



**VIRGINIA COMMONWEALTH UNIVERSITY**  
**PSY 101-003**  
**Introduction to Psychology**

**Course Syllabus\***

**I. Vital Statistics**

Semester: Fall 2006

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Office Hours: Before and after class (2:30-3:00 MW; 5:00-5:15 MW).

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Graduate Teaching Assistant: **TBA**

Office hours: M 12-2; Th 12:45-1:45

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Text: Feldman, Robert S. (2005). *Essentials of understanding psychology, sixth edition*. New York: McGraw-Hill. (**Required**)

Study Guide: Radigan, Barbara L. (2002). *Student study guide for Essentials of Understanding Psychology, sixth Edition, by Robert S. Feldman*. New York: McGraw Hill. (**Recommended**; it's on the web, but if you intend to study it at home, you'll want it.)

**Required** Supplemental Book: Worthington, E.L., Jr. (2001). *Five steps to forgiveness: The art and science of forgiving*. New York: Crown Publishers [a division of Random House] or Worthington, E.L., Jr. (2003). *Forgiving and reconciling: Bridges to wholeness and hope*. Downers Grove, IL: InterVarsity Press [an explicitly Christian approach to forgiving and reconciling]. (Required to choose ONE of the two: You will do a 100-point project on the book. You will also be asked questions on the final exam over this book; if you get the questions, they will earn you extra credit. **Note also: I will donate my royalties on each book bought through a bookstore, Amazon.com, or other source to the Department of Psychology for improvement of undergraduate education.** (Personally, I'm not going to make money on this.)

Class Meets: **3:30-4:45 MW**, Temple Building, Room 1164; Labs meet on-line. **You need both lecture and on-line lab.**

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## III. Purpose of the Course

This course will provide you with a broad, general introduction to modern psychology—its basic subject matter, its approaches to gathering and evaluating evidence about the causes and correlates of behavior, and also the means by which psychological knowledge is (or can be) applied to improve the quality of individual and communal life.

**Passing this course is a prerequisite to more advanced courses in the Psychology Department, which, in general, develop in greater breadth and depth topics you will have read about and/or discussed in this basic course.**

## IV. Objectives of the Course

1. **Knowledge of Psychology.** This is the only goal I will evaluate directly by examinations. It includes: (a) awareness of major psychological approaches to the study of the behavior of organisms; (b) awareness of major problems in psychology; (c) knowledge of psychology's origins and contributions; (d) knowledge of research findings, concepts, and basic terminology; (e) understanding of psychology's methodology and its limitations; being familiar with

psychology beyond the level you were when you entered the course. Because you need to learn a lot in one short semester, your **reading** will be important as will your **attendance at lectures**. Let me direct your attention to some things I think are rising into importance. I believe one of the big movements in psychology in years has been the positive psychology movement. (I teach an advanced undergraduate course in positive psychology each year. I also have done research on positive psychology topics before it was “cool” to do so, so you’ll get a lot of exposure to my major research interests—namely forgiveness.) A second major new trend is an emphasis on integrating brain science and psychological functioning. You cannot pick up the Richmond Times-Dispatch without reading an article that mentions brain structures, brain scanning, hormones, stress, and the like within the context of psychology. So, I have just reworked the course to include brain science into every lecture.

2. **Development of scientific values and skills**. These are important attitudes and skills but are difficult to evaluate objectively. Some of these are: (a) stimulation of intellectual curiosity about human and animal behavior; (b) appreciation of the scientific method; (c) recognition of individual bias in experimentation, observation, and reporting of what has been observed or measured; (d) a critical attitude toward all generalizations, and an ability to evaluate them on the basis of the evidence upon which they claim to be based. I hope to give you a good understanding that psychologists are people. Their theories and experiments depend on their humanness--their emotion and their biases, as well as their thinking.

3. **Personal development**. You will be the best judge of whether this goal has been attained; however, you might not see the evidence for a long time. Ideally, contact with psychological knowledge should: (a) increase your understanding and tolerance of the behavior of other people, especially a greater acceptance of what is labeled "deviant," "abnormal," "pathological," "crazy," or "different"; (b) create a better understanding of forces that limit or prevent your freedom of choice and action--those in your *past* (guilt, traumatic memories, obligations, bad contracts, unrewarded experiences, punishment, low self-esteem, shyness, and others), present (social pressures to conform, comply, obey, perform, to do what others reward you for, and personal pressures to be recognized, approved of, accepted and maybe even loved, and others), and future (your unrealistic expectations, aspirations, concern for liabilities and responsibilities, security, death, and others); (c) stimulate your curiosity to explain why people (and you) behave as they do; (d) develop intelligent skepticism about accepting unwarranted "truths"--psychology in everyday life, statements made in the mass media, as well as pronouncements made by "credentialed authorities;" (e) promote growth of character virtues, as stimulated in lecture and through your readings and projects.

4. **Enjoyment**. Psychology is interesting (would I kid you?). I hope that everyone in the class not only learns but also has fun while learning about people and animals.

## V. **Specific Goals of the Course**

Knowledge and communication of knowledge is a *personal* enterprise, and *people* are the bearers and transmitters of knowledge. President Bush deals *personally* with heads of state--not the United States with Israel, Palestine, Egypt, Japan, or China. If President Bush is sick or angry because of a marital spat (yes, I know that probably would never happen), he might make poor decisions or resist

suggestions that he might have accepted under other circumstances. What does this have to do with my goal for you for the Introduction to Psychology course? Only this: What I ask you to learn depends on *my* values and experiences. What you *will* learn or not learn depends on *your* values and experiences. To help you understand why I have some of the goals that I do, I want to tell you some of my experiences. My goals are italicized and underlined in the following paragraphs.

