

## **Psychology 101: Introduction to Psychology**

Fall 2016

TR 10:50-12:05 AM

Location: Wiggs 102

**Instructor:** Doe Buchli, PhD

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**Office hours:** TR: 12:05-1:35; 3:15-4:15 PM; by appointment (**Wiggs 106**)

### **COURSE DESCRIPTION**

Psychology can be defined as the scientific study of mental processes and behavior. . While psychology is most often associated with clinical issues (i.e. abnormal, personality), this makes up only a small portion of the field. Other specialties within the field include, to name a few, physiological/biological, social, cognitive, and developmental psychology. We cannot understand ourselves or the individuals around us without thoroughly examining how we develop, how we behave in various social contexts, or the physiological components of our behavior. Thus, this course will serve as an overview of the major fields within psychology with an emphasis on developing an understanding of psychology as the science of human thought and behavior. We will also learn to critically evaluate "common sense" knowledge about how people function.

### **DEPARTMENTAL COURSE OBJECTIVES**

1. Demonstrate familiarity with the content and limits of the field of psychology.
2. Describe how psychologists observe and measure behavior.
3. Think critically and objectively about behavior, including its relation to various societal issues.
4. Understand how psychological principles are applied outside the laboratory, including their relation to various societal issues.
5. Identify, describe, and critically analyze the different theoretical explanations for behavior.
6. Describe research methodologies used to investigate different questions in psychology.
7. Communicate an understanding of course content through written expression.
8. Demonstrate familiarity with research methods by active participation in a minimum of 6 hours of department sponsored research or a research-related alternative assignment.

### HBS COURSE OBJECTIVES

Students will be able to consider human behavior and society as exhibited by the ability to:

1. Use social science theories to explain the behavior of individuals, groups, institutions, and/or societies.
2. Effectively apply methods of inquiry appropriate to the social sciences.
3. Analyze potential solutions to contemporary social, political, and/or economic problems and issues.

### CRT COURSE OBJECTIVES

Students will be able to think critically as exhibited by the ability to:

1. Coherently integrate information from a variety of sources.
2. Support valid arguments with empirical, textual, theoretical and/or direct evidence.
3. Identify strategies to formulate judgments, reach decisions, and/or solve problems.

### READING

There is no required textbook for this course. That said, much of the material I use is derived from ***Psychology in Modules (Eleventh Edition)* by David G. Myers, Worth Publishers. ISBN-13: 978-1464167522**. I highly recommend it as an excellent resource to complement lecture and give you additional exposure to the concepts we discuss in class. I will assign various chapters, magazine articles and videos to accompany lecture throughout the semester. These will be made available on the course website.

### THE COURSE WEBSITE

**Blackboard:** Psychology is an incredibly large, diverse, and complex field of study. This necessitates that lectures sometimes be fast-paced, simply to accommodate all of the material that must be presented. To help you keep up and take notes quickly and efficiently, I will post my PowerPoint slides to Blackboard before each lecture. *These lecture notes are a skeleton version and will not sufficiently substitute for class attendance.*

## COURSE REQUIREMENTS

**Quizzes (25%)**—Starting Tuesday of Week 2, there will be a quiz (a combination of multiple choice and short answer questions) every Tuesday. These quizzes will consist of questions about material covered the week prior. With the understanding that some of you may be absent due to illness, emergency, or participation in athletic events, everyone will be given 3 ‘free passes’ that allow you to miss a quiz without it counting against you. That is, your 3 lowest quiz grades will be dropped, no questions asked.

**Note that because I am automatically dropping your lowest 3 quiz grades to allow for absences without penalty, there will be no makeup quizzes regardless of whether your absence is excused or unexcused.**

**Exams (75%)**—There will be 3 in class exams, and a final exam. All exams are non-cumulative, except the final exam. Each exam will cover material presented in lecture, class demonstrations, as well as any assigned reading or videos. In-class exams will include a combination of multiple choice and short answer questions. The final exam will only consist of multiple choice questions.

**Exam Corrections:** After every in-class exam, you will have the option of completing test corrections to increase your overall score. For every multiple choice question that you answer correctly, .3 of a point will be added to your raw score (raw score = number of items you got correct/total number of items). For every essay question that you answer correctly, an additional .5 of a point will be added to your raw score. **The maximum number of points you can earn back with test corrections is 5 points.**

**Written Assignments (15%)** – One of the requirements of this course is that you complete 4 short writing assignments. Each assignment must be completed individually and written in your own words. Only papers that are typed, printed out and submitted in class on the date they are due will be accepted. Information on each topic and specific guidelines can be found in your Assignments packet (handed out on the first day of class and also accessible on blackboard).

