

PSY 101

Introductory Psychology

Tuesday | Thursday

Section 02 9:30-10:45

Section 03 11:00-12:15

Shankweiler 440S

SPRING 2018

Course Description

Although some psychological concepts seem closely tied to common sense, there are a lot of interesting twists and turns along the road to understanding what psychological science is all about. In this course we will use the scientific method to examine behavior from multiple perspectives.

The primary purpose of this course is to expand your conceptualization of what psychology is by introducing you to a number of psychological issues and topics.

We will discuss the following topics over the course of the semester: research methods in psychology, biological psychology, sensation and perception, learning and memory, motivation and emotion, psychological disorders and therapy, health psychology, and social psychology.

CONTACT INFORMATION

Professor: Dr. Gretchen Gotthard

Office: New Science 325

Phone: 484-664-3422

Email: gretchengotthard@muhlenberg.edu

[Email is the best way to reach me.]

To schedule a meeting, click [HERE](#)

[Meeting times will be updated weekly.]

Learning Assistant: Hannah Gura

Email: hannahgura@muhlenberg.edu

[Meetings available by appointment.]

Workshops: Monday and Thursday 6-8pm

Workshop Location: Shankweiler 340S

Course Goals

This course will give students opportunities to:

- **Use critical thinking skills in the study of psychological science**
- **Apply principles of psychological science to “real world” situations**

To accomplish these goals, students will work to:

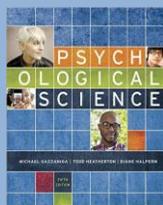
- **Solve problems individually and in collaborative group settings.**
- **Describe, and be able to explain, the major terminology, theories, methods, and research findings in the field of psychological science.**
- **Read and write about real examples of psychological principles and then make connections between those examples and concepts discussed in class.**

REQUIRED READING

TEXTBOOK:

Gazzaniga, Heatherton, and Halpern (2016).
Psychological Science (5th ed.)

ISBN: [978-0-393-93749-7](https://doi.org/10.1002/9780393937497)



ARTICLES:

Research articles for class discussion are posted on Canvas. *Please print and bring them with you to class on the assigned dates.*



Requirements of the Course

EXAMS

There will be **three exams during the semester, plus a cumulative final** (i.e., four exams total). Exams will consist of a variety of question types: short answer, matching, multiple choice, essay, and diagram identifications.

Questions will be based on material discussed in class and assigned readings. Exams will be worth 350 points total.

ARTICLE ANALYSES: 3-2-1

Over the course of the semester, we will read FOUR classic studies in psychology. Students will write a short analysis paper for each reading (see format on Canvas), worth 10 points each (40 points total).

IMPORTANT: It is important that you read the article carefully before class and bring it, along with a hard copy of your analysis paper, with you to class on the day of our discussion. Analyses will *only* be collected *in class* (no late submissions).

Analyses will follow a 3-2-1 format:

Three points from the reading that you found especially interesting, important, and/or problematic.

Two questions you have about the reading.

One connection between something discussed in the reading and something discussed in our class (or another class you've taken).

LEARNING OUTSIDE THE CLASSROOM

All Psychology students are required to complete a Learning Outside the Classroom (LOC) requirement, which includes presentation (LOC-P) and research (LOC-R) components. **Please start by reading the [LOC page on the Psych Student Center website](#).** If you do not want to participate in research, you may complete an alternate assignment (see Dr. Gotthard for details about the alternate assignment).

For the LOC-R requirement, studies will be posted on the Psychology Department SONA System. **Read the [SONA Sign-Up Instructions](#) carefully and create an account during the first week of classes.** Visit the [SONA site](#) frequently to see when studies are available and to sign up.

LOC-P (presentation) requirement

This “Presentation” requirement will be met by attending Psychology Day at the end of the semester (date and times to be announced). At Psychology Day, you will **attend the keynote address, view two student talks, and visit two student posters**. Sign-ups for the two talks you would like to attend will be available shortly before Psychology Day.

