

PSYC 101: Introduction to Psychology
Fall 2016
Monday and Wednesday, 6:30PM – 8:15 PM
Cowell Hall 417

Instructor: Lauren Howe
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Office Location: Kalmanovitz Hall G55
Office Hours: TBA, or by appointment (please e-mail)

Course Objectives and Philosophy:

How does the science of psychology help us understand the thoughts, feelings, and behaviors we see and experience in everyday life? What are the main disciplines within psychology? What are the different questions each discipline seeks to answer?

This course will serve as an introduction to the field of psychology and its many different areas and applications. You will learn about the central methods, findings, and unanswered questions of these areas, as well as how to interpret and critically evaluate research findings. The course, overall, will attempt to foster interest in psychology as well as scientific curiosity in a fun, supportive, and intellectually stimulating environment.

Learning Objectives:

1) **Goal:** By the end of this course, you will be familiar with the considerable body of information about the principles of psychology, its methodologies, contributors, and terminology.

***Relevant learning assessments:** To demonstrate your knowledge and understanding of the principles of psychology, three non-cumulative exams, consisting of multiple choice and short answer questions, will require you to correctly recognize and recall social psychological concepts.*

2) **Goal:** By the end of this course, you will be familiar with the distinctions between the main sub-disciplines within psychology.

***Relevant learning assessments:** A short writing assignment will require you to identify concepts from the sub-disciplines of psychology and consider which sub-discipline sparked your interest the most.*

2) **Goal:** By the end of this course, you will be able to understand how psychological processes are at play in many different domains of everyday life.

***Relevant learning assessments:** A short writing assignment will require you to identify and describe examples of psychological concepts depicted in film.*

3) **Goal:** By the end of the course, you will understand the basic concepts of the scientific method and how it is used to examine psychological processes.

***Relevant learning assessments:** Attendance and participation activities, such as participating in survey experiments, will immerse you in the experience of being a research participant and give you an “experimenter’s eye view” of research. A short writing assignment will ask you to explain aspects of study design and critique research.*

Textbook: *Psychology*, by David G. Myers, 9th Edition. The textbook can be purchased at the bookstore, or on Amazon.com (where you can purchase the textbook used and re-sell it online). (*You can also buy an 8th edition, if it's a lot cheaper – I'll be happy with whichever book you read.*)

Lectures are meant to complement the text's content by highlighting important concepts, theories and studies. Accordingly, lectures will often contain information not found in the text; similarly, there will be material in the text that is not covered explicitly in lecture. Thus, both completing the readings and attending lecture will be essential to understanding the material.

Course Website:

Information about the course as well as course PowerPoints and handouts can be obtained on Canvas.

Course Requirements: Your grade in this course will be based on the following assignments (for grading rubrics for each of the assignments, see the “**Grading Rubric**” handout on Canvas):

- 1) **Readings.** I highly recommend finishing the readings from the textbook before coming to class. This will help you to understand the material in lecture and improve your grade.
- 2) **Three in-class exams** (Monday, October 3rd, Monday, November 7th, Monday, December 12th, 60% of final grade). These non-cumulative exams will consist of multiple-choice and short answers and each cover 1/3 of the course. The exams are not cumulative, but the second and third test may rely on your knowledge of concepts and theories that you learned earlier in the semester. All three exams are weighted equally.
- 3) **Three short writing assignments** (due Friday, September 16th, Friday, November 11th, and Tuesday, December 6th at 11:59pm on Canvas, 30% of final grade). You will be expected to write 3 short assignments through the course of the semester. These writing assignments have three distinct purposes. Writing Assignment #1 will require you to use your knowledge of research methods to critique and answer questions about study designs. Writing Assignment #2 emphasizes the relevance of psychology to everyday life by asking you to identify and describe psychological concepts in film. Writing Assignment #3 asks you to consider the different sub-disciplines of psychology. See additional details in the “**Writing Assignment #1, Writing Assignment #2, and Writing Assignment #3**” documents posted on Canvas in the “Assignment Descriptions” folder.
- 4) **Attendance** (5% of final grade): Attendance in lecture is MANDATORY, and will be taken every day. Please plan on attending every class meeting and respect everyone's time by arriving promptly. The instructor will respect your time by making sure that each class meeting ends on time. Since life can get in the way at inconvenient times (e.g., your car won't start, your alarm doesn't go off), you are allowed to miss one lecture without any negative effects to your grade. One way that I will take attendance is through “exit tickets,” where at the end of class you'll hand in a question or idea that occurred to you during

lecture – something that you found interesting or that wasn't clearly explained. I will use this to mark attendance as well as an opportunity to clear up any confusion at the beginning of the next lecture.

