Introduction to Psychology 101 (PSY101)
Monday, Wednesday, and Friday – 9:20AM to 10:30AM, Rankin 201
Spring 2017

Professor: Stephanie Coates, MS, LPC, SAC
Office Hours: Wednesdays and Fridays - 10:30AM to 11:00AM, or by appointment
E-mail: scoatesm@carrollu.edu
Phone: 262-379-0942

Course Description
This four-credit course is an introduction to the life science of behavior and mental processes. Emphasis will be placed upon methods of inquiry as well as such topics as: perception and consciousness; learning, memory and thinking; biological and developmental processes; motivation and emotion; personality and individuality; social determinants of behavior, conflict, maladjustment and mental health. Students will also be introduced to the basics of A.P.A. writing style.

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.

Course Objectives
Psychology, most simply defined as the science of human behavior, 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 use of psychology research studies and methodologies used in conducting studies.
(2) Develop a visual presentation and discussion activities that follow course requirements and demonstrate logical reasoning, organization and planning abilities.
(3) Demonstrate information fluency by gathering, analyzing, and synthesizing information using emerging technologies and traditional media.
(4) Is able to complete required academic writing in APA format.
(5) Use of critical thinking in and out of class to complete assignments.
(6) Use of appropriate oral communication in class during discussions and presentations.
(7) Is able to relate course content to real life situations.
(8) Ability to comprehend and apply course content during presentations and completing exams.
Required Textbooks:

Course Policies/Procedures
Attendance - Attendance at each class period is essential due to the activities and material covered. If you are unable to attend a class, please obtain any missed information or handouts from a classmate or professor. Because participation is part of your grade, I ask that you please inform me of any absences via email. Absences that are not communicated to me will be marked as “unexcused.” Each student's attendance evaluation grade is the percent of the total course sessions at which she was present.

Required Reading & Participation - It is expected that you come to class prepared to answer questions and discuss topics from the readings. In order to participate, textbook readings corresponding to each class' lecture must be completed prior to class. Students will gain valuable information through group discussions by coming to each class prepared. Please feel free to ask questions and give input at appropriate times during class-your participation is very important!

Course Withdrawal - You are responsible for withdrawing from any course that you are no longer attending. You are encouraged to consult with the instructor prior to your withdrawal. Any student that does not officially withdraw from the class will receive a letter grade.

Late Work - Late work will generally not be accepted. The ONLY exception will be if the student communicates with the professor about why he/she may need additional time to complete an assignment before the assignment is due or within one week of the missed assignment/exam. Thus, late work will be accepted at the professor’s discretion. If accepted, late work/exam must be turned in/taken within 1 week. Two or more late assignments will result in a 10% deduction in grade. You will not be able to make up in-class assignments (including group presentation)/participations points for absences.

Student Accommodations –Please inform the professor if you need any accommodation that is needed for successful performance in this course. It is the professor’s intention to fully include all persons in this course and to assist in any accommodation of the instruction or assessments to enable all learners to participate. If you need any special accommodations, they must be made through Martha Bledsoe, Director of Services for Students with Disabilities, no later than the first week of class. Ms. Bledsoe maybe reached by calling 262-524-7335 or by e-mail at mbledsoe@carrollu.edu.

The Writing Center – Carroll’s Writing Center is located in the Library Learning Commons. Writing assistants are available to help you through all stages of your writing assignments. You may call (262) 524-7313 to make an appointment, or walk in during open hours. The Carroll College Writing Center, located in the Learning Commons is open Monday through Thursday from 10-6, and on Sunday evenings from 4-8. Writing Assistants are available to help with all stages of the writing process, from pre-writing to development to citation. All services are free.
http://divisions.carrollu.edu/library/LC/WritingCenter.asp
**Academic Integrity** - The Carroll University Academic Integrity Policy is located in your student handbook. Please familiarize yourself with this policy. If a student violates this policy in any way, the instructor reserves the right to impose a sanction of failure on the assignment/assessment or failure of the course. Please ask if you need clarification or have questions pertaining to citations.

**Course Assignments**
The assignments for this course will include a variety of learning experiences and assessments. All assignments and grading will be displayed on Carroll’s *My Courses* program and explained fully during class time. *All students are required to read the course textbook as specified in the course outline.*

**A. Exams - 4 exams will be given - 100 pts. each (Learning Outcomes 1 & 8)**
There will be 4 exams given during the semester including the final. Each exam will be worth 100 points and will cover the assigned reading and any material presented in class. Exams will consist of multiple choice and short answer questions. *Exam dates will be provided on a separate course outline and are subject to change if needed to accommodate unforeseen scheduling challenges. Exam number 4 is the final exam and is currently scheduled for Monday, May 8 from 8AM to 10AM.*

**B. Class Activities/Participation (Learning Outcomes 1 thru 8)**
There will be a variety of different class time activities (such as lecture discussions, partner/group discussions and activities, and entire class activities) presented throughout the semester. These discussions and activities will focus on synthesis and deeper thinking about course topics. They will also allow you to understand course topics through hands-on experience. Choosing not to fully participate may be reflected in your overall academic performance in the class. These activities may not be announced prior to class and it is your responsibility to be in class and participate in every class period. You will receive participation points based on your attendance in class. Absences will result in a deduction of points and are factored into your overall class grade.

