

**Psychology 115-01
Introductory Psychology
Fall 2012**

**MTh 1:00-2:20
LBC 211A&B**

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Textbook (strongly recommended):

Wade, C., & Tavis, C. (2008 or 2012). *Invitation to Psychology*. Pearson Education, Inc.: Upper Saddle River, NJ. **You may use the 4th or 5th editions. *You can get the 4th edition used online very cheaply (maybe less than \$10 if you buy quickly).*** The first chapter will be available on Moodle, but you should purchase your book as soon as possible so that you receive it within a week.

You can also get an e-textbook edition: <http://www.coursesmart.com/IR/4103360/0131566083>

Course documents and lecture slides on Moodle: <http://moodle.earlham.edu>

Please factor in the costs of printing PowerPoint slides if you do not have a laptop to bring to class. I expect students to have the slides as they take notes.

All tested material will come from lecture and supplemental readings. However, the textbook will reinforce what we go over in lecture, and provides additional information and context for those interested. For this reason, I recommend that you get the textbook. If you get lower than a C on your first exam, my first question will be whether you have purchased the book.

Course Description & Objectives:

Although the course will be primarily lecture, we will also use in-class demonstrations, exercises, and videos to examine our various topics. Students are encouraged to interact by asking questions, participating in exercises, and discussing topics of interest. Ultimately, through readings, lectures, and class participation, students will develop a deeper understanding of human behavior and gain appreciation for the many complexities encountered by studying psychology.

Psychology can be described as the study of behavior and mental processes. The many aspects of psychology are not only fascinating to examine, but also help us to understand the people and situations we encounter in daily life. This course is a broad survey of psychology and also serves as the prerequisite for upper-level psychology courses.

Specific Course Goals

By the end of the semester, you should be able to:

1. Identify the major areas of study within psychology (e.g., biological, developmental, social, clinical) along with their key concepts and contributors.
2. Recognize and discuss notable theoretical viewpoints in psychology.
3. Know and describe the role that psychologists play in broadening our understanding of human behavior.
4. Discuss the role of research in psychology along with how it is conducted, its utility, and its limitations.
5. Demonstrate the knowledge gained in scenarios that require application and critical thinking.
6. Understand Psychology as a science.

Psychology Department Goals

The following psychology department goals (based on the APA guidelines) are especially relevant for this course. The italicized/underlined goals are particularly emphasized:

1. *Knowledge Base of Psychology*
2. Research Methods in Psychology
3. *Critical Thinking Skills in Psychology*
4. *Application of Psychology*
5. *Values in Psychology*
6. Communication Skills
7. Sociocultural and International Awareness

Earlham General Education Goals:

The following general education goals are especially relevant for this course. Italicized/bold items are particularly emphasized:

1. ***Close and critical reading, thoughtful reflection, ready discussion,*** and cogent writing.
2. Increased adeptness in thoughtfully considering texts of all sorts, whether singly or in comparison with one another.
3. Practice and discipline in group learning.

Evaluation:

Your final grade will be based on participation/attendance, an applied project & homework, creation and completion of practice quizzes, 5 tests, and one final. I will drop your lowest grade (your combined participation/attendance/practice quizzes, **one** of 5 unit tests, **OR** your final). Your application project/homework grade will not be dropped.

- 1) **Participation/Attendance.** Attendance will be taken every day. There are two main ways that you are expected to participate actively. First, you are expected to volunteer ideas in class and to ask both clarifying and conceptual questions in class. Second, you will be expected to participate actively in small group discussions. Your TAs and I will evaluate your participation in both large & small group settings. In small group discussions, you will have questions to discuss as a group, but you will hand in individual responses to the questions that will be evaluated by your TAs. I would prefer that students contribute freely and willingly in large group discussions and not have to randomly call on students. However, I reserve the right to do so. The grades earned will be converted to a 50-point grade.

