

## Course Syllabus, PSYCH 100, Introductory Psychology, Fall 2007 (Subject to Change)

Instructor: Dr. Mark Casteel  
Office Location: IST Center, Room 210  
Office Hours: Monday & Wednesday, 1:00- 2:45 (other times available by appointment)  
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Required Textbook: *Psychology: Themes & Variations, Briefer Version* (7<sup>th</sup> ed.), by Wayne Weiten  
Course Web site: <http://www2.yk.psu.edu/~mac13/fallintro2007.htm>

Textbook Companion Website: <http://tinyurl.com/3ap8m2>. This is a very nice web site that includes many study aids (e.g., flashcards, Tutorial Quizzes, Pre-test quizzes, Post-test quizzes, crossword puzzles) which can help you gauge how well you understand the material. I highly encourage you to take advantage of this free site.

### Course Goals

I have four goals for this course. First, by the time you have completed this class, I want you to understand what psychology truly is, including all of the different areas that psychologists study. Although some of you may have a sense of what psychology is all about, many people mistakenly think that all psychologists do is "help people" either through therapy or counseling. While it is true that therapy and counseling are part of psychology, they represent just the tip of the iceberg. Different types of psychologists study many different things, and my guess is that you will be surprised at some of the topics that fall under the heading of "psychology." Second, I want you to understand that psychology is a research *science*, and to realize that research psychologists test their assumptions using the scientific method (i.e., generating predictions, collecting data, and then seeing if the data supports or refutes the hypothesis). I hope to dispel some of the myths you might have about human behavior and to understand why psychology is more than "common sense." Third, although this class will be fast-paced, I do want it to be fun, enjoyable, and thought-provoking and I want us to have interesting conversations. Above all, I hope to get you to *think* about what you're reading and learning. Finally, I hope that you will find some part of this course relevant to your own lives. Although I can't promise that you'll gain any great insights, you will hopefully be armed with more knowledge about psychology than when you started.

### Reading the Textbook

Reading the text outside of class is essential for success in this course. Since our in-class time is limited, it will be impossible for us to discuss all of the relevant information in each chapter. You will, however, be responsible for the material from each chapter, including the Personal Application and Critical Thinking Application at the end of each chapter. My suggestion is for you to read each chapter before we discuss it in class (if possible) so that you know what questions you want to ask.

### Evaluation.

Your final grade in the course will be based on the points you accumulate from many different sources: exams, quizzes, test prep quiz, Six-Hour D assignment, Experimental Design assignment, attendance, participation, and extra credit. Each of these sources will be explained below.

**A. Exams.** All of the exams will consist of multiple choice questions (each question worth 2 points). The first four exams will have approximately 65 questions, while the final exam will be longer. The final exam will **not** be comprehensive, and will only cover information from Chapters 15 and 13. The exam dates are listed in the Course Outline on the last two pages. The final exam date will be determined by the University sometime in November.

**B. Quizzes** (10 points each/lowest quiz dropped). I will administer short (~ 10 questions) chapter quizzes for most chapters we discuss in class. These quizzes will generally be given on the final day we discuss a particular chapter (you will find the specific quiz dates on the Course Outline). The quiz questions are based largely on your textbook readings, and **most of them will be taken from the Tutorial Quizzes for each chapter found on our textbook publisher's website** (see the link above). If you have stayed current with your reading and practiced taking the Tutorial Quizzes before coming to class, you should find these questions fairly easy. I reserve the right, however, to use a couple of questions on each quiz that do not come from the Tutorial Quizzes, just to keep you honest. Unless otherwise announced, there will be 11 quizzes, and your lowest quiz score will be dropped. *No make-up quizzes will be given.* A missed quiz will count as your lowest score and be dropped.

**C. Test Preparation Quiz.** On Wednesday, Sept. 12, (five days before the first exam), I will administer a quiz so you can see how prepared you are for the first exam. The types of questions on the quiz will be very similar to the types you will see on the exam, and will give you some idea of what to expect. Your score on the quiz will count, so please come prepared.

**D. The Six-Hour D Assignment** (15 points) (This assignment must be typed). This assignment is based on a brief article written by Professor Russ Dewey that helps students to understand why the time they spend “studying” may not always be a good predictor of how well they do on a test. Prof. Dewey also discusses more effective ways for students to study for exams. Here are the assignment specifics: (1) Read "The Six Hour D" by Prof. Dewey (go to <http://www.psywww.com/discuss/chap00/6hourd.htm>). (2) In one paragraph, please explain how one gets a “six hour D.” (3) In one paragraph, please explain how one avoids a “six hour D.” (4) In one to two paragraphs, discuss your own current study techniques and point out those techniques that are least effective and those that are most effective. (5) In one final paragraph, discuss the changes (if any) you plan to make to your own study techniques after having read this brief article.

