

**Psychology 115-01  
Introductory Psychology  
Fall 2011**

**MTh 1:00 – 2:20  
LBC 105**

Instructor: Rachael Reavis

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Office: 307 LBC

Office Hours: drop in or by appointment

Teaching Assistant: Shelley Devens

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Office Hours: by appointment

**Textbooks:**

Wade, C., & Tavris, C. (2008). *Invitation to Psychology*. Pearson Education, Inc.: Upper Saddle River, NJ.

Course documents on Moodle: <http://moodle.earlham.edu> (Course password: Reavis)

**Course Description & Objectives:**

Although the course will be primarily lecture, we will also use in-class demonstrations, exercises, and videos to examine our various topics. Students are encouraged to interact by asking questions, participating in exercises, and discussing topics of interest. Ultimately, through readings, lectures, and class participation, students will develop a deeper understanding of human behavior and gain appreciation for the many complexities encountered by studying psychology.

Psychology can be described as the study of behavior and mental processes. The many aspects of psychology are not only fascinating to examine, but also help us to understand the people and situations we encounter in daily life. This course is a broad survey of psychology and also serves as the prerequisite for upper-level psychology courses.

**Specific Course Goals**

By the end of the semester, you should be able to:

1. Identify the major areas of study within psychology (e.g., biological, developmental, social, clinical) along with their key concepts and contributors.
2. Recognize and discuss notable theoretical viewpoints in psychology.
3. Know and describe the role that psychologists play in broadening our understanding of human behavior.
4. Discuss the role of research in psychology along with how it is conducted, its utility, and its limitations.
5. Demonstrate the knowledge gained in scenarios that require application and critical thinking.
6. Understand Psychology as a science.

### **Psychology Department Goals**

The following psychology department goals (based on the APA guidelines) are especially relevant for this course. The italicized/underlined goals are particularly emphasized:

1. *Knowledge Base of Psychology*
2. Research Methods in Psychology
3. *Critical Thinking Skills in Psychology*
4. *Application of Psychology*
5. *Values in Psychology*
6. Communication Skills
7. Sociocultural and International Awareness

### **Earlham General Education Goals:**

The following general education goals are especially relevant for this course. Italicized/bold items are particularly emphasized:

1. *Close and critical reading, thoughtful reflection, ready discussion*, and cogent writing.
2. Increased adeptness in thoughtfully considering texts of all sorts, whether singly or *in comparison with one another*.
3. Practice and discipline in group learning.

### **Evaluation:**

Your final grade will be based on participation/attendance, an applied project, a controversy paper, 5 tests, and one final. I will drop your lowest grade (your combined participation/attendance/controversy, **one** of 5 unit tests, **OR** your final). Your application project grade will not be dropped.

- 1) **Participation/Attendance.** Attendance will be taken every day. There are two main ways that you are expected to participate actively. First, you are expected to volunteer ideas in class and to ask both clarifying and conceptual questions in class. Second, you will be expected to participate actively in small group discussions. Your TAs and I will evaluate your participation in both large & small group settings. In addition, other group members will evaluate your participation in small group discussions. I would prefer that students contribute freely and willingly and not have to randomly call on students. However, I reserve the right to do so.
- 2) **Tests.** Research has shown that students learn more when they are given more frequent examinations that cover less material. Therefore, the majority of points in this class will come from 5 tests, each covering 2-3 chapters. Tests will consist of multiple-choice questions, short answer, and fill-in-the-blanks. Tests will each be worth 100 points. Material from both the lectures and the text will be tested. There is no time limit for the tests, so please take your time to carefully read the questions and review your answers. Students tend to find my tests difficult. Studying in advance, attending class, and taking advantage of study materials are highly recommended. You are responsible for your own education. I won't be mad if you don't study or never show up to class, but it is unlikely that you will earn the same grade as you would if you applied yourself. **Finally, if you arrive after the first student has completed his or her exam, you will not be permitted to take the test, and will have to drop that grade.**

\*Please note that make-ups are allowed ONLY for the following reasons: participation in an official college event or death of an immediate family member (parent, sibling, spouse, or child). Excuses must be verified by a note from a college official (e.g., coach's note). In the case of death of immediate family member, please contact me. As I drop one exam, **no other excuses will be permitted**, including for personal illness or death of an extended family member. For exams missed due to participation in an official university event, you must contact me BEFORE the missed exam and exams **must be taken no later than 1 week after the missed exam**. Make-up tests will differ from the original exam and may differ in the level of difficulty. (Special arrangements will be made for students who experience the death of an immediate family member, including the option of taking an Incomplete.)

