

Psychology 100: Introduction to Psychology Spring 2017

Meeting Time: Section 01: [REDACTED]
Section 02: [REDACTED]

Location: [REDACTED]

Instructor: Dr. Mallorie Leinenger

Office Hours: [REDACTED]

Office: [REDACTED]

Email: [REDACTED]

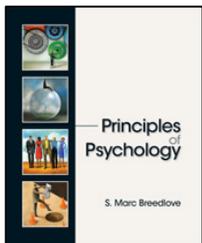
“Psychology, the study of the mind and behavior, is the science that strives to understand why people behave the way they do, including behaviors that lead to tragedy... [In this course] we will examine many different influences on behavior. We’ll learn that we are not always consciously aware of why we do what we do, that we are remarkably sensitive to what the people around us are doing, and that our previous experience in life leaves an imprint on our brain that can make a tremendous difference to our future behavior.” (Breedlove, 2015)

Course Description: This course introduces the science of Psychology. We will cover such topics as how we acquire information about the world around us, how we process that information and learn from it, how we communicate, how we develop, and how our thoughts and behaviors are affected by different social and cultural environments. We will learn about the brain processes that support healthy functioning and what happens both in the brain and behaviorally when the system breaks down. Throughout the semester, you will be introduced to the different research methods and techniques used by psychologists, and in the laboratory component of the course you will gain first-hand experience using some of these methods to collect and interpret data to answer questions about human behavior and cognition.

Goals: This course is designed to provide you with the opportunities, resources, and support to:

- Acquire a working knowledge of major psychological approaches and core concepts that can provide a basic foundation for future courses in psychology.
- Recognize the relevance of and be able to apply psychological concepts to your personal experience.
- Develop an understanding and appreciation of what makes psychology a science.
- Develop basic skills in conducting scientific research in psychology.
- Develop a greater understanding and appreciation of science, in general.
- Enhance your ability to think critically about issues related to the psychological study of the human experience and scientific research.
- Refine your oral and written communication skills.

Textbooks:



Breedlove (2015)
Principles of Psychology

ISBN: 978-0199329366
Publisher: Sinauer & Oxford

Required



Gernsbacher & Pomerantz (2016)
Psychology and the Real World

ISBN: 978-1464173950
Publisher: Worth Publishers

Required

Course Website: Course-related materials, including the syllabus, quizzes, supplementary readings, grades, assignments, announcements, etc. will be posted on Notebowl. It is important that you check Notebowl regularly.

Office Hours: You do not need to make an appointment to speak with me during office hours, just stop by. If you need to meet with me outside of normal office hours, send me an email and we can set up an appointment. Simple questions can be directed to me via email, however I prefer to answer big questions and offer longer explanations in person.

Labs: Psychology is a science and psychological theory is based on the results of scientific research. As such, gaining a better understanding of and participating in the research process are both central aspects of this course. During the weekly, two-hour lab, you will engage in data collection, perform basic data analysis, and use the results to answer questions about human behavior and cognition. Furthermore, you will have the opportunity to integrate lab material back into class readings, discussions, and lecture. Each lab assignment will come with its own specific set of instructions and due date, but typically labs will be due by the start of the following week's lab. Some labs will be conducted primarily in the classroom, whereas others will require you to collect data outside of class. Some lab periods will be used for videos, discussions, and presentations. Typically, some writing assignment will accompany most labs. *All writing assignments, unless otherwise specified, must be completed individually, even when the lab experience is done in small groups.* If you are ever uncertain about what needs to be completed individually, please ask—don't make assumptions.

Preliminary Exams: There will be three, one-hour exams spread throughout the course. Preliminary exams will be based on material from the textbooks, lectures, and class discussions. Preliminary exams will not be cumulative, although later information in the course does build on earlier information. Exams may consist of a mixture of multiple choice, true/false, matching, application, short answer, and essay questions.

Final Exam: The final exam will be based on material from the textbooks, lectures, labs, and class discussions. The first third of your final exam will cover material since the 3rd preliminary exam. The rest will be cumulative.

Short Papers: There will be 3 short paper assignments in this course. These papers will give you the opportunity to reflect on the material we are reading and discussing, and to apply what you are learning to real world issues and dilemmas. These papers will require you to think and write critically about issues important to psychological science. Papers will be due at the start of class on the day that they are assigned. Paper prompts with more information about expectations for each paper will be posted on Notebowl.

