as you would like on the exams or homework assignments if you continue to behave at the Stage One level while your instructor and your fellow students are behaving at the Stage Two level. But do not give up. Change is never easy. If you believe the result is worth the effort (i.e., being able to transform yourself from a passive memorizer into an active critical thinker), then the time and effort you devote to your transformation from a Stage One to a Stage Two student during B104 will be a wise investment in your educational, professional, and personal future.

How Your Instructor Will Teach This Class

I spent the first 27 years of my teaching career at Marian College, where I stood in front of my classes and lectured to my students about what was in their textbooks. I did this because this was how I had been taught by my college teachers, and it was how I had been taught to teach in graduate school. Perhaps I am a slow learner, but it took me those 27 years to discover that when the teacher is the only active person in the classroom—and students simply sit in their seats and listen passively—the learning that takes place is superficial, incomplete, and temporary. One of the factors that prompted me to leave Marian and move to IUPUI in 1999 was a growing discontent with the way I had been teaching and the way my students had been learning. I had been taught to play the role of the “sage on the stage,” and I continued to portray this role very successfully at Marian. Walking into a classroom full of appreciative students and delivering a successful lecture is a very satisfying experience. However, I grew increasingly less fulfilled with my classroom “performances,” and I began to desire a different relationship with my students, one in which I could trade my “sage on stage” role for that of a “guide on the side.” I wanted my students to stop entering my classroom empty-headed and expecting me to teach them what was in their textbooks. I yearned for them to walk through my classroom door with a basic understanding of the topic of the day and the ability and willingness to take an active and participative part in my classroom. When I heard that my friend Dr. John Kremer from IUPUI had transformed B104 into such an active academic experience, I was immediately intrigued. When I discovered that the only rule in B104 was “no lecturing,” I was hooked. Although it took me several years and a great deal of work to adjust to this radical change of pedagogy, I can honestly say that I have now made a complete transformation from lecturer to facilitator of active learning. The feeling of walking into a classroom of well-prepared and eager-to-participate students is truly exhilarating, and this situation is what I enjoy most about teaching B104. Several semesters ago, I received the following comment from one of my students on the end-of-semester evaluation form, which clearly communicates the results of this type of classroom atmosphere. *“I’ve never experienced a class like B104 before because Dr. Appleby didn’t teach me in the way I am used to being taught. Rather than standing up in front of the class and simply telling us what we should know for the exams, he created classroom activities and a grading system that required us to learn on our own. At first, I was very upset by this because I had never been taught this way before and I had to work harder than I was used to working. However, by the end of the semester I was beginning to wish all my teachers taught this way. What he had done was not just teach me about psychology; he had actually taught me how to learn psychology on my own, and this ability to learn on my own is going to be a very valuable skill for me in the future, both in school and in my occupation.”* If you would like to learn more about how and why I became a college professor, go to the following website and read Chapter Three: <http://www.teachpsych.org/resources/e-books/tia2005/tia2005.php>

The Technological Advantages of This Class

This class has evolved steadily during the past two decades to meet the needs of IUPUI students, most of whom lead very busy lives and have many responsibilities in addition to their education (e.g., jobs and families). It will be unlike any of your past classes 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 is used in this class to make it more “user friendly.”

- You are not required to take your exams at the same time as your classmates. Because the exams are computerized and offered online, you may take them whenever you wish within a broad range of times and dates.
- You are not required to take your exam in only the time one class period allows. You will have 90 minutes to complete each exam.

- You are not required to wait for a long period of time to find out how you performed on your exams. The computer will provide you with immediate feedback on the multiple-choice part of your exam and your essays will be graded within 24 hours.
- You are not restricted to taking each exam only once. You may take each of the required exams three times, and the computer will automatically record only your highest score.
- Your 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.
- 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 online and using the interactive review exercises designed to help you prepare for the exams in this class. You may also take practice tests and answer practice essay questions and receive feedback on the quality of your answers.

Many teachers assume that students cannot be trusted to learn on their own because they are immature, irresponsible, and/or incapable of learning independently. Four decades 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. You can fulfill your half of this partnership by coming to each class with your assignment read, your homework completed and a willing attitude to participate actively to strengthen the knowledge you have learned outside of class.

How You Will Acquire Information in This Class

- According to an ancient Chinese proverb: *“I see and I forget. I hear and I remember. I do and I understand.”* Different students learn best in different ways—some by seeing (visual learners), some by listening (auditory learners), and some by doing (kinesthetic learners). 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 can 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 exams in this class are written to cover the material from your textbook.
- You will be acquiring information by the second and third ways (listening and doing) when you complete the homework in the Study Guide section of the textbook and participate actively in the classroom sessions with your instructor and student mentor. 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 exam 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 perform well because, when you do, 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 exams to determine if students have learned the material she has taught. The computerized exams in this class have already been created under the guidance of its lead instructor, and my job as your classroom instructor is to help you perform as well as you can on these exams. 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 and provided your with advice and strategies about how to improve? You may find yourself developing the same type of relationship with me because both of us are striving for exactly the same result—high performance on the exams in this class.

