

SYLLABUS/SPRING 2018

Psychology 1/Introductory Psychology (section: 32975)

Friday (10:00 am - 1:10 pm)

- INSTRUCTOR:** Vukov, Boris
- CAMPUS OFFICE:** T2357
- OFFICE HOURS:** MON: 10:15 am – 2:15 pm, TUE & THUR: 12 pm – 12:50.
- TEXT:** Vukov, B. (2017). *Psychology*. Irvine, CA: Skaliun Press.
- SCANTRONS:** You will need **three** 882-E scantrons for this class. If you forgot to bring the scantron, you can't receive the exam, approach me first. Go get the scantron, and then I will give you the exam, otherwise, you will be asked to take the make-up exam (make-up exam discussed below).
- OFFICE:** T2357 (second floor of the T bldg. Once you enter the building, go right until the end of the hallway).
- EMAIL:** bvukov@lbcc.edu
- TELEPHONE:** 562 938 4322 (I will respond much faster via email, so it is in your interest to email me).
- NOTE:** It is **extremely** important that you study the following documents for this course: **syllabus** (this document), **calendar**, **paper guidelines** and **sample paper**. All documents are available at www.borisevukov.wordpress.com under CLASS DOCUMENTS tab.

COURSE OUTCOMES

1. Analyze and apply the basic elements of the scientific method, as a means for building theories on credible evidence, as well as the design of a simple experiment.
2. Distinguish the strengths and weaknesses among different research strategies used by psychologists to develop a reliable body of knowledge about human beings.
3. Evaluate the links between a person's mental state and physical health.

4. Compare and contrast different theoretical and treatment approaches to treating mental disorders and other psychological problems.

COURSE OBJECTIVES

1. Describe the historical development of the field of psychology from its roots in philosophy to its emergence as a behavioral science.
2. Comprehend basic psychological and physical milestones in the growth and maturation of human beings.
3. Identify and describe three learning paradigms: classical conditioning, operant conditioning, and social/observational learning.
4. Identify and differentiate the following mental processes: sensation, perception, motivation, emotion, thinking, and memory.
5. Explain core research findings that show how individuals are influenced by the presence of others.
6. Identify a variety of cross-cultural differences in human behavior.
7. Debate the relative contributions of heredity and the environment to personality development, intellectual development, and development of mental disorders.
8. Demonstrate comprehension of the necessary background information needed for subsequent courses in psychology.
9. State the basic assumptions underlying each major school of psychological thought.
10. Identify contemporary theories of personality as well as their strengths and weaknesses.
11. Identify the most common methods of personality assessment and their limitations.

KNOWLEDGE ASSESSMENT

THREE EXAMINATIONS (100 pts each = 300 pts)

There will be three non-cumulative/non-comprehensive exams (see schedule), each of which tests your knowledge of both the readings and all of the material we covered for that particular time-frame (see class schedule). Exams will consist of 50 questions, some will be multiple choice questions, some true/false (2 points for each correct answer). The final exam is not cumulative, and it will not differ structurally from other exams.

On each exam approximately 25 questions (50 pts) will cover the material that exists in the textbook (that we didn't cover in the class). The remaining 25 questions will come from

lectures. See class calendar for the reading assignments for particular exams. Also, I will announce some reading assignments during our class meetings.

Missing an exam: If you decide to skip class on an exam day, you will receive a score of 0 (which is an F) for that particular exam. You will, however, be able to make up missed exams during the final exam. Make up exams will, without an exception, consist of 5 essay questions (20 points each). There will be a plenty of time to take make up all missed exams during the final exam.

The make up exams will cover the same material that was assigned to students for the regular multiple choice/true false exam.

Being late for an exam: You can be late for an exam, but if even one student leaves the classroom before your arrival, I will allow you to take only the make up exam (you'll need to take it during the final exam, though) composed of 5 essay questions (discussed above). No exceptions. However, if nobody leaves the room before your arrival, you can take the regular exam.

Using a phone during an exam: This activity is strictly prohibited. Anyone who uses the phone during an exam, will be asked to leave and do the make-up exam instead.

Using a dictionary during an exam: Strictly prohibited too. Approach me during the exam, and I will rephrase the question for you so that you can understand.

MANDATORY RESEARCH PAPER (100 pts):

Your mandatory research paper (worth 100 points) is to be minimum 7 pages of content. This includes a reference page as well as a title page. The paper must be typed (font size 12, font type Times New Roman), double-spaced, and 1 inch for all margins (left, right, up, bottom). Handwritten papers will not be considered. I will look at your paper DRAFTS (work in progress) during my office hours, so you can stop by and show me your draft as many times as you want during my office hours, and my feedback will follow during the office hrs.

Your paper can be either a group paper or an individually written paper. Your paper must be related to psychology.

Your paper will be about 1 journal article that you need to obtain (as explained in details in the file on the web called PAPER GUIDELINESS).

The publication date of the journal article must be 1 year or less from the current date.

