

Psychology 120

Introduction to Psychology Fall 2006

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Office Hours: PPHAC 202 Wednesdays and Fridays, before and after class. If these times are not convenient, please feel free to email or call me to set up an appointment.

Class Time: Wednesdays and Fridays, 7:30-8:40 AM

Class Room: PPHAC 233

Course Objective:

Psychology strives to deepen our understanding of human and animal behavior. In this course, students will develop an understanding of basic principles and theories of psychology. Students will learn both classic studies and recent developments in the field of psychology. The study of psychology involves active thinking, questioning and problem solving skills. Students will be guided in thinking critically about psychological issues. Students will demonstrate application of critical thinking skills and knowledge of psychological theories and concepts.

Examinations:

There will be three exams given during the term. All exams will be non-cumulative. The first two exams will be given during class time. The third exam will be given during final exam week. Questions will test your knowledge of both lecture and textbook material. Exams will be given only on the days scheduled. The only excuse for missing an exam is documented illness or death in the family. All makeup exams will be given at 7:30 AM on Mondays, Tuesdays or Thursdays. Any inexcusable absence from an exam will be recorded as a zero.

Critical Thinking Papers:

There are two Critical Thinking papers required for this course. By analyzing assumptions, considering alternatives and supporting or rejecting an argument, these papers provide you an opportunity to think like a

psychologist. The Critical Thinking questions are listed at the end of your syllabus. You are required to select one question from each section. Each paper should be 3-5 word-processed, double-spaced pages. The first paper is due on October 6th. The second paper is due on November 17th. Please note that late papers will be dropped ½ a letter grade for each day after paper is due. Papers will be graded for content, clarity and grammar, the Writing Center is recommended.

Learning Experience Requirements:

Learning and application of knowledge occurs both in and out of the classroom.

Library Tutorial: To foster your learning, you are required to attend a tutorial in Reeves Library on information literacy, specific to Psychology. Sign-ups for the scheduled tutorial will be circulated in class and additional details will be forthcoming.

Research Experience: You are required to participate for one hour as a subject in Psychology student research. This will allow you to experience research methods in action and learn about the type of research conducted in the field of Psychology. After you participate in an experiment, you will be expected to submit a 1-page reaction summary focusing on your experience as a subject and the methodology used in the experiment.

If you choose not to participate in Psychology student research, you will be required to submit a 1-2 page reaction paper to a psychology research article with the focus on describing specific aspects of the methodology and experience of the subjects.

Primary Source Reading: You will have an opportunity to read a designated primary source research article. This will allow you to see, understand and analyze how Psychologists present their research. You will be expected to write a 1-2 page reaction paper to the selected article. Due Dec. 1

Attendance and Class Participation:

Attendance for all classes is expected. You are responsible for the material and activities presented in class, as the lecture material is meant to supplement your readings. You are expected to read assigned texts prior to each session, as your participation in classroom discussion is encouraged. Missed classes will lower your grade in the course.

Evaluation:

Your grade for this course will be comprised of exams, Critical Thinking papers, Learning Experience Reaction Papers and your class participation. The breakdown is as follows:

Exams	60% (3 @ 20%)
Critical Thinking Papers	20% (2 @ 10%)
Learning Experience Reaction Papers	10%
Participation	10%

Extra Credit:

After completing your required one hour as a subject, you may receive up to 4 points (1 point per 30 minutes) extra credit for additional participation as a subject in Psychology student research. These points will be added to your last exam.

Policy on Plagiarism:

The Psychology Department has set policy on plagiarism. Plagiarism is the intentional misrepresentation of someone else’s work as your own. This includes various situations such as quoting directly from a published work without properly acknowledging the author, having someone write a paper for you, “borrowing” from fraternity or sorority files, buying a paper from a professional service, etc. The policy in the department is that students must keep all note cards and rough drafts on a paper until the grade is assigned. The course instructor may request these materials at any time. Evidence of plagiarism will be dealt with in accordance with the College Policy on academic honesty, copies of which are available at the departmental secretary’s desk.

