

## Course Syllabus

### Psychology 100: Introductory Psychology Spring 2006

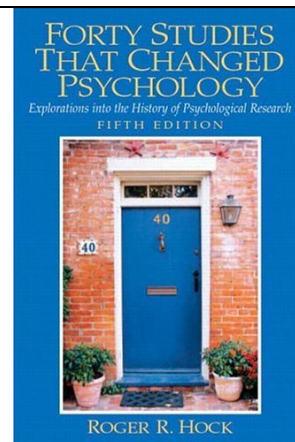
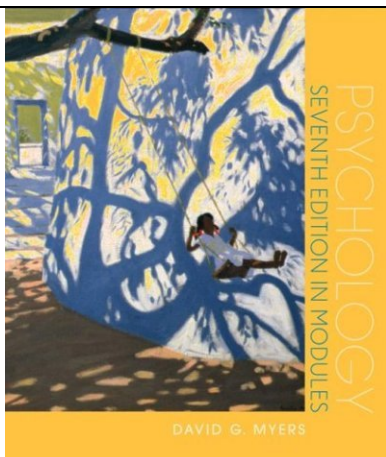
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|-------------|---|----------------------------|--|
| Instructor: | Kenneth Carter, PhD<br>Associate Professor of<br>Psychology   | Office:                    | Seney Hall 214A  |
| Phone:      | 770-784-8439  | Drop-in<br>Office<br>Hours | 11:30-12:30 MTWTF<br>you can always make an appointment with me--<br>check my calendar first at<br><a href="http://calendar.yahoo.com/drkcarter">http://calendar.yahoo.com/drkcarter</a><br>this link can be found at the end of each of my e-<br>mail messages. |
| E-mail      | <a href="mailto:Kenneth.Carter@emory.edu">Kenneth.Carter@emory.edu</a><br>Or<br>kcarter@learnlink.emory.edu |                            |  |

#### TEXT:

Psychology, Seventh Edition, in Modules by David G. Myers  
ISBN: 0716758423

Forty Studies that Changed Psychology : Explorations  
into the History of Psychological Research (5th Edition)  
by Roger R. Hock

ISBN: 0131147293 (\$33.00) Or <http://www.safarix.com>  
(\$16.00) I encourage you to share this book!!



#### INTERNET RESOURCES:

Companion Website [available <http://bcs.worthpublishers.com/myersinmodules7e/>]

Learning Styles Questionnaire [http://www.ncsu.edu/effective\\_teaching/ILSdir/ilsweb.html](http://www.ncsu.edu/effective_teaching/ILSdir/ilsweb.html)

Gradebook <http://www.mygradebook.com>

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 100 points on each of the four 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 IV

ARTICLE SUMMARIES. There will be 15 points on each of the four article summaries. During the semester you will write 4 article summaries. One summary for each section of the course. These summaries will be of research articles in your book *40 studies that changed psychology*. The last summary will be on an article of your own choosing. Some of the articles we will discuss in class. Because of this, summaries of those articles will not be accepted. I’ll announce which articles you may not choose. The format of the article summary is described in more detail later in the syllabus

ATTENDANCE. Students are expected to attend every class. While there is no grade penalty for missing 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.

## EVALUATION:

The final grade will be based on the total points you receive on your three EXAMS (400 points for exams) and on the article summaries (60 points for the article summaries) for a total of 460 points. Here is a chart with the minimum percentage of points required for each. You can keep track of your grade on [mygradebook.com](http://mygradebook.com)

| 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 POLICIES

### 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.*

### MAKE-UP EXAM POLICY / EXTRA CREDIT POLICY

**Neither is offered in this class.**

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## Course Syllabus (cont.)

