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PSYCHOLOGY 2001-100

## **Introduction to Psychology: Personal, Emotional, and Social Interactions**

Spring 2007

MW 12:15 - 1:30 (Section 1; Science 338)

MW 1:45 - 3:00 (Section 4; Savitz 341)

**ROWAN UNIVERSITY**

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*Welcome to Intro Psych: PES!!!!*

### ***How can I contact the instructor?***

**Appointments:** You are welcome to set up an appointment by speaking with me before or after class or by emailing me. I would enjoy meeting with you and I hope you will feel welcome to come by. I maintain an open-door policy for drop-in visits, as well (if the door is open, you can drop in!)

**General questions and conversation:** Email is the best way to contact me, other than class time. I am happy to answer any questions or discuss anything of interest to you related to the course, to other academic issues, or to talk about psychology in general.

### ***What is this course about?***

#### **Course Description:**

Students will be introduced to the study of psychology as it pertains to personal, emotional, and social interactions. This will include such topics as personality development and measurement, psychological disorders and treatment, emotional and social development, and social influences on behavior. Throughout the course will be an emphasis on understanding how psychologists obtain their knowledge about human behavior and mental processes and on how this knowledge can be applied to everyday life.

#### **Course goals:**

- To abandon misconceptions about the field of psychology and to appreciate its breadth and scientific rigor.
- To develop an understanding of the scientific methods used in psychological research.

- To become familiar with basic psychological terminology and current knowledge.
- To gain an understanding of psychology's role in modern culture.
- To learn about psychology and critical thinking not only from the readings and from the instructor, but also through interactions with your colleagues.
- To come to share my enthusiasm for studying the human mind and behavior.

For some students, this course will be the only psychology course that they ever take. For others, this will be their first course in the field in which they will spend the rest of their professional lives. I have designed this course as a whole, as well as each assignment and class period, with both sets of students (and everyone in between) in mind. This course, in conjunction with the other Intro course (Introduction to Psychology: Brain, Mind, and Behavior), is designed to provide students with a solid foundation in general psychology, with attention both to the scientific basis and real-life application. You can use this material throughout your life and in virtually any profession. This course fills a requirement for the psychology major and minor, for various other majors, and counts toward the social and behavioral sciences bank of general education.

### ***What will we read?***

Kowalski, R., & Westen, D. (2005). *Psychology* (4<sup>th</sup> ed.). New York: John Wiley and Sons.

This book was chosen by the Psychology Department because we feel it contains an appropriate amount of interesting and important information in an easy-to-learn format. It provides a solid foundation in the basics of psychology, especially about how psychologists think scientifically. Read it often and deeply.

### ***How can I get ready for the course?***

- **Get a book.** Most of the content material you learn in college courses is from the readings. It is very important that you have your own copy and that you read it before every class.
- **Get on Rowan email:** All students must have a Rowan network computer account and email. If you do not know your Rowan USERID and password, you can find it out by going to [www.rowan.edu/password/activation/](http://www.rowan.edu/password/activation/). I will send email to your Rowan account regarding assignments, exams, etc.; you are responsible for all of this information. If you prefer receiving email at a different address, you can tell your Rowan account to forward it there.
- **Get ready for handouts:** I tend to give a lot of handouts – it will help you to be organized this semester if you get a three-ring binder, big folder, or some other system to keep everything together and in order.
- **Get a calendar** on which you can write ALL of the exam dates, due dates, etc., for ALL of your classes. Post the calendar prominently wherever you study. This will help you to stay on top of managing your classes this semester.

### ***Do I have to come to class?***

Class time will be spent in a wide variety of learning activities designed to help you to understand, appreciate, and remember information about psychology. These activities

include interactive lectures, large group discussions, films, and small group collaborative work. Some central findings of psychology show that learning and retaining information is best accomplished through active, frequent use of the material. Some of the material presented in class does not appear in the textbook, but will be covered on exams. Participation preparation assignments will receive credit only if you are present in class. Additionally, you and your classmates will spend considerable time presenting your independent work to the class. Thus, attendance at all classes is expected and encouraged. Regardless of the reason for any absence, you are solely and completely responsible for obtaining information about the class meeting, handouts, etc. Be sure to contact a classmate if you must miss class.