First, I love psychology. I love it passionately. And *I want others to be as enthusiastic and excited about it as I am.* When I took my first psychology course, I was a senior at the University of Tennessee, majoring in nuclear engineering. Although I made good grades in N.E. (and eventually received a master's and worked for 5 years as a N.E.), I struggled to remember what I had studied. In psychology, however, it was different. People fascinated me--and psychology told me interesting things about people. And of course, my General Psychology teacher, Howard Pollio, was dynamic. Even today I can recall him describing a demonstration to 1,000 students. He demonstrated operant conditioning of white mice. He knew the effect of the rat's conditioning on the 1000 students. What he failed to consider, however, was the effect of 1,000 people on a scared white mouse. When my instructor lifted the mouse into the air to show how tame the mouse was, the mouse urinated fluidly all over my teacher's sport coat. That's practical psychology in action: don't embarrass a white rat--it'll get you back. Actually, what I remember from that course often involved humorous stories (Pollio trying to wash out the first cloth diaper soiled by his son by flushing the toilet and dipping the dirty diaper in the swirling water; don't try this at home, kids) or interesting class demonstrations (learning the bowed serial position effect). These stimulated my interest and memory. Seven years after taking the course, I entered graduate school as a psychology student. *I want to make psychology as interesting to you as my teacher, Howard Pollio, did to me.* (At the graduation in Spring 2000, a graduate in her robes came up to me and said, "Your Intro course is the reason I'm a psychology graduate today." It was a great moment for me.

People are fascinating. Why do they do what they do? *I want to help you understand why and how people behave as they do.* Therefore, this course should summarize what is known from the various fields of psychology. The most efficient way to do this is **not** for me to lecture on it, but to let you read the careful summaries in your textbook. This is an excellent book (based on the evaluation of most of the students who have used it). There is much reading (unfortunately), as you would expect with a text that surveys the whole field of psychology. But the material is summarized well, and the textbook author brings out the important points in each chapter. In general, my goal in lecture will **not** be to review the book. I assume that you are able to competently review the book on your own. Rather, I will highlight interesting findings, to breathe life into the experiments mentioned in the text, to provide memorable experiences for you to anchor your learning to. Both what we cover in lecture and what you read in the book will be important. *I want to supplement the book with the classroom experience, not duplicate the book.*

**How** have psychologists found out about the behavior of people and animals? Largely, through experimental investigation. The psychologist is characterized by her or his commitment to an empirical (finding how nature behaves by observational, experimental, and numerical means) way of knowing; that is, psychologists rely on observation, data, and inference to understand behavior. I believe that an empirical commitment is one (of several) valid epistemologies (ways of knowing). We all perform informal experiments daily. For example, we test to see whether our spouse or sweetheart is still in love with us. We test to see whether that teacher really means what she says about skipping class. We continually run experiments, collect data, and make inferences. An elderly man was concerned that his

wife might be losing her hearing. A psychologist recommended that he test the extent of hearing loss. He waited until she was preparing dinner and positioned himself 15 feet away. Cupping his hands, he yelled, "What's for dinner?" She didn't turn. He moved to 10 feet and yelled, "What's for dinner?" No response. He moved to five feet: "What's for dinner?" Slowly she turned, and glaring said, "Meat and potatoes for the third and last time."

Unfortunately, in normal life, we are not very systematic about our experiments. The psychologist is systematic in how experiments are conducted.

My commitment to empiricism as one valid way of knowing has some practical implications for you. (a) *I will expect you to be familiar with the classic experiments in the field.* I would hope that you will know (and be able to discuss with your friends) what happened during many important experiments in psychology. (b) *I will emphasize experiments in class.* I will expose you to the experimental method in class so you can see the advantages and disadvantages of the method. (c) *I will ask you to participate in experiments (or to read about experiments)* as part of the course requirements. This should give you first-hand, participatory experience with the experimental method.

Why should you learn about psychology? For two reasons. First, it is interesting. Second, it may be useful to you. *So I want you to enjoy finding out about people and to be able to apply some of this knowledge to your life.*

Warning: This course examines many aspects of human behavior, so students should realize that they may acquire insight into their own personalities, actions, and tendencies as a result of participation. Questionnaires that measure aspects of your personality might be administered and discussed, and our classroom activities will focus on many aspects of human behavior. In all instances the knowledge you gain about yourself and others should be positive and useful, but it may be surprising as well. We will often focus on sensitive issues: prejudice, religion, spirituality, morality, and values. All of us should strive to remain sensitive to the feelings and perspectives of others during these discussions.

## VI. Class Policies

A class of this size presents some practical problems that can impede learning if we do not cooperate with each other.

A. **Honorable Behavior.** I know that it is unnecessary to admonish you, so let me merely express my confidence that you will **abide by the honor code**. That's important to me and (I'm sure) to you. That means that I expect that you do not cheat and that you bring to my attention your knowledge of cheating that others might do. *Remember that cheating involves both getting help and giving help on evaluated tasks that are supposed to be done independently (e.g., tests, quizzes, written projects).*

### VCU Honor System

Dr. Trani, President of the University, asks that all students be reminded that any persons enrolled in any course offered by VCU are responsible for acting in accordance with the provisions of VCU Honor Code. An integral part of the VCU HONOR SYSTEM is the Honor Pledge: "On my honor, I have neither given nor received aid on this assignment." All work is considered to be pledged unless the

instructor specifies others. This includes on-line activities, such as quizzes.

Six acts are violations of the policy: Cheating, Plagiarism, Facilitating Academic Dishonesty, Abuse of Academic Materials, Stealing, and Lying. There are also six penalties, which may be imposed upon students who are found guilty of violations: Honor Probation, Assignment of Grades, Suspension, Expulsion, Revocation, and Other Relevant Sanctions. All members of the University community are responsible for bringing charges against a student believed to be in violation of the VCU HONOR SYSTEM. Charges may be informal (anonymous and verbal) or formal (written). Under the informal route, the Coordinator meets with the accused to obtain an explanation. Under the Formal route, written charges are filed with the Coordinator who investigates by consulting with all parties involved. The Coordinator may refer the matter to the Academic Campus Honor Council for a hearing in instances where the Coordinator feels the accused student may be subject to suspension or expulsion from the University.

### **Computer Ethics**

Students in the class must also abide by the policies and ethics guidelines for computer usage. Students are expected to make use of computer-based resources available in the class. You can gain access to the web at the library, various labs located around campus, by accessing the web from your home, or in the lab. Students must use their internet and web resources responsibly. I will take action against any student who posts inappropriate messages or uses email to harass or intimidate others students or groups of students.

