



# Psychology 1100—Introduction to Psychology

SPRING 2014: THE OHIO STATE UNIVERSITY

## GENERAL SYLLABUS (MWF)



### Welcome students!

**INTRODUCTION TO PSYCHOLOGY (PSY 1100)** is an introductory-level course surveying basic content in several main sub-fields of the discipline. This course fulfills, in part, the General Education (GE) requirements for Social Diversity and Social Science, and is a prerequisite for more advanced coursework and study.

#### REQUIRED CUSTOM TEXTBOOK ::

Schacter, D., Gilbert, D., & Wegner, D., *Psychology*, Custom Edition, (2013). Publisher: Worth, ISBN #: 1-4641-6522-X. **Alternative formats, including an e-book, are available; see the course website for more information.**

#### COURSE WEBSITE :

<https://carmen.osu.edu/>

#### COURSEWORK ::

<b>A</b>	<b>260 to 280</b>	Exam I	60 points
<b>A-</b>	<b>252 to 259.9</b>	Exam II	60 points
<b>B+</b>	<b>244 to 251.9</b>	Final Exam	80 points
<b>B</b>	<b>232 to 243.9</b>	PsychPortal Quizzes	28 points
<b>B-</b>	<b>224 to 231.9</b>	Section Points (see section syllabus)	24 points
<b>C+</b>	<b>216 to 223.9</b>	Research Experience Program (REP)	28 points
<b>C</b>	<b>204 to 215.9</b>		
<b>C-</b>	<b>196 to 203.9</b>		
<b>D+</b>	<b>188 to 195.9</b>		
<b>D</b>	<b>168 to 187.9</b>		
<b>E</b>	<b>0 to 167.9</b>		
<b>Total for course</b>		<b>280 points</b>	

**GRADING:** Students are graded based on the number of points earned. The basis for earning points and the criteria required for achieving a particular letter grade are to the left. Please ask your instructor if you have any questions about grading. Final grades will not be rounded or curved under any circumstances.

**EXTRA CREDIT:** A maximum of 12 points of extra credit may be earned: 4 points for responses to an end-of-term Reflection Paper and 8 additional points through the Research Experience Program. There are no make-ups or deadline extensions for extra credit opportunities. Your instructor will provide details about these options.

**EACH STUDENT MUST BRING A PICTURE I.D. TO ALL EXAMS. STUDENTS WILL NOT BE PERMITTED TO TAKE THE EXAM WITHOUT A PROPER I.D.**

PsychPortal Quizzes will be available on the PsychPortal Website associated with the textbook. See page 6 for more information.

**RESEARCH EXPERIENCE PROGRAM (REP):** REP is a way for students to learn about psychological research through direct participation. See the REP Instructions for information about options, requirements, and grading policies.

**EXAMINATION PROCEDURES:** Exams I and II will be given during your normal class time in your normal classroom. The final exam will be given in a different location. **The final exam will be held on Wednesday, 4/23 from 6:00 – 7:45 PM in a location to be announced in class.** All exams are closed-book; no outside resources may be used during exams.

**Exam I** covers all of the required readings from the text through Feb. 5. **Exam II** covers required readings from Feb. 10 through March 19. The **Final Exam** covers required readings from March 24 through April 21 as well as the **topics covered in the top 10 most missed questions** from Exams I and II.

**MAKE-UP POLICIES:** Students are expected to take exams at the times and dates specified on this syllabus. On those rare occasions when students cannot take the exam at the scheduled time, they must notify their instructor before the exam, whenever possible.

Make-up midterms follow a different format than regular exams and include short essay questions. **Students must register online at <http://go.osu.edu/Psych1100Makeup> for the make-up midterms by noon on the Tuesday following each regularly-scheduled exam.** Any student may take the make-up exam for any reason as long as the student has registered online by the above deadline. Without approved documentation students will receive a grade penalty. Students will not be allowed to register for a make-up after the deadline or reschedule a missed make-up exam without a valid excuse and approved documentation. Make-up midterms must be completed within two weeks of the regularly-scheduled exams. Psychology 1100 administers a common final exam outside the regular final exam schedule (see course calendar). Students may take a make-up final without penalty if another exam conflicts with the scheduled time. The make-up final is held the morning after the common final exam. **Verifiable documentation of all conflicts must be uploaded to <http://go.osu.edu/Psych1100Makeup>.** Under no circumstances will a student be allowed to take an exam early.

