Introduction to Psychology -- Psychology 100

Overview

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 Objective

- 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

Assignments

Exams. (240 points) There will be 80 points on each of the 3 exams. The exam items will be taken primarily from class material, but you can expect some questions on reading material, films, or any class activity. If you feel that the answer you chose for a question is better than the one I've selected as the correct answer, submit you 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 Exam 3.

Article Summary. (10 points) You will write a summary of a research article in order to learn the structure of a research article.

Psychology Gamescape: (50 points) In order to reinforce and review concepts you will apply course material to solve a mystery in the Gamescape. The Gamescape will consist of 5 episodes each worth up to 10 points each. Please "sign" each essay with your name. The report at the end of each episode should be uploaded to Blackboard by 11:59pm for each deadline. Each episode can take up to 45 minutes to complete so please view all the learning objects and plan ahead.

Evaluation

The final grade will be based on the total points you receive on your 3 exams (240 points), Article summary (10 points) and the Gamescape (50 points) for a

Materials

Textbook: Carter, & Seifert (2012). *Learn Psychology.* Jones and Bartlett Learning.

Game: Navigated Scenario Gamescape for Learn Psychology

total of **300** points. I will not use the plus minus scale in this course.

Course Outline and Schedule

Date	Day	Topic	Assignment
1/15	1	Overview	
1/17	2	Overview of Psychology	1.2-1.3
1/22	3	Research	2.1-2.2
1/24	4	No class	**Gamescape Module 1**
1/27	5	Research	2.3-2.4
1/29	6	Article summary activity	
1/31	7	Learning--classical conditioning	
2/3	8	Learning--classical conditioning	6.1-6.2
2/5	9	Operant conditioning	6.3
2/7	10	No class	**Gamescape Module 2**
2/10	11	Observational learning	6.4
2/12	12	Memory	7.1-7.8
2/14	13	Review	Review Guide Exam 1
2/17	14	Exam 1	**Exam 1 covers chapters 7, 2, 6 and independent study of chapters 1,4 and 12**
2/19	15	Consciousness overview	5.1 **Gamescape Module 3**
2/21	16	Meditation	5.4-5.5
2/24	17	Sleep & Dreams	5.2-5.3
2/26	18	Sleep & Dreams	5.2-5.3
2/28	19	Freud	13.2 **Gamescape Module 4**
3/3	20	Freud	
3/5	21	Jung and MBTI	13.2
3/7	22	Rogers	13.2 **Article Summary Deadline**
3/17	23	Social Cognitive Perspective	13.5
3/19	24	Trait Theory	13.4
3/21	24	Social Psychology	16.1-16.5, 16.7
3/24	26	Social Psychology	16.1-16.5, 16.7
3/26	27	Review	Review Guide Test 2
3/28	28	Exam 2	**Exam 2 covers chapters 5, 13, 16 and independent study of chapters 10 and 11**
3/31	29	Nervous system organization	3.1; 3.3; 3.4
4/2	30	Neuron	3.2

4/4	31	Hormones	
4/7	32	Psychopathology and DSM-5	14.1 **Gamescape Module 5**
4/9	33	Depression	14.5
4/11	34	Bipolar Disorders	14.5
4/14	35	Anxiety Disorders	14.2
4/16	36	Anxiety Disorders	14.2
4/18	37	Psychosis	14.6
4/21	38	Personality Disorders	
4/23	39	Therapy	15.1; 15.5; 15.6; 15.8
4/25	40	Therapy	15.1; 15.5; 15.6; 15.8
4/28	41	Exam 3	**Exam 3 covers chapters 3, 14, 15 and independent study of chapters 8, and 9**

*Independent learning chapters will be on the exam, but not covered in class

Course Policies

Classroom conduct
Electronic devices can be important instructional resources for students. They can also be distracting and annoying. If you choose to use a laptop or electronic device to take notes, please sit at the back of the class so that your display will not be distracting to others.

Subject to change
The class outline on the following page should be considered very fluid. Any and all of the dates, topics, values, and assignments listed are subject to change by the instructor. In fact, some changes are very typical for my courses as circumstances warrant. Some topics may take longer to cover than anticipated while others may require less time; each class is different. Every effort will be made to follow the outline and policies on this syllabus. However, if the class is particularly interested in a given topic, I may decide to spend more time on it, or if the class is interested in a topic not assigned, I may decide to include it. You will be notified of any changes that become necessary due to unforeseen circumstances.

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?

Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.

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