



OTRP *online*

office of teaching resources in PSYCHOLOGY

Syllabus begins on next page

# PSYCH 100

Summer  
2010



## Course Information

**Textbook:** Myers, D.G. (2010). Psychology, 9th ed. New York, NY: Worth. [A web-based version of the textbook is available; see Psych100 website for more information.]



**Optional but Recommended:** Online Study Center to accompany Myers, 9<sup>th</sup> ed. or Study Guide [Copies of the textbook and study guide are on reserve in the Highline Community College Library.]

**Student Learning Outcomes (SLO):** After completing this course you should be able to

1. demonstrate familiarity with the major concepts, theoretical perspectives, and empirical findings in psychology.
2. understand basic research methods in psychology.
3. respect and use critical thinking, skeptical inquiry, and, when possible, use the scientific approach to solve problems related to behavior and mental processes.
4. understand and apply psychological principles to personal and social issues.
5. weigh evidence, tolerate ambiguity, and understand that behavior is based on multiple factors.

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## Grading

**Unit exams** are 50 pts each for a total of 200 pts. (SLO 1, 2, 4, 5)

**Comprehensive final exam** is worth 100 pts. (SLO 1, 2, 4, 5)

**Reaction papers** are 10 points each for a total of 40 pts. (SLO 1, 3, 4, 5)

**Experimental design assignment** is worth 20 pts. (SLO 2, 3, 5)

**Syllabus & course website summary** is worth 10 pts.

**Open notes quizzes** are worth 30 pts. (SLO 1, 2, 4, 5)

**The Six-Hour D assignment** is worth 5 pts.

**Plagiarism assignment** is worth 5 pts.

### Extra Credit:

**Exams:** Maximum of 8 pts.

**Quizzes:** Maximum of 10 pts.

**Photos:** Maximum of 5 pts.

**Other:** Maximum of 7 pts non-quiz/non-exam extra credit

**Total Points:** 410

Grades will be assigned on a decimal grading scale. The scale is based upon your earned percentage of the total possible points.

	%	%	%	%	%									
A	4.0	95	B+	3.3	88	B-	2.6	81	C	1.9	71	D+	1.2	63
A	3.9	94	B+	3.2	87	B-	2.5	80	C-	1.8	69	D	1.1	62
A	3.8	93	B	3.1	86	C+	2.4	79	C-	1.7	68	D	1.0	61
A-	3.7	92	B	3.0	85	C+	2.3	78	C-	1.6	67	D	0.9	60
A-	3.6	91	B	2.9	84	C+	2.2	77	C-	1.5	66	D-	0.8	59
A-	3.5	90	B-	2.8	83	C	2.1	75	D+	1.4	65	D-	0.7	58
B+	3.4	89	B-	2.7	82	C	2.0	73	D+	1.3	64	F	0.6	57

### CLASS

Item #1045                      Item #1047  
7:30 – 8:50am M-Th            9:00 – 10:20am M-Th  
Bldg 21, Rm 206

### INSTRUCTOR

Sue Frantz

### OFFICE

Bldg 11, RM 213

### OFFICE HOURS

10:30am – 11:00am Mon/Wed  
6:30am – 7:30am Tues/Thurs  
*and by appointment*

### CONTACT INFO

Office: 206.878.3710, ext 3404  
Cell: 425.243.2783 (2SUE) (OK to text)  
Email: sfrantz@highline.edu

### WEB ADDRESS

flightline.highline.edu/sfrantz

## Course Schedule

Lecture outlines are available on the course website.

