

GENERAL PSYCHOLOGY

PSYC 101 – 001 (3 credits)

Fall 2016

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Office Hours: Drop-in hours: M 8:25-8:55 & 10-11:30 a.m.; T 8:25-9:25 a.m.
R 8:25-9:25 a.m.

Appointments: I am available for appointments M-F. Please see me after class, or get in touch via phone or e-mail to schedule a meeting.

Text: Cicarelli, S., & White, J. (2015). Psychology: An Exploration, 3rd Edition. Pearson, New York, NY.

Course Description & Goals

This course will provide an overview of the main concepts, theories, and empirical findings in the field of psychology. We will reflect on the relevance of psychological phenomena in our daily lives and the scientific basis of the discipline. The course meets multiple Department of Psychology goals for student learning (see <http://www2.winthrop.edu/psychology/> for additional information).

Learning Objectives

By the end of the semester, students should demonstrate:

- Knowledge of the history, theories and findings in the various domains of psychology.
- An ability to think critically about and communicate effectively about psychological concepts and research findings.
- An ability to apply psychology to real-world social, behavioral, cultural and global phenomena, issues and problems.
- A greater understanding of the behavior and mental processes of the self and others, and the connection between psychology and other disciplines and professions in explaining and addressing such processes.
- The ability to evaluate and use critical thinking, problem-solving skills and a variety of research methods.

The course objectives will be obtained through readings, written assignments, class discussions, and group, research, or service activities. The objectives will be assessed through exams, written assignments and contributions made during discussions and activities.

General Education Program Requirements

This course counts toward the social science component of the General Education program. To meet program writing requirements, students will complete written homework assignments and write a 6 page final paper.

University-Level Competencies (ULCs)

This course will contribute to the development of the following ULC's:

Competency 1:

Winthrop graduates think critically and solve problems.

- Winthrop University graduates reason logically, evaluate and use evidence and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

Competency 3:

Winthrop graduates understand the interconnected nature of the world and the time in which they live.

- Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional and cultural communities as informed and engaged citizens.

Global Learning Initiative

This course participates in the Global Learning Initiative. The global learning component(s) of this course include understanding cultural influences on perceptions of normal and abnormal behavior.

Tests & Final Exam

There will be four tests administered during the semester covering material presented in class and the text. There will be four "modules" of material and each test will cover one module. Tests will include a combination of multiple choice and short answer and will be worth 100 points each. In addition, a multiple choice cumulative final exam will be given during finals week and is worth 100 points. Final grades will incorporate each student's highest three test scores & the final exam score. Thus, students can drop their lowest test grade (test 1, 2, 3 or 4). The cumulative final is mandatory & that score cannot be dropped. The four tests and the final exam will be administered through Blackboard.

Make-up Exams

Make-up exams will be given to students only in cases of excused absence. Typically, students are excused from exams only for verifiable medical emergencies with prompt notification.

Homework

Students will be asked to complete 8 written homework assignments worth 5 points each. All homework should be submitted through Blackboard. Assignments that are completed on time and accurately will receive the full 5 points. No points will be awarded for late or incomplete homework. Homework is worth 40 points in total.

Final Paper Assignment

Students will be required to select one of the following final paper options.

Option 1: Service Learning

- This option requires students to complete an approved service learning project and write a paper linking the experience to course concepts.

Option 2: Debate Paper

- This option requires students to research a controversial issue in psychology and write a paper analyzing both sides of the issue.

*The final paper is worth 40 points. Details for both options are presented in attached handouts.

Class Attendance and Participation

An important aspect of this class will be attendance and active involvement in class discussions. On regular class days, students will earn one point toward their attendance and participation grade if they arrive on time, engage in positive participation behaviors and refrain from engaging in negative participation behaviors. Maximum points possible for the attendance and participation grade will be 20. The College of Arts and Sciences' policy for the appropriate use of hand-held and wireless technologies will be in effect for this class. Please refer to the following link for details:

<http://www2.winthrop.edu/artscience/AppropriateUseApprovedPolicyMar2010.pdf>. Students who exhibit poor participation behaviors that inhibit learning (e.g., texting during class) will not receive points that day toward their attendance and participation grade.

The University attendance policy will be in effect. Specifically, if a student's absences in a course total 25 percent or more of the class meetings for the course, the student will receive a grade of N if the student withdraws from the course before the withdrawal deadline; after that date, unless warranted by documented extenuating circumstances as described in the university catalog, a grade of F or U shall be assigned.