In-Class Activities with Your Instructor on Monday

You will participate in 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 optional online activities outside of class. These activities include:

- presentations by the instructor on strategies to help you perform well in the class (e.g., study skills and exam-taking skills)
- academic exercises designed to help you go beyond the memorization of the definitions of the bold-face terms in the textbook by learning how to comprehend them, compare and connect them with one another, and apply them to real situations in your life
- 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 the material they are learning 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 participating in all three of these activities.

Mentor Labs With Your Student Mentor on Wednesday

The purpose of Mentor Labs is to identify and overcome the obstacles that prevent some students from performing well in B104. All students are required to attend the first two Mentor Labs, which provide the support you will need to begin B104 in a successful manner. You will earn 1 point for attending each of these two initial labs. After the first two labs, you will be required to attend a Mentor Lab only if you (a) perform poorly during the previous Monday’s class by earning 0, 1, 2, or 3 of the possible 5 points or (b) scoring less than 35 points (70%) on the previous exam. If you perform well in the Monday class by earning 4 or 5 of the 5 possible points and score higher than 34 points on the previous exam, you are not required to attend the next Mentor Lab. In other words, the Wednesday Mentor Lab is not a required course component if you perform well during the previous Monday’s class and on the previous exam. You will earn 1 point for each required Mentor Lab you attend. You may attend non-required Mentor Labs if you wish, but you will earn no points.

Flags and Notes in the Grade Book

The B104 grade book has two features to help you keep on track. If you do not earn at least 4 out of 5 points in a Monday class or you do not pass a test with a grade of 70% or higher, a flag will appear on the Homepage. This alerts you that you need to attend the next mentor lab. Inside your grade book, the “Notes” feature allow for timely communication between you and your mentor regarding how you are addressing the reason for the flag.

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 assigned Study Guide exercises for both chapters.
- Outside Class → Experiment with the online activities (*3inaRow*, *Flow Charts*, *Compare & Connect*, *Con or Confidence*, *Practice Exams*, and *Take an Essay*), and continue to engage in those activities that help you learn the material best.
- In Class → Participate in collaborative learning activities designed to help you perform well on the next exam
- Outside Class → Take a computerized exam in the Testing Lab (SL 070) covering two chapters in the text.

Study Guide Questions

The questions due at the beginning of each class include **ALL** the questions in the following three sections of the Study Guide that appear at the end of each chapter: (a) General Information, (b) Compare and Connect, and (3) Essays. Be aware that in the Compare and Connect section, some of the rows of the matrices should not be completed because the concept in the far-left box of the row does not correctly connect with any of the concepts across the top of the matrix. Be sure you write the answers to the General Information and Compare and Connect sections in your textbook. Word process or write the answers to the Essays very legibly on a piece of paper, put your name on the paper, fold it, and place it next to the page in your textbook that contains the essay questions. Label the parts of each of your essay answers with the letters that precede them in the Study Guide (i.e., a, b, c, etc.) so the student who scores your essay can do so in an accurate manner. Bring your completed, intact textbook to each class period. You cannot earn points for completing your Study Guide if you do not bring your textbook to class.

Alternative Learning Points (ALPs)

An ALP is a point you can earn by engaging in an alternative learning activity. ALPs can make-up for class activity points you did not earn in class because you either did not engage in a required activity (e.g., you did not attend a class) or for which you lost points because your performance on an activity was too low to earn a point (e.g., missing more than five points on one of the ten-point Practice Exams). The following activities can enable you to earn ALPs in this class.

- attending a required mentor session
- being a member of the team with the highest average Study Guide Completion, Spot Check, and Practice Exam 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 the 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)
- earning points from the following online learning activities you complete before the exam closes for those chapters.

Flowcharts → 1 point for 80% with all charts completed	3inaRow → 1 point for 20,000 points
Psych Whiz → 1 point for Level 4	Con or Confidence → 1 point for 600 points
Compare & Connect → 1 point for 80% with all concept groups completed	Take an Essay → 1 point for Level 4 or above

You may earn a maximum of 15 ALPs. **Important Note:** ALPs are only added to the 75 points that can be earned with class activities, and you may earn no more than 75 class activity points. The purpose of ALPs in B104 is to provide you with an opportunity to engage in an alternative learning activity if you miss class or perform at a low level in class. ALPs are not intended to help you make up for low exam scores. The fact that you can take each exam three times allows you to make up for low exam scores. ALPs for participating in online activities will no longer be available after Exam #5 closes. If you have questions or problems related to any of the online exercises, use the Comments button on each exercise or the [Request Help for Homework or Gradebook](#) link on the B104 Homepage.

