

Psychology 1100

Autumn 2012

TR 11:00-12:20 AM

Instructor: Dr. Amy Brunell

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Office hours: Tuesdays 9:30-10:30, Thursdays 3:30-4:30, and by appt.

Course Description:

A prerequisite to advanced courses; a broad survey of psychological science. Application of the scientific method to the empirical study of behavior with emphasis on individual and cultural differences. Prereq: Not open to students with credit for 100, 100H, or 100E. This course is available for EM credit. GE soc sci indivs and groups and diversity soc div in the US course.

Textbook:

We will be using *Psychology: A Framework for Everyday Thinking*. A great approach to this book is to read before you come to class. This way, you will be prepared to ask questions in class about topics that you find confusing. Quizzes and exams will cover material from both the lectures *and the textbook*, including parts of the book that we haven't discussed in class.

Grading:

Grading will be based on the following assignments. Note that there are 4 quizzes scheduled. The lowest quiz score will be dropped.

<u>Assignment</u>	<u>Number</u>	<u>Points for each</u>	<u>Total Points</u>
Quizzes	4	20	60 (one quiz dropped)
Assignments	6	15	90
Participation		25	25
Exams	2	100	200
Final Exam	1	100	100
Experiments*	8	7.5	60
Total			535

*Failure to complete the experiment requirement will result in an Incomplete in the course.

GradingScale (%)

93-100	A	77-80	C+
90-93	A-	73-77	C-
87-90	B+	70-73	C-
83-87	B	67-70	D+
80-83	B-	60-67	D
		< 60	E

Research Participation:

To provide students a complete exposure to the science of psychology, each student is required to earn **8 credits** of research experience. Credits can be earned either by participating in research experiments or writing papers about research experiments conducted by others. You will be able to sign up for experiments on-line. According to University regulations **you must be 18 years of age or older** in order to participate in research experiments. Therefore, if you are under 18 you will have to satisfy the research requirement by writing papers. A separate handout contains further details about research participation.

Exams

Exams will consist of multiple-choice, definitions, short answer, and short essay questions. Exams will not be cumulative. I do not give make-up quizzes because I drop the lowest quiz score. Missed exams can generally not be made-up. Exceptions may be granted to students who provide valid and verifiable excuses to the instructor (especially prior to the due date or exam date). If you foresee being unable to take an exam on the assigned date, contact the instructor immediately to request an extension.

Assignments

For each unit, I will assign homework to help you start reviewing course material. See schedule below. You are expected to submit your own work. Note that simply giving or receiving answers (i.e., copying someone else's answers) is a violation of the academic behavior code. **Assignments not turned in at the beginning of class on the due date will be considered late.** Late papers will be accepted with the following penalties: Loss of 10% of the grade for turning it in after the beginning of class and an additional 10% loss for every additional day until the paper is turned in. Please proofread your work before submission. All papers containing more than one page must be stapled when they are submitted. I will deduct 15% off your grade for work that is not professional. I will not accept paper assignments through e-mail unless special arrangements have been made. Special arrangements will only be made in extreme situations. Even then, the lateness rules described previously will be followed. I will not provide feedback on a paper through e-mail. **If you would like some assistance with a paper, please visit me during office hours or make an appointment to see me.**

Class Participation

Attendance will generally not be recorded. However, it is to your benefit to attend class regularly. Although this class is considered a lecture format, I encourage you to ask questions and bring up ideas that are relevant to the course material. One of the best things about studying psychology is that many of the topics we cover in class are relevant to our daily lives.

Some of your class participation points will come from doing short activities in class, while some will come from my impression of your involvement and engagement in lecture (asking questions, answering questions, contributing to discussions, etc.). Missed activities due to class absence cannot be made up. You were either there for the activity or you were not.

If you do miss a class, you are responsible for obtaining notes from another student and for asking me what important announcements or handouts you might have missed. If class attendance becomes a problem, I reserve the right to begin taking attendance at some later point in the quarter.

Course Policies

I ask you to be respectful; disruptive, distracting, and/or disrespectful behavior will not be tolerated. **Come to class on time and plan to stay the whole time.** It is unacceptable to miss class to participate in experiments. These should be completed outside of class time. Therefore, **please do not disrupt class by leaving early to participate in experiments or arriving late from an experiment.** Please do not talk while someone else is talking. **If you bring a cell phone to class, please shut the ringer off and put the cell phone away. Texting in class will not be tolerated; if I see you texting, I will confiscate your phone or ask you to leave class for the day.** If an emergency comes up, please quietly leave class and use your phone in the hall.

IMPORTANT—E-mail correspondence is a common way for students to contact instructors and vice versa. I think it is critical that you practice good writing in areas other than paper assignments. Therefore, I encourage you to write any e-mail messages directed to me using proper spelling and grammar. If you do not follow these guidelines, I will not respond to your message. (Note: I don't mean for you to agonize over these messages, but e-mails written in "text speak" will not be accepted.)