### **B. Technology and Learning**

This course requires substantial use of the Internet. Many of the activities, papers, quizzes, and supplemental readings will take advantage of the WWW so the course requires students:

\*have a VCU email address where they can receive mail daily (mail should be read each day); you must acquire a VCU email account by the end of the first week of the semester.

\*should, as soon as possible, become familiar with course materials listed on the VCU Internet portal, Blackboard. Course material, including lecture notes, handouts, and the syllabus, will be posted to Blackboard.

\*have access to a WWW-ready computer for, at minimum, 4 hours per week;

**C. Concerning lectures: Arrive on time. Sit near the front when possible. Do not sit in the aisles. One person per seat (please).** (Each class, I *might* play some music or show a video-movie excerpt for you to hear if you arrive early.)

**D. Do not talk during lecture.** There is a multiplier effect at work here. If 10% of a class of 30 talk, that's only three people. The teacher can still be heard. But if 10% of our class of 300 talk, I can't be heard over the noise of 30 people--and heaven knows, I love to hear myself. Caution: I know this is tough, but this includes not talking during the last three minutes of lecture. Occasionally, people will start putting up their material and talking as we near the end of lecture. Because the emotional, psychological, and motivational (and maybe even spiritual) peak of lecture is sometimes near the end,

people are distracted when others make noise. Trust me. I know when we are getting near to the end of the hour. A professor has an uncanny sense of these things.

E. **Do not leave lecture early.** Besides distracting your fellow students, it's tough on my fragile sense of self-esteem if you walk out before lecture is over. I start wondering what I said to offend you, which leads to stammering, drooling, and socially inappropriate behavior on my part. You wouldn't want my public-drooling behavior on your conscience, would you? [P.S.: I understand that occasionally people must miss part of a class. **If you intend to do so, please sit on an aisle near the back**, so you can slip out without distracting everyone. I trust that fist-fights will not erupt over the limited number of rear aisle seats.]

F. **Communication: If you have questions, please contact the GTA who is assisting me or myself.** Routine questions should always go to the GTA FIRST. If the GTA cannot answer, then you can email me. **Please do not send me routine emails asking factual questions.** You may try to see me after class, but don't get frustrated if there is not time; usually there will be time unless a queue forms. Best: call my office Monday through Thursday and set up an appointment with me through my Executive Assistant (Ms. Ryan). **Please do not call my home.** If you do, you will be attacked through the phone wires by rancid pizza, which will be transmitted by the latest in telecommunications equipment.

G. **Attendance will be taken during the second week of the course (both days).** My purpose is to verify my roll. If you miss attendance on **both** of those days, I will assume that you never actually began the course, and you will be dropped from the roll. In a class this size, this is the only way I can verify my class roll.

H. **Attendance will also be taken (without warning) at least SIX other times during the semester.** (At least half of those times will be near the end of class, and some of those times will be at some other time during class. I might even do two roll calls the same day, one never knows.) If you are present, you will receive 2 "participation points" for each time ***that you are present during an unannounced roll*** call. Note: receiving these few points is a token reward for your attendance. One study found that the best predictor of class grades was **regular class attendance**. That is why you should cultivate the habit of attending lecture and taking good notes. Let me also add that some students in the past would wait until the end of class to arrive so they would not miss a participation point. They would miss lecture, which covered several questions on the examination (worth two points each). Doesn't make sense to me. I'd encourage you to attend.

### I. Students with Disabilities

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require VCU to provide academic adjustments or accommodations for students with documented disabilities. Students seeking academic adjustments or accommodations *must self-identify with the Coordinator of Services for Students with Disabilities*. After meeting with the coordinator, students should *contact me* as soon as possible so that adjustments or accommodations can be arranged.

J. **SNOW.** If it snows on a day when an exam is scheduled *and* if the university officially cancels class, then the exam will occur on the first day that class resumes. Don't bother calling to ask.

The exam **will** occur on the first regularly scheduled class we have. Trust me.

K. Notes. I put notes on either an overhead transparency or on a computer screen, which you can copy as the lecture unfolds. **I also provide a web-based copy of the notes on Blackboard, which you can download, usually ahead of lecture, so you don't have to copy so much.** Please do not interrupt lecture by asking me to slow down because you didn't have time to copy an overhead. You can get the notes from Blackboard.

**Warning:** The outline notes will **not** suffice to help you do well if you do not attend class and **take other notes on the outline**. Please do not think that you can read the outline, miss class, and expect to understand from the outline what went on in class.

## VII. Exam Policy

1. All four of the hourly exams count equally.

2. **Make up exams** will not be the same exams given in class. They will cover the same chapters. If you take a make-up exam, you may **not** keep that copy of the exam. Rather, you may keep the copy of the exam that was taken in class. It will be posted on Blackboard about a week after you take the exam. Make up exams will be scheduled primarily at one of three group times set by my GTA and scheduled within a week of the exam date. *Typically, the student who misses an exam is required to accommodate his or her schedule to the times set by the GTA.*

**MAKE-UP EXAMS MUST BE SCHEDULED WITH MY GTA (not with me) AND, UNDER NORMAL CIRCUMSTANCES, WILL BE COMPLETED WITHIN A WEEK OF THE EXAM DATE. (IF YOU TAKE A MAKE-UP EXAM, YOU WILL NOT BE ALLOWED TO KEEP THAT COPY. INSTEAD, YOU MAY HAVE ACCESS TO THE COPY OF THE EXAM THAT THE CLASS TOOK, WHICH WILL BE POSTED TO BLACKBOARD.)**

3. Exams 1, 2, 3, and 4 will **not** be comprehensive; those exams will cover only the material since the previous exam. Each exam will consist of questions from both the book and lecture. Note that I often lecture on different things than the book or I might take a different stance than does the book.

4. **The Final Exam will be cumulative (over the entire portion of the book that I assigned and lecture). It counts 240 points.** (80 **3-point** questions) Some questions (about one-third) will be verbatim from previous exams. (Those exams will be posted on Blackboard.) I want you to study all the material and integrate it, so I place a lot of emphasis on the comprehensive exam.

