

Roosevelt University
Course Syllabus: Psychology 103-01
Introductory Psychology
Spring 2020

Professor: Dr. Steven Meyers

Office Location: Chicago Campus, Auditorium Building, Room 806
Phone and voicemail: 312-341-6363

Contact Information: E-mail: smeyers@roosevelt.edu
Text: Use the Remind app we will set up in class
Webpage: <https://blogs.roosevelt.edu/smeyers/>

Course Meetings: Chicago Campus, Wabash Building, Room 611: Tuesdays and Thursdays,
9:30 – 10:45 am

Office Hours: Tuesdays, 12:30 – 2:00 pm; Thursdays, 10:45 am – 12:00; and by
appointment.

Teaching Assistants: Abby Ranweiler (Email: aranweiler@mail.roosevelt.edu)
Samantha Schultz (Email: sschultz10@mail.roosevelt.edu)

Required Text: Myers, D. G., & DeWall, C. N. (2019). *Exploring psychology in modules*
(11th ed.). New York: Worth Publishers. ISBN paperback edition: 978-1-
319-10417-7.

The book can be purchased at the Roosevelt University bookstore or at a
discount through Amazon at <https://amzn.to/2H8gZww>. Be sure you
buy the correct book and edition right away.

In addition, you will need to access the Blackboard class site at
<https://roosevelt.blackboard.com/>.

Course Prerequisites:

There are no prerequisites for this class. All students are welcome to enroll.

Course Description and Goals:

This three credit course will provide you with an introduction to the field of psychology. As a
survey course, it is designed to help you explore a bit of most everything psychology has to

offer. We will examine how people “work” in detail -- What do psychologists know about why people behave the way they do? How are personalities formed? What is “normal” and “abnormal” behavior? How do psychologists help people with psychological disorders? The class also addresses the research and experimental foundations of psychology: You will learn how psychologists ask and answer questions. We will use this lens to better understand topics such as how the brain influences our behavior, how our senses and minds perceive the world, and how we learn and remember.

I hope this class will give you a base upon which to eventually build a career if you decide that psychology is the field for you. Because psychology touches so many areas and is a part of all of our lives, you will find that the material will be useful to you even if this is not your chosen field.

I have three main learning goals for you. At the end of this course, you should be able to:

- a. Define key terms and concepts from different areas within psychology.
- b. Apply psychological concepts to understand how people function, both individually and interpersonally.
- c. Apply theoretical, research-based, and clinical findings to increase your understanding about yourself and improve your well being.

These connect with the university’s overall learning goals for students, which are (a) effective communication, (b) knowledge of discipline-focused content, and (c) an awareness of social justice and engagement in civic life. This class also connects with the four overarching goals developed by Roosevelt University’s Department of Psychology for undergraduate students enrolled in our courses.

Goal 1: Knowledge Base of Psychology. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. This course provides you with an introduction to many of these topics and is a key focus of PSYC 103.

Goal 2: Research Methods in Psychology. Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation. This course will define these terms so that you can develop related skills in subsequent courses (especially statistics and research methods, for psychology majors).

Goal 3: Critical Thinking Skills in Psychology. Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes. We will analyze how psychologists examine arguments and evaluate claims.

Goal 4: Application of Psychology. Students will understand and apply psychological principles to personal, social, and organizational issues with concern for social justice. This is a main focus of PSYC 103. You will apply the ideas we discuss to yourself and others.

Finally, this course is designed to reflect Roosevelt University's historic commitment to social justice and its unique mission: "to educate socially conscious citizens for active and dedicated lives as leaders in their professions and their communities." Roosevelt University prides itself on promoting greater equality in society, consistent with its creation in 1945 by faculty who all resigned from the YMCA College in Chicago to protest its use of quotas and discrimination in student admissions. Consistent with the University's framework of values, you will learn how psychologists can address inequality and can improve well being for people and society. You will be encouraged to help remedy these inequalities through community engagement as well.

Course Requirements and Assignments:

1. Daily quizzes

Beginning on Session 2, a brief quiz will be given during each class. The quiz will cover the readings from the Myers & DeWall textbook that have been assigned for that day. **Be sure to bring two pencils to each class session because we will use Scantron forms for the quizzes.** Be sure to always use Side One of the Scantron sheets.

