

Psychology 1010 - Introductory Psychology

Syllabus— Spring 2012 – Section 32242, 3 Credit Hours – MWF 7:30-8:20 AM SS Rm 394

Revised: 12/30/2011

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Course Description: A general introduction to the basics of human behavior from the perspective of modern scientific psychology. We will review what psychology has to say about: personality, motivation, learning, memory, thinking, intelligence, sensation & perception, human development, the physiology of behavior, psychological problems & treatment, language, social & group behavior, and consciousness.

Required Text: Myers, David **EXPLORING PSYCHOLOGY 8th Ed, Worth Publishers.** You will need a copy of the text. The text can be obtained through the Weber State bookstore as well directly from the publisher or from Internet or other vendors. You may use the traditional softbound edition, the looseleaf or Ebook versions or rent the text from a rental company. These latter options may be less expensive than the regular softbound version. There is also a free study resource website which accompanies the text. It has quizzes, flash cards and other study helps which ***I strongly encourage you to use.*** You can find it at: http://bcs.worthpublishers.com/exploring8e/#t_577581

Consultations: I will be available for brief consultations after class each day in **Room 380-E**. If you need another time or to visit with me at length, contact me by email [or by telephone if an emergency] and I'll happily make a specific appointment for you.

Course Objectives 1- To understand 'human nature' from the viewpoint of scientific psychology, 2- To learn the basic terms, concepts, principles, methods, and perspectives of psychology, 3- To understand that behavior is regulated by complex system of many different factors, 4- To apply this knowledge to your own life and the world around you, 5- To think critically when evaluating information concerning psychological and behavioral phenomena

Expectations: Be sure to check with me if you experience any problems understanding concepts, completing assignments or encounter difficulties with the exams. The sooner a problem is brought to my attention, the sooner we can work together to find a good solution. It is difficult to 'catch up' if material is not mastered as the course proceeds.

A- Come prepared for class each day. Complete scheduled reading and/or other assignments before class and be prepared to participate in a discussion of the concepts and ideas. I prefer an interactive classroom and your questions, comments and observations are encouraged and will be most welcome. This requires you to be prepared before class. From time to time there will be ***brief unannounced quizzes.***

B- Actively participate in class discussions: ask questions, raise issues, make comments and observations. The class will be much more interesting and informative and you will learn much more if you actively participate. Bring note taking materials to class. We will sometimes make references to the text, so you may want to have your text in.

C- Be courteous to your classmates and instructor. Please be prompt in entering the classroom so as to not interrupt lectures or cause inconvenience to other students in the class. Please have cell phones, beepers and other electronic devices turned off before and during class. Participation [questions, comments or observations] in class discussions is welcomed; *eating, private conversations, cell phone use or other interruptions during lectures are not.*

D- Attendance at class is essential. Anything which is included in lectures, discussed or presented during class may be included in an exam— including information and material not in the text. It is a good idea to find a friend in class to study with and with whom can share notes you if one of you is unavoidably absent. While attendance is not mandatory, your grade will suffer if you miss class. Please note that there will be no make-ups on exams, quizzes or other assignments. Attendance and preparation are the keys to a good grade.

E- Completion of assignments and exams on time. *Make-ups are not allowed in this course.*

Website: This syllabus, lecture Powerpoints, exam study guides, grades, assignments and other materials are available on the class website in **Blackboard**. If you need additional copies of anything, you can get it there.

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in Room 181 of the Student Service Center. SSD can also arrange to provide materials (including this syllabus) in alternative formats if necessary.

Course Calendar: This is the anticipated schedule for the activities and content for our class. It is subject to change and modification as the semester proceeds.

