Introductory Psychology
PSY101A   Fall 2017 (4 credits)
TuTh 2:00-3:50, Rankin 204A

Professor:       Nellie Laughlin, PhD
Email:           nlaughli@carrollu.edu
Office:          Rankin 311
Office Hours:    Tu noon-1:00 p.m.; Th 4:00-5:00 p.m.; and by appointment

Required Text

Course Description
This course is an introduction to the science of behavior and mental processes. Emphasis is placed upon methods of inquiry utilized in the social sciences. These methods will be used to investigate psychological questions regarding topics such as perception and consciousness, learning, memory and thinking, biological and developmental processes, motivation and emotion, personality, social determinants of behavior, conflict, maladjustment and mental health. Students will also be introduced to the basics of A.P.A. writing style. Prerequisites: None.

Social Sciences General Education Distribution Area
Students will learn theoretical and methodological approaches to the study of societal dynamics and use that knowledge to analyze contemporary social issues.

Learning Outcomes
Course Objectives
Psychology is most simply defined as the science of human behavior and is an incredibly broad field. Not only are there a number of behaviors that could be studied, but each behavior could be viewed and investigated from different perspectives. The objective of this course is to demonstrate this breadth by examining the findings of some of the major areas of psychology. Because a thorough investigation of each area is not possible in an introductory course, an effort will be made instead to cover the basics of each area. This course will also help you to understand how research is conducted so that you can think critically about things that you read.

Learning Outcomes
(1) Understand the methodologies used in the social sciences as well as their larger social context.
(2) Develop and defend a position that demonstrates logical reasoning both orally and in writing.
(3) Demonstrate information fluency by gathering, analyzing, and synthesizing information using emerging technologies and traditional media.
(4) Academic writing (learn the basics of APA format).
(5) Critical thinking.
(6) Oral communication.
(7) Understanding contemporary relevance.
(8) Introduction to the breadth of topics investigated by psychologists.

Assessments
I. Exams
There will be three exams each worth 100 points (12% of your grade). Exams will consist of multiple choice and short answer questions. The third exam will be given at the scheduled final exam time but will not be cumulative.

II. Class Participation
Research has shown repeatedly that learning significantly increases when students actively engage course material, rather than passively consume information. Therefore, participation in class discussions will be an important component of this class. To have informed and insightful discussions, it is imperative that you come to each class having read and thought about the assigned material(s) for that day. In order to earn participation points, I will call on students to answer questions about the assigned reading and other course material. To receive credit for class participation, we must have discussion about the topic, i.e., simple yes/no responses or comments that do not contribute to understanding/embellishing the topic will not contribute to your participation score. Participation will contribute a maximum of 92 points to your final grade (11.5% of your grade).

III. Notes on Assigned Readings
For each chapter in the Research Stories text, you must identify the following information:
   1. The research method(s) used in each study reported on in the chapter.
   2. The hypothesis or hypotheses tested in each study reported on in the chapter.
   3. The principal variables examined in each study reported on in the chapter.
      a. Identify type of each variable (e.g., independent, dependent antecedent, etc.)
      b. How each variable was measured.
   4. How were the subjects assigned to groups for each study reported on in the chapter.

These notes will be graded and discussed in class before the chapter is introduced. Your score for each reading will be averaged over the 31 readings to provide your grade for the notes assignment. The two lowest scores will be dropped prior to averaging. Have the assignments completed based on the schedule provided in the syllabus, not where we are in class (we may seem behind schedule but then catch up).
The average note assignment score will contribute a maximum of 92 points to your final grade (11.5% of your grade).

IV. Presenting new psychological research to the class.
Working in pairs, every student will take 10-15 minutes at the beginning of one class session
to summarize a recently published psychological study that they found interesting. While you can use any source for finding new studies (such as magazines or online news postings), you will find a steady stream of new research here: https://www.sciencedaily.com/news/mind_brain/. However, these are news reports of scientific articles; they are helpful in finding the articles but are not the article itself. You must provide me with the url or a complete copy of the scientific article you are reporting on at least one week prior to the day of your presentation. Note: This is a joint project; you should work together with your partner on all aspects of the project.

**In your presentation, clearly address the following:**
1. Introduce self (your name and something about yourself), the articles (title, author, when and where published).
2. Report the question or issue the scientists sought to address.
3. Describe how the scientists conducted their study (including the research method[s]).
4. Summarize the results of the scientists’ research.
5. State the (potential) significance of this work.