To write a successful paper you should:

- Download and study the paper guidelines file on the web
- Download and study the sample paper from the web

- Study the sample papers from other students (these samples are located in the library under my name, see reference librarians for this) to see where students usually make mistakes, and why they lose points, and how many points.
- submit your paper drafts (I will grade your second draft, without recording that grade—it is just for you to see where do you stand in terms of your points on the paper) during my office hours.
- consider my feedback and make suggested changes (if you fix all suggested corrections, you will make an **A** on your paper)

About paper topics: To choose a topic you might consider any psychology related text. I suggest you find the topic in this particular textbook by browsing through the chapters, and/or by looking at books and journal articles indicated at the end of this textbook (go to “references” section and/or “subject index” section). You can, of course, use any other approach to locate your topic. If you are still confused, you can stop by during my office hours, and I will help you find your topic.

Graded papers (samples): Visit me during my office hours or arrange a meeting with me to see already graded papers from previous semesters to get an idea about my grading system. You can also see those graded papers in the library (go to the reference desk and tell librarians that you are looking for “paper-related material” for psychology class you have with professor Vukov).

Paper-Draft Submissions: Attach your journal article to all paper submissions, in this way you will get partial points if you didn’t reference the journal article properly (otherwise, you will lose 35 pts [from your final paper] for not having an evidence of a journal article). Attach your 1st draft to your 2nd draft when you are ready to submit your 2nd draft, so that I can focus on your improvements only. Attach your most recent draft to your final paper, so that I can focus on your improved sections only. The journal article must be attached to the final paper, you will lose 35 pts if the journal article is not attached to the paper.

The deadline for submitting the paper draft is indicated in the class calendar.

EXTRA CREDIT POINTS (35 pts):

Below you will see specific extra credit categories offered in my class.

Project: Skit (5 pts): I will place you in groups and you will be creating a skit, enacting concepts from the lectures. I will assign a concept to each group. You will have at least 1.5 hrs to prepare your skit. I strongly suggest you download the file “skit” from the web, since there you will see the scoring sheet featuring details that I will be looking for in your skit. Instead of a skit project, I might assign other group projects, such as asking you to come up with your own study and to conduct your study.

AND

Group Project: Design a Study (5 pts): After watching a certain video towards the end of the semester, I will put you in groups and ask you to design a study with an objective to test a hypothesis related to the video you saw. Then, the groups will present their studies using the power point. Then the class will vote for the best study, and the best study will earn 5 additional extra points (meaning 10 total).

Extra-credit research paper (20 pts): You will have an option of writing an extra credit research paper. That particular paper will be written individually or with other group members (you can choose whatever option you prefer). The journal article for this paper must be different from the journal article for your mandatory paper. The structure for writing this paper will be identical to the paper you will write with other students. The grading system will be different, though. The maximum number of points you will be able to make is 20. You can stop by during my office hours, so that I can read your paper, and I will give you my feedback on your extra credit paper.

The deadline for submitting the extra-credit paper draft is indicated in the class calendar.
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Visit me during my office hours or arrange a meeting with me to see already graded papers from previous semesters to get an idea about my grading system. You can also see those graded papers in the library (reference desk, under Vukov, under “paper related material”).

Your paper can be either a group paper or an individually written paper. Your paper must be related to psychology.

Up to 3 Extra-credit problem-solving projects (total points for all problem-solving projects = 5pts): Occasionally, I will place you in groups (3-4 students), and ask you to complete an in-class extra credit project, such as answering my questions/solving problems related to the course material. A group that presents its views better than other groups will take all extra credit points home that day. I will listen to the groups’ views, and evaluate which group gave me the optimal answer. Then, I will justify my decisions by constructively criticizing each group’s performance. Each time we engage in this type of project you will work with different group members. Sometimes all groups will be able to make the same number of points.

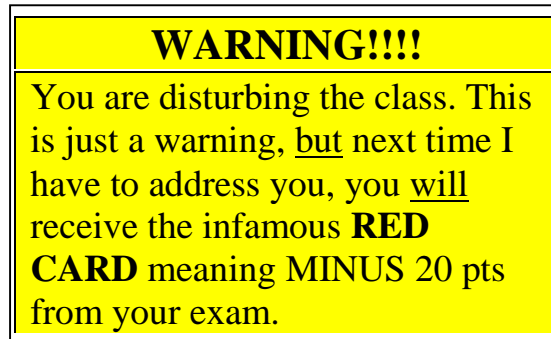
MORE POINTS TO GAIN, AND MORE POINTS TO LOSE!

During the semester you might receive 4 cards: blue, green, yellow and red. You want to look for a blue card, and you want to avoid the rest, because :

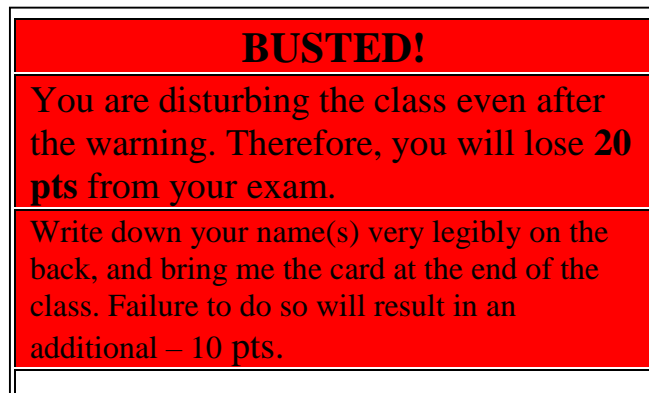
BLUE CARD: I will give a blue card to a student who impresses me with his/her participation. I can give this card to a student at any point during the course, as many times as I think he or she deserves it. Each time you get the blue card, you will receive 2 extra credit points.