The Exams

The exams are computerized and taken in the Psychology Testing Lab (SL 070). Because the exams are on computer, students sometimes make mistakes (e.g., click on the wrong exam), the testing software can malfunction, or the Testing Lab may be closed due to an unexpected emergency. Because of these occasional problems, you may take each exam up to three times with a mandatory 12-hour waiting period between exams covering the same chapters. If you make no mistake with the program, the program does not malfunction, and the Testing Lab is open, you will have the opportunity to take each exam three times. Your best score for each exam will be automatically recorded in the Oncourse grade book. Exams are open on the first day of class and do not close until the date and time given in the Daily Class Schedule contained in this syllabus. Because you have three opportunities to take each exam and only your highest exam score is recorded, B104 has **no make-up exams**. The first five exams cover two chapters each. The final comprehensive

exam (Exam 6) is optional and covers all 10 chapters. Only the highest score of each the six exams will be recorded in the grade book. Although the maximum score on each exam is 55, grades are based on total possible of 50 points, with the 5 extra points you can earn on each exam serving as bonus points. Each exam (except the final exam, which contains only multiple-choice questions) has 47 multiple-choice questions worth 1 point each and two essay questions worth 4 points each. The multiple-choice score will automatically appear at the end of each exam. The essays will be graded within approximately 24 hours.

Advice for Performing Well on the Six B104 Exams

You may practice taking exams by going to the B104 Homepage and clicking on Practice Tests or Take an Essay. It is important to realize that the multiple choice questions on each test have been created to test your ability to not only memorize information from the textbook, but also to understand it and to apply it to real life situations. Be sure you understand that when an exam closes at a certain time, this means you must complete the exam by that time. *Friendly Suggestion:* Take your first exam early and use it to see how well you are prepared. Use the results of this exam to guide the way you study for the second and third times you take each exam. For example, if you do very well on the questions from Chapter 1 and very poorly on the questions from Chapter 2 when you take Exam 1 for the first time, then concentrate most of your study time on Chapter 2 before you take Exam 1 for the second time. If you have questions about your score on an exam item, please go to the Help Desk area of the B104 Homepage and fill out the form available when you click the Request Exam Item Review button.

Three Things You **MUST HAVE** to Take Your Exams

You will need (1) a valid JagTag and (2) a valid IUPUI username and password (your username is the set of letters that precede the @iupui.edu in your IUPUI e-mail address) to take each exam. You will also need (3) the ID number from the second page of your textbook to get into the system before you can take your first exam.

What You **MUST DO** Before You Take Your First Exam

Go to <http://oncourse.iu.edu> and log in using your IUPUI username and password. When you are logged in, select your B104 section number and, after you read the announcements, a screen with links on the left side will appear. Click the Homepage tab and type in the 9-digit Individual Access Code Number that appears in the middle of the inside cover of your textbook. You are only required to enter this code once. If you do not have an active IUPUI username and IUPUI e-mail account, either go online to <http://itaccounts.iu.edu/> or to the IT Building and talk with the consultant.

Research Participation Requirement

You are required to participate in two hours of psychological research by completing any combination of the following activities that adds up to more than 90 minutes.

- 30 minutes or less of research participation, on-campus or online = ¼ requirement
- 31–60 minutes of research participation, on-campus or online = ½ requirement
- 61–90 minutes of research participation, on-campus or online = ¾ requirement
- more than 90 minutes of research participation, on-campus or online = full requirement
- 1 journal article summary = full requirement

Instructions are available on the B104 Homepage by clicking on Experimatrix. You are expected to register on the Experimatrix site prior to beginning Chapter 3. Research studies will be posted throughout the semester, so studies that are available at the beginning may not necessarily be the same studies that are available at the end of the semester. You are strongly encouraged to avoid waiting until the end of the semester, when opportunities may not be available. Upon completion of your research activity, points will be added to your grade book. If you fail on two occasions to attend a scheduled appointment without notifying the experimenter in advance, you will lose the opportunity to participate in research, and you must write the essay instead. Instructions for the journal article summary option are on the B104 Homepage. The last day to participate in research studies or to submit the journal article summary is April 16. If you have any questions or difficulties, go to the B104 Homepage and click on “Request Help for Experimatrix Problem.”

