

**PSYC 101A: Introduction to Psychology**  
**T, Th 9:30-10:50am**  
**Weyerhaeuser 402**  
**Spring 2016**

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**Professor:** Megan Carpenter, Ph.D.  
**Email:** [mcarpenter@pugetsound.edu](mailto:mcarpenter@pugetsound.edu)  
**Office:** Weyerhaeuser (WEY) 312

**Office Phone:** (253) 879-3802  
**Office Hours:** Tuesdays (11a-12p) and  
Wednesdays (10a-12p) *or by appointment*

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**Required Materials:**

- Ciccarelli, S.K., & White, J.N. (2015). *Psychology* (4<sup>th</sup> ed.). Pearson.
- Selected readings (provided on Moodle)

**Course Description:**

Humans are complex organisms, and psychology provides a rich, interdisciplinary understanding of the study of mental life, experience and behavior. Through this course, you will develop an appreciation for these complexities, by focusing on individual and social behavior, and well as the physiological and neurological processes underlying them. Central to this course is an understanding of the diverse methods, experimental designs, and foundational theories used to inform the various subdisciplines in psychology.

**Course Goals:**

Through this course students will learn about the theories, values, and research methods involved in the study of psychology. This exposure will inform students about sociocultural diversity, and will promote personal development and self-assessment. Students will also be required to think critically about psychology and its applications, and will ultimately communicate their own views and interpretations through class discussions, minute essays, quizzes, and exams. Information and technological literacy will also be endorsed, as students will learn to both navigate Moodle (<http://moodle.pugetsound.edu>) and online scientific research databases (i.e., psycINFO). Lastly, students will be encouraged to consider future career and educational pathways in the field of psychology.

**Course Structure:**

Psychology 101 is a 1-credit course, which acts as a general introduction to the field of psychology. Throughout the semester, we will cover a wide range of topics, including (though not limited to) research methods, human development and behavior, cognition, personality assessments, social influences, and psychological disorders. Grades for this course will be based on attendance (i.e., minute essays and group discussions), 3 exams, 5 quizzes, and a research paper.

*Exams:*

There will be three non-cumulative in-class exams, each worth 100 points. Exams will consist of multiple choice, short answer, and essay questions. I will post study guides on Moodle one week before each exam.

*Quizzes:*

A total of five quizzes will be assigned throughout the semester. Each quiz is worth 20 points and will be administered via Moodle outside of class. This means you can take the quizzes at any time, provided you submit them (as a hardcopy in class or via email) by the specified deadline.

*Research Paper Project:*

A major part of being a psychological researcher is to report your findings to the scientific community in the form of a research article. As such, you will learn how to construct a quality research paper by using peer-reviewed research articles, write a paper that accurately and concisely represents the information you gleaned from these articles, receive and give critical feedback about said papers, and edit your papers based on these critiques. For this paper you will select a topic related to psychology that you would like to explore in greater depth. I will provide you with a list of topics that you can choose from, or you can propose a topic of your own. Your overall paper project will be separated into the following components:

- Annotated bibliography (25 pts): An annotated bibliography is a method for collecting, reviewing, and organizing relevant information that will be used in your research paper. More information for how to conduct an annotated bibliography will be provided later in the semester.
- Research topic sections (25 pts each): When writing a research paper, you often separate the paper into smaller chunks of information to illustrate the various components of your main topic. For example, if you were writing a paper on Sigmund Freud, you might split your paper into sections on dream analysis, free association, and psychoanalysis. For this project, you will write three different sections of your paper and turn them in for feedback throughout the semester. These sections will relate back to your main topic, but will show different facets of said topic.
- Paper draft (50 pts): Even professional psychologists need to write paper drafts! Your paper draft should be between 5-7 pages, written in APA style, and include at least 6 citations from peer-reviewed research articles.
- Peer review (20): Students will each review a draft of a fellow student's research paper and provide critical feedback on how to improve said paper. This is an integral part of the writing process. Learning how to both receive and give critical feedback is an extremely valuable skill. A rubric and guidelines for this review will be provided.
- Final paper (100 pts): Your final paper will be between 7-10 pages in length (**not** including the references or title pages), written in APA format, and will include at least 8 citations from peer-reviewed research articles.