	Sunday	Monday	Tuesday	Wednesday	Thursday
<b>Jun</b>		<b>21</b> First day organization	<b>22</b> 1 – Thinking Critically with Psychological Science (Obj 1-6)	<b>23</b> 1 – Thinking Critically with Psychological Science (Obj 7-14)	<b>24</b> 2 – The Biology of Mind (Obj 1-3) <b>Syllabus &amp; Website Summary</b>
<b>Jun/ Jul</b>	<b>27</b>	<b>28</b> 2 – The Biology of Mind (Obj 4-7) <b>Experimental Design Assignment</b>	<b>29</b> 2 – The Biology of Mind (Obj 8-11) <b>Plagiarism Assignment</b>	<b>30</b> 6 – Sensation & Perception (Obj 1-7)	<b>1</b> 6 – Sensation & Perception (Obj 8-12) [Bring your MP3 player if you have one] <b>Reaction Paper 1</b>
<b>Jul</b>	<b>4</b>	<b>5</b>  <i>Holiday Campus closed</i>	<b>6</b> 6 – Sensation & Perception (Obj 16-25)  <b>Exam 1 Online Q&amp;A 7pm-8pm (Optional)</b>	<b>7</b> <b>Exam 1</b>	<b>8</b> 7 – Learning (Obj 1-7)
<b>Jul</b>	<b>11</b>	<b>12</b> 7 – Learning (Obj 8-15) <b>Six Hour D</b>	<b>13</b> 8 – Memory (Obj 1-6)	<b>14</b> 8 – Memory (Obj 7-12)	<b>15</b> (continued) <b>Reaction Paper 2</b>
<b>Jul</b>	<b>18</b> <b>Exam 2 Online Q&amp;A 7pm-8pm (Optional)</b>	<b>19</b> 9 – Thinking & Language (Obj 1-5)	<b>20</b> <b>Exam 2</b>	<b>21</b> 4 – Nature, Nurture, & Human Diversity (Obj 1-9)	<b>22</b> 5 – Developing Through the Life Span (Obj 1-8) <b>Reaction Paper 3</b>
<b>Jul</b>	<b>25</b>	<b>26</b> 13 – Personality (Obj 1-12)	<b>27</b> 13 – Personality (Obj 13-17)	<b>28</b> 16 – Social Psychology (Obj 1-6)	<b>29</b> 16 – Social Psychology (Obj 7-16) <b>Reaction Paper 4</b>
<b>Aug</b>	<b>1</b> <b>Exam 3 Online Q&amp;A 7pm-8pm (Optional)</b>	<b>2</b> <b>Exam 3</b>	<b>3</b> 14 – Psychological Disorders (Obj 1-4; 11-12) 15 - Therapy (all objectives)	<b>4</b> 14 – Psychological Disorders (Obj 5-6) <b>Reaction Paper 5</b>	<b>5</b> 3- Consciousness & the Two-Track Mind (Obj 1-9)
<b>Aug</b>	<b>8</b> <b>Exam 4 &amp; Final Online Q&amp;A 6pm-8pm (Optional)</b>	<b>9</b> <b>Exam 4</b>	<b>10</b> Reflections on the quarter	<b>11</b> <b>Final</b> Comprehensive Final Exam	<b>12</b>  <i>No class Instructor out of town</i>

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## Academic Dishonesty

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All work in this course must be your own.

Academic integrity is central to the mission of this institution. If you cheat your way through college, the degree at the end has no meaning. If you assist others in cheating, or don't report students who you know are cheating, it minimizes the value of the degree that you worked for. If you engage in academic dishonesty, you will receive, at minimum, a grade of zero for that assignment. All incidents of academic dishonesty will be reported to Highline Community College's Associate Dean for Students/Student Judicial Affairs Officer.

In other words, cheaters are total tools, and Highline strives to be a tool-free environment.

To avoid being an accidental total tool, see the "Helpful Tips" section of the course website for more information on what is and what is not plagiarism (examples included).. You are always welcome to stop by my office for a fuller explanation of anything pertaining to this course. This includes any clarifications needed regarding academic dishonesty.

Students are usually reluctant to report cheating incidents. However, I encourage you to tell me if you observe cheating. I will not identify you unless you give me permission. Students can hide cheating from instructors, but not from other students.

In other words, if the person next to you is a total tool, I want to know about it.