- 5) **Participation** (5% of final grade): You are expected to participate in class – listen to the lecture and your classmates' questions, ask your own questions, and generally engage in the learning experience. This will help you to fully understand the material and improve both your grade and what you are able to learn and take away from the course.

Meeting with Instructor:

If you would like to schedule a meeting with the instructor about course material or regarding the research project, please stop by during office hours. If you are not available during office hours, please e-mail the instructor to set up a meeting time.

Submitting Assignments:

Assignments should be submitted via Canvas as word files (.docx or .doc). If you have questions, please e-mail the instructor in the first week of class so that I can clarify how to submit assignments and make sure that you understand how to submit assignments **before** anything is due.

Late Policy:

Without an adequate excuse (if you are ill and have a written excuse from a physician), late individual assignments will be penalized 10% each day up to a maximum of 50% off (so a perfect paper handed in five days late will receive a grade of 50%). Assignments will no longer be accepted 10 days after the due date.

Missing Class:

If you must miss class, please first 1) get notes from a classmate and 2) review the PowerPoint slides posted on Canvas. After taking these actions, you may also schedule a meeting with the instructor to ask specific questions about the lecture material from any missed class sessions.

Make-up Tests:

You *must* take exams on the date and time they are scheduled. Make-up exams *will not be allowed*; if you miss an exam, you should assume you will not be given an opportunity to make it up. There are only two cases in which a make-up exam will be given: 1) if you are ill on the date of the exam, or 2) in case of a university event, including religious observance. If you are ill, you must (a) inform me that you will be unable to take the scheduled exam *prior* to the exam time and (b) obtain a written excuse from a physician. In the case of a university event or religious observance, you must let the instructor know by one week into the semester that you will be unable to attend a scheduled exam. You must schedule the make-up exam for within three days from your absence.

Intercollegiate Student Competitors:

USF's policy regarding intercollegiate student competitors is as follows:

“Students, when representing the University of San Francisco in intercollegiate competition (e.g., athletics, debates, etc.) shall be excused from classes on the hours or days such competition takes them away from classes... However, such students shall be responsible for advising their professors regarding anticipated absences and arranging to complete class work for classes and/or examinations that are missed.”

Furthermore, the Athletics Dept. requires each student-athlete to submit a letter from the Athletics Department before they depart for an away game or match. This letter is generated specifically for those dates and is signed by the head coach. If the student-athlete does not submit the letter to the professor prior to the date(s) they will be absent, they will not be officially excused.

Laptop and Cellular Telephone Policy:

Laptops should be used **ONLY** for class notes. I'd recommend handwriting your notes and leaving laptops at home. There are both *egoistic* (self-interested action, out of concern for your own welfare) and *altruistic* (other-interested action, out of concern for others' welfare) reasons for taking notes by hand rather than on your laptop – and they have been validated by research!

Egoistic reasons: Research indicates that taking notes on a laptop is less effective and leads to poorer learning (and lower grades!) than taking notes by hand.

Citation: Mueller, P.A. & Oppenheimer, D.M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note-taking. *Psychological Science*, 25, 1159-1168.

Altruistic reasons: Research indicates that using laptops for other purposes (e.g., e-mail, Facebook, reading the news) not only prevents you from learning the material, but is also distracting and can affect the grades of the students sitting around and behind you. Please be considerate of your fellow students!

Citation: Fried, C.B. (2008). In-class laptop use and its effects on student learning. *Computers & Education*, 50(3), 906-914.

Use of cell phones is banned in class – if you absolutely need to make a call or send a text, please step outside. I get distracted during lecture when I notice that a student is sending a text or seems to be checking e-mail on their laptop!

Lecture Material:

All handouts will be posted on Canvas. PowerPoint slides will be posted when available. The instructor will make an effort to post them before the class on the relevant topic starts (ideally the night before) so you can print out and make notes on the slides during lecture.

Children at Lecture:

I want students to attend every lecture they can – and I think that both your family and your education are super important. Sometimes it's difficult to find child care, or something comes up and your plans fall through. Regardless of the reason, if you need to bring your child with you to class, please feel free to do so!

Academic Integrity

The majority of students are motivated to perform and to be evaluated on their own work. As stated in the USF general catalog, “students must refrain from plagiarism, cheating and collusion in connection with examinations and must acknowledge fully all sources and all assistance received in work submitted to the faculty for evaluation.”