Daily quizzes are given in this course for the following three reasons: (a) to encourage you to read and learn important concepts and terms from the text before each session, (b) to make studying much more manageable, and (c) to provide you with frequent feedback about your understanding and performance in class.

Each quiz will be worth 6 points and will include 6 multiple choice questions. It will contain vocabulary word definitions (you must recognize the correct definition) and multiple choice questions that will be drawn directly from the self-test questions in the textbook modules. You will have the opportunity to study the actual questions *and their answers* before each quiz.

There will be a total of 25 quizzes during this semester. We will not have quizzes on Sessions 27 and 28 because those readings do not have self-test questions in your textbook. I will also drop your two lowest quiz scores when calculating your final grade. You must be in class when the quiz is administered to complete it; there are no make-up opportunities for late arrivals, early departures, or absences. These quizzes collectively will account for 138 points, which is approximately 40% of your grade in PSYC 103.

How to best prepare for the quizzes

a. Carefully check the syllabus to determine which text modules you should read for the day. We will skip around the book, so it pays to verify.

- b. Read the modules carefully (two times if needed) **before** coming to class. Underline or highlight the text. Check your understanding by quizzing yourself on the organizing questions within the text. Can you answer them after reading the material underneath each?
- c. Write down your answers to the multiple choice questions located at the end of the module. They are underneath the heading labeled “Experience the Testing Effect.” See if you were correct by finding the answers in Appendix E, in the back of the book. If you weren’t correct, learn the answer.
- d. Make flash cards of the vocabulary words. You will find them listed at the end of the chapter underneath the heading “Terms and Concepts to Remember.” This will let you know where each appears in the chapter (see the margins for the definitions). Write the vocabulary word on the front and the definition on the back. Review them until you have memorized the terms. Try to put the definitions in your own words, too.

If you want to study more intensively, follow these suggestions:

- a. Find someone to quiz you on the vocabulary words and multiple choice items.
- b. Ask me questions during office hours. I will help explain the text materials if you are confused.

2. In-class exercises and class participation

Participation involves not only attending all class meetings, but also contributing to discussions and activities. Beginning on the very first session, a written exercise will be given and collected as the measurement of your participation.

These exercises will allow you to collaborate with other students in class and apply the material to problems and real-world situations. This approach also breaks up the lecture and ensures that you are an active participant in our class. This form of daily feedback is another way for you to monitor your understanding of the information.

Each exercise will be worth 4 points. You can interpret your grade on these assignments similar to a GPA scale: 4 (*Excellent*), 3 (*Good*), 2 (*Satisfactory*), 1 (*Poor*), and 0 (*No credit/not submitted*). There will be a total of 28 in-class exercises, as we will have an active learning component in each of our sessions. You must be in class and in the room when the exercise is assigned to complete it; there are no make-up opportunities for late arrivals, early departures, or absences. I will drop your two lowest assignment scores when calculating your final grade. These exercises collectively will account for 104 points, which is approximately 30% of your grade in PSYC 103.

3. Application projects

One of the reasons why many students enjoy psychology classes is the opportunity to apply material to your own lives. You will complete four application projects that will give you the chance to do this in a detailed way. Each one will involve self-reflection and then answering related questions for a total length of approximately 4 to 5 pages. More detailed instructions will be provided in class and on Blackboard, but here is a brief summary of each.

Project 1: Personality assessment (due on January 30). You will complete an online personality questionnaire, obtain results, and relate them to your own perceptions of your personality and the information on the topic covered in the textbook.

Project 2: Wellness and stress (due on February 20). You will answer a series of questions about stresses you experience, how you typically cope with them, and propose different ways of addressing them effectively.

Project 3: Avoiding attribution errors (due on March 19). One of the reasons for conflict is the thought pattern that occurs when others upset you. For this project, you will monitor and challenge how you view others' motives for 6 days and summarize your findings.

Project 4: Behavior change (due on April 16). You will select a target behavior that you would like to change in yourself (e.g., exercise, procrastination), collect baseline data, implement a reward system to change your behavior, and monitor its effectiveness.

Each application project will be worth 15 points and must be submitted on the due date through the Blackboard site. Otherwise, a late penalty of 0.5 point per day will be deducted from your grade on the assignment (this penalty includes weekends and breaks).