**Student walk-in hours are listed on the last page of the syllabus. The last day to drop a course without petitioning is Friday, March 21.**

# Spring 2014 Course Calendar

Week	Dates	Topic	Chapter	Pages	Notes
1	M 1/6, W 1/8, F 1/10	Introduction to Course and Syllabi; Methods in Psychology	2	38-51	
2	M 1/13, W 1/15, F 1/17	Methods in Psychology (con.); Neuroscience & Behavior	2; 3	52-73; 76-104	
3	W 1/22, F 1/24	Neuroscience & Behavior (con.); Sensation & Perception	3; 4	111-120; 357-358; 124-137; 139-141	No classes on M 1/20
4	M 1/27, W 1/29, F 1/31	Sensation & Perception (con.); Consciousness	4; 5	144-156; 174-176; 179-196	
5	M 2/3, W 2/5	Consciousness (con.)	5	200-208	
	F 2/7	<b>Midterm Exam 1</b>			
6	M 2/10, W 2/12, F 2/14	Memory	6	218-230; 233-241; 243-257	
7	M 2/17, W 2/19, F 2/21	Learning	7	262-270; 277-286; 293-299	
8	M 2/24, W 2/26, F 2/28	Development	11	107-110; 422-424; 429-443, 448-463	
9	M 3/3, W 3/5, F 3/7	Emotion and Motivation	8	306-443	
10	M 3/10 – F 3/14	Spring Break – No Classes			
11	M 3/17, W 3/19	Stress and Health	16	624-634; 637-643; 649-653	
	F 3/21	<b>Midterm Exam 2</b>			
12	M 3/24, W 3/26, F 3/28	Social Psychology	13	504-515; 524-545; 368-375	
13	M 3/31, W 4/2, F 4/4	Intelligence	10	388-419	
14	M 4/7, W 4/9, F 4/11	Personality; Psychological Disorders	12; 14	466-470; 472-484; 489-492; 330-333; 548-571	Reflection Papers Due F 4/11
15	M 4/14, W 4/16; F 4/18	Psychological Disorders (con.); Treatment of Psychological Disorders	14; 15	574-580; 635-636; 588-593; 597-601	
16	M 4/21	Treatment of Psychological Disorders (con.); Course Review	15	606-621	Classes end—4/21
<b>Finals</b>	<b>W 4/23</b>	<b>Common Final Exam—6:00 – 7:45 PM (location TBD)</b>			

**Note: A common final examination for all sections of Psychology 1100 will be held during finals week; the regular finals schedule published by the registrar does not apply to Psychology 1100. The location of the final exam for your section will be announced in class by your instructor.**

# COURSE GOALS AND OBJECTIVES

**Goals specify what students completing Psychology 1100 should accomplish by the end of the course. Learning Objectives define how a course will assess whether students meet these goals.**

Social science courses develop students' understanding of the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

- Psychology 1100 fulfills the **GE requirements for Social Science** by providing instruction in 2-3 full lectures devoted to research methods in psychology and through the continuing discussion of research methods and their application to specific content areas. Students receive course credit for participating in psychological research or reading research articles to experience firsthand what they are learning about in the course.

Courses in social diversity will foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States.

- Psychology 1100 fulfills the **GE requirements for Social Diversity** by providing instruction and discussion in every lecture on individual differences in research findings or on the historical and current impact of diversity on psychological research. Course content emphasizes how psychological research informs us about our similarities and differences as human beings.

For more information on GE goals and learning objectives, see <http://ascas.osu.edu/curriculum/ge-goals-and-learning-outcomes>.

To promote easy and transparent course transferability between institutions in Ohio, this course is also designed to meet specific **Transfer Assurance Guide (TAG) learning objectives** (recommended by the Board of Regents after consultation with faculty); TAG learning objectives are specified within the course and GE learning objectives below.

All course, GE, and TAG student learning objectives are assessed through course examinations, participation in research (REP), and other assignments (e.g., LearningCurve quizzes and section points). At the end of the semester, an extra credit reflection question will be provided for students to reflect on specific learning objectives relevant to GE learning objectives for social science and social diversity.

