

## General Psychology

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### Required Textbook:

Krause, M., & Corts, D. (2016). *Psychological science: Modeling scientific literacy 2<sup>nd</sup> edition*. Upper Saddle River, New Jersey: Pearson. There are several options available (loose leaf, hard cover, soft cover, etc.), just make sure you get the 2<sup>nd</sup> edition.

## Course Description and Goals

This 3 credit course takes a slightly unconventional approach to teaching General Psychology. There are two overarching goals in this course. The first of these is to help you develop skills and techniques to thrive as a life-long learner. The second overarching goal is to introduce you to the wide variety of topics in psychology and will provide you with a basic understanding of many of the areas, problems, issues, research methodologies, and theories in psychology.

### General Education Requirements

This course counts toward the social science component of the General Education program. To meet program writing requirements, students will complete a 4-6-page paper and complete in-class writing activities.

### Tutoring

Winthrop's Academic Success Center is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), and group/individual study spaces. The ASC is located on the first floor of Dinkins, Suite 106. Tutoring for this specific course is offered through the office. If you wish to request a tutor, you must attend ONE Tuttee Seminar, offered every Friday until October 21st. Please contact the ASC at 803-323-3929 or [success@winthrop.edu](mailto:success@winthrop.edu) if you have any questions. For more information on ASC services, please visit [www.winthrop.edu/success](http://www.winthrop.edu/success).

### 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 is included in Winthrop's Global Learning Initiative. The global learning component of this course includes understanding cultural influences on perceptions of normal and abnormal behavior.

PSYC 101 will also address the following Department of Psychology Student Learning Goals:

#### **Goal 1. Knowledge Base in Psychology.**

- Learning Outcomes:
  - Students will demonstrate familiarity with the major concepts, principles, and overarching themes in psychology (APA Goal 1.1) and develop a working knowledge of psychology's content domains (e.g., clinical, counseling, experimental, biological, cognitive, developmental, social, and applied psychology ; APA Goal 1.2).
    - This outcome will be assessed through the Class Activities, Quizzes and Exam.

#### **Goal 3. Scientific Inquiry and Critical Thinking.**

- Learning Outcomes:
  - Students will use scientific reasoning to interpret psychological phenomena (APA Goal 2.1) and engage in innovative and integrative thinking and problem solving (APA Goal 2.2). For example: What is the difference between anecdotal and experimental evidence? How do psychologists investigate "learning" and quantify "social influence"?
    - This outcome will be assessed through the Researching Psychology Paper, Class Activities, Quizzes, and Exam.

#### **Goal 4. Communication Skills.**

- Learning Outcomes:
  - Students will demonstrate effective writing for different purposes (APA Goal 4.1).
    - This outcome will be assessed through the Class Activities, Practicing Psychology assignments, and Researching Psychology Paper.

#### **Goal 5: Professional Development**

- Learning Outcomes:
  - Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-efficacy and self-regulation (e.g., How can I study less and remember more? How does cognitive dissonance help explain why people remain committed to a position that seems to be failing?; APA Goal 5.2).
    - This outcome will be assessed through the Class Activities and Practicing Psychology assignments.

## Course Format

This course will be based on student involvement. Class sessions will include lecture on material also presented in the text, but will focus on student questions, activities, demonstrations, and more in-depth discussion of select topics. I expect you to have read the material in assigned readings before coming to class. You are not expected to completely understand all of the material before coming to class, but you need to be familiar with it in order to ask informed questions and participate in class activities. You will need to complete some activities prior to class in order to participate fully in class activities.

I am interested in your feedback. I have taught this course many times. Each time I have asked students how I can make the course more informative, relevant, and topical; in short, how can I make the course better. I encourage you to let me know what seems to work (or not work) most in the class and please feel free to ask questions during class if you would like to know more about the topic or have a question related to what we are covering in class. I will do my best to accommodate your interests.

