



## Basic Principles in Psychology

PSY 111

Winter 2012

8am MTWF

147 Science Center

**Instructor:** Dr. Ellen Altermatt

**Office:** 152 Science Center

**Phone:** 812-866-7317

**Email:** [altermattel@hanover.edu](mailto:altermattel@hanover.edu)

**Webpage:** <http://vault.hanover.edu/~altermattel>

**Office Hours:** 9am – 10am MWF **and** by appointment

### Course Description

This course will provide you with a general introduction to the field of psychology. It serves as a prerequisite for other psychology courses that will explore, in greater depth, the issues introduced here. We will examine the broad range of phenomena investigated by psychologists, including, for example, consciousness, memory, learning, development, motivation, and psychological disorders. Special emphasis will be placed on applying psychological principles to everyday life.

### Course Objectives

In this course you will ...

1. Gain a basic understanding of how psychologists conduct research and evaluate their findings.
2. Become familiar with some of the most significant concepts and findings of contemporary psychological research.
3. Learn how to relate the findings of psychological research to your own life and to important social issues.
4. Make progress toward developing a clear and concise writing style.
5. Develop the skills to critically analyze and evaluate information.
6. Become an informed consumer of psychological information.

### Required Text

The primary text for this course will be *Psychology* (2009) by Schacter, Gilbert, and Wegner (ISBN 0-7167-5215-8). Supplemental reading materials will be provided.

A schedule of assigned readings is provided in the course schedule. It is important that you read all assigned readings *before* the class in which the readings are discussed. Completing the readings before class will enable you to identify areas of confusion, ask meaningful questions, and participate in class discussions and activities.

## Course Requirements

**1. Attendance and Participation (60 points; 15% of final grade).** I expect you to attend class and to participate in class discussions. The quality of your contributions will be taken into account when grading. *If you are not able to attend, please email, notifying me of the reason for your absence.*

**2. Exams (220 points; 55% of final grade).** There will be three mid-term exams and a cumulative final exam. Exams will consist of multiple choice, short answer, and/or short essay questions. Exams will cover material from the textbook, supplemental readings, and lecture. The first exam is worth 40 points. All remaining exams are worth 60 points.

**3. Quizzes (40 points; 10% of final grade).** Short, five-item quizzes will be given for the majority of the chapters assigned in your text. Quizzes are designed to encourage you to read the text on a regular basis and to come prepared to discuss the material in class. Unless there is evidence that students are not doing their reading before class, quizzes will generally be given on the day *after* we finish covering a unit in class. No makeup quizzes will be given; however, you will be permitted to drop your lowest quiz score. Quiz dates are listed on the course schedule. Each quiz will be worth 5 points.

**4. Paper Assignments (80 points; 20% of final grade).** You will be asked to write two short papers during the semester. Details about these papers will be provided in a separate handout. Papers are worth 40 points each. Paper assignment due dates can be found on the course schedule.

**5. Extra Credit.** You can earn extra credit in two ways. First, you can participate in research that is being conducted by faculty members or students. By participating in these studies, you can gain valuable, first-hand knowledge about how research is conducted. You will receive two points (the equivalent of  $\frac{1}{2}$  of a percentage point) for each one-half hour of participation. To receive credit, you MUST: a) obtain the signature of the researcher, and b) answer some basic questions about the nature and purpose of the study [see attached Research Participation Form]. Alternatively, you can obtain extra credit by writing a 2-page summary and critique of an approved psychological journal article [see attached Guidelines for Writing an Article Critique]. You will receive two points for each article critique that you write. The maximum amount of extra credit you can receive from all sources is 12 points (the equivalent of 3 percentage points). The final date to turn in Research Participation Forms and/or Article Critiques is by 5pm on the day of the final exam.