*Class Participation/Attendance:*

Students are expected to attend and participate in each class. Students will earn attendance/participation points through both small group discussions and minute essays that will happen randomly over the course of the semester. For these activities I will pose thought-provoking, and sometimes controversial questions to the class, and ask you to either discuss them with your fellow classmates or to write your thoughts down in a brief essay format. There will be either a minute essay or group discussion for each of the subjects that we will cover, and participation in these activities will be worth 5 points toward your final grade.

*Weekly Readings:*

Some of the assigned readings for this course come from scientific journals, as opposed to your textbook. These articles can be found on Moodle. Your readings for each week should be done BEFORE our Tuesday class each week. Completing these readings before class will give you the chance to ask more in-depth questions and to better understand the subject matters as we further discuss them in class.

*Participation in Research Studies (Pass/Fail):*

Experiments are the cornerstone of psychology. As such, you will be required to participate in 8 research studies over the course of the semester. After participating in a study, you will receive a completion sticker. Stickers must be submitted (all at one time) on (or by) the last day of class (5/3), so make sure to keep track of them! You may choose to write a paper on a research article instead of participating in studies. If you choose to write a paper instead of participating in research, please see me for details. Failure to complete this course requirement will result in an incomplete.

*Extra Credit:*

You may earn up to 10 points of extra credit by writing a 4-5 page (double spaced, 1" margins, 12 pt font) paper on any topic relevant to this course. You must obtain prior approval from me for your topic before submitting your paper to receive credit. You will need to obtain and use 3 peer-reviewed journal articles as references for this assignment. If you choose to do this extra credit assignment, you will need to get pre-approval from me before 4/21. This assignment must be turned in by 5/3 to receive credit. Only one extra credit paper per student may be turned in.

**Grading:**

3 Exams (100 points each)	300 points
5 Quizzes (20 points each)	100 points
16 Attendance/Participation (5 points each)	80 points
Annotated bibliography	25 points
Research topic sections (25 points each)	75 points
Paper draft	50 points
Paper draft peer review	20 points

Final draft	100 points
Participation in 8 research studies	Pass/Fail
<b>TOTAL</b>	<b>750 points</b>

93.0-100%	A	73.0-76.9%	C
90.0-92.9%	A-	70.0-72.9%	C-
87.0-89.9%	B+	67.0-69.9%	D+
83.0-86.9%	B	63.0-66.9%	D
80.0-82.9%	B-	60.0-62.9%	D-
		<60%	F

Your grades will be recorded on the Moodle website. If you have an issue with any of the grades that you receive on these assignments, please make an appointment to speak with me.

### **Course Policies**

#### *Late Work*

My late work policy is incredibly simple: **I DO NOT ACCEPT LATE WORK. All written assignments (i.e., papers, quizzes, etc.) are due by the start of class on the day that they are due.** The only exceptions to this rule are 1) if you have a documented disability or serious illness (see section below on students with disabilities) that necessitates accommodation of late work, 2) you are a student athlete and have received approval from me before the deadline to turn an assignment in late, or 3) you have experienced a death in the family and have informed me of this event (see section below on bereavement). In any case, you need to communicate with me *before* an assignment deadline about the potential to turn in late work.

#### *Open Door Policy*

Please feel free to contact me with questions about the course, getting involved with research opportunities at UPS, applying to graduate school, or even just about the field of psychology in general. I would very much like to hear from you all. I am available during my office hours (listed on the first page), and am also open to scheduling separate appointments if those times do not agree with your schedule. There may be times that I am in my office, but not available to chat. In those instances, there will be a sign on my door that requests that you either come back another time or email me with your question. Other than that, come on in!

