

Fundamentals of Psychological Science

Psychology 161, Fall 2018, Block 4

Instructor: Anne Roche, MA
Office/Hours: Law Hall 104, Monday and Tuesday 3pm-4pm, Wednesday 10:45am-11:45am
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Meeting Times: Monday, Tuesday, & Friday: 12:15pm-3pm; Wednesday & Thursday: 8am-10:45am

Text: Myers, David G. (2016). Exploring Psychology 10th Edition. New York: Worth Publishers. ISBN-13: 978-1464154072

Additional Readings, Course Materials, & Power Points: Are made available via Moodle

Course Description: This course is an introduction to the discipline of psychology, the scientific study of behavior. The course will provide students with an overview of major areas of psychological science including: biological bases of behavior, cognition, memory, learning, development, social behavioral influences, and clinical psychological disorders and treatment. Additionally, the course aims to enhance critical thinking skills through exposure to psychological research methods, introduction to the examination of primary research literature, and classroom presentations and discussions.

Educational Priorities and Outcomes: Cornell College has adopted a set of nine educational priorities including: *knowledge, inquiry, reasoning, communication, intercultural literacy, ethical behavior, citizenship, vocation, and well-being*. The learning objectives and components of the course foster the Educational Priorities and Outcomes of Cornell College as follows:

Learning Objectives

1. Students will be gain foundational knowledge surrounding the history and sub-disciplines of the field of psychology (*knowledge & vocation via course material, primary literature, and exams*).
2. Students will be introduced to research methods in psychological science and to scientific study as the primary means for furthering the field's understanding of human behavior (*inquiry, reasoning via examination of primary literature, in-class activities, and written assignments*).
3. Students will be introduced to ethical issues involved in psychological science research and to how psychological science can be used to enhance human well-being (*ethical behavior and well-being via course material, discussion of psychological research, and written assignments*).
4. Students will gain experience in communicating (written and verbally) understanding, examination, and relevance of psychological science and its theories, principles, and research findings (*communication via presentations, in-class discussions, and written assignments*).
5. Students will gain skills in searching online databases to identify relevant research (*inquiry & knowledge via workshop and written assignment*).

6. Students will gain understanding of how psychological principles can be used to explain a variety of behavior and of the relevance of psychological science in day-to-day life (*knowledge via course material, primary readings, and written assignments*).

Attendance: Students are allowed a total of **2 unexcused absences**. Given the block schedule, missing even a single day of class may present problems with mastery of content. Students are required to notify the instructor in advance if they are planning on missing a class period and should ask a classmate to communicate the material that was missed. More than 2 unexcused absences will result in your **final grade being lowered by 5 percentage points**.

Tardiness Policy: Arriving late to class is disruptive to others. Therefore, all students should arrive on time for each class session. Excessive tardiness (>3 times) will result in your **final grade being lowered by 5 percentage points**.

Technology: Though I encourage hand-written note-taking, I am comfortable with students using laptops for note-taking. There will be days when bringing a laptop to class will be necessary, and I will alert you to these days in advance (e.g., workshops, in-class writing time). Emailing, surfing the web, and/or messaging during class time is distracting to others, detracts from learning, and will not be tolerated. Similarly, cell phones (texting and/or calls) are disruptive to the learning environment and will not be tolerated. If you need to have your phone turned on due to extenuating circumstances (e.g., family emergency), please alert the instructor to this prior to class. You may not listen to any music device during class or exams.

Grading:

Exams (2 x 100 points = 200 points): There will be 2 exams during the block. Each of the exams will be worth 100 points and will be a combination of multiple choice and short answer questions covering the material since the last exam. You must arrive within 15 minutes of the exam start time or you will not be allowed to take the exam. No notes or other resources will be allowed during exams. Make-up exams will be given only for an approved reason and scheduled within 2 days of the actual exam date. To be eligible for a make-up exam, please alert the instructor *before* the examination whenever possible.

In-Class Quizzes (20 points): Throughout the block, we will have four unannounced 5-point quizzes. If you miss class on the day of a quiz for an excused reason, you may make up the quiz. If you miss class on the day of a quiz and your absence is unexcused (even if it is one of your 2 “free” unexcused absences), you will not be allowed to make up the quiz.

Written Assignments (72 points): The course includes two major and two minor writing assignments. The written assignments are intended to give students an opportunity to review and communicate their understanding of primary literature, to apply psychological concepts and principles to day-to-day life, and to explore psychological topics in more depth. Spelling and grammar are also a part of your score. Assignments will be announced in class. All papers must be typed, saved as a .doc, and use 1” margins. Assignments must be turned in on Moodle on their due date at the time noted below. **Late submissions will lose 5 percentage points per day.**

Reinforcement paper: ~ 3 pages double spaced (22 points) *due by 5pm on due date

Psychological disorder paper : ~6 pages double spaced – excluding references (38 points) *due by 5pm on due date

Article reviews: ~1 page double spaced (2x6 points = 12 points) *due by class time on the day the article will be discussed

Class Presentations (32 points): Students will be divided into groups and will present a historical research study in psychology. Each group will be responsible for presenting to the class: background, methods, results, discussion, significance of the findings, and any limitations, criticisms, or concerns. The technology utilized for class presentations can take a variety of forms (e.g., PowerPoint, Google Slides). Presentation slides and/or outlines must be uploaded to Moodle prior to class on the day of the scheduled presentation so that other students can access the content. Please see instructor with questions surrounding acceptable presentation format.

