



Society for the Teaching of Psychology (APA Division 2)
OFFICE OF TEACHING RESOURCES IN PSYCHOLOGY (OTRP)
Department of Psychology, University of St. Thomas, 3800 Montrose Blvd., Houston, TX 77006

**GENERAL PSYCHOLOGY I
PSYCHOLOGY 1201, SECTION 01
SPRING SEMESTER, 2002
M, W 12:30- 1:45 PM
ADMINISTRATION BUILDING, ROOM 338**

INSTRUCTOR: Dr. Kimberly Eretzian Smirles
OFFICE: Administration Building, Room 243
OFFICE HOURS: Mon (11am-12pm), Tues (2-3pm), Thurs (11 am- 12 pm),
or by appointment
PHONE: 617-735-9733
E-MAIL: smirles@emmanuel.edu

REQUIRED TEXTS:

Wood, S. E. & Wood, E. G. (2002). The World of Psychology (4th Ed). Boston: Allyn and Bacon.

Hock, R. R. (2002). Forty Studies That Changed Psychology. Englewood Cliffs, New Jersey: Prentice Hall.

OVERVIEW & OBJECTIVES

Psychology encompasses a broad range of topics, including such areas as research methodology, brain physiology, learning, memory, and abnormal psychology. This course is designed as an introduction to several of the fields of study in psychology. Through lectures, discussions, demonstrations, group activities, and video presentations, several objectives will be met. You will learn about the important issues and debates in the field of psychology, how to apply this knowledge to real world situations, how to critically evaluate research and ongoing debates in the field of psychology, and to develop your writing skills. Your assignments, readings, and tests all reflect these objectives.

COURSE REQUIREMENTS

READING ASSIGNMENTS:

The textbook and reader will be your primary resources. They will supplement lectures and help to facilitate class discussions. Therefore, assigned readings are critical to your understanding of the course material. You will have daily reading assignments. Not all of the material in the text will be covered in class, however, you are responsible for all of the assigned material.

I periodically bring in articles that are applicable to the course content and are hopefully of interest to you. While we will typically discuss them in class, you need to be sure you have read and understand them on your own.

IN- CLASS ASSIGNMENTS:

Throughout the course, we will engage in various discussions, class activities, etc. Such activities provide insight and understanding into the course material that a lecture format cannot necessarily provide. For this reason, I integrate these activities into the class grading format. Additionally, including in-class work as part your grade is one way of assessing class participation that is different from requiring you to speak in front of the class. For these assignments, you will typically be asked to write about a particular discussion, demonstration, etc. we are having and hand it in to me at the end of the class period. Typically, you will have at least one assignment each week. In-class work will be graded on a Pass/Fail basis and count for a total of 10% of your final grade. Late assignments will NOT be accepted, so do not forget to turn them in when you leave.

CRITIQUE PAPERS:

In order to help you develop your writing and critical thinking skills, you will write 2 reaction papers (2-3 pages in length) over the course of the semester. Reaction papers will be worth 30% of your final grade (15% each). The reaction papers will be based upon specific assigned readings from the Hock reader listed in this syllabus (unless otherwise stated). Papers will be given one of three main ranks: A, B, or RW (re-write). Please note, I do grade for spelling and grammar.

Don't threaten your grade by not proof reading your papers!!!!

There are 16 reading assignments from the Hock reader listed here in the syllabus. While you are responsible for reading all of them, you may select the 2 that most interest you to write on.

*****Each one is due by the beginning of class on the date on which it is listed under "assignments".**

*****Reaction papers are to be typed and double-spaced, unless permission is obtained from me.**

*****Points will be deducted for late assignments, and avoidable problems (such as your printer not working) are not valid excuses.**

PAPER REQUIREMENTS:

Your reaction papers have very specific requirements. Each paper will consist of 3 parts:

(1) A brief summary of the reading. This summary is to be no longer than 3 sentences, answering the following questions:

- (1) What phenomenon were the researchers studying (e.g., hypotheses)?,
- (2) How did they study it (i.e. what method did they utilize)?, and
- (3) What were the findings of the study?