How Your Final Grade Will Be Determined

The total number of points possible in this class is 335 based on the following subtotals:

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

75 = 15 in-class activities worth a maximum of 5 points each (You must attend class to earn these points.)

10 = for completing the Research Participation Requirement

335 = Total points

You Have Three Ways to Earn a Final Grade in B104

1. Earn points for class activities, Mentor Labs, Research Participation, ALPs, and exams (**All Tasks**)
1. Earn points for taking only the exams (**Exam Emphasis**)
2. The final course grade of C for the **Homework Emphasis** is based on a near-perfect record of class attendance (you may miss only one class), a score of 5 for each class session with the instructor, and taking all exams (including the final) prior to their closing dates with a minimum score of 20/50 on each exam. To earn a course grade of A or B under this option, you must score at least 35 points on each of the six exams. Total non-exam and non-research points must equal or exceed 100 for a grade of A, 90 for a B, and 75 for a C. This grading option is not determined by the final percentage. For grades of A and B, the 75-point limit does not apply.

Grade	Percent	All Tasks	Exam Emphasis	Attendance and Class Activity Emphasis
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A+*	100%	335	260	
A	93%	310	241	100 (excludes exam scores and research points) ***
A-	90%	300	234	
B+	87%	291	226	
B	83%	277	215	90 (excludes exam scores and research points) ***
B-	80%	268	208	
C+	77%	256	200	
C	73%	243	189	75 (excludes exam scores and research points) **
C-	70%	234	182	
D+	67%	224	174	
D	60%	201	156	
F	<60%	<201	<156	

* and score 50 or more points on 3 or more exams

** and score at least 20 points on all exams, including the final

*** and score at least 35 points on all exams, including the final

How to Replace Your Lowest Exam Score

You can replace the score of one of your exams by taking the comprehensive final exam that covers material from all 10 chapters. Your score on this 55-point, all multiple-choice exam will replace your lowest exam score. If your score on the final exam is lower than your lowest exam score, it will not count. You are not required to take the final exam if you are satisfied with your final grade after you take Exam 5 for the final time. You may take the final exam three times, and only your highest grade will be recorded.

The 10-Point Extra Credit Opportunity

You may earn a maximum of 10 extra credit points by completing the online learning activities located on the B104 Homepage. For these points to count as extra credit, (a) they must be completed before the test closes for the chapters they cover and (b) you must have already earned 75 class activity points from ALPs and class activities.

How to Read the Online Grade book that Appears on the Oncourse B104 Homepage

You can obtain your exam scores, in-class activity points, mentor lab points, ALPs, and total points earned from the online grade book that you can access from the B104 Homepage. Use the following guide to help you understand this grade book.

- Exam scores appear in boxes marked Exam 1, Exam 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 required mentor labs will appear in the boxes marked ML1, ML2, MLR1, etc.
- Points earned for research participation will appear in the box marked Research Participation.
- ALPs earned during classes (e.g., Study Guide exercises) will appear in the boxes ALP1, ALP2, ALP1, etc.
- The total number of class activity points, mentor lab points, and ALPs will appear in the Points Earned box.
- Refer to the box marked Grade Breakdown so see how your current letter grade would be determined with each of the three grade emphases described in the previous section (i.e., All Tasks, Exam Emphasis, and Attendance and Class Activity Emphasis). Your current grade in this class is the highest of these three grades.

Attendance Policy

You are expected to attend all scheduled class meetings because absence results in the loss of classroom interaction for you, your instructor, your mentor, 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 Exam, grading another student's Study Guide and Practice Exam, playing the Millionaire Game, or solving the Crossword Puzzle), you will not be penalized for missing the class, but I cannot award you credit for participation if you were not present to participate. 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.

How to Withdraw 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 if they are experiencing serious circumstances. Written justification from a doctor, member of the clergy, academic advisor, etc. that clearly explains the seriousness of these circumstances must be presented.

- The necessary form for withdrawal from a course is available in the School of Science Office (room LD 222).
- **Freshman Drop Limit Policy** → University College freshmen (25 credit hours or below) may not drop more than one course per semester. This policy will be enforced through advisor sign-off on drop requests. The policy does not include course adjustments made during the first week of class nor does it apply to classes from which students has been “administratively withdrawn.”

Administrative Withdrawal Policy

A basic requirement of this course is that you participate in class and conscientiously complete writing and reading assignments. If you miss more than two of the first four Monday and Wednesday class meetings of the semester without contacting me, you will be administratively withdrawn from B104. Administrative withdrawal may have academic, financial, and financial aid implications.

Administrative withdrawal will take place after the full refund period and, if you are administratively withdrawn from the course, you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy, please contact me.

