
**Psychology 111 - Introduction to Psychology:
Development, Social Behavior, and Individual Differences
Spring 2019**

**Mondays, Wednesdays, Fridays
9:00-9:50 a.m. or 10:00-10:50 a.m.
Pierce Hall 239**

Instructor

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Office Hours

Monday 1:30-3:00
Tuesday 10:30-11:45
Also by appointment

Course Overview and Goals

As an introduction to psychology, a primary aim of this course is to introduce students to many of the questions psychologists ask about behavior and mental processes and to consider the methods psychologists use to answer those questions. This course will cover in broad brushstrokes the major areas of research design, social psychology, social and emotional development, personality measurement and theory, psychopathology, and therapeutic interventions. Emphasis will be on the empirical foundations of psychological knowledge and on fostering scientific thinking about behavior.

Required Texts

- Carter, K., & Seifert, C. M. (2018). *Learn Psychology* (revised first edition). Burlington, MA: Jones & Bartlett Learning. NOTE: You can also use the first edition. See me if you have this edition.
- Articles and additional readings that will be placed on reserve for you.

Class Policies

Attendance

Class attendance is particularly important for this course because of the emphasis on in-class work and discussion. Therefore, attendance is mandatory. You are allowed two absences, for any reason, without penalty. Note that it is impossible to receive credit for class participation if you are absent, and your participation grade will be adversely affected by more than two absences. In addition, students with excessive absences (6 or more) without documentation from the Advising Support Center (ASC) or the Office of Accessibility Services (OAS) will be referred to the Assistant Dean for Academic Affairs. Excessive absences may result in withdrawal from or failure of the course. There are no excused absences for medical or other reasons unless someone from the ASC or OAS contacts me directly about your need to miss class (and you may need to provide documentation to them). If you realize you will be missing classes for a medical or other reason, please contact the Advising Support Center (oxadvising@emory.edu) so that they can notify all of your professors. If

you miss class, you are responsible for obtaining class notes, handouts, announcements, etc. from a classmate. Please do not email me to ask “Did I miss anything in class today?” because the answer will always be “Yes!” As soon as possible, please inform me of any religious holidays or approved Oxford athletic or other commitments that might require you to miss class so that alternative arrangements for completing work can be made at the earliest opportunity.

Electronic Devices

Unless otherwise instructed, I expect that you will not use electronic devices in class. You should take notes the old-fashioned way with paper and pen/pencil. In addition, I expect that your cell phone will be turned off and put away (i.e., completely out of sight) for the duration of class. There are three types of occasions when you will use your laptops or other electronic devices in class, and these will be announced ahead of time. (1) You will take quizzes and tests online. (2) On days when a reading other than the textbook is assigned, I expect that you will have a copy of the reading accessible during our discussion because you will need to refer to it frequently. You may access the reading electronically. (3) There may be other class days in which I ask you to bring your laptop or other device with you for some activity we will be doing in class.

Honor Code

All work submitted for evaluation in this course assumes adherence to the honor code of Oxford College. Unless instructed otherwise, all of your work in this course should represent completely independent effort. No part of your tests or papers completed for this course may be shared with other students in this class or with students in future classes. In addition, you may not refer to tests, papers, or assignments from previous classes. The Oxford College Honor Code can be found here: <http://oxford.emory.edu/catalog/regulations/honor-code.html>

Evaluation

Evaluation of your performance in this course will be based on various tests, papers, and other assignments described below.

| Assignment | Percentage of Grade | Date Due |
|---------------------|----------------------------|-----------------|
| Quizzes | 15% | — |
| Test 1 | 15% | February 15 |
| Test 2 | 15% | March 25 |
| Test 3 | 15% | April 29 |
| Analysis Paper 1 | 12% | February 25 |
| Analysis Paper 2 | 18% | April 8 |
| Class participation | 10% | every day |

For final grades, letter grades will be assigned based on the scale below. Note that for final course letter grades, I round up to the next whole number if your score is .5 or above (e.g., 86.5 rounds to 87 = B+).

| | | | | | |
|------------|------------|------------|-----------|------------|------------|
| 100-93 = A | 92-90 = A- | 89-87 = B+ | 86-83 = B | 82-80 = B- | C+ = 79-77 |
| 76-73 = C | 72-70 = C- | 69-67 = D+ | 66-60 = D | 59-0 = F | |

For papers and assignments on which a letter grade is given, letters translate to numerical scores for calculating final grades as follows:

A+ = 98, A = 94.5, A/A- = 92.75, A- = 91, A-/B+ = 89.5, B+ = 88, B+/B = 86.25, B = 84.5, B/B- = 82.75, B- = 81, B-/C+ = 79.5, C+ = 78, C+/C = 76.25, C = 74.5, C/C- = 72.75, C- = 71, etc.