Assignments must be typed using MS Word (or converted to pdf format) so that we can open and grade them. Daily late penalties apply if there are delays due to formatting. These four projects will collectively account for 60 points, or approximately 18% of your grade in PSYC 103.

You need to submit these assignments through Blackboard before 9:30 am on their respective due dates. Follow these steps: (a) go to <https://roosevelt.blackboard.com> and select PSYC 103 from your list of courses; (b) click on the "Submit Work" link located on the main menu to find instructions for each assignment and any related documents to download; (c) immediately below, click on the underlined View/Complete link underneath the assignment name (e.g., Project 1); and (d) complete the requested fields in the TurnItIn area and upload your file. Be sure to double check that your attachment was submitted and verify that you attached the correct document. *The assignments are analyzed using plagiarism detection software.*

If you would like additional assistance with Blackboard, see the tutorials at <https://www.roosevelt.edu/current-students/support-services/technology/blackboard-tutorials>.

4. Community service learning and reflection journal

Many students who study psychology want to enter into a career in the helping professions. This applied aspect of psychology is at the core of the discipline. This class will allow you to experience this opportunity through service learning. Students will participate in a community service placement for 10 hours during the semester that will allow you to interact with people who encounter some form of challenge or adversity. These hours should be spread across several weeks of the semester. We can help you find a placement (i.e., you will be able to choose your volunteer experience from a list of options, including one that is nearby) or you can ask me to approve a relevant site that you find on your own. Volunteer activity must occur in an organized setting (like a tutoring program, or a center that provides services to hungry or homeless people) rather than a personal arrangement, like babysitting. Your volunteer work needs to involve direct and sustained interactions in which you will be able to assist others and learn about the people at the site. *Be sure to submit your placement ideas to me using the approval form before you start.*

Credit for the community service learning will be awarded based on your documented, satisfactory completion of the 10 hours and on the basis of a reflection journal. Journals must be typed in MS Word (double-spaced, with 1-inch margins on all sides) and will contain these parts. ***Be sure to organize your journal using these headings:***

- a. Overview (1 page). A description of your site and a general overview of your responsibilities there.
- b. Weekly entries (a minimum of 6 pages that accumulate across your different visits). This section will consist of multiple entries that describe your work during each visit. Write this section up each week rather than waiting until the due date. Begin each by listing the date, start time, and stop time of your visit. Provide a summary of your activities and interactions during the visit. Profile one individual in greater detail in each entry. Describe their personality, how the person interacted with you or others, and the emotions that the person displayed.
- c. Connections (2 pages). Make connections between your observations and interactions at the site and the course material. These should be detailed and specific using the readings and the lecture material. The connections may relate to any lesson rather than only to the topic of the week. Select specific topics from the course and explain how it helped you better understand people at your site. Conversely, choose some experiences at your site and explain how these interactions clarified the reading material.
- d. Personal reactions (1 to 2 pages). Summarize most the important things that you learned from your service learning experience. Comment on what found most interesting, confusing or disconcerting, and your emotional reactions.

Your reflection journal will be due on April 28 and needs to be submitted electronically through the Blackboard site. See page 5 of the syllabus for step-by-step instructions on how to do this. You will also submit your site supervisor's evaluation form in class. This is part of the assignment grade.

This assignment will count for 40 points, which is worth approximately 12% of your final course grade. Late work will be penalized at a rate of 2 points per day. The late penalty also applies due to delays because of formatting problems (be sure to use MS Word).

Alternative assignment. For those students who are unable or choose not to complete the service learning assignment, you will have the option to take a cumulative final examination instead on May 7 during finals week. This exam will consist entirely of essay questions that cover all assigned readings in the textbook. These questions will be drawn from the ones listed under "Learning Objectives" at the end of the modules. The final exam will account for the same number of points as the community service option. Preparing will require as many hours as all aspects of the service learning assignment and will be a comprehensive, challenging test (students have performed significantly better on the service learning assignment than on the final exam in previous semesters). Students who complete the service learning assignment will not take the cumulative final exam and will have their final session on May 7.

