

## PSYCH 120: Introduction to Psychology Spring, 2008

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**Office Hours:** M, W, F 10am – 11am  
Monday 2pm – 2:45pm  
Thursday 3pm – 4pm

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The contents of this syllabus are subject to change.

CLASS MEETINGS: M, W, F 9:10AM – 10AM

### Course Overview:

As our society and our world become increasingly more complex, psychology plays an increasingly crucial role in understanding ourselves and others within the various complex social systems. This course is designed to serve as an introduction to the field of psychology. Students should come to a thorough understanding of, and respect for psychology as the scientific study of human and animal behavior and mental processes (e.g., thoughts and emotions). With theory and research as the foundation, we will explore the topics of the course which shed light on the basic processes underlying our thoughts and actions. Consequently, it should provide a framework for students to begin thinking independently about such phenomena, and the implications of these basic processes for themselves and the world around them. As an introductory course I will try to optimize a balance between depth in exploring the core chapters outlined in the course schedule and breadth of the psychological discipline.

### Course Objectives:

- 1) To become knowledgeable of theories, concepts, and principles pertaining to the relevant topics.
- 2) To develop greater critical thinking skills, and a greater ability to view and interpret phenomena from multiple theoretical perspectives.
- 3) To understand and appreciate the basics of rigorous scientific research, and its contribution to knowledge in psychology and in the social sciences in general.
- 4) To gain a life long interest in exploring, learning, and using psychological insight to better understand, cope, and thrive in our life.
- 5) To improve communication skills (writing, speaking, and listening) through various opportunities offered during the course.

### Required texts:

Haddon, M. (2003). *The curious incident of the dog in the night time*. Doubleday Publishers.

Marcus, G. (Ed.) (2006). *The Norton psychology reader*. New York, NY: W.W. Norton & Co.  
(Referred to in syllabus as NORTON)

Meyers, D. (2007). *Psychology* (8<sup>th</sup> ed.). New York, NY: Worth Publishers.  
(referred to in syllabus as M: Modules)

Some assigned readings may also be distributed in class.  
(Please be sure to register for the course on Blackboard)

### Course Structure & Policies:

1) **Active Learning** involves questioning the text and lecture material, contributing to discussion, sharing ideas and alternative perspectives. As a prerequisite to the active learning that will take place in the classroom, please arrive to class on time and prepared by having read the assigned chapter(s), and completing the assignments. Class participation is expected and highly encouraged. This is the best strategy for achieving many of the objectives laid out for the course. Those who commit themselves to such active learning are scholars. This is one reason that excessive absences will be penalized as stated in policy #4 below.

2) **Make-up exams:** In order to avoid receiving a zero on a missed exam you must provide notification and verification. Notify me beforehand, or as soon as possible. Notification more than 2 days after the exam is not acceptable. If you miss an exam please provide the appropriate documentation (Drs.' note, court order, etc.). I expect this to be done without my requesting such documentation. Without this documentation you will be penalized by a reduction of 50% of your score. I reserve the right to use essay format for make-up exams. Exams will be re-scheduled on a weekday at 7:30AM.

3) **Cheating and plagiarism** will not be tolerated. Plagiarism is the intentional misrepresentation of someone else's work as your own. This includes such instances as quoting directly from a published work without giving the author credit (i.e. proper citation), inserting the author's words as your own, using or "borrowing" another student's work, buying a paper from a professional service, etc. The policy of the department is that the student must keep all note cards and rough drafts on a paper until given a grade for that course. Evidence of plagiarism and cheating will be dealt with in accordance with the college policy on academic honesty. Copies are available from the departmental secretary. In the event of a suspected infraction – in fairness to your peers – it is my job to send the materials in question to the Dean's Office at which time you are given the chance to provide your perspective on the matter.

4) **Attendance** - Class attendance is expected. Class lectures and demonstrations will supplement the material in the text. In the event that you miss a class, you are responsible for getting the notes from a fellow student and reviewing them before you see me about questions concerning that material. Excessive absences (more than three) will result in deduction of two points per missed class from your final grade.

5) **Late Assignments** - Assignments and projects may be handed in up to two classes late (5 points deducted from the grade each day late) **ONLY IF when handing in an assignment late you indicate the amount of days late on the front cover along with your signature.** Assignments may not be handed in

after the second class from when it was due. Please, do not ask me to deviate from this policy. If you must miss class drop off the assignment earlier, send it with a classmate, or fax it to me (610-625-7879). In other words, there should be no valid excuse for a late assignment. I encourage you not to procrastinate such that last minute emergencies (e.g. computer down, ribbon broke, etc.) interfere with getting assignments in on time. Also, be sure to back up your computer disks!