## Course goals, with embedded TAG and GE goals, are below.

### To increase students' KNOWLEDGE AND UNDERSTANDING of individual behavior, affect, and cognition within social and cultural contexts

To meet the Learning Objectives for the Knowledge Goal, students are expected to:

- ❖ Demonstrate knowledge and understanding of classic and contemporary research in subfields and specific content areas, including history and methods, physiology, cognition, social/organizational, developmental, personality, and psychopathology and its treatment (**TAG Learning Objectives 1 and 2**).
- ❖ Recognize individual differences and how individual and social values play a role in social problem solving (**GE Social Science Learning Objective 3**).
- ❖ Apply basic psychological principles to human history, current events, and daily human experience. (**TAG Learning Objective 3**)

### To increase understanding about the METHODS for acquiring new knowledge in the discipline of psychology

To meet the Learning Objectives for the Methods Goal, students are expected to:

- ❖ Identify and explain the primary objectives of psychology and explain why it is a science.
- ❖ Explain and identify research methods used in the discipline of psychology. (**GE Social Science Learning Objective 1**)
- ❖ Distinguish the nature of designs that permit causal inferences from those that do not.
- ❖ Participate in studies using appropriate research methods or read research articles to understand how researchers test hypotheses and how research follows appropriate ethical guidelines.

### To facilitate STUDENT SUCCESS AND DEVELOPMENT

To meet the Learning Objective for the Development Goal, students are expected to:

- ❖ Apply psychological principles to promote personal development and development as a student.
- ❖ Utilize resources and other learning opportunities, including instructor office hours, review sessions, Psychology 1100 or instructor Carmen websites, text resources, referrals, ODS accommodations, and information from the Psychology department and 1100 office.

### To promote CRITICAL THINKING

To meet the Learning Objectives for the Critical Thinking Goal, students are expected to:

- ❖ Recognize and defend against common fallacies and biases in thinking.
- ❖ Assess and evaluate theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the Internet (**TAG Learning Objective 5**).
- ❖ Develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making (**GE Social Science Learning Objective 3**).

### To foster an awareness and appreciation of SOCIAL DIVERSITY, or the pluralistic nature of institutions, society, and culture in the United States

To meet the Learning Objectives for the Diversity Goal, students are expected to:

- ❖ Describe the relevance of such categories as race, gender, ethnicity, religion, and culture in psychology (**GE Social Diversity Learning Objective 1**).
- ❖ Recognize and respect human diversity and understand that psychological explanations may vary across populations and contexts.
- ❖ Understand the similarities and differences among individuals in social and cultural contexts, and the processes by which groups function (**GE Social Science Learning Objective 2; TAG Learning Objective 4**).
- ❖ Recognize and reflect upon the role of social diversity in shaping your own attitudes and values regarding appreciation, tolerance, and equality of others (**GE Social Diversity Learning Objective 2**).
- ❖ Recognize prejudicial attitudes and discriminatory behaviors that might exist in oneself and others.

## SOME EXAMPLES OF SOCIAL DIVERSITY ISSUES BY TOPIC AREA INCLUDE:

- :: **METHODS IN PSYCHOLOGY:** Research and social policy; historical and current role of diversity in psychological research; individual differences and research design; heuristics and biases in thinking; cultural considerations and ethical issues in research design.
- :: **NEUROSCIENCE AND BEHAVIOR:** Role of genetics and the environment on behavior; similarities and differences in physiology across gender and ethnicity; neurological basis of disabilities; behavioral effects of brain damage and neural plasticity; effects of neurotransmitter imbalances.
- :: **HUMAN DEVELOPMENT:** Environmental influences on prenatal development; individual differences in temperament; parenting styles; variability in motor development; cultural and gender differences in physical, moral and cognitive development; gender roles; socio-cultural factors in development.
- :: **MEMORY:** Changes in memory abilities with aging; similarities and differences in memory processes across diverse populations; unique nature of memory organization based on individual experience.
- :: **INTELLIGENCE:** Culture and thought; individual differences in intelligence; multiple intelligences; gender and racial differences on intelligence tests; eugenics and cultural specificity of early intelligence tests; stereotype threat and test performance.
- :: **SENSATION AND PERCEPTION:** Culture, experience, and interpretation of stimuli; individual differences in sensory capacity; universality of physiological processes in sensation; visual disorders; the role of social expectations in perception.
- :: **EMOTION AND MOTIVATION:** Cultural and gender differences in sources of motivation; cultural and gender differences and similarity in emotional expression and interpretation; gender and cultural differences in eating behavior; eating disorders and societal trends.
- :: **LEARNING:** Individual differences in the value of reinforcers; biopreparedness and taste aversion; learning cultural values through social observation; observational learning and violent behavior.
- :: **CONSCIOUSNESS:** Individual and cultural differences in sleep and wakefulness; individual and cultural differences in drug effects; cultural standards and their role in states of consciousness (e.g., differences in the meaning and value of hallucinations)
- :: **PERSONALITY:** Individual differences in personality and how personality is studied; theoretical approaches to understanding personality; cultural influences on personality; assessing personality.
- :: **SOCIAL PSYCHOLOGY:** Social identity; self-fulfilling prophecies and impression formation; culture and attribution; cultural differences in attitude-behavior consistency; in-group/out-group effects in attributions; stereotyping and prejudice, gender role stereotypes; intergroup contact and prejudice reduction; cultural and individual differences in social norms, social loafing, conformity, and aggression.
- :: **PSYCHOLOGICAL DISORDERS:** Cultural differences in defining disorders; social stigma of psychological disorders; culture-specific interpretations of clinical scales; socio-cultural differences in the incidence of psychological disorders; culture-general vs. culture-specific disorders; cultural, social, and psychological factors in disorders; interactions of biology and the environment in the development of psychological disorders.
- :: **STRESS, COPING, AND HEALTH:** Individual differences in response to stressors; cultural values and stress; individual differences in physical responses to stress and coping styles.
- :: **TREATMENT OF PSYCHOLOGICAL DISORDERS:** Individual differences in response to psychotherapy; cultural differences in treatments.

