

## PSYC 1000-07 Introductory Psychology (3 Credits) Fall 2023

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<b>Office Hours:</b>	By appointment. Book a meeting here: <a href="https://drswanberg2023.simplybook.me/v2/#">https://drswanberg2023.simplybook.me/v2/#</a> To meet via Zoom: <a href="https://tulanehipaa.zoom.us/j/6509681297">https://tulanehipaa.zoom.us/j/6509681297</a>
<b>Classroom:</b>	Joseph Merrick Jones Memorial Hall, Room 102
<b>Class Time:</b>	07 MWF 1:00 – 1:50 PM

### Course Description

*Introductory Psychology* is a course intended to familiarize students with foundational perspectives of the scientific study of human behavior and cognition. Students will build an understanding of key principles of psychological research and a broad expanse of foundational topics within the discipline including learning, consciousness, perception, memory, mental health, the structure and function of the brain and spinal cord, and cognitive processes.

### Learning Outcomes

After completing Introductory Psychology, you should be able to accomplish the following:

1. Understand key developmental, behavioral, cognitive, and social theories in psychology.
2. Discuss the contribution of psychological research to the understanding of human and non-human animal behavior and cognition.
3. Explain how the different disciplinary perspectives can be can promote advancement within the field, emphasizing the consideration of cultural and diversity factors.
4. Understand how human behavior, cognition, development, and mental health are shaped by biological, social, and ecological factors as well as the interplay among those factors.

## GRADED COURSE REQUIREMENTS

### Evaluation and Grading:

Exam 1	15%
Exam 2	15%
Exam 3	15%
Final Exam	25%

Article Assignments (2)	15%
Class Participation (Discussion Posts)	15%

### Grading Scale:

93-100	A	87-89.9	B+	77-79.9	C+	67-69.9	D+	0-59.9	F
90-92.9	A-	83-86.9	B	73-76.9	C	63-66.9	D		
		80-82.9	B-	70-72.9	C-	60-62.9	D-		

**\*The grade you earn is the grade you will receive.**

### **Required Readings:**

1. Wade, C., Tavris, C., Sommers, S. R., & Shin, L. M. (2020). *Psychology*. Pearson/Prentice Hall. Thirteenth Edition. ISBN-13: 9780135198841
2. Any additional readings will be provided and posted on Canvas throughout the semester.

**Exams:** There will be three **in-class exams** and a cumulative final exam which will be comprised of multiple-choice questions. Exam content will be based on course readings and class lectures. All students ***MUST*** take **all** exams on the scheduled day during the appropriate time frame. There will be no make-up exams unless prior arrangements are made with the instructor **at least two days before** the scheduled exam. **Students absent on the date of the exam will receive a 0.**

<u>Exam 1</u>	<b>Monday, September 18</b>
<u>Exam 2</u>	<b>Monday, October 16</b>
<u>Exam 3</u>	<b>Wednesday, November 15</b>
<u>Final Exam</u>	Thursday, December 14 12:00-3:00 PM

**Article Assignments:** There will be two article assignments. These assignments contribute toward your participation grade and are designed to build your skills in reading empirical articles in psychology and in thinking like a psychologist. To complete each assignment, read the assigned article uploaded to Canvas. Next complete a 1–2-page double-spaced summary and critique of the assigned article. **Each assignment is worth 15 points and is due by 11:59 PM on the date listed on your syllabus. Please include the following information and see the rubric below:**

I. Summary (1-2 paragraphs)

- a. Study aims: What research question did the authors answer? What was the topic of study?
- b. Population/sample size: Who participated in the study? Describe the demographic information that the authors provided. Who wasn't included?
- c. Hypotheses: What did researchers expect to find?
- d. Results: What did the researchers find?

II. How does this article relate to class topics? (1-2 paragraphs)

- a. Make explicit links between your article and topics covered in class (e.g., critical thinking, learning theory, cognitive processes, epigenetics, etc.)
- b. E.g., "The results from the article suggest that children with ADHD have better outcomes with medication therapy alone, however in class we learned that the combination of medication and psychotherapy has been found to be most effective."

Use APA-style in-text citations within the summary section.

E.g., Smith and colleagues (2014) examined the relationship between colorful outfits and self-reported happiness to understand how individuals' cognitive decision-making aligns with their emotional status.

Include an APA-style reference for the article at the end of your assignment.

E.g., Smith, K (2014). Human health: impacts, adaptation, and co-benefits. In *Climate Change 2014: impacts, adaptation, and vulnerability*. Cambridge University Press.

Grade	Requirements
13-15 points	Exemplifies an excellent understanding of the article and underlying concepts. Connections to course topics within the assignment demonstrate critical thinking. Writing is clear and articulate without spelling, punctuation, and grammatical errors. Assignment is submitted on time, includes required content, and is an appropriate length.
9-12 points	Provides a basic understanding of the article and underlying concepts. There are superficial connections to course topics. Contains occasional spelling, punctuation, and grammatical errors. Assignment is submitted on time, includes all required content, and is an appropriate length.
5-8 points	Indicates poor understanding of the article. Few or inappropriate connections to course topics are included. Extensive spelling, punctuation, and grammatical errors are present. Assignment is submitted on time but does not include all required content or is an inappropriate length.
0-4 points	Assignment is not submitted on time, does not include required content, or is an inappropriate length.

**Article Assignment 1:** Friday, October 13 11:59 PM

**Article Assignment 2:** Friday, November 10 11:59 PM

**Discussion Posts:** There will be five discussion post assignments. These assignments count toward your participation grade and are designed to foster your creative and critical thinking about psychology. Each post is an approximately one-page response to a designated prompt that integrates four key ideas from course content. After posting your response, review a response from a peer and reply with a complete thought that contributes to ongoing discussion. **Each post is worth 10 points and is due by 11:59 PM on the date listed on your syllabus. Please see the rubric below.**

Requirements			
Includes an accurate description of 4-5 relevant psychological principles and how they relate to the discussion prompt.	<b>8 pts Full Marks</b>	<b>6.5 pts Very Good</b> Fewer than 4 principles described, minor inaccuracies in description	<b>5 pts Needs Work</b> No discussion of relevant psychological principles or several serious inaccuracies included in descriptions of psychological principles.
On-time submission of a response that is approximately 1 single-spaced page long. Replies to a peer's post with a complete thought that is 1-2 sentences in length. E.g., I like [point the peer made] because [give a reason]. This is a good connection to [something we talked about in class].	<b>2 pts Full Marks</b>	<b>0 pts Needs Work</b> Response is late or too short. Student does not reply to a peer.	