**PSYC 101D: Introductory Psychology**

Fall, 2011

**Day/Time**: MW, 6:00-7:20 pm **Location:** Weyerhaeuser 402

Class webpage: Puget Sound Moodle-fa11\_psyc101d

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| Instructor  Christopher Jones (CJ), Ph.D.  Weyerhaeuser 315  253-879-3761  [cjones@pugetsound.edu](mailto:cjones@pugetsound.edu)  [chrjones@maxhealth.edu](mailto:chrjones@maxhealth.edu) \*\* | **brain 2** | Office Hours  Monday 5-6 pm  Or by appointment |

\*\*Personal meetings are the preferred method of communication, then email

**Course Description**

This course will provide you with a general understanding of what psychology is about, why it is important, and why many of us find it a fascinating field to study and work in. You will learn about the basic subject matter of psychology, its multiple subfields and theoretical perspectives, how psychologists study behavior, and how psychological knowledge has been applied to improve quality of life. This course is a prerequisite to more advanced courses and the topics covered are explored more fully in these advanced courses. Thus, if you are thinking of majoring in psychology or simply wish to learn more about it, this course can help you decide what aspects of psychology are most interesting to you and, therefore, what advanced courses you might want to take in the future.

**Class Goals and Objectives**

I have 3 major goals for this class. By the end of this course, you should expect that I will:

* Increase your knowledge of psychology: This is the only goal that will be evaluated directly by exams and other assessments and it includes enhancing your knowledge and understanding of: a. major psychological approaches to study behavior; b. major issues in psychology; c. concepts, basic terminology, research findings, and applications of psychological work; d. the research process and its limitations; and e. psychology’s important contributors.
* Provide an understanding of scientific skills and values: I intend this course to stimulate your intellectual curiosity about human behavior, increase your appreciation of the scientific method, help you recognize faulty or biased research, and increase your ability to critically evaluate scientific information.
* Give you skills to critically evaluate your everyday life more effectively: You will have to judge whether any of the following goals are met and a full opportunity to make this judgment may not occur until after the course is over. I hope the information in this course will increase your understanding of other people’s and your own behavior, help you to appreciate the complexity of human behavior, and promote an intelligent skepticism about accepting psychological “facts” and “truths” that you come across in everyday life (e.g., internet web pages, newspapers, magazines, and on TV or radio talk shows)

**Class Schedule**

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|  | **LECTURE/DISCUSSION** | **READINGS & Due Dates** |
| Week 1  8/29-8/31 | * Course Overview * Psychology as a way of life * Psychology as a science | **Chapter 1**  **Syllabus**  **Assignment: Book Bag** |
| Week 2  9/5-9/7 | Labor Day 9/5- NO CLASS!!!   * Research Methods and Experimentation | **Chapter 2**  **Assignment: Controversy Paper**  **Book Bag Assn Due 9/7** |
| Week 3  9/12-9/14 | * Research cont.   **Wednesday Quiz 1**   * Brain and Behavior/Neuroscience | **Assignment: Critical Evaluation**  **Chapter 4 (95-124)**  **Controversy Topic Due by email-9/14** |
| Week 4  9/19-9/21 | * Brain and Behavior cont. * Sensation and Perception | **Chapter 4 cont.**  **Chapter 5**  **(129-141, 154-172)** |
| Week 5  9/26-9/28 | **Monday Quiz 2**   * Learning * Wednesday Session – in the Library | **Assignment: Learning**  **Chapter 7 (213-236)**  **Critical Evaluation Due 9/28** |
| Week 6  10/3-10/5 | * Learning cont. * Memory | **Chapter 7 cont.**  **Assignment: Controv. Outline**  **Chapter 8 (252-283)** |
| Week 7  10/10-10/12 | * Memory cont. * Exam review   **Exam 1- Wednesday; Covers 8/29-10/10** | **Learning Assign Due 10/10**  **Chapter 8 cont.** |
| Week 8  10/17-10/19 | **Monday, 10/17**- Fall Break- NO Classes   * Personality | **Chapter 13 (458-479, 494-98)** |
| Week 9  10/24-10/26 | * Personality cont. * Human Development | **Controversy Outline Due 10/24**  **Chapter 12** |
| Week 10  10/31-11/2 | * Human Development cont.   **Wednesday Quiz 3** | **Chapter 12 cont.** |
| Week 11  11/7-11/9 | * Human Development cont. * Psychological Disorders | **Controversy Draft Due 11/7**  **Chapter 15**  **Assignment: Writing Center** |
| Week 12  11/14-11/16 | * Psychological Disorders cont   **Wednesday Quiz 4**   * Therapy for Psychological Disorders | **Chapter 15 cont.**  **Chapter 16** |
| Week 13  11/21-11/23 | Therapy for Psychological Disorders cont.  Wednesday 11/23- NO CLASS | **Chapter 16 cont.**  **Writing Cen Assn. Due 11/23** |
| Week 14  11/28-11/30 | **Monday Quiz 5**   * Therapy for Psychological Disorders cont. * Social Psychology | **Chapter 16 cont.**  **Chapter 17** |
| Week 15  12/5-12/7 | * Social Psychology cont. | **Chapter 17 cont.**  **Final Cont. Paper Due 12/7** |
| Week 16  12/12-12/14 | **Final COMPREHENSIVE Exam**  **Monday 12/12 7:30-9:30 pm** |  |

