

Psychology 100: Introductory Psychology Fall 2006

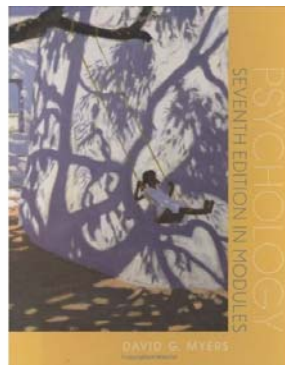
Instructor:	Kenneth Carter, PhD, Associate Professor of Psychology	Office:	Seney Hall 214A
Phone:	770-784-8439	Drop-in Office Hours	10-11 MW 11-12 Th <i>you can always make an appointment with me--check my calendar first...</i> www.drkencarter.com/where
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Requirements

Psychology, Seventh Edition, in Modules & iclicker (Paperback)

List Price: \$121.95 (reference price from amazon.com)

ISBN: 0716764342



You don't need to bring the book to class everyday. But you MUST bring the iClicker to class

INTERNET RESOURCES:

Resources for class at <http://www.drkencarter.com>

COURSE DESCRIPTION

The purpose of the course is to introduce you to the field of psychology. A goal of the class is to emphasize the development of critical thinking skills and to prepare you to be a cautious and analytical consumer of information that proclaims to be scientific or based on research.

COURSE OBJECTIVES AND LEARNING OUTCOMES

In accordance with the National Guidelines and Suggested Learning Outcomes for the Undergraduate Psychology Major (APA 2001) this course is designed to help develop and improve your critical thinking skills. You should leave this course with cognitive tools that can provide you with specific strategies for inquiry and well reasoned thought.

COURSE OBJECTIVES (What you will learn if you successfully complete this course)

- Be familiar with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation
- Respect and use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes
- Understand and apply psychological principles to personal, social, and organizational issues.
- Have the ability to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline

STUDENT LEARNING OUTCOMES (What you will be able to do you successfully complete this course)

- **Describe the nature of psychology as a discipline.**
 - Explain why psychology is a science
 - Compare and contrast the assumptions and methods of psychology with those of other disciplines.
- **Use the concepts, language, and major theories of the discipline to account for psychological phenomena**
 - Describe behavior and mental processes empirically, including operational definitions
 - Identify antecedents and consequences of behavior and mental processes
 - Use theories to explain and predict behavior and mental processes
 - Integrate theoretical perspectives to produce comprehensive and multi-faceted explanations
- **Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).**
 - Compare and contrast major perspectives
 - Describe advantages and limitations of major theoretical perspectives.
- **Describe the basic characteristics of the science of psychology**
- **Explain different research methods used by psychologists.**

Describe how various research designs address different types of questions and hypotheses
Articulate strengths and limitations of various research designs
- **Evaluate the appropriateness of conclusions derived from psychological research.**
 - Interpret basic statistical conclusions
- **Design basic studies to address psychological questions using appropriate research methods**
 - Locate and use relevant databases, research, and theory to plan, conduct, and interpret results of research studies
 - Formulate testable research hypotheses, based on operational definitions of variables
- **Use critical thinking effectively**
 - Evaluate the quality of information, including differentiating empirical evidence from speculation and the probable from the improbable
 - Recognize and defend against common fallacies in thinking
 - Evaluate popular media reports of psychological research
 - Demonstrate an attitude of critical thinking that includes persistence, open-mindedness, tolerance for ambiguity and intellectual engagement
 - Make linkages or connections between diverse facts, theories, and observations
- **Describe major applied areas of psychology (e.g., clinical, counseling, industrial/organizational, school, health).**
- **Identify appropriate applications of psychology in solving problems, such as**
 - the pursuit and effect of healthy lifestyles
 - origin and treatment of abnormal behavior
 - psychological tests and measurements
- **Apply psychological concepts, theories, and research findings as these relate to everyday life.**
- **Seek and evaluate scientific evidence for psychological claims**
- **Tolerate ambiguity and realize that psychological explanations will often be complex and tentative**
- **Understand the limitations of their psychological knowledge and skills**

REQUIREMENTS/EVALUATION:

There are three regularly scheduled Exams.

TESTS. There will be 200 points on each of the 3 exams. The test items will be taken primarily from class material, but you can expect some test questions on reading material, films, or any class activity. If you feel that the answer you chose for a test question is better than the correct answer, submit your case in WRITING to me (after a 24 hour “cool down” period). You will have until the next exam to turn in these written explanations. You may not, however, contest questions from Test 3

ATTENDANCE. Students are expected to attend every class. If you do miss class, you are responsible for the information (including announcements) presented each day. If you miss a class, please be prepared to get the information from another class member. There are times when you will have extra credit activities during class, if you miss class, you may not “make up” these assignments.

iC You’ll be able to earn participation and performance points during the semester. We’ll use the iClicker (available in the bookstore) everyday. The first part of the class, you’ll be awarded points for participation. After you get used to the system, you’ll get MORE points for answering sample questions correctly and some consolation points (not many) for incorrect answers. Because of the nature of the iC points, you may not “make up” these assignments. Preparing for the iC points will decrease your study burden for the exams. You may earn up to 50 iC points during the semester.