**E. Experimental Design Assignment** (40 points). Below you will find eight hypotheses. Each hypothesis is simply a statement that could be supported by evidence or proven to be false by the evidence. Your task for each assignment is to choose one hypothesis from the list of eight and design an experiment (not a survey, case study, or correlational study) that could test that hypothesis. For each assignment please provide the following information on a double-spaced typed paper: (1) Provide your name and list your specific hypothesis; (2) Provide a description of your experiment (please be as specific as possible about how you will conduct the study, including a description of your participants and your method of choosing them); (3) Specifically list your independent variable as well as the experimental and control conditions of the variable (remember that your independent variable is the thing you think will produce a change in behavior – that is, the “cause” half of the hypothesis); and (4) Mention your dependent variable (remember that the dependent variable is the behavior that you will be measuring – that is, the “effect” half of the hypothesis). **\*\* Note - You may get help from another classmate on this assignment, but if you do, each of you must choose a different hypothesis.**

**Possible Hypotheses** (choose only one). **Due date -- start of class on Wednesday, October 3.**

1. People in noisy environments are more likely to suffer from high blood pressure, anxiety, and feelings of helplessness.
2. If people are told that an infant is "John," they are more likely to see "him" as bigger and stronger than if the same infant is called "Joan."
3. Witnesses of simulated crime scenes remember less information if the "robber" has a gun than if he does not.
4. People in a bar will be more likely to leave the bartender tips if the tip jar already has some money in it.
5. Single, elderly individuals are happier if they have a dog or a cat as a pet.
6. Most people who suffer psychological problems become better with therapy.
7. People are less likely to offer help to a stranger if other bystanders are present.
8. Sleep-deprived students are more likely to get lower grades on tests.

**F. Attendance** (40 points). Attendance is essential to understand the concepts and processes explained in the reading material. Everyone will start off with 40 attendance points. You will be allowed to miss three class periods, for any reason whatsoever, without penalty. Every absence over three will result in the loss of two points per absence. I make no distinction between excused and unexcused absences.

**G. Participation** (40 points). In order to encourage you to read your textbook in a timely fashion, as well as to make the class more interesting, everyone will receive a participation grade. Your score will be based on your spontaneous questions and comments in class, as well as your ability to answer questions in class. I will often ask specific questions based on the readings in the textbook - if you are staying current with your readings, you should have no problem answering these questions.

**H. Extra Credit Web Assignment** (10 points). (You may do only one). For extra credit, you may choose to visit a web site from the list found at [www.yk.psu.edu/~mac13/fallintro2007.htm](http://www.yk.psu.edu/~mac13/fallintro2007.htm) and then submit a brief paper that answers a series of questions. For this assignment, please address the following issues: (1) Summarize the main points, ideas, and concepts of the web site you visited in your own words (do not quote information from the site); (2) Did the author(s) have sufficient expertise and the necessary credentials to write on the topic?; (3) Was credible and appropriate data and/or sources provided for you to evaluate the information? and (4) What is your overall evaluation of the web site? Your paper should be at least three double-spaced pages (1 inch margins, 12 point font). **All papers are due by the start of class on Wednesday, Dec. 5.**

**Chapter Outlines:** Links to Microsoft Word Lecture Outlines for each chapter may be found at the on-line site listed above.

## Final Grades

Final grades will be calculated by summing all of the points you have accumulated in the course, and dividing this number by the number of possible points. Grades will be determined using the grading scale listed below. For example, if a student accumulated 863 points out of 1000 possible points, they would have an 86.3%, or a B+. There is no grading on a curve.

92 - 100% of total possible points = A  
89 - 91.5% of total possible points = A-  
86 - 88.5% of total possible points = B+  
82 - 85.5% of total possible points = B  
79 - 81.5% of total possible points = B-

76 - 78.5% of total possible points = C+  
70 - 75.5% of total possible points = C  
60 - 69.5% of total possible points = D  
0 - 59.5% of total possible points = F

## Course Policies

**Civility Policy:** Because the classroom is a community of scholars engaged in the pursuit of knowledge, I fully expect every student in this class student to engage in civil and respectful behavior toward one another, including issues where there may be disagreement. Anyone who disrupts the community by their words or actions will be asked to leave the class.