Paper 1: *Science in the media*

Paper 2: *Memory in the real world*

Paper 3: *What you don't know can hurt you (or someone else!)*

Reading Quizzes: I hope that our class time can be interactive and engaging, but discussions and activities only work if you come to class having completed the readings and are prepared to share your knowledge and opinions. Therefore, to help you prepare for class each week, there will be a short, online quiz based on the assigned readings. Each quiz will be due by the start of class on the day that it is assigned (typically Monday). You are welcome to consult your course materials when completing the quizzes, but you *must work individually*. Also, note that there is a time limit for each reading quiz, so you should have already completed the reading before you begin each quiz. There

are 13 reading quizzes, but only 12 will be factored into your grade (i.e., your lowest quiz grade will be dropped).

Additional Activities: Throughout the semester there will be written, in-class activities that will be collected for a grade. Additionally, throughout the semester the Psychology Department sponsors speakers, programs, or other presentations and you may be asked to attend and reflect on the presentations. Each individual activity will be low-stakes (for many, you will earn points just for participating).

Group Presentation: You will work in small groups to put together a list of what you believe are the most important lessons from Psychology that every person should know. During the final lab session of the course, your group will have the opportunity to *creatively* present your ideas to the rest of us. More information about the project expectations will be given later in the semester.

SONA Research participation: All students enrolled in Psychology 100 are required to fulfill a research experience. The Psychology Department has established 12 units of research participation (one unit = 15 minutes; total 3 hours) as the requirement for students. Participation in research allows you to become familiar firsthand with how psychological research is done and with some of the methodologies that are used. The research in which you will participate is conducted by faculty and by senior or advanced students in psychology. Times available for research participation will be made available through the SONA system. Information on how to access the SONA system and sign up for research will be made available during the first couple weeks of the semester. Those unable or unwilling to participate in research should speak to me about an alternate assignment before the end of Week 6 to give you enough time to carry out the assignment.

*A note about grading: All grades begin at zero and increase in proportion to the quality of your work. Thus, points are earned, not taken away. I am happy to discuss ways in which your answers could be improved to earn full credit in the future, but please do not ask why you “had points taken off” on an assignment or exam, as this question implies that the points were yours to begin with and I took them away.

Course at a Glance:

Schedule: A tentative schedule is included at the end of this syllabus, but it is subject to change throughout the semester based on our levels of background knowledge and interest in different topics. Changes will be announced and an updated schedule will be available on Notebowl. Here is an overarching roadmap of the topics that we are going to cover broken into 5 major sections as well as a list of important dates.

What makes Psychology a science? (Weeks 1-2)

(1) Principles of Psychology, (2) Methods in the scientific study of Psychology

How does the brain give rise to the mind? (Weeks 3-5)

(3) Neuroscience, (4) Genes & Behavior, (5) Development

Why do we think and behave the way that we do? (Weeks 6-11)

(6) Sensation & Perception, (7) Attention & Categorization, (8) Learning, (9) Memory, (10) Language, (11) Decision Making, (12) Personality

How are our thoughts and behaviors influenced by our environment? (Weeks 11-13)

(13) Health, & Stress, (14) Cultural & Environmental Psychology, (15) Social Psychology

What happens when the psychological system breaks down? (Week 14)

(16) Clinical Psychology

Important Dates:

Exam 1 - 2/10/17

Paper 1 - 2/24/17

Presentation – Week 14 Lab

Exam 2 - 3/10/17

Paper 2 - Week 10 Lab

Final s-01: 5/4 9-11am

Exam 3 - 4/14/17

Paper 3 - 4/21/17

Final s-02: 5/3 9-11am

Grading Breakdown:

Labs (8 @ 3% each)	24%
Preliminary Exams (3 @ 5% each)	15%
Final Exam	15%
Short Papers (3 @ 5% each)	15%
Reading Quizzes (12 @ 1% each)	12%
Additional Activities	10%
Group Presentation	5%
SONA participation (3 credits)	4%
Participation	+/-?

≥ 98%	A+	80-81%	B-	62-67%	D
92-97%	A	78-79%	C+	60-61	D-
90-91%	A-	72-77%	C	< 60%	F
88-89%	B+	70-71%	C-		
82-87%	B	68-69%	D+		

Course Policies:

Attendance and Class Expectations: Your presence in class is expected. The reason for this is twofold: your presence benefits you, and it benefits the rest of us. If you are not in class, you will miss important information and important insights and perspectives gained from lectures, activities, and discussions. Also, if you are not in class the rest of us miss out on hearing your opinions and unique perspective during discussion. However, just being physically present is not enough. Active engagement in class is q If you are absent due to an illness or emergency, send me an email as soon as possible (preferably before the class that you will miss) so that we can discuss the best way for you to get caught up on material that you miss.