**Expectations**

*Sharing of responsibility*- I have a responsibility to you to provide instruction and knowledge regarding the fundamentals of psychology in an effective and efficient manner. I try hard to encourage student learning and critical thinking through my teaching methods. However, at the same time, I expect students to take responsibility for their learning. This means:

* I expect students to complete the readings **before** they are discussed in lecture.
* I expect students to attend and attempt to be engaged with the material in every class unless previous arrangements have been made with me to be absent.
* I expect students **to let me know** when they are confused.
* If you are having difficulty with any aspect of this course (content, my teaching, lecture format, etc), I can’t help you until I know. The sooner you ask for help, the easier it will be for both of us to address the situation.

**Course Website**

Puget Sound Moodle-fa11\_psyc101d

It is your responsibility to check the course website frequently. Occasionally, I may include changes or suggestions to assignments there. I will try to announce anytime I update the website, but ultimately, it is your responsibility to be aware of what is on the website by frequently checking it for new additions.

**Required Email Address and Computer/Printer Access**

Students will need a University of Puget Sound email address and access to the internet on a computer in order to use electronic resources, to use restricted databases such as PsychINFO from off campus (if you live off campus) and to access copies of electronic journal articles from UPS restricted databases such as PsychARTICLES. Additionally, all students enrolled for this course will occasionally receive emails from me regarding class logistics or additional information. I will frequently send these emails to the entire class via everyone’s UPS email account. **It is your responsibility to check this account frequently if it is not your primary one.**

**Attendance**

All lectures/classes are mandatory. If you miss a class you are responsible for getting the missed material from another student in the class. Do NOT ask me for my notes. The lecture slides are online, but these will not be a substitute for coming to class as I will test on information mentioned in class that is NOT in the slides. Additionally, because I am updating my slides right up to our current class periods, the most updated lecture slides may not be on Moodle until right before the class in which I am talking about them.

**Required Textbook**

M. W. Passer, & R. E. Smith, Psychology: The Science of Mind and Behavior, 4th Edition (2009), McGraw-Hill.

A study guide is also available from the textbook website which is at the web address mentioned in the opening pages of your textbook.

\*\* the Study Guide is NOT a substitute for your Textbook\*\*\*\*

**Required Readings**

Plan to do the assigned readings **prior** to the topic being covered in class (see “expectations” above). The material discussed in class is much easier to understand if you have done this and you will be much more likely to get full credit on our “quizzes” (see below) if you have done this. Chapters and pages in the class schedule refer to the textbook. Other readings may be required throughout the course if I find a particularly good reading that is relevant to the material being presented. If I include additional readings, you will be notified well in advance.

**Relation between Classes and Textbook**

Classes will consist of lectures, films, demonstrations, and possibly some guest speakers. Some material covered in the textbook will be covered in class, since both the text and I will cover concepts, terms, theories, and research findings that are of central importance in psychology. The amount of overlap will vary depending on the topic; for some topics the classes and text will overlap quite a bit, for others they will overlap very little. In general, my classes are not designed simply to repeat or explain the chapters. Rather, lectures will introduce quite a bit of material that is not in the text, and time will be devoted to films and demonstrations so that you can learn about psychology in ways not possible through the textbook alone. Therefore, as you may find in many of your other college classes, there is a lot of material in the assigned chapters that will not be covered in class and which you will need to learn on your own. **If you are seeking a class that does not require a lot of independent reading (i.e., a class where most of the material covered in the textbook also is covered and explained in class) then do not take this course**. You are responsible for knowing all of text material for exams. I will have office hours if you would like additional assistance learning this material.