**C. Group Presentation – 100 pts. (Learning Outcomes 2, 3, 5, 6, 7, & 8)**
Students will prepare and give a presentation in groups relating to different psychological perspectives. Each presentation will be 15 minutes in length and be evaluated by the class. All group members are to plan and participate in the presentation. *Grading is based on each group member’s individual presentation only and not determined by the group as a whole. Thus, if you are not present on the date your group is scheduled to present, you will not receive any points for the assignment. If you know in advance you will be absent on the date of the group presentation, please consult with your group members and instructor to reschedule the presentation date.*

Each group is to choose one magazine article, newspaper article, research study, advice column, comic; anything that you find psychologically relevant. Choose THREE different psychological perspectives (for example, behavioral, personality, neurological, cognitive, developmental, social, etc.) and interpret/explain it from each of those perspectives.
The presentations must include the following:

1. Introduction summarizing the selected article with use of visual technology
2. Discuss how the material relates to each psychological perspective
3. Explain how the content relates to everyday living
4. Report the findings and note any limitations you find in the article

D. Presenting new psychological research – 50 Points (Learning Outcomes 1, 2, 3, 5, 6, 7, & 8)
Every student will take 5 to 10 minutes during one class session to summarize a published empirical psychological study that he/she finds interesting (Please note: presentations under 5 minutes will automatically result in a 5 point deduction in grade). The psychological study you choose will also be used as 1 of the 2 journal articles required for the Assignment E paper (see below for more details on the Assignment E paper).

In your presentation, you will:
1. Report the question or issue the scientists sought to address
2. Describe how the scientists conducted their study
3. Summarize the results of the scientists’ research
4. State the (potential) significance of this work

Guidelines:
1. Do NOT read the research summary to the class. Condense the summary in your own words.
   Tip 1: In your notes, write down key phrases that will jog your memory as you present your research. Do not write full sentences- when you are anxious, you will default to just reading them.
   Tip 2: Practice a couple of times summarizing your study out-loud, using just the key phrases you have written for yourself in your notes.

2. From your summary, the rest of the class should be able to identify the research method(s) and the primary variables examined in your chosen study. Whether or not the class can do that readily is a reflection on the quality of your summary.
   Tip 3: Put yourself in your classmates’ shoes. Would you be able to identify the research method(s) and primary variables with the information you provided?

E. Comparative Analysis Paper (Learning Outcomes 1, 3, 4, & 5) – 100 pts. Students will write a 5-page paper (not including the title page or reference page) in APA style comparing two empirical articles.

The paper should address the following:
1. Summarization of what issue both studies were looking to find/address
2. Compare and contrast the methods used in the two studies
3. Discuss the findings of both studies (are they similar or different?)
4. Conclude with thoughts about the relevance of the issue addressed, the research methods used, the results and limitations of the studies
F. Research Study Participation - 40 pts. (Learning Outcomes 1 & 7) All PSY101 students will be required to have 60 minutes (4 credit units) of experiment participation. Students will be added to the Carroll’s SONA on-line program in order to review and selected experiments that would fit into their schedule. There is a timeframe that will be followed for completion. Alternative activity will be given for those not completing this requirement.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>AB</td>
<td>90-94</td>
</tr>
<tr>
<td>B</td>
<td>85-89</td>
</tr>
<tr>
<td>BC</td>
<td>80-84</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

Expectations of Students

1. I do not have a cell phone/computer policy but please consider and understand the ramifications of excessive and inappropriate use of both in class. You may use your computer to take notes in class. Using your cell phone/computer otherwise in class can be distracting to you and potentially others. The choice to not pay attention to class lecture and participate in activities may be reflected in your assignment/test grades and overall academic performance in the class.

2. I expect students to cultivate intellectually mature practices and habits of mind. These include:
   A. Recognize that being a student, by definition, means there are things you don’t currently know. You do not need to feel insecure about asking questions because you don’t know something or are concerned about appearing uneducated- you are (relatively). Formulate questions to ask me that will help resolve your difficulties.
   B. Learning can never be done to you, only by you. My job is to provide the material, tools, and environment for you to learn. It is entirely up to you to engage them.
   C. Ideas, arguments, or writings that are sophisticated and worth grappling with are often hard to grasp on the first pass. There is no reason to expect that you should immediately “get” everything. Things that you can immediately get don’t stretch you. Come to see confusion as a signal that now some REAL learning can occur. Build up confidence that with perseverance, confusion will yield to understanding. If material in the book is difficult, re-read it. If you still don’t understand, ask me.

3. If you encounter words you don’t know in the readings, look them up. If you encounter words you don’t know in my lectures, ask me what they mean.
4. If taking notes is preventing you from really listening to and reflecting on a lecture, stop. Notes are meant to serve you; if you are a slave to your note taking, then change or abandon that practice. If you struggle with note taking, please see me. The library also offers helpful classes.

5. Look for the connections between course material and your other interests. Computers hold facts better than brains do. Brains see connections better than computers do. If anything about your future career depended primarily on knowing facts, you would be replaced by a computer.

6. Throughout the class, additional readings and handouts (some required, others optional) will be provided on eLearning and/or in class to further enhance your knowledge and understanding of course topics/materials. It is up to you to spend time reviewing additional course materials outside of class and ask me questions if you are unclear on the content of these readings and handouts.

7. I do not provide copies of PowerPoint presentations in class for note taking. Please find a copy of the PowerPoint presentations available for you to copy and bring to class on eLearning, under “Course Documents,” and “Handouts.” If you are having trouble printing PowerPoint presentations, please see me in class or email me.