5. Bring two No. 2 pencils to all exams, and bring your student ID. Do not bring any other material (e.g., no books or papers).

6. Contrary to what you might believe after you take the exams, **I want people to do well on exams.**

7. I or my GTA will review for each exam the night before the test. This review is optional and is conducted as question-and-answer. The review will be scheduled in late afternoon or early evening. Many people will benefit much more from staying alone and studying for the exam rather than attend the Q & A review session. For the comprehensive final exam, I will review during the last class. I suggest that you study, then use the old exams (1 through 3) as a "practice exam." Score the practice exam and (a) look up all the questions you were not absolutely sure of and (b) review again any chapter on which you missed two or more questions.

8. **You may NOT keep your copy of all examinations** (nor the make-up exams or the final exam). The exam that the class takes and the correct answers will be posted on the website. **Note: Some questions from each exam will appear on the final, so you'll want to look up the correct answers and know that you are studying the correct answers to prepare for the final exam.**

**THE FINAL EXAM WILL HAVE QUESTIONS FROM EACH EXAM ON IT.**

**TO GET A COPY OF THE EXAM WITH THE CORRECT ANSWERS, GO TO BLACKBOARD ABOUT A WEEK AFTER TAKING THE EXAM.**

9. If you have a question about your score on the exam, come by my graduate assistant's office during office hours or set up an appointment with my graduate assistant. You can go over the exam with the assistant, who may re-score the exam to make sure it was scored correctly. **DON'T ASK ME ABOUT YOUR GRADE. I DON'T KEEP THE BOOKS. MY GTA KEEPS THE BOOKS.**

*Questions about your grade? Go to the person with the power: **My GTA.***

10. Final Exam: **No final exam will be administered early for any reason.** If you are hoping to plan something like a trip to Nassau during the break between semesters, be sure you **PLAN NOW** to be here for the final in PSYC 101. The final is scheduled for a three-hour block of time. You may not require a full three hours to complete it. **NOTE WELL however:** If you are late, **if a single person has already left the room, you might not be allowed to take the final exam.** I'm sure that you can understand this restriction from a test-security point of view. It would not be fair to others, if the possibility of passing information were allowed. Thus, **PLEASE BE ON TIME for the Final Exam.**

### **Special Note on Studying for the Exams**

I don't want you just to study for the exams, but to learn Psychology. However, I also want you to succeed at the course. As with all of the chapters, you'll want to read over my notes. Clearly, I lecture over things that I believe are important. So I tend to draw some questions just out of stories or things I said in class. But even more important, you can count on *looking over the outlines of my talks* (even if I did not succeed in getting all the way through those lectures and even if I called it "supplemental" material) *and using them as a study guide to the book.* I ask most (but not all) questions over the book from the topics I also covered in my lecture. If you really, really knew the material I lectured over (and if you had read and studied those portions in the book as well), you'd probably have at least 80% of the questions on the test. That, in itself, should be a big hint about how to study. Because I am telling you

this, I will NOT provide any additional study guide for the tests—you already have a study guide—the notes.

### VIII. Laboratories

Costs and Benefits: This large lecture section of PSYC 101 per semester has **mandatory lab sections**. These lab sections require time, but the time is spent at your own convenience. The lab is on-line. The time spent is the cost to you. The benefits should far outweigh the costs. (1) You will benefit by spending the extra time thinking about Psychology and having the opportunity to interact with the Lab instructor. (2) Further, lab sections will require **twelve (12)** assignments, which should help you keep up with the reading, which in turn should help you do better on your large hourly exams. The lab reports must be completed each week they are assigned by the deadline. **They will not be accepted late.** NOTE: in the past, sometimes people procrastinate and don't complete the lab reports until the last minute. Then a computer failure or glitch kicks them off-line and the lab report cannot be submitted on time. **If that happens, you get a zero.** You have about a week to complete each assignment, so you should do so ahead of time in plenty of time to avoid technical difficulties. Technical difficulties are real. They happen. They must be anticipated. **They are not an excuse for a late submission.** If you do the work well ahead of time, you will be able to tolerate a number of glitches and still receive credit for all assignments in labs. (3) Lab sections should be fun. We have some interesting computer simulations and exercises planned for the Lab sections. (4) Furthermore, you can receive points awarded by your Lab instructor based on your participation in the exercises. You don't need to be a neuroscientist to calculate that **over one-sixth of your grade will come from activities in Lab**. If you do not attend, participate, and complete the lab reports by their due date, you will have great difficulty passing the course. I am sure you'll enjoy the Labs.

Online Lab Instructions: (1) Log into Blackboard (Your user name is your VCU e-mail address without the @vcu.edu and your password is your VCU e-mail password). (2) Select Psychology 101 (3) Press the Labs button on the far left. (4) Select the current lab module and enter the user name: psy101 and the password: freud. Make sure you spell them correctly and type in all lowercase. (5) Fully complete all of the module exercises while taking detailed notes. (6) Click on the actual lab report. It will ask you if you are sure you want to take the assessment now. (7) Fully complete the lab and click the submit button. (8) After the lab is completed check the grade book to make sure you have an exclamation point (!) where your grade should be because that means your lab was successfully submitted.

#### Online Lab Tips

- 1) You only have 1 hour to complete each lab, so the more detailed your notes are the better.
- 2) You must have all other windows closed while completing the lab or you will have an error and have to redo the lab (this includes Instant Messaging).
- 3) If you do not already have spyware detection (i.e., Spybot) then you should download some before you begin completing the labs because pop-up adds will also cause errors when completing your labs.
- 4) If you find you have a lock symbol where your grade should be and you did not get to fully complete the lab, e-mail [your lab assistant](#) to have it unlocked.
- 5) A lab will be due each week by every **Tuesday at noon**, unless stated otherwise.

- 6) Please do your online assignments well ahead of time because you are completing the assignments at your own risk when waiting until the day or two before.

Over one-sixth of your total grade will come from activities in Lab. Don't miss doing one of the Labs and submit them well ahead of time.

