**Fundamentals of Psychological Science**

Psychology 161, Spring 2019, Block 6

Instructor: Dr. Steven Neese

Office/Hours: Law Hall 106D, Mon.1:00-2:00 or by appointment

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**Text:**  Ciccarelli, S.K. & White, J.N. (2017). *Psychology*, *5th Edition.* New York, NY: Pearson.

**Course Description:** This course is an introduction to the scientific study of behavior. This course will provide you with an overview of the scientific study of human behavior. Additionally, this course will enhance critical thinking skills through classroom discussion and the interpretation and evaluation of research findings.

**Meeting Times:** Monday-Friday, 9am-11am and 1pm-3pm Tuesday, Wednesday, and Thursday.

**Educational Priorities and Outcomes:** The components of the course foster the Educational Priorities and Outcomes of Cornell College as follows:

**Learning outcomes - After successfully completing this course, you will be able to:**

1. Characterize the nature of psychology as a discipline and a scientific endeavor and demonstrate knowledge and understanding representing selected content areas of psychology and explain different research methods used by psychologists (*knowledge via exams*).
2. Identify appropriate applications of psychology in solving problems, evaluate the appropriateness of conclusions derived from psychological research, and apply psychological concepts, theories and research findings as these relate to everyday life (*inquiry, reasoning via exams, writing assignments, class activities*).
3. Articulate how psychological principles can be used to explain a variety of behaviors, attitudes, and social issues (*communication via writing assignments, exams, class presentations*).
4. Recognize and respect human diversity and apply psychological principles to promote personal development and mental well-being (*ethical behavior, well-being via class discussions*).

**Summary Statement:** This course supports the Educational Priorities and Outcomes of Cornell College with emphases on knowledge, inquiry, reasoning, communication, ethical behavior and well-being.

**Absence Policy:** Students are allowed a total of **2 unexcused absences** (2 morning sessions; 1 morning/1 afternoon, etc.). Given the nature of this course, missing even a single day of classwork can put you behind. Please notify me if you are planning on missing a course period and ask another class member to pass on the information you missed. More than 2 unexcused absences will result in your **final grade** being *lowered by 1/3*.

**Tardiness Policy:** Arriving late to class is disruptive to others. Therefore, all students should arrive on time for each class session. Excessive tardiness (>3 times) will result in your **final grade** being *lowered by 1/3*.

**Grading:**

**Exams (3 x 100 points):** There will be 3 exams during the block. Each of the exams will be worth 100 points each and will cover only the sections of reading material and class discussions from that period of the course (see course schedule below). **Make-up exams will be given only for an approved reason and scheduled within 2 days of the actual exam date.**

**Writing Assignments:** One goal of this course is to evaluate the appropriateness of conclusions derived from psychological research and show an ability to communicate these ideas. This will be done through 2 writing assignments that must follow APA style ([APA Guide Website](https://owl.english.purdue.edu/owl/resource/560/01/)). **All papers must be submitted as a printed, hard copy at 9:00 AM at the start of class on the due date. Each day late will result in a minimum reduction of 10% per day.**

1. **Paper critique (25 points):** A 1-page written critique of an article published in a recent edition of Psychological Science (will be posted on Moodle). See Appendix 1 for grading.
2. **Classic Study Extension (75 points):** A 3-page extension of a “Classic study in Psychology” (found in the text), including 2 articles published in the last 5-10 years from any psychological peer-reviewed journal. See Appendix 2 for grading.

**Class participation (20 points):** I expect all in class to join in discussions to contribute to the class. You are expected to participate during class both by asking questions and actively listening to others. Be both vocal and patient. Try to answer the questions that I pose and ask questions yourself. This grade will be a culmination of attendance, classroom behavior, completion of activities in class/lab, and respectful behavior towards students and instructor.

