

Course Syllabus

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Psychology 111-Introduction to Psychology II: Development, Social Behavior, and Individual Differences

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ABPP**

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Drop in Time: 12:00-

1:00pm MWF

and by appointment

Oxford College | Emory University
Fall 2017

[Student Companion Website for book](#)

[\(http://psychology.jbpub.com/carterseifert/learnpsychologystudent/\)](http://psychology.jbpub.com/carterseifert/learnpsychologystudent/)

This course will focus on development, social behavior, and individual differences. Topics covered include intelligence, development, emotion, motivation, stress, coping, social psychology, personality, psychological disorders, and treatments. We will focus on psychology as a science, psychological research methods, and central findings. A key goal of this course will be for students to gain an understanding of psychology as a field and to become critical consumers of psychological literature.

Course Objective

- To understand what makes psychology a scientific endeavor, and how psychologists conduct research.
- To become familiar with and think critically about several theoretical perspectives (e.g., psychodynamic, sociocultural, developmental) that have shaped past and present-day psychology.
- To apply psychological concepts to everyday life (e.g., education, studying, health, relationships, etc.).
- To increase your personal knowledge, personal development, and excitement about psychology.

Materials

Textbook: Carter, & Seifert (2013). *Learn Psychology*. Jones and Bartlett Learning

or

Carter, & Seifert (2018). *Learn Psychology, Revised First Edition*. Jones and Bartlett Learning

Electronic Materials: [quizlet](#) [_ \(https://quizlet.com/join/utzmwrPA3\)](https://quizlet.com/join/utzmwrPA3) (to join list)

Assignments

Exams

(300 points) There will be 100 points on each of the 3 exams. The exam items will be taken primarily from class material, but you can expect some questions on reading material, films, or any class activity. If you feel that the answer you chose for a question is better than the one I've selected as 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 Exam 3.

Podcast Papers

(50 points) There will be 25 points on each of the Podcast Papers. You'll listen to a podcast and have a discussion with your small group. You'll then write a reaction paper to the podcast assignment. I'll update you with additional information on this assignment in a separate handout.

Evaluation

The final grade will be based on the percentage of the total points you receive on your 3 exams and 2 podcast papers.

| Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
|-------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------------|
| % | 93-100 | 90-92 | 87-89 | 83-86 | 80-82 | 77-79 | 73-76 | 70-72 | 67-69 | 63-60 | Below 60 |

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.

Classroom conduct

Electronic devices can be important instructional resources for students. They can also be distracting and annoying. If you choose to use a laptop or electronic device to take notes, please sit at the back or sides of the classroom so that your display will not be distracting to others.

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?

Student Work

Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.

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](#)

(<http://www.bsc.edu/campus/studentaffairs/honor%20code.htm>) 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

Course Summary:

| Date | Details | |
|------------------|---|----------------|
| Wed Sep 20, 2017 |  Test 1 (https://canvas.emory.edu/courses/35735/assignments/66956) | due by 11:59pm |
| Wed Oct 25, 2017 |  Test 2 (https://canvas.emory.edu/courses/35735/assignments/66959) | due by 11:59pm |
| Wed Nov 29, 2017 |  Test 3 (https://canvas.emory.edu/courses/35735/assignments/66966) | due by 11:59pm |
| Mon Dec 4, 2017 |  [Podcast] The power of categories (https://canvas.emory.edu/courses/35735/assignments/66951) | due by 11:59pm |
| |  Personality Podcast (https://canvas.emory.edu/courses/35735/assignments/66952) | due by 11:59pm |

| Date | Details |
|------|--|
| |  Test 1 SA (https://canvas.emory.edu/courses/35735/assignments/66958) |
| |  Test 2 item analysis (https://canvas.emory.edu/courses/35735/assignments/66961) |
| |  Test 2 Short Answer (https://canvas.emory.edu/courses/35735/assignments/66962) |