These points from Lab are at the complete control of the GTA. I won't overrule the lab assistant's judgment. Don't ask me about your Lab grade. Work out your Lab grade and any questions you have about that grade with your Lab instructor.

**IX. Instructions for the Project on the Forgiveness Book (THIS IS A REQUIRED PROJECT; due just after Exam 4)**

I have written two books describing our research on forgiveness. Both are easy reading and are written for a general lay audience. One is written from a general secular psychological self-help point-of-view. It is entitled, *Five Steps to Forgiveness*, and was published by Crown Publishers. It was published 2001. The other is entitled, *Forgiving and Reconciling*, and is published by InterVarsity Press. It is a Christian version of *Five Steps*. Both consider the same material. (The Christian version is shortened in some spots to make room for adding explicitly Christian material; in the end, both books were the same length.) The project you do will be exactly the same regardless of the book you choose. That is, I will not ask any questions about the explicitly Christian content. The 2003 version has two years more of research that is discussed, so it reflects a bit more recent thinking. However, it is explicitly Christian and will consider a lot of topics and theology that people who do not embrace a Christian worldview will not find relevant. You may choose either to do the report on, and both will be exactly the same amount of work. Your choice.

- A. After Exam 4 (check schedule for exact date), a **typed double-spaced** report will be due on the forgiveness book (Worthington, 2001 or Worthington, 2003; your choice). The report will consist of the following:
- A title page with the title (i.e., Forgiveness Project and the title of the book you chose), your name, time of lecture, section number, student number (i.e., social security number for most people), and date.
  - **Do not put the project in any kind of folder or binding.** Instead, simply staple the pages together.
  - Put your last name and the page number at the top right hand part of each page, including the title page. For example, the syllabus is set up like you should do it.
  - A one-page (typed **double-spaced**) summary describing the main points of the book and summarizing the author's theory about forgiveness.
  - Answers to each of the questions listed in the assignment on the web. Each question requires that you write an essay answer. Number your answers as they are numbered in the web material. (Remember the honor system. You are to accomplish this project independently and are not to receive or give aid.)

- B. Your project will be graded according to the quality of your one-page summary and answers to the questions. "Quality" considers the *content* of the writing as well as the *writing style and usage of grammar*.
- C. Grading will be for the project as a whole. Grades will be as follows: A+ = 100, A = 96, A- = 92, B+ = 88, B = 85, B- = 82, C+ = 78, C = 75, C- = 72, D+ = 68, D = 65, D- = 62, F = any score between 0 and 59 reflecting the amount and quality of work.
- D. I will attempt to return these projects, graded, at the last class meeting of the semester (the question and answer review).
- E. **Late papers:** This project is worth 100 points. If your project is not turned in by the end of class on the date it is due **REGARDLESS OF REASON**, it will be considered late and five (5) points will be deducted. If your paper is not turned in by the end of the class following the due date, ten (10) points will be deducted.
- A. **Papers too late to be accepted:** If your paper is not submitted by the end of the last class (i.e., the question-and-answer review), then **it will not be accepted and you will receive a zero.**

**Note: This project is required. Not submitting this paper will make it very difficult to get a good grade in the course. You will note that loss of 100 points is equivalent to lowering your entire grade for the course by almost two letter grades. (The range of points for one entire letter grade in the course is only 71 points.) Please do the project and turn it in on time.**

- G. I hope that folks will do well on this project and perhaps raise some of the grades from exams that might have been lower than you anticipated. Note, too, that besides the possibility of getting a good grade on the project, you might earn up to 20 points of extra credit by correctly answering questions over the book that appear in a bonus section of the final exam. In addition, I hope that you will personally benefit from reading the book.
- H. This book reads quickly and the questions will not be super-detail-oriented. Students last year reported that it was enjoyable and helpful. As I have every year that I used one of my books, I am donating royalties to the Psychology Department for improving education.

**X. Earning Points in the Course**

**Hourly Exams :**

<u>Exams</u>	<u>Date</u>	<u>Points on Which Grades Are Computed</u>
1	(W) - Feb 2	100
2	(W) - Mar 2	100
3	(M) - Apr 25	100
4	(M) - Apr 25	100

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Total for Exams            400

**Comprehensive Final Exam:**

Final (W) May 11 (1-3:50) 240

**Lab:**

Assignments 12 at 10 points each

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Total Lab 120

**Participation in Research:**

The Department of Psychology requires that you participate in research (more about that below). To ease the "pain" of fulfilling this requirement, you will be given ten points for every hour of participation in a study you complete **up to a maximum of four hours of participation** (40 pts).

**Book Project on Forgiveness:**

You will read a **required book on forgiveness**. The book should be available in the bookstores. You will receive up to 100 points for your participation in the book project. The points you receive are as follows: A+ = 100, A = 96, A- = 92, B+ = 88, B = 85, B- = 82, C+ = 78, C = 75, C- = 72, D+ = 68, D = 65, D- = 62, F = any score between 0 and 59 reflecting the amount and quality of work. (Note: In addition to the possible 100 points on the book project, there will be seven **bonus** questions on the final exam over the forgiveness book. Those bonus questions will earn **extra credit** of up to 21 points [if all questions are correct]).

Total Forgiveness (**due class after Exam 3**) 100

**Summary of Points Possible:**

Hourly Exams	400
Comprehensive Final Exam	240
Lab Sections	120
Research Participation	40
Forgiveness Project	100

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Total 900

(Potential Extra Credit = 72 points plus all the little extras)

**XI. Grading Policy**

1. Standards

<u>Grade</u>	<u>Percent</u>	<u>Exam Score</u>	<u>Course Total</u>
A	90% - 100%	90 - 100	<b>805 - 900</b>
B	80% - 89%	80 - 88	<b>715 - 804</b>
C	70% - 79%	70 - 78	<b>625 - 714</b>
D	60% - 69%	60 - 68	<b>535 - 624</b>
F	0% - 59%	0 - 58	<b>0 - 534</b>

2. On individual exams, I typically give credit for questions that are answered correctly by

fewer than 20% of the class. That is, if 80% of the class misses a question, there must be something wrong with the question, so I give EVERYONE CREDIT for it. If you got it correct, then (as it turns out) you get credit twice for that item. This usually amounts to adding no more than zero to three questions per exam.