## Course Requirements

- 1. Quizzes.** There will be 12 online quizzes this term as listed on the Course Calendar. Quizzes will be primarily multiple-choice but may also include fill in the blank and/or short answer questions. All quizzes will be open-book, open-note, closed-friend, independent effort quizzes and will be administered online on Blackboard. Quizzes will be available for 48 hours and must be completed by 12 pm on the day listed on the syllabus. Each quiz will present 15 questions drawn from a large pool of questions. You may take each quiz as many times as you like with your highest score recorded for your course grade. Keep in mind that every time you take the quiz you will get a different set of questions and you only have 15 minutes to take each quiz. To perform well on the quizzes you must have a deep understanding of the material because they will include conceptual and application questions. Make-up quizzes may be essay format over the same material as the in-class quiz subject to the Make-Up Policy. Your lowest quiz grade will be dropped.
- 2. Final Exam.** There will be a cumulative final exam covering topics from the entire course. Any student arriving after the first student has left the exam will not be permitted to take the final exam and will receive a grade of 0 except as defined in the Make-Up Policy. The make-up exam may be essay format.
- 3. Class Activities/ Discussions.** There will be 14 graded class activities throughout the semester. These can take the form of brief take-home assignments, participation in discussions, and/or activities. You will have to complete several Class Activities prior to coming to class. You may earn credit from 12 activities, which means that you may miss two activities for any reason without penalty. Make-ups for missed activities will not be allowed except as noted in the Make-Up Policy.
- 4. Practicing Psychology.** One of the goals of this course is to give you extended practice with some of the concepts and skills that psychological science has discovered. This portion of your grade will include several assignments listed below. Complete instructions for all assignments will be posted on Blackboard and are due by 12 pm on the day listed on the Course Calendar.
  - **Learning Characteristics (LC; 30 pts.).** You will explore how long it takes you to perform several different academic activities in order to plan more effectively.
  - **Study Plan (SP; 30 pts.).** You will apply the principles of effective goal-setting and problem solving discussed in class using the information from the Learning Characteristics assignment and material presented in class to make a study plan for the end of the semester.
  - **Final Reflection (FR; 15 pts.).** This assignment will be a final reflection for the course.
- 5. Researching Psychology Paper.** Psychology is a science. The textbook and class lecture mainly present

summaries and interpretations (the outcomes) of research. The purpose of this assignment is to make you more familiar with the research process that is critical for understanding the study of psychology. More information on this topic appears at the end of the syllabus and will be discussed in class.

- 6. Science in Psychology.** This assignment will introduce you to some of the methods and topics studied by psychologists by participating in research studies. Visit the research participant pool webpage: [https://winthrop.qualtrics.com/SE/?SID=SV\\_bDjF5iQSob6ZZul](https://winthrop.qualtrics.com/SE/?SID=SV_bDjF5iQSob6ZZul) (or <http://tinyurl.com/WUPsycResearch>) to learn about research opportunities. **You will need to participate in 2 different studies no later than October 25.** Please make sure that you do not complete the same study more than once. Note that the order in which the studies are presented changes on the Participant Pool website, so you will need to look at the IRB number to ensure that it is not a study that you have already done (the IRB # should also be listed on the confirmation page after you participate). Please note that time estimates are determined by the researchers and are mentioned on the Participant Pool website's participation opportunity links. Studies typically take about 15-30 minutes or less.

Participation in research is always voluntary and you may complete an alternate assignment instead (articles and questions to answer; these are posted on the participant pool webpage as well).

I include this experience because participating in research offers a valuable learning opportunity that is relevant to PSYC 101 course material. Psychology is a science and our understanding of human behavior is based on empirical evidence, often collected from students like you.

**To earn credit:** One of our PSYC department graduate students is in charge of keeping track of student participation. Please bring the confirmation pages from your participation to the PSYC Department office (Kinard 135) or email a screen shot of each confirmation page (or completed alternate assignment) to [PsycResearch@winthrop.edu](mailto:PsycResearch@winthrop.edu). Be sure to give the grad student your first and last name, indicate the course for which you want to receive credit (i.e., PSYC 101), and the professor (i.e., Hayes). The course and the professor's name should also appear on the confirmation page that you receive after completing the study.

A few things to consider.