6) **Accommodations** - Should you require special accommodations for a disability, please arrange an appointment with the instructor at the beginning of the semester. Documentation of a disability will be required for special accommodations to be arranged in conjunction with the Learning Services Office. Students who wish to request accommodations in this class for support of learning disabilities and/or ADHD, should contact Mrs. Laurie Roth, Director of Learning Services, 1307 Main Street (ext. 1510). Students who wish to request accommodations for support of other disabilities, should contact Dr. Ron Kline, Director of the Counseling Center, 1307 Main Street (ext. 1510). Accommodations cannot be provided until authorization is received from the appropriate disability support provider on campus.

7) **Excuses** - Grades reflect essential standards and cannot be adjusted based on extenuating circumstances. Valid obstacles/setbacks may understandably inhibit your performance, but they are not able to influence the course and college standards. I cannot pardon work nor substitute/supplement extra credit other than that which has been built into the course and offered to all. In the spirit of fairness to ALL students I must be consistent with the policies laid out in this syllabus and ask you to be familiar with and respectful of them. If you are thinking of asking for an exception to my policies; first ask yourself – “Am I willing to ask my classmates to support my exception to the rules of the course?”

#### 8) **Summary of Grading System:**

SEMESTER EXAMS:	3 @ 15% each = 60%
FINAL EXAM:	20%
ASSIGNMENTS:	20%

9) The following **grading scale** will be used in the course:

A : 93-100	C : 73 - 76
A-: 90-92	C-: 70 - 72
B+: 87-89	D+: 67 - 69
B : 83-86	D : 63 - 66
B-: 80-82	D-: 60 - 62
C+: 77-79	F : Below 60

10) **Extra Credit:** In order to better understand the role of research and the experience of being a researcher, each student is required to participate in ONE HOUR of research (OR students may request an alternative assignment). This requirement is worth ten points of your assignment grade; however not completing this requirement will also drop your overall final letter grade by one level (e.g., B- to a C+). Thereafter, Students will have the opportunity to earn extra credit by participating as subjects in approved experiments. Students may earn up to five hours of extra credit. Each hour of credit earned will increase your FINAL EXAM GRADE by 3 points.

**Course Requirements:** (*Please be sure to register for the course on Blackboard*)

**SEMESTER EXAMS** (3 @ 20% each):

The format for the exams during the semester will be multiple choice and short answer. In addition, you should carefully note the make-up policy above.

**FINAL EXAM** (20%):

The final exam will consist of three components. It will be cumulative in two ways: 1) a take home portion will require you to complete some reflective questions, and 2) there will be questions drawn from the rest of the material covered during the semester as part of the in-class portion of the exam. The third component of the final exam will be multiple choice and short answer questions on the new material.

**ASSIGNMENTS** (20%):

1) In order to better understand the role of research and the experience of being a researcher, each student is required to participate in ONE HOUR of research (OR students may request an alternative assignment). Written assignments will introduce students to a variety of learning experiences and require students to demonstrate critical and analytical thinking about the material.

2) Another set of assignments will involve contributing to Discussion Threads on Blackboard based on various prompts regarding controversial issues in Psychology.

3) You will complete a library research tutorial and an APA style Intro and Method section.

4) You will write a two page reaction to the Haddson book (guidelines are attached to the back of the syllabus).

The details for these assignments will be outlined on a separate handout and discussed further in class. In addition, other assignments, exercises, and self assessment inventories may also be assigned throughout the course.

\* Syllabus requirements and assignments subject to change based on the dynamics of the course at the discretion of the instructor.

Bold and Italicized entries are components that contribute to your Assignment Grade. Additional components for this may be added during the course of the semester.