3. **At the end of the semester, grades will NOT be curved.** Your point total at the end of the course determines your grade, not how other people perform.

4. Grades cannot be posted publicly by identifying your name or social security number. They will be available on Blackboard. You may get your own grade.

5. My teaching assistant will keep grades on Blackboard. If you have questions about your grade on a test, **ask my teaching assistant.**

## **XII. Extra Credit Options**

1. I dislike having people come to me and saying, "I am just missing an A (or B or C or D) by 2 points. Is there something I can do to raise my grade?" To prevent that from happening, I will allow you to earn up to a maximum of 72 extra points (!!!!!) by participating in (a) each of four extra credit projects (worth a maximum of 10 points each) plus (b) six role calls (for 2 points credit each) plus (c) answer up to 10 2-point questions on the final exam on the forgiveness book. **BUT THERE IS A CATCH. Each project (except the questions on the final, of course) must be completed by the end of class on the date due. It will not be accepted if it is not handed in by the time class ends on that day.**

### **No Late Extra Credit Projects**

2. A word about my philosophy that figures prominently into my policy for extra credit. Basically, I believe there ought to be more to evaluation of your learning in a course than how well you take multiple-choice tests over large complex books. (This is especially true in a General Education course, like PSYC 101.) On the other hand, part of survival in college, advancement to graduate school (e.g., Graduate Record Exams), and even advancement in your profession (e.g., even state license examinations for psychologists have multiple-choice tests) requires that you develop skill at taking multiple choice tests. So I have a lot of questions that are multiple choice (4 100-point exams; a 160-point final exam). But, what if you can't do well on those exams? Does that mean you are doomed to a poor grade? No. First, I give you a required project that requires writing (the forgiveness project). That can earn you 100 points. You have lab reports and other assignments (120 points). I also provide the opportunity for you to work hard to accumulate extra credit of up to 72 points (about 10 percent of your grade). So, if you make 50 percent on the exams, you still won't make an A or B on the course, but if you work hard, you can perhaps make a D or C in the course. Alternatively, if you spend a lot of time studying and you perform well on the exams and the project, there will not be the need to spend the time to do as many extra credit projects. This gives you some amount of control over your grade that you can apportion through how you spend your time. Let me emphasize, though,

that if you make poor grades (i.e., D or below) on the exams, you CANNOT make an A or B in the course. So you are well advised to study hard for the exams, do all labs well before their due dates, and then do the extra credit needed to achieve the course grade you wish.

3. First, keep a dream log. **(This will actually be available for you to submit on line.)** The second way to earn extra credit is to keep a dream log for a week. You should describe your dream in as much detail as possible, and offer an interpretation if you can. For full credit, record at least three dreams. Be sure to describe them in detail using complete sentences. Details follow.
- a. Everyone dreams, but as we transition from sleep into waking the dreams are forgotten. To remember your dreams, you might deliberately let your mind wander to your night's dreams. Recall as many details as you can while you are still in bed. When you are clear on the details, write them down.
  - b. Write notes about your dreams as soon as you awaken. Do not worry about proper form. Take notes on your dreams. Later, you can rewrite your notes for the project.
  - c. Here are some suggestions for recalling your dreams:
    - Put a flashlight and a pad of paper by your bed for a week; if you awaken and are dreaming, write them immediately.
    - Set your alarm clock for about 1/2 hour earlier than usual on a night when you go to sleep at a reasonable hour. Your chances are higher of catching a dream right before waking than at other times.
    - Before you go to sleep, remind yourself about your dream project. That will prime your mind to remember.
  - d. Provide as many details as you can. Name the people in your dreams. Write whether they are strangers, people you seem to know in the dream (but don't know), friends, or relatives. If you can, describe colors, surroundings, and how long the dream seemed to last.
  - e. Describe the feelings you had about the dream when you awoke. Did you feel positive, negative, scared, angry, worried?
  - f. Write a paper describing each of your dreams in a paragraph or two. Provide details (names of people, place descriptions, reports about feelings, etc.), and interpret the dreams if you can.
  - g. If, after a week, you can't recall a dream, then either describe a past dream or daydream.

**Due the class after Exam 1.** (Max 10 points)

4. Second, apply behavior modification to yourself. **(This will also be available for you to submit on line.)** Pick a behavior you want to change. This could involve such things as stopping smoking, increasing exercise, increasing studying, decreasing bedwetting, decreasing nose-picking in public, etc. Then, your project will be to use reinforcement to try to change your behavior for two weeks.
- a. First, define carefully exactly what behavior you are trying to change.
  - b. Take a baseline of the behavior for three days, carefully measuring exactly how many times you do the behavior but NOT YET trying to make any changes.
  - c. Decide on your reinforcer(s). The reinforcer will need to be something you want but would not ordinarily have. For example, I could reinforce studying two hours by watching ½ hour of WWF Wrestling (if I don't ordinarily watch that). Each two hours of study would add another ½ hour. Reinforcers can be things (i.e., M & Ms, a new sports car) or behaviors (i.e., listening to music, going to the movies) or something someone else does for me (i.e., wife gives full-body massage). The trick is that a reinforcer must be CONTINGENT, which

means that I get the reinforcer ONLY if I do the specified behavior.

- d. You should continue to monitor your behavior each day during the project. Please make a simple graph of your behavior.
- e. Write up your plan, what you did, and how it worked. Evaluate the project as a whole. (Include your graph of your target behavior.)

**Due the class after Exam 2** (Max 10 points)

6. Third, you can earn 10 points of extra credit if you complete and standardize your own ink blot test. This project should not be attempted until after we have discussed ink blot tests in the chapter on Personality, so it will be due before Exam 4 (check schedule for exact date).