#### *Email Etiquette and Availability*

Contrary to popular belief, professors do not check their email every 10 seconds. I will do my best to respond to your emails in a timely manner. In general, you can expect me to respond to your emails within 24 hours after receiving them. In terms of etiquette, many incoming (and continuing) college students are not well versed on how to communicate via email with their professors. Here is a useful guide to appropriate email interactions: <http://udel.edu/~jsoares/How%20to%20Use%20Proper%20Email%20Etiquette%20When%20Writing%20to%20a%20Professor.pdf>

### *Attendance and Absences*

Attendance is expected for all class sessions. To encourage class attendance, PowerPoint lectures will not be posted on Moodle. Additionally, many questions from your exams will be derived solely from class lectures, and not from the information in your textbook. Late and absent students are responsible for all lecture materials, handouts, announcements, and explanations of homework assignments, and should consult a classmate first to get caught up.

### *Use of Laptops and Cell Phones in Class*

Research has demonstrated that we remember information better when it is encoded (note-taking phase) similar to the way that it is later retrieved (writing on an exam). Additionally, when students surf the web in class it can be very distracting to other students. For those reasons, laptops will not be permitted for note-taking in class. The only exception to this rule is if they are required for a legitimate medical reason (e.g., vision, motor coordination) or if I have specifically stated that you can use your laptops/tablets for a particular class period. Similarly, phone usage in the classroom is also prohibited. *I have been known to text students' mothers (and/or other family members) when I see students using their phones in class!* If you do need to use your phone, feel free to quietly step out of class if you need to make/take a call or send a text.

## **University Policies**

### *Academic Honesty and Integrity*

Cheating (e.g., copying self or others, falsifying/fabricating assignment information), plagiarism (e.g., copying words and/or sentence structure, paraphrasing without proper citation, etc.), and other forms of academic misconduct are very serious concerns of the University and the Department of Psychology. In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism will result in a zero credit for the work in question, possible failure of the course, and notification of the offense to the Registrar's Office. If you have questions about academic integrity, consult the University of Puget Sound Academic Handbook (<http://www.pugetsound.edu/student-life/personal-safety/student-handbook/academic-handbook/academic-integrity/>). If you are ever uncertain about whether you are violating the academic integrity policy, please feel free to ask me. I'd be happy to look over your work.

### *Classroom Emergency Response Guidance*

Please review university emergency preparedness, response procedures and a training video posted at [www.pugetsound.edu/emergency/](http://www.pugetsound.edu/emergency/). There is a link on the university home page. Familiarize yourself with hall exit doors and the designated gathering area for your class and laboratory buildings.

If building evacuation becomes necessary (e.g. earthquake), meet your instructor at the designated gathering area so she/he can account for your presence. Then wait for further

instructions. Do not return to the building or classroom until advised by a university emergency response representative.

If confronted by an act of violence, be prepared to make quick decisions to protect your safety. Flee the area by running away from the source of danger if you can safely do so. If this is not possible, shelter in place by securing classroom or lab doors and windows, closing blinds, and turning off room lights. Lie on the floor out of sight and away from windows and doors. Place cell phones or pagers on vibrate so that you can receive messages quietly. Wait for further instructions.

#### *Students with Disabilities*

If you have a physical, psychological, medical, or learning disability that may impact your course work, I am happy to accommodate you as best I can. Please contact Peggy Perno, Director of the Office of Accessibility and Accommodations, Howarth 105, (253) 879-3395. She will determine with you what accommodations are necessary and appropriate. I recommend making an appointment with Peggy at the beginning of the semester, so that you can begin receiving any necessary accommodations as soon as possible. All information and documentation regarding your disability is completely confidential.

#### *Student Bereavement Policy*

Upon approval from the Dean of Student's Office, students who experience a death in the family, including parent, grandparent, sibling, or persons living in the same household, are allowed three consecutive weekdays of excused absences, as negotiated with the Dean of Students. For more information, please see the Academic Handbook. As with any excused absence, all I ask is for written official documentation (i.e., funeral program).

#### *Incomplete Grades*

Incompletes will be given only under extreme conditions, and you must file a formal contract with me regarding completion of the missing work no later than two weeks prior to the final exam period. If you wish/need to withdraw from the course, you must submit the paperwork to the registrar by the appropriate deadlines to do so (see the academic calendar: <http://www.pugetsound.edu/news-and-events/events-calendar/academic/2015-08-01/2016-08-31/>).