While this is very short, it should still be able to summarize the study for someone who has not read the article; therefore, you need to focus on how you structure your sentences. For example, concerning methodology, while you want to explain the basic experimental manipulation of a study, you do not have to detail the entire procedure used.

Critique Papers Continued...

(2) **Application to real world.** Provide an example of the phenomenon in the real world that was NOT provided in the article. Be specific about how it is a direct application or example. For example, do you have any superstitious behavior? How were they reinforced?

(3) **Critical analysis.** Since you will be using these papers to develop your critical thinking skills, I am providing you with specific issues to address. For your analysis, answer each of the following questions where appropriate:

- (a) Was the methodology appropriate to address the hypothesis? Explain.
- (b) Are there other ways to study the same phenomenon? Be specific.
- (c) Are there alternative explanations for the results presented by the researchers?
- (d) Are there any other issues, such as ethical concerns, the population studied, or when and when the study was conducted?

Reactions are not necessarily "correct" or "incorrect." Perhaps you disagree with the arguments of the authors, or you have your own ideas on how to study the phenomenon. You have some freedom to select the focus of your response. What is crucial is that you back up each statement with evidence from the readings. For example, why do you disagree with the authors? or how would you do the study differently? Remember, this is an exercise in critical thinking. I am more interested in the quality of your comments than the amount of space you can fill up. Be aware that there are many ways in which to present your responses. The key is to be clear and concise.

You may not use any direct quotes from the reading. I want these papers in your own words to demonstrate that you understand the material covered. You will lose at least one full grade if you use quotes. Since you cannot quote the articles directly, be VERY CAREFUL of plagiarism.

Re- Writes: If you are asked to re-write a paper, you will have 1 week to turn in a second draft (along with the original draft). After that, you will lose points for being late. You may not substitute another paper for your re-write; the purpose of giving you a re-write is to allow you to improve your writing skills, and changing topics will not necessarily accomplish that.

INTERNET ASSIGNMENTS:

A typical approach of introductory courses is to focus on classic research, rather than contemporary applications or research. For each chapter we cover, you will go on-line to do some simple research in the topic area of interest. The main purpose of these assignments is to expose you to more current issues in psychology and provide you with experience in doing proper research over the internet. As we progress through each chapter, I will hand out the specific instructions for each assignment, including the specific topic of research, websites, questions about the information provided in the websites, and (most importantly) the DUE dates for each assignment. While you are expected to complete each assignment, you will turn in write-ups of only 3 of the assignments. Your write-up will consist entirely of your answers to the questions I provide you with. Together, your internet assignments will count for **20% of your final grade** (6.667% each). These will be graded based upon the thoroughness and accuracy of your responses.

These assignments should also be typed and double-spaced.

TESTS:

There will be **3 tests** - 2 over the course of the semester, 1 during final exams (i.e. there is no cumulative final exam for this course). There are **NO MAKE-UP TESTS**.^{*} Because there are often legitimate excuses for missing or doing poorly on a test, you will be **allowed to drop your lowest score** from the final grade. If you miss a test, that will count as your lowest grade.

The **remaining 2 tests will be worth 40% of your final grade** (20% each). Typical tests will consist of multiple-choice and essay questions, and ALL tests will have an applied focus.

While most content for tests will be taken from material covered in class, any text book reading, Hock reading, or internet assignment are also game for inclusion on tests.

Any essays and/or writing projects you will have on an exam will be handed out **one week** before the test to allow you the time to prepare. I am willing to look at them up to **two days** before the test to let you know if your answers are correct. **Do not leave them until the last minute**, as your preparation for the multiple choice portion may suffer.

^{*} **NOTE:** Exceptions will only be made in cases of **serious** emergencies (i.e. hospitalization, a death).