### ***What are the roles of the student and the instructor in this course?***

Most people who take this course are not psychology majors, but every student can gain important real-life information as well as build skills in critical thinking, the scientific method, oral and written communication skills, and the learning process through taking this course. Students are best served in education when they are challenged and supported.

I use a health-club membership metaphor to describe what I see as the student's and instructor's role in college. Both the student and the instructor need to work very hard and very professionally to achieve a common goal: the student's education. The instructor's role is to set up challenging and developmentally appropriate learning opportunities, to serve as an organizer and motivator, and to provide useful feedback that can help students to progress and grow – like a personal trainer. The student's job is to take full advantage of every learning opportunity, pushing him or herself beyond what he or she was capable of before, to become stronger and more skilled. Just as when you join a gym but don't go or don't work to full capacity once on the gym floor, signing up for college – but not going to class, doing the reading, trying your best on assignments, or seeking help when you need it – will leave you no fitter than when you started. Your knowledge and skills should be substantially different in May than they are in January! **And only \*you\* can make this happen!** (But I am there to help as much as I can!!!!)

You will find that I take my job very seriously, and I expect you to take yours very seriously, as well. You will also find that I have a lot of fun doing my job, and I hope you will as well!

### ***What assignments and exams are there?***

**Reading Assignments:** You are expected to do all reading assignments prior to coming to class. This is the single most effective way to do well in this course.

**Exams:** There will be three non-cumulative exams during the term. The exams may be a combination of multiple choice, short answer, and essay questions, and will cover material from the readings as well as from class lectures and discussions.

**Participation Preparation Assignments:** Throughout the term, I will give small assignments designed to prepare you for interactive class activities. These might include finding

information on the internet or in a research database, developing questions or comments about the reading assignment, etc. Together they are worth 20% of your final grade. Completing these preparatory exercises will greatly enhance the classroom experience for all of us – students will rely on each other for their learning, so everyone must be actively involved. PPAs cannot be handed in late. If you must miss class for an excused reason, you may email me your assignment BEFORE class time.

**Case Study Paper:** To take your understanding of the course material to a higher level and to solidify your learning for the long term, the last part of the semester will be spent in a collaborative, problem-based learning exercise in which teams of students will be given a case study to analyze. This exercise will enable the student to apply and synthesize material from throughout the course as well as build research, writing, and oral communication skills. Students will complete a 5-page paper outlining their work which will be due during finals week. You will receive detailed guidelines later in the term. Attendance during these class periods is mandatory for full credit on the project.

**Research Requirement:** In order to gain a deeper understanding of the research process in psychology, all students must complete 120 minutes of research credit by participating in faculty/advanced student research (or complete an acceptable alternative as defined by the Psychology Department). A separate, department-wide handout is attached here as page 8. As is departmental policy, any student who does not complete this requirement will receive an Incomplete in the course and will have to complete the requirement the following semester. I will be happy to answer any questions you may have about this policy.

**Late Assignment/Missed Exam Policy:** In order to be fair to every student in the course, please note that except for health or family emergencies, all exams must be taken and all work must be turned in on the dates listed here (unless explicitly changed by the instructor). Except for genuine and documented emergencies, make-up tests will not be given and late assignments will not be accepted (or will receive significant grade penalties). Any student missing an exam for any reason must contact me within 24 hours. Make-up exams may differ in format and difficulty. Please note that if an illness or family situation leads to your missing a large number of classes and/or you are unable to complete assignments/exams, I strongly recommend withdrawing from the course. Please consult with me if you think this may apply to you.

**Students with Disabilities:** Appropriate accommodations will be made for students with disabilities. Please meet with me and bring your documentation so that we can make an appropriate plan.