Assignments will be penalized one full letter grade (e.g., A- to B-, C to D) for each part or whole day the assignment is late. No extension or make-up option is available for class participation.

If you have a documented disability and have anticipated barriers related to the format or requirements of this course, or presume having a disability (e.g. mental health, attention, learning, vision, hearing, physical or systemic), and are in need of accommodations for this semester, I encourage you to contact the Office of Accessibility Services (OAS) to learn more about the registration process and steps for requesting accommodations at oas_oxford@emory.edu.

If you are currently registered with OAS and have not requested or received a copy of your accommodation notification letter, please notify OAS immediately. Students who have accommodations in place are encouraged to coordinate sometime with me, during the first week of the semester, to communicate your specific needs for the course as it relates to your approved accommodations. Accommodations are not implemented until the instructor is provided an accommodation letter and discusses the accommodation plan for this course face to face with the OAS student. All discussions with OAS and faculty concerning the nature of your disability remain confidential. For additional information regarding OAS, please visit <http://www.equityandinclusion.emory.edu/access>.

Quizzes and Tests

Approximately six times throughout the semester, you will take a short online quiz at the beginning of class. Quizzes will include multiple choice or other brief questions (e.g., fill-in-the-blank, true/false), and questions will be drawn from your readings and from in-class discussions. Quizzes will be given at the start of class and will take approximately 10 minutes to complete. *If you are absent or late to class, you may not take the quiz.* Your lowest quiz score will be dropped. The dates for quizzes will be announced at least one class period prior to the quiz.

There will be three tests in this course, and they will all be given in class. Tests will consist of short answer and short essay questions. Questions will be drawn both from your readings and from material covered in class and will emphasize the synthesis and application of your knowledge about course material. Only under extraordinary circumstances will a make-up test be administered. It is your responsibility to make all arrangements for the make-up test before the start of the regularly scheduled test.

Analysis Papers

Over the course of the semester, you will write two analysis papers. The goal of these papers is to encourage you to think critically about research and theory in psychology and about how researchers conduct empirical studies in psychology. You will receive additional instructions about each paper in class.

Participation

The format of this class requires that the assigned readings be completed before the date they will be covered in class. I expect you to be thoroughly engaged with the material, your colleagues, and me for the full class session. Your contribution to the class discussion is viewed as an essential component of your own learning process in this course as well as that of your classmates. *Everyone* is expected to participate in discussion at *every* class meeting. If you are hesitant about speaking up in class, talk to me about it without delay, and I will help you get started. Remember that the *quality* of your contributions is more important than the *quantity*. Outstanding contributions include comments, questions, and responses that demonstrate careful critical analysis of material and that help to move the discussion forward.

Early in the semester, you will join a group of several classmates, and you and your group members will work together throughout the semester on various activities in class and occasionally for homework. Work with your group is a component of your class participation. Your group members will serve an important resource for you as you discuss psychology theory and research together, communicate with one another outside of class, and help one another master the material we study together.

Additional Resources

There are numerous resources available to you on campus. Below I've listed a few that might be helpful to you. If you do not see a relevant resource below, please see me, and I will do my best to help connect you to the right person/place.

Advising Support Center (ASC)

The Advising Support Center is a great first stop for students who have general academic questions or concerns. The ASC can help you access all of the appropriate resources on campus. Stop by the first floor of Seney Hall or email oxadvising@emory.edu for more information. "Just ASC!"

The Writing Center

The Writing Center usually opens in the third or fourth week of the semester. Consultants in the Oxford Writing Center are available to support Oxford College students as they work on any type of writing assignment and/or text, at any stage of the composing process. Consultants can assist with a range of projects, from traditional papers and presentations to websites and other multimedia projects. They take a similar approach as they work with students on concerns including idea development, structure, use of sources, grammar, and word choice. They usually do not proofread for students. Instead, they discuss strategies and resources students can use as they write, revise, and edit their own work. All students, monolingual and multilingual, are welcome to visit the Writing Center tutors. Learn more and make an appointment by visiting the WOnline website <https://oxford.mywconline.com/>. Please review tutoring policies before your visit.