Unit Month		MON		WED		FRI	
1	Jan	2	Course introduction, syllabus, mechanics and overview , website -- Psychological Myths –	4	Chapter 1 – Thinking Critically with Psychological Science	6	Chapter 1 – Thinking Critically with Psychological Science
1		9	Chapter 2 – Neuro-Science	11	Chapter 2 – Neuro-Science	13	Chapter 2 – Neuro-Science
1		16	Holiday -Martin Luther King	18	Chapter 3 – Consciousness & The Two Track Mind	20	Chapter 3 – Consciousness & The Two Track Mind
1		23	Chapter 4 – Nature, Nurture & Human Diversity	25	Chapter 4 – Nature, Nurture & Human Diversity	27	Chapter 4 – Nature, Nurture & Human Diversity Review – Exam 1: 1/27-31*
2		30	Chapter 5 – Development Through the Life Span	1	Chapter 5 – Development Through the Life Span	3	Chapter 5 – Development Through the Life Span
2	Feb	6	Chapter 6 – Sensation & Perception	8	Chapter 6 – Sensation & Perception	10	Chapter 7 – Learning
2		13	Chapter 7 – Learning	15	Chapter 7 – Learning Chapter 8 – Memory	17	Chapter 8 – Memory
2		20	Holiday	22	Chapter 8 – Memory	24	Chapter 8 – Memory Review – Exam 2: 2/24-28**
3		27	Chapter 9 – Thinking, Language & Intelligence	29	Chapter 9 – Thinking, Language & Intelligence	2	Chapter 9 – Thinking, Language & Intelligence
3	Mar	5	Chapter 10 – Motivation	7	Chapter 10 – Motivation	9	Chapter 10 – Motivation
3		12	Spring Break	14	Spring Break	16	Spring Break
3		19	Chapter 11 – Emotions, Stress & Health	21	Chapter 11 – Emotions, Stress & Health	23	Chapter 12 – Personality
3		26	Chapter 12 – Personality	28	Chapter 12 – Personality Chapter 13 – Psychological Dsrds	30	Chapter 13 – Psychological Dsrds Review – Exam 3: 3/30-4/2***
4	Apr	2	Chapter 13 – Psych Dsrds	4	Chapter 14 - Therapy	6	Chapter 14 - Therapy
		9	Chapter 14 - Therapy Chapter 15 – Social Psych	11	Chapter 15 – Social Psychology	13	Chapter 15 – Social Psychology Review – Exam 4: 4/13-18****
		16	Review – Exam #4* 4/13-18	18	Last day for Exam #4		

Examination Schedule:

*Exam 1	Chapters 1-4	Chi - Tester	–	Exam 1	– Jan 27 - Jan 31
**Exam 2	Chapters 5-8	Chi - Tester	–	Exam 2	– Feb 24 - Feb 28
***Exam 3	Chapters 9-12	Chi - Tester	–	Exam 3	– Mar 30 - Apr 2
****Exam 4	Chapters 13-15	Chi - Tester	–	Exam 4	– Apr 13 - Apr 18

Your Scores: You can use this table to record your performance as the class proceeds.

Exams					
Quizzes					
Assignments					
Research Part.					

Grading:		Total Points
Exams- Exams will consist of approximately 60-75 M/C, T/F etc. items. There will be one or two <u>optional short essay bonus</u> questions on each exam. Exam 4 will cover the final unit of the course plus a few review basic questions on the major points from previous exams or quizzes. Your lowest exam score from exams 1-3 will be dropped, but the <i>last exam [#4] is required</i> and will count toward your grade.	Four unit exams – @ 100 Your lowest score from exams 1-3 will be dropped. Exam 4 will count toward your grade.	200
<u>No make-ups on exams or quizzes will be given.</u> Exams are to be taken on the Chi-Tester at one of the following WSU Campus Testing Centers: Student Services, Soc Sci. [basement of this building], Natural Science, Morgan, Union, Marriott, Davis or West.	Exam 4 – @ 100 <u>You must take Exam 4.</u> Your lowest score from exams 1-3 will be dropped, but exam 4 will count. It will cover the last unit [chpts 13, 14 & 15], plus a few items from prior exams.	100
Pop Quizzes – In addition to the scheduled exams, there will be <u>unannounced, in-class</u> , pop quizzes given from time to time. other assignments and exams, these cannot be made up.	4-6 quizzes – @ 10	40-60
Research Participation – Participation in research projects under the direction & supervision of the Psychology Department is required . You will need to earn 10 research credits (about 15 minutes each). This requirement is worth about 12% of your grade.	For complete details and guidelines: http://www.weber.edu/wsuiimages/psychology/Research/StudentResearchReq2010.pdf Please see the attached documents.	50
Extra Credit / Bonus Points – You <u>can earn extra credit</u> by completing the optional bonus point questions on each exam and for up an additional 5 research credits [maximum=15]. <u>I do not give supplemental work or assignments for extra credit.</u> You need to stay current in your reading and study well for each exam.	If you do not have time to adequately prepare for scheduled assignments and exams, it is difficult to understand how you will have time for extra work beyond what is already required.	
Total Points	This is an approximate total, and is subject to change during the course.	400-420

Approximate grading structure: Grades will be based on the completion of all required assignments and your percentage of total points available. A pattern of improving performance from exam to exam will be taken into consideration. Grading will generally follow the WSU grading standards outlined below, but may be modified by the distribution of scores for the entire class. In essence, a modified curve approach will be used, incorporating natural breaks in the distribution of class scores at the end of the semester. However, your grade will not be lower than that based on the percentage of total points you have earned. If you earn an "A", you will receive an "A". The grading structure is **subject to change** based on class performance, progress and/or on changes in assignments or their weighting.