**Academic Honesty:** Academic integrity forms the basis of any education. Academic dishonesty (cheating) will not be tolerated. Any individual caught cheating or aiding another student cheating will receive an automatic F in the course and his/her name will be forwarded to the Office of the Provost for further possible action (i.e., suspension or expulsion). If you find yourself even considering cheating, see it as a sign that you need assistance learning the course material and come see me. This policy applies to exams,

assignments, and the research requirement: all work must be your own without assistance from others unless explicitly approved by the instructor. Please do not compromise your integrity, nor ask your colleagues to compromise theirs.

### ***How will my grade be determined?***

- All grades are determined by the quality of your own work – no “curving” is used. Thus, ALL students are welcome to earn high grades!
- PPAs are graded on a check/check-plus/check-minus system. Check-plus is equal to an A, check is equal to a B, and check-minus is equal to a C. PPAs that do not get turned in will receive a 0, which is much lower than a check-minus.
- Exams will receive a percentage out of 100.
- The case study paper will be graded using a specific rubric/point system that you will receive later in the term.

### **The final grade will be computed as follows:**

|                        | <u>Date</u> | <u>Chapters</u>                            | <u>Weight</u> |
|------------------------|-------------|--|---------------|
| Exam 1                 | February 12 | 1, 2, 8                                    | 20%           |
| Exam 2                 | March 21    | 11, 12, 14                                 | 25%           |
| Exam 3                 | April 18    | 15, 17, 18                                 | 25%           |
| Partic. Assignments    |             |  | 20%           |
| Case Study Paper       | Finals Week |  | 10%           |
| Research Participation | TBA         | Not graded but required to pass the course |               |

|    |          |    |          |
|----|----------|----|----------|
| A  | 93-100%  | C  | 73-76.9% |
| A- | 90-92.9% | C- | 70-72.9% |
| B+ | 87-89.9% | D+ | 67-69.9% |
| B  | 83-86.9% | D  | 63-66.9% |
| B- | 80-82.9% | D- | 60-62.9% |
| C+ | 77-79.9% | F  | below 60 |

### ***How can I be sure to do well in this course?***

- Attend class every time. If you must miss, get the notes right away. Find out if there is a PPA due.
- Complete every PPA on time.
- Always read the assigned material before class. Read it carefully and closely, taking notes in your own words. Stop after each paragraph or two and make sure you understand the important points. You should end up with many pages of notes for each chapter, which are now your study materials.
- Recognize that the main source of information in this course is the textbook. Essay questions and many multiple choice questions will tend to come from our class sessions, but if you study ONLY our class sessions, you will miss many questions on the exam.
- At least a week before the exam, begin studying your notes on the readings and your notes from class. Get more information about concepts you do not understand by contacting me or working with your classmates.
- Work actively with the course material: develop your own examples of concepts; explain in your own words how certain topics in psychology are studied; draw models of the concepts; organize the material in each chapter in ways that make sense for you; compare your class notes to the textbook; etc.
- Contact me to ask questions or just to talk about the material. I would be happy to look at your notes and study materials to see if I have any advice for you.
- Go to the text website to do additional review or take on-line quizzes to test your knowledge. ([www.wiley.com/college/kowalski](http://www.wiley.com/college/kowalski) -- then click on “student companion site”)
- Work productively during class. During class we will actively analyze, apply, and evaluate the text material.
- Keep a sense of wonder and excitement for studying how people think, feel, and behave – everything you learn in this course will be useful to you in the future.