Extra Credit

There will be an opportunity for students to earn up to 9 points of extra credit (added to total points earned in class) in two ways:

1) Students may participate in research studies sponsored by the Psychology Department (all have been approved by the Institutional Review Board). These projects may be scheduled at the end of class, outside of class time or they may take place online.

2) Students may complete 1-page, typed reviews of research articles.

Students will receive three points for each activity (e.g., each study they participate in or article they review). **Extra credit is added to students' total points earned.

Review Sheets/Study Questions

I have developed open-ended review questions for each class topic to help students master all the material that will be covered on tests and the final exam. These questions will be posted on Blackboard well in advance of tests and students are encouraged to develop thorough answers to these questions as an effective study strategy.

Practice Tests

I have developed practice quizzes for each module to provide examples of the types of questions students can expect on tests. Each practice quiz will be posted on Blackboard at least a week prior to the exam.

EVALUATION OF STUDENT LEARNING/COURSE GRADING

Assignment	Possible Points
3 highest test scores (100 pt.s each X 3) =	300
Homework	40
Attendance & Participation	20
Final paper	40
Final Exam	100
TOTAL	500

CALCULATION OF FINAL GRADE

Grades are based on the percent of total points earned

A = 468 and above	A = 93.5 – 100%
A- = 448 – 467	A- = 89.5 - 93.4%
B+= 433 – 447	B+= 86.5 - 89.4%
B = 418 – 432	B = 83.5 - 86.4%
B- = 398 – 417	B- = 79.5 - 83.4%
C+= 383 – 397	C+= 76.5 - 79.4%
C = 368 – 382	C = 73.5 - 76.4%
C- = 348 – 367	C- = 69.5 - 73.4%
D+= 333 – 347	D+= 66.5 - 69.4%
D = 318 – 332	D = 63.5 - 66.4%
D- = 298 – 317	D- = 59.5 - 63.4%
F = 297 and below	F = 59.4% and below

Students with Disabilities

Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or at accessibility@winthrop.edu. Once you have your official notice of accommodations, please inform me as early as possible in the semester.

Academic Integrity

Winthrop University students are expected to follow standards of academic integrity. As noted in the Student Conduct Code: “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” in the online *Student Handbook* at

<http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>.

Class Listserv

The class listserv is PSYC101001@class.winthrop.edu. I will use the listserv to post review sheets and other materials. Students may also use the listserv to post public questions and answers related to course material. Private messages should be sent to my e-mail address directly.

CLASS SCHEDULE

MODULE 1
<u>Aug 23</u> Introduction to Psychology Read Chapter 1 pages 2-19; Powerpoint # 1 "Nature of Psychology"
<u>Aug 25</u> Research Methods in Psychology Read Chapter 1 pages 20-41; Powerpoint # 2 "Research Methods in Psychology"
<u>*Aug 30</u> Infancy & Childhood – Cognitive Development Read Chapter 8 pages 280-299; Powerpoint #3 "Cognitive Development"
<u>Sept 1</u> Infancy & Childhood – Social Development Read Chapter 8 pages 300-308; Powerpoint #4 "Social Development"
<u>*Sept 6</u> Adolescence Read Chapter 8 pages 309-312; Powerpoint #5 "Adolescence"
<u>Sept 8</u> Adulthood Read Chapter 8 pages 313-323; Powerpoint #5 "Adulthood"
<u>Sept 13</u> In-Class Review
*Module 1 Important Dates: Homework 1 due Aug 30 Homework 2 due Sept 6 Module 1 Test – September 15th
MODULE 2
<u>Sept 20</u> Physiology & Behavior Read Chapter 2 pages 44-68; Powerpoint #6 "Physiology & Behavior"
<u>*Sept 22</u> The Brain Read Chapter 2 pages 72-86; Powerpoint #7 "The Brain"
<u>Sept 27</u> States of Consciousness Read Chapter 4; Powerpoint #8 "States of Consciousness"
<u>*Sept 29</u> Memory – Information Processing & Forgetting Read Chapter pages 208-225; Powerpoint #9 "Memory_ Forgetting"
<u>Oct 4</u> Memory – Construction & Distortion Read Chapter 6 pages 226-241; Powerpoint #9 "Memory_Construction"
<u>Oct 6</u> In-class Review
*Module 2 Important Dates: Homework 3 due Sept 22 Homework 4 due Sept 29 Module 2 Test – October 11