- 3) **Controversy Paper.** During the semester, I will post articles that argue different sides of the same issue on Moodle. You will complete at least one controversy paper. You will turn in a summary of both viewpoints and a *critical argument* about which viewpoint has the most support and is the most valid and why. Your summary should be 3 pages, double-spaced, and will be worth 50 points. **Email assignments by 11:59 pm on due date.** Late assignments will not be accepted. (See Moodle for the grading rubric and additional instructions.)
- 4) **Application Project.** Throughout the semester, you will find opportunities to apply psychological principals and knowledge to everyday life. You will collect **at least one example per chapter** of psychological principals playing out in real life. **You can find a more detailed description of this assignment on Moodle.** In brief, you will find an example (it can really be anything – a news article, a YouTube video, a movie, a personal experience) and explain it using psychological principals covered in class or in the textbook. This is meant to be a fun project that should help you think more critically about psychology and see how it can be applied to the world around you. ***You will need to keep a folder or binder of your application entries.*** Everything must be **typed**. You will turn in your folder twice during the semester. **The first 5 entries are due on 10/13**, and will include entries for the following chapters: Intro/Research Methods, Memory, Brain, Emotion, & Consciousness. **All entries will be due on 12/12 by 5pm to my office. *If you are missing an entry at the first evaluation, you will not be able to make it up for the second evaluation.*** You will turn in 10 entries in total, resulting in a 50-point assignment. Your application project grade will not be dropped.
- 5) **Final Exam.** Your final exam will follow the same format as the tests, but will cover material from the entire semester. Material from the lecture and the text will be tested. The final exam is worth 100 points. The final exam for this class is scheduled for **Wednesday, December 14<sup>th</sup> at 8 am**. You must take the exam at the scheduled time. Students will not be permitted to take it at any other time.

## 6) Extra credit.

- **Controversy paper.** You may complete two additional controversy papers for extra credit (up to 5 points each). If you do additional assignments, I will take the highest grade for your 50-point assignment, and the others will be given as extra credit. There may also be bonus questions on tests for relevant readings. **You should email your extra credit assignment by 11:59 pm on the last day the unit is discussed in class.** See Moodle for the grading rubric. I strongly encourage you to consult the grading rubric first – extra credit points are *not* guaranteed. **Please save your extra credit file with the following file name format: LastName\_FirstName\_ControversyExtraCredit.doc (or .docx or .pdf – no other formats will be accepted).**
- You may earn **1 point for each of the first five studies** in which you participate, and **½ point for each study thereafter.** (That’s 1 point to the total points – *not* 1 percentage point.) We can negotiate about studies that take longer than 20 minutes. You will be required to keep a record of your participation, which will be randomly checked with the experimenter. There is a sheet on Moodle that you should ask your experimenter to sign after you participate.

### Grading:

Controversy Paper =	50 points	A-: 90-92.9%; A: 93%-99.9%; A+: 100%
Attendance/Participation =	50 pts	B-: 80-82.9%; B: 83-86.9%; B+: 87-89.9%
Application Project =	50 pts	C-: 70-72.9%; C: 73-76.9%; C+: 77-79.9%
Unit Tests (5 x 100) =	500 pts	D: 65-69.9%
Final Exam =	100 pts	F: < 65%

One 100-point assignment will be dropped (**one** test, attendance/participation/controversy, **OR** the final). Your application project will not be dropped, resulting in 650 total points possible.

*I do NOT round grades. For example, 79.9999 is a C+, no exceptions. Please note the grading scale—it may be different from other classes you have had.*

**Office Hour Etiquette:** I am happy to meet with students outside of class, and I encourage you to make an appointment with me if you are having trouble in class or need to meet for another reason. However, I will not tolerate no-shows. If you miss a meeting with me and failed to cancel within 24 hours, in the future, I will only be available to you directly after class. You may also use the chat feature of gmail (reavira@gmail.com) to ask me questions. If I'm not at my computer when you leave a message, I'll answer it when I return. We can also schedule a time to chat online if we cannot find a convenient time to meet in person. The office hour policy also applies to meetings with the TAs.

**Email Etiquette:**

You are encouraged to contact me via e-mail with any questions that you may have, but I ask that you comply to the following 'house rules': **Check the syllabus and Moodle *first*** to see if your question can be answered. If you ask a question that has already been answered, you will receive an automated reply telling you to find the answer yourself.

Please use appropriate etiquette when you e-mail and I will do the same in return: (a) begin with a greeting; (b) state who you are and which class/section you are in; (c) end with an appropriate signature. Don't forget to use spell-check! *If you fail to adhere to these guidelines, you will receive an automated reply that instructs you to consult these guidelines and to re-send your e-mail.*

Example of appropriate e-mail format:

'Rachael,

My name is [YOUR FULL NAME] and I am in your [NAME OF COURSE]\*. I have a question about X ....

Thanks,

[YOUR NAME]'

\*You don't have to tell me your course after the first few weeks, once I've learned your names.