Extra Credit:

This class will provide all students with several options to earn extra credit. Each of the following is worth up to 5 additional points added to your grade, depending on the quality of your work. I will provide more detailed directions in class for each. These assignments must be completed by the dates announced in class to count, so be sure to plan carefully. They will be electronically submitted through the Blackboard site where you will find more details as well.

Study skills improvement: Learn about the most effective way to study to improve your grades. Go to <http://tinyurl.com/studyvideos> and watch the five brief videos that are part of the series, "How to get the most out of studying." Write a summary of each of these videos (length: 4-5 pages; due no later than Session 21).

Research participation: Our researchers are always in need of participants for their projects. As a student taking this course, you may develop a better sense of how research is done, and develop some insights into what the participant experiences. Roosevelt University uses the SONA system to track research participation (<https://roosevelt.sona-systems.com/>). Select *two* "SONA credits" worth of studies in which to participate. You must indicate on the SONA system that you want this credit to go to **PSYC 103-01: Introductory Psychology**. New studies are posted on an on-going basis. No written product is required to earn extra credit for this option.

Career planning: You will complete an online questionnaire to help you determine your career interests, will research job options, and will learn about how to best prepare for possible jobs regardless of your major (length: 4-5 pages; due no later than Session 26).

You can do as many extra credit assignments as you want. There will be other, smaller extra credit opportunities available as well announced throughout the course.

Computation of Grades:

Here is a summary table featuring each component of class and how it contributes to your final grade for the class. Your assignment grades will be posted under “My Grades” at Blackboard (<https://roosevelt.blackboard.com/>), which will allow you track your course progress and performance.

Be sure to check your grades and progress at least once per week. If you have a question about any of your grades, you have one week from the posting date to contact me or the teaching assistants for more information or feedback about that particular assignment.

<i>Assignment</i>	<i>How many are there?</i>	<i>How many will count?</i>	<i>How many points for each one?</i>	<i>Approximate percent of final grade</i>	<i>Total points for category</i>
Quizzes	25	23	6	40%	138
In-class exercises	28	26	4	30%	104
Application projects	4	4	15	18%	60
Service learning <u>or</u> Optional final exam	1	1	40	12%	40

Scores from each component of the class (quizzes, in-class exercises, application projects, community service learning/final exam) will be added together, with the potential to earn a total of 342 points, before extra credit is added. “A point is a point” regardless of the assignment in this grading system. For instance, receiving five additional points on an application project would completely offset the effect of not receiving five points on your service learning work.

You will be able to calculate your final grade by dividing the total number of points you earned by 342. I will then convert this a letter grade using the following percentage cut-offs. You can monitor how your percentage changes throughout the semester as your assignments are graded by looking at the “Weighted Total” column on the Blackboard site beginning on the third week of class. Before that, you will be able to see the total number of points that you have earned to date.

Please note that there will be absolutely no rounding of final scores under any circumstance. For example, a final score of 89.99 percent will translate into a B+ for the course. I strongly encourage you to pursue extra credit opportunities beforehand to avoid the possibility of nearly missing a cut-off. There will not be an opportunity to earn any points after the end of the semester or the stated deadline.

Grade	Percent Range	Grade	Percent Range
A	93.00 and above	C	73.00 – 76.99
A-	90.00 – 92.99	C-	70.00 – 72.99
B+	87.00 – 89.99	D+	67.00 – 69.99
B	83.00 – 86.99	D	63.00 – 66.99
B-	80.00 – 82.99	D-	60.00 – 62.99
C+	77.00 – 79.99	F	59.99 and below

Incomplete and Withdrawal Policies:

Incompletes. I strictly follow the Registrar’s policy for assigning Incompletes for this course. That is, a grade of **I** will only be assigned when a small portion of the total semester’s work has to be completed and the student has a compelling and documented reason why the work cannot be completed within the regular timeframe.

Withdrawals. The final date for an official withdrawal from this class (meaning a “W” would appear on your transcript) is March 27 for the Spring 2020 semester. See <https://www.roosevelt.edu/current-students/campus-life/important-dates>. You should consult your academic advisor if you are considering withdrawing from a course. In order to withdraw after the official withdrawal date, you must petition for a late withdraw with Office of the Registrar. Petitions are granted only for non-academic reasons after the deadline. You should consult your academic advisor if you are considering withdrawing from a course. If you receive financial aid, also check with your financial aid counselor to assure that aid isn’t affected by withdrawing from a class. The complete withdrawal policy is here:

<https://www.roosevelt.edu/current-students/academics/register-classes/register-for-classes>.

