

Course Syllabus
Psychology 111 060
Winter 2017
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Class Hours: Tuesday and Thursday 10:00-12:00

Office Hours: Tuesday and Thursday 12:00-1:30

Course Description: This is a broad survey class exploring the various theoretical bases for the understanding of human behavior. The multiple disciplines comprising the psychological literature will be presented throughout the class and students will be expected to identify the strengths and limitations associated with these theories. Students will explore the biological processes of behavior, sensation and perception, learning and memory as well as examine the theories of personality, cognitive and social development. The impact of cultural influences will also be presented throughout the class.

Textbook: There are two books required for this course. Wayne Weiten, (2014) *Psychology: Themes & Variations (9th Edition)* includes the majority of the required readings for the class. In addition, students will be responsible for the material presented in Roger R. Hock, (2012) *Forty Studies That Changed Psychology (7th Edition)*. I have placed several copies of both of these texts on reserve at the Undergraduate Library. Students may select the paperback or online editions offered for purchase from the publisher for the best pricing. The link is provided on our Canvas site. Used copies should be available at the campus bookstores.

Attendance: Student attendance at lecture is expected. Although material on the examinations will be derived from the textbooks, information presented solely in lecture will be included on the tests and required for the three additional assignments.

Format: Although this is considered a lecture course, the material covered lends itself to more active learning. Throughout the class there will be the opportunity for questions, and discussions. In addition to the more formal lectures I will make use of videos and demonstrations to help illustrate the topics we will cover throughout the course.

Course Requirements: There will be three examinations given throughout the semester. The first test will take place during class time on **February 2nd**. The second test will be administered during class on **March 9th** and the final test will be given on the last day of class, **April 18th**. Each test will be worth a total of 75 points. Tests will be multiple choice and short-answer format. Given the large quantity of material covered throughout the class, exams **will not** be cumulative but instead focus on the most recently presented material. If you have special circumstances requiring an alternative test date I suggest you contact me as soon as possible to discuss the situation. There will be **no** final examination for this course.

Alternate-Timing Third Examination: Although I do not give a cumulative final exam for this course, I am offering students the option to choose to take the third examination during the last day of class *or* during the University scheduled final-exam period on Wednesday, **April 26th** from 4:00-6:00 pm. For planning purposes I *require that students who wish to take the third test during the final examination period send me an email no later than **April 11th*** with the subject heading: ***alternate exam requested.*** Please include in the body of the email your name and ID# and a statement that you would like to use the option for the alternative third exam.

Essay Assignments: Along with the examinations, students will be required to complete three additional essays. These assignments will give you the opportunity to apply the concepts we will be exploring in the course and will be based on material presented in lecture. A detailed sheet and rubric explaining the requirements for each of the essays will be posted on Canvas. Assignment #1 is worth **25** points and will be due on **January 24th**. Assignment #2 is worth **20** points and will be due on **February 23rd**. Assignment #3 is worth **30** points and will be due **April 4th**. Completed assignments are to be turned in ***as a hard copy*** at the beginning of lecture. Late assignments will have a half grade deducted for each full day they are turned in past the due date. If a student is turning in a late paper, he/she will be required to send an email copy to both their GSI and myself, as well as turn in a hard copy the next class session. In addition, students are required to keep a copy of **all** assignments for the duration of the semester.

Extra Credit Assignments: There will be three opportunities for students to receive extra credit points throughout the semester. These optional assignments give students an opportunity to earn extra points towards their final course grade as well serve as a study guide prior to the exams. Each extra credit assignment is worth **5** points and involves creating your own version of an examination for the course covering the material you are to be tested on. Each practice exam created by students must include **8** multiple choice and **8** short answer questions **for a total of 16 questions**, along with an answer key. Questions must come from material that has been covered in lecture as well as the Weiten text and the assigned Hock readings. In addition to reviewing your assignment to make sure you have followed the basic instructions, we will be conducting random checks to make sure you include questions from each of these three sources. ***Extra credit assignments will be submitted on Canvas using the Assignments option. Any assignment which does not meet all of these criteria will be given 0 points.*** The first extra credit assignment is due on line by 10:00 am on **January 31st** and must include material covered on exam #1. The second extra credit assignment is due on line by 10:00 am on **March 7th** and must include material covered on exam #2. The third extra credit assignment is to be submitted on Canvas by 10:00 am on **April 13th** and must include material covered on exam #3. This due date is the same for all students, including those who are taking the alternate exam

