

PSYCH 120: Introduction to Psychology Fall, 2013

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Office Hours:	T, W, TH 2:20 – 3PM F 9 :15am – 10 :15 (or by appointment)	CLASS MEETING TIMES:	M & W 1:10pm – 2 :20pm

Course Overview:

Psychology has assumed an increasingly crucial role in understanding ourselves and others as our society and our world become increasingly more complex. 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.

This particular introductory psychology course focuses upon the internal or micro- psychological dynamics (biological bases, sensation & perception, learning, memory, consciousness, etc.) as opposed to Psychology of Adjustment (PS105) which moves more toward more “macro” issues. However, 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 ACTIVELY view and interpret phenomena from multiple theoretical perspectives.
- 3) To understand and appreciate the basic workings and essential role 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 text:

Myers, D. G. (2013). *Psychology* (10th ed.). New York, NY: Worth Publishers.
(referred to in syllabus as Modules or Myers)

There will be assigned readings posted in Blackboard (In syllabus as Articles) for Discussion labs and other possible articles that may be announced throughout the semester.

Required films:

Discovering Psychology Series (in syllabus as: FILMS) – videos that complement and supplement the modules will be posted on Blackboard and are to be viewed PRIOR to coming to class.

Course Structure & Policies:

1) **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 two (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.

2) **Cheating and plagiarism** will not be tolerated. ANY EVIDENCE OF CHEATING OR PLAGIARISM WILL RESULT IN A FAILURE IN THE COURSE (FINAL GRADE = F). 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 and college is that the student must keep all note cards and rough drafts on a paper until given a grade for that course. The full college policy on this is in the Student Handbook. 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 and challenge my judgment. In this case, you should continue coming to class and completing the work until a definitive judgment is made.

3) **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. You do NOT need to contact me, nor e-mail me in the event that you must miss a class. I assume you are a mature adult and can handle the responsibility of missing a class as outlined above.

4) **Late Assignments** - Assignments and projects may be handed in up to two days late (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 third day late. 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 files using your space on the X drive!

5) Summary of Grading System:

SEMESTER EXAMS:	3 @ 18% each = 54%
FINAL CUMULATIVE EXAM:	16%
DISCUSSION & ASSIGNMENTS:	15%
PSYCH CONCEPT PAPER	15%

6) The following **grading scale** will be used in the course. Your final grade will be determined by the Overall Grade posted on Blackboard based on the point allocation above with any extra credit (see policy #7 below) factored in. When transferring your Overall Grade posted on Blackboard to the FINAL GRADE filed with the Registrar, your grade **MAY be adjusted for excessive absences** (see policy #3) or **incompletion of Research Requirement** (see policy #7 below).

A : 93-100	C : 73 – 76.9
A-: 90-92.9	C-: 70 – 72.9
B+: 87-89.9	D+: 67 – 69.9
B : 83-86.9	D : 63 – 66.9
B-: 80-82.9	D-: 60 – 62.9
C+: 77-79.9	F : Below 60

7) Required Research Participation:

You will be required to participate in two research projects (totaling at least one hour of participation) being conducted by students in PS212, Research Methods (or by Honors/independent study students or faculty research projects). This experience allows you to view the research process (a critical tool for the discipline of psychology) first-hand in various experimental contexts. All the research studies will have been reviewed and approved by a Human Subjects Institutional Review Board (HSIRB) Committee; however, if you have objections to participating in research, you may arrange to complete an alternative, written assignment, which will involve reading a psychological article. In order to do the alternative assignment, you must meet with your professor to arrange it **by Monday October 7th**. After that point, you may still have the opportunity to complete the research requirement by participating in experiment sessions, but you will not be able to do a written assignment to fulfill this requirement. More information about research participation (e.g., how to sign up) will be provided later in the semester, when experiment opportunities start to become available. Failure to complete the required participation (or the alternative assignment) will result in a **reduction of your class grade by 1/3rd letter grade** (e.g., from a B to a B-). The entire required hour needs to be completed to avoid this deduction (i.e., completing ½ hour only will still result in the full deduction).

When you sign up for a research experiment, please be sure to record the time and location of the session, and all other relevant information on the pink sheet that will be provided. This information will need to be completed on the pink form and submitted toward the end of the semester. As many experiments require that students begin a task at the same time, please plan to show up on-time for your sessions. Showing up late may result in your not being able to participate in the experiment!

If you fail to attend an experiment session for which you signed up, the required hours of research participation will increase to 2 hours. If you then fail to show up a second time for a scheduled experiment session, then you will forfeit all extra credit opportunities (including extra research hours you already completed for extra credit in the course) and will face a **reduction of your class grade by 1/3rd letter grade** (e.g., from a B to a B-).

Extra Credit via Research Participation:

Students may earn up to four hours of **ADDITIONAL** extra credit for participating in research beyond the requirements outlined above. Each half hour of credit earned will increase your worst semester exam grade by one point (thus capped at 8 points).

8) Excuses and Communication

As articulated in Policy #3, I operate on the assumption that you are mature adults, and therefore, the decision to attend class or not is up to you. You need not e-mail me if you must miss class. Be sure to work with a classmate to get any materials you miss and feel free to make an appointment or come by during office hours to go over material after you get the notes from a classmate. I understand and respect life stressors you may be faced with; but keep in mind that 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?”

9) Accommodations - Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

10) Testing – Unfortunately due to increasingly creative attempts at cheating and dishonesty, please abide by the following conditions:

- a) All electronic devices must be turned off and kept put away in a bookbag.
- b) Once the exam begins, you may not leave the room unless your exam is completed and submitted.
- c) You can only ask questions of clarification during the exam. I am not able to discuss various interpretations and attempts at fishing.