- 2) **Tests.** Research has shown that students learn more when they are given more frequent examinations that cover less material. Therefore, the majority of points in this class will come from 5 tests, each covering 2-3 chapters. Tests will consist primarily of multiple-choice questions and short answers. Tests will each be worth 100 points. Most tested material will be from lecture. Unless otherwise noted, material covered in the textbook but not addressed in lecture will not be tested. **However, 15%-25% of each test will be over material in the supplemental readings.** For the most part, information in supplemental readings will not be covered in lecture. I strongly recommend that you read the supplemental reading when it is assigned so that you can ask questions about it. There is no time limit for the tests, so please take your time to carefully read the questions and review your answers. You may not, however, leave the exam for a class and come back later if you cannot finish during our class period. If you have a class after this one, and you think you need extra time, you need to speak to me in advance about arriving early. Students tend to find my tests difficult. Studying in advance, attending class, and taking advantage of study materials are highly recommended. You are responsible for your own education. I won't be mad if you don't study or never show up to class, but it is unlikely that you will earn the same grade as you would if you applied yourself. **Finally, if you arrive after the first student has completed his or her exam, you will not be permitted to take the test, and you will receive a zero for the test.**

*Please note that make-ups are allowed ONLY for the following reasons: participation in an official college event or death of an immediate family member (parent, sibling, spouse, or child). Excuses must be verified by a note from a college official (e.g., coach's note). In the case of death of immediate family member, please contact me when you are able. As I drop one exam, **no other excuses will be permitted, including for personal illness or death of an extended family member.** For exams missed due to participation in an official university event, you must contact me BEFORE the missed exam and exams **must be taken no later than 1 week after the missed exam.** Make-up tests will differ from the original exam and may differ in the level of difficulty. (Special arrangements will be made for students who experience the death of an immediate family member, including the option of taking an Incomplete.)

- 3) **Quizzes.** For each unit, you will create a five-question multiple-choice quiz based on lecture and supplemental reading material. These questions need to be applied questions and not simple definitional questions. You will also need to provide (on a separate sheet) an answer key with explanations for the correct answers as well as explanations about why the incorrect answers are wrong. There are more specific directions on Moodle, and you should read these before creating your quiz. **Your quizzes must be original and not copied from the book, online, friends, or any other source.** You will bring your quiz and answer key to class on the days marked "Practice Quizzes". You will trade quizzes, take them, and then discuss the answers in a small group. The quizzes you make will be graded based on the appropriateness of the questions and accuracy/completeness of the answer key. If you fail to take a quiz, you will receive a penalty. These assignments will combine to create a 50-point grade.

There are also practice quizzes available on Moodle. These are not for a grade, are optional, and are separate from the quiz requirement in class.