LOC-R (research) requirement

This “Research” requirement will be fulfilled by **participating in FOUR research studies** being conducted by psychology majors and/or faculty. Studies will be posted on the [SONA system](#).

LOC Forms

After completing a research study or going to Psychology Day presentations, you need to fill out the appropriate LOC form: [LOC-R Form](#) and [LOC-P Form](#). All forms are submitted online, but you should save copies of your forms (in case of technical difficulties). LOC will be worth 35 points total.

HOW TO SUCCEED IN THIS CLASS

- **Use the Syllabus:** Refer to this syllabus often. All important dates and assignments can be found here.
- **Read:** Reading the textbook (and other assigned readings) BEFORE coming to class makes class more meaningful and increases your learning in this course.
- **Come to Class:** We will cover many difficult concepts in class. Historically, students who miss class rarely do well in this class.
- **Be an Active Participant:** Try to be an active member of the class - ask questions, collaborate with classmates, answer questions. The more you participate, the more you'll get out of our class meetings.
- **Use your Notes:** Reorganize/rewrite your notes, and spend a few minutes each day reading through them (even 10 minutes helps).
- **Talk about the Material:** Going to workshops, visiting my office hours, and studying with classmates are great ways to get extra practice with the material.
- **Plan Ahead:** Keep an eye on dates for assignments and exams, and be sure to turn things in on time.
- **Figure Things Out:** Try to figure things out on your own first - the syllabus, textbook, and Canvas provide a wealth of information. If you're still stuck, your LA and I are happy to help.

Graded Assignments

ASSIGNMENT	POINTS
Exam 1	100
Exam 2	75
Exam 3	75
Final Exam	100
Article Analyses (3-2-1)	40
LOC	35
TOTAL	425

Accommodations

If you have a documented disability, please let me know what I can do to facilitate your learning in this class. Students requiring special accommodations for this course must first contact the Office for Disability Services (Director: **Pamela Moschini, Ext. 3825**). Provide me with the appropriate documentation and I will make every effort to meet your needs.

AN IMPORTANT NOTE ABOUT GRADING

A grade of C is indicative of average work in this class. If you want to earn a grade in the A-range (exceptional) or B-range (very good), then you need to be prepared to work hard and produce stellar work. Based on my past experiences teaching this course, students who earn better than average grades come to class consistently and are actively engaged, earn solid grades on their exams, produce work that is well-thought-out and that involves a high level of intellectual sophistication, and consistently offer

Grade	%	Grade	%	Grade	%	Grade	%
A	94-100	B+	87-89	C+	77-79	D+	67-69
A-	90-93	B	84-86	C	74-76	D	63-66
		B-	80-83	C-	70-73	F	0-62



The Fine Print

Be an active participant

Being an active participant in this class means that you will:

- **Come to every scheduled class.** While I do not take attendance, it is obvious, in a class of 25, when students are not in class.
- **Consistently contribute to class activities and discussions.** There will be multiple opportunities during every class to participate – please come prepared to contribute.
- **Turn in graded and non-graded work on time.** See ‘Turn in all assignments on time’ section below for important information.

Active engagement in class is a key factor in learning, and therefore, your participation in this course will play an important role in grades. **Failure to participate (as defined above) will result in a lower grade in this class (by as much as one letter grade).** Bottom line: Come to class prepared and be an active participant!

Turn in all assignments on time

Be sure to *plan accordingly* so that you are prepared to turn in all assignments on time and take exams as scheduled. LOC and 3-2-1 analysis papers will not be accepted past the deadline. Missed exams will result in a zero. Students may make up missed exams, if they provide documentation to support their absence.

Leave your cell phone and laptop at home

The use of electronic devices during class is not permitted (including cell phones, laptops, and tablets). It is disruptive when students interact with cell phones or laptops during class.

Furthermore, it is clear from research that:

- **Performance drops significantly when students attempt to multitask with electronic devices during class** [click [HERE](#) for more info].
- **Taking notes by hand has been shown to produce better understanding and retention than typing notes verbatim on a laptop** [click [HERE](#) for more info].