**Research Participation (Pass/No Pass)**— All PSY. 101 students are required to participate in **FOUR CREDITS** worth of research experiments. Serving as a participant will give you the opportunity to contribute to on-going research at Mercer while getting an inside glimpse of how psychological science is conducted. **The deadline to complete this requirement is Friday, December 9<sup>th</sup>.** For more information and to enroll in a research study and please visit:

<https://sites.google.com/site/mercerpsychologyexperiments/>

### Summary of Grading Breakdown

Writing Assignments	15%
Quizzes (best 7 out of 10)	25%
Exams	60%
Research Participation	P/NP

## GRADING SCALE

A+	97% +	B+	87-89%	C+	77-79%	D+	67-69%
A	90-96%	B	80-86%	C	70-76%	D	60-66%

Grades will be rounded to the nearest whole number (e.g., 89.6% will be rounded up to 90%, an A grade, but 89.4% will be rounded down to 89%, a B+).

## COURSE POLICIES

**Students with disabilities—** The following is Mercer’s policy regarding additional assistance: “Students requiring accommodations or modifications for a disability should inform the instructor at the close of the first class meeting or as soon as possible. The instructor will refer you to the ACCESS and Accommodation Office to document your disability, determine eligibility for accommodations under the ADAAA/Section 504 and to request a Faculty Accommodation Form. Disability accommodations or status will not be indicated on academic transcripts. In order to receive accommodations in a class, students with sensory, learning, psychological, physical or medical disabilities must provide their instructor with a Faculty Accommodation Form to sign. Students must return the signed form to the ACCESS Coordinator. A new form must be requested each semester. Students with a history of a disability perceived as having a disability or with a current disability who does not wish to use academic accommodations are also strongly encouraged to register with the ACCESS and Accommodation Office and request a Faculty Accommodation Form each semester. For further information, please contact Carole Burrowbridge, Director and ADA/504 Coordinator, at 301-2778 or visit the ACCESS and Accommodation Office website at <http://www.mercer.edu/disabilityservices>”

**Academic Integrity—**Do not cheat. If you cheat, you will receive a zero in the course and you will be referred to the Dean of Students. This policy includes both people who are caught cheating, and to people who are helping cheaters (e.g., the person the cheater is copying the answers from). I hope that cheating will not be an issue in this class but to help facilitate honest test taking, I will require that all cell phones be shut off and put away, all desks cleared, and all hats removed during all quizzes and exams.

**HBS –** The College of Liberal Arts is keenly interested in assuring the quality and integrity of its General Education Program. For this reason ungraded assignments from randomly students in (course number) will be provided by the instructor to the CLA General Education for assessment. The summary information from this process will be used to improve student learning and may appear in Mercer University reports and external publications. Individual student names will never appear in those documents and this process will in no way affect a student’s grade in the course. It is student learning outcomes for a group of courses that is being evaluated and not the course or individual student.

### TENTATIVE COURSE SCHEDULE

	TOPIC
EXAM #1	WHAT IS PSYCHOLOGY?  THINKING LIKE A SCIENTIST(RESEARCH METHODS IN PSYCHOLOGY)  NEUROSCIENCE/NEUROPSYCHOLOGY
EXAM #2	LEARNING  HUMAN MEMORY  THINKING AND LANGUAGE
EXAM #3	DEVELOPMENT ACROSS THE LIFESPAN  SOCIAL PSYCHOLOGY

### IMPORTANT DATES

<b>LABOR DAY (HOLIDAY)</b>	<b>MONDAY, SEPTEMBER 5TH</b>
EXAM #1 REVIEW SESSION	TUESDAY, SEPTEMBER 20 <sup>TH</sup>
EXAM #1	THURSDAY, SEPTEMBER 22 <sup>TH</sup>
<b>FALL BREAK</b>	<b>OCTOBER 6<sup>TH</sup> - 7<sup>TH</sup></b>
EXAM #2 REVIEW SESSION	THURSDAY, OCTOBER 20 <sup>TH</sup>
EXAM #2	TUESDAY, OCTOBER 25 <sup>TH</sup>
<b>THANKSGIVING BREAK</b>	<b>NOVEMBER 23<sup>RD</sup>-25<sup>TH</sup></b>
<b>RESEARCH PARTICIPATION DEADLINE</b>	THURSDAY, DECEMBER 8 <sup>TH</sup>
FINAL EXAM	MONDAY, DECEMBER 12 <sup>TH</sup> (9 AM – 12 PM)