**Cell phones:** Please turn off all cell phones by the start of class. If you forget and the phone rings, please turn it off quickly so as not to disrupt the class. If some unique situation requires you to keep your cell phone on, please discuss with me before class begins.

**Make-up Exams:** The opportunity to make up a missed exam is a privilege, not a right, and will only be considered in cases of extreme unforeseen events. In the case of a serious problem, it is your responsibility to contact me by telephone BEFORE the exam is given. I will generally be in my office from 7:00-7:45 a.m. on the day of exams, so you should call me during these times. If for some reason I do not answer the phone, please leave a message on my voice mail with a number where I can reach you. **I will not accept email notifications**; you must phone. No make-ups will be allowed without first contacting me.

**Late Papers:** As a general policy, I do not accept late papers. All written assignments are due *at the start of class* on their appropriate dates. Students who are ill on the day an assignment is due are still responsible for turning in their assignment by the start of class. You may either have a friend turn in the paper, email it to me, or fax the assignment to me at 771-8404.

**Academic Integrity:** Academic integrity is the pursuit of scholarly activity free from fraud and deception. A University is a community of scholars, and I expect my students to act in ways that uphold the integrity of this community. All University policies regarding academic integrity apply to this course. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without receiving my permission, or tampering with the academic work of other students. For any material or ideas obtained from other sources, such as the text or things you see on the web, in the library, etc., a source reference must be given. Direct quotes from any source must be identified as such. All exam answers must be your own, and you must not provide any assistance to other students during exams. Any instances of academic dishonesty WILL be pursued following **Penn State's policy 49-20** (<http://www.senate.psu.edu/policies/47-00.html#49-20>). If charged with academic dishonesty, you will receive oral or written notice of the charge by me. You and I will then meet to discuss the charge. If you choose to contest the charge, you have the option of contacting Dr. Joseph McCormick, Director of Academic Affairs and requesting a hearing with the Academic Integrity committee at the campus. Sanctions for breaches of academic dishonesty will typically range from failing an assignment with a score of zero to failing the course, although more harsh sanctions exist for especially severe cases.

## Students With Disabilities.

Penn State is committed to providing access to a quality education for all students, including those with documented disabilities. If a student has a disability and wishes an accommodation for a course, it is the student's responsibility to obtain a University letter confirming the disability and suggesting appropriate accommodation. This letter can be requested from the York campus Disability Contact Liaison, Dr. Cora Dzubak located at the Learning Center. Students are encouraged to request accommodation early in the semester so that, once identified, reasonable accommodation can be implemented in a timely manner.

### **Some Useful Hints for Studying.**

One good way to study is to test how well you know the information by taking the Practice Tests at the end of each chapter. Questions you miss indicate the information you do not understand well. I also urge you to reread the Reviews at the end of each chapter. As noted earlier, your textbook publisher also offers a web site that accompanies the textbook. This site is very helpful. In addition to these resources, I have provided a few links on the on-line course syllabus that provide assistance on studying. I urge you to check them out if you need help.

### **Learning Center**

There is an excellent Learning Center on campus that I highly recommend. The Learning Center employs tutors who are Penn State York students I have recommended because they did well in this course and are very friendly. Feel free to stop by the Learning Center to request tutoring assistance.

**Questions?** Still have a question about the course? If so, feel free to email me your question at [mac13@psu.edu](mailto:mac13@psu.edu).

COURSE OUTLINE (Subject to Change)

\*\* Important dates are highlighted in **bold text**.