Counseling Center

Many students visit the Counseling Center at some point during their Oxford careers. Counselors are available to talk with you about any difficulties that might be limiting your intellectual, emotional, or social development. Their services are confidential and highly professional. See

<http://oxford.emory.edu/life-at-oxford/counseling-and-career-services/> for more information.

You can schedule an appointment by calling 770-784-8394.

Career Services

It's never too early to start thinking about and preparing for your time after Emory! The Career Services Center is available to help you explore opportunities during your time at Oxford as well as to help you think about the future. See <http://www.oxford.emory.edu/life-at-oxford/counseling-and-career-services/career-services/>.

Let's Meet for Coffee

I am eager to get to know you and have a chance to learn more about your interests, your goals, and who you are outside of our regularly scheduled class meetings. To that end, I invite you to join me for coffee (or my personal favorite...chai tea!) at the library coffee shop or the dining hall some time this semester. This is not a requirement, but I hope you will take me up on the offer—just let me know a time we could meet.

Schedule

| WEEK | DAY | DATE | TOPIC | READING / ASSIGNMENT |
|------|-----|------|-------------------------------------|---|
| 1 | W | 1/16 | What is psychology? | Chapter 1 |
| | F | 1/18 | Overview of psychology | Chapter 1 |
| 2 | M | 1/21 | MLK DAY HOLIDAY | |
| | W | 1/23 | A scientific approach to psychology | Chapter 2 |
| | F | 1/25 | A scientific approach to psychology | Chapter 2 |
| 3 | M | 1/28 | A scientific approach to psychology | Chapter 2 |
| | W | 1/30 | A scientific approach to psychology | Chapter 2 |
| | F | 2/1 | A scientific approach to psychology | Chapter 2 |
| 4 | M | 2/4 | A scientific approach to psychology | Chapter 2 |
| | W | 2/6 | A scientific approach to psychology | Chapter 2 |
| | F | 2/8 | Using databases; scientific writing | — |
| 5 | M | 2/11 | Emotion, stress, health | Chapter 11 |
| | W | 2/13 | Emotion, stress, health | Chapter 11 |
| | F | 2/15 | Test 1 | Test 1 |
| 6 | M | 2/18 | Emotion, stress, health | Chapter 11 |
| | W | 2/20 | Emotion, stress, health | Chapter 11 |
| | F | 2/22 | Development | Chapter 12 |
| 7 | M | 2/25 | Development | Chapter 12 Analysis Paper 1 due at start of class |
| | W | 2/27 | Development | Chapter 12 |
| | F | 3/1 | Development | Chapter 12 |
| 8 | M | 3/4 | Development | Chapter 12 |
| | W | 3/6 | Development | Chapter 12 |
| | F | 3/8 | Social psychology | Chapter 16 |

| WEEK | DAY | DATE | TOPIC | READING / ASSIGNMENT |
|------|-----|------|-------------------------------------|---|
| 9 | M | 3/11 | SPRING BREAK | |
| | W | 3/13 | SPRING BREAK | |
| | F | 3/15 | SPRING BREAK | |
| 10 | M | 3/18 | Social psychology | Chapter 16 |
| | W | 3/20 | Social psychology | Chapter 16 |
| | F | 3/22 | TBA | TBA |
| 11 | M | 3/25 | Test 2 | Test 2 |
| | W | 3/27 | Social psychology | Chapter 16 |
| | F | 3/29 | Social psychology | Chapter 16 |
| 12 | M | 4/1 | Personality | Chapter 13 |
| | W | 4/3 | Personality | Chapter 13 |
| | F | 4/5 | Personality | Chapter 13 |
| 13 | M | 4/8 | Psychological disorders & therapies | Chapters 14 & 15 Analysis Paper 2 due at start of class |
| | W | 4/10 | Psychological disorders & therapies | Chapters 14 & 15 |
| | F | 4/12 | Psychological disorders & therapies | Chapters 14 & 15 |
| 14 | M | 4/15 | Psychological disorders & therapies | Chapters 14 & 15 |
| | W | 4/17 | Psychological disorders & therapies | Chapters 14 & 15 |
| | F | 4/19 | Psychological disorders & therapies | Chapters 14 & 15 |
| 15 | M | 4/22 | Psychological disorders & therapies | Chapters 14 & 15 |
| | W | 4/24 | Psychological disorders & therapies | Chapters 14 & 15 |
| | F | 4/26 | Wrap-up and review | — |
| 16 | M | 4/29 | Test 3 | Test 3 |