

Psychology 100: Introductory Psychology Dr. Ken Carter Spring 2002

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.
E-mail	kcart01@emory.edu	Drop-in consultation hours	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.
		Review Sessions	Every other Thursday from 2-3pm

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

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,**

Course Syllabus (cont.)

- 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**
- **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, two World Wide Web Assignments, and two Application Papers. The assignments are discussed below in greater detail.

TESTS. There will be 50 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 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.

WORLD WIDE WEB ASSIGNMENTS There are 15 points on each of the two WWW Assignments. I’ll provide web links for many of the chapters in our textbook. Those links will take you to sites that (1) discuss topics not found in the text; (2) provide additional discussion of information found in the text; or (3) provide interesting demonstrations of topics discussed in the text. You may choose to explore any two links as long as each link comes from a different chapter. Although only two are required, I encourage you to explore all of the links that interest you. All evaluations are due at the start of class on their respective due dates.

APPLICATION PAPERS: One technique for learning and understanding issues such as the material covered in this course is to translate abstract terms and concepts into concrete beliefs by relating particular topics to your own life. In other words, you write about how an event in your life directly relates to a topic in the course. The text and our class discussions are packed with information in the form of models and theories. The purpose of models are to describe what combination of separate

Course Syllabus (cont.)

factors help predict a topic of interest. Theories, on the other hand, go a step further and propose to tell us what factors cause the topic to occur.

What I'd like you to do is to write two papers (up to 32 points each) in which you use models and theories from the class to talk about and analyze your personal experiences and views. There will be a separate handout with more detailed information. All papers are due at the start of class on their respective due dates.

SYLLABUS/LEARNING STYLE QUIZ

There will be a syllabus and learning style quiz on January 23 to test your understanding these items. This will be worth 6 points.

OPTIONAL FINAL

There are 3 unit exams worth 50 points for a total of 150 points. There is also a comprehensive final exam worth 150 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.

EXTRA CREDIT.

There is only one extra credit opportunity. During the first 3 weeks of class, please drop by my office for a "get acquainted visit." I would like to find out what your interests and plans are. This visit will count as 3 extra credit bonus points. You may only do this once. If you have a regularly scheduled class during my drop-in times, catch me at a review session or make an individual appointment with me.

EVALUATION:

The final grade will be based your three EXAMS (150 points) your three WWW ASSIGNMENTS (30 points) and your two APPLICATION PAPERS (64 points) and the SYLLABUS QUIZ (6 points) for a total of 250 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

Final grades will be calculated by summing all of the points you have accumulated in the course, and dividing this number by the total number of possible points. Grades will be determined using the grading scale listed on the next page. For example, if a student accumulated 211 points out of 245 possible points, they would have an 86.1%, or a B+. There is no grading on a "curve".

A	A-	B+	B	B-	C+	C	C-	D+	D	F
232	225	217	207	200	192	182	175	162	150	< 150

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 final exam that covers those chapters (50 questions); that will be your grade for the exam you missed. For example, if you miss the first exam, I will look at questions 1 - 50 on your final. If you correctly answered 40 out of those 50, you will be credited with 40 out of 50 points for the first exam.

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 30 out of a possible 50 on the first test (but earn A's and B's on the other 2 tests). You decide that that 30/50 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**

Course Syllabus (cont.)

to retest, in this example, test 1. You may choose to answer just the 50 questions that cover that test or you may choose to answer all 100 questions on the final. In either case, when you are finished with your final, I will look at those 50 questions for your "retest". If you answered 40 out of 50 correctly, your score for your first exam will be changed to 40 out of 50. If the retest score is higher than your original test score, your original score will be replaced. If the retest score is lower, we'll pretend you never took the 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.

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.

ABBREVIATED COURSE CALENDAR

Date	Time	Event	Maximum Points	My points
1/23	In class	Syllabus/Learning Styles Quiz	6 points	
2/7	2:00pm – 3:00pm	Review Session		
2/8	In Class	Application Paper I due	32	
2/13	In class	Exam I	50	
2/21	2:00pm – 3:00pm	Review Session		
3/7	2:00pm – 3:00pm	Review Session		
3/8	In class	Web I due	15	
3/21	2:00pm – 3:00pm	Review Session		
3/27	In class	Exam II	50	
4/4	2:00pm – 3:00pm	Review Session		
4/5	In class	Application Paper II due	32	
4/18	2:00pm – 3:00pm	Review Session		
4/24	In class	Web Project II Due	16	
4/29	In class	Exam III	50	
				total