Make Up and Late Work Policy:

As described above, quizzes and in-class exercises are only available for credit when they are administered in class. Because I realize that emergencies do occur, I will drop your two lowest grades on each of these assignments. Your application projects and service learning journal can be submitted late, but will be subject to the late penalties described in the sections above. These assignments also have a final submit date for possible consideration even with the late penalties (this is generally two weeks after the assigned due date). The optional final exam is considered a back-up assignment, so it will only be offered during the designated time. In the absence of a documented, legitimate reason for missing these assignments, a grade of **F** will be

assigned for that work. Remember to pursue extra credit opportunities if you want to improve your grade, too.

Academic Integrity:

For the Academic Integrity Policy on issues such as plagiarism, repurposing, cheating and other forms of academic dishonesty, please see the University's policies page, which is available at: [University Policies Webpage](#). Additional guidelines for avoiding plagiarism are available on this webpage: [Academic Integrity Guide for Students](#).

Students found guilty of academic dishonesty may receive an **F** for the assignment, and their names will be forwarded to the Student Services office. Receiving an **F** for the assignment does not preclude imposition of other penalties by the University, including failure of the class or dismissal.

Disability Services:

If you have a condition or disability that requires reasonable accommodation, please alert Disability Services (in the Learning Commons) as soon as possible. In order to effectively use accommodations, they should be implemented prior to any assignments, quizzes or tests. In Chicago, Disability Services is located in the Learning Commons, AUD 1050 (inside the Library), and the phone number is 312-341-3811. In Schaumburg, Disability Services is in room 517, and the phone number is 847-619-7978. You can also reach Disability Services by emailing academicsuccess@roosevelt.edu.

Roosevelt University complies fully with the Americans with Disabilities Act. For more information on Disability Services at Roosevelt, visit this link: [Disability Services Webpage](#).

Title IX:

Roosevelt University cares greatly about the health and well-being of our students, staff, faculty, and guests to our campuses. Federal law, specifically Title IX, and the University Sexual Misconduct Policy require that all employees are **mandated reporters** of incidents involving sexual or gender-based violence or harassment. More information on Title IX at Roosevelt and the complete Sexual Misconduct policy can be found by clicking on this link: [Roosevelt Title IX Webpage](#)

Disclosures made to faculty or staff about sexual or gender-based harassment, sexual assault, dating violence, domestic violence, and/or stalking on or off campus **must be forwarded** to the Title IX Coordinator: Charity Seaborn – Interim Title IX Coordinator (312) 341-2045, TitleIX@roosevelt.edu, or by using the [TIX Report Form](#)

The above listed staff are Responsible Employees and therefore are mandated to report. The Title IX office will contact any student who discloses an incident regarding student rights,

including the option to request an investigation, interim safety measures, and/or academic accommodations. In certain circumstances, the Title IX Coordinator may need to proceed with an investigation, even if none is requested, if there are safety risks to the student or campus community. Participation in the process is voluntary.

If you want a confidential place to disclose sexual assault, sexual harassment or intimate partner violence, there are confidential advisors on campus who are not mandated reporters. They are:

LaDonna Long (312) 244-0577 – Confidential Advisor (available via phone all hours); and The Counseling Center (430 S. Michigan Avenue, Room 470; Phone: 312-341-3548) staff are also NOT mandatory reporters and therefore NOT required to report a disclosure to the Title IX Office.

Electronics Policy:

It is easy to take notes by hand in PSYC 103 because each lesson will involve a relatively small number of slides. Because of this, students are **not** permitted to use laptop computers in class (unless they have a documented reason like a learning disability). This policy helps students because it reduces distractions and writing notes helps you retain information better than typing. We will use your smart phones as “clickers” for class activities. You are allowed to use phones for this purpose, but avoid texting or using the Internet on your phones for other reasons. Be sure that your cell phone is set on vibrate at the start of every class.