### **OTHER IMPORTANT INFORMATION**

**Academic Misconduct:** It is the responsibility of the OSU Committee on Academic Misconduct (COAM) to investigate all reported cases of student academic misconduct. "Academic misconduct" may include plagiarism, cheating on exams or quizzes, or other violations of the student code of conduct. Your TA is required to report any suspicions of academic misconduct to the Committee. You are expected to adhere to the Code of Student Conduct. For more information, see [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp). **For suggestions to help you preserve academic integrity by avoiding situations where you might be tempted to cheat or you might be perceived to be cheating, see:** <http://oaa.osu.edu/coam/ten-suggestions.html>

**Behavioral Misconduct:** Please maintain courteous and respectful behaviors towards instructors, staff members of the Psychology Department, and fellow students in your class. Inappropriate behavior may result in a referral to Student Conduct.

**Disability Services:** The materials required in this course are available in alternative formats upon request. Students with disabilities that have been certified by the Office of Disability Services (ODS) will be appropriately accommodated and are responsible for making their needs known to the instructor in a timely manner. For more information on disability services, see: <http://ods.osu.edu/>.

**ODS Proctor Sheets:** Bring your proctor sheet to the Psychology 1100 Office (Room 125 Psychology Building) and the Office Manager will assist you.

All students must be officially enrolled in the course by the end of the second full week of the semester (1/17). No requests to add the course will be approved after that time. Enrolling officially and on time is solely the responsibility of the student.

### **QUESTIONS?**

**Go to Carmen, contact your instructor (see section syllabus for contact information), or visit the Psychology 1100 Office (125 Psychology Building) during Student Walk-In Hours: 9 am to 12 pm and 1 pm to 4 pm.**

Psychology 1100 Program Director: Dr. Melissa Beers  
Office Manager: Mary Jane Strickland  
125 Psychology Building  
Tel: 614-292-6331

# PsychPortal Activities

## LearningCurve Quizzes

PsychPortal provides online resources and study tools for Psychology 1100. Access to Worth Publisher's PsychPortal comes with your custom textbook or ebook. PsychPortal combines powerful quizzing and self-testing tools including LearningCurve quizzes. LearningCurve quizzes comprise 10% of the points in Psychology 1100 (28 out of 280 points). Follow the instructions provided on Carmen to access the site specific to your section of Psychology 1100. Please be sure to use your [name.#@osu.edu](mailto:name.#@osu.edu) when you register. Also, please note that Firefox is the recommended browser to ensure you receive credit for your work.

LearningCurve exercises will be posted on the Assignments Center tab in PsychPortal. You may start and stop LearningCurve assignments at any time so you can complete them at your own pace. **LearningCurve assignments will be due at 8:00 AM on the date listed in the calendar below, so be sure to leave yourself enough time to read and complete the exercises BEFORE that time.** LearningCurve activities are formative quizzes. Formative quizzes help you form your understanding of content rather than just test your understanding after content is covered in class.