As a Jesuit institution committed to *cura personalis*—the care and education of the whole person—USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online at

www.usfca.edu/academic_integrity. The policy covers:

- Plagiarism — intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references.
- Working with another person when independent work is required.
- Submission of the same paper in more than one course without the specific permission of each instructor.
- Submitting a paper written by another person or obtained from the internet.
- The penalties for violation of the policy may include a failing grade on the assignment, a failing grade in the course, and/or a referral to the Academic Integrity Committee.

Students with Disabilities

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at (415) 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a disability specialist. If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your accommodation letter sent to me, and we will discuss your needs for this course. For more information, please visit: <http://www.usfca.edu/sds> or call (415) 422-2613.

Behavioral Expectations

All students are expected to behave in accordance with the Student Conduct Code and other University policies (see <http://www.usfca.edu/fogcutter/>). Open discussion and disagreement are encouraged when done respectfully and in the spirit of academic discourse. There are also a variety of behaviors that, while not against a specific University policy, may create disruption in this course. Any student whose behavior is disruptive or who fail to comply with the instructor may be dismissed from the class for the remainder of the class period and may need to meet with the instructor or Dean prior to returning to the next class period. If necessary, referrals may also be made to the Student Conduct process for violations of the Student Conduct Code.

Learning & Writing Center

The Learning & Writing Center provides assistance to all USF students in pursuit of academic success. Peer tutors provide regular review and practice of course materials in the subjects of Math, Science, Business, Economics, Nursing and Languages. Other content areas can be made available by student request. To schedule an appointment, log on to TutorTrac at <https://tutortrac.usfca.edu>. Students may also take advantage of writing support provided by Rhetoric and Language Department instructors and academic study skills support provided by Learning Center professional staff. For more information about these services contact the Learning & Writing Center at (415) 422-6713, email: lwc@usfca.edu or stop by our office in Cowell 215. Information can also be found on our website at www.usfca.edu/lwc.

Counseling and Psychological Services

Our diverse staff offers brief individual, couple, and group counseling to student members of our community. CAPS services are confidential and free of charge. Call 415-422-6352 for an initial consultation appointment. Having a crisis at 3 AM? We are still here for you. Telephone consultation through CAPS After Hours is available between the hours of 5:00 PM to 8:30 AM; call the above number and press 2.

Confidentiality, Mandatory Reporting, and Sexual Assault

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USFs campus with the University. Here are other resources:

- To report any sexual misconduct, students may visit Anna Bartkowski (UC 5th floor) or see many other options by visiting our website: www.usfca.edu/student_life/safer
- Students may speak to someone confidentially, or report a sexual assault confidentially by contacting Counseling and Psychological Services at 415-422-6352.
- To find out more about reporting a sexual assault at USF, visit USFs Callisto website at: www.usfca.callistocampus.org.
- For an off-campus resource, contact San Francisco Women Against Rape (SFWAR) (415) 647-7273 (www.sfwar.org).

Student Accounts - Last day to withdraw with tuition reversal

Students who wish to have the tuition charges reversed on their student account should withdraw from the course(s) by the end of the business day on the last day to withdraw with tuition credit (census date) for the applicable course(s) in which the student is enrolled. Please note that the last day to withdraw with tuition credit may vary by course. The last day to withdraw with tuition credit (census date) listed in the Academic Calendar is applicable only to courses which meet for the standard 15-week semester. To find what the last day to withdraw with tuition credit is for a specific course, please visit the Online Class Schedule at www.usfca.edu/schedules.

Financial Aid - FAFSA priority filing deadline (undergraduates only)

March 2 - Priority filing deadline for FAFSA (The Free Application for Federal Student Aid - <https://fafsa.ed.gov/>) for continuing undergraduates.