How to Receive an Incomplete in this Class

University policy dictates that a grade of I (Incomplete) can be assigned by an instructor only if all 3 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 80% of the work in the class (this means the completion of four exams in B104)
- 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 determine a specific date (up to one year) by which all unfinished work must be completed. An I grade 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 I 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 a genuinely serious life experience.

Why Homework Is Important for Success in B104

Data I have collected in this class indicates a high correlation between the number of class activity points students earn and their exam scores. This does not mean that completing your homework will guarantee you a high grade in this class, but it does indicate that a failure to complete your homework assignments—and therefore earn few class activity points—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, then my advice to you is simple.

- Read your textbook carefully, and complete all the required Study Guide exercises before class.
- Play the *3inaRow* games, construct the *Flow Charts*, and take the *Practice Exams* and *Essays* online.
- Come to all the class sessions ready and willing to strengthen your existing knowledge.
- Take each of the exams more than once, and be sure to study during the mandatory 12-hour study period between the exams. I suggest you take the first exam immediately after the second class of each section as a practice exam to determine your level of preparedness, study the material covered by the questions you missed during the 12-hour period between exams, and then take the exam for a second time. If you are disappointed with your score on the second exam, study during the 12-hour period between exams, and take it for the third time. Just like the old saying says, “*The third time is a charm.*”

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 in a positive and enthusiastic manner.

How to Receive Help with the Online Parts of this class

If you need help with the online parts of B104 (e.g., logging in your book number, the exams, or the online exercises) please call 274-6916 or 250-1267 or use the “Request Help” link on the B104 Homepage.

What Is CAPS and How Can B104 Students Benefit From Its Services?

The stresses of college life are many and varied, and the non-traditional nature of many IUPUI students increases these stresses. Because a high percentage of IUPUI students work, support families, and are first in their family to attend college, the demands can easily become overwhelming. If you find that life stressors are interfering with your academic or personal success, please consider contacting Counseling and Psychological Services (CAPS). All IUPUI students are eligible for counseling services at minimal fees. CAPS also performs evaluations for learning disorders and ADHD (fees are charged for testing). CAPS can assist in student adjustment, coping, and academic progress by providing the following services.

- Treatment for clinical symptoms of depression, anxiety, phobias, eating disorders, etc.
- Training in study skills, exam-taking strategies, and management of exam anxiety
- Education and training in stress and time management techniques
- Assistance with grief, loss, trauma, recovery, and parenting issues
- Opportunities for exploration of individual identity and clarification of values
- Couples counseling to assist management of relationships
- Evaluation for learning disorders and ADHD
- Assessment and treatment or referral for substance use issues
- Referrals for psychotropic medications as indicated

CAPS is located in UN418 and can be contacted by phone (317-274-2548). For more information, see the CAPS web-site at: <http://life.iupui.edu/caps/>

Daily Class Schedule

Class Numbers, Dates, and Exams	Class Topics or Exam Closing Date/Times	Chapters	Catering
#1 → January 11	Introduction to the Class		
January 18	No Class → Dr. Martin Luther King Day		
#2 → January 25	History of Psychology and Personality	1	Clubs
#3 → February 1	Learning	2	Diamonds
#4 → February 8	Review	1 + 2	Hearts
Exam 1	Tuesday, February 9 at 9:00 p.m. Last day to earn ALPs for Chapter 1 + 2 online exercises	1 + 2	
#5 → February 15	Human Development	3	Spades
#6 → February 22	Stress and Health	4	Clubs
#7 → March 1	Review	3 + 4	Diamonds
Exam 2	Tuesday, March 2 at 9:00 p.m. Last day to earn ALPs for Chapter 3 + 4 online exercises	3 + 4	
#8 → March 8	Psychological Problems	5	Hearts
March 15	No Class → Spring Break		
#9 → March 22	Therapy	6	Spades
#10 → March 29	Review	5 + 6	Clubs
Exam 3	Tuesday, March 30 at 9:00 p.m. Last day to earn ALPs for Chapter 5 + 6 online exercises	5 + 6	
#11 → April 5	Research in Psychology	7	Diamonds
#12 → April 12	Intelligence and Psychological Testing	8	Hearts
April 16	Research Participation Closes		
#13 → April 19	Review	7 + 8	Spades
Exam 4	Tuesday, April 20 at 9:00 p.m. Last day to earn ALPs for Chapter 7 + 8 online exercises	7 + 8	
#14 → April 26	Social Psychology	9	Clubs + Diamonds
#15 → May 3	Industrial/Organizational Psychology	10	Hearts + Spades
Exam 5	Tuesday, May 4 at 9:00 p.m. Last day to earn ALPs for Chapter 9 + 10 online exercises	9 + 10	
Comprehensive Final Exam	Thursday, May 6 at 9:00 p.m.	All	

Testing Lab (SL 070) Hours

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

Friday and Saturday: 9:00 a.m. → 5:00 p.m.