Required Texts:

Morris, C.G. & Maisto, A.A. (2005). Psychology: An Introduction. (12th ed.) Englewood Cliffs, NJ: Prentice-Hall.

Any additional readings will be on reserve in the library or handed out during the class.

Class Schedule

(Please note the schedule is subject to change. Any change will be noted in an addendum to the syllabus and explained by the instructor)

August 30 Introduction to Course
 What is Psychology?

September 1	Enduring Issues in Psychology Chapter 1
September 6	History of Psychology Chapter 1
September 8	Research Methods Chapter 1
September 13	Research Methods Application (Headline Activity)
September 15	Ethical Issues
September 20	Biological Basis (Neurons) Chapter 2 (pgs. 46-78)
September 22	Biological Basis (Central Nervous System, Genetics) Chapter 2 (pgs 79-91)
September 27	States of Consciousness Chapter 4 (pgs. 144-178)
September 29	**Exam I**
October 4	States of Consciousness Chapter 4 (pgs. 144-178)
October 6	Paper Discussions ** Critical Thinking Paper #1 Due **
October 11	Learning Chapter 5
October 13	Learning Chapter 5
October 18	Memory Chapter 6

October 20	Memory Chapter 6
October 25	Memory Application (Exploring your Brain)
October 27	** Exam 2 **
November 1	Personality Chapter 11 (pgs. 416-441)
November 3	Personality Chapter 11 (pgs. 416-441)
November 8	Personality Theory Application (Typefocus)
November 10	Psychological Disorders Chapter 13 (pgs. 484-501)
November 15	Psychological Disorders Chapter 13 (pgs. 484-501)
November 17	Paper Discussions ** Critical Thinking Paper #2 Due **
November 22	Thanksgiving Break
November 24	Thanksgiving Break
November 29	Psychological Disorders and Therapy Application (Fiona Activity)
December 1	Therapies Chapter 14 **Primary Source Reaction Paper Due**
December 6	Therapies Chapter 14

December 8

Closure: Recognizing the Enduring Issues

Finals Week

**** Final Exam TBA****

Critical Thinking Paper #1

Select one of the following questions for Paper #1.

Due on October 6th.

1. View the popular film *Awakenings*, with Robert DeNiro and Robin Williams. What neurotransmitter plays a central role in this film? In an essay, describe what we can learn from watching this film about the relationship between diseases like Parkinson's disease and schizophrenia as well as the treatment of chemical imbalances in the brain.
2. A common belief in our society maintains that "we only use a small percentage of our brains." In an essay, respond to this popular belief. Do you agree or disagree? Why or why not?
3. Keep a journal of your dreams over several weeks. What do you tend to dream about? Does the content of your dreams reflect certain events or changes in your life? What senses seem to be operating in your dreams? Given the nature of your dreams, which theory of dreams do you most believe, and why?

Critical Thinking Paper #2

Select one of the following questions for Paper #2.

Due on November 17th.

1. Spend some time watching television commercials. Which learning principles do advertisers use to sell their products? Can you identify specific uses of classical conditioning, operant conditioning, and social learning by advertisers in these commercials? Do you think these conditioning techniques are successful in selling the products? Defend your answer in a paper.
2. Spend two hours watching children's television programming with a critical eye. What types of behaviors are being modeled in these shows? Look for examples of aggression, gender and racial stereotyping, and general ideologies in these shows. Describe your findings. After having completed your viewing, how do you rate current children's television programming. Explain.
3. Interview people about their memories and how far back in time they can remember. If possible, interview people who have known each other for long periods of time (i.e. siblings). Do your subjects have similar memories for the events they experienced together? What do these interviews tell you about the nature of memory? Infantile amnesia? Forgetting from long-term memory? Explain.