**Additional Guidelines:**
a. Do NOT read the research summary or your presentation to the class. Condense the summary in your own words. Do not include any direct quotes in your presentation.
b. You may use notes in giving your presentation but be sure they are not on large pieces of paper (use note cards). For your notes, write down key phrases that will jog your memory as you present the research. Do not write full sentences - when you are anxious, you will default to just reading them.
c. Practice a couple of times summarizing your study out-loud, using just the key phrases you have written for yourself in your notes. In these practice runs, be sure your presentation meets the time requirements of presenting for 10-15 minutes.
d. Your slides should use key phrases, not complete sentences. Bulleted points are best. Do not include any direct quotes in your slides.
e. Your slides should be attractive, clear and understandable; type and other info must be large enough to be read from the audience. Use graphics to add interest.
f. Have good eye-contact with the audience (it's often a good idea to point to things on your slides that you're talking about but don’t look overly long at your power points, your notes, the computer screen or me).
g. Have articulate delivery (speak at an appropriate pace and volume, minimal “ums” and “you knows”).
h. From your presentation, the rest of the class should be able to identify items 1-5 above. Whether or not the class can do that readily is a reflection on the quality of your summary.

**Your grade for the presentation will be based on how well you adhere to the instructions provided above** (provide me with the url one week in advance, work with your partner on all aspects of the presentation project, points 1-5 and points a-j {h is redundant with 1-5}).

The presentation will contribute a maximum of 92 points to your final grade (11.5% of your grade).
V. In-class Activities
There will be several activities over the course of the semester that you will do during class in groups of three or four. They are relevant to the concurrent reading material and are worth up to a maximum of 100 points each. In class activities will not be announced in advance. Scores over all the in-class activities will be averaged and that averaged score will contribute to your final grade. The in-class activity average score will be worth up to 100 points (12% of your grade).

VI. Experiment Participation
Because experimentation is the essence of psychological science, all PSY101 students are required to complete 60 minutes of experiment participation. Most studies are either 15 or 30 minutes long, and you can participate in any combination of studies to total one hour. An alternative assignment (paper) is available for students who object to participating in a research project. The Experiment Participation will be worth up to 40 points (5% of your grade).

VII. Comparative Analysis Paper
You will write a 5-page paper (not including the reference page) in APA style comparing two empirical articles we will discuss in class. The paper should be double-spaced, Times New Roman, 12 font, 1” margins on all four sides, and indent new paragraphs 5 spaces but do not place an additional space between paragraphs. Do not use a cover page for this assignment. Put your name, the date, course number and section (Psyc 101A), and my name in the top left corner of the first page, singled spaced. Your paper should also have a title. Further information on the comparative analysis paper assignment will be given later in the semester.

Grading

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams</td>
<td>12%</td>
<td>36%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>11.5%</td>
<td>92</td>
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<tr>
<td>Notes</td>
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<tr>
<td>Presentation new psychological research</td>
<td>12%</td>
<td>100</td>
</tr>
<tr>
<td>In-class Activities</td>
<td>12%</td>
<td>100</td>
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<tr>
<td>Experiment Participation</td>
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<td>40</td>
</tr>
<tr>
<td>Comparative Analysis Paper</td>
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<td>100</td>
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<td>100%</td>
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Grade Assignment

- A  92.5% +
- AB 87.5% - 92.49%
- B  82.5% - 87.49%
- BC 77.5% - 82.49%
- C  69.5% - 77.49%
- D  59.5% - 69.49%
- F  < 59.5%
Expectations of Students
Your full attention to class activities is expected when you are in class.
A. You may not use your computer to take notes or for any other activity in class. Research has clearly shown that retention is better for notes that are written by hand than for notes recorded using a keyboard. Notes recorded by keyboard can often bypass the brain. Also, computer note-taking during class has too much potential for intrusion by other activities which diminishes your attention to the subject of the class, is distracting and disrespectful to me and others.
B. Cell phones should not be visible or audible during class. Texting and emailing, either sending or receiving, and other forms of cell phone activity are prohibited. I have this policy because of the possible distracting and inconsiderate effects of cell phone use on both your classmate neighbors and myself.
C. Please do not pack up before the class is over - it is disruptive and disrespectful to whomever is speaking and to those trying to listen.

Course Policies
Attendance is expected and essential to your success in this class. Every class meeting is important. Feel free to let me know if you must miss a class, but it is your responsibility to find out what you missed from a classmate and not the instructor. Please do not email me saying that you will be absent from class and hope you aren't missing anything! If you don't come to class, you're always missing something; why else would we be here!

Class will often involve discussion, videos and/or group activities and these typically introduce content beyond the textbook or lecture. Knowing this additional material is essential to your success in this course (i.e., some of it will be on the exams).

Absences. If you must miss a class, you may be given an excused absence if you have a written, valid excuse. A valid excuse is an emergency examples of which are a funeral, hospitalization, illness requiring medical attention and participation in a school activity such as a sports event. Examples of invalid reasons include but are not limited to missing the bus, illness without seeing a doctor, work obligations, family obligations, and vacation. Missed in-class work may be made-up by the next class meeting but you are responsible for finding out from a classmate what work you missed and to request the assignment from the instructor. Please provide me with your valid written excuse before the class you are to miss if possible. If you do not have a valid excuse, you'll be penalized 10 points for each class-day that the work is late.

Make-up Exams. Make-up exams require documentation of the reason for missing a regularly scheduled exam as described above under absences. I will accommodate you when necessary; however, missing an exam should be a last resort.