Therefore, to enhance learning for all students in this class, electronic devices should be left at home. Students who use a phone or laptop during class will be asked to put it away; if this happens repeatedly, they will be asked to leave. *If you have a documented disability that requires use of a laptop, please let me know, and I will be happy to make accommodations.*

Show academic integrity in your work

All tests and written assignments in this class are pledged work under the Academic Integrity Code (click [HERE](#) for AIC description). I encourage you to study with other students in class and to discuss class materials with other students. However, your tests and written assignments should be your work alone.

Students found to be breaking the AIC will receive a zero on the assignment or exam, and depending on the circumstances, will receive a failing grade for the class. If you have any questions or concerns about how the AIC applies to work in this class, I will be happy to discuss this with you.

Schedule

Please be prepared to be flexible this semester – this is an approximate guide. Material may be added or deleted throughout the semester, as time permits. If changes are made, they will be announced in class and/or via email as soon as possible.

DATE	DAY	TOPICS	ASSIGNMENTS TO COMPLETE
Jan 16	Tues	Course Overview	
Jan 18	Thurs	The Science of Psychology	Textbook: CH 1
Jan 23	Tues	Research Methodology	Textbook: CH 2
Jan 25	Thurs	Research Methodology	
Jan 30	Tues	Biology and Behavior	Textbook: CH 3 [Omit Sections 3.3, 3.5]
Feb 1	Thurs	Biology and Behavior	
Feb 6	Tues	Biology and Behavior	
Feb 8	Thurs	Consciousness	Textbook: CH 4
Feb 13	Tues	Consciousness	
Feb 15	Thurs		Exam 1: CH 1, 2, 3, 4
Feb 20	Tues	Sensation and Perception	Textbook: CH 5 [Omit Sections 5.4, 5.5, 5.6]
Feb 22	Thurs	Sensation and Perception	
Feb 27	Tues	Learning	Textbook: CH 6
Mar 1	Thurs	Learning	Article Discussion: Siegel, S., Hinson, R.E., Krank, M.D., and McCully, J. (1982). Heroin “overdose” death: Contribution of drug-associated environmental cues. <i>Science</i> , 216, 436-437.

Mar 6	Tues	Spring Break: No Class	
Mar 8	Thurs	Spring Break: No Class	
Mar 13	Tues	Memory	CH 7
Mar 15	Thurs	Memory	
Mar 20	Tues	Memory	Article Discussion: Loftus, E.F. (1975). Leading questions and the eyewitness report. <i>Cognitive Psychology</i> , 7, 560-572.
Mar 22	Thurs		EXAM 2: CH 5, 6, 7
Mar 27	Tues	Emotions and Motivation	Textbook: CH 10 [Omit Sections 10.4, 10.5]
Mar 29	Thurs	Easter Break: No Class	
Apr 3	Tues	Emotions and Motivation	
Apr 5	Thurs	Health and Well-Being	Textbook: CH 11
Apr 10	Tues	Health and Well-Being	
Apr 12	Thurs	Social Psychology	Textbook: CH 12 Article Discussion: Milgram, S. (1963). Behavioral study of obedience. <i>Journal of Abnormal and Social Psychology</i> , 67, 371-378.
Apr 17	Tues	Social Psychology VIDEO: Zimbardo Prison Experiment	
Apr 19	Thurs	Social Psychology	
Apr 24	Tues		Exam 3: CH 10, 11, 12
Apr 26	Thurs	Psychological Disorders and Treatment	Textbook: CH 14 and CH 15 Article Discussion: Rosenhan, D.L. (1973). On being sane in insane places. <i>Science</i> , 179, 250-258.

May 1	Tues	Psychological Disorders and Treatment	LOC-R Forms Due [by midnight]
May 3	Thurs	Psychological Disorders and Treatment	
Finals Week			LOC-P Forms Due [Monday by midnight] CUMULATIVE FINAL EXAM: CH 14, 15, and cumulative questions