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## In the Classroom

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- Multitasking in class. Research shows that when we do more than one thing at a time, we're not doing them simultaneously. Instead, we're shifting our attention from one thing to another and then back. In that shift, we lose focus, and it takes a little time to refocus on the new task. Multitasking is an inefficient use of time. I'm going to do my part to do all I can to provide interesting class sessions so you won't feel the need to shift focus onto something else, and I'm going to ask that you help with this by keeping your cell phone where you won't be tempted to check incoming texts. Thanks!
- Student explosions. There will be times when we're discussing a topic in class, and you're going to feel like you have to share your thoughts immediately with the person next to you or you're going to explode. In fact, I lose about 2 students a quarter this way. If you feel this happening to you, you have a couple options. 1) Raise your hand and share your thoughts with all of us. 2) Write your thoughts down so you can later turn them into a reaction paper. Try your best to avoid sharing them with the person next to you. See "multitasking in class" above.
- Class cancellations. If just this class is cancelled, a note will be posted outside the classroom, and if I am able, I will send the class an email as early as I can. Check <http://schoolreports.org> for unexpected campus closures. If class is cancelled for any reason, assume that the class calendar remains unchanged, and any assignments due during the cancellation will be due the next time class is in session. If possible, class sessions will be held at their regular time via our Elluminate room: <http://bit.ly/Psych100QA>. If so, I'll send you an email notification. As with other Elluminate sessions, it will be recorded for those who are unable to attend.
- Missing class. On the outside chance that you are kidnapped, held hostage in Tierra del Fuego, and therefore unable to make it to class, I'm afraid that you are still responsible for turning in your assignments by the due date. Ask a trusted classmate for information on the material you missed. If you know you're going to be kidnapped, let a classmate know. People take better notes when they know someone else is going to be using them.
- Laptops are welcome. Because the content on your screen can be a distraction to those around you, please sit on the outer edges of the classroom. Electrical outlets are at about table-height on both right and left walls.

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## Other Important Stuff

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- Read the textbook. The number one thing you can do to help yourself succeed in this course is read the textbook. Seriously. In my teaching philosophy, your textbook is your first source of information, and I'm here to help you with the hard parts. You're going to get way more information from your text than you will from the few hours you and I are going to spend together. I believe this so strongly that the exams are based on the textbook. But reading the textbook isn't enough. You need to make the information that you read meaningful to you. Find examples of the concepts in your own life. The more meaning it has for you, the more likely you are to remember it.
- Highline Community College offers support services for students with disabilities to ensure access to programs and facilities. At Highline, it is the office of Access Services that directly assists students with disabilities by providing classroom and campus accommodations. Access Services is located in Building 99 in Community & Employment Services. (206)878-3710, ext. 3857.
- Emailing assignments. All assignments need to be typed and emailed to me as attachments (not in the body of the message). As soon as I receive it, you will get a "Got it!" message in return. (This process isn't automated, so you'll have to wait until I, personally, see that your message has arrived.) Your paper will be graded electronically and emailed back to you as a PDF. Grammar and spelling will affect your grade, so if this is not your greatest strength you are encouraged to visit the Writing Center (<http://flightline.highline.edu/writingcenter/>) for free help. For one extra credit point per assignment (maximum of 5 points), include a photo of yourself in your assignments.
- Individual assistance is always available. By assistance I mean going over topics we covered in class or covered in the textbook that we didn't go over in class, help with deciding which classes to take next quarter, exploring career options that have a psychology focus or angle, or even a general Highline or college issue. If I don't have the answer, I'll help you find the person who does. I look forward to seeing you during office hours. Stop in. If those hours aren't convenient for you, let's find another time to meet. During office hours, I'm also available via chat. Go to my webpage (<http://flightline.highline.edu/sfrantz>) and look for the "live help" icon. You're welcome to text me at 425. 243.-2783. Otherwise, email ([sfrantz@highline.edu](mailto:sfrantz@highline.edu)) and office phone (206.878.3710, ext 3404) work great, too! With email I shoot for a 24-hour turn around in responding. If you don't hear from me in 48 hours, something has likely gone wrong. Send me another email to see if I'm being held hostage in Tierra del Fuego. If I am, your assignments are still due on the given due date.
- Free tutoring. Some days I can explain something, and it makes total sense on the first go round. On other days, I can explain something 4 different ways and it still makes no sense. That doesn't make me or you a bad person. On that day, we may be just operating on different planes of existence. Visit the Tutoring Center. These are students who sat in your chair at some point in the last few quarters. They've seen the sticking points, and they're ready to share with you how they got past them. <http://tutoring.highline.edu>
- Syllabus. This contains everything you need to know about the course; keep this in your notebook and refer to it often. You might even want to staple it to your jacket or sew it into your skivvies. I will not remind you when papers are due; turning your assignments in on time is your responsibility. I reserve the right to change this syllabus in writing or by announcement.
- Read the textbook. Have I mentioned that yet? Because it's so important, I'm going to give short quizzes over the reading before we cover that content in class. Students tell me that that provides a little extra motivation, and I believe them. You'll read about those quizzes later in this syllabus. And remember, make what you read meaningful. You'll have reaction papers where you can write about the examples of these concepts that you've discovered in your own life.