- 4) **Application Project.** Throughout the semester, you will find opportunities to apply psychological principals and knowledge to everyday life. You will collect **at least one example per chapter** of psychological principals playing out in real life. **You can find a more detailed description of this assignment on Moodle.** In brief, you will find an example (it can really be anything – a news article, a YouTube video, a movie, a personal experience) and explain it using psychological principals covered in class or in the textbook. This is meant to be a fun project that should help you think more critically about psychology and see how it can be applied to the world around you. ***You will need to keep a folder or binder of your application entries.*** Everything must be **typed**. You will turn in your folder twice during the semester. **The first 5 chapter entries (plus any assigned homework) are due in class on 10/8**, and will include entries for the following chapters: Intro/Research Methods, Memory, Brain, Emotion, & Consciousness. **All entries will be due on 12/7 by 4pm to my office or the psychology department office. *If you are missing an entry at the first evaluation, you will not be able to make it up for the second evaluation.*** You will turn in 10 entries in total. I may also ask you to do additional homework assignments during the semester. You will turn these in with your application project. The application project and homework will be worth 50 points and will be converted from a percentage. For example, if there are 60 available points and you get 51 one of them, that is 85%, which will translate to 42.5/50. Please note that although I am only collecting entries twice, you are expected to do the entry the week that we cover the chapter. **You will lose 10% of the grade per 12 hours your assignment is late.** Your application project grade will not be dropped.
- 5) **Research Requirement.** All PSYC 115 students are required to earn 15 research credits, which can be earned by participating in research or by reading research articles and completing questions. See sheet explaining the requirement for more details. **Failure to meet this requirement will automatically lower your final grade by a full letter grade. This is an all-or-nothing requirement. If you get 14 of 15 credits, you will still lose a full letter grade.** For example, if you completed only 13 credits and had a B- in the class, you will receive a C- in the class. ***This is a departmental rule and cannot be altered by your instructor. There are no exceptions.***
- 6) **Final Exam.** Your final exam will follow a similar format as the tests, but will cover material from the entire semester. Your final may involve more short answer questions than the chapter tests. Material from the lecture and required readings will be tested. The final exam is worth 100 points. The final exam for this class is scheduled for **Thursday, December 13th at 10:30 am**. You must take the exam at the scheduled time. Students will not be permitted to take it at any other time, even if they have booked flights to leave campus before this date. The guidelines about tests apply to the final exam as well.
- 7) **Extra credit.**
- You may earn 1 point for each study credit you earn that is **above** the credits for your research requirement. (That's 1 point to the total points – **not** 1 percentage point.) For example, if you do not miss any appointments and have no demerits, but you participate in 18 credits worth of research, then you will meet your research requirement with 15 of the credits, and receive 3 extra credit points.
 - There may also be other opportunities during the semester to earn extra credit points. These will be offered to the class as a whole and individual requests for extra credit are not appropriate. **Students may earn no more than 15 extra credit points.** Extra credit earned on bonus questions on tests do not count against this total.

Grading:

Quiz Assignments =	50 points	A-: 90-93.9%; A: 94-99.9%; A+: 100%
Attendance/Participation =	50 pts	B-: 80-83.9%; B: 84-86.9%; B+: 87-89.9%
Application Project =	50 pts	C-: 70-73.9%; C: 74-76.9%; C+: 77-79.9%
Unit Tests (5 x 100) =	500 pts	D: 65-69.9%
Final Exam =	100 pts	F: < 65%

One 100-point assignment will be dropped (**one** test, attendance/participation/quizzes, **OR** the final). Your application project will not be dropped, resulting in 650 total points possible.

*Remember that failure to complete the research requirement in total will result in a full letter grade penalty.

I do NOT round grades. For example, 79.9999 is a C+, no exceptions. Please note the grading scale—it may be different from other classes you have had.

Office Hour Etiquette: I am happy to meet with students outside of class, and I encourage you to make an appointment with me if you are having trouble in class or need to meet for another reason. However, I will not tolerate no-shows. If you miss a meeting with me and failed to cancel within 24 hours, in the future, I will only be available to you directly after class. The office hour policy also applies to meetings with the TAs.

Email Etiquette:

You are encouraged to contact me via e-mail with any questions that you may have, but I ask that you comply to the following ‘house rules’: **Check the syllabus and Moodle *first*** to see if your question can be answered. If you ask a question that has already been answered, you will receive an automated reply telling you to find the answer yourself.

Please use appropriate etiquette when you e-mail and I will do the same in return: (a) begin with a greeting; (b) state who you are and which class/section you are in; (c) end with an appropriate signature. Don’t forget to use spell-check! *If you fail to adhere to these guidelines, you will receive an automated reply that instructs you to consult these guidelines and to re-send your e-mail.*

Example of appropriate e-mail format:

‘Rachael,

My name is [YOUR FULL NAME] and I am in your [NAME OF COURSE]*. I have a question about X

Thanks,

[YOUR NAME]’

*You don’t have to tell me your course after the first few weeks, once I’ve learned your names.