Lab Attendance: Participation in lab is critical to experiencing the science of Psychology. Therefore, all lab activities (whether completed in class or outside of class) have a mandatory attendance and participation requirement. In addition, you must be on time for all lab classes/sessions. For full credit on labs, you must be present, on time, and must participate in both the lab session and the written work for the lab. More than two missed lab sessions will result in an "F" for the course. If you have an excused absence from lab (documented severe illness, documented emergency), it is your responsibility to meet with me, preferably prior to the missed lab. Lab work cannot be made up.

Late / Missing Work: [Quizzes] Reading quizzes must be completed by the day and time specified for each assignment. No credit will be given if these are submitted late (your lowest quiz score will be dropped, so you can miss 1 without penalty). **[Papers & Labs]** All written work is due by the start of class on the due date given. If you need an extension for a legitimate reason, you must contact me before the paper is due to discuss your options, otherwise there will be a 10% grade deduction for each hour that a written assignment is late. **[Exams]** There are no make-up preliminary exams. If you miss a preliminary exam due to illness or a confirmed emergency, it is your responsibility to contact me as soon as possible so we can discuss the situation. If the absence from the preliminary exam is appropriate, the grade for the missing exam will be replaced by the average of the other two preliminary exams. Please note that this option can only be used once during the semester. An absence from the final exam will be handled on a case-by-case basis – but only if the absence is warranted (e.g., hospitalization).

Students with Disabilities or Special Needs: Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately as soon as possible to discuss his or her specific needs. I rely on the Academic Support & Enrichment Center in 104 Doane to verify the need for reasonable accommodations based on documentation on file in that office.

Academic Integrity: Proposed and developed by Denison students, passed unanimously by DCGA and Denison's faculty, the Code of Academic Integrity requires that instructors notify the Associate Provost of cases of academic dishonesty. Cases are typically heard by the Academic Integrity Board which determines whether a violation has occurred, and, if so, its severity and the sanctions. In some circumstances the case may be handled through an Administrative Resolution Procedure. Further, the code makes students responsible for promoting a culture of integrity on campus and acting in instances in which integrity is violated.

Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity. Academic dishonesty is intellectual theft. It includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work ranging from daily homework

assignments to major exams. Students must clearly cite any sources consulted—not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. Students should ask their instructors for assistance in determining what sorts of materials and assistance are appropriate for assignments and for guidance in citing such materials clearly. *For further information about the Code of Academic Integrity, see <http://denison.edu/academics/curriculum/integrity>.*

Appropriate Use of Course Materials: As an institution which strives to inspire and educate our students to become discerning moral agents and active citizens of a democratic society, we are committed to complying with all laws regarding copyright throughout the University. This syllabus and all course materials used in this course may be copyrighted and accordingly will be governed by the provisions of the U.S. copyright law (for an overview see <http://copyright.gov/circs/circ01.pdf> and for fair use guidelines see <http://copyright.gov/fair-use/more-info.html>). In particular, posting any course materials on commercial sites or creating a bank of materials for distribution to other students may be considered a violation of the University's Code of Academic Integrity as well as a breach of copyright law. If you have any questions about these guidelines, please speak with your instructor.

The Writing Center: The Writing Center is a free resource available to all Denison students. Student writing consultants from many majors help writers one-on-one in all phases of the writing process, from deciphering the assignment, to discussing ideas, to developing an argument, to finalizing a draft. Because proofreading is a last step in that process, you should leave plenty of time (like at least a week) for getting your ideas right before expecting proofreading help. Consultants also can help writers with personal documents, like job and internship applications. The Center is located on the fourth floor of Barney-Davis Hall; a satellite location is in the Learning Commons on the entrance level of the Library. Appointments between 4 p.m. and 9 p.m., Sunday through Thursday, can be made for the Barney-Davis location on the on-line scheduler at the MyDenison Writing Center website; the library satellite location only is drop-in. Check the website on MyDenison for those hours.