GRADING SUMMARY

Your final grade will be based on the following value assignments:

IN-CLASS ASSIGNMENTS:	10%
CRITIQUE PAPERS:	30% (2 critiques, 15% each)
INTERNET ASSIGNMENTS:	20% (3 assignments, 6.667% each)
TESTS:	<u>40%</u> (2 of 3 tests, 20% each)
	100%

BASIC GRADING SCALE

A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 65-69	F = below 60
A- = 90-92	B = 83-86	C = 73-76	D = 60-64	
	B- = 80-82	C- = 70-72		

CLASS POLICIES

CLASS ETIQUETTE:

The classroom is meant to be a learning environment, both from the instructor and from one another. However, learning is inhibited when there is a lack of respect for one another's individuality as well as for the class as a whole. In order to better facilitate a beneficial environment for all, I have decided to set a few ground rules.

- **BE ON TIME.** People coming in late disrupts the flow of the class and places them behind in the material covered in class. Our class time is precious and limited, and no one would like to spend that time repeating material for late-comers. Occasionally, being late cannot be helped, and that is fine. But routine tardiness shows a lack of respect for the entire class, and it will not be tolerated.

- **RAISE YOUR HAND WHEN YOU WISH TO SPEAK.** There are times when several people want to speak, so some just blurt out their responses. This behavior, especially when repeatedly perpetrated, takes away people's equal access to the classroom forum. If you speak out of turn, you will be ignored.

- **NO TALKING.** Discussions or comments with your neighbors while I or one of your classmates is speaking is disrespectful to us all. If you missed something that was said, let us know and the speaker will repeat it.

- Any **beepers or phones** will be turned off or otherwise silenced during class time.

- Unless we are in a multimedia class room, you may have food/ drink in class, so long as it does not cause any disruptions or distractions.

These rules may seem brutally obviously, but I am laying them out to let you know how serious I am about establishing a learning environment built on mutual respect.

ATTENDANCE AND PARTICIPATION:

You are expected to attend **all** class periods. The issues covered in class will often go beyond the course texts. Also, this course is designed to facilitate interaction and discussion between class members, so your participation is encouraged.

We all benefit when people share their experiences, ideas, and insights with one another. I will not police your presence. It is **your responsibility** to be an active participant in your own education. However, if you are having difficulties with coming to class, please see me. I cannot be of assistance if I am not aware that there is a problem.

LATE ASSIGNMENTS:

You will be allowed to hand in **ONE** assignment late without penalty. However, the assignment is to be **no later than 3 days**, and I must be notified of this **BEFORE** the assignment is due. This applies to any written assignment.

All other late assignments will be penalized. For **each** day an assignment is late, **5 points** will be deducted from the final grade of that assignment.

I totally understand that the summer can get rather hectic. However, allowing yourself to fall too far behind will only hurt you at the end of the course. This policy is designed to help keep you motivated to finish on time while also giving a little room for unforeseen circumstances (e.g., illness, an exam in another class).

CHEATING & PLAGIARISM:

Cheating and plagiarism are very serious offenses and have severe consequences.

Definitions (taken from the Emmanuel College Academic Integrity Policy):

“Essentially **plagiarism** is theft, the theft of the work of another person. In an academic context, it is the unattributed presentation of the work of another person under one’s own name. Plagiarism occurs whenever a student uses the work of another person without change or with merely minor changes and does not acknowledge that fact. Acknowledgment must be made of material obtained through oral communication, written texts, audiovisual and other technological resources (e.g. CD-ROM, Internet). In written work, for example, the absence of quotation marks or indentation (to indicate quotation) suffices to establish the objective fact of plagiarism. Plagiarism can also occur in other circumstances (e.g. an art student presenting another’s drawing as his/her own) and can be verified objectively. A finding of plagiarism merely establishes the fact and does not consider the student’s intention.

Cheating takes place on an examination or assignment when assistance is obtained from a disallowed source. Under no circumstances may a student submit as her/his own the work or ideas of another person (except for texts and notes associated with the course), whether exactly copied or paraphrased, unless explicit permission to the contrary has been given by the instructor. In addition, using notes or other outside sources of information during in-class examinations and assignments is prohibited, unless permission has been given by the teacher. Cheating also includes voluntary assistance in another student’s cheating. Cheating may also include submitting the student’s own paper or project for credit in more than one course, unless the course instructors have been informed and have consented to such multiple submissions.”

