

## Psychology 100: Introductory Psychology

Spring 2008

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### TEXTBOOK

Psychology in Modules 8th edition, Myers List Price: \$107.95 (reference price from amazon.com)

ISBN: [0716764342](https://www.amazon.com/dp/0716764342)

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### 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. **REQUIREMENTS/EVALUATION:**

There are three regularly scheduled Exams.

**TESTS.** There will be 30 points on each of the 3 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 3. (90 points total)

**Reaction Papers.** Linking what you learn to everyday material is an important way to reinforce what you've learned and apply it to your life. In order to help you with this, you'll write 2 reaction papers during the semester. One radio and 1 television episode of "This American Life" will be available on Blackboard. Your assignment is to write your intellectual reactions to the episode and link it to what you've learned in that section of the class. Reactions should be submitted via Bb and should be no more than 250 words. Reaction 1 is due by March 6. Reaction II is due by April 22. You'll be evaluated on content, grammar as well as the organization of your essay. Each essay is worth 5 points (10 points total).

### EVALUATION:

The final grade will be based on the total points you receive on your three exams (90 points) and your points for your reaction papers (10 points) for a total of 100 points. Your final grade will be determined by the percentage of total points you have earned during the semester. For example, if you wanted to earn an A (who doesn't) you'll need to earn a minimum of 90 points. You can keep track of your grade on Bb.

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## EXAM CALENDAR

*Subject to change*

Date	Exam #	Topics	Modules/Topics
Feb 12th	Exam 1	What is Psychology Research Methods Biological Psychology Consciousness Myers Briggs Intelligence Human Emotion	<b>Module 3</b> Research Strategies <b>Module 4.</b> Neural and Hormonal Systems <b>Module 5</b> The Brain <b>Module 18</b> Waking and Sleeping Rhythms <b>Module 19</b> Hypnosis <b>Module 37</b> Theories of Emotion <b>Module 38</b> Experienced and Expressed Emotion <b>Module 31</b> Introduction to Intelligence <b>Module 32</b> Assessing Intelligence
March 25	Exam 2	Psychological Disorders Treatments Memory	<b>Module 24-28</b> Memory <b>Module 47</b> Introduction to Psychological Disorders <b>Module 48</b> Anxiety Disorders <b>Module 49</b> Dissociative and Personality Disorders <b>Module 50</b> Mood Disorders <b>Module 51</b> Schizophrenia <b>Module 52</b> The psychological Therapies <b>Module 53</b> Evaluating Psychotherapies <b>Module 54</b> The Biomedical Therapies
April 29	Exam 3	Personality Theories Child Development Learning Theory Human Development	<b>Module 44</b> Psychoanalytic and Humanistic <b>Module 46</b> Contemporary Research on Personality <b>Module 8</b> Prenatal Development and the Newborn <b>Module 9</b> Infancy and Childhood <b>Module 10</b> Adolescence <b>Module 11</b> Adulthood and Reflections on Developmental Issues <b>Module 21</b> Classical Conditioning <b>Module 22</b> Operant Conditioning

**ATTENDANCE.** Students are expected to attend every class. If you do miss 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. There are times when you will have extra credit activities during class, if you miss class, you may not “make up” these assignments.

## **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.

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## 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**