## Evaluation

Your grade will be determined by the number of points you earn on exams, quizzes, papers, and extra credit. *The total number of possible points is 400.*

Letter Grade	Points Earned	Letter Grade	Points Earned
A	370 – 400	C	290 - 305
A-	358 – 369	C-	278 - 289
B+	346 – 357	D+	266 - 277
B	330 – 345	D	250 - 265
B-	318 – 329	D-	238 - 249
C+	306 – 317	F	000 - 237

## **Academic Integrity**

Cheating and plagiarism are the most common forms of academic misconduct. Cheating involves using unauthorized aids to complete a course exam, quiz, or assignment. Cheating includes asking for or giving information to a classmate about exam or quiz items. Plagiarism involves representing the work of another as one's own. Plagiarism can be blatant, as when entire paragraphs are copied directly from another source. Plagiarism can also take more subtle forms, as when you borrow phrases or sentences without acknowledging the source. *Avoid plagiarism in your work* by a) using quotation marks to identify direct quotes and b) providing citations any time you present ideas that originate from someone else. When in doubt, always provide a citation. If you have questions about what plagiarism is or how to avoid it, please (please! please!) talk with me. Both cheating and plagiarism will be taken seriously in this course. Please read the College's policy on academic dishonesty in your academic catalog.

## **Policy on Late Assignments, Missed Exams, and Electronics**

Paper assignments are to be turned in at the beginning of class on the day on which they are due. I understand that emergencies happen. As a result, you are allowed to turn in one of these assignments *up to 24 hours* past the due date with no penalty. All other late assignments will receive a full one-letter-grade deduction (e.g., a "B" paper will receive a "C") for each day they are late.

Students are expected to take all exams on the scheduled date. Exceptions will be made only in the case of serious emergency. Please contact me before the scheduled exam if you will need to miss the exam.

The use of smart phones, notebook computers, and other similar electronic devices is disruptive, and is therefore prohibited during class. Except in cases of documented need or emergency, students using these devices will receive a one letter grade deduction in their attendance/participation grade for each infraction.

## COURSE SCHEDULE

Date	Topic	Reading Assignment	Dates to Note
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### UNIT I: INTRODUCTION AND BIOLOGICAL PSYCHOLOGY

January 9	Introduction to Course		
January 10	Psychology: The Evolution of a Science	Chapter 1 (pp. 1-25)	
January 11	Psychology: The Evolution of a Science	Chapter 1 (pp. 31-34)	
January 13	Psychology: The Evolution of a Science		
January 16	Methods of Psychology	Chapter 2 (pp. 39-52)	Quiz 1
January 17	Methods of Psychology	Chapter 2 (pp. 52-70)	
January 18	Methods of Psychology <i>Experimental Design Activity</i>		
January 20	Neuroscience of Behavior	Chapter 3 (pp. 73-91)	Quiz 2
January 23	Neuroscience of Behavior	Chapter 3 (pp. 91-101; 107-117)	
January 24	Neuroscience of Behavior		Paper 1
January 25	Review		
January 27	<i>Exam 1</i>		

### UNIT II: EXPERIMENTAL AND COGNITIVE PSYCHOLOGY

January 30	Sensation and Perception: Introduction	Chapter 4 (pp. 121-130)	
January 31	Sensation and Perception: Vision	Chapter 4 (pp. 130-140)	
February 1	Sensation and Perception: Audition	Chapter 4 (pp. 150-155)	
February 3	<i>Video: Through Deaf Eyes</i>		
February 6	Memory	Chapter 5 (pp. 167-186)	Quiz 3
February 7	Memory		
February 8	Learning	Chapter 6 (pp. 209-224)	
February 10	Learning	Chapter 6 (pp. 224-235; 242-245)	
February 13	Language and Thought	Chapter 7 (pp. 253-267)	Quiz 4
February 14	Language and Thought		
February 15	Consciousness: Sleep	Chapter 8 (pp. 309-314)	
February 17	Consciousness: Dreams	Chapter 8 (pp. 314-318)	
February 20	Intelligence	Chapter 9 (pp. 337-351)	Quiz 5
February 21	<i>Video: Friendly Genes</i>		
February 22	Review		
February 24	Exam 2		Exam 2