**Assessment and Evaluation**

* **Exams (290 points)-** There will be one midterm exam (120 points), and a comprehensive final exam (170 points). Exams will cover lectures, class discussions and activities, as well as required readings. Exams may have some multiple choice questions; fill in the blank, short answer, and an essay portion. About one half of the final exam will be cumulative.
  + Please note that the final exam occurs during the regularly scheduled finals period for this course. If you wish to take this course, then you must plan to be here for the final. **Make up exams will NOT occur for the final.**
  + **Missed Exams-** Students are NOT permitted to make up exams unless excused **by the instructor (that’s me) prior to the exams.** Make a point to contact me BEFORE a test if you need to arrange a make up due to a university approved event. I can’t stress enough how important it is to contact me BEFORE the exam. Contacting me after the exam will result in 0 points for you on that exam- **NO EXCEPTIONS!** Excused students are expected to make up exams within one week of the scheduled exam. Make up exams will consist of short-answer questions and essays. These exams require more synthesis of the material.
* **Monday Quizzes-** **(50 pts \* 4 = 200 pts)** Approximately every 2 weeks we will have a short 10-15 minute quiz on information from your readings (past AND present) over the time since the last quiz. If you keep up with your readings you should do fine on these quizzes. They are not meant to “trick” you. They are just meant to keep you up to date on the reading. To account for unforeseen absences or the occasional “unprepared” quiz day, I will only keep the highest 4 of your 5 quizzes. So, if you have to miss a quiz day you should not need a “make up”.
* **Book bag Assignment (30 points)-** There will be a separate handout for this provided on the course website, but basically you will be conducting an observation of students on campus and completing an assignment to help illustrate some of the concepts of psychological research.
* **Critical On-Line Evaluation (40 points)**. You will be required to turn in a critical evaluation of a product that is being marketed to you on the internet. The emphasis of this evaluation will be about the product website which addresses one of the topics that we discuss in the time leading up to the due date. Again, a separate handout will be provided on the course website that explains this in more detail.
* **Learning Assignment (40 points)**. As this is a topic which students routinely have difficulty with, you will have a separate assignment that helps you understand some of the primary aspects of learning theories and their applications to our lives. A separate assignment describing this in more detail will be provided on the course website.
* **Controversy Paper- topic (10 points), outline (40 pts), Rough Draft + writing center assignment (50 pts**), **Final draft (100 pts)**. You are required to write a 5-7 page empirically-based paper which summarizes and discusses two opposing viewpoints of common topics in psychology that I will provide. You will turn in an outline of the paper, write a rough draft and complete a writing center assignment, and the final will be due on December 7.
  + **Plagiarism-** Please note that I will pursue incidents of plagiarism with the fullest vigor allowed by the University of Puget Sound regulations. An incomplete will only be given in cases conforming to UPS policy. It is your responsibility to familiarize yourself with all relevant regulations and policies.
* **Research Participation**

We in the Psychology Department believe it is important that students learn about psychology as a science by being exposed to the scientific enterprise. Student can fulfill this requirement of the course in one of two ways: by participating in 4 hours of experiments as human research participants (typically 8 30-minute studies), or by writing two research based papers on topics provided by the psychology department (the controversy paper described above will not qualify for this requirement). You are required to participate in 4 hours of research, write two research papers, or participate in 2 hours of research and write one research paper. You must fulfill this requirement or you will receive an incomplete for this course. I will explain this further in class.

* **Extra Credit (undetermined).**

Throughout the semester there may be opportunities to earn extra credit during or outside of class. The opportunities I mention in class will be the ONLY opportunities and **it won’t be possible to make up extra credit after the fact**. DO NOT ASK ME for other extra credit opportunities as my answer will always be know. It is simply not fair to others to offer extra credit to one person and not everyone else. To earn the points you will need to be present in class if it is an in-class activity. Again, to earn these points you will need to be present in class.

**A FINAL NOTE ON GRADING**

The grading system used in this course applies to all students equally. Some flexibility is built into the system, namely, your extra credit points may allow your grade to increase by a couple of percentage points. **Sometimes a student will ask me if she/he can re-take a test or do some type of “extra work”, etc. to raise their grade.** **My answer will always be “No” because I don’t make special opportunities available to some students but not others.** **So please do not even ask.** If you are having trouble mastering the course material, be sure to take advantage of my office hours being held each week and extra assistance from other resources on campus. I am here to help you learn. *Please don’t wait until the end of the semester to see me*. By then it will likely be too late.

**Grading- Points toward your final grade will be counted as follows:**

Bookbag Assignment 30 points

Critical Evaluation 40 points

Learning Assignment 40 points

Controversy Final Paper 100 points

Topic 10 points

Paper outline 40 points

Rough Draft + Writing Center Assignment 50 points

Weekly Quizzes 200 points

Exams (midterm + final) 290 points

**Total points possible 900 points**

**Your grade will be determined according to the following continuous scale:**

**Class Percentage Grade Class Percentage Grade**

93-100 A 73-76.99 C

90-92.99 A- 70-72.99 C-

87-89.99 B+ 67-69.99 D+

83-86.99 B 60-66.99 D

80-82.99 B- 0-59.99 F

77-79.99 C+