### EXAM CALENDAR

| Date          | Exam # | Topics   | Modules  |
|---------------|--------|--|--|
| February 8    | Exam 1 | What is Psychology<br>Research Methods<br>Biological Psychology<br>Consciousness     | <b>Module 1</b> The history and scope of psychology<br><b>Module 2</b> Research Strategies: How Psychologists Ask and Answer Questions<br><b>Module 3.</b> Neural and Hormonal Systems<br><b>Module 4</b> The Brain<br><b>Module 17</b> Waking and Sleeping Rhythms<br><b>Module 18</b> Hypnosis   |
| March 8       | Exam 2 | Psychological Disorders<br>Treatments of<br>Psychological Disorders<br>Human Emotion | <b>Module 45</b> Introduction to Psychological Disorders<br><b>Module 46</b> Anxiety Disorders<br><b>Module 47</b> Dissociative and Personality Disorders<br><b>Module 48</b> Mood Disorders<br><b>Module 49</b> Schizophrenia<br><b>Module 50</b> The psychological Therapies<br><b>Module 51</b> Evaluating Psychotherapies<br><b>Module 52</b> The Biomedical Therapies<br><b>Module 37</b> Theories of Emotion<br><b>Module 38</b> Experienced and Expressed Emotion |
| April 31      | Exam 3 | Personality Theories<br>Intelligence<br>Child Development                            | <b>Module 30</b> Introduction to Intelligence<br><b>Module 31</b> Assessing Intelligence<br><b>Module 41</b> Historic Perspectives: Psychoanalytic and Humanistic<br><b>Module 42</b> Contemporary Research: The trait Perspective<br><b>Module 7</b> Prenatal Development and the Newborn<br><b>Module 8</b> Infancy and Childhood  |
| During Finals | Exam 4 | Learning Theory<br>Memory<br>Human Development                                       | <b>Module 23</b> Introduction to memory<br><b>Module 24</b> Encoding: Getting information in<br><b>Module 25</b> Storage: Retaining Information<br><b>Module 26</b> Retrieval: Getting information Out<br><b>Module 27</b> Forgetting memory Construction, and Improving Memory<br><b>Module 9</b> Adolescence<br><b>Module 10</b> Adulthood and Reflections on Developmental Issues<br><b>Module 20</b> Classical Conditioning<br><b>Module 21</b> 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.

### Article Summary

The format for each summary is as follows. You are encouraged to write out each question listed below, followed by your answer to the question. No direct quotes are permitted. Write out all answers in your own words. A good article summary will be about 4 pages double spaced (but this can vary depending on the research article). The papers will be due printed out at the beginning of the class period in which they are due. Late papers will ONLY be accepted by email and will have a penalty of 1 point per hour they are late (minimum 2 points off)

Papers will be graded on a A B C D F scale based on the following criteria

**A (15 points)** answered all of the questions in such detail that I could tell you understood the article well. Was able to offer informed criticism of the article that reflected an understanding of the science behind the research.

**B (13 points)** Answered all the questions in great detail that I could tell you understood the article well. The criticisms offered were thoughtful, but did not reflect your knowledge of psychology.

**C (11 points)** Basic answers. You have a basic understanding of the article

**D (9 points)** Some information missing, incorrect, or sketchy

Grades below D will be assigned points based upon the material correctly discussed.

### Introduction

What was the purpose of the study?

What hypothesis or hypotheses did the authors test in the study?

What was the prior research that motivated these hypotheses? Briefly describe the studies that have been done in the past that caused the authors to propose these hypotheses.

### Method

Who were the participants in this study?

What did the participants do?

### Results

What did the authors find?

### Discussion

Which hypothesis or hypotheses were supported by the results of the study?

Were there any problems or limitations associated with the study?

### Plagiarism

Plagiarism involves attempting to pass off someone else's words or ideas as one's own. Plagiarism on article summaries will be treated in the same way as cheating on an exam. As a result, it is important to ensure that your article summaries are written entirely in your own words. Do NOT "borrow" phrases from the article you are summarizing. It is also unacceptable to simply change a few words while retaining the format of the original sentence. For example, it would be inappropriate to alter the sentence "our estimates of the impact of harsh discipline underestimate the true state of affairs in the population, to "our estimates of the effects of harsh punishment under represent the actual situation in the population" and include it in your article summary as if those words were your own. To avoid plagiarism, you should read the article and take notes until you are satisfied that you fully understand the article. You should then put the article aside while you are writing your summary so that the original words of the authors do not intrude into your thoughts. If you copy entire phrases into your notes, be sure you put quotes around them so you know that those words come directly from the article. Otherwise, you may forget that those words were not your own and enter them directly into your summary

## January 2006

| SUNDAY | MONDAY   | TUESDAY | WEDNESDAY  | THURSDAY | FRIDAY                                  | SATURDAY |
|--------|--|---------|--|----------|---|----------|
| 1      | 2  | 3       | 4  | 5        | 6                                       | 7        |
| 8      | 9  | 10      | 11   | 12       | 13                                      | 14       |
| 15     | 16   | 17      | 18<br>What is<br>psychology  | 19       | 20<br>The science of<br>psychology (m1) | 21       |
| 22     | 23<br>Research<br>Methods (m2)                         | 24      | 25<br>Research<br>Methods (m2)<br><br><i>Last day for<br/>changing classes</i> | 26       | 27<br>Research<br>Methods (m2)          | 28       |
| 29     | 30<br>Neurons,<br>hormones and<br>the brain (m3<br>m4) | 31      |  |          |   |          |