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## **Late Assignment Policy**

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Assignments are due by 11:59pm on the date given (see calendar).

If your assignment is not done on the date it is due, you have until 11:59pm the next day to turn it in for 10% off.

Assignments that are more than one day late will NOT be accepted. I'm afraid there are no exceptions to this policy.

Since you know at the beginning of the quarter when assignments are due, there should be no late papers. But I understand that things come up (your computer eats your paper; your pet dragon, Puff, dies). For these reasons, I have this late paper policy (and why I drop the lowest reaction paper score). This means that if you let the paper go, figuring you'll just turn it in late, and THEN Puff dies, I can't help you.

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## **Grade Emailing Policy**

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On the first day of class, you will be given an index card. On it, write your name and your iClicker number, then hand the card in to me. (You're wondering what an iClicker number is, aren't you? Keep reading. It's coming.)

All email communication from me will be to your Highline email account: <http://students.highline.edu>. To access your Highline email, activate your MyHCC account. If you'd like, you can forward your Highline email to your personal email account.

After each exam, I will email all of the grades I have for you at that time. If at any point you'd rather not have your grades emailed to you, let me know.

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## **Honors Option**

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If you are part of the Honors Program (see <http://flightline.highline.edu/honors>), there is an honors option for this course. The project would be a 10-12 page, APA-style research paper with a minimum of 5 references from peer-reviewed journals on a mutually agreed upon topic. Please talk with me early in the quarter if you're interested. Honors projects will not be approved once we are past the midway point for the quarter, and the paper must be completed by the day of the 4<sup>th</sup> exam.

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## Unit Exams

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See the course schedule for testing dates.

Bring a #2 pencil. I will supply the answer forms.

There are 4 unit exams worth 50 points for a total of 200 points; each exam has 50 multiple choice questions. There is also a comprehensive final exam worth 100 points; this exam has 100 multiple choice questions.

**My goal for this course is that you leave it with information you can use for a long time to come. For this reason, it's important to me that you understand the concepts covered, not just be able to memorize definitions for the test. Your text will define concepts and give you examples. Since I find it impossible to cover the entire book (or even entire chapters), I will pick out those concepts (and add concepts) that I feel are most important or that I have found students have the most difficulty with and give different examples than the text gives. On the exams, I'm interested in your understanding of the CONCEPT, not your understanding of the examples. The questions will give you DIFFERENT examples; do you understand how a particular concept applies?**

**If for a particular multiple choice question, you have it narrowed down to two choices, that tells you that you ALMOST have the concept down! Sort out why one choice is right and the other wrong. Then you'll be ready for the final. ("Final?" you ask? Keep reading!)**

**NOTE:** Exams may not be started more than 15 minutes into the class period.

**Online Question & Answer Sessions:** The Sunday (or Tuesday, check the calendar) before each exam, there will be an optional question and answer session held using online conferencing software called Elluminate; check the calendar for times. Just type in this URL: <http://bit.ly/Psych100QA>. All you need to participate are a java-enabled browser, speakers or headphones, and questions. If you would like to speak your questions instead of type them, you will need a microphone. A cheap one works just fine.

It is perfectly acceptable to arrive late and leave early. Stay for as long as you feel it is useful.

The sessions will be recorded, so if you can't make it to a session or if you attended but would like to view it again you can do so at your own convenience. The recorded session is generally available an hour after it's over, but certainly by the morning after. I will send out the link as soon as Elluminate sends it to me.