Course Requirements:**SEMESTER EXAMS** (3 @ 18% each):

The format for the exams during the semester will be multiple choice, matching, fill-in-the blank, and short answer; please also carefully note the make-up policy above.

FINAL EXAM (16%):

The final exam will consist of four components. It will be cumulative in three 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 (basically extracted from the three tests which provide you with a “manageable domain” of material to go over once again, as well as 3) material and discussion regarding Ordinary People. The fourth component of the final exam will be multiple choice and short answer questions on the new material covered since the last semester exam.

DISCUSSION AND ASSIGNMENTS (15%):

Often we will engage in a semi-formal discussion lab based on modules assigned, lecture experiences, Norton readings, and any philosophical or personal connections to be made. You need to be an active contributor in these discussion lab opportunities.

Some assignments may be given to introduce students to a variety of learning experiences and self reflections that will deepen the understanding and relevance of the material. These may also help to stimulate class discussions. You will also be required for posting potential test questions and discussion question / responses on Blackboard. This will be discussed in further detail in class.

Finally, this grade will also be impacted by absences (five points deducted for a second missed lab and thereafter; and also after two missed lectures), as well as your active level of engagement, participation, questioning and responding to questions during lectures.

PSYCH CONCEPT PAPER (15%)

This should be an approximately three page assignment (do NOT exceed four pages, start with creative title centered and name centered on second line, one inch margins around, double spaced, title and name centered at the top of the first page, page number in the right hand corner, and running head introduced on page 1 and continuing in APA style in left hand corner). You will use the library search literacy skills to find three recent empirical articles that explore the psychological concept you are assigned. Guidelines for the paper will be distributed separately and discussed in class. We will explore using the student papers as a reading assignment for the final exam.

*NOTE: Any aspect of this syllabus and course sequencing / assignments is subject to change.

		Topics	Readings & Assignments
August			
	Mon	26 Introduction to the course Major Themes in Psychology Psychology's Past & Present	
	Wed	28 First day topics cont'd Science & Research	Modules 1 – 3; Read Syllabus carefully please! <i>FILM: Understanding Research</i>
September		2 Labor Day – No class	
	Wed	4 Neural & Hormonal Systems Communication Within!	Module 4 – 6; <i>Five concepts due</i> <i>FILM: The Behaving Brain</i>
	Mon	9 The Brain	Module 6 continued <i>FILM: The Responsive Brain</i>

Wed	11	<i>Discussion Lab 1: Brain Phenomena</i>	Modules & notes thus far and Article: Stanovich, pp. 27 - 36 Article: Sacks pp. 70 – 79
Mon	16	***** <i>EXAM ONE</i> *****	
Wed	18	LIBRARY TUTORIAL Meet in Reeves Library!	Draft: sections 1 & 2 Concept Paper
Mon	23	Nature – Nurture Adolescent Development	Modules 11 & 12, 15 3 Abstracts for Concept Paper Due Along with APA style References
Wed	25	<i>Discussion Lab 2: Nature-Nurture / Adol. Dev.</i>	Article: Harris, pp. 291 – 303 Article: Taylor, pp. 273 - 281 <i>FILM: The Developing Child</i>
Mon	30	Consciousness, Sleep, Hypnosis & Drugs	Modules: 7, 8, 9, & 10 <i>FILM: The Mind Awake & Asleep</i>
October	W 10/2	<i>Discussion Lab 3: Consciousness</i>	Article: Pinker, pp. 39 - 44 Article: Young, pp. 36 - 39
Mon	7	Sensation & Perception	Modules 17 & 18 <i>FILM: Sensation & Perception</i>
Wed	9	S & P continued	
Mon	14	Fall Recess Break	
Wed	16	<i>Discussion Lab 4: S&P; Autism</i>	Article: Grandin, pp. 358 – 363 Meyers pp. 184-185 Autism film on Blackboard
Mon	21	***** <i>EXAM TWO</i> *****	
Wed	23	Classical & Operant Conditioning	Modules 20 & 21
Mon	28	Conditioning Models cont'd Observational Learning	Module 22 <i>FILM: Learning</i>

FULL Draft of Concept Paper
(hard copy and by e-mail, Subject
Line: Concept Paper: lastname)

Wed	30	Memory	Modules 26 – 30
November			
Mon	4	Memory continued	<i>FILM: Remembering & Forgetting</i> Article: Schacter, pp. 165 - 176
Wed	6	Industrial / Organizational Psychology	Module 36 & 39
Mon	11	Discussion Lab 5: I/O Psych & Flow	Articles: Csikszentmihalyi, pp. 210 - 222 Goleman, pp. 199 - 208
Wed	13	***** EXAM THREE *****	
Mon	18	Stress, Health & Coping	Modules: 43 & 44 <i>FILM: Health Mind and Behavior</i>
Wed	20	Discussion Lab 6: Stress & Health	Article: Sapolsky, pp. 223 – 231 & his film on Blackboard: <i>Stress: Portrait of a Killer</i>
M W	25 & 27 th	THANKSGIVING BREAK	
December			
Mon	2	Disorders & Therapies	Modules 48; 49 – 55 Article: Jamison, pp. 349 - 358
Wed	4	Disorders & Therapies continued Wrap up and Review	<i>FILMS: Psychopathology / Psychotherapy</i> Appendix A
Thursday	12/	Final Exam @ 8:30am	