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Psychology 120

**Introduction to Psychology**

Spring 2016

Instructor: Stacey B. Zaremba, Ph.D.  
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Office Hours:

Monday 11:30 – 12:00  
Tuesday 1:00 – 2:30  
Thursday 5:30 – 6:30 and 1:30 – 2:30  
Wednesday and Friday by appointment

Please stop in during my office hours if you have a question, concern, or if I can help out in anyway. If none of these times are convenient for you, other times may be arranged. Please feel free to call me to set up an appointment.

Class Time: Monday & Wednesday (10:20 – 11:30)  
Class Room: Comenius 218

Course Description:

Overview of research drawn from biological, perceptual, cognitive, developmental, clinical, social, and personality traditions in the discipline.

Course Objectives:

1. To become knowledgeable of the major theories and concepts in the field of Psychology.
2. To become familiar with the research methodology commonly used by psychologists and to become familiar with the scientific method.
3. To develop an appreciation of the important contributions that Psychology can make in understanding one's own and other's thoughts and behavior.
4. To apply critical thinking skills within the field of Psychology.

## Course Requirements

### Examinations:

There will be four exams administered during the course of the semester. The dates for each exam can be found on the course schedule below. The exams are non-cumulative and are comprised of multiple-choice, definitional, short answer, and essay questions.

**Note:** Exams will be given only on the days scheduled. There will be no make-up exams. The lowest exam grade will be dropped - if you miss an exam that will count as your lowest grade.

### Gender, Culture and Environment Paper:

Answer the three questions below in a 2-3 page, double spaced paper. Include the questions in your paper: 1. How are children influenced by gender roles? Think back to your childhood. How “gendered” were the toys and activities available to you? Do you remember gender expectations being conveyed? 2. Discuss how human bodies or practices related to “other” sexualities and genders (i.e., homosexual, transgender, transsexual, intersexual, etc.) challenge or reinforce sex/gender dualisms? 3. What can be done to lessen the effects of gender stratification in our society? How does gender stratification harm both men and women?

### Memory Assignment:

Each student will conduct an experiment on the effects of imagery on memory. You will be asked to collect data from six participants. You will be required to analyze the data and describe your findings in a paper. See Memory Assignment at the end of the syllabus for all of the details for this assignment.

### Student Presentations:

Each student will work with a small group to present on a topic (topics are listed on the syllabus below). The presentations should be no longer than 15 minutes in length. Students will be graded individually on the following dimensions: clarity, organization, educational value, presentation skills and peer feedback from your group members. Be sure to research your topic beyond the textbook -- including at least one empirical reference. Make sure to coordinate your presentation with the members of your group to minimize overlap. You must hand in a hard copy of your Powerpoint presentation on the day you present.

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Attendance and Class Participation:

Attendance for all regularly scheduled class meetings is expected. Missed classes will lower the student's grade. The lectures will cover material that is not covered in the assigned readings, and you will be held responsible for this material. The lectures are intended to supplement the readings. As such, the lectures will not duplicate the reading materials but will emphasize the most central aspects of the chapter and/or discuss particularly difficult concepts. The lectures will presuppose familiarity with the reading assignment for that lecture. In addition, projects will be completed during class sessions and in order to obtain credit the student must be present.

You are strongly encouraged to ask questions at any time during the class to help clarify points. Discussion of any portion of the class materials is encouraged and welcomed.

NO CELL PHONES!!!!!!! If you use your cell phone during class your class participation grade will be impacted significantly.

Evaluation:

Grades for this course will be determined according to your performance on the quizzes, the critical thinking papers, student presentation, and class participation.