*INSTRUCTIONS FOR THE INK BLOT PROJECT:*

- a. *Make an ink blot by folding a piece of paper in half and pouring ink on one side of the paper. Then fold the paper down on the ink so that a symmetrical ink blot appears in the middle of the page. Photocopy 11 copies of the ink blot.*
- b. *Standardize the ink blot by asking **ten** friends to look at the ink blot and tell you all the things they see in it. As they talk, you should have a separate copy of the ink blot, which you write on. Record on your copy their descriptions of what they see in the ink blot.*
- c. *Summarize your findings. In a short paper, tell what the common responses were to your ink blot. Include a copy of your ink blot with common responses marked.*
- d. *For fun, knowing your friends, you might try categorizing them as, say introverts versus extroverts, and see if introverts give different responses from extroverts. This isn't really required on the project, but might provide you with some enjoyment.*

*EVALUATION: On this project, you may earn a maximum of 10 points. Your project will be graded as follows:*

- 10 = superior*
- 8 = acceptable*
- 6 = barely acceptable*
- 0 = unacceptable.*

**Due the class after Exam 3** (check schedule for exact date) (Max 10 points)

7. Fourth, you can earn 10 points if you watch and analyze any one of three films—*A Beautiful Mind*, *Dream Team*, and *Good Will Hunting*. (Copies of these might be limited in video stores around time this is due, so try to watch the movies as early in the semester as you can.) Both of the first two portray people who have been diagnosed as having paranoid schizophrenia. From the book, read the section on schizophrenia, and describe in each case, the symptoms by each of the major characters with that diagnosis that are consistent with “positive symptom schizophrenia” and negative symptom schizophrenia.” Because you are listing two types of symptoms for each of the characters (4 in Dream Team and 1 in A Beautiful Mind), you will obviously need to first read the book and determine what you are looking for and second watch the movie of your choice with pencil in hand. You may watch the movies in groups with other people and talk about it as you watch. However, it is considered a violation of the honor code if you simply copy someone else’s list in part or whole. Or, you can analyze the film, *Good Will Hunting*. Robin Williams plays a psychotherapist for Will Hunting. You are to analyze the therapeutic techniques of Robin Williams’ character and write a one- to two-page paper (maximum of two double-spaced pages) on (a) what type of therapy you think Robin Williams does and why (if you

think eclectic, then from what schools of therapy does he draw, and what is your evidence), and (b) what specific techniques do you particularly like and what specific techniques do you not like and why.

**Due the week before Exam 4 (Check schedule for exact date)** (Max 10 points)

9. Fifth, you can earn extra credit if you *attend class on roll-call days*. Unannounced roll calls will be taken either at the beginning or end of class on six days. You earn two points of extra credit if you are present *when roll is taken* on that day. Thus, if you are present at all six roll calls, you will have earned twelve points of credit. If you attend all of class except the last five minutes and that day happens to be a roll call, which you miss, you will not receive the points for that day. (Max 12 points)
11. Sixth, a final way to earn extra credit is to answer multiple-choice questions correctly on the Forgiveness book. Those questions will be included on the final exam. For each of the seven questions you answer correctly, you'll have 3 points added to your final exam score. (Max 21 points)

### **XIII. Research Requirement**

The Department of Psychology has traditionally required that you participate in four research projects to complete the course requirements in PSYC 101.

There are two ways to meet the requirements: either participate as a subject in research or complete another project that involves you in research by having you read and critique research studies. Note that there is a small amount of total credit involved in the research studies (only 40 of 900 points). The “requirement” means that if you do not participate in the research requirement, you will not receive the 40 points and those points are definitely considered as part of your grade. There is a relatively large amount of extra credit you can earn (40 points in projects, 21 points on the forgiveness questions on the final exam, 12 points in attendance). You might decide to skip the research requirement—especially if you are not excited by either option (of fulfilling the research requirement) and are willing to take the loss of 40 points. You might do the extra credit to earn the points that you miss in not doing the research requirement. I hope that most of you will participate as a research subject because you'll learn about psychology (not to mention contribute to knowledge). If you do participate in the studies, here are some things you should know.

- (1) One purpose of this requirement is to provide you with first-hand experience of psychological experiments; the second purpose is to enable us to conduct research so that we can advance psychological knowledge and thus learn more about human behavior. The experimenter should give you some feedback about the nature of the experiment. **In fact, we require that the researcher provide you with some educational information about the specific study you were in or the general topic area.** If the experimenter does not volunteer to do this, then you should be assertive enough to request it. If the experimenter

offers to tell you about the experiment at some later time, I hope that you will find out when and where and then follow it up. Experimenters must comply with the following rules:

\*obtain approval from a Committee on the Conduct of Clinical Research (or a departmental ethics committee on research).

\*inform you of the procedure you will follow in the experiment, of your right to withdraw without penalty at any time, and of any potential risks in the experiment.

\*If the experimenter schedules you for an experiment, then both you and the experimenter should show up promptly. **To safeguard your interests, you should get the experimenter's name and how you can reach him or her if you cannot show up.** If you can't show up, contact the experimenter ahead of time. If the experimenter doesn't show up and you do, then report that to my teaching assistant, who, after it is checked out, will give you credit.

\*When you arrive at the experimental site, make sure the experimenter writes your name down. You might ask that the experimenter write a note attesting to your participation.

(2) I encourage you to participate in this option, and do so early in the semester to avoid the end-of-semester time crunch.

(3) **Important Note: I do not keep books on how many studies you have attended.**

<b>KEEP YOUR OWN RECORDS. DON'T ASK ME; I WON'T KNOW.</b>
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Experimenters record a list of participating subjects at the Center for Introductory Psychology or electronically on Experimetrix. They get it done electronically as researchers register the participants. It should be completed by the end of the semester. **The list is never up to date until it is too late for you to do additional studies.** I will summarize lists on the last day of class, but **YOU SHOULD KEEP A RECORD OF YOUR OWN PARTICIPATION.** Record the experiment title and number (all approved studies must have a number), the date and time that you participated, and the experimenter's name.