- You will only be able to apply credit for participation in each study to one class (either another PSYC course or PSYC 101).
- The launch of a new endeavor such as a participant pool is guaranteed to have glitches. Please be patient with the process and be considerate toward all of the people who are working to offer you this opportunity. You can help the process by keeping a record of what you did and any errors or glitches you experience. Follow up with me and I'll do the best I can to help you resolve it.
- If you need assistance with the participant pool website please contact [PsycResearch@winthrop.edu](mailto:PsycResearch@winthrop.edu)

**Extra Credit.** You may complete 1 additional research study (or alternative assignment) on the participant pool website for 15 points of extra credit. You will have until the last day of class (**December 5**) to earn this extra credit. Any other extra credit opportunities will be announced in class. You must be present to earn any extra credit points.

### Grading

Assignment	Points
Quizzes 12 @ 15 pts. ea.*	165
Final Exam	150
Class Activities/ Discussions: 14 @ 5 pts. ea.*	60
Practicing Psychology	75
Researching Psychology Paper	100
Science in Psychology	30
<b>TOTAL:</b>	<b>580</b>

### Course Grades

**A** ≥ 92%; **A-** 91.99%-90%;  
**B+** 89.99%-88%; **B** 87.99%-82%; **B-** 81.99%-80%;  
**C+** 79.99%-78%; **C** 77.99%-72%; **C-** 71.99%-70%;  
**D+** 69.99%-68%; **D** 67.99%-62%; **D-** 61.99-60%;  
**F** < 60%

\* The lowest quiz grade and the 2 lowest class activity grades will be dropped.

### Course Policies

**1. Blackboard.** You must access Blackboard for this course. Any announcements posted on Blackboard are official amendments to the syllabus. I will post instructions for the Practicing Psychology assignments, instructions for class activities, grades, and other goodies. It is your responsibility to check Blackboard regularly. You can configure Blackboard to forward announcements posted there to your email address. See me if you have questions about this. If you registered late, you will need to contact me ASAP to ensure that you are able to access Blackboard.

**To access Blackboard:** You can access Blackboard through Wingspan or by going to <http://online.winthrop.edu>. Use your Winthrop ID and password to log on.

**Internet access.** Internet access is available free to students in most dorms, in the library, and select other locations on the Winthrop campus. Info about Blackboard and internet access on campus is available from Information Technology (323-2400; [helpdesk@winthrop.edu](mailto:helpdesk@winthrop.edu)).

**2. Turnitin.** You will submit your Practicing Psychology and Researching Psychology papers as well as some class activities to Turnitin using the submission portal on Blackboard. Unless otherwise noted in the assignment instructions, you will not need to turn in a printed copy. Turnitin is integrated into Blackboard so you don't need to sign up separately for this course on Turnitin.

**3. Attendance.** Attendance is expected but not required. However, Class Activity points can only be earned in class and I will present material in class that is not covered in the textbook that will appear on the quizzes and final exam. In short, it will be extremely difficult, if not impossible, to do well in this class without regular attendance.

**4. Make-Up Policy.** Your lowest quiz and 2 class activities will be dropped this semester, giving you the equivalent of two personal days that you may use for any reason without question. Additional accommodations and make-ups will only be allowed because you are observing a religious holy day, representing Winthrop University, or under extreme circumstances documented with the Dean of Students Office. You will need to provide appropriate documentation in any case. Please note that technical difficulties related to personal computers and/or connection to the Winthrop system do not constitute a valid excuse unless they affect the entire Winthrop University system. You must contact me within **three calendar days** (if at all possible) of the missed assignment to make arrangements for the make-up. All make-up assignments are due no later than the beginning of the final exam. Make-up quizzes will be

administered on study day. You must talk with me no later than **December 2** and receive approval to take any make-up quizzes and to schedule a time to take them on study day. If you know in advance that you will be absent (e.g., as a student-athlete or for a religious holy day) please contact me as soon as possible to schedule a make-up or alternative assignment.