MODULE 3
<u>Oct 13</u> Learning theories – classical conditioning Read Chapter 5 pages 166-172; Powerpoint #10 “Classical Conditioning”
<u>Oct 18</u> Learning theories – operant conditioning Read Chapter 5 pages 176-205; Powerpoint #11 “Operant Conditioning”
<u>*Oct 20</u> Motivation Read Chapter 9 pages 324-343; Powerpoint #12 “Motivation”
<u>Oct 25</u> Emotion, Stress & Health Read Chapter 9 pages 346-363; Powerpoint #13 “Emotion, Stress&Health”
<u>*Oct 27</u> In-class Review
*Module 3 Important Dates: Homework 5 due Oct 20 Homework 6 due Oct 27 Module 3 Test – Nov 1
MODULE 4
<u>Nov 3</u> Cultural Perspectives on Abnormality Read Chapter 12 pages 450-463; Powerpoint #14 “Psychological Disorders_Part 1”
<u>*Nov 10</u> Psychological Disorders Read Chapter 12 pages 465-484; Powerpoint #15 “Psychological Disorders_Part 2”
<u>Nov 15 & Nov 17</u> Theories of Personality Read Chapter 11; Powerpoint #16 “Personality”
<u>*Nov 22</u> Therapy Read Chapter 13; Powerpoint #17 “Therapy”
*Module 4 Important Dates: Homework 7 due Nov 10 Homework 8 due Nov 22 Module 4 Test - Dec 1 Final paper due – Dec 1 at 9:30 am
MODULES 1-4 REVIEW & Final Exam
In-class cumulative review – Nov 29
Final Exam - Dec 9th at 11:30 am

Syllabus change policy The syllabus describes the course as I expect it to be. Changes or adjustments may be made if needed with timely notification.

INFORMATION FOR SERVICE LEARNING ASSIGNMENT

INSTRUCTIONS

Students choosing this option will be required to complete at least 3 hours of volunteer service working with members of our community. A list of appropriate sites will be distributed in class. For additional help, you may contact Ms. Laura Foster at the Center for Career & Civic Engagement (fosterl@winthrop.edu) or you may visit 129 Crawford Bldg. After identifying possible service assignments, students should contact the site and make arrangements to complete the service.

After completion of the service, students should write a 6 page (typed and double-spaced) paper reflecting on the experience.

Paper Requirements

Each paper must include the following:

- A brief description of the service you provided explaining what needs you addressed.
- A description of how your experience affected you and what knowledge you gained.
- An explanation of how at least three concepts from course material relate to your experience.
- A reference page with at least two scholarly sources.

Please note: you should incorporate at least two scholarly sources into your paper. You can find relevant material by accessing the Dacus library site and clicking on databases. Look under the letter P to access the PSYCARTICLES or PSYCINFO databases to conduct a search.

Students should be sure to attach a signed service log or note from the supervisor to the last page of the paper, to provide documentation of the service.

**Students are encouraged to consult with the instructor to discuss any questions about this assignment.

INFORMATION FOR DEBATE ASSIGNMENT

INSTRUCTIONS

Students will be asked to complete a 6 page (typed and double-spaced) paper that critically analyzes a selected controversial psychological issue. Students may select one topic from the list of options presented below. Alternatively, students may propose a different controversial psychological issue to the instructor for approval.

To prepare, students should consult several information sources.

1. *Online readings.*

Articles addressing selected controversial psychological issues listed below will be posted on Blackboard and may be useful for student reference (recommended but not required).

2. *Other sources.*

Students should locate at least three scholarly sources relevant to their topic. One of these sources may be the readings referenced above. Additional research articles may be found by accessing the Dacus library site and clicking on databases. Look under the letter P to access the PSYCARTICLES or PSYCINFO databases to search for relevant articles.

Paper requirements.

Each paper must include the following:

- An overview of the controversial issue and its importance.
- A summary of statements or arguments for each side of the debated issue.
- Brief descriptions of research that support each side.
- Your own analysis of the strengths and weaknesses of each position.
- A conclusion.
- A reference page with at least three scholarly sources.

**Students are encouraged to meet with the instructor for help in preparing their paper.

PSYC 101 SUGGESTED CONTROVERSIAL PSYCHOLOGICAL ISSUES –Fall 2016*

Issue 1: *Does the Divorce of Parents Harm the Children?*

Issue 2: *Do Video Games Lead to Violence?*

Issue 3: *Is Treating Homosexuality Ethical?*

Issue 4: *Is Pornography Harmful?*

Issue 5: *Is Drug Addiction a Choice?*

* Issues taken from: Slife (2010). Taking Sides: Clashing Views on Controversial Psychological Issues (16th Edition). McGraw Hill, New York, NY.