#### *Student Athletes*

For regularly scheduled sporting events, students must notify me within the first two weeks of the semester regarding anticipated absences. For special events or tournaments, students are to notify me as soon as they learn of the anticipated absence. In both cases, students who must miss class for such events will be responsible for completing all assigned work as expeditiously as possible. **IF** it is impossible for a student athlete to turn in the assignment because of their travel schedule, the student must contact me in advance of the assignment deadline. Failure to do so will result in a 0 for that assignment grade. *Student athletes must contact me prior to exam dates if they are unable to take the exam(s) during the assigned time.* Failure to do so will result in an F for that exam grade.

## COURSE SCHEDULE

### Introduction & Research Methods

*Week 1 (1/19-1/21): Syllabus, Introduction & Brief History of Psychology*

- *Readings:*
  - Syllabus
  - Chapter 1

*Week 2 (1/26-1/28): Research Methods & Using Scientific Databases*

- *Readings:*
  - Ferdowsian, H. (2011). Human and animal research guidelines: Aligning ethical constructs with new scientific developments. *Bioethics*, 25(8), 472-478.
- *Assignments:*
  - Choose research paper topic by 1/28
  - Going to LIB 118 for class on 1/28 (**BRING YOUR LAPTOP**)

*Week 3 (2/2-2/4): Research Methods (Continued), APA format, & Writing Scientifically*

- *Readings:*
  - Tunariu, A. D. & Reavey, P. (2007). Common patterns of sense making: A discursive reading of quantitative and interpretative data on sexual boredom. *British Journal of Social Psychology*, 46, 815-837.
  - Harvard University. (2012). *Writing for psychology: A guide for psychology concentrators*. Cambridge, MA: Carson, S.H., Fama, J., Clancy, K., Ebert, J., & Tierney, A.
- *Assignments:*
  - Quiz #1 (due 2/4)

### Braaaiinnnnssss...

*Week 4 (2/9-2/11): Neuroscience & Biopsychology*

- *Readings:*
  - Chapter 2
  - Bryck, R.L. & Fisher, P.A. (2012). Training the brain: Practical applications of neural plasticity from the intersection of cognitive neuroscience, developmental psychology, and prevention science. *American Psychologist*, 67 (2), 87-100.
- *Assignments:*
  - Study for your first test!\*

### **\*Recommended reading before your exam (not required; find on Moodle):**

Bartoszewski, B.L. & Gurung, R.A.R. (2015). Comparing the relationship of learning techniques and exam score. *Scholarship of Teaching and Learning in Psychology*, 1(3), 219-228.

*Week 5 (2/16-2/18): Sensation & Perception*

- *Readings:*
  - Chapter 3
  - Rensink, R.A., O'Regan, K., & Clark, J.L. (1997). To see or not to see: The need for attention to perceive changes in scenes. *Psychological Science*, 8, 368-373.
- *Assignments:*
  - Exam 1 (Weeks 1-4) on 2/16**
  - Annotated bibliography (due 2/18)

*Week 6 (2/23-2/25): Memory & Cognition/Thinking*

- *Readings:*
  - Chapter 6
  - Chapter 7
- *Assignments:*
  - Quiz #2 (due 2/25)

**Human Development***Week 7 (3/1-3/3): Development*

- *Readings:*
  - Chapter 8
  - Robins, R.W. & Trzesniewski, K.H. (2005). Self-esteem development across the lifespan. *Current Directions in Psychological Science*, 14(3), 158-162.
- *Assignments:*
  - Research topic section #1 (due 3/3)

*Week 8 (3/8-3/10): Learning*

- *Readings:*
  - Chapter 5
  - Samuelsson, I.P. & Carlsson, M.A. (2008). The playing learning child: Towards a pedagogy of early childhood. *Scandinavian Journal of Educational Research*, 52 (6), 623-641.
- *Assignments:*
  - Quiz #3 (due 3/10)