Policy:

Incidents of cheating and plagiarism will result in the following: (a) failure of the assignment or test, (b) notification of your Academic Advisor, and (c) notification of the Academic Dean. If I deem the offense is serious enough, I may also exercise my option to fail you for the entire course. **Do not test me on this one.** Cheating and plagiarism not only hurt your own learning experience, but they are also disrespectful to your fellow classmates who did complete their own work.

People are sometimes unaware that they have plagiarized (e.g., “para-phrasing”). Essentially, a basic rule is to give credit where credit is due; if it is not a theory or idea from your own head, reference the author(s). Not citing the author(s) means you are claiming credit for their words or ideas-- that is plagiarism. Whenever in doubt, feel free to run it by me. You may also refer to your student handbooks for formal definitions of cheating and plagiarism under the Academic Integrity Policy.

COURSE CALENDAR

DATE:	TOPIC	ASSIGNMENT/DUE DATE:
1/16	Introduction to the course	
1/21	Martin Luther King, Jr. Day - NO CLASSES	
1/23	History of Psychology	Wood & Wood, Chapter 1
1/28	Research Methodology	Wood & Wood, Chapter 1, HOCK: Darley & Latane, "Bystander intervention in emergencies: Diffusion of responsibility"
1/30	Critical thinking & Ethics	HANDOUT: Baumrind, D., "Research using intentional deception" HOCK: Milgram, "Behavioral study of obedience"
2/4	Neural Transmission	Wood & Wood, Chapter 2
2/6	Nervous System & the Brain	Wood & Wood, Chapter 2 HOCK: Gazzaniga, "The split brain in man" HOCK: Rosenweig, Bennett, & Diamond, "Brain changes in response to experience"
2/11	Classical Conditioning	Wood & Wood, Chapter 5 HOCK: Pavlov, "Conditioned reflexes"; HOCK: Watson & Rayner, "Conditioned emotional responses"
2/13	Operant Conditioning	Wood & Wood, Chapter 5 HOCK: Skinner, "Superstition in pigeons"
2/18	Presidents' Day - NO CLASSES	
2/20	Observational learning	Wood & Wood, Chapter 5 HOCK: Bandura, Ross, & Ross, "Transmission of aggression through imitation of aggressive models"
2/25	TEST #1	
2/27	Memory: Remembering	Wood & Wood, Chapter 6
3/4	Memory: Forgetting	Wood & Wood, Chapter 6 HOCK: Loftus, "Leading questions and the eyewitness report"
3/6	Child development	Wood & Wood, Chapter 9 HOCK: Piaget, "The development of object concept"
3/11 - 3/15	SPRING BREAK!!!!	
3/18	Adolescent development	HOCK: Zajonc & Markus, "Birth order and intellectual development"

3/20	Adult Development	Wood & Wood, Chapter 10 HOCK: Kohlberg, "The development of children's orientation toward a moral order"
3/25	TEST #2	
3/27	Personality Theory	Wood & Wood, Chapter 13 HOCK: Freud, "The ego and the mechanisms of defense"
4/1	Personality Theory Cont.	Wood & Wood, Chapter 13
4/3	Psychological Disorders	Wood & Wood, Chapter 15
4/8	Psychological Disorders	HOCK: Rosenhan, "On being sane in insane places" HOCK: Rorschach, "Psychodiagnostics"
4/10	Applied: Schizophrenia	HOCK: Murray, "Explorations in personality"
4/15	Patriot's Day - NO CLASSES	
4/16	Critique of DSM- IV	HANDOUT (on reserve)
4/17	Therapeutic Approaches	Wood & Wood, Chapter 16 HOCK: Smith & Glass, "Meta-analysis of psychotherapy outcome studies"
4/22	Therapeutic Approaches	HOCK: Wolpe, "The systematic desensitization treatment of neuroses"
4/24	Applied: Treating anxiety	
4/29	Topic: TBA	LAST DAY OF CLASS!!!!

TEST #3 Saturday, May 4th 10:15am- 12:15pm

Do not make plans to leave before this date....early exams will not be given to accommodate travel arrangements.