\* WINTER BREAK!! \*  
February 27<sup>th</sup> to March 2<sup>nd</sup>

UNIT III: DEVELOPMENTAL, PERSONALITY, AND SOCIAL PSYCHOLOGY

March 5	Emotion	Chapter 10 (pp. 367-386)	
March 6	Emotion		
March 7	Prenatal Development	Chapter 11 (pp. 405-410)	Quiz 6
March 9	Infancy and Childhood	Chapter 11 (pp. 410-430)	
March 12	Infancy and Childhood		
March 13	Adolescence	Chapter 11 (pp. 430-437)	
March 14	Adulthood	Chapter 11 (pp. 438-445)	
March 16	Personality: Trait Perspectives	Chapter 12 (pp. 449-462)	Quiz 7
March 19	Personality: Other Perspectives	Chapter 12 (pp. 462-473)	
March 20	Personality: Other Perspectives		
March 21	Social Behavior	Chapter 16 (pp. 621-640)	Quiz 8
March 23	Social Behavior		
March 26	Social Cognition	Chapter 16 (pp. 652-661)	
March 27	Social Influence	Chapter 16 (pp. 640-651)	
March 28	Review		
March 30	Exam 3		

UNIT IV: COUNSELING AND CLINICAL PSYCHOLOGY

April 2	Stress	Chapter 15 (pp. 581-595)	
April 3	Stress Management	Chapter 15 (pp. 595-604)	
April 4	Psychological Disorders	Chapter 13 (pp. 489-501)	Quiz 9
April 6	Anxiety and Mood Disorders	Chapter 13 (pp. 501-508; 511-519)	
April 9	Schizophrenia	Chapter 13 (pp. 519-526)	Paper 2
April 10	Treatment of Psychological Disorders	Chapter 14 (pp. 537-559)	
April 11	Treatment of Psychological Disorders	Chapter 14 (pp. 559-577)	
April 13	Review		
TBA	Final Exam		Final Exam

**PSY 111  
EXTRA CREDIT  
Research Participant Form**

Your Name: \_\_\_\_\_

Please have the researcher sign this form and indicate how long the research session lasted. Also, you must answer the following three questions (for each study) on a *separate* sheet:

1. What was the main research question (hypothesis) being studied?
2. What primary methodology was used (case study, observational study, survey, experiment)?
3. What area of psychology (e.g., developmental, cognitive, social) seems most relevant to this topic?

Researcher signature : \_\_\_\_\_

Length of session: ½ hour   1 hour   1.5 hours   2 hours   2.5 hours   3 hours   longer \_\_\_\_\_

Researcher signature : \_\_\_\_\_

Length of session: ½ hour   1 hour   1.5 hours   2 hours   2.5 hours   3 hours   longer \_\_\_\_\_

Researcher signature : \_\_\_\_\_

Length of session: ½ hour   1 hour   1.5 hours   2 hours   2.5 hours   3 hours   longer \_\_\_\_\_

Researcher signature : \_\_\_\_\_

Length of session: ½ hour   1 hour   1.5 hours   2 hours   2.5 hours   3 hours   longer \_\_\_\_\_

Researcher signature : \_\_\_\_\_

Length of session: ½ hour   1 hour   1.5 hours   2 hours   2.5 hours   3 hours   longer \_\_\_\_\_

Researcher signature : \_\_\_\_\_

Length of session: ½ hour   1 hour   1.5 hours   2 hours   2.5 hours   3 hours   longer \_\_\_\_\_

**NOTE. Take this form (or a copy) to every study you attend. Do not lose signed forms!!**

**PSY 111**  
**EXTRA CREDIT**  
**Guidelines for Writing an Article Critique**

You can receive extra credit in this course for writing one (or more!) *two-page, double-spaced* papers in which you summarize and provide a critical evaluation of an approved empirical journal article. All articles must come from the journal *Psychological Science*. Please allow me to approve articles you've selected before you begin to write. Guidelines for this assignment follow.

**Summary.** You should begin this section with a complete reference to the article you are critiquing. Next, you should provide a brief synopsis of the article. In your synopsis, be sure to answer the following questions: What is the central question (or questions) that the researchers are trying to address? Who are the participants? What methods were used? What were the *major* research findings?

**Critical Evaluation.** You should begin this section by discussing the limitations of the research. For example: Is the sample appropriately diverse? Were appropriate “controls” included? Are the authors' conclusions supported by the research findings? Are alternative interpretations possible? In discussing the limitations of the study, do not rely, simply, on the limitations discussed by the authors. Your grade will depend, in part, on evidence that you are thinking critically and independently. In this section, you can also talk about whether the article confirms or contradicts the findings presented in your text or in class, what the findings mean for you personally or for society, and how the study might be improved.

Along with each article critique, you must submit a photocopy of the abstract from the published article.