

Psychology 100: Introductory Psychology

Fall 2002

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| Instructor: | Kenneth Carter, PhD Associate Professor of Psychology | Office: | Seney Hall 214A |
| Phone: | 770-784-8439 | Office Hours | I'm in my office most every day between 9am and 5pm. You can drop in anytime between 10:30 and 11:30. If you need to see me at another time, just catch me before or after class and we can make an appointment. |
| E-mail | kcart01@emory.edu | Drop-in consultati on hours | |

TEXT:

Wade, C. & Tavis, C. (1998) *Psychology* (6th edition)

INTERNET RESOURCES:

Companion Website for Wade and Tavis Psychology 6e [available online at www.prenhall.com/wade]

Learning Styles Questionnaire http://www.ncsu.edu/effective_teaching/ILSdir/ilsweb.html

Gradebook and reading assignments <http://www.mygradebook.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.
List the primary objectives of psychology: describing, understanding, predicting, and controlling behavior and mental processes
 - 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
- **Understand the APA Code of Ethics in the treatment of human and nonhuman participants in the design, data collection, interpretation, and reporting of psychological research.**
- **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**

Course Syllabus (cont.)

- Understand the limitations of their psychological knowledge and skills

You will accomplish the above by attending class, participating in discussions and group exercises, reading course materials, completing assignments, attending to videos, asking questions, and studying for and taking exams.

REQUIREMENTS:

There are three regularly scheduled Exams, one syllabus quiz and one paper in this class. You can also earn points for diligence. The assignments are discussed below in greater detail.

TESTS. There will be 25 points on each of the three 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 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. A detailed class calendar with reading updated reading assignments will be available on the web at www.mygradebook.com

PAPER. The paper is due in class on **Friday November 21st**. Your assignment is to describe the way in which two of the theories we discuss in class explain a particular phenomenon, and to compare the theories by drawing upon a research finding in psychology. The idea, in other words, is to use research evidence to evaluate the theories. Specific requirement are described in detail later in a separate section of the syllabus. The paper is worth up to 15 points.

SYLLABUS QUIZ. There will be a syllabus and learning style quiz Wednesday September 4th to test your understanding these items. This will be worth 5 points.

DILIGENCE POINTS

5 points will be based on your diligence in attempting to learn the course material. This will be judged by many things including, attendance (although not mandatory), class participation, asking appropriate questions, and even your picking up of previous work when it is returned

OPTIONAL FINAL

There are 3 unit exams worth 25 points for a total of 75 points. Test 1 is on September 25 Test 2 is on October 23, and Test 3 is scheduled for December 4th. There is also a comprehensive final exam worth 75 points. I will count the highest score. If you are happy with the points you have earned with the 3 unit exams, you may choose not to take the final. However, if you want to try to improve your point total, you may take the final.

Course Syllabus (cont.)

EVALUATION:

The final grade will be based on your three EXAMS (75 points), your PAPER (15 points) and the SYLLABUS QUIZ (5 points) and DILIGENCE POINTS (5 points) for a total of 100 points. A letter grade will be assigned to the TOTAL points accumulated during the semester. Here is a chart with the minimum number of points required for each

| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
|------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| Min points | 93.00 | 90.00 | 87.00 | 80.00 | 80.00 | 77.00 | 73.00 | 70.00 | 67.00 | 63.00 | 62.40< |

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

There are no make-up exams. If you miss an exam, you will take the final. I will take the section of the optional final exam that covers those chapters (25 points); that will be your grade for the exam you missed

RETESTING

If you did not do as well on a test as you think you could have, you may choose to do a "retest". How this works: Let's say you earn 17 out of a possible 25 on the first test (but earn A's and B's on the other 2 tests). You decide that that 17/25 score is not indicative of what you know. You may choose to "retest". The "retest" looks a lot like the make-up test procedure. **When you come in to take the final** (if you choose to do this), **you must hand me a signed slip of paper stating that you are choosing to retest**, in this example, test 1. You may choose to answer just the questions that cover that test or you may choose to answer all questions on the final. In either case, when you are finished with your final, I will look at those questions for your "retest".

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.

Course Syllabus (cont.)

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.

Paper Assignment¹

As described above, there is a 5 to 7 page paper required in this course. **The paper is due on Friday November 22nd.** Grading penalties will be assigned to late papers. Details on the assignment are as follows. This assignment is worth up to 15 points.

Format and Writing Style

The papers should be written in APA style (the style of the American Psychological Association). APA style refers to two things: The format of the paper, and the style of writing.

Format.

The paper should be typed, double spaced, with margins. The pages should be numbered, with the number in the upper right-hand corner of the page. The first page of the paper should be a title page. The title page should contain the title of the paper and your name. Following the title page should be the 5 to 7 pages that constitute the main text of the paper. Following the last page of text you should have a "References" page that lists any source materials that you cited in the text.