Exams.....	45%
Presentation.....	15%
Memory Assignment.....	15%
Gender Paper.....	15%
Participation.....	10%

Policy on Plagiarism:

The Moravian College faculty has become increasingly concerned by the problem of plagiarism on campus. The Psychology Department's policy on this subject is important for students to understand. Simply put, plagiarism is the intentional misrepresentation of someone else's work as your own. This includes such diverse situations as quoting directly from a published work without giving the author credit, having your roommate write the paper, "borrowing" from fraternity or sorority files, buying a paper from a professional service, and so on. The policy of the department is that the student must keep all note cards and rough drafts on a paper until the grade is assigned. The instructor may request these materials, along with the source 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.

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Required Research Participation:

See Departmental Policy (at the end of syllabus).

Academic Support Center

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located in the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

Information Literacy:

You will be required to attend a tutorial at the Library on information literacy in Psychology. The date and time will be announced in class. This session will be used to help you gather information/references in support of your presentation topic (see above).

Required Texts:

Myers, D. and Dewall, C. (2015). *Psychology in Modules*, 11<sup>th</sup> ed.,  
Worth Publishing.

Note: The text is broken down into modules – rather than chapters. You are only responsible for the material in the modules listed below.

Additional Readings- will be placed on reserve in the library or handed out in class.

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## **COURSE SCHEDULE**

(Subject to Change)

**Jan. 18 (M)**

*Organizational Meeting, Introductions, and Syllabus Review*

**Jan. 20 (W)**

*Introduction to the Discipline of Psychology*

Module 1

**Jan. 25 (M)**

*From History to Contemporary Psychology*

Module 1

**Jan. 27 (W)**

*Research Strategies: Naturalistic Observation and Correlation*

Module 3

**Feb. 1 (M)**

*Research Strategies in Psychology: The Experiment and Ethics in Psychology*

Module 3

**Feb. 3 (W)**

**Exam I**

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**Feb. 8 (M)**

*Biology and Behavior: The Brain*

Module 6 & 7

**Feb. 10 (W)**

*Biology and Behavior: The Brain and Our Divided Brain*

Module 6 & 7

**Feb. 15 (M)**

*Consciousness and Sleep*

Module 8 & 9

**Feb. 17 (W)**

*Sleep and Dreaming*

Module 8 & 9

**Feb. 22 (M)**

***EXAM II***

**Feb. 24 (W)**

*Reeves Library Session– Searching for literature for presentation topics.*

**Feb. 29 (M)**

*Reeves Library Session– Searching for literature for presentation topics.*

**Mar. 2 (W)**

*Culture and the Environment as Forces in Development*

Modules 11, 12, 13 & 35.6

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**Mar. 7 & 9 (M & W)**

*Recess - Enjoy and stay safe!*

**Mar. 14 (M)**

***Gender, Culture, and Environment Paper Due***

**Mar. 16 (W)**

*Student Presentations: Developmental Psychology*  
Modules 14, 15, & 16

Topics: Prenatal Development/ The Newborn  
Social Bonding – Attachment  
Morality Development  
Forming Identity

**Mar. 21 (M)**

*Student Presentations: Social Psychology*  
Modules: 43 & 44

Topics: Conformity  
Obedience  
Prejudice  
Aggression

**Mar. 23 (W)**

*Learning: Classical Conditioning*

Module 21

**Mar. 28 (M)**

*Learning: Operant Conditioning*

Module 21

**Mar. 30 (W)**

***Exam III***

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**Apr. 4 (M)**

Memory

Modules 25 & 26

**Apr. 6 (W)**

*Student Presentations: Emotion and Stress*

Modules 38, 39, 40, & 41

Topics: Nonverbal Communication

Happiness and Wellbeing

Stress and Disease

Health and Coping

**Apr. 11 (M)**

*Student Presentations: Psychological Disorders*

Modules: 49, 50, 51, 52 & 53

Topics: Posttraumatic Stress Disorder

Depression

Schizophrenia

Antisocial Personality Disorder

**Apr. 13 (W)**

*Imagery Memory Assignment*

**Apr. 18 (M)**

*Personality: Various Perspectives*

Modules: 46 & 47

**Apr. 20 (W)**

*Personality: Contemporary Research "The Self"*

Module: 48



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**Apr. 25 (M)**

***Exam IV***

**Apr. 27 (W)**

*An Attempt at Closure & Course Evaluations*

***Memory Assignment Due***

***Hand in all of your Research Participation slips by Friday April 29<sup>th</sup>!***

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**Required Research Participation:  
For Students Enrolled in PS120**

