

Introduction to Psychology

Lewis and Clark College, Spring 2008
Course 100, Section 1
Tuesday/Thursday 9:40-11:10
Bodine, Rm 110

Professor: Dr. Jerusha Detweiler-Bedell **Email:** jerusha@lclark.edu
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Office Hours: Tuesdays & Wednesdays 2 pm – 3:15 pm
And by appointment Or stop by when my door is open

Texts: *Psychology, 8th Edition*.... By David G. Myers
Scientific American,
Psychology Reader..... Articles from *Scientific American* magazine

Teaching Assistant: Nora Germano Thursdays 11:10-12:10
ngermano@lclark.edu across from the BPB main office

Course Description:

Welcome to Introduction to Psychology! Together, we are about to embark on a journey of exploration into how and why we think, feel, and act the way we do. As you soon will learn, psychology is a relatively young discipline that has grown and developed tremendously over the past 100 years. The goal of this course is for you to get a basic understanding of the major topics that make up the field of psychology and to appreciate the perspectives taken by psychologists. Psychologists study topics ranging from the brain and neurotransmitters to group behaviors and clinical disorders. Within Lewis and Clark's psychology department we have people studying learning and memory in animals, human-computer interactions, cognition, human development, creativity, madness, health behaviors, decision-making, emotions, group interactions, and mood disorders. Despite the diversity of areas of study within psychology, there are a number of overlapping methods and theories. As we move from topic to topic in this course, pay attention to the flow of ideas and approaches. It is particularly interesting to see how the psychological theories you learn about can relate to your day-to-day life.

The required text for this course is *Psychology (8th Edition)* by David G. Myers. Myers has put together an up-to-date text that is broad in scope and interesting to read. To get the most out of the book and the course, be sure and read the assignments as we go along rather than the night before each of the tests. Whereas the book presents a broad picture of the major topics in psychology, my lectures often focus on highlights, specific demonstrations, and recent developments in the field. To get a thorough understanding of psychology, I strongly urge you to attend all the lectures as well as read the entire book.

Course Goals:

My primary goal is for you to develop an ability to ask and answer thoughtful questions about the major topics in the field of psychology. In exploring these topics, you will begin to see patterns in the perspectives taken by psychologists and to think scientifically about issues related to human behavior. You will be able to understand how different research methods enable psychologists to describe, explain, predict, and modify behavior. You will learn to evaluate information that comes out of empirical research and question the way in which the media and popular culture communicate psychological findings. The topics in this course range from psychological disorders, therapeutic approaches, and personality to the biological basis of behavior, learning, and memory, to development, consciousness, and the social nature of human beings. As we cover these topics, you will learn to identify biological, cognitive, social, and abnormal characteristics of human beings. Overall, this course will allow you to inquire about the applications of psychological principles to everyday situations and to develop a deeper understanding of your own and others' thoughts, emotions, and behaviors.

Office Hours:

I hope you will visit me in my office throughout the term, especially if you would like assistance in understanding the lectures or reading. No appointment is necessary to see me during my office hours; simply stop by room 235 of the Bio-Psych building. If you would like to make an appointment for another time, please call me at x7506 or email me at jerusha@lclark.edu.

Course Policies:

Preparation. Demonstrations, class discussion, and group projects will be used throughout the term to help you keep up with the material and to help assure that the concepts are clear. I expect you to be fully prepared for class each week. Full preparation includes not only keeping up with the reading, but also having spent time thinking about the topic for the day in terms of its application to your own life and in terms of questions that you would like me (or your classmates) to answer. At Lewis and Clark, the expectation is that students spend at least 2 hours outside of class for every 1-hour spent in the classroom. That means putting in *at least* 3 hours of work between Tuesday and Thursday's classes in order to keep up with and get the most out of the course (i.e., a total of 6 hours outside of class each week).

Participation. Participation, through asking questions, being involved in demonstrations, and speaking up during discussions, is a requirement of this course. Active participation in class requires a safe and trusting environment. Therefore it is important for us to respect each other's views and comments, even if we disagree with them. I encourage debate and thought-provoking discussion, but it must be respectful and polite.

Attendance. Although I do not take attendance in this course, attending class is a prerequisite for meaningful participation. A lot of your learning will come from demonstrations in class, so you cannot make up a missed class by simply copying notes from a classmate. If you must miss a class, please first obtain information about the missed class from your classmates. After you have gleaned what you can from your classmates, I will be happy to talk to you in more detail about the class you missed. Missing a test disadvantages not only you, but also your classmates and me. Therefore, make-up tests will only be given for very serious circumstances. Please make sure that you keep test days free from other responsibilities.

Academic Integrity. Academic integrity is an essential part of learning. Plagiarism, cheating, or the deliberate misrepresentation of information will result in failure of this course. Please avoid any behavior that may be reasonably viewed as suspicious. Remember that helping a classmate to cheat counts as cheating. If you have any questions about citation requirements or plagiarism boundaries, please see the instructor *before* you turn in your assignments. If you have any questions or concerns about academic honesty, please come see me or refer to your copy of Academic Integrity Policy and Procedures.