Study Habits Survey Extra Credit: Students in Introductory Psychology can earn up to 6 extra credit points for participating in Study Habits Surveys. Once at the beginning of the semester, and again following each of the three exams, Dr. Bill Gehring will distribute (via Canvas announcements) a short online questionnaire that asks about how

you studied for the exam, your level of motivation, and other factors. Each survey will take roughly 10-15 minutes. Each of the four surveys will count for **1.5** extra credit points, for a total of **6 points**. Students can participate in any and all surveys, and there will be no penalties for students who choose not to participate. Dr. Gehring will provide results to the class that show which study habits are effective in Introductory Psychology. Students who participate will have an opportunity to receive a later report of survey results, after the semester is over and data have been fully analyzed. Dr. Gehring will be the only person with access to the database that links your survey answers, exam scores and unqiename. Those individual data have to be recorded so that it is possible to see which habits are associated with better grades. Dr. Schreier and your GSI will see only the group average results, not the individual survey answers. If you have questions about the survey, please email Dr. Gehring at wgehring@umich.edu. (Note: Study Habits Surveys ***do not*** count toward subject pool requirements.)

Introductory Psychology Subject Pool: In addition to these requirements, students in Introductory Psychology are responsible for participation in the Introductory Psychology Subject Pool or the completion of the alternative written assignments. Representatives from the Psychology Student Academic Affairs Office will provide additional information regarding this. Students should direct questions about this requirement or the optional written assignment to the Psychology Student Academic Affairs Office, located at 1343 East Hall or contact them at subject.pool@umich.edu.

GSIs: There are three Graduate Student Instructors for this Course. They will hold weekly office hours and conduct review sessions prior to each examination. They will be available to meet with and help students with any questions they may have regarding course information, requirements or materials. Students are assigned to GSIs based on the **first letter of their last name**. These GSIs will be responsible for grading and tracking student scores for the term. However, you are welcome to meet with **any** of the GSIs during the term if you have general questions about assignments or course material. GSI contact information and office hours are posted on Canvas.

The GSIs for Winter 2017:

A-Ha

Todd Chan

toddchan@umich.edu

He-0

Emily Gach

ejgach@umich.edu

P-Z

Meg Seymour

mjseym@umich.edu

Grading: Student grades will be based on the cumulative points received throughout the semester. The points received will correspond to a letter grade which falls roughly upon the distribution: 100-90: A+, A, A-; 89-80: B+, B, B-; 79-70: C+, C, C-; 69-60: D+, D, D-; 59-0: E.

Canvas: There is a Canvas website for Psychology 111 060. I will post outlines of the power point slides prior to each lecture, and the complete slides will be available in class. We will provide instructions for the course assignments and additional readings on this site. You will receive email notification when new materials have been added, but I suggest you check Canvas regularly. We will post exam scores by the last 5 digits of your student ID # in a grades file on our class Canvas site.

Academic Integrity: I strongly enforce University guidelines with regard to plagiarism, cheating and academic misconduct. *In addition, unless prior permission has been granted the use of any electronic recording or imaging device is prohibited in this class.* If you have any questions about behavioral expectations and guidelines for this class beyond these descriptions please feel free to contact me. The following is the URL for LS&A academic integrity policies. <http://www.lsa.umich.edu/academicintegrity/>

Religious Observances and Special Circumstances: I realize that there are various religious obligations that students may encounter during the term. If you are aware of a conflict with a course expectation and your observance of a religious holiday I suggest that you contact me as soon as possible. I will do my best to make the necessary accommodations. The following link is to the University policies and guidelines specific to holiday observances. <https://www.lsa.umich.edu/facstaff/saa/religiousholidays>

Students with Disabilities: I do my best to accommodate students with documented special needs with their learning environment. For each exam I have scheduled an alternative room that allows for extended time and aims to minimize distractions. Students eligible for additional time and/or other services must provide the necessary documentation at the beginning of the term. This is a good opportunity to discuss any additional accommodations that may be necessary. Prior to each test I will send out an announcement identifying the location and timing of the extended time examinations. In addition, the office for students with disabilities provides both assessment and support services on campus. They may be contacted at: <http://www.umich.edu/~sswd/>

Student Mental Health and Wellbeing: The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact **Counseling and Psychological Services (CAPS)** at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult **University Health Service (UHS)** at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>.

