



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

Ψ

Introduction to Psychology

Ψ

TIME: MWF 10:10-11:00 AM

LOCATION: Conant Hall, Room 101

 INSTRUCTOR: Michael Root

OFFICE: Conant Hall, Room 15

OFFICE HOURS: T 12:30-1:30, W 11:00-12:00, or by appointment

PHONE: Office: 862-2128 Home: xxx-xxxx (No calls after 11 PM please)

EMAIL: michaelroot@mindspring.com

Required Textbook

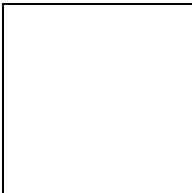
Wood, S. E., & Wood, E. G. (2000). *The essential world of psychology (CD-ROM Interactive Edition)*. Boston: Allyn & Bacon.

*The textbook may be purchased at the Durham Book Exchange on Main Street.

Supplemental Reading

Sattler, D. N., & Shabatay, V. (1997). *Psychology in context: Voices and perspectives*. Boston: Houghton Mifflin.

**Psychology in Context* is located at the Reserve Desk in the Dimond Library. You cannot take this book out of the library. You may either photocopy the readings or read them in the library.



“*Cogito, ergo sum* [I think, therefore I am].”

Rene Descartes, *Le Discours de la Méthode* (1637)

“In the distant future I see open fields for far more important researches. Psychology will be based on a new foundation, that of the necessary acquirement of each mental power and capacity by gradation.”

Charles Darwin, *On the Origin of Species* (1859)

“Consciousness...does not appear to itself chopped up in bits...In talking of it hereafter, let us call it the stream of thought, of consciousness, or of subjective life.”

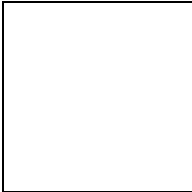
William James, *The Principles of Psychology* (1890)

“The psychic development of the individual is a short repetition of the course of development of the race.”

Sigmund Freud, *Leonardo da Vinci* (1910)

“Give me a dozen healthy infants...and my own specified world to bring them up in and I'll guarantee to take any one at random and train him to become any type of specialist I might select.”

John B. Watson, *Behaviorism* (1925)



COURSE DESCRIPTION

First, let me say, “Welcome to Introduction to Psychology!” Psychology is the scientific study of cognition (thinking), affect (feelings), and behavior. Psychologists ask questions like: Why do we fall in and out of love? What aspects of our lives make us happy, and what parts make us depressed? Is the mind the same “thing” as the brain? How is it that we learn, remember, and forget? Do our perceptions truly represent what is out there in the world? How do we acquire language? Why are some people more successful and happy than others are? What is abnormal behavior, what are its causes, and how is it treated?

In this course, I will provide you with an overview of how psychologists attempt to discover how we think, feel, and behave. I will introduce you to psychology as a science, its historical foundations, and its sub-disciplines (e.g., biological, sensation and perception, learning, development, personality, abnormal, and social). I will also expose you to its various theoretical orientations, methodologies, applications to society, and the underlying philosophical questions implicit in the work of psychologists. Most importantly, I will challenge your preconceptions of psychology by helping you to think critically about its issues and assist you in implementing what you have learned in this course to your own life.

COURSE OBJECTIVES

My hope is that by the end of this course you will have mastered the following course objectives:

Knowledge of Psychology Objective:

Psychology is a broad discipline. Because this is an introductory class, I will help you gain an understanding of its basic content. I will expose you to the underlying philosophical questions inherent within psychology, such as the mind/brain debate and the nature/nurture controversy. We will cover psychology's historical foundations, such as the ideas of Wilhelm Wundt and Sigmund Freud. I expect you to become familiar with the basic terminology and concepts of psychology so that you will be able to define terms

like intelligence, schemas, and stress. Accompanying this terminology, I expect you to develop a working knowledge of psychological theories in order for you to differentiate between, for example, behaviorist and cognitive perspectives. I also want you to identify the various research methods used by psychologists like naturalistic observation and correlation. Finally, I will introduce you to current research topics such as evolutionary psychology and artificial intelligence.

