**FUNDAMENTALS OF PSYCHOLOGY (Psych 161)**

**Block 3, 2018**

Professor: Alice Ganzel

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Office: 106B Law Hall

Class times: 9:00-11:00 and 1:00-3:00 (there will be some exceptions—listen for announcements in class)

Text: *Psychological Science*, 6th Ed. (Gazzaniga, 2018)

This text has an accompanying computerized learning activity that you can access at https://digital.wwnorton.com/psychsci6; note the student set number of 124994

Office hours**:** Tuesdays, 3:00 to 4:00 **or by appointment**

**COURSE GOALS AND EXPECTED OUTCOMES**

The main goal of this course, in the words of your textbook author, to make you “psychologically literate”: to introduce you to the major theories in psychology; to acquaint you with the ways psychologists approach questions about behavior and mental processes; to demonstrate the basic ways that psychologists gather information to make judgments. More specifically, by the end of the course you should be able to:

* describe the differences between the major theories in psychology;
* have a beginning understanding of *how* psychology conducts research;
* know how to find scholarly articles in the field;
* identify the crucial information from an empirical study;
* gain further practice in writing, specifically from a scientific perspective;
* know how to identify specific psychological perspectives that can be applied to particular careers.

Activities in this course are designed to foster and enhance the following educational priorities and outcomes (found [here](https://www.cornellcollege.edu/about-cornell/mission/index.shtml)): ***knowledge,*** ***inquiry, reasoning,*** and ***communication***(addressed further under each portion of the course below). Your progress will be assessed through the following:

**ASSESSMENT**

|  |  |
| --- | --- |
|  |  |
| Attendance and Participation | 10% |
| Reflections on Learning Journal (5% each) | 15% |
| Retrieval and Consolidation Exams (15% each) | 45% |
| Application to careers | 15% |
| Summary of popular press article and research article this is drawn from | 15% |
| Earn up to 5% extra credit by completing Inquizitive assignments |  |

**CLASS FORMAT AND DAILY ACTIVITIES, ATTENDANCE AND PARTICIPATION**

**Class preparation:** Research into the neuroscience of learning reveals that true mastery of subject occurs only when one has actively interacted with the topic. Thus, I will expect you to not only have completed the reading before our class, but to have actively studied it. This text has a particularly good on-line study guide called Inquizitive. The structure is game-like, and adjusts to the concepts that are particularly difficult for *you*. You are not required to utilize the Inquizitive program (although you can earn extra credit by doing so). If you prefer to prepare for class in alternative ways, I will expect you to take hand-written notes on your reading. (See the next section on the Learning Journal.) In either case, read ***everything*** in the assigned chapters: learning objectives, picture captions, set-apart boxes, definitional terms, tables, graphs, summary boxes, etc. For a number of concepts we’re studying, there are **videos available on YouTube** that are helpful (and taking notes on these will be helpful too). Often seeing an animation or a demonstration facilitates deeper understanding of the material.

However, **take breaks at the different sections of the chapter**. Most people can only attend to material for 20-25 minutes, so break your reading into sections. Then take a 5-10 minute study break. Physical exercise of some sort during this time is particularly effective, but rest your brain in some way (and smartphones are typically **bad** ways to do this).

**What to expect in class:** I plan to lecture very little during class. Instead, we will utilize Poll Everywhere to practice with the concepts you’re learning. Expect to share with your classmates your understanding of the assigned concepts and be willing to listen to their perspectives. Research into effective learning reveals that learning that requires effort and feels difficult results in better long-term retention. Indeed frustration often precedes deep understanding and enlightenment.