### **Three tips for preparing for the exams:**

1. Read the textbook. I'm not sure if I've mentioned that yet.
2. Use the built-in questions. Throughout the textbook you will see questions that begin sections of the chapters. Use these to guide your studying. Once you can answer these questions thoroughly, you're ready to test yourself.
3. Use the study guide. The study guide that comes with the textbook is excellent. It has questions that are similar to the kinds of questions you'll see on the exams. After you've mastered the questions in the book, use the study guide to test yourself.
4. Bonus tip. For more tips, visit the course website: <http://flightline.highline.edu/sfrantz/syllabi/psych100.htm>

**Exam extra credit.** The class period after the exam, I will display the four most commonly missed questions. Using your notes, your book, or the people around you, you will have an opportunity to answer the questions again using your assigned clicker. Each correct answer is worth ½ an extra credit point.

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## Comprehensive Final Exam

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See the course schedule for testing date.

Bring a #2 pencil. I will supply the answer forms.

The comprehensive final exam has 100 multiple choice questions worth one point each for a total of 100 points.

The final may also be used to replace the total of the four unit exams. Let's say you earned 140/200 (70%) on the unit exams. If you score higher on the final, say 80/100 (80%), your score on the final will be doubled (in this case, 160/200) and will replace the total of the four unit exams.

**Final Online Question & Answer Session:** This is just like the unit exam Q&A sessions, only this session will be two hours. Like the others it will be recorded, and the link will be sent out as soon as I receive it.

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## Make-Up Exams

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If you miss an exam, I will take the section of the final exam that covers those chapters (25 questions) and double what you earned on that section; that will be your grade for the exam you missed. For example, if you miss the first exam, I will look at questions 1 - 25 on your final. If you correctly answered 20 out of those 25, you will be credited with 40 out of 50 points for the first exam. **There are no other make-ups. You may use the final to make up as many unit exams as you need.**

**If something causes you to miss a test, it must be a pretty big thing, like finding yourself in Tierra del Fuego without a passport. The last thing you'll probably want to worry about is making up a test. How well could you do on the test if your life is in some sort of upheaval? Consequently, you do lousy on the make-up, and when studying for the make-up, you get behind on your studying for the next test, and you do lousy on that one, too. Since I don't give make-ups and just take the points off the relevant section of the final, you have all quarter to study for the test you missed when you can find extra time after your life regains some sort of normalcy.**

**EXCEPTION:** If you know in advance that you will be missing an exam, you can take that exam before it is given in class. I need to know at least 2 days prior to the scheduled exam so arrangements may be made.



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## The Six Hour D

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**5 points.** See the course schedule for due date.

If you think your study habits could use a little improving, consider reading this essay today.

1. Read "[The Six Hour D](#)" by Russ Dewey (see the Psych 100 website).
2. In one typed paragraph explain how one gets a "six hour D."
3. In one typed paragraph explain how one can avoid a "six hour D."
4. In one to two typed paragraphs discuss what about your study techniques are least effective, what is most effective?
5. In one to two typed paragraphs discuss the changes, if any, you plan to make to your study technique.

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## Plagiarism Assignment

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This is also called the "how not to be a total tool" assignment.

**5 points.** See the course schedule for due date.

Visit: <http://www.indiana.edu/~istd/>.

Complete the tutorial. Take the test for the certificate. Print the certificate, fill in your name and sign it, then hand it in for credit. (Or you can email it to me by copying and pasting it into Word.)

Note: Since the tutorial was designed by Indiana University, the policies are their policies. However, Highline's policies are *very* similar. See Highline's Student Rights and Responsibilities site for more information: <http://www.highline.edu/stuserv/vpstudents/srr.html>

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## Syllabus & Course Website Summary

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**10 points.** See the course schedule for due date.

Carefully read over your syllabus, and then answer the following questions in your own words:

1. How do you turn in assignments? (Hint: Look under “Other Important Stuff.”)
2. What are the “Open Notes Quizzes”?
3. What is "Academic Dishonesty"? What is the “Plagiarism Assignment”?
4. If you miss an exam, what do you need to do?
5. How does the comprehensive final work?
6. What is the late assignment policy?