## EXPECTED CLASS SCHEDULE

| <b>WEEK</b> | <b>DATE</b>      | <b>TOPIC</b>   | <b>CHAPTER</b> |
|-------------|------------------|--|----------------|
| 1           | W 1/17           | Introduction to the Course & to Psychology   |                |
| 2           | M 1/22<br>W 1/24 | Origins and Perspectives of Psychology<br>Types of Psychologists and How Psychologists Think | 1              |
| 3           | M 1/29<br>W 1/31 | Research Methodology<br>Research Methodology   | 2              |
| 4           | M 2/5<br>W 2/7   | Intelligence<br>Intelligence   | 8              |
| 5           | M 2/12<br>W 2/14 | EXAM 1<br>Health, Stress, and Coping   | 11             |
| 6           | M 2/19<br>W 2/21 | Health, Stress, and Coping<br>Personality  | 12             |
| 7           | M 2/26<br>W 2/28 | Personality<br>Personality   |                |
| 8           | M 3/5<br>W 3/7   | Social Development<br>Social Development   | 14             |
| 9           | M 3/12<br>W 3/14 | SPRING BREAK<br>SPRING BREAK   |                |
| 10          | M 3/19<br>W 3/21 | Social Development<br>EXAM 2   |                |
| 11          | M 3/26<br>W 3/28 | Psychological Disorders<br>Psychological Disorders   | 15             |
| 12          | M 4/2<br>W 4/4   | Psychological Disorders<br>Attitudes and Social Cognition                                    | 17             |
| 13          | M 4/9<br>W 4/11  | Attitudes and Social Cognition<br>Interpersonal Processes                                    | 18             |
| 14          | M 4/16<br>W 4/18 | Interpersonal Processes<br>EXAM 3  |                |
| 15          | M 4/23<br>W 4/25 | Case Study<br>Case Study   |                |
| 16          | M 4/30           | Case Study and Course Wrap-Up<br>Case Study paper due during Finals Week                     |                |

[Department-wide handout; Spring 2007]

## **Research Participation Requirement**

Introduction to Psychology, Rowan University

This document explains how to fulfill the *Introduction to Psychology* research requirement.

Exposure to research is designed to be an interesting experience that is an integral part of your introduction to Psychology. As part of your course, you are required to earn a minimum of **120 minutes of** research credit. The deadline for fulfilling this requirement is **Friday, April 20, BY 5:00 PM.**

There will be NO EXCEPTIONS to this date or time. Any student failing to fulfill this requirement by the deadline will receive the grade of **INCOMPLETE** for the course. In the event of an INCOMPLETE, you must fulfill your requirement by the end of the next semester. If you fail to do that, **your incomplete will turn into a grade of F.**

**In order to fulfill this requirement, you will volunteer to serve as a participant in various faculty sponsored research projects.**

**That is, throughout the semester faculty and their student assistants will be collecting data for their own research. In order to volunteer for these research projects, you should enter the required information on the sign-up sheets posted over the course of the semester on the department bulletin board (found outside the Psychology Department on the 1<sup>st</sup> floor of Robinson Hall).**

- *Projects will vary on length of time and credit, but typically occur in 15 minute increments.*
- *You may not complete the same project more than once.*
- *Data collection comes in waves, so check the board periodically throughout the semester for different projects that might be available*
- *When you sign up for any research project, please be sure to write down the exact time, date, and place of your appointment, as well as the name of the researcher/supervisor. This will facilitate your ability to contact the researcher in case of cancellation or tardiness.*
- *Failure to make your appointment will result in a subtraction of minutes equal to the session (e.g., failure to show for a 1 hour session will subtract 60 minutes). Thus, you will be required to earn additional minutes of research credit.*

### **Research article option:**

*Each year there are a several students who, for a variety of reasons (e.g., time constraints, objection to research, etc), opt for an alternative to volunteering for research projects. Thus, in accord with APA ethics code we will offer the opportunity to complete the research requirement via a written*



assignment. This assignment entails reading **assigned** empirical journal article(s) and satisfactorily completing questions associated with each article.

Students wishing to take part in this alternative assignment must contact the subject pool coordinator (Dr. xxx) by **Monday, March 5<sup>th</sup>** to receive the assigned articles and detailed instructions for completing the assignment. The satisfactory completion of the questions associated with one article will result in the fulfillment of 60 minutes of credit. Thus, you will need to complete two articles in order to meet the 120 minute requirement. **The final deadline to complete the alternative assignment is Thursday April 5<sup>th</sup> by 5:00 pm. NO EXCEPTIONS.**

Note: Any questions about the research requirement may be e-mailed to the subject pool coordinator, Dr. xxx in the Psychology Department (email address).