

INTRODUCTION TO PSYCHOLOGY

PSYCH102

Fall 2008

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How can I contact the instructor?

Appointments: You are welcome to set up an appointment by speaking with me before or after class or by emailing me. I would enjoy meeting with you and I hope you will feel welcome to come by.

General questions and conversation: Email is the best way to contact me, other than class time. I am happy to answer any questions or discuss anything of interest to you related to the course, to other academic issues, or to talk about psychology in general.

What is this course about?

First, let me say, "Welcome to Introduction to Psychology!" Psychology is the scientific study of cognition (thinking), affect (feelings), and behavior. Psychologists ask questions like: Why do we fall in and out of love? What aspects of our lives make us happy, and what parts make us depressed? Is the mind the same "thing" as the brain? How is it that we learn, remember, and forget? Do our perceptions truly represent what is out there in the world? How do we acquire language? Why are some people more successful and happy than others are? What is abnormal behavior, what are its causes, and how is it treated?

In this course, I will provide you with an overview of how psychologists attempt to discover how we think, feel, and behave. I will introduce you to psychology as a science, its historical foundations, and its sub-disciplines (e.g., biological, sensation and perception, learning, development, personality, abnormal, and social). I will also expose you to its various theoretical orientations, methodologies, applications to society, and the underlying philosophical questions implicit in the work of psychologists. Most importantly, I will challenge your preconceptions of psychology by helping you to think critically about its issues and assist you in implementing what you have learned in this course to your own life.

Course Goals

Goals for the course include helping you achieve the following:

- An understanding of the social sciences, including: major concepts of social, political, geographic and economic structures; and the impact that social institutions and values have on individuals and groups in a culture.

- ☛ An appreciation of information about psychology, including both research and theory. You will discover that this information is more complex than the simple summaries often provided by the popular media.
- ☛ An ability to discuss the major areas of the field, such as perception, learning, memory, emotion, human development, personality, and mental disorders
- ☛ An ability to think critically, so that you can evaluate research and tell the difference between a scientific claim and a "pseudoscientific" claim.
- ☛ An ability to apply your knowledge to everyday situations such as studying more effectively, understanding some general approaches to psychotherapy, and understanding why people go along with the crowd.
- ☛ An appreciation of human diversity, accompanied by the understanding that the characteristics we all share are more important than the differences that often threaten to separate us.

Text

Franzoi, S. L. (2008). *Essentials of Psychology*. Thomson Publishing, Third edition.

What Do I Need to Do to Succeed in This Class?

1. **Exams** will consist of multiple-choice questions. **NO make-up exams will be given.** Because exam dates are specified well in advance you are expected to be able to take all of them. Exceptions for catastrophic cases will be reviewed individually and will need documentation (e.g., doctor's note).
2. **Applying what you've learned assignment:** The different topics covered by this class illustrate psychology's focus on the multiple determinants of behavior. In line with the goals of this class (i.e., helping you to think critically), this 3 page paper assignment challenges you to take the information you have learned in this class and use it to solve a social problem. Papers are due at the start of class on **December 4th**. To help you write better, benefit from this assignment, and get a better grade, you may turn in a draft of the paper (due **November 18th**). Turning in a draft is optional.
3. There is no **attendance policy**. However, it is difficult if not impossible to pass the exams without consistent attendance. It is your responsibility to get any materials or information if you miss class. You will improve your odds of doing well in this course if you keep up with the reading, come to class ready to think, ask questions if you don't understand, and review your class notes regularly.
4. **Research Participation:** You are required to earn 4 research points. These points can be earned by participating in research studies, attending research presentations, and/or reading and reviewing relevant research articles (1 research point = .25 hours of research experience).

You are enrolled in the **Experiential Research Learning Program (ERLP) D2L page**. This page will advertise opportunities for you to earn research credits, track the credits you have already earned, and has other useful links and information.

To earn research credits: Log on to the ERLP D2L page often to see what opportunities are available. Sign up or show up for the activity (some activities require students to sign up ahead

of time and some studies do not). Following the activity, students print their name on a credit sheet which is given to the ERLP coordinator who will assign credit.

Be sure to read the "Information for Students" document on the ERLP D2L page. Sign up for research activities as early in the term as possible (so you don't miss the opportunity later). You may only participate in research activities posted on the ERLP D2L page to receive credit for this class.

Students who sign up for a research activity but do not attend and do not cancel 24 hours ahead of time will receive a penalty equal to the number of credits offered for the activity. You may only participate in the same research study once.

4. **Quizzes:** Lectures should not be your first exposure to the material. To help you get ahead, you must take ten online quizzes (worth 6 points each). There are 13 chapters, and there will be 13 quizzes, so you decide which 10 you would like to take. The quizzes due by class time (see schedule and website). **First read the chapter, then** take the quiz from the class D2L site.

What is the Role of a Teaching Assistant (TA) in My Learning?

The TAs are advanced UWGB Psychology students who have performed well in their coursework. They will provide exam study sessions, teaching, and help with classrooms work. Students in this course can receive help on course materials, study tips, and other was to succeed in the class. Remember, the TAs were once—not so very long ago—in this course, so they can provide a substantial amount of insight and information.