Carefully look over the Psych 100 course website (<http://flightline.highline.edu/sfrantz/syllabi/psych100.htm>), and then answer the following questions:

7. Under "How to Do Well", which 3 suggestions do you feel are most useful? Why?
8. What are "Lecture Outlines"? Which lecture outlines contain extra credit opportunities?
9. Identify one hypothesis you may choose for your first “Experimental Design Assignment.”
10. The list of “Psychology-Related Bookmarks” is frequently updated. This is a list of the 20 most recent websites I’ve bookmarked. Click on the heading to visit the full list or scroll down for a display of ‘tags.’ The bigger the font, the more bookmarks there are for that tag. In the tags area, click ‘video.’ Which video looks most interesting to you? Watch the video, then write one or two things you learned from the video that you found the most fascinating.
11. Visit the website for the textbook. What are some of the things that can be found there? Next, find the PsychSim tutorial called “Hemispheric Specialization”. Run the tutorial. You’ll see this sentence, “From a top view, the brain resembles...” what?
12. In the “Further Reading” section, click on a topic of interest, then on the next page identify one book you think you would find interesting to read. Why do you think it would be interesting? (Tell me something beyond “I think it would be interesting to read because it sounds interesting.”)

**Why is there this summary assignment? I want to be sure that you have read the syllabus, visited the course website, and understand the policies and procedures.**

**Since this is the first assignment, this is your opportunity to make a good first impression.**

**Impress me! 😊**

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## Open Notes Quizzes

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### 30 points

Throughout the quarter there will be unannounced open notes quizzes worth 3 points each. The quizzes will be taken using the iClickers. The quizzes (consisting of 4 multiple choice questions worth 1 points each – 3 questions count toward your grade, 1 counts as extra credit) *will be over the material that was to be read for that day or a previous day*. For instance, later this week you are to read chapter 2; there may be an Open Notes Quiz on that material. “Open Notes” means that you may use whatever *notes* you have taken on the chapter; you may *not* use your textbook or study guide (or photocopies from your textbook or study guide!), nor may you use a photocopy of someone else’s notes. Quizzes will begin 2 minutes into the class period. You will have 80 seconds to read and answer each question.

**Open Notes Quizzes may not be made up or taken early, regardless of the reason for the absence.** There will be 10 quizzes in the quarter; any points you earn over 30 will be counted as extra credit.

**The Open Notes Quizzes are designed to encourage you to come to class and be prepared when you get here. If you read the chapter first, you'll have a better understanding of what I'm talking about, and the questions that you ask will be more productive. Why ask a question that the book answers? And, after having read the chapter, if there is something in there that you don't understand, you'll be able to ask about it in class. If you haven't read the chapter, how will you know to ask? Review your notes, too. The more times you are exposed to something, the more likely you are to remember it.**

**NOTE:** Your notes need to be more than copied definitions from the margins. Need help taking notes from the text? See the link titled “How to take notes on the textbook” under “Textbook” on the Psych 100 course site. Do *not* use the lecture outlines to guide your note-taking from the textbook. The lecture outlines only pertain to what we are covering during class.

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## Experimental Design Assignment

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**20 points.** See the course schedule for due date.

On the Psych 100 coursesite, look under “Experimental Design” for the link to download the assignment page. On this page, you’ll see 4 hypotheses.. Notice they are merely statements that can be either supported by evidence or proven false. Design an experiment to test one of these hypotheses.

Identify the hypothesis you have selected, describe the experiment you have designed, identify the independent variable(s) (note what is the control group and what is the experimental group), and identify the dependent variable(s).

Your grade will assigned according to the scoring rubric found at the bottom at that assignment page. If you have any questions about this, please contact me.

You will NOT actually conduct these experiments, so don’t worry about the expense. ☺

**NOTE: You may get help with this assignment from a classmate. If you choose to do this, you and your classmate *must* choose different hypotheses.**

If your grade is unsatisfactory to you, you may do this assignment again choosing from a different set of hypotheses (follow the “Experimental Design Redo” link). Your grade on the second assignment automatically replaces your grade on the first. If you choose this option, you have until the day and time of the final to turn in your redo.

The ‘redo’ is only an option if you turned in the original assignment. A ‘redo’ cannot be used to replace a zero.

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## Reaction Papers

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**10 points each (4 out of 5).** See the course schedule for due dates.