I send out regular communications to PSYC 103 students through email each week. Be sure to check your mail.roosevelt.edu account often, or arrange for forwarding to the account you prefer (see <https://tinyurl.com/ru-email-forward>). I also have created a text service for this class. Text the message [@rupsync](https://tinyurl.com/ru-email-forward) to the number [81010](https://tinyurl.com/ru-email-forward) to receive these helpful reminders, advice, and announcements.

Religious Holidays:

Please let your instructor know as soon as possible if you will miss class because you are observing a religious holiday. Roosevelt University policy requires written notification to the instructor within the first two weeks of the term. Any work you miss because of a religious holiday can be made up. You can see the full policy by visiting this link: [University Policies Webpage](#)

Resources for Students:

Academic Advising: Advisors help students review degree options and curriculum requirements for most undergraduate programs; assist undecided students in identifying career goals and academic major; and guide students experiencing academic difficulty or academic probation; and help students interpret University policies and procedures.

Chicago campus: Room 1M10, Mezzanine, Wabash Building; (312) 341-4340.
Schaumburg campus: SCH 125; (847) 619-7930

Some students are advised within their college and/or in their individual programs. Graduate students work directly with their academic department.

Blackboard Support, Training and Quick Guides: The Blackboard course management system is supported by the RUOnline staff and by the Roosevelt University Help Desk:

Quick guides link: [Blackboard Tutorials Website](#)
Technology Help desk link: [RU Technology Support Website](#)

Campus Safety:

Auditorium Building: (312) 341-2020
Schaumburg campus: (847) 619-8989

Computer Labs: A list of open labs is located on this webpage: [Computer Labs Webpage](#)

Counseling Center: Individual counseling, as well as group and couples counseling. [Click here for the Counseling Center website](#)

Chicago campus: Room 470, Auditorium Building; (312) 341-3548
Schaumburg campus: Room 114; (312) 341-3548

Financial Aid Services: Apply for financial aid, set up payment plans, and answer questions regarding your Roosevelt bill. Chicago campus: Mezzanine, Wabash Building, (866) 421-0935; FAO@roosevelt.edu. Schaumburg campus: Room 125, (866) 421-0935; FAO@roosevelt.edu

Food and Hygiene Pantry: If you or someone you know are in need of food or toiletries, please visit the pantry located in WB318 and SCH 130H. Students may access the pantry during the posted hours or by appointment. Appointment can be scheduled via email at HFI@roosevelt.edu. Additionally, if interested in volunteering or donating to the pantry, please e-mail HFI@roosevelt.edu.

Learning Commons: The Learning Commons offers tutoring in writing, math, and other subjects; peer mentors; and disability services. Visit their webpage for more information on hours, appointments, and available services: [Learning Commons Website](#)

Tutoring at the Chicago campus: In-person peer tutoring in writing, math, and other subjects is available in the Learning Commons on the Chicago campus. Use the Navigate within the Roosevelt app to make an appointment. You can also visit by the Learning Commons, 10th Fl

AUD, to make an appointment or drop-in for tutoring, Monday-Thursday (9am-6pm) and Friday (9am-3pm).

Tutoring at the Schaumburg Campus: Students on the Schaumburg campus have 24/7 access to online tutoring via Smarthinking on Blackboard. Students can visit SCH 517 to learn more about tutoring options and other academic support.

Tutoring Online and Evening/Weekends: The Learning Commons offers 24/7 online tutoring through Smarthinking, a third-party platform. You can find Smarthinking on the “Help” page in Blackboard.

Peer Mentoring: Peer mentoring is available to all RU students. Peer Mentors provide social and academic support to fellow college students. Contact Kathleen Mullins for more information kmullins01@roosevelt.edu, or stop by the Learning Commons.

Disability Services: The Learning Commons is also the home of Disability Services. If you have a disability, it is in your interest to register with Disability Services. Using these services is private. They aim to teach you the skills you need to be a strong independent learner. Chicago campus: Auditorium Building 1050 (inside the Library) (312) 341-3818. Schaumburg campus: Room 517, 847-619-7978. Email Adam Wouk awouk@roosevelt.edu or Kathleen Mullins kmullins01@roosevelt.edu

Library: Find everything you need to know about the Auditorium Building library, the Schaumburg library and the Performing Arts library at this link: [Roosevelt Library Website](#).