**The grade scale is:**

93 or above (A) 83-86% (B) 73-76% (C) 63-66% (D)

90-92% (A-) 80-82% (B-) 70-72% (C-) 60-62% (D-)

87-89% (B+) 77-79% (C+) 67-69% (D+) below 60 (F)

Tests: 3 x100 =300 points

Paper critique = 25 points

Extension paper = 75 points

Class participation = 20 points

Total = 420 points

**Technology in class:**

1. **Laptop computers:** You may use laptops in class, but for note-taking only. It is not acceptable to be checking your email and surfing the web during class. If this happens you will be asked not to bring your computer to class. If you are easily distracted, bring a notebook and a good pen or pencil!
2. **Cell phones:** Cell phone interruptions are unnecessary, so please ensure that your cell phone does not ring during class. Text messaging during class time is inappropriate, and using the phone as a clock can be disruptive. **We will discuss the cell phone policy in depth on the first day of classes.**

**Cornell College Policies:**

**Academic Honesty expectations:** Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College’s requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in The Catalogue, under the heading “Academic Honesty."

**Students with disabilities:** Cornell College makes reasonable accommodations for persons with disabilities.  Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format.  For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see [Cornell Disability Website](http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml).

*These guidelines are described in detail to serve as a point of reference should questions arrive. This document serves as a contract between the student and the instructor.*

**Schedule:**

| **Date** | **Topic** | **Reading/Assignment Due** |
| --- | --- | --- |
| M February 11 | Overview of Course | Introduction |
| T February 12 | Science of Psychology  Biological Perspective | Chapters 1 and 2 |
| W February 13 | Sensation and Perception | Chapter 2 and 3 |
| R February 14 | Consciousness and Sleep | Chapter 4 |
| F February 15 | Learning | Chapter 5 |
| M February 18 | **Exam 1: 9 am** |  |
| T February 19 | Memory | Chapter 6 |
| W February 20 | Cognition, intelligence, language | Chapter 7 |
| R February 21 | Gender | Chapter 10  **Paper 1 Due 9:00 AM** |
| F February 22 | Life span and Development | Start Chapter 8 |
| M February 25 | Life span and Development | Finish Chapter 8 |
| T February 26 | **Exam 2: 9 am** | **No afternoon class.** |
| W February 27 | Motivation and Emotion | Chapter 9 |
| R February 28 | Social Psychology | Chapter 12 |
| F March 1 | Personality | Chapter 13  **Paper 2 Due 9:00 AM** |
| M March 4 | Psychological Disorders | Chapter 14 |
| T March 5 | Psychological Therapies | Chapter 15 |
| W March 6 | **Final Exam: 9 am** | **No Lab** |

**Appendix 1 - Grading Rubric for critique paper**

| **CATEGORY** |  | **POSSIBLE SCORE** |
| --- | --- | --- |
| **Introduction** | Introduction of key question(s), terms, definitions, etc. presented in the article. | **5 points** |
| **Focus** | Material clearly related to a main topic. Proper organization with transitions that link topics. | **5 points** |
| **Support & Accuracy** | Statements made parallel what is described in the paper. | **5 points** |
| **Conclusion** | Review of key conclusion(s). Discussion of impact of the researched material on topic. | **2.5 points** |
| **Grammar & Mechanics** | Grammatical errors, spelling and punctuation. | **2.5 points** |
| **Style & Communication** | Proper APA style. “Scholarly” with proper flow and ease to follow. Accurate reference page and page count. | **5 points** |

**Appendix 2 - Grading Rubric for extension paper**

| **CATEGORY** |  | **POSSIBLE SCORE** |
| --- | --- | --- |
| **Introduction** | Introduction of topic’s key question(s), terms, definitions, etc. Delineated subtopics to be reviewed. | **10 points** |
| **Focus & Sequencing** | Material clearly related to subtopic, main topic. Organization and integration of material within subtopics. Transitions linking subtopics, and main topic. | **10 points** |
| **Support** | Peer reviewed research based support for thesis. | **15 points** |
| **Conclusion** | Review of key conclusions. Discussion of impact of the researched material on topic. | **10 points** |
| **Grammar & Mechanics** | Grammatical errors, spelling, and punctuation. | **5 points** |
| **Style & Communication** | Proper APA style. “Scholarly” with proper flow and ease to follow. Accurate page count. | **15 points** |
| **Citations & References** | References and citations are present and correctly written using APA style. | **10 points** |