Critical Thinking Skills Objective:

Critical thinking skills are “mental tools” that enable you to ask penetrating questions, weigh available evidence, modify judgments based on existing evidence, and make rational, well informed decisions. For instance, how can you tell the difference between a viable scientific claim and a “pseudo-scientific” claim? These skills are not just essential for passing this course; they are also an invaluable skill of a well-educated individual. The development of and practice with critical thinking skills will assist you in any endeavor, be it your college career or your future job. In this course, I will help you to acquire critical thinking skills through writing assignments, class discussions, and self-reflection. By the end of the semester, you should be able to apply these skills to the material covered in class *and* to other facets of your life.

Personal Development Objective:

I hope that, throughout this course, you will mature intellectually and emotionally. By this, I mean I hope you develop an appreciation for what knowledge of psychology can do for you as a student, your personal life, and your future career. After completing the course, I hope that you can look at the world differently, daring to ask questions that have mystified you about human behavior. Additionally, I hope to foster in you a respect for opinions that differ from your own and that you demonstrate this respect in and outside of the classroom. Finally, I want you to develop the confidence and ability to find the answers you seek about psychological phenomena.

Fun Objective:

You may not believe this now but psychology is a fascinating subject. Because psychology is fascinating, it can be extremely fun and exciting to learn. In other words, we can have fun with this stuff! Though not all of the topics we cover during the semester will be of interest to you, I challenge you to find something in every chapter and in every class that excites you. Therefore, I hope that we can have fun while learning the subject matter in a relaxed but mature atmosphere.

Note on Course Objectives: I take these course objectives very seriously and I hope that you will too. Not only does your grade depend on meeting these objectives, they also can contribute to your growth as an individual. I feel that it is my responsibility to instruct you with these objectives in mind. It is your responsibility to learn the course material with these objectives in mind. There will be a number of opportunities for me to assess your proficiency on mastering these objectives. Similarly, there will be a number of opportunities for you to assess my proficiency at teaching.

My belief is that I should not “spoon feed” you information covered in the textbook to meet the course objectives. I feel that you can learn this material on your own by careful reading, reviewing the material periodically, using the study guides at the end of each chapter, using the interactive CD, and developing effective study and time management habits. Rather, during class time, I will extend the material covered in your text by presenting current research, engaging you in discussions about various topics in psychology, and using classroom demonstrations to clarify issues in order to make psychology relevant to your life. This is not to say that I will totally ignore the textbook during class. In fact, some chapters are particularly difficult for students and I feel it is

my responsibility to go over this material very carefully. If you feel the need for clarification on a specific topic, please do not hesitate to ask me for help.

COURSE REQUIREMENTS

Quizzes: There will be **six**, 50 question multiple-choice quizzes in this class. The quizzes focus on assigned text material, lectures, video, and classroom demonstrations. The Course Schedule (see below) indicates the dates for these quizzes. Your lowest quiz grade will be dropped. The quizzes are not cumulative and only cover the material indicated on the Course Schedule. There is no mid-term or final exam, though **your final quiz will be held at the final exam time**. Because your lowest quiz grade will be dropped, make-up quizzes are given only in unusual circumstances (e.g., extended illness). Quiz grades will be given back to you in class, but you will not be given back the quiz questions. If you would like to see the quiz questions, please set up an appointment to see me.

Papers: In addition to the six quizzes, you will also be required to write **six** papers. Papers are to be **typed, double spaced and no longer than three pages**. You have two options for writing paper topics (except your first paper, see next paragraph). The Guidelines for Papers at the end of your syllabus outline these choices. Papers are due at the beginning of class. Late papers receive half credit, unless you present me with an acceptable excuse (see Attendance Policy). The Course Schedule indicates when these papers are due.

The first paper will not be graded. Instead, I will use your first paper to critique your writing skills, (i.e., spelling, grammar, punctuation, clarity, development of your arguments). Use my comments on your first paper as a guide to your strengths and weaknesses and attempt to improve your writing skills with each paper. You may also get help with your writing from the Writing Center (Room 7, Hamilton Smith). Because the first paper is not graded, there may be a tendency to not take the assignment seriously. I urge you to take it seriously because I critique your first paper just like the others. Taking this assignment seriously will assist you in writing your other papers because you acquire a sense of how I will grade future papers. Knowing how I critique your papers also will save you time in writing the rest of your papers. Your first paper must be on Chapter 1 using Option 1.