Sunday: 12:00 a.m. → 5:00 p.m.

The Testing Lab is closed on official school holidays.

You must START each exam at least one hour before the Testing Lab closes.

Frequently-Asked-Questions about the Testing Lab

Question #1 → Where is the Testing Lab located?

Answer → SL 070, which is in the basement of the SL side of the Science Building.

Question #2 → When is the Testing Lab open?

Answer: → The Testing Lab is open seven days a week during the following hours.

- Monday through Thursday: 9:00 a.m. → 9:00 p.m.
- Friday and Saturday: 9:00 a.m. → 5:00 p.m.
- Sunday: 12:00 a.m. → 5:00 p.m.

Question #3 → On what days is the Testing Lab closed?

Answer → The Lab is closed during official university holidays and vacations (Labor Day, Thanksgiving, Dr. Martin Luther King Day, and fall/spring break).

Question #4 → What is the telephone number of the Testing Lab?

Answer → 278-5706

Question #5 → How can I obtain the JagTag that I will need to take exams in the Testing Lab?

Answer → Your JagTag is your official IUPUI identification card. The JagTag Office is located in Room CE 217 of the Campus Center. For office hours and contact information, go to the following web site:

<http://www.Jagtag.iupui.edu/contact.htm>. Your first Jagtag is free. Replacement of a lost or stolen Jagtag costs \$25.

Question #6 → Does the Testing Lab have any rules?

Answer → The following rules must be followed in the Testing Lab to create a safe, efficient, and academically honest testing environment.

- Books, notes, cell phones, and scratch paper are prohibited in the lab.
- Talking is prohibited in the lab.
- During the exam, help may be requested from a proctor by clicking the “Pencil & Book” icon on the testing page.
- All belongings must be left at the front of the lab. Bring as little as possible into the lab.
- All electronic devices—especially cell phones—must be **turned off** before entering the lab.
- If you believe another student is cheating on an exam, click the “Exclamation Triangle” icon on the testing page. A proctor will be notified anonymously.
- An exam must be completed once it has been opened. Leaving the lab before an exam is completed will cause the exam to be submitted and your score will be based on the answers to the questions you completed prior to leaving the lab.

Question #7 → When is the Testing Lab most busy?

Answer → Lines are the longest on the days exams close. Check the “Psychology Testing Lab” site on the B104 Homepage for detailed information about usage.

The schedule and procedures of B104 as described in this syllabus are subject to change in the event of extenuating circumstances.

In-Class Activities

Activities During the Single-Chapter Classes

The First Day of Class

- The class will be randomly divided into four teams whose names will be Clubs, Diamonds, Hearts, and Spades.
- Print your name on the bottom edge of your textbook and your team name (e.g., Clubs) on the top edge of your textbook.
- Use the Team Member Information Sheet in this syllabus to record your team members' contact information.
- You will be given a page of four Recitation Evaluation Forms (REFs). Make 3 copies of this page, cut them into individual forms, and bring them to each class. You must fill out and submit one of these forms at the end of each class to receive class-activity points. You may also print copies of the REF from the Resource section of Oncourse.
- Bring a calculator to every class.

Activities During the Ten Single-Chapter Classes

The Beginning of Each Class (the first ~15 minutes of class)

- Come to class on time. If you are late for class, you may be unable to participate in some of the point-earning activities.
- 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 introduce students to the topic of the current chapter and the importance of its contents.

The Practice Exam (the next ~10 minutes of class)

- The Practice Exam is a PowerPoint presentation containing 10 multiple-choice questions randomly selected from the bank of questions from which your next exam will be created.
- Each of the 10 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 exam. Do not look at other students' answers, and do not allow other students to look at your answers. Either of these two activities will result in a score of zero for your Practice Exam.

Study Guide Completion (the next ~10 minutes of class)

- Place your REF in your book so it sticks out of the top of the book.
- Collect all the books from your team, trade them with another team, select another student's book to grade, and remove its REF.
- Print your name on the **Grader** line of the REF.
- Write the total number of graded items in the Study Guide (supplied by the instructor) on **Line 1** (Total Items) of the REF
- Go through the Study Guide you are evaluating, and do the following.
 - Circle the number, letter, or box of each item that is not completed.
 - Count the circles, subtract that number from **Line 1**, and put that number on **Line 2** (Completed Items).