When I do lecture over material, you should again take notes. However, it is INEFFECTIVE to record *only* what I show on Power Points. (Besides, I post these on Moodle after our class session.) In addition to noting these main points, write down the *examples* I use to illustrate each point. Plan also on taking notes on the exercises, demonstrations, and discussions we have in class. Daily attendance, preparation, and participation are designed to help you meet the EPOs of ***knowledge,*** ***inquiry, reasoning,*** and ***communication.***

Because daily activities build on previous ones, students will be allowed only ***3 excused absences*** (morning and afternoon count separately). If you must miss a class, contact me beforehand, and plan to check with your classmates or me as to what was covered. If a student misses more than three classes (excused or unexcused), the course grade will be lowered by 1/3 of the letter grade (e.g., from A to A-). (I reserve the right to adjust this policy in the case of individual unforeseen and unavoidable circumstances.) Furthermore, habitual tardiness will result in the same penalty.

**Work Expectations:** According to the US Department of Education, in order to receive credit for with a block course (which is equivalent to a 4 semester-hour course), a student is expected to spend at least 150 hours on coursework. This includes both in-class and out-of-class time. We will spend 3-4 hours each day in class. That means that you should spend 3.5 – 4 hours a day on coursework outside of class time every day, including weekend days.

**Class Policies and Etiquette:** I hold a **STRICT NO CELLPHONE** policy in the classroom. If you must consult your cellphone, do so during breaks and you must leave the room. Violating this policy will severely impact your participation and attendance grade. Further, when using laptops I expect you to use it ***ONLY*** for class activities: no surfing the web, checking your e-mail, watching videos, etc. Any of these violations will also result in a lower participation grade (and expect no warnings; I will just do it).

**THE LEARNING JOURNAL (also known as The Interactive Notebook)**

(adapted, with permission, from Kerry Bostwick)

As you complete your daily assignments, you will keep a ***learning journal*** (also known as the interactive notebook). The purpose of the Learning Journal is to enable you to be a creative, independent thinker, learner, and writer.

**What Goes in Your Learning Journal?**

EVERYTHING we do in class and for class goes in the Learning Journal. As noted in the section above, you may use the Inquizitive program for daily studying, but writing notes as you do so will facilitate your learning. If you prefer to forego Inquizitive, use the Learning Journal for your class preparation. I also strongly encourage you to include any questions, objections, and/or ideas that are generated by the reading. For example, note ideas that resonate with you, things that surprised you, things that you question, things with which you disagree, etc. Additionally bring the Learning Journal to class to record ideas from daily discussions. Generating your *own* visual images, metaphors and analogies is highly effective in cultivating your learning.

**Weekly Review, Reflection, and Organization**

In order to consolidate the material you’re studying, each Friday (due on Moodle by 8:00 p.m.) you will compose a short ***reflection*** on your learning for the week; and an ***organizational overview*** of the topics that were covered. Reflecting on your own learning facilitates the practice of *metacognition* and organizing information facilitates a memory technique known as *chunking*, both of which enhance deep understanding.

The **reflection** is your self-assessment of your mastery of the material; here are some questions to consider for your review: What concepts did you already know and what was new information? Where do you feel confident in your understanding? What concepts were more difficult to grasp? What kinds of things might you do to help yourself in mastering this understanding? etc. The reflection should not exceed two pages, double-spaced, and must be typed and uploaded to the respective assignment folder. (Also see general guidelines for written assignments.)

Additionally, you will submit an **organizational overview** of the topics covered during the week. The most common approach to this is an outline of the topics, but there are alternative approaches as well: concept maps, webbings, etc. You may want to consult [www.inspiration.com](http://www.inspiration.com) for other ideas.

Please note that *I may ask to see your notebook* *itself*. Additionally, on your second and third reflections you should address any suggestions or questions I may note on your previous reflections. The Learning Journal reflection and organization are designed to help you meet the EPOs of ***knowledge and inquiry.***

Remember that the overarching goal of these self-assessments is to ***encourage you to be responsible for your own learning****.*

**RETRIEVAL AND CONSOLIDATION EXAMS**

Each of these previous facets of the course is designed to prepare you for the weekly exams. These will help you to further consolidate your understanding of the material and will consist of the types of exercises we practice in class. Exams are similarly designed to help you meet the EPOs of ***knowledge and inquiry.***

**APPLYING PSYCHOLOGICAL PRINCIPLES TO A SPECIFIC CAREER**

The field of psychology is one that has vast applicability to virtually any career; for many this may be the only psychology course you take in your lifetime. The goal of this assignment is for you to explicitly link the concepts you’re learning in this course to a particular career, to practice applying the information from this course to real-world situations. This assignment nominally addresses the EPO of *vocation,* but its main purpose is to facilitate ***inquiry*** skills.