LearningCurve exercises allow you to test your knowledge and understanding for portions or "chunks" of chapter content with short answer and multiple-choice questions. During the exercise, you will receive dynamic feedback about your progress and knowledge of chapter content. You should read your textbook and complete LearningCurve exercises before attending class. **LearningCurve exercises will be worth 2 points per exercise if completed by the due date. You can do as many activities as you like, but you are only required to complete 14 LearningCurve quizzes (2 x 14 = 28 possible points) by the due date to earn full credit.** LearningCurve quizzes are based on completion—you will not be penalized for answering questions incorrectly. However, **no partial credit will be given for quizzes that are unfinished on the due date**, so make sure quizzes you attempt are completed by 8:00 AM on the due date to earn points. To progress through an exercise, you must answer a certain number of questions correctly. You will receive immediate feedback and your progress through the activity will be shown with a "progress bar" at the bottom of the page. The more you know about a particular text chapter, the faster you can get through these exercises. You can still earn full credit for the quiz even if you get a hint or refer to the book; it just may take you a little longer to complete the whole activity if you use those resources.

Each LearningCurve exercise corresponds to a section of the textbook. However, you may notice that only a portion of a section is assigned on the course calendar (see page 2). Some LearningCurve exercises may include content that is not assigned for the exam. However, only material covered in the assigned page ranges will be covered on course examinations.

**NOTE: You will only receive points for the exercise if you complete it before 8AM on the due date.** There are no exceptions and no extensions possible. However, there are 33 exercises available and you are only required to complete 14 before class on the due date for credit. Even if you miss a deadline for credit you can still complete all the LearningCurve exercises, and the LearningCurve activities will remain available to you throughout the semester to study and review the material.

### Due Dates for LearningCurve Activities in PsychPortal (Due at **8am** on the date listed)

Week	Dates	Topic	Quizzes Due
1	W 1/8	Methods in Psychology	2a. Scientific Research: Principles and Observation
	F 1/10	Methods in Psychology	2b. Discovering Why People Do What They Do
2	M 1/13	Methods in Psychology	2c. Ethics
	W 1/15	Neuroscience & Behavior	3a. Neurons: The Origin of Behavior 3b. The Electrochemical Actions of Neurons
	F 1/17	Neuroscience & Behavior	3c. Organization and Components of the Nervous System
3	W 1/22	Neuroscience & Behavior	3d. Structure of the Brain 3f. Investigating the Brain
4	M 1/27	Sensation & Perception	4a. Our Senses Encode the Information Our Brains Perceive
	F 1/31	Consciousness	5c. Drugs and Consciousness
6	M 2/10	Memory	6a. Encoding Memories
	F 2/14	Memory	6d. The Seven Sins of Memory

## Due Dates for LearningCurve Activities (cont'd.)

Week	Dates	Topic	Quizzes Due
7	M 2/17	Learning	7a. Classical Conditioning: One Thing Leads to Another
	W 2/19	Learning	7b. Operant Conditioning: Reinforcements from the Environment
	F 2/21	Learning	7c. Observational Learning and Implicit Learning
8	W 2/26	Development	11c. Adolescence 11d. Adulthood
9	M 3/3	Emotion and Motivation	8a. The Emotional Experience
	W 3/5	Emotion and Motivation	8b. Emotional Communication
	F 3/7	Emotion and Motivation	8c. Motivation
10	M 3/10 – F 3/14	Spring Break—No Classes	
11	M 3/17	Stress & Health	16b. Stress Management
	W 3/19	Stress & Health	16d. The Psychology of Health
12	M 3/24	Social Psychology	13a. Social Behavior: Survival
	W 3/26	Social Psychology	13c. Controlling People
	F 3/28	Social Psychology	13d. Understanding People
13	M 3/31	Intelligence	10a. Measuring Intelligence 10b. Intelligence Abilities
	W 4/2	Intelligence	10c. Origins of Intelligence
	F 4/4	Intelligence	10d. Group Differences in Intelligence
14	F 4/11	Psychological Disorders	14a. Identifying Psychological Disorders
15	M 4/14	Psychological Disorders	14b. Anxiety and Mood Disorders
	W 4/16	Psychological Disorders	15b. Medical and Biological Treatments
	F 4/18	Treatment of Psychological Disorders	15c. Treatment Effectiveness

## Unit Quizzes

In addition to the LearningCurve activities, 13 Unit Quizzes are available on the PsychPortal for use as practice tests. There is one unit quiz for each chapter assigned in the textbook. At the end of each chapter you can test your understanding of the material by completing the multiple-choice Unit Quizzes for practice.

**Unit Quizzes are not required and are not associated with any points in the course.** Completing these quizzes will help you prepare for the midterm and final exams, but they will not count towards your grade.