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

- The instructor will choose a random sample of 10 questions from the Study Guide, and ask the class for the correct answer to each question. Four of these randomly selected 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 score the answers for correctness and, for each answer that is correct, you will fill in a circle in the line of 10 circles that appears after the **Spot Check Score**. You will then count the number of filled circles and write a 1 in **Box 5** if that number is 8 or higher and a zero if it is 7 or fewer.
- If any of the rows in the Compare and Connect section were supposed to be blank—and they were left blank correctly in the book you are scoring—place the number of these correct blank rows on the line to the right of **Number of Correct Blank Rows**.
- Now add **Line 2** and **Line 3** and divide the total of these two lines by **Line 1** to compute the % of Completed Items. If that % is 90% or higher, place a 1 in **Box 4**. If it is lower than 90%, place a zero in **Box 4**.

Grading the Practice Exam (the next ~30 minutes of class)

- The instructor will project the Practice Exam 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 exam 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 Exam Score** line. If that number is 9 or 10, write 3 in **Box 6**. If that number is 7 or 8, write 2 in **Box 6**. If that number is 5 or 6, write 1 in **Box 6**. If that number is 4 or less, write zero in **Box 6**.

Completing the REF

- Add the numbers that appear in **Box 4**, **Box 5**, and **Box 6**.
- Place that number in the double-lined box to the right of the word **Total**. This number will range from zero to 4.

Returning the REF to Its Owner, Reporting Its Score, and Determining a Winning Team

- **Important Notice:** When you print your name on the **Grader** line, you are verifying that the score on the REF you graded is correct. If you write an incorrectly high 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 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 book so it sticks out of the top of the book, collect the books from your team, and return them to the team to which they belong.
- Write the number that appeared in the Total Box of the REF you scored on the board under the team name of the REF’s owner. This number will range from zero to 5.
- Compute the mean score (rounding off to 2 places to the right of the decimal point) for your own team and the team that is next in the alphabet to your team (e.g., the Clubs will compute a mean for themselves and for the Diamonds). Compare these scores with your teammates and, when these two means are agreed upon, send a representative of your team to the board to write the mean of the other team next to its column of scores and circle the mean. Check the accuracy of the mean for your team when it has been written on the board. When all the means on the board have been accepted as accurate, the instructor will award team with the highest mean one ALP.
- 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 **ALP Line** (for Catering and winning the Total Points competition), and give your REF to one of the Mentors 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 the Mentor to verify its authenticity.
- The catering team must pass the instructor’s “clean room” inspection at the end of the class in order to earn their catering point.

The MOST Important Rule in This Class

You MUST attend class on time to receive credit for the activities that take place during class.

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

If you have ever been employed, you know you must come to work if you want to be paid. The same is true in this class. Do not ask the instructor or the Mentor to grade your homework or to give you the Practice Exam if you miss class or if you come to class after these activities have begun because, by then, it will be too late to take the exam and/or trade books with one of your classmates. Grading your homework must be done in class by one of your classmates.

I fully understand that many college students have very busy lives and that it is often difficult for them to attend all their classes. Therefore, I have created an alternative learning system in this class designed to compensate for points lost by missing class, coming to class late, or performing poorly in class. You may earn up to 15 alternative learning points (ALPs), which means you can miss as many as three classes (worth 5 points each) and not lose any points. This system does not mean I want you to miss three classes. It means I understand missing class is sometimes inevitable, and I want you to know you can still earn a high grade in B104 if you are willing to make up for what you missed in class by engaging in alternative methods of learning.

There are no such things as excused or unexcused absences in this class—there are just absences. Therefore, there is no need to bring documentation (e.g., a note from your physician) if you are absent. Just be sure you are absent no more than three times and that you earn the number of ALPs you need to make up for any points you lose because of your absences.

Activities During the Four Two-Chapter Review Classes

The Crossword Puzzle (the first 30 minutes of class)

- One 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 trio of students will be created.
- Pairs will have 25 minutes to solve their puzzle. No external aids (the text book, notes, or flashcards) can be used for the first 20 minutes. External aids are allowed for the last 5 minutes.
- At the end of the 25 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 act as a "spotter" who determines the correctness or incorrectness of each puzzle item and the other will act as a "scorer" who keeps a running total of the number of correct items.
- A representative of each pair will put the total score (i.e., number of correct "down" and "across" answers) of the Crossword they scored on the blackboard under the Crossword owners' team's name and place the puzzle on the instructor's desk.
- Compute the mean score (rounding off to 2 places to the right of the decimal point) of the team that is next in the alphabet to your team (e.g., the Diamonds will compute a mean for the Hearts). Compare this score with your teammates and, when you are in agreement, send a representative of your team to the board to write the mean of the other team next to its column of scores and circle the mean. Check the accuracy of the mean for your team when it is written on the board. When all the means on the board have been accepted as accurate, the team with the highest mean will receive one ALP.
- Point Distribution
 - Each member of each team who participates in the crossword puzzle will earn 2 participation points.
 - Each member of the team with the highest average crossword puzzle score will earn 1 ALP.
- Participating in this activity will help you prepare for the next exam by:
 - Reinforcing your existing knowledge of the material in the Crossword when you answer the items correctly.
 - Making you aware of the material you have not yet mastered when you discover you cannot answer some of the items correctly.
 - Allowing you to learn material from your partner when s/he knows answers to items you cannot answer.
 - Allowing you to teach material to your partner when s/he does not know the answers to the items you can answer.
 - Providing you with the motivation and opportunity to re-read your textbook, notes, and flashcards to discover the answers to the items neither you nor your partner could answer in your Crossword.