By the end of day 2, you should identify **ONE** specific career. If you have some idea of your long-term plans this will be helpful, but given that we expect undergraduates to have multiple different careers during their lives, this is not crucial. For an initial investigation into this endeavor, simply look through the chapter titles and make some guesses about which chapters *might* apply to your career of interest. I don’t expect you to be prescient; the chapters you identify in this initial pass-through may or may not be applicable in the end.

Each Tuesday, you will update your career application document by discussing and applying any aspects studied during the previous week that might be applied to your career of choice. You should be *explicit* in stating how psychological concepts could be helpful. (For example, if you can utilize behaviorist theory in your career choice, explicitly describe *how* you might do so.)

I will give you brief feedback each week, along with a shadow grade. (A shadow grade is not incorporated into the final assignment grade, but gives you guidance as to what you would earn were the assignment being graded formally.) If I make suggestions in my feedback, I will expect you to have addressed those in subsequent updates of your career application document.

##### BLOCK PROJECT—RESEARCH STUDY

As noted earlier, psychology is an *empirical science*. However, in our daily lives we usually judge behavior either on what we see (and believe) firsthand, or on what others report to us (method of authority). The overarching goal of the block project is to demonstrate *how* psychologists make judgments about behaviors; we do this by conducting research. We cover the research method on the second day of class, and you will participate in a short research study which we will then formulate into a research manuscript. We will work together in class to identify the essential information for the manuscript; using this, you will write the final report.

The steps in designing research are to:

1) summarize the previous research literature on the topic;

2) collect data;

3) analyze the data;

4) write up the full report of the study.

Each of these steps (mostly) corresponds to one of four main sections: an Introduction (summarizing literature), Methods (how data were collected), Results (how data were analyzed), and Discussion (implications of the findings). We will complete the study in stages, and I will be working closely with you throughout.

On Tuesday (10/23) afternoon, Meghan Yamanishi will introduce you to Psych Info, the primary database for locating empirical articles. By the end of class on Tuesday, we will have identified *two* research articles to use as background research. You will summarize each article and then compare their findings; this will form the Introduction for your study. To help you in this process, you will first complete a worksheet that will guide you on the essential information to glean from each article.

On Monday afternoon (10/29), we will use class time to identify the main points that will be in your Introduction and Methods sections. I will give you brief feedback on this, along with a shadow grade. This should be composed in ***Word*** format (no exceptions!) and uploaded to the assignment file on Moodle.

On the following Monday afternoon (11/5), we will again use class time to identify the main points that will be in your Results and Discussion sections. Again, I will give you brief feedback and a shadow grade and, as before, this should be composed in ***Word*** format (no exceptions) and uploaded to the assignment file on Moodle.

On the third Monday of the block (11/12) we will complete the final sections for the research manuscript (Title Page, Abstract, References). Your final report will be due by noon on the last day of class. I will post a grading rubric for the empirical study on Moodle. **Please note that although you will be working closely with me and with other students in the class, all your *writing* must be your own.**

### CAMPUS RESOURCES

Given the rigor of the course and the intense workload, I encourage you to work extensively with me, your classmates, and the support systems in the College, especially College librarians and personnel from the **Center for Teaching and Learning**. Here is their contact information:

### Meghan Yamanishi, Social Sciences librarian at Cole Library; [myamanishi@cornellcollege.edu](mailto:myamanishi@cornellcollege.edu); ext. 4143;

Writing Studio; [www.cornellcollege.edu/library/wrc](http://www.cornellcollege.edu/library/wrc); ext. 4462;

Jessica Johanningmeier, Quantitative Reasoning Consultant; [www.cornellcollege.edu/library/qrs](http://www.cornellcollege.edu/library/qrs) ext. 4222;

Brooke Paulsen; Coordinator of Academic Support and Advising; [bpaulsen@cornellcollege.edu](mailto:bpaulsen@cornellcollege.edu); ext. 4382. (Brooke can assist with basic study skills.)