**Spring Break (3/12-3/20)****Interpersonal Interactions***Week 10 (3/22-3/24): Social & Emotions*

- *Readings:*
  - Chapter 12

- Barsamian Kahn, K. & McMahon, J.M. (2015). Shooting deaths of unarmed racial minorities: Understanding the role of racial stereotypes on decisions to shoot. *Translational Issues in Psychological Science*, 1(4), 310-320.
- Hatfield, E., Rapson, R.L., & Le, Y.L. (2009). Emotional contagion and empathy. In J. Decety and W. Ickles (Eds.), *The social neuroscience of empathy* (pp. 19-30). Boston, MA: MIT Press.
- *Assignments:*
  - Research topic section #2 (due 3/24)

#### Week 11 (3/29-3/31): Personality

- *Readings:*
  - Chapter 13
  - Reitz, A., Zimmermann, J., Hutteman, R., Specht, J., & Neyer, F.J. (2014). How peers make a difference: The role of peer groups and peer relationships in personality development. *European Journal of Personality*, 28, 279-288.
- *Assignments:*
  - Exam 2 (Weeks 5-10) on 3/29**

### Minority Psychology

#### Week 12 (4/5-4/7): Sex & Gender

- *Readings:*
  - Crawford, M. (2006). Sex, Gender, and Bodies. *Transformations: Women, Gender & Psychology*, 2<sup>nd</sup> edition (pp.126-158). New York: McGraw-Hill.
  - Rutherford, A. & Pettit, M. (2015). Feminism and/in/as psychology: The public sciences of sex and gender. *History of Psychology*, 18 (3), 223-237.
- *Assignments:*
  - Research topic section #3 (due 4/7)

#### Week 13 (4/12-4/14): LGBTQIA Psychology

- *Readings:*
  - Vaughn, M.D. & Rodriguez, E.M. (2014). LGBT strengths: Incorporating positive psychology into theory, research, training, and practice. *Psychology of Sexual Orientation and Gender Diversity*, 1(4), 325-334.
  - Smalley, K.B., Warren, J.C., & Barefoot, K.N. (2015). Differences in health risk behaviors across understudied LGBT subgroups. *Health Psychology*. Advance online publication. <http://dx.doi.org/10.1037/hea0000231>
- *Assignments:*
  - Quiz #4 (due 4/14)

#### Week 14 (4/19-4/21): (American) Racial & Ethnic Minority Psychology

- *Readings:*
  - Fernando, S. (2012). Race and culture issues in mental health and some thoughts on ethnic identity. *Counselling Psychology Quarterly*, 25(2), 113-123.

- Cheng, H.L., Kwan, K.L.K., & Sevig, T. (2013). Racial and ethnic minority college students' stigma associated with seeking psychological help: Examining psychocultural correlates. *Journal of Counseling Psychology, 60*(1), 98-111.
- *Assignments:*
  - Research paper draft (due 4/19; **BRING 2 HARD COPIES**)
  - Research paper peer review (due 4/21)
  - 4/21 is the last day to propose extra credit paper topic to Megan (optional)

## Psychological Disorders & Treatments

### Week 15 (4/26-4/28): Psychological Disorders

- *Readings:*
  - Chapter 14
  - Sumathipala, A. Siribaddana, S.H., & Bhugra, D. (2004). Culture-bound syndromes: The story of *dhat* syndrome. *British Journal of Psychiatry, 184*, 200-209.
- *Assignments:*
  - Quiz #5 (due 4/28)

### Week 16 (5/3): Psychological Therapies

- *Readings:*
  - Chapter 15
  - Dale, L.P., Mattison, A.M., Greening, K., Galen, G., Neace, W.P., & Matacin, M.L. (2009). Yoga workshop impacts psychological functioning and mood of women with self-reported history of eating disorders. *Eating Disorders, 17*, 422-434.
- *Assignments:*
  - Final research paper (due 5/3)
  - Last day to turn in extra credit paper (optional; due 5/3)
  - Research participation stickers (due 5/3)

### Reading Period (5/5-5/8)

**Final Exam (Weeks 11-16): 5/10/16, 8:00-10:00am, WEY 402**