Disability Statement

As required by federal law and UW-Green Bay policy for Individuals with Disabilities, students with a documented disability who need accommodations must contact the Disability Services Office at 465-2841 (Voice/TTY) or 465-2849. Reasonable accommodations can be made unless they alter the essential components of the class. Contact the instructor and Disability Services Coordinator in a timely manner to formulate alternative arrangements.

How Will the Professor Measure My Learning?

Exam 1	40 points
Exam 2	40 points
Exam 3	50 points
Exam 4	40 points
Quizzes	50 points
Application paper	30 points
<u>Research participation</u>	<u>4 points</u>
Total	254 points

THERE IS NO CURVE! My philosophy on grading is that individual effort rather than competition results in a more productive and successful learning environment.

Grades will be assigned in the following manner

A	229 - 254 points
A/B	224 - 228 points
B	203 - 223 points
B/C	198 - 202 points
C	178 - 197 points
C/D	173 - 177 points
D	153 - 172 points
F	152 and below

NOTE ON EMAIL: I will be using your UWGB student email addresses to send you updates and information. Please *check it often* (set your account to forward your email to what you check).

What the Professor Expects From Students

1. To agree to study this syllabus carefully (ASAP) & refer to it when questions arise about the class.
2. To acknowledge that effort, by itself, is not enough to justify a worthy grade. In other words, you are graded primarily on the *merit of your performance* in the class rather than the *amount of effort* you put into the class.
3. To attend class & give your full attention to the material, as well as conduct yourself in an appropriate manner (e.g., not studying material from another class, not having personal conversations during lectures or performing other activities that disrupt the class).
4. To meet the obligations of the course (e.g., reading, assignments, etc.) and not make excuses for your failure to do so.
5. To treat everyone in class, including the professor, with respect.
6. To check your university email account several times per week. I will let you know when grades are posted & make other announcements via this medium (e.g., if I need to cancel a class, I will send an email early that morning).
7. To not plagiarize or otherwise steal the work of others.
8. To turn off or silence cell phones when in class.

What Students Can Expect From the Professor

1. To manage the class in a professional manner. This may include educating you in appropriate classroom behavior.
2. To prepare carefully for each class and begin and end it on time.
3. To try to learn your name (if class size permits) and to recognize your individuality and treat you with respect, as well as to be honest with you.
4. To treat all students equally. Thus, I will not discriminate on the basis of your identity, appearance, gender, race, sexuality, color, viewpoints, disability, or anything else.
5. To have 6 office hours each week during which you are welcome to stop by (no appointment necessary).
6. To give grades primarily based on the quality of your work.
7. To return your grades quickly.
8. To be honest about what I know. If I do not know something, I will say so.

9. To treat any plagiarism, cheating, or other violations of academic integrity harshly.
10. To silence my cell phone when in class

Tentative Schedule

September 2	Introduction to the course, or, why psychology is AWESOME!
September 4	Psychology as a science Chapter 1
September 9	Human Development Chapter 3
September 11	Human Development
September 16	Learning Chapter 6
September 18	Learning
September 23	Exam 1
September 25	Memory Chapter 7
September 30	Memory
October 2	Neurological and genetic bases of behavior Chapter 2
October 7	Social Behavior Chapter 13
October 9	Social Behavior
October 14	Social Behavior
October 16	Exam 2
October 21	Sensation and Perception Chapter 4
October 23	Personality Chapter 10
October 28	Personality
October 30	Psychological Disorders Chapter 11
November 4	Psychological Disorders

November 6	Psychological Disorders
November 11	Motivation and Emotion Chapter 9
November 13	Motivation and Emotion
November 18	Exam
November 20	Consciousness Chapter 5
November 25	Language, Thinking, and Intelligence Chapter 8
December 2	Language, Thinking, and Intelligence
December 4 Applied paper due	Stress, Coping, and Health Chapter 12
December 9	Stress, Coping, and Health
Finals week	Final Exam (not cumulative!)

Applying What You Learned (due December 4th, 3-4 pages in length)

Discuss how psychological research and theory might be used to deal with a significant problem. The aim of this paper is to show that you understand specific theories and research findings from the psychological literature well enough to describe how they might be creatively applied to solving an important real-life problem.

Examples: Getting people to use seat-belts. Reducing child abuse. Enabling people to quit smoking. Helping bullies find less harmful ways to interact with their schoolmates. Improving study habits. Inducing people to practice safe sex. Overcoming anxiety about speaking in class. Limiting family size. Reducing the incidence of handgun shootings. Getting nursing home staff to stop abusing elderly patients. Eliminating insomnia. Inducing people to recycle.

You are to present a plan which you have devised to help ameliorate the problem. The plan should draw on specific theories, principles, and research findings presented in the text and in class, and should tell, in specific detail, how you would put those psychological principles to use. In addition, you should also include...What issues did you not address, or did the research fail to address?

To help you write better, benefit from this assignment, and get a better grade, you may turn in drafts of the paper (due **November 18th**). Turning in a draft is optional.