(4) **The Alternative to being in studies:** The alternative to participating in research studies is to perform the departmentally organized research-critique sessions near the end of the semester. About a month before class ends, everyone will be given a handout about how to read and critique a research study. Six one-hour sessions will be scheduled. At each session, you will be given an interesting--at least we believe it to be interesting--article to read and write your critique on. For each critique that is satisfactory, you will receive four points--the equivalent of participating in one research study, which also takes about an hour. You may attend up to four of the six one-hour sessions.

(5) Note: Together--by participating in studies and by doing critiques--**you may earn NO more than 40 research participation points.**

**XIV. Schedule for Course Assignments**

Note: We will only cover a few selected parts of Chapters 3, 5, and 7 (just what I cover in lecture, so you only need to read those portions)

<u>Date</u>	<u>Class Content</u>	<u>Assignment Due</u>
Aug 24	Class Information	Buy Text
Aug 29	Introduction to Psychology (Ch 1)	Read: Ch 1
Aug 31	The Biology Underlying Behavior (Ch 2)	Read: Ch 2
Sep 5	The Biology Underlying Behavior (Ch 2)	
Sep 7	States of Consciousness (Ch 4)	Read: Ch 4;
Sep 12	<b>Exam 1*****</b>	<b>Study: Ch 1, 2, 4</b>
Sep 14	Memory (Ch 6)	Read: Ch 6 <b>Extra credit: Dream Log due</b>
Sep 19	Thinking, Language, and Intelligence (Ch 7)	Read: Ch 7
Sep 21	Thinking, Language, and Intelligence (Ch 7)	
Sep 26	Motivation and Emotion (Ch 8)	Read: Ch 8
Sep 28	Motivation and Emotion (Ch 8)	
Oct 3	Health Psychology: Stress, Coping, and Well-Being (Ch 11)	Read: Ch 11
Oct 5	Health Psychology: Stress, Coping, and Well-Being (Ch 11)	
Oct 10	<b>Exam 2 *****</b>	<b>Study: Ch 6,7,8,11</b>
Oct 12	Development (Ch 9)	Read: Ch 9 <b>Extra Credit: BMod</b>
Oct 17	Development (Ch 9)	
Oct 19	<b>Fall Break</b>	
Oct 24	Development (Ch 9)	
Oct 26	Personality (Ch 10)	Read: Ch 10
Oct 31	Personality (Ch 10)	
Nov 2	Personality (Ch 10)	
Nov 7	<b>Exam 3 *****</b>	<b>Study: Ch 9, 10</b>
Nov 9	Psychological Disorders (Ch 12)	Read: Ch 12; Read Forgiveness Book; <b>Extra Credit:InkBlot</b>

Nov 14	Psychological Disorders (Ch 12) [Video Psychotherapy]	Work on forgiveness book project (due in 2 wks)
Nov 16	Treatment of Psych Disorders (Ch 13)	Read: Ch 13
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Nov 21	Treatment of Psych Disorders (Ch 13) [Videos: Behavioral Treatment of Autistic Children]	<b>Movies Extra Credit;</b> Work on Forgiveness book project (due next week)
<b>Nov 23</b>	<b>Thanksgiving</b>	
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<b>Nov 28</b>	<b>Exam 4 *****</b>	<b>Study Ch 12, 13</b>
Nov 30	Social Psychology (Ch 14) [Video: Constr. Social Reality]	<b>**Forgiveness Book Project** (Required)</b>
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Dec 5	Social Psychology (Ch 14)	Read Ch 14
Dec 7	Review (Question-Answer)	Review Chapters 1,2,4,6,7,8,9,10,11,12,13,14
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Dec 13 (Wed 1:00-3:50)	<b>Final Exam * * * * *</b>	<b>Study: all 12 assigned chapters</b>
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**This page is provided for you to record your scores in the class, to make sure you have done everything that is required, and to compute your grade.**

**Sum of 4 Hourly Exams** \_\_\_\_\_

Exam 1 \_\_\_\_\_  
Exam 2 \_\_\_\_\_  
Exam 3 \_\_\_\_\_  
Exam 4 \_\_\_\_\_

**Sum of Lab 12 Reports** \_\_\_\_\_

Lab 1 \_\_\_\_\_  
Lab 2 \_\_\_\_\_  
Lab 3 \_\_\_\_\_  
Lab 4 \_\_\_\_\_  
Lab 5 \_\_\_\_\_  
Lab 6 \_\_\_\_\_  
Lab 7 \_\_\_\_\_  
Lab 8 \_\_\_\_\_  
Lab 9 \_\_\_\_\_  
Lab 10 \_\_\_\_\_  
Lab 11 \_\_\_\_\_  
Lab 12 \_\_\_\_\_

**Forgiveness Project (100 points)** \_\_\_\_\_

**Studies (max 4 hours of studies, 40 points)** \_\_\_\_\_

Title/Date/How Long  
#1: \_\_\_\_\_  
#2: \_\_\_\_\_  
#3: \_\_\_\_\_  
#4: \_\_\_\_\_

**Extra Credit** \_\_\_\_\_

Dream Log (max = 10) \_\_\_\_\_  
B Mod (max = 10) \_\_\_\_\_  
Movies (max = 10) \_\_\_\_\_  
Ink Blot (max = 10) \_\_\_\_\_

Attendance (max = 12) \_\_\_\_\_

Record Dates

Attendance #1 \_\_\_\_\_  
Attendance #2 \_\_\_\_\_  
Attendance #3 \_\_\_\_\_  
Attendance #4 \_\_\_\_\_  
Attendance #5 \_\_\_\_\_  
Attendance #6 \_\_\_\_\_  
Attendance #7 (?) \_\_\_\_\_

(Remember that you'll have 21 extra points possible from questions on the Forgiveness book on the final exam, don't record here; it's part of final exam.)

**Final Exam (240 + 21 possible points for Forgiveness Book)** \_\_\_\_\_

**TOTAL POINTS** \_\_\_\_\_

Grading Standards

A	90% - 100%	90 - 100	<b>805 - 900</b>
B	80% - 89%	80 - 88	<b>715 - 804</b>
C	70% - 79%	70 - 78	<b>625 - 714</b>
D	60% - 69%	60 - 68	<b>535 - 624</b>
F	0% - 59%	0 - 58	<b>0 - 534</b>