Pick something out of the chapter(s) or class we have covered and discuss it; the topics you choose must relate directly to the course. If the connection to the course seems unclear, make it clear in your paper. The following are a few suggestions on what to write: What do you think about a particular topic? Is there something in the news or something a friend has experienced that directly relates to something in class? How does it relate? Is there something that was discussed in class that you had a thought about but didn't mention in class? Basically, and **MOST IMPORTANTLY**, show me that you have **THOUGHT** about it. (Don't summarize; I've read the book, and I've been in class. Tell me what you're thinking.) *In each paper, you may write about more than one topic.*

There are 5 opportunities to write papers. I will drop the lowest score, therefore 40 points are possible. (So, if you miss one that score of zero will be dropped.)

Your paper should be **750 - 1000 words**. Use the word count feature of your word processor to count them. (In Word 2007, the count is in the bottom left corner of the screen.)

**If you include information from outside sources**, e.g., websites, books, magazines, in the writing of your paper, you *must* cite your sources in the text of your paper and include a works cited page at the end. The works cited must be APA-style. For each website you reference, you must attach a website evaluation form to the end of your paper. See the Psych 100 course site for the evaluation form and a link to a website that will help you properly cite your sources on the works cited page.

**Remember that I'm interested in you learning this stuff rather than memorizing it. And remember that the text will give you examples and that I'll give you examples. These papers give you an opportunity to come up with your own examples and check them with me to make sure you understand the concept you're talking about. Also, I want you to THINK about the stuff we're covering, not just accept it or deny it. "Why is it that way? If that is true, would this also be true?" I don't want you to simply absorb what the talk-show experts tell you. I want you to have enough knowledge about psychology that you'll be able to tell who may be saying something valuable and who isn't. Knowledge isn't just knowing information; knowledge is also having the ability to question - knowing what questions to ask and how to ask them. Saying "I disagree with that; I don't think that's true" isn't going to get it done unless you have reason to back up your beliefs. Use these reaction papers to learn information and to practice questioning.**

**Besides, these papers give you and me a chance to "talk" about psychology one-on-one. Sometimes I'll have quite a bit to say; sometimes you may just get exclamation points. Exclamation points mean that I thought what you wrote was something that I agree with or that I thought was funny or traumatic. It's my shorthand for letting you know I read what you wrote and have had the appropriate reaction to it.**

**Looking for inspiration? In your textbook, at the end of each section, are "Before you move on boxes." Check out the "Ask yourself" questions. Anything there you'd like to write about? Also consider visiting my bookmarks for content that relates to the course.**

NOTE: Points are taken off for grammatical errors, for being too short, for having nothing to do with the content of the course, and for excessive summary.

# Track Your Grades

<b>EXTRA CREDIT</b>	What you earned.
Non-quiz (7 max)	
Photos (5 max)	

<b>QUIZZES</b>	Date	What you earned.	What it's worth.
Qz 1			3
Qz 2			3
Qz 3			3
Qz 4			3
Qz 5			3

	Date	What you earned.	What it's worth.
Qz 6			3
Qz 7			3
Qz 8			3
Qz 9			3
Qz 10			3

<b>ASSIGNMENTS</b>	What you earned.	What it's worth.
Syllabus Summary		10
Plagiarism Assignment		5
6-Hour D assignment		5
Experimental Design Assignment		20

<b>REACTION PAPERS</b>	What you earned.	What it's worth.
Reaction Paper 1		10
Reaction Paper 2		10
Reaction Paper 3		10
Reaction Paper 4		10
Reaction Paper 5		10

Note: There are 5 opportunities to write Reaction Papers. **Only the best 4 count toward your grade.**

<b>EXAMS</b>	What you earned.	What it's worth.
Exam 1		50
Exam 2		50
Exam 3		50
Exam 4		50
Final Exam		100

Note: Multiply your final exam score by 2. If that number is higher than the total of your four unit exams, that number will replace the total of your 4 unit exams in calculating your final grade in the course.

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**To calculate your current grade in the course**, add up all of the points you've earned in the class so far and divide by the number of points that were available. Multiply by 100 to get a percentage. Look up your percentage in the table on the first page of the syllabus to get the equivalent grade point and letter grade.