Academic Support for Students who use English as a Second Language: In addition to the academic support services available to all Denison students, students who use English as a second (or third, etc.) language, can meet with Denison's Coordinator of Multilingual Learning, Dr. Lori Randall. Lori offers a variety of support for L2 students, from consulting with you about your written work to helping you devise strategies for developing and effectively using your listening, speaking, reading, and writing skills in English. You can use the link below to schedule a half-hour appointment with Lori:
<http://tinyurl.com/gqkd6ce>

Reporting sexual assault: Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees are required to report allegations of sexual assault and suspected child abuse/neglect to the appropriate campus authorities when they become aware of such matters in the course of their employment, including via coursework or advising conversations. There are others on campus to whom you may speak to in confidence, including counselors at the Whisler Center for Student Wellness, SHARE advocates, and clergy. More information on sexual assault can be found on MyDenison/Campus Resources/Center for Women and Gender Action/Title IX.

Tentative Schedule (updates posted on Notebowl):				
POP: Principles of Psychology (Breedlove)				
PRW: Psychology and the Real World (Gernsbacher & Pomerantz)				
Week	Section	Readings	Assignments	Lab
Week 1 Jan 16-21	Intro & Syllabus What makes Psychology a Science?	POP Ch. 1 PRW Ch. 1	M: W: F: 1 st Week Survey	Lab 1: Research Ethics
Week 2 Jan 23-27	What makes Psychology a Science?	POP Ch. 2 PRW Ch. 2 (pp. 10-17)	M: NO CLASS W: Reading Quiz F:	NO CLASS MEETING
Week 3 Jan 30-Feb 3	How does the brain produce the mind?	POP Ch. 3, PRW Ch. 3 (pp. 34-38)	M: Reading Quiz W: F:	Lab 2: Methods in Scientific Investigation
Week 4 Feb 6-10	How does the brain produce the mind?	POP Ch. 4 (pp.121-124, 129-139)	M: Reading Quiz W: F: EXAM 1	Lab 3: Brain Lab
Week 5 Feb 13-17	How does the brain produce the mind?	POP Ch. 5 PRW Ch. 11	M: Reading Quiz W: F:	Science in the Media TED talk & Discussion
Week 6 Feb 20-25	Understanding Behavior & Thought	POP Ch. 6 (pp. 193-203, 211-231); Ch. 10 (pp. 419-434) PRW Ch. 4	M: Reading Quiz W: F: Paper 1	Lab 4: S&P Lab
Week 7 Feb 27-Mar 3	Understanding Behavior & Thought	POP Ch. 8 PRW Ch. 5	M: Reading Quiz W: F:	Lab 4: S&P Lab cont.
Week 8 Mar 6-10	Understanding Behavior & Thought	POP Ch. 9 PRW Ch. 6	M: Reading Quiz W: F: EXAM 2	Lab 5: Learning & Memory Lab
SPRING BREAK				
Week 9 Mar 20-25	Understanding Behavior & Thought	POP Ch. 10 (pp. 397-419) PRW Ch. 7	M: Reading Quiz W: F:	Lab 6: Cognition Lab

I reserve the right to alter this syllabus to promote student learning.

Week 10 Mar 27-31	Understanding Behavior & Thought	POP Ch. 10 (pp.434-447); Ch. 14 (pp. 611-637) PRW Ch. 12	M: Reading Quiz W: F: R: Attend Anderson Colloquium	<i>Discussion: Memory in the Real World</i> Paper 2
Week 11 Apr 3-7	Understanding Behavior & Thought Environmental Influences ETHEL - Friday	POP Ch. 13 pp. 571-592 PRW Ch. 3 (pp.26-33); Ch. 15 (pp. 236-242)	M: W: Reading Quiz F:	Video: Stress & Health
Week 12 Apr 10-14	Environmental Influences	PRW Ch. 11 pp. 164-173 TBD	M: Reading Quiz W: F: EXAM 3	Lab 7: Stress & Health Lab
Week 13 Apr 17-21	Environmental Influences	POP Ch. 15 PRW Ch. 16	M: Reading Quiz W: F: Paper 3	Lab 8: Social Psychology Lab
Week 14 Apr 24-28	What happens when things go wrong?	POP Ch. 16 PRW Ch. 13 pp. 210-216, Ch. 14 pp. 218-224	M: Reading Quiz W: F:	Project Presentations
Week 15 May 1-5	Final Reflections		M: W: NO CLASS F: NO CLASS	FINAL REVIEW

FINAL EXAM:

Section 01 – Exam B: Thursday, 5/4 9-11am

Section 02 – Exam C: Wednesday, 5/3 9-11am