Registrar: Registration, drop/add, withdrawal, transcripts, credit evaluation, graduation. Chicago campus: Mezzanine floor, Wabash Building, (312) 341-3535; registrar@roosevelt.edu Schaumburg campus: Room 125, (847) 619-7950; registrar@roosevelt.edu

Roosevelt App: Download the Roosevelt app, including Navigate, which allows students to view their class schedule; to schedule appointments with Advising, Learning Commons, Career Development, Multicultural Student Support Services, and Financial Aid Services; and to receive important push notifications about registration and other important campus events and news items. The app is available for download for iOS or Android.

RUWiFi: To access the university’s wireless network, either email helpdesk@roosevelt.edu or call (312) 341-4357.

General Notes:

I am committed to the education of each student in this course. If there is a problem that is negatively affecting your course performance, *contact me immediately* so that we can develop an appropriate plan to help you succeed in this class. I urge you not to wait until the end of the semester or until after an assignment is due to speak with me. If an assignment that focuses on

developing self-awareness is uncomfortable for you, discuss this with me as well so we can potentially make needed changes. I encourage you to attend my office hours or contact me by telephone, voice mail, text, or e-mail. The teaching assistants are also available and can help you succeed.

People characterized by a variety of backgrounds, ages, experiences, abilities, and other differences contribute to the community of learners in our classroom. Students enrolled in the university are expected to conduct themselves in a manner compatible with the university's function as an educational institution. Please familiarize yourself with the Student Code of Conduct, the Student Handbook and related procedures which is available through this link: [Office of Student Rights and Responsibilities Webpage](#)

If you have any questions about specific course policies or course content, please outreach me at any time. I am always happy to help. More information about Roosevelt's university-wide scholastic policies is available in the Undergraduate Catalog:

<http://catalog.roosevelt.edu/undergraduate/>

Finally, I reserve the right to change the syllabus as the semester progresses. This may include updating information as needed, or making minor modifications to course requirements due to unanticipated circumstances.

Course Schedule

Semester dates: January 21 to May 11, 2020

Graded in-class exercises on all Sessions (1 – 28). Quizzes on Sessions 2 to 26.

Session	Date	Topic	Reading (Modules)	Projects
1	Tu, 1/21	Course introductions	--	
2	Th, 1/23	Personality: Classic perspectives	38	
3	Tu, 1/28	Personality: Contemporary perspectives	39	
4	Th, 1/30	Psychological disorders: Part 1	40 and 42	Project 1 due
5	Tu, 2/4	Psychological disorders: Part 2	41 and 43	
6	Th, 2/6	Therapy: Psychological interventions	44 and 45	
7	Tu, 2/11	Therapy: Biomedical approaches	46	
8	Th, 2/13	Wellness: Part 1	33	
9	Tu, 2/18	Wellness: Part 2	34 and 9	
10	Th, 2/20	Biopsychology: Neurons and hormones	3 and 30	Project 2 due
11	Tu, 2/25	Biopsychology: The brain	4 and 5	
12	Th, 2/27	Biopsychology: Nature vs. nurture	6 and 8	
13	Tu, 3/3	Social psychology: Social thinking	35	
14	Th, 3/5	Social psychology: Interpersonal relations	36 and 37	
Spring Break				
15	Tu, 3/17	Gender and sexuality	14 and 15	
16	Th, 3/19	Development: Infancy and childhood	10 and 11	Project 3 due
17	Tu, 3/24	Development: Adolescence	12	
18	Th, 3/26	Critical thinking and research	2	
19	Tu, 3/31	Statistics and psychology	Appendix A	
20	Th, 4/2	Sensation and perception	16 and 17	
21	Tu, 4/7	Learning: Classical conditioning	19	
22	Th, 4/9	Learning: Operant conditioning	20 and 21	
23	Tu, 4/14	Memory: Storing memories	22 and 23	
24	Th, 4/16	Memory: Forgetting	24	Project 4 due
25	Tu, 4/21	Intelligence	27 and 28	
26	Th, 4/23	Motivation	29	
27	Tu, 4/28	Social justice and psychology	Go to Blackboard	Service learning due
28	Th, 4/30	Course conclusions	Appendix C	
--	Th, 5/7	<i>Optional</i> final exam (begins at 9:30)	--	