In the body of your paper, you should include the name of the author and the year of publication of papers or books from which you gather information. Thus, if you read a book by Freud written in 1923 that describes his structural model of personality, your text might read: *Freud believed there are three aspects to human personality, the id, ego, and superego (Freud, 1923).* If you never read a book by Freud, but you learned about Freud from a textbook, written by Pervin & John, your paper would read: *Freud believed there are three aspects to human personality, the id, ego, and superego (Pervin & John, 2001).* Occasionally, you may want to quote directly from another source. **If even only a few words of text** come directly from another source, then that text must be in quotation marks (otherwise it's plagiarism!) and you should list the page number on which the material can be found. For example, if you have read the 1923 book by Freud, you might write: *Freud believed that the ego "is not sharply separated from the id" (Freud, 1923, p. 14).* Similarly, if you are quoting from our textbook, you must put the material from the textbook in quotes, and reference the textbook the page number on which the information appeared originally. Note that, in APA style, you rarely should quote material directly. The notion here is that the basic ideas about psychology are important, but the particular way in which an author phrased those ideas is not. As a rule-of-thumb, less than 10% of your paper should consist of direct quotes from other sources. Having no direct quotes at all is perfectly acceptable. You will earn only partial credit if you turn in a paper that consists substantially (i.e., more than 10%) of direct quotes.

Writing Style

Your paper should be written in a scientific writing style. In brief, this means that your goal is to present ideas in as clear and objective a manner as possible. Your writing thus should not be "impressionistic." In other words, you should not simply be reflecting on what you thought ("I felt that Freud's ideas were dumb, but I really liked Skinner!"). Instead, you should present objective descriptions of, and comments on, the material ("Freud's extreme emphasis on sexuality presents many theoretical difficulties. For example, Freud's theory fails to explain...") It is good to express your own opinion about the material; however, you should do so while seeming as if you are an objective, "scientific" observer.

¹

This paper assignment is one that was created by Dr. Daniel Cervone (<http://www.uic.edu/classes/psych/psych210/index.html>)

Paper Requirements

Basic Requirements

Your assignment is to describe the way in which two of the theories we discuss in class explain a particular phenomenon, and to compare the theories by drawing upon a research finding in psychology. The idea, in other words, is to use research evidence to evaluate the theories.

Specific Requirements

Given this assignment, you essentially have five tasks: **1) The Phenomenon:** identify a specific phenomenon, define it, and discuss its significance. **2) Theory 1:** describe how one theory explains the phenomenon. This requires doing two things: outlining the overall nature of the theory, and then explaining how this overall theory treats your specific phenomenon. **3) Theory 2:** describe how a second theory explains the phenomenon; **4) Research Evidence:** find a piece of research on the phenomenon, and describe the research methods and results. You should provide enough information that the reader can determine basic facts about your evidence: What kind of study was it? (a survey? an experiment?); Who participated? (adults? children? a clinical population?); What were the basic findings? **5) Theory Comparison:** compare and evaluate the theories. Specifically, in point 5, you should evaluate the theories by asking how the research you reviewed bears upon them. Your task would be to answer questions such as “Are the research findings what one versus the other theory would have predicted?”, “Do the research findings contradict a particular theory?”, “Do the research findings support one theory versus the other?”

The “Phenomenon”. Regarding point 1, by “phenomenon” I mean an issue, occurrence, or question of general interest, that is, of interest outside of the academic field of Psychology. Even before taking Psychology classes, there are many questions you may ask about human behavior. Ideally, the theories will address these questions, and research would enable you to evaluate the validity of the idea contained in the theories. A variety of example phenomena are presented below; others will be discussed in class.

Note that defining the phenomenon, a main task for the first part of your paper, is not something that should be done in a casual manner. If your phenomenon has a formal, technical definition in psychology, then you need to look up this definition (in our textbook or in another psychological reference source) and use it as your definition. In many instances, you cannot simply use a standard dictionary definition of a term because the term has a more precise meaning in psychological science. “Depression” is a good example. Any dictionary will define the word “depressed.” However, if you are writing about depression in a psychology class then your definition of the term should be based on a psychological source, not a regular dictionary, because the term “depression” has a precise, formal definition in psychology. (This general rule of course is not specific to psychology; in any science the formal scientific terminology generally takes on a more precise definition than one can find in a dictionary.) The glossary at the back of our textbook will be useful for defining many terms.

Source Materials (required)

You do not need a large set of extra reading materials to write this paper. The textbook plus at least one outside source that contains the required research evidence might be sufficient. In many instances, however, you may wish to turn to an additional source (e.g., another psychology textbook that you could get from the library) for information about the theories. Our textbook says relatively little about some theories (e.g., Anna Freud), so you might want to get an extra source for information on these ideas.

Outside Source. The outside source containing the article that describes your research should be an academic, scientific journal. Your outside source for information should not be an encyclopedia article, a popular magazine (e.g., Psychology Today), a newspaper article, etc. Your textbook is not a sufficient source of information either; in other words, although you are perfectly free to use, as your research evidence, a study that is described in the textbook, you need to get a copy of the original article that reports the research. The textbook includes only summaries of research that do not contain sufficient details on research methods and results.