Example of inappropriate e-mail format resulting in no response (lack of greeting; no personal identification; no reference to course name/section; no signature; spelling errors; inappropriate language):

‘So i was wonderign when you were gonna post the notes?’

Proper e-mail etiquette is *extremely* important in that (a) it enables me to be more efficient in helping you because I won’t lose time trying to figure out who you are or what you are asking; (b) **it is a vital skill to have in the ‘real world.’** Professional relationships necessitate professional e-mail correspondence. Thanks in advance for your cooperation!

Academic Honesty:

All students are expected to conduct themselves with honesty and integrity in this course. The honor code is both a privilege and a responsibility, and you are expected to take it seriously. Suspected infractions, such as plagiarism, fabrication of reports, and cheating will be treated seriously and will be reported. Furthermore, if you are aware of a violation of academic integrity, it is your responsibility to take action.

Students with Disabilities:

Please speak with me as soon as possible and let me know what accommodations Academic Support Services has suggested for you. Accommodation arrangements must be made in the **first two weeks** of the semester. Please see <http://www.earlham.edu/policies/learning-disabilities.html> for details.

Schedule of Topics & Assignments

Please note that this schedule is tentative and may change as circumstances require.

**Readings are due the first day they are listed.*

Dates:	Topic & Reading
8/23	<p style="text-align: center;">Topic: Syllabus, What is Psychology? Textbook Reading: Ch. 1, up to "Descriptive Studies"</p>
8/27, 8/30	<p style="text-align: center;">Topic: Research Methods Course Reading: Fraud Controversy Optional: Simonsohn (under review) Textbook Reading: Ch 1, remaining chapter</p>
9/3, 9/6	<p style="text-align: center;">Topic: Memory Course Reading: Dismukes, 2012 Textbook Reading: Ch. 8 <i>Practice Quiz due in class on 9/6</i></p>
9/10	Test, Ch. 1 & 8
9/13, 9/17, 9/20	<p style="text-align: center;">Topic: Neurons, Hormones, & the Brain Course Reading: Eisenberger, 2012 Textbook Reading: Ch. 4</p>
9/24	<p style="text-align: center;">Topic: Emotion Course Reading: Leppänen & Nelson, 2012 Textbook Reading: Ch. 13</p>
9/27, 10/1	<p style="text-align: center;">Topic: Consciousness Course Reading: Caldwell, 2012 Textbook Reading: Ch. 5 <i>Practice Quiz due in class on 10/1</i></p>
10/4	Test, Ch. 4, 5, & 13
10/8	<p style="text-align: center;">Topic: Learning Course Reading: Mather & Lighthall, 2012 Textbook Reading: Ch. 9 <i>First 5 entries of applied project due in class on 10/8</i> <i>Last day to change mind about research requirement</i></p>
10/11	<i>No Class, Early Semester Break</i>
10/15, 10/18	<p style="text-align: center;">Topic: Learning (cont'd) <i>Practice Quiz due in class on 10/18</i></p>
10/22	Test, Ch. 9

10/25, 10/29	Topic: Personality Course Reading: Vazire & Carlson, 2011 Textbook Reading: Ch. 2
11/1, 11/5	Topic: Development Course Reading: Glynn & Sandman, 2011 Textbook Reading: Ch. 3 <i>Practice Quiz due in class on 11/5</i>
11/8	Test, Ch. 2 & 3
11/12, 11/15	Topic: Social Psychology Course Reading: DeWall & Bushman, 2011 Textbook Reading: Ch. 10
11/19, 11/22	No Class, Thanksgiving Break
11/26, 11/29, 12/3	Topic: Psychological Disorders Course Reading: Lynn et al., 2012 Textbook Reading: Ch. 11 <i>Practice Quiz due in class on 12/3</i>
12/6	Test, Ch. 10 & 11
12/7	<i>Complete Application Project due by 4pm to my office (LBC 305) or the psychology department office (LBC 311)</i>
12/13, 10:30am	Final Exam