Percentage of points earned — Grade	Percentage — Grade	Percentage — Grade	Percentage — Grade
93-100 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+	0-59 E

Tutoring: Tutoring is available in the Social Science Learning and Testing center, located on the bottom floor of the Social Sciences Building, SS Rooms 36-40. Ask for the psychology tutor and make an appointment for help.

Academic Integrity: Cheating and deceit are not acceptable in courses in the WSU Psychology Department. Cheating on an assignment or turning in someone else's work as your own will result in an **E** for the class. You may consult with each other on assignments - in fact, you are encouraged to do so - but you must turn in your own work. If you quote from a book, article, or web site, you must properly quote and cite your work. Avoid even the appearance of cheating or plagiarism.

Plagiarism: All work submitted under your name is assumed to be done by you and you alone. If it is discovered that the work submitted by you was written by someone else or if material is copied without proper attribution, the instructor will record an E grade for the assignment. A second occurrence may result in an E grade for the course. WSU subscribes to TurnItIn.com, an electronic service that verifies the originality of your work. Enrollment in this course may require you to submit some or all of your assignments to it this semester; documents submitted to TurnItIn.com are retained, anonymously, in their databases. Continued enrollment in this course constitutes an understanding of and agreement with this policy.

INTRODUCTION TO PSYCHOLOGY (PSYC 1010)

Research Participation Requirement

The primary goals of a university are to provide an educational experience for its students while advancing knowledge through research. The Psychology Department is committed to each of these goals and believes that one important aspect of your educational experience in psychology is to learn, preferably through direct experience, how psychological research is conducted. Thus, the Department requires that students in the introductory psychology course (PSYC 1010) gain research experience in one of the ways outlined below. Any of the three (3) alternatives provided are acceptable; however, by serving as a participant in research (Alternative 1), you will learn about research projects and contribute to the advancement of knowledge. It is often only through research with human subjects that important questions about human behavior can be answered.

Ways to Meet the Requirements

Alternative 1- Research Participation: You may participate in two and a half (2.5) hours of research approved by the Psychology department. Each hour of participation equates 4 credits or every 15 minutes of participation counts as 1 credit. Therefore, you will need a total of 10 credits.

Each semester, investigations on a wide range of psychological phenomena (e.g., learning, perception, social behavior, psychological testing, and biological bases of behavior) are conducted at a variety of times. At the beginning of the semester there are generally few studies to choose from. However, by mid-semester more opportunities will become available. In general, you can expect more studies to become available as the semester progresses. You should be able to select several studies to fit your schedule. Current projects are posted on clipboards hung on the north wall outside of the Psychology Department Office (SS370). The postings provide information about how to participate in a study. While some request that you sign up for a day and time, others indicate a weblink or location where you can complete or find more information about the study.

Alternative 2- Writing Assignment: You may read peer-reviewed journal articles from one or more areas of psychology and write about them. Individual instructors vary on what they will accept for this assignment, but you can expect to generate a **minimum of 375 words of quality writing about each article in order to earn one hour of credit** toward the Research Requirement. This means you will need to complete a **review paper on at least three different articles**. **You may select from the articles listed below or consult with your instructor for other options..**

Alternative 3- Research Observation: You may observe on-going research and write a report about it. In view of the demands on the time and facilities of researchers, only a few individuals can be accommodated with this alternative. It will be up to you to make your own arrangements with a researcher to meet the requirement this way.

NOTE: Students must receive pre-approval from their instructor before completing the Research Requirement by means of Alternative 2 or Alternative 3. Check with your instructor concerning the deadline for the pre-approval of projects or materials for your section of the course. You should, however, aim to obtain approval by mid-semester.

**All work for the research requirement must be completed and/or turned in by
one week before the last day of class.**

Consequences of Not Meeting the Requirements

A percentage of your grade is earned by successfully completing some combination of the research-related alternatives described above. Not meeting the requirement will impact your overall grade. Each instructor determines the amount of points associated with research participation. Therefore, you will need ask your instructor for details or look at the syllabus.

Rights of the Students Relative to the Requirements

1. Autonomy: Students are free to elect any of the alternatives listed above in order to complete their research requirement. Furthermore, they may mix participation in research with another alternative, such as writing about journal articles, in any combination they wish to make up the four-hour requirement.

2. Informed Consent: Students who elect Alternative 1 are entitled to receive, before they consent to participate, as much information as is needed for them to make an intelligent decision as to whether or not to participate. For example, if electric shock or other painful stimulus is to be used, this information must be provided in advance of participation. Students should receive a print copy of the informed consent agreement for each study in which they volunteer to participate.