Student Sexual Misconduct Policy: Title IX prohibits discrimination on the basis of sex, which includes sexual misconduct including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage anyone dealing with sexual misconduct to talk to someone about their experience, so they can get the support they need. Confidential support and academic advocacy can be found with the Sexual Assault Prevention and Awareness Center (SAPAC) on their 24-hour crisis line, (734) 936-3333 and at sapac.umich.edu. Alleged violations can be non-confidentially reported to the Office for Institutional Equity (OIE) at institutional.equity@umich.edu. Please note that as instructors, one of our responsibilities is to help create a safe learning environment on our campus. We may have a mandatory reporting responsibility related to this role and be required to share information regarding sexual misconduct or information about a crime that may have occurred on U-M's campus with the University. Students may speak to someone confidentially by contacting SAPAC's Crisis Line at (734) 936-3333 or CAPS at (734) 764-8312.

Availability: It is my expressed goal to make myself available to my students. I will gladly respond to emails, meet you during my office hours as well as be available the few minutes prior to and following lectures. If you have any questions or concerns regarding the course, please feel free to approach me in whatever manner you feel most comfortable.

This syllabus is subject to change and students will be notified in advance of any modifications in class as well as on Canvas.

Psychology 111 060
Schreier

Class Date	Chapter in Weiten	Topic
January 5	1	Evolution of Psychology
January 10	2	Research Enterprise in Psychology
January 12		Research and Classic Studies
January 17	3	Biological Bases of Behavior
January 19		Biological Bases of Behavior
January 24	4	Sensation and Perception
January 26	5	Variations in Consciousness
January 31		Variations in Consciousness
February 2		Exam #1
February 7	6	Learning
February 9	7	Memory
February 14	8	Language and Thought
February 16	9	Language and Thought and Intelligence
February 21		Intelligence and Psychological Testing
February 23	10	Motivation and Emotion
February 28		BREAK
March 2		BREAK
March 7		Motivation and Emotion
March 9		Exam #2
March 14	11	Development Across the Lifespan
March 16		Development Across the Lifespan
March 21	12	Personality
March 23	14	Stress, Coping and Health**
March 28		Stress, Coping and Health
March 30	15	Psychological Disorders
April 4		Psychological Disorders
April 6	16	Treatment of Psychological Disorders
April 11	13	Social Behavior**
April 13		Social Behavior
April 18		Exam #3

****Chapter 13 is read out of order**

Hock Reading Assignments

Forty Studies That Changed Psychology

Class Date	Required Reading
January 10/12	Preface, pp. xi-xviii A Prison By Any Other Name, pp. 284-292
January 17/19	Obeys at Any Cost, pp. 306-315 One Brain or Two?, pp. 1-11 More Experience= Bigger Brain, pp. 12-19 Are You A Natural, pp. 19-27
January 24	Watch Out for the Visual Cliff, pp. 27-34
January 26/31	To Sleep, No Doubt to Dream..., pp. 42-49 Acting As If You Are Hypnotized, pp. 57-64
February 7	It's Not Just About Salivating Dogs, pp. 65-72 Little Emotional Albert, pp. 72-78 See Aggression...Do Aggression, pp. 85-92
February 9	Thanks for the Memories, pp. 117-125
February 14	As A Category It's A Natural, pp. 49-56
February 16/21	What You Expect is What You Get, pp. 93-100 Just <i>How</i> Are You Intelligent? pp. 100-110
February 23	Picture This, pp. 276-283 A Sexual Motivation, pp. 158-168
March 7	I Can See It All Over Your Face!, pp. 168-175 Watching Your Emotions? pp. 175-180
March 14/16	Discovering Love, pp. 126-134 Out of Sight, But Not Out of Mind, pp. 134-143 How Moral Are You?, pp. 143-150
March 23	In Control and Glad Of It, pp. 150-157 Racing Against Your Heart, pp. 208-215
March 30	Learning to Be Depressed, pp. 240-247 Who's Crazy Here, Anyway?, pp. 225-233
April 6	Relaxing Your Fears Away, pp. 262-269 Choosing Your Psychotherapist, pp. 256-262
April 11	Obeys at Any Cost, pp. 306-315 (reviewed) A Prison By Any Other Name pp. 285-292 (reviewed)
April 13	The Power of Conformity, pp. 292-297 To Help or Not to Help, pp. 297-306