## February 2006

| SUNDAY | MONDAY                            | TUESDAY | WEDNESDAY  | THURSDAY | FRIDAY   | SATURDAY |
|--------|-----------------------------------|---------|--|----------|--|----------|
|        |                                   |         | 1<br>Neuropsychology<br>(m3 m4)<br><b>Article<br/>summary 1 due</b>        | 2        | 3<br>Sleep and<br>dreams (m17)                                 | 4        |
| 5      | 6<br>Sleep and<br>dreams (m17)    | 7       | 8<br><b>Exam I</b>   | 9        | 10<br>Psychopathology<br>and anxiety<br>disorders<br>(m45 m46) | 11       |
| 12     | 13<br>Mood disorders<br>(m48)     | 14      | 15<br>Schizophrenia<br>and thought<br>disorders (m49)<br><br><b>Exam I</b> | 16       | 17<br>FLEX   | 18       |
| 19     | 20<br>Treatments<br>(m50 m51 m52) | 21      | 22<br>Treatments (m50<br>m51 m52)<br><br><i>Last day to drop</i>           | 23       | 24<br>Treatments (m50<br>m51 m52)                              | 25       |
| 26     | 27<br>Emotions<br>(m37)           | 28      |  |          |  |          |



| March 2006 |                                     |                        |   |                        |   |          |
|------------|-------------------------------------|------------------------|---|------------------------|---|----------|
| SUNDAY     | MONDAY                              | TUESDAY                | WEDNESDAY   | THURSDAY               | FRIDAY                                    | SATURDAY |
|            |                                     |                        | 1<br>Emotions (m37<br>m38)<br><br><b>Article<br/>Summary II due</b>   | 2                      | 3<br>Emotions (m38<br>m38)                | 4        |
| 5          | 6<br><br>FLEX                       | 7                      | 8<br><br><b>Test II</b>   | 9                      | 10<br><br>Intelligence (m30<br>m31)       | 11       |
| 12         | 13<br><br>Spring Break              | 14<br><br>Spring Break | 15<br><br>Spring Break  | 16<br><br>Spring Break | 17<br><br>Spring Break                    | 18       |
| 19         | 20<br><br>Intelligence (m30<br>m31) | 21                     | 22<br><br>Personality (m41)<br><br><b>Test II returned</b>            | 23                     | 24<br><br>Personality (m41)               | 25       |
| 26         | 27<br><br>Personality (m41)         | 28                     | 29<br><br>Personality (m42)<br><br><b>Article<br/>summary III due</b> | 30                     | 31<br><br>Child<br>Development<br>(m7 m8) |          |

| April 2006 |  |         |   |          |  |          |
|------------|--|---------|---|----------|--|----------|
| SUNDAY     | MONDAY                                 | TUESDAY | WEDNESDAY   | THURSDAY | FRIDAY                                   | SATURDAY |
|            |  |         |   |          |  | 1        |
| 2          | 3<br>Child<br>Development (m7<br>m8)   | 4       | 5<br><b>Test III</b>  | 6        | 7<br>Adult<br>Development<br>(m9 m10)    | 8        |
| 9          | 10<br>Adult<br>Development (m9<br>m10) | 11      | 12<br>Classical<br>conditioning<br>(m20)<br><b>Test III</b> | 13       | 14<br>Classical<br>conditioning<br>(m20) | 15       |
| 16         | 17<br>Operant<br>conditioning<br>(m30) | 18      | 19<br>Operant<br>conditioning<br>(m30)                      | 20       | 21<br>Memory<br>(m23 m24 m25<br>m27)     | 22       |
| 23         | 24<br>Memory<br>(m23 m24 m25<br>m27)   | 25      | 26<br>Memory<br>(m23 m24 m25<br>m27)                        | 27       | 28<br><br>FLEX                           | 29       |
| 30         |  |         |   |          |  |          |

| May 2006 |  |         |   |          |        |          |
|----------|--|---------|---|----------|--------|----------|
| SUNDAY   | MONDAY   | TUESDAY | WEDNESDAY                                       | THURSDAY | FRIDAY | SATURDAY |
|          | 1<br><b>Article summary<br/>IV due</b><br>FLEX | 2       | 3<br>Office hours end<br><br><i>Reading Day</i> | 4        | 5      | 6        |
| 7        | 8  | 9       | 10  | 11       | 12     | 13       |
| 14       | 15   | 16      | 17  | 18       | 19     | 20       |
| 21       | 22   | 23      | 24  | 25       | 26     | 27       |
| 28       | 29   | 30      | 31  |          |        |          |

**Notes**