BLOG You’ll also keep a blog of your thoughts about the topic areas we discuss. Points will be assigned based on thoughtful blog entries during the week (small blogs), and you will prepare a summary blog entry at the end of the semester (big blog). Blogs will be graded without notice and you may earn up to 50 points for your small-blogs. Your big blog is worth 100 points.

EVALUATION:

The final grade will be based on the total points you receive on your three EXAMS (600 points), your iC points (50) your small blog (50) and your big blog 100. for a total of 800 points. Here is a chart with the minimum percentage of points required for each. For example, if you wanted to earn an A (who doesn’t) you’ll need to earn a minimum of 744 points. You can keep track of your grade on snapgrades.net.

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
%	93.00	90.00	87.00	83.00	80.00	77.00	73.00	70.00	67.00	63.00	62<

Course Syllabus (cont.)

EXAM CALENDAR

Subject to change

Date	Exam #	Topics	Modules/Topics
Sept 20	Exam 1	What is Psychology Research Methods Biological Psychology Consciousness Memory Myers Briggs	Module 2 Research Strategies: How Psychologists Ask and Answer Questions Module 23-27 Memory Myers Briggs and Learning Styles Module 3. Neural and Hormonal Systems Module 4 The Brain Classical Conditioning (module 20) and Test Anxiety Module 17 Waking and Sleeping Rhythms Module 18 Hypnosis
October 25	Exam 2	Psychological Disorders Treatments Intelligence Human Emotion	Module 45 Introduction to Psychological Disorders Module 46 Anxiety Disorders Module 47 Dissociative and Personality Disorders Module 48 Mood Disorders Module 49 Schizophrenia Module 50 The psychological Therapies Module 51 Evaluating Psychotherapies Module 52 The Biomedical Therapies Module 37 Theories of Emotion Module 38 Experienced and Expressed Emotion Module 30 Introduction to Intelligence Module 31 Assessing Intelligence
During Finals	Exam 3	Personality Theories Child Development Learning Theory Human Development	Module 41 Historic Perspectives: Psychoanalytic and Humanistic Module 42 Contemporary Research: The trait Perspective Module 7 Prenatal Development and the Newborn Module 8 Infancy and Childhood Module 9 Adolescence Module 10 Adulthood and Reflections on Developmental Issues Module 20 Classical Conditioning Module 21 Operant Conditioning

EMAIL POLICY

EMAIL (*I reserve the right not to answer emails that do not follow this policy.*)

For most of us, sending and receiving email is simple and fun. We use it to communicate with friends and family in an informal manner. But while we may be unguarded in our tone when we email friends, a professional tone should be maintained when communicating with your professors. Many professors receive up to 100 emails a day and email has become the primary and preferred way of contacting professors. If you follow these simple guidelines you will communicate and you will shine. Use it improperly, however, and you might accidentally communicate immaturity. Apply the following guidelines to your emails:

1. Use a meaningful subject header for your email—one that is appropriate to the topic. Emails with these headers get attention first
2. Always be professional and business-like in your correspondence
3. Be sure to proofread and spell-check your email before sending it.
4. Don't ask questions you can easily find yourself like "When is the next test" or "When is the paper due?" You might consider the 'crossing the quad' rule. If you wouldn't cross the quad to ask me this question why email it to me?

STATEMENT OF ACADEMIC INTEGRITY

Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Violation of academic integrity in this course includes plagiarizing (submitting the work of another person as your own) and tampering with the work of another student. All students are expected to act with civility, personal integrity; respect other students' dignity, rights and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. An environment of academic integrity is requisite to respect for self and others and a civil community.

All work done in this class is subject to the Oxford College Honor Code. Work produced through academic misconduct (e.g., cheating on exams, plagiarism) will be dealt with according to the policies of the Honor Code and will result in *a failing grade for the entire course*. Unless I tell you otherwise, all work in the course should be done on your own. Please note that exams may not be removed from the exam room or copied at any time. Cheating is a very serious matter and will not be taken lightly. The College imposes serious penalties for breaches of academic honesty and all cases of suspected breaches of honesty will be reported. Please <http://www.emory.edu/OXFORD/CampusLife/honor.html> for more details on the honor code.