Forum Posts (2x13 = 26 points): It is expected that you will have read the course material prior to coming to class each day. Lectures are designed to provide further depth, clarification, and understanding of material. Thus, each day (excluding the first day of class, exam days, and solely workshop days), students will be required to post a comment (to Moodle) relevant to the reading for the day. Posts should be 4-5 sentences and can include material the student found interesting, questions, or applications of material to day-to-day life. Posts should be submitted *prior* to class. **Late submissions will not receive points.** Forum posts can be made up if you miss class for an excused reason. If you do not post on a day that you miss class due to an unexcused absence (even if it is one of your 2 “free” unexcused absences), you will not be allowed to make up the points from your missed post.

Extra Credit Options (may earn a total of 6 extra credit points):

Research Participation (6 points): An integral part of psychological science is empirical research. The studies that psychologists perform extend and help us revise our understanding of human and animal behavior. Given the essential role that empirical research plays in the field of psychology, the Department invites all students to participate in this endeavor by participating first hand in research studies outside of class time this block. There are a number of professors and research teams in the Psychology Department conducting research on an ongoing basis. They will periodically come to class and describe their research and offer you an opportunity to participate. You can choose to sign up for a study/studies that interest you. You may earn 6 extra credit points by participating in one study. Your participation in research is voluntary, and should you choose to stop your participation in a given study at any point in time, you will still receive credit.

Research Report (6 points) – Choose a research article published in a psychological journal (the article must be approved by the instructor). You may earn 6 extra credit points by writing a one page (double spaced) report summarizing background, hypotheses, methods, results, and discussion/relevance of the study.

Podcast Review (6 points) - An important part of beginning to think like a psychological scientist is to understand how psychological principles and theories apply to day-to-day life. National Public Radio’s *Invisibilia* podcast examines various influences on human behavior, beliefs, ideas, and assumptions through story-format reporting. You may earn 6 extra credit points by listening to an episode of *Invisibilia* and writing a one-page (double spaced) summary about the episode, what you learned, questions you have, etc.

Class Participation: The instructor reserves the right to raise a student’s grade if the student has shown excellent engagement and commitment to class participation.

Exams = 200 points
Quizzes = 20 points
Reinforcement paper = 22 points
Psychological disorder paper = 38 points
Article reviews = 12 points
Group class presentations = 32 points
Forum posts = 26 points
Total = 350 points

The approximate grade scale is:

93% or above (A)	87-89% (B+)	77-79% (C+)	67-69% (D+)	below 60 (F)
90-92% (A-)	83-86% (B)	73-76% (C)	63-66% (D)	
	80-82% (B-)	70-72% (C-)	60-62% (D-)	

*The instructor reserves the right to curve the course at the end of the block. Student grades will not be *lower* than indicated by the above scale, but could be raised, depending on distribution of class performance.

Academic Honesty Expectations: Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading "Academic Honesty."

Disability Requests: Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

Dropping the class on the 15th day of the Term: A student who is making a sincere effort to do well in the class but is not doing so may drop a class on the 15th day of the term. College policy leaves the determination of whether the student is making sincere effort up to the discretion of the instructor. For this class this means:

- No more than 2 unexcused absences from class (see attendance policy above)
- No more than 3 late arrivals to class (see tardiness policy above)
- Student has taken quizzes and exams and completed all assignments on time
- The student has come to see me for consultation outside of the class at least once before the 13th day of the term
- If a health reason would arise that makes it impossible for the student to continue with their work, they need to contact me as soon as possible so we can take provisions to keep the illness from influencing grades. Using an illness to cover up inadequate effort will not be tolerated.

Schedule

Monday 11/26 – Introduction and Overview, History and Research Methods (Chapter 1)

Tuesday 11/27 – History and Research Methods (continued), Development Through the Lifespan (Chapter 1 and Chapter 4)

Wednesday 11/28 - Motivation and Emotion, Workshop – Digesting Scientific Studies, Article: “Constants Across Cultures in the Face and Emotion” (Ekman & Friesan, 1971) (Chapter 10)

Thursday 11/29- Learning, *In-class writing time* (Chapter 7)

Friday 11/30 – Sensation and Perception (Chapter 6), **Reinforcement Written Assignment Due**

Monday 12/3 – Consciousness & The Two-Track Mind, *In-class work time* (Chapter 3)

Tuesday 12/4 – Memory, Article: “Leading Questions and the Eyewitness Report” (Loftus, 1972) (Chapter 8), **Group 1 Presentation, Article Review**

Wednesday 12/5 – The Biology of Behavior, Guest Lecture: Marcie King, MA; Article: “The Split Brain in Man” (Gazzaniga, 1967) (Chapter 2), **Group 2 Presentation, Article Review, Psychological disorder paper topic must be approved**

Thursday 12/6 – Workshop – Conducting a Literature Search

Friday 12/7 – **Exam 1**

Monday 12/10 – Thinking, Language, & Intelligence (Chapter 9)

Tuesday 12/11 – Psychological Disorders (Chapter 14)

Wednesday 12/12 – Therapy/Psychological Interventions (Chapter 15)

Thursday 12/13 – In-Class Writing Workshop

Friday 12/14 – Stress, Health, & Human Flourishing (Chapter 11), **Psychological Disorder Written Assignment Due**

Monday 12/17 – Social Psychology, Article: “Behavioral Study of Obedience” (Milgram, 1963) (Chapter 12), **Group 3 Presentation Article Review**

Tuesday 12/18 – Personality (Chapter 13)

Wednesday 12/19 – **Exam 2**