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# Introduction to Psychology

## Psychology 100

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## Overview

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

- 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

## Assignments

**Exams.** 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.

**Myth busters team assignment.** A major emphasis of this course is the application of critical thinking and the understanding that there are multiple influences on psychology. In teams, you'll investigate a common myth in psychology to determine if this is true or busted. More information on the Mythbusters assignment will be available in a separate handout. Teams will present a report using Prezi.com during the last few weeks of the semester. Your presentation outline will be due before your presentation.

**Attendance.** Students are expected to attend every class. **Attendance is required during team presentations. Points will be deducted from your score for unexcused absences during this period.**

## Evaluation

The final grade will be based on the total points you receive on your three exams (300 points) and your Mythbusters assignments (50 points) for a total of 350 points. You can keep track of your grade on Blackboard.

## Materials

Textbook: Carter, & Seifert (2012). *Learn Psychology*. Jones and Bartlett Learning.

Prezi.com account (free)

## Important Dates

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### 2/11—Exam I

Exam I covers chapters 7, 2, 6 and independent study of chapters 1 and 4

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### 3/8—Exam II

Exam II covers chapters 3, 14, 15 and independent study of chapters 11 and 12

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### 4/26--Exam III

Exam III covers chapters 5, 13, 16 and independent study of chapters 8,9, and 10.

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### 4/5 Mythbusters presentation due

You or your team member should complete the online form to give me access to your Prezi by 11:59pm on this day.

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**Points off for absences starting 11/26**

## Course Outline and Schedule

Date	Day	Topic	Read before class
Jan 16, 2013	1	Overview	
Jan 18, 2013	2	Memory	7.1-7.8
Jan 21, 2013	3	No class	
Jan 23, 2013	4	Research	2.1-2.2
Jan 25, 2013	5	Research	2.3-2.4
Jan 28, 2013	6	Myth buster assignment	
Jan 30, 2013	7	Learning--classical conditioning	6.1-6.2
Feb 1, 2013	8	Operant conditioning	6.3
Feb 4, 2013	9	Operant conditioning	6.3
Feb 6, 2013	10	Observational learning	6.4
Feb 8, 2013	11	Review	Review guide test 1
Feb 11, 2013	12	Exam 1	Exam 1 covers chapters 7, 2, 6 and independent study of chapters 1 and 4
Feb 13, 2013	13	Nervous system organization	3.1; 3.3
Feb 15, 2013	14	Brain	3.4
Feb 18, 2013	15	Neuron	3.2
Feb 20, 2013	16	Depression	14.1; 14.5
Feb 22, 2013	17	Bipolar	14.5
Feb 25, 2013	18	Anxiety	14.2
Feb 27, 2013	19	Psychosis	14.6
Mar 1, 2013	20	Therapy	15.1; 15.5
Mar 4, 2013	21	Therapy	15.6; 15.8
Mar 6, 2013	22	Review	Review guide test 2
Mar 8, 2013	23	Exam 2	Exam 2 covers chapters 3, 14, 15 and independent study of chapters 11 and 12
Mar 18, 2013	24	Consciousness overview	5.1
Mar 20, 2013	25	Meditation & hypnosis	5.4-5.5
Mar 22, 2013	26	Sleep & dreams	5.2-5.3
Mar 25, 2013	27	Freud	13.2
Mar 27, 2013	28	Freud II	13.2
Mar 29, 2013	29	Jung and MBTI	13.2
Apr 1, 2013	30	Bandura	13.5
Apr 3, 2013	31	Humanists	13.3

<b>Apr 5, 2013</b>	32	Traits	13.4
<b>Apr 8, 2013</b>	33	Social psychology	16.1-16.4, 16.7
<b>Apr 10, 2013</b>	34	Presentations A	Attendance is mandatory during presentations
<b>Apr 12, 2013</b>	35	Prison study film	16.5
<b>Apr 15, 2013</b>	36	Presentations B	Attendance is mandatory
<b>Apr 17, 2013</b>	37	Presentations C	Attendance is mandatory
<b>Apr 19, 2013</b>	38	Presentations D	Attendance is mandatory
<b>Apr 22, 2013</b>	39	Presentations E	Attendance is mandatory
<b>Apr 24, 2013</b>	41	Presentations F/ review	Attendance is mandatory
<b>Apr 26, 2013</b>	41	Exam 3	Exam 3 covers chapters 5, 13, 16 and independent study of chapters 8,9, and 10
<b>Apr 29, 2013</b>	42	No class	

*\*Independent learning chapters will be on the exam, but not covered in class*

## 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.

### 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 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](#) 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