The Millionaire Game (the final 45 minutes of class)

- Teams will be composed of three components during each round of the game.
 - A **Contestant** will write the answer to a multiple-choice question that has been projected on the screen.
 - A **Referee** will insure that the Contestant of another team is playing according to the rules and will put that Contestant's score on the blackboard when the round is completed.
 - The remaining members of the team will serve as the Contestant's **Lifeline**.
- 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 within 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 to the questions 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 any of the following:
 - 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 (i.e., no whispered hints) and textbooks must remain closed during each round. Referees must disqualify teams for a round if these rules are broken. If a Referee fails to disqualify a team for an infraction that is observed by the instructor, the Referee's team will be disqualified for that round by the instructor.
- At the end of each round, the referees will write the number of points earned by the contestant they stood behind on the board under that contestant's team name and will follow that score with a dash and the total number of points accumulated by that team.
- Point Distribution
 - Each member of each team who participates in the game will receive 3 participation points.
 - Each member of the team that scores the most points at the end of the game will receive 1 ALP.

Completing and Submitting the REF

- Place 3 in **Box 7** if you participated in the Millionaire Game.
- Place 2 in **Box 8** if you participated in the Crossword Puzzle.

- Add the numbers that appear in **Box 7** and **Box 8**, and place that number in the double-lined box to the right of the word **Total**. This number will range from 0 to 5.
- Place the number of ALPs earned for winning the Millionaire Game, winning the Crossword Puzzle, and catering in the **ALP Box**. This number will range from 0 to 3.
- Give your REF to the Mentor at the end of the class period.

Important information that can enable you to obtain help in B104 and to understand how your final grade will be determined

Please familiarize yourself with the following ways to obtain help in B104.

- If you need help with any of the **online parts of B104** (e.g., logging in your book number, the exams, or the online exercises) please call 274-6916 or 250-1267 and speak to Katy Lucas or use the “Request Help” link on the B104 Homepage.
- If you have questions or problems related to **computer exercises**, use the Comments button on each exercise or use the “Request Help for Homework or Grade Book” link from the B104 Homepage.
- If you have questions about your score on an **exam item**, go to the Help Desk area of the B104 Homepage and fill out the form available when you click the “Request Exam Item Review” button.
- If you have any questions or difficulties in signing up for **research participation** and/or getting points to show up in the grade book, go to the B104 Homepage and click on “Request Help for Experimentrix Problem.”
- If you would like to practice taking **multiple-choice exams**, you may do so by going to the B104 Homepage and clicking on “Take a Timed Practice Test.”
- If you would like to practice answering **essay questions**, you may do so by going to the B104 Homepage and clicking on “Take an Essay.”

I do my best to explain how final grades in this class will be determined. However, every semester several students contact me after I post their grades on Oncourse because they believe their grades are incorrect. Their confusion about their grades is usually the result of forgetting or misunderstanding one or more of the following rules of the class that appear in the syllabus. Please pay attention to, understand, and remember these rules. They will help you avoid an unpleasant surprise when you check your final grade.

- I use the number that appears in the Points Earned column of the Oncourse grade book at the end of the semester to determine final grades by comparing that number to the final grade distribution in the syllabus.
- Your final exam score replaces the lowest of your first five exam scores. It is not added to your other five exam scores.
- The Oncourse grade book is programmed to add a maximum of 15 ALPs to your Points Earned column. It will ignore any ALPs above this 15-point limit.
- ALPs are only added to the 75 points that can be earned with class activities, and you may earn no more than 75 class activity points. The purpose of ALPs in this class is to provide you with an opportunity to engage in alternative learning activities if you miss class or perform poorly in class. ALPs not intended to make up for low exam scores. Your ability to take each exam three times and to replace your lowest exam score with the score you earn on the optional final exam provide you with ample opportunities to make up for low exam scores.