Lab Experiences: Finally, the Psychology Department requires you to participate in 4 hours of laboratory experience. You are responsible for signing up for experiments and showing up on time at the appointed dates. You may also arrange an alternate experience with the experimenter if you feel strongly about not participating in an experiment. I will explain the procedure for signing up for experiments in class. The laboratory experience allows you to witness, first hand, the various research methods employed by psychologists.

GRADING

Criteria	Number of Assignments	Maximum Points/Assignment	Total Points	% of Final Grade
Quizzes	5	50	250	50%
Papers	5	40	200	40%
Lab Experience	4	12.5	50	10%
Totals	15		500	100%

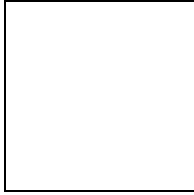
Your final grade will be determined by dividing your accumulated points by the total number of points available. For instance, if you have accumulated 425 points throughout the semester you can figure out your grade by this equation: $\text{Your Points} \div \text{Total Points} = \text{Final Grade}$. For the following example: $425 \div 500 = .85$ or a B average. I would advise you to keep track of your grades for each assignment so you can monitor your progress throughout the semester as well as bring any discrepancies in your final grade to my attention.

Grading Scale

A = 93 – 100	B+ = 89 – 87	C+ = 79 – 77	D+ = 69 – 67	F = Below 60
	B = 86 – 83	C = 76 – 73	D = 66 – 63	
A- = 92 – 90	B- = 82 – 80	C- = 72 – 70	D- = 62 – 60	

COURSE SCHEDULE *

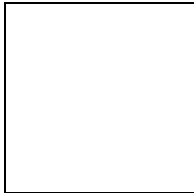
<u>Week</u>	<u>Date</u>	<u>Classroom Topic</u>	<u>Readings & Assignments</u>
1	9/5 9/7	Welcome & Challenges Philosophical Perspectives	Intro. & Ch. 1 Assigned
2	9/10 9/12 9/14	Introduction to Psychology	1st Paper Due on Ch. 1 Ch. 2 Assigned
3	9/17 9/19 9/21	Biology and Behavior	 Ch. 3 Assigned



4 9/24
9/26
9/28

Quiz 1 (Ch. 1-2)
Sensation and Perception

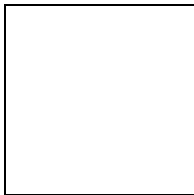
2nd Paper Due on Ch. 2 or 3
Ch. 4 Assigned



5 10/1
10/3
10/5

States of Consciousness

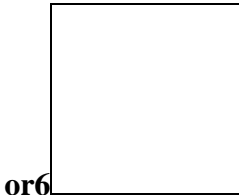
Ch. 5 & 6 Assigned



6 10/8
10/10
10/12

Quiz 2 (Ch. 3-4)
Learning & Memory

3rd Paper Due on Ch. 4, 5,

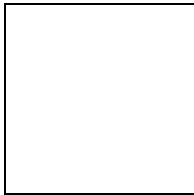


or 6
7 10/15
10/17
10/19

Fall Break, No Class

Ch. 7 Assigned

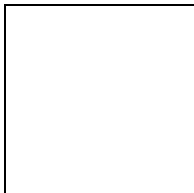
Cognition



8 10/22
10/24
10/26

Quiz 3 (Ch. 5-7)

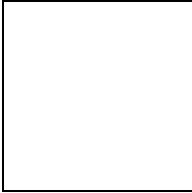
Ch. 8 Assigned



9 10/29
10/31
11/2

Human Development

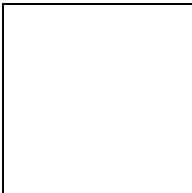
4th Paper Due on Ch. 7 or 8
Ch. 9 Assigned



10 11/5
11/7
11/9

Motivation & Emotion

Ch. 10 Assigned

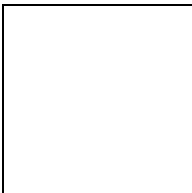


11 11/12
11/13
11/14
11/16

Veteran's Day, No Class
Quiz 4 (Ch. 8-9)
Personality

Tues. Follow Mon. Schedule

5th Paper Due on Ch. 9 or 10

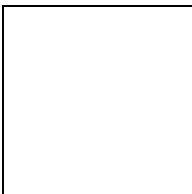


12 11/19
11/21
11/23

Psychological Disorders
Thanksgiving Break, No Class

Ch. 12 Assigned

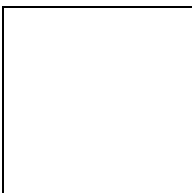
Wed. Follow Mon. Schedule



13 11/26
11/28
11/30

Quiz 5 (Ch. 10 & 12)