Because many of the topics that will come up throughout the course can be controversial or deeply personal (e.g., racism, sexism, romantic relationships, violence), it is essential for every person in the class to feel comfortable expressing their opinions and ideas. Even if you do not agree with a comment from another student, you should listen to their ideas and treat everyone in the class, including myself, with respect.

Disability Accommodations:

Any student who needs an accommodation based on the impact of a disability should contact Michelle McLane at the Office for Disability Services, to privately discuss his or her specific needs. Please contact Michelle by phone at (419) 755-4304, by e-mail at mclane.15@osu.edu, or stop by her office, C100G, located on the first floor of the Conard Learning Center.

Academic Misconduct Statement

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp)

Drop/Withdrawal Statement

It is the **student's responsibility** to know the deadlines for dropping a course or withdrawing from the University. **Term drop & withdrawal deadlines can be found at:** <http://registrar.osu.edu/> (click on the current term under "Important Dates" and scroll down to ADD/DROP/WITHDRAW DEADLINES). **If you receive financial aid, you should always talk with a financial aid specialist prior to adjusting your schedule.** If you stop attending a course but do not drop it, you risk receiving a failing grade which could negatively affect your GPA and your financial aid status. You can call 419-755-4317 to set up an appointment with an academic advisor or a financial aid specialist in 104 Riedl Hall.

Retention

The Ohio State University-Mansfield is committed to the success of students. If you are having academic or personal difficulties, you can contact the Student Life and Retention area for information or an appointment at 419-755-4317.

Student Conduct

The code of student conduct is established to foster and protect the core missions of the university, to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions (http://studentaffairs.osu.edu/resource_csc.asp). Students who violate faculty expectations may be subject to the code of conduct.

Discrimination and Sexual Misconduct

The Ohio State University at Mansfield is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of sexual misconduct and discrimination of any type. To file a complaint, contact Student Life at 419-755-4317 and ask for an appointment with the Chief Student Life and Retention Officer; or Human Resources at 419-755-4047 and ask for an appointment with the Chief Human Resources Officer, who serve as the campus Title IX Coordinators.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Course Schedule:

Day	Date	Topic	Assignment
Thursday	8/23	Introduction/ Psychology and Scientific Thinking	Chapter 1
Tuesday	8/28	Psychology and Scientific Thinking/ Research Methods	Chapter 2
Thursday	8/30	Research Methods	Chapter 2
Tuesday	9/4	Biological Psychology	Chapter 3
Thursday	9/6	Biological Psychology	Chapter 3 Homework 1
Tuesday	9/11	Biological Psychology	Chapter 3; Quiz 1
Thursday	9/13	Sensation & Perception	Chapter 4
Tuesday	9/18	Sensation & Perception	Chapter 4 Homework 2
Thursday	9/20	Catch Up	
Tuesday	9/25	Exam 1 Chapters 1-4	
Thursday	9/27	Learning	Chapter 5
Tuesday	10/2	Learning	Chapter 5
Thursday	10/4	Memory	Chapter 6
Tuesday	10/9	Memory	Chapter 6 Homework 3
Thursday	10/11	Language, Thinking, & Intelligence	Chapter 7; Quiz 2
Tuesday	10/16	Language, Thinking, & Intelligence	Chapter 7
Thursday	10/18	Human Development	Chapter 8
Tuesday	10/23	Human Development	Chapter 8 Homework 4
Thursday	10/25	Catch Up	
Tuesday	10/30	Exam 2 Chapters 5-8	
Thursday	11/1	Social Psychology	Chapter 11
Tuesday	11/6	Social Psychology	Chapter 11
Thursday	11/8	Social Psychology	Chapter 11
Tuesday	11/13	Motivation & Emotion	Chapter 9, pp. 303-316; 328-332 Quiz 3
Thursday	11/15	Stress	Chapter 10, pp. 341-354
Tuesday	11/20	Personality	Chapter 12; pp. 418-429; 435-439; Homework 5
Thursday	11/22	Thanksgiving, enjoy the holiday!	
Tuesday	11/27	Psychological Disorders	Chapter 13; Quiz 4
Thursday	11/29	Psychological Disorders	Chapter 13; Homework 6
Tuesday	12/4	Catch Up	
Thursday	12/6 10:30 AM	Final Exam Chapters 9-13	

How this Course Fits the GEC Goals and Objectives:

As a **Social Science GEC**, one course goal is to help students understand human behavior and cognition, and the structures of human societies, cultures, and institutions.

To meet this goal, students will demonstrate:

- an understanding of the theories & methods of scientific inquiry as applied to studies of individuals, organizations, & societies (methods & throughout course)
- comprehension of human differences and similarities (personality, emotion)
- comprehension of individual and social values, and social problem-solving (social psych, psychological disorders)

As a **Social Diversity GEC**, one course goal is to foster an understanding of the pluralistic nature of institutions, society, and culture in the United States.

To meet this goal, students will demonstrate:

- the ability to describe the roles of such categories as race, gender, class, ethnicity, and religion in the institutions and cultures of the United States (personality, social psychology, development)
- recognition of the role of social diversity in shaping their own attitudes and values (social psychology, psychological disorders)