Academic Support. The Learning Commons, located in the bottom floor of the Library, offers free tutoring, writing assistance, and study skills assistance as well as
group study rooms and places to study. For more information, go to: http://www.carrollu.edu/Learningcommons/

Writing Center. The Writing Center is a free service available to all students who would like additional help with their writing. Tutors can assist you with any writing problems from brainstorming to citation. To make an appointment, go to http://www.carrollu.edu/learningcommons/writingcenter.asp. Or you can log into my.carrollu.edu, select the student tab, click on the Library Learning Commons link and follow the instructions on the Make An Appointment-Library Learning Common section. For quick questions taking 10 minutes or less, drop-in visits with the Writing Assistants are available without an appointment in the Learning Commons Monday-Thursday from 2:30-5:30 p.m."

Communication. Check your email account regularly for class information throughout the semester. Please use the e-mail address on the first page of this syllabus to contact me. It's very helpful to me if you also include course information in the subject line of the email, Psyc 101A or Intro. I check my e-mail frequently, and I look forward to hearing from you.

Use of Canvas. Your grades will be posted online throughout the semester; it is your responsibility to check those grades regularly. If you believe there is an error in any posted grade, please notify me immediately. I will be happy to investigate any questioned items.

Modifications to the syllabus. The instructor and Carroll University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s).

Academic Integrity. The Carroll University Academic Integrity Policy is located in your student handbook. Please familiarize yourself with it. If a student is found in violation of the Carroll University Academic Integrity Policy, the instructor reserves the right to fail the student on the assignment/exam or even fail the student in the course.

Withdrawals. You are responsible for withdrawing from any course that you are no longer attending. You are encouraged to consult with me prior to your withdrawal. Any student who does not officially withdraw from the class will receive a letter grade of F.
## Schedule and Lecture Topics  *(subject to change)*

### Readings/Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Sep 7</td>
<td></td>
<td><em>Course Introduction</em></td>
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| 2     | Sep 12     | Psychological Science and Methods | Preface and Ch 1: Oh Rats--  
|       |            |                              | Ch 2: Psychics and Scientists                             |
|       | Sep 14     |                              | Ch 3: You’re Driving Me Crazy                             |
| 3     | Sep 19     | Biopsychology                | Ch 4: Zipping Up the Genes                                |
|       |            |                              | Ch 5: The Nose Knows                                      |
|       | Sep 21     |                              | Ch 6: Being Sick of the Hospital                          |
| 4     | Sep 26     | Ch 7: Yoking Smoking         | Library Tour                                              |
|       | Sep 28     |                              | Ch 8: I Do!                                               |
|       |            |                              | Development                                                |
|       |            |                              | Ch 10: Now You See It, Now You Don’t                      |
| 5     | Oct 3      | Review Comparative Analysis Paper Assignment | Ch 11: Adolescents Will Be Adolescents         |
|       | Oct 5      |                              | Catch-up Day                                              |
| 6     | Oct 10     | EXAM 1 (Chapters 1-8, 10, 11) | Cognitive                                                 |
|       | Oct 12     |                              | Ch 12: Kids Say the Darndest Things                       |
|       |            |                              | Ch 13: Flash in the Pan                                   |
| 7     | Oct 17     | NO CLASS - FALL BREAK        |                                                           |
|       | Oct 19     |                              | Ch 14: They Don’t Look the Same to Me                     |
| 8     | Oct 24     | Emotion                      |                                                           |
|       |            |                              | Ch 15: Mad about You                                      |
|       |            |                              | Ch 16: Pants on Fire                                      |
Oct 26  
Ch 17: Aggression Breeds Aggression
Research Participation Alternative Assignment Due on or before 2:00 p.m.

**Week 9**

Oct 31  
Personality  
Ch 18: Some Like it Hot  
Ch 19: Going to Pot

Nov 2  
Stress and Health  
Ch 20: To Catch a Cold

**Week 10**

Nov 7  
Ch 21: Spaced-Out

Nov 9  
Catch-up Day

**Week 11**

Nov 14  
EXAM 2 (Chapters 12-22)

Nov 16  
Behavior Change  
Ch 23: I Think I Can, I Think I Can

**Week 12**

Nov 21  
Ch 25: Behavioral Treatment to Change Vocalization Patterns in a Person with Schizophrenia

Nov 23  
NO CLASS - THANKSGIVING BREAK

**Week 13**

Nov 28  
Ch 26: Tokens Against Aggression

Nov 30  
Social  
Ch 27: I Confess

**Week 14**

Dec 5  
Ch 29: It’s in the Bag

Dec 7  
Applied  
Ch 30: Who’s Afraid of the Big Bad Ad?

**Week 15**

Dec 12  
Ch 32: Does TV Violence Sell?

Dec 14  
NO CLASS - READING DAY

Dec 19, 2:00 p.m.  
EXAM 3 (Chapters 22 - 32)