<b>Date</b>	<b>Reading assignment</b> (please read <i>before</i> class)	<b>Topic</b>	<b>What's Due?</b>
M, Aug. 27	Syllabus	Intro to the course	
W, Aug. 29	Chapter 1 (pp. 1-13)	History of psychology	
F, Aug. 31	Chapter 1 (pp. 13-31)	Psychology specializations	
M, Sept. 3		<b>NO CLASS</b>	<b>LABOR DAY HOLIDAY!</b>
<b>W, Sept. 5</b>	Chapter 2 (pp. 33-41)	Experimental research methods	Chapter 1 Quiz
F, Sept. 7	Chapter 2 (pp. 42-48; Appendix B (pp. A7-A12)	Correlational research methods	<b>"Six Hour D" assignment</b>
<b>M, Sept. 10</b>	Chpt. 2 (pp. 48-61)	Evaluating research; statistics	Chapter 2 Quiz
<b>W, Sept. 12</b>	Chapter 3 (pp. (63-66)	Neurons	<b>Test Prep Quiz</b>
F, Sept. 14	Chapter 3 (pp. 66-70)	Firing action potentials	
<b>M, Sept. 17</b>		<b>Exam 1</b>	<b>Exam 1</b> (covers Chpts, 1, 2, Appendix B, and pp. 63-70 in Chapter 3)
W, Sept. 19	Chapter 7 (pp. 205-211)	Encoding; short-term memory	
F, Sept. 21	Chapter 7 (pp. 211-216)	Long-term memory; retrieval	
M, Sept. 24	Chapter 7 (pp. 216-223)	Forgetting; types of memory	
<b>W, Sept. 26</b>	Chapter 7 (pp. 223-233) Chapter 3 (pp. 70-83)	Structure of the brain	Chapter 7 Quiz
F, Sept. 28	Chapter 3	The Brain Game	
<b>M, Oct. 1</b>	Chapter 3 (pp. 84-95)	Genetics & evolution	Chapter 3 Quiz
<b>W, Oct. 3</b>	Chapter 8 (pp. 250-256)	Intelligence testing	<b>Experimental Design Assignment</b>
F, Oct. 5		TBA (to be announced)	
M, Oct. 8	Chapter 8 (pp. 256-262)	What is intelligence?	
<b>W, Oct. 10</b>	Chapter 8 (pp. 262-271)	Heredity and environmental components	Chapter 8 Quiz
<b>F, Oct. 12</b>		<b>Exam 2</b>	<b>Exam 2</b> (covers Chapter 7; pp. 70-95 in Chapter 3, & pp. 250-271 in Chapter 8)
M, Oct. 15	Chapter 4 (pp. 97-105)	Basics of vision	

W, Oct. 17	Chapter 4 (pp. 105-114)	Color vision; visual perception	
<b>F, Oct. 19</b>	Chapter 4 (pp. 114-135)	Hearing, taste, and smell	Chapter 4 Quiz
M, Oct. 22	Chapter 5 (pp. 137-143)	Circadian rhythms; sleep	
W, Oct. 24	Chapter 5 (pp. 143-152)	Sleep issues & problems	
<b>F, Oct. 26</b>	Chapter 5 (pp. 152-156; 161-167)	Hypnosis	Chapter 5 Quiz
<b>M, Oct. 29</b>		<b>Exam 3</b>	<b>Exam 3</b> (covers Chapters 4 and 5)
W, Oct. 31	Chapter 6 (pp. 169-177)	Classical conditioning	
F, Nov. 2	Chapter 6 (pp. 177-188)	Operant conditioning	
<b>M, Nov. 5</b>	Chapter 6 (pp. 188-203)	Observational learning	Chapter 6 Quiz
W, Nov. 7	Chapter 11 (pp. 339-347)	Personality traits; Freud	
F, Nov. 9	Chapter 11 (pp. 347-352)	Freud's colleagues, Behaviorists	
<b>M, Nov. 12</b>	Chapter 11 (pp. 352-371)	Humanistic & biological views	Chapter 11 Quiz
<b>W, Nov. 14</b>		<b>Exam 4</b>	<b>Exam 4</b> (covers Chapters 6 and 11)
<b>F, Nov. 16</b>		TBA	<b>Late Drop Deadline</b>
<b>M, Nov. 19</b>		<b>NO CLASS</b>	<b>THANKSGIVING VACATION</b>
<b>W, Nov. 21</b>		<b>NO CLASS</b>	<b>THANKSGIVING VACATION</b>
<b>F, Nov. 23</b>		<b>NO CLASS</b>	<b>THANKSGIVING VACATION</b>
<b>M, Nov. 26</b>	Chapter 15 (pp. 467-474)	Attributions; Liking, attraction, & love	
<b>W, Nov. 28</b>	Chapter 15 (pp. 475-485)	Attitudes & cognitive dissonance	
F, Nov. 30	Chapter 15 (pp. 485-493)	Conforming & obedience to authority	
<b>M, Dec. 3</b>	Chapter 15 (pp. 493-501)	Prejudice & discrimination	Chapter 15 Quiz
<b>W, Dec. 5</b>	Chapter 13 (pp. 403-412)	Anxiety & somatoform disorders	<b>Extra credit web assignments due</b>
F, Dec. 7	Chapter 13 (pp. 412-418)	Dissociative & mood disorders	
M, Dec. 10		Guest Speaker	
<b>W, Dec. 12</b>	Chapter 13 (pp. 418-423)	Schizophrenia	Chapter 13 Quiz
F, Dec. 14		Final day wrap-up	
<b>Dec. 17-20</b>		<b>Final Exam</b>	<b>Final Exam</b> (covers Chapters 13 and 15)

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