Psychology 100: Introductory Psychology
Fall 2004

Instructor:	Kenneth Carter, PhD Associate Professor of Psychology	Office:	Seney Hall 214A
Phone:	770-784-8439	Drop-in Office Hours	10:15-11:15 Monday, Wednesday, Friday 1:15-2:15 Tuesday and Thursday you can always make an appointment with me--check my calendar first at http://calendar.yahoo.com/drkencarter this link can be found at the end of each of my e-mail messages.
E-mail	kcart01@emory.edu		

TEXT:
    Wade, C. & Tavris, C. (2003) *Psychology* (7th edition)

INTERNET RESOURCES:
    Companion Website for Wade and Tavris Psychology 7e [available online at www.prenhall.com/wade]
    Learning Styles Questionnaire http://www.ncsu.edu/effective_teaching/ILSdir/ilsweb.html
    Gradebook and class detailed calendar (including 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**
- **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/EVALUATION:
There are three regularly scheduled Exams during the semester.

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 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. You may not, however, contest questions from Test III. A detailed class calendar with reading updated reading assignments will be available on the web at www.mygradebook.com.

EVALUATION:
The final grade will be based your three EXAMS (150 points) A letter grade will be assigned to the TOTAL points accumulated during the semester.   Here is a chart with the minimum percentage of points required for each

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
%	93.00	90.00	87.00	83.00	80.00	77.00	73.00	70.00	67.00	63.00	62<

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.

EXAM CALENDAR

Date	Topic	Reading
September 22nd	Exam I	Chapters 1-6
October 27th	Exam II	Chapters 13-17
During Finals	Exam III	Chapters 7-12

EMAIL POLICY

<u>EMAIL</u> *(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 <u>Honor Code</u> 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.