Topic Schedule and Due Dates

- Wed, Aug 24 Introduction and Course Overview: What is psychology?
Reading: Prologue, "The Story of Psychology"
- Mon, Aug 29 *Special Topic: Career Development*
In this session, a staff member from the Career Services Center will present on topics related to career development, including orienting you to the Career Center, searching for jobs and internships, and choosing a major.
Reading: Appendix A-1, "Careers in Psychology"
- Monday, August 29 — Last day to add classes*
- Wed, Aug 31 Research Methods, Part I: The scientific method
Reading: Chapter 1, "Thinking Critically with Psychological Science", pages 15-33 ("The Need for Psychological Science" to "Statistical Reasoning in Everyday Life")
- Mon, Sept 5 **Labor Day Holiday – No classes**
- Wed, Sept 7 *Special Topic: Designing correlational and experimental studies*
In this session, we will zero in on the difference between correlational and experimental studies, conducting several in-class studies and analyzing our data.
Reading: Chapter 1, "Thinking Critically with Psychological Science", pages 33-38 ("Statistical Reasoning in Everyday Life" to "Frequently Asked Questions About Psychology")
- Friday, September 9th — Census Date (last day to drop classes with a refund)*
- Mon, Sept 12 Research Methods, Part II: Research ethics
Reading: Chapter 1, Thinking Critically with Psychological Science, pages 38-43 ("Frequently Asked Questions About Psychology" to chapter end)
- Wed, Sept 14 The Biological Bases of Behavior
Reading: Chapter 2, "The Biology of Mind"
- Fri, Sept 16 Writing Assignment #1 due on Canvas, 11:59pm**
- Mon, Sept 19 Consciousness
Reading: Chapter 3, "Consciousness and the Two-Track Mind"
- Wed, Sept 21 Genetic and Environmental Influences on Behavior, **Review for Exam #1**
Reading: Chapter 4, "Nature, Nurture, and Human Diversity"

- Mon, Sept 26 Development in Infancy and Childhood
Reading: Chapter 5, "Developing Through the Lifespan", pages 173-196 ("Prenatal Development and the Newborn" through "Adolescence")
- Wed, Sept 28 Development in Adolescence and Adulthood
Reading: Chapter 5, "Developing Through the Lifespan", pages 196-225 ("Adolescence" to chapter end)
- Mon, Oct 3 **Exam #1**
- Wed, Oct 5 Sensation
Reading: Chapter 6, "Sensation and Perception", pages 229-263 ("Sensing the World: Some Basic Principles" to "Perceptual Organization")
- Mon, Oct 10 Perception
Reading: Chapter 6, "Sensation and Perception", pages 263-285 ("Perceptual Organization" to chapter end)
- Wed, Oct 12 Learning
Reading: Chapter 7, "Learning"
- Mon, Oct 17 **Fall Break – No classes**
- Wed, Oct 19 Memory
Reading: Chapter 8, "Memory"
- Mon, Oct 24 Thinking & Language
Reading: Chapter 9, "Thinking & Language"
- Wed, Oct 26 Intelligence, **Review for Exam #2**
Reading: Chapter 10, "Intelligence"
- Mon, Oct 31 Motivation
Reading: Chapter 11, "Motivation and Work"
- Wed, Nov 2 Emotion
Reading: Chapter 12, "Emotions, Stress, and Health", pages 497-514 ("Theories of Emotion" to "Experienced Emotion")
- Friday, November 4th – Last day to drop classes or withdraw*
- Mon, Nov 7 **Exam #2**

Wed, Nov 9	Personality <i>Reading: Chapter 13, "Personality"</i>
Fri, Nov 11	Writing Assignment #2 due on Canvas, 11:59pm
Mon, Nov 14	Social Cognition <i>Reading: Chapter 16, "Social Psychology"</i>
Wed, Nov 16	Social Influence <i>Reading: Chapter 16, "Social Psychology"</i>
Mon, Nov 21	Stress and Health <i>Reading: Chapter 12, "Emotions, Stress, and Health", pages 527-549 ("Stress and Health" to end of chapter)</i>
Wed, Nov 23	Psychological Disorders <i>Reading: Chapter 14, "Psychological Disorders"</i>
Mon, Nov 28	Therapy <i>Reading: Chapter 15, "Therapy"</i>
Wed, Nov 30	<i>Special Topic: What is mental illness? In this session, we will have a guest, Emerson Hardebeck from the Mind-Body lab at Stanford University, join us to lead a discussion about the meaning of mental illness and recovery.</i>
Mon, Dec 5	<i>Special Topic: Happiness and Well-Being In this session, we will discuss lessons from psychology that shed light on the meaning of happiness, and suggest everyday changes we can make to improve our own lives. Readings: Chapter 12, "Emotions, Stress, and Health," pages 514-526 ("Experienced Emotion" to "Stress and Health")</i>
Tue, Dec 6	Writing Assignment #3 due on Canvas, 11:59pm
Wed, Dec 7	<i>Last day of lecture!</i> Takeaways from introductory psychology, Review for Exam #3 Course evaluations (bring your laptop, smartphone or tablet to class!)
Mon, Dec 12	Exam #3 (8:00PM to 10:00PM)