You will be **required** to participate in **1 hour** of research being conducted by students in PS212, Experimental Methods and Data Analysis II (or by honors or independent study students, or occasionally by faculty). This experience allows you to view the research process first hand and to support other students who will in turn support you when you are ready to conduct your own PSYC 212 experiment.

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 Dr. Zaremba to arrange it **by the end of the third week of the semester**. 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. Please be aware that experiments will not be offered at the end of the semester, so please be sure to sign up early!

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.

When you sign up for a research experiment, please be sure to record the time and location of the session. 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!

Failure to complete the required participation (or the alternative assignment) will result in a **reduction of your class grade by 1/3<sup>rd</sup> 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).

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 1/3<sup>rd</sup> letter grade** (e.g., from a B to a B-).

Thanks very much for helping the research process! Both students and faculty appreciate your participation!

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### **Memory Assignment: The Effect of Imagery on Memory**

There is a great deal of research that demonstrates the effectiveness of asking participants to create images of objects or events that they wish to commit to memory. In this experiment, you will have the chance to demonstrate these effects.

#### Procedure:

Find six participants that would be willing to participate in your study. Don't recruit them all at one time – you don't want a waiting participant to inadvertently practice remembering the words they hear while listening to another participant.

Find a quiet place to conduct your study.

You will receive two lists of 20 noun pairs.

For List One -- Read the following instructions:

“This is a memory experiment in which you will be required to memorize and recall two lists of words, each of which is composed of 20 pairs of fairly common nouns. First I will read aloud the 20 noun pairs from List One at a rate of about one pair every seven seconds or so. While I am reading the pairs, just sit quietly and listen to them, trying as best you can to memorize the words in each pair. After I have presented all the pairs, I will go through the list again, this time reading only the first noun in each pair. As I read each of these nouns, I would like you to recall the appropriate second noun that was paired with it when I originally presented the list. Do you have any questions?”

After you have read these instructions present your participant with an answer sheet. Then follow the testing procedure outlined in the instructions you just read.

After you have completed the procedure for List One, read the following instructions to your subject:

“Now I will present you with another list of 20 noun pairs that I would like you to memorize. The procedure for this list will be identical to that of the first list except for one change: this time, when you are presented with each pair, try to form a mental image of the words in which there is some sort of interaction. For example, if you were presented with the pair “horse-rock” you might form an image of a horse that is harnessed to a large boulder. Do you have any questions?”

Now present List Two exactly as List One was presented, after you have given your participants another answer sheet list on which he or she can record answers.

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Note: Noun lists and Answer Sheets will be distributed in class.

### **Your Memory Assignment Write-Up**

Read instructions carefully and be sure to complete all aspects of the assignment.  
Be thorough and complete in your work - Please type and double-space.  
This assignment was developed to correspond to the Memory Modules we will discuss and study in class. Late assignments will not be accepted.

Your paper must include three sections:

#### **Method Section:**

Describe in detail your procedure (what you did) and your participants (age and gender). Also include where and when you conducted your study.

#### **Data Analysis:**

For each Participant, add up the total number of words remembered correctly for each list. Then average the total number remembered words across all six subjects for each of the two lists. Compare the results. Include a figure/graph of the findings. Is there a difference in the number of words remembered between List One and List Two, on average? If so, what is the direction of the findings?

#### **Discussion Section:**

Discuss and interpret your results here. What do you think the results mean. What are some things that might have influenced your results, other than the effects of imagery instructions? What improvements could have been made to the study?

Note: You must submit all of your Memory Experiment Answer Sheets along with your final paper.

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