**FORMATTING FOR PAPERS**

At a minimum, **ALL** papers should have the following format:

* **everything** should be double-spaced (NO EXCEPTIONS! NO SINGLE SPACES! NO QUADRUPLE SPACES!);
* there are one-inch margins on all sides.

The research project will follow APA formatting, which has very specific guidelines. I will post an APA template on Moodle for you to use; but please note that it is *your* responsibility to make sure things are in proper format.

**CLASS POLICIES**

LATE POLICIES: All written work is due at the beginning of class or as noted on Moodle or the Course Schedule, and if turned in late will be penalized 2% per hour up to 5 hours, and 10% per day thereafter.

**E-MAIL**: Periodically I will send all-class announcements via e-mail, so you should plan on checking this frequently. Note that College policy states that electronic communications are as official as written communications and you are **expected to check this at least once a day**.

**CORNELL POLICIES**

**Academic Honesty:** “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 <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.”

**Health Issues**: “If medical or psychological conditions arise during the block, please consult with me, and/or with a medical or psychological health provider, before your progress in the course may become impeded. If health concerns make the completion of this course not viable, you may petition for a health withdrawal (WH), but you should be aware that Cornell counselors and health professionals will not normally issue support for a WH unless you have consulted them at or near the onset of the problem.”

**COURSE SCHEDULE**

[Sometimes it is necessary to make adjustments on the block plan. Please be prepared to be flexible, and so will I.]

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| --- | --- | --- | --- |
|  | Topic | Reading (completed *before* class) | Additional assignments |
| 10/22 | Intro & organization | pp. 3-11; 17-27 |  |
| 10/23 | Research | Chapter 2 |  |
| 10/24 | Biology & Behavior | Chapter 3 |  |
| 10/25 | Sensation & Perception | Chapter 5 |  |
| 10/26 | Learning | Chapter 6 | LJ Reflection due 8:00 p.m. |
|  |  |  |  |
| 10/29 | Retrieval & Consolidation |  |  |
| 10/30 | Memory | Chapter 7 | 1st assessment—career app |
| 10/31 | Thinking, Language | Chapter 8 |  |
| 11/1 | Consciousness | Chapter 4 |  |
| 11/2 | Emotion & Motivation | Chapter 10 | LJ Reflection due 8:00 p.m. |
|  |  |  |  |
| 11/5 | Retrieval & Consolidation |  |  |
| 11/6 | Personality | Chapter 13 | 2nd assessment—career app |
| 11/7 | Social Psychology | Chapter 12 | Rough draft of manuscript |
| 11/8 | Health and Well-being | Chapter 11 |  |
| 11/9 | Development | Chapter 9 | LJ Reflection due 8:00 p.m. |
|  |  |  |  |
| 11/12 | Psych Disorders | Chapter 14 |  |
| 11/13 | Treatments | Chapter 15 | 3rd assessment—career app |
| 11/14 | Retrieval & Consolidation |  | Final research manuscript |

Final course grades will be determined on a percentage basis using:

94-100% **A** 84 to 86% **B** 74 to 76% **C** 64 to 67% **D**

90 to 93% **A-** 80 to 83% **B-** 70 to 73% **C-** 60 to 63% **D-**

87 to 89% **B+** 77 to 79% **C+** 67 to 69% **D+** below 60% **F**

***Note, however,*** the extra credit that will be available by utilizing the Inquizitive program in your studying.