Example of inappropriate e-mail format resulting in no response (lack of greeting; no personal identification; no reference to course name/section; no signature; spelling errors; inappropriate language):

'So i was wonderign when you were gonna post the notes?'

Proper e-mail etiquette is *extremely* important in that (a) it enables me to be more efficient in helping you because I won't lose time trying to figure out who you are or what you are asking; (b) **it is a vital skill to have in the 'real world.'** Professional relationships necessitate professional e-mail correspondence. Thanks in advance for your cooperation!

**Academic Honesty:**

All students are expected to conduct themselves with honesty and integrity in this course. The honor code is both a privilege and a responsibility, and you are expected to take it seriously. Suspected infractions, such as plagiarism or fabrication of reports will be treated seriously and will be reported. Furthermore, if you are aware of a violation of academic integrity, it is your responsibility to take action.

**Students with Disabilities:**

Please speak with me as soon as possible and let me know what accommodations Academic Support Services has suggested for you. Accommodation arrangements must be made in the first 2 weeks of the semester. Please see <http://www.earlham.edu/policies/learning-disabilities.html> for details.

## Schedule of Topics & Assignments

Please note that this schedule is tentative and may change as circumstances require.

*\*Textbook readings are due the first day they are listed.*

**Dates:**

**Topic & Reading:**

8/25	<b>Topic:</b> Syllabus, What is Psychology? <b>Reading:</b> Ch. 1, pg 3-19
8/29, 9/1	<b>Topic:</b> Research Methods <b>Reading:</b> Ch 1, 19-33
9/5, 9/8*	<b>Topic:</b> Memory <b>Reading:</b> Ch. 8 <i>Controversy:</i> Are Repressed Memories Real? <b>Yes:</b> Kluff; <b>No:</b> Loftus
<b>9/12</b>	<b>Test, Ch. 1 &amp; 8</b>
9/15, 9/19*	<b>Topic:</b> Neurons, Hormones, & the Brain <b>Reading:</b> Ch. 4 <i>Controversy:</i> Are Sex Differences in Math Biological? <b>Yes:</b> Pinker; <b>No:</b> Spelke
9/22*	<b>Topic:</b> Emotion <b>Reading:</b> Ch. 13 <i>Controversy:</i> Media Violence → Aggression? <b>Yes:</b> Bushman; <b>No:</b> Freedman
9/26, 9/29*	<b>Topic:</b> Consciousness <b>Reading:</b> Ch. 5 <i>Controversy:</i> Addiction a Brain Disease? <b>Yes:</b> NIDA; <b>No:</b> Satel
<b>10/3</b>	<b>Test, Ch. 4, 5, &amp; 13</b>
10/6, 10/10, 10/13*	<b>Topic:</b> Learning <b>Reading:</b> Ch. 9 <i>Controversy:</i> Should Animals Be Used in Research? <b>Yes:</b> Cohen; <b>No:</b> Regan <i>First 5 entries of applied project due in class on 10/6.</i>
<b>10/17</b>	<b>Test, Ch. 9</b>
<b>10/20</b>	<b>No Class, Mid-Semester Break</b>
10/24, 10/27	<b>Topic:</b> Personality <b>Reading:</b> Ch. 2
10/31, 11/3, 11/7*	<b>Topic:</b> Development <b>Reading:</b> Ch. 3 <i>Controversy # 1:</i> Are Fathers Necessary? <b>Yes:</b> McLanahan; <b>No:</b> Drexler
<b>11/10</b>	<b>Test, Ch. 2 &amp; 3</b>

\* =  
Controv.  
Paper  
Due by  
Midnight

11/14, 11/17*	<p><b>Topic:</b> Social Psychology  <b>Reading:</b> Ch. 10  <i>Controversy #1:</i> Does Milgram Help Explain Holocaust?  <b>Yes:</b> Sabini; <b>No:</b> Miale  <i>Controversy #2:</i> Does the Stanford Prison Experiment Help Explain Effects of Imprisonment?  <b>Yes:</b> Haney; <b>No:</b> Lykken</p>
11/21, 11/24	<i>No Class, Thanksgiving Break</i>
11/28, 12/1, 12/5*	<p><b>Topic:</b> Psychological Disorders  <b>Reading:</b> Ch. 11  <i>Controversy #1:</i> GID Appropriate Diagnosis?  <b>Yes:</b> Allen; <b>No:</b> Winters  <i>Controversy #2:</i> Anorexics Have Right to Refuse Treatment?  <b>Yes:</b> Draper; <b>No:</b> Werth</p>
12/8	<b>Test, Ch. 10 &amp; 11</b>
12/12	<i>All applied entries due by 5 pm to my office (307 LBC)</i>
12/14, 8 am	<i>Final Exam</i>