5. **Students with Disabilities/Need of Accommodations for Access.** Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, [accessibility@winthrop.edu](mailto:accessibility@winthrop.edu). Please inform me as early as possible, once you have your official notice of accommodations from the Office of Accessibility.
6. **Statement about academic misconduct and consequences.** As noted in the Student Conduct Code, “Responsibility for good conduct rests with students as adult individuals.” Any form of academic misconduct, including cheating and plagiarism, will not be tolerated and will result in a failing grade for the assignment and/ or the entire course as appropriate. You are expected to do your own work and give credit to others as appropriate when you include it in your own work. The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” online <http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf> and advice for avoiding plagiarism may be found at <http://www2.winthrop.edu/wcenter/handoutsandlinks/dontplag.htm> . All students are bound by the Student Conduct Code at Winthrop, which contains information about academic misconduct and may be found at [www.winthrop.edu/studentaffairs/Judicial/judcode.htm](http://www.winthrop.edu/studentaffairs/Judicial/judcode.htm) .
7. **Syllabus change policy.** If we need to make any modifications to the syllabus, I will post them on Blackboard and/or announce them in class.
8. **Technology use and classroom behavior policies.** I expect everyone to behave appropriately in class and show respect for one another. Please come to class on time and retain private conversations for outside of class. The policy regarding the appropriate use of wireless technology adopted by the College of Arts and Sciences applies to this course. In short, this policy states that electronic devices (e.g., cell phones, etc.) are set to their non-disruptive setting (silent or, preferably, off). Laptops, tablets, and similar devices may be used for note-taking and approved class-related activities only. Other uses – including web surfing, game playing, social networking, and checking email – reduce engagement and disrupt the class. **Disruptive and/or disrespectful behavior (such as texting) will be met, minimally, with a request to leave the class and being counted as absent for that day.**

## Course Calendar

(a.k.a., a tentative list of what we will be doing this term)

Day	Date	Topic (Modules in Krause & Corts, 2 <sup>nd</sup> ed.)	Practicing Psychology & Other Assignments
Wed	24-Aug	Introducing Psychological Science (1.1 - 1.4, 2.1, 2.4)	
Mon	29-Aug	<b>Quiz 1;</b> Memory (7.1 - 7.4)	
Wed	31-Aug	Memory (7.1 - 7.4)	<i>ASSIGN: Researching Psychology (RP)</i>
Mon	5-Sep	<b>Labor Day – No class</b>	
Wed	7-Sep	<b>Quiz 2;</b> Working memory & Attention (7.1)	
Mon	12-Sep	WM, Attention, & ADHD (7.1, supplemental)	
Wed	14-Sep	<b>Quiz 3;</b> Learning (6.1 - 6.4)	
Mon	19-Sep	Learning (6.1 - 6.4)	<i>ASSIGN: Learning Characteristics</i>
Wed	21-Sep	Learning (6.1 - 6.4)	
Mon	26-Sep	<b>Quiz 4;</b> Motivation (11.3)	
Wed	28-Sep	Emotion (11.4)	
Mon	3-Oct	<b>Quiz 5;</b> Reading; Metacomprehension (supplemental)	<b>DUE: Learning Characteristics</b>
Wed	5-Oct	Intelligence & Aptitude (9.2, 9.3)	
Mon	10-Oct	<b>Quiz 6;</b> Personality (12.1 - 12.3)	
Wed	12-Oct	Personality (12.1 - 12.3)	
<b>Mon</b>	<b>17-Oct</b>	<b>Fall Break – NO CLASS</b>	
Wed	19-Oct	<b>Quiz 7;</b> Social Psychology (15.1 - 15.4)	
<b>Fri</b>	<b>21-Oct</b>	<b>Last day to withdraw or change S/U decision</b>	
Mon	24-Oct	Social Psychology (15.1 - 15.4)	
Wed	26-Oct	Social Psychology (15.1 - 15.4)	
Mon	31-Oct	<b>Quiz 8;</b> Developmental Psychology (10.2 - 10.4)	
Wed	2-Nov	Developmental Psychology (10.2 - 10.4)	
Mon	7-Nov	<b>Quiz 9;</b> Disorders (13.1-13.5)	
Wed	9-Nov	Disorders (13.1-13.5)	<b>DUE: Select articles for RP paper</b>
Mon	14-Nov	<b>Quiz 10;</b> Treatment (14.1-14.4)	
Wed	16-Nov	Treatment (14.1-14.4)	<b>DUE: Researching Psychology Paper</b>
Mon	21-Nov	<b>Quiz 11;</b> Problem Solving & Decision-Making (8.2)	<i>ASSIGN: Study Plan</i>
<b>Wed</b>	<b>23-Nov</b>	<b>Thanksgiving – NO CLASS</b>	
Mon	28-Nov	Problem Solving & Decision-Making (8.2)	<b>DUE: Study Plan</b> <i>ASSIGN: Final Reflection</i>
Wed	30-Nov	<b>Quiz 12;</b> Stress & Coping (16.2, 16.3)	
<b>Fri</b>	<b>2-Dec</b>	<b>Last day to schedule make-ups</b>	
Mon	5-Dec	Reflection; Wrap Up & Review	<b>DUE: Final Reflection</b>
<b>Tues</b>	<b>13-Dec</b>	<b>11:30 am - Final Exam</b>	