3. Right to Withdraw: Students may drop out of any study at any time after showing up and learning about the research and what their participation will entail. You will not earn credit towards your research requirement for a study from which you

withdraw, but you will also not be penalized as if you had “no showed.”

4. Right to Respect and Dignity: Researchers will treat all students who volunteer to participate in their projects with respect and dignity.

5. Debriefing: Students who elect Alternative 1 will receive an explanation from the researcher regarding the purpose of the study and the role that the student played in it. In some cases, this explanation may be postponed until after the student's participation in the research is complete, so as not to affect the student's behavior during the study.

6. Recourse: If a student feels that his/her rights have been violated, or that he/she has been treated unfairly or in any other way harmed by means of participation in research, he/she should register a complaint with one of the following individuals: (1) his/her PSYC 1010 instructor, (2) One of the Psychology Research Coordinators, Dr. Theresa Kay or Dr. Todd Baird, or (3) the Chair of the Department of Psychology, Dr. Eric Amsel.

This is an example of a research project posting you will see on the clipboards

Title of Study: Experience Abroad

Study Number: 08-PS-002

Time: about 45 minutes

Credits: 3 credits

Dates Available: see sign up sheets below

Location: Location will vary depending on day of study. Be sure to check sign up sheet below for exact location. But this study will take place in either room 324, 376A, or 325 in the Social Science Building

Brief Description: This study explores peoples' experiences while living or visiting for an extended time a different country than their own. You will be asked to answer a series of questions that pertain to your experience abroad and at home.

Participant Criteria: Must be over 18 years of age.

Special Participant Request: If you have lived out of the country for school, work, or personal reasons for more than 4 months OR if you are currently living here from another country, we would especially appreciate your participation. This is NOT a requirement for participation, however. If you have been out of the country for shorter periods of time, you are also welcome to participate. Thank you.

Researchers: Azenett Garza, Samantha Burroughs

Questions: Dr. Azenett Garza, (626-6249), agarza@weber.edu, Samantha Burroughs, SamanthaCollier@mail.weber.edu

RESEARCH PARTICIPATION Alternative 2: Readings

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Readings for research participation alternative 2: Be sure to **carefully review** the guidelines for your reports.

NEUROSCIENCE, BRAIN AND MIND

Kolb, B., Gibb, R., Robinson, T.E. (2003). Brain plasticity and behavior. *Current Directions in Psychological Science*, 12 (1), 1-5.

Behrmann, M. (2000). The mind's eye mapped onto the brain's matter. *Current Directions in Psychological Science*, 9 (2), 150-54.

COGNITIVE PSYCHOLOGY

Frensch, P. A. & Runger, D. (2003). Implicit Learning. *Current Directions in Psychological Science*, 12 (1), 113-18.

Wells, G. L., Olson, E. A., Charman, S. D. (2002). The Confidence of Eyewitnesses in Their Identifications from Lineups. *Current Directions in Psychological Science*, 11 (5), 151-154.

HUMAN MOTIVATION AND EMOTION

Covington, M. V. (2000). Intrinsic vs. extrinsic motivation in schools: A reconciliation. *Current Directions in Psychological Science*, 9 (1), 22-25.

Peplau, L. A. (2003). Human sexuality: How do men and women differ? *Current Directions in Psychological Science*, 12 (2), 37-40.

NATURE, NURTURE AND HUMAN DEVELOPMENT

Pietro, J. A. (2004). The role of prenatal maternal stress in child development. *Current Directions in Psychological Science*, 13 (2), 71-74.

Baillergeon, R. (2004). Infants' physical world. *Current Directions in Psychological Science*, 13 (3), 89-94.

SOCIAL AND CULTURAL PSYCHOLOGY

Elfenbein, H. A. & Ambady, N. (2003). Universals and cultural differences in recognizing emotions. *Current Directions in Psychological Science*, 12 (5), 159-164.

Ross, M. & Wilson, A. E. (2003). Autobiographical memory and conceptions of self: getting better all the time. *Current Directions in Psychological Science*, 12 (2), 66-69.

Dovidio, J. F. & Gaertner, S. L. (1999). Reducing prejudice: Combating intergroup biases. *Current Directions in Psychological Science*, 8 (4), 101-105.

PERSONALITY, DISORDER, AND HEALTH

McCrae, R. R. & Costa, P. T. (1994). The stability of personality: Observations and evaluations. *Current Directions in Psychological Science*, 6 (1), 173-175.

Nolen-Hoeksema, S. (2001). Gender differences in depression. *Current Directions in Psychological Science*, 10 (5), 173-176.

Uchino, B. N., Uno, D., & Holt-Lunstad, J. (1999). Social support, physiological processes, and health. *Current Directions in Psychological Science*, 8 (5), 145-148.