DATE	LECTURE TOPICS	READINGS & ASSIGNMENTS
Mon. Jan 14 <sup>th</sup>	Intro & Course Overview	
Wed. Jan. 16 <sup>th</sup>	History, Scope and Career Options	M: Module 1, Appendix A
Fri. Jan 18 <sup>th</sup>	Thinking Critically, Science & Research	M: Module 2 & 3
Mon. Jan. 21 <sup>st</sup>	MLK Day – NO CLASS	
Wed. Jan 23 <sup>rd</sup>	Science & Research (Cont'd)	NORTON: Huff article, Stanovich article
Fri. Jan. 25 <sup>th</sup>	Neural & Hormonal Systems	M: Module 4
Mon. Jan. 28 <sup>th</sup>	The Brain	M: Module 5;
Wed. Jan. 30 <sup>th</sup>	Behavior Genetics & Evolutionary Psych	M: Module 6; pp. 774-777 <b><i>The Brain Function Exercise due</i></b>
	8PM <i>Global Warming / Sustainability Webcast</i>	
Fri. Feb. 1 <sup>st</sup>	Neurons, Brain, & Genetics (cont'd)	NORTON: first Pinker article (pp.39-44)
Mon. Feb. 4 <sup>th</sup>	Environmental Influences	M: Module 7; NORTON: Judith Rich Harris article
Wed. Feb. 6 <sup>th</sup>	Exam one review	<b><i>Discussion Contribution Due (BIBd)</i></b>
Fri. Feb. 8 <sup>th</sup>	<b>EXAM ONE</b>	
Mon. Feb. 11 <sup>th</sup>	Sensation & Perception; Vision as an Example	M: Modules 12 & 13
Wed. Feb. 13 <sup>th</sup>	Perceptual Organization & Interpretation / Human Factors	M: Modules 16 & 17; NORTON: Sacks Article
Fri. Feb. 15 <sup>th</sup>	Waking & Sleeping Rhythms	M: Module 18; <b><i>Dream &amp; CR Recordings Due</i></b>
Mon. Feb. 18 <sup>th</sup>	Hypnosis & Drugs	M: Modules 19 & 20
Wed. Feb. 20 <sup>th</sup>	Learning: Classical Conditioning	M: Module 21
Fri. Feb. 22 <sup>nd</sup>	Learning: Operant Conditioning	M: Module 22; NORTON: Watson & Rayner article
Mon. Feb. 25 <sup>th</sup>	Learning: Observational Learning; Review for Exam 2	M: Module 23; <b><i>Discussion Contribution Due (BIBd)</i></b>
Wed. Feb. 27 <sup>th</sup>	<b>EXAM TWO</b>	

Fri. Feb. 29 <sup>th</sup>	Memory; First Step Encoding; APA Intro & Ref. Sections	M: Modules 24 & 25
Week of March 3 <sup>rd</sup> – 7 <sup>th</sup>	SPRING BREAK	
Mon. March 10 <sup>th</sup>	Library Tutorial – Information Literacy	
Wed. March 12 <sup>th</sup>	Memory: Storage & Retrieval	M: Modules 26 & 27
Fri. March 14 <sup>th</sup>	Memory: Forgetting; Reconstruction & Improvement	M: Module 28; <b><i>References Due</i></b>
Mon. March 17 <sup>th</sup>	Motivation Models	M: Module 34 (Recommend Intro draft completed)
Wed. March 19 <sup>th</sup>	Sexual Motivaton	M: Module 36 <b><i>APA Intro Section &amp; Knowledge Exercise Due</i></b>
Fri. March 21 <sup>st</sup>	Easter Break - NO CLASS	
Mon. March 24 <sup>th</sup>	Easter Break - NO CLASS	
Wed. March 26 <sup>th</sup>	Motivation at Work	Module 37; NOROTN: Csikszentmihalyi article
Fri. March 28 <sup>th</sup>	APA Method Sections; study conducted	<b><i>Discussion Contribution Due (BIBd)</i></b>
Mon. March 31 <sup>st</sup>	Emotions and Emotional Expressions	M: Modules 38 & 39; NORTON: Goleman article
Wed. Apr. 2 <sup>nd</sup>	Experienced Emotions	M: Module 40; NORTON: Damasio article Recommend that method draft be completed
Fri. Apr. 4 <sup>th</sup>	Emotional Bonds	NORTON: Shelly Taylor article <b><i>Method Sections Due</i></b>
Mon. Apr. 7 <sup>th</sup>	Review for Exam 3	NORTON: LeDoux article <b><i>Discussion Contribution Due (BIBd)</i></b>
Wed. Apr. 9 <sup>th</sup>	<b>EXAM THREE</b>	
Fri. Apr. 11 <sup>th</sup>	Issues in Stress	M: Module 41
Mon. Apr. 14 <sup>th</sup>	Coping with Stress	M: Module 42
Wed. Apr. 16 <sup>th</sup>	Psychological Disorders	M: Module 47; NORTON: Gladwell article (Modules 48 – 51 – study disorder types to be able to define them on final exam)
Fri. Apr. 18 <sup>th</sup>	Discussion of Haddon’s Work	<b><i>Reaction paper to Haddon’s “The Curious Incident of the Dog in the Night” Due</i></b>

Mon. Apr. 21 <sup>st</sup>	Types of Therapy	M: Modules 52, 53, & 54
Wed. Apr. 23 <sup>rd</sup>	Disorders & Therapies continued	NORTON: Nasir, Jamison, & Grandin articles
Fri. Apr. 25 <sup>th</sup>	Review for Final Exam	
FINAL EXAM WEEK	Time and location will be determined by the Registrar sometime during the semester.	Completion of a cumulative <b>final exam</b>