\* This Course Calendar is my plan for the term and is not set in stone. If we need to spend more time on a topic, or if there is a topic of particular interest relevant to this course, we will make changes to the schedule as necessary. Changes to the Course Calendar will be posted on Blackboard. Your input is always appreciated.

## Instructions for the Researching Psychology Assignment

The purpose of this assignment is to introduce you to the science that drives psychology by reviewing research articles and relating that information to the class discussion and material presented in the textbook.

**Step 1: Survey Recent Research Articles.** Read 2 recent (2006 or later) research articles on the same topic. Start by using the PsychInfo database to find interesting articles. This database is available through the Dacus Library website and allows you to search the research literature for any psychology-related topic that interests you (if you are not sure how to use PsychInfo, let me know). Both articles must be **empirical articles**, meaning they report the outcome of one or more research studies. These articles will contain a “methods” section wherein the experimenters describe the research participants, materials, and procedures used in the study. Let me know if you have questions about whether an article is empirical or not. **I need to approve your articles no later than Wednesday, November 9.**

**Step 2: Write a Reflection Paper.** Your paper should be divided into two parts. In the first part you should *very briefly* summarize the studies – what the experimenters did, what the results were, and what they concluded. This should take about 1-2 pages to summarize both studies. The second part of your paper must be longer (3-4 pages) and should connect the studies to one or more topics presented in class and/or the textbook. Connections might include some or all of the following: the theories tested (and how they were tested); whether the experiment supported or refuted positions similar to those we discussed or examined new positions; possible interpretations of the findings from positions and/or theories presented in class (e.g., if the study was on emotion, how might someone from the James-Lange school of thought interpret the study?); possible implications; or other connections.

**Specifications.** All papers must be at least 4 full pages (not including cover page), double-spaced, in 12 point Times New Roman font with 1 inch margins. Include a cover page with the paper title, the course and section number, the date, and your name. **Submit an electronic copy of your paper no later than 12 pm on Wednesday, November 16.** Make sure your paper is in Word [.doc or .docx] or Rich Text Format [.rtf] and submit it to Turnitin using the portal on Blackboard. You do not need to submit a paper copy.

**Grading.** Papers will be graded primarily on the thoughtfulness and quality of explanation as follows:

- Summary of Research Articles: 25 points
- Connecting articles to material in class/textbook: 50 points
- Technical merit (spelling, grammar, etc.): 15 points
- Proof of taking your paper to the writing center: 10 points
- **TOTAL:** 100 points

**The Winthrop Writing Center.** Writing is a skill that benefits from extensive practice and feedback. I have yet to meet someone who could not benefit from additional writing practice and help. The Winthrop University Writing Center is an excellent resource that can help you improve the clarity and power of your writing. The Writing Center is located in 242 Bancroft and offers 30 and 60 minute sessions (they accept walk-ins, but call 323-2138 or visit <https://www.winthrop.edu/wcenter/> to make an appointment). To get the most out of your session at the Writing Center, have a draft of your paper ready (even if it is a very rough draft) along with specific questions or issues you want to address. They are especially helpful for issues related to developing a thesis, improving flow, increasing clarity, and using references to support your assertions.