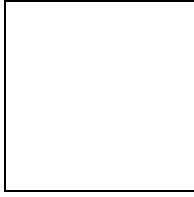
Ch. 13 Assigned



14 12/3
12/5
12/7

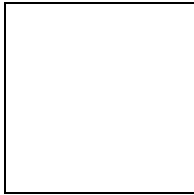
Therapies

Ch. 14 Assigned



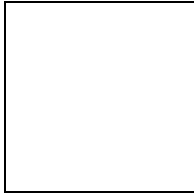
15 12/10 Social Psychology
 12/12
 12/14

**6th Paper Due on Ch. 12, 13 or
 14**

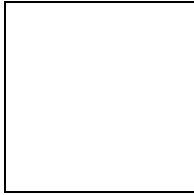


12/19 3:30 – 5:30, Conant Room 101

Quiz 6 (Ch. 13-14)



* The Course Schedule may change due to unforeseen events (e.g., school cancellations). If the Course Schedule does change, I will give you a new schedule the next time we meet. If a quiz or a paper is due on a day when we do not have class, then we will reschedule the quiz or the paper due date in the next class meeting.



Student Attendance

As mature individuals, I expect you to attend class regularly. As such, I have no attendance policy. It is your course and I leave it up to you as to the effort you put into it. Note however that quizzes include text material as well as material presented in class, therefore it would be in your best interest to attend class. If you cannot come to a class for whatever reason, there is no need for an explanation. If, however, you have to miss class for an extended period (e.g., prolonged illness, family emergency, athletic events, etc), I require you to make me aware of what is going on either by stopping by my office, calling me, or emailing me.

Cheating/Plagiarism

Cheating and plagiarism are considered serious offenses and are not tolerated in this class or at the University of New Hampshire. Anyone caught cheating and/or plagiarizing a document (including a peer's) in this class will automatically fail this course. I do not accept excuses for cheating or plagiarism! In class, I will hand out a "Statement on Plagiarism" that outlines the University's policy on cheating and plagiarism. **If you have any questions or concerns about this policy, do not hesitate to ask me about it.** It is better to err on the side of caution considering the potential

consequences. I provide you with a handout on how to properly cite references before your first paper is due.

Additional Comments

If you have any special needs or requirements for this course, please contact me about them within the first two weeks of the semester so we can make accommodations. Feel free to stop by my office or email me anytime to discuss your performance in the class. Please do not hesitate to discuss with me anything of concern to you (even if it does not pertain to this class). The university has many resources (e.g., writing center, counseling center) of which you might be unaware. If you run into problems at some point in this course, please talk to me. Together, we can begin to identify some resources to help resolve this difficulty.

Guidelines for Papers

Option 1: Choose one topic that you feel applies or “speaks to” your life from the chapters we are reviewing. Develop your paper using the following format:

1. **In your own words** provide a brief definition of the topic and generate an example of its use in psychology.
2. How does this topic apply to you as an individual?
3. How does this topic apply to you in relation to your college experience?
4. How does this topic apply to you in relation to your family?
5. How does this topic change the way you think about human behavior?

Each of these guidelines should result in a paragraph. Use a minimum of four sentences for each of these guidelines. I grade these papers on spelling, grammar, your understanding of the topic, and the development and persuasiveness of your arguments.

Option 2: Choose one of the readings from *Psychology in Context* corresponding to the chapters we are covering. Answer the “Response and Analysis” and “Personal Experience and Application” questions at the end of the article. Use a minimum of four sentences for each of your paragraphs. I grade these papers on spelling, grammar, your understanding of the reading, and the development and persuasiveness of your arguments.

Note on Papers: Use Option 1 for your first paper and two more papers after that. Use Option 2 for three of your papers. I leave it up to you as to which option you use for each of your papers. Additionally, please do not feel that you have to divulge sensitive information about yourself in these papers. Write only about what you feel comfortable disclosing.