YELLOW CARD: I will give a yellow card to a student or (usually) more students who disturb (for example, talk in the class) the class. It is a warning, though, it warns you that the next time I address you (**during the same class**) regarding distracting others, you will be losing points. The yellow card looks like this:



RED CARD: Red card simply means that you distract the class too much, that the warning wasn't sufficient for you, that I lost hope in your ability to restrain yourself, and that you will lose 20 valuable points. You get a red card after you receive yellow card during the same class. This is the red card that you want to stay away from:



Exam #1	100 points
Exam #2	100 points
Exam #3 (Final Exam)	100 points
Paper	100 points
Total # of Points	400 points

Letter grades for testing material and the paper will be assigned as follows:

A = 90% - 100% **B** = 80% - 89% **C** = 70% - 79% **D** = 60% - 69% **F** = < 60%

At the end of the semester, if a student's total score is for example 89% or 79% or 69% or 59%, I have a tendency to give a higher grade to that student if he/she has actively participated in the class throughout the semester.

When you receive your final grade, and if there is a mismatch between what the grade says and what you thought you should be getting in the class, contact me immediately so that we can clarify the confusion. It has (rarely) happened in the past that my calculations were wrong, so you might be right. Also, ask yourself these questions: Have I turned in the final paper? Have I attached my journal article to the final paper? Was the publication date of my journal article one year old or less? Was I ever late/tardy in Vukov's class? Not meeting these requirements can significantly reduce your grade.

Very important! Once the grades are posted on the LBCC official website, you have SEVEN days to contact me and to tell me if you want me to keep your graded assignments (scantrons, papers, extra credit assignments). If you don't contact me, however, I will discard your graded assignments, and you will not be able to see them ever again.

If you contact me to keep the assignments, then after that SEVEN day period, I will keep these graded assignments for an additional SEVEN days, a period during which you shall arrange a meeting with me to stop by my office and look at the graded assignments in my office. This is especially important if you want to argue that you deserve a higher grade. Perhaps, and hopefully, the evidence (graded assignments) will be on your side.

After those additional SEVEN days, I will discard the graded assignments, and you will not be able to see them ever again.

MISCELLANEOUS

INFORMATION DELIVERY

To present information I might use PowerPoint slides, chalk and board, movie clips and segments from documentaries, computer animations, computerized geographical atlas and guest speakers. Also, I will often rely on examples from students' personal experience and my own.

OUR COMMUNICATION

You shall leave me a message on my voice mail, and I will return your call as soon as I can. When you leave your message, please speak very clearly and slowly. If I don't return your call, it just means I couldn't understand your phone number or that you gave me a wrong number. In your message state first your telephone number (so that I don't need to listen the entire message to identify your phone number), and then state your message.

I may not be responding to student email messages since this method of student-teacher communication is, in my experience, very unreliable.

STUDENTS WITH DISABILITIES

If you have a disability (any physical disability; blind/visually impaired; deaf/hearing impaired; ADD/ADHD; psychological Disability ie: Depression, Schizophrenia, Bipolar Disorder; brain injury; developmentally delayed learner; learning Disability) please contact me immediately, so that we can arrange certain accommodations (if necessary) and communication with the center for students with disabilities. You can contact Disabled Student Programs and Services on campus on your own, but I would prefer that you contact me first. After you contact me, you and I will together contact the DSPPS for orientation times and a variety of services that DSPPS provides such as: taped textbook assistance, tape recorder loan, test facilitation, note taking service, special classes, etc.

STUDENT ATTENDANCE

Attendance. You will not receive any bonus points neither lose points for not showing up to the class. If you do not show up for 2 consecutive weeks in the class, I may drop you. However, I do not guarantee that I will drop you since instructors are not obligated to do so. If you want to be dropped, do it yourself, and know the deadline for dropping the class, so that you receive a W instead of an F (ask admissions office about these deadlines).

IN-CLASS DISTRACTIONS

Cell phones should be turned off.

CLASS-PARTICIPATION

Since sometimes there is only one very enthusiastic person (or a very few) who asks many questions, every student has a right to ask **3** questions maximum in my classes, so use your questions wisely. In case you have more questions, write them down and bring them to my office during my office hours, and I will answer them for you. Also, I may address those questions next time in class if I believe that my answers can benefit the entire class.

FORMS:

ABSENCE EXCUSE FORM

Your name:

Your class:

The meeting time for the class:

Message to the professor:

Contact info. (such the name and the telephone number from a person who confirms your absence)