Learning Disabilities. Learning disabilities will be accommodated if the professor is notified in a timely fashion. It is the student's responsibility to have any learning disability documented at the Student Development Center and to inform the professor as soon as possible in the semester.

Other. All college policies govern this course. Please see the Student Handbook and Catalog for any issues not covered in this syllabus.

Requirements and Grading:

Your course grade will be composed of 4 tests, a final exam, a semester-long project called “thought provoking questions,” and an “outside world” project.

Tests:

Your final grade will be based primarily on your performance on 4 tests. All four tests will take place in-class. The first three tests will be noncumulative, and you will have *60 minutes* to complete each of them. Tests 1, 2, and 3 will take place on **February 21st**, **March 18th**, and **April 15th**, respectively. Your two highest test scores (of the first 3 tests) will each contribute 18% to your final grade. The lowest of your first three test scores will contribute 13% to your final grade. Approximately half of Test 4 will focus on the material presented in the last quarter of the class, and the remainder will include items that integrate material from throughout the semester. Test 4 will take place in-class on **May 1st**. You will have exactly *90 minutes* of class time to complete Test 4. Test 4 will contribute 25% to your final grade.

All four tests may consist of short essay, short answer, fill-in, and multiple-choice questions that cover material from both the lectures and the readings. Tests focus primarily on conceptual and applied understanding of the material, rather than on the rote memorization of facts. As indicated above, make-up tests will be given only under extenuating circumstances. Arrangements must be made in advance.

Final Exam:

The final exam will be a project, called ***Mind Games***, which must be done in small groups and be presented during the final exam period (**May 5th, 9-11:30am**). For this project, you will be divided into groups. Your group will be assigned 2-3 chapters of the book (and relevant lectures) and will be asked to create a game that tests your classmates’ knowledge of those chapters. The game must be able to be played *without* your participation by small groups of students (be sure to include simple but detailed instructions). Your game may be a modified version of an existing game (e.g., Survivor, Monopoly, Jeopardy, Life, Concentration, Memory) or a completely new game that you devise.

The Mind Games project accounts for 5% of your course grade. In order to receive full credit, you must (1) create and bring in the game, including instructions and materials for groups to play your game more than once, (2) turn in a 2-page description of your game and the way in which you personally contributed to the creation of the game, and (3) attend and participate in Mind Games during final exam week.

The Mind Games will take place during the final exam period (after the last week of class). [Note: If you are unable to attend Mind Games because of extenuating circumstances, you will be required to write a ten-page paper on a psychological topic of your choice in order to earn up to 5 points of credit. The professor must approve your paper topic before you write it, and the paper must be turned in no later than the day of the final exam.]

Project:

The semester-long project in this class, called ***Thought Provoking Questions (TPQs)***, is one that takes place over the course of the entire semester. There are two parts to this semester-long project. The first part takes place every week of the semester, and the second part takes place four times during the semester.

Part 1: Beginning in Week 2 of the course (on January 29th), you will be asked to type and turn in a weekly Thought Provoking Question (TPQ) to your Teaching Assistant **before** class. One TPQ

is due every week. In a typical week, you may choose whether you would like to turn in a TPQ about the Myers readings due for Tuesday or Thursday's class (***if there is only one day of new reading in a week, you must write your TPQ about that material***). For every TPQ you turn in, you will get 1 point of credit, and the TPQs will account for 15% of your grade for the course.

What exactly is a TPQ? A TPQ is an original question that promotes thought and discussion. As Myers describes in the introduction to your text, psychological research typically starts with a question about why people think, feel, and act in certain ways. Myers provides some of his own TPQs in your text (e.g., What triggers our good and bad moods? What do babies actually perceive and think?). The TPQs you turn in need to be related to the textbook material you are reading for the day's class. They can broaden the readings or apply some of the concepts found in the readings to concepts covered in an earlier chapter of the textbook. They also can relate the textbook readings to the *Scientific American* articles or to topics of debate in popular culture. You may find that TPQs highlight a need for future psychological research. As you write each TPQ, please incorporate the following 3 key components:

- A brief introduction that provides contextual information and specific page numbers (e.g., What ideas from the text prompted you to ask the TPQ and where are those ideas located?). Imagine that someone else in the class is going to read and discuss your questions. (This will take place in Part 2 of the project, described below.)
- A concrete question (e.g., a question that addresses important content from the reading; a question that would be answerable by anyone who reads the text).
- A "what if" or extending question (e.g., a question that takes the discussion one step further by suggesting creative applications of the concepts found in the readings or by relating the readings to material from other classes / topics of debate in popular culture).

You will get a full point of credit for each TPQ you turn in as long as you follow these basic steps: (1) label each TPQ with your name, the date you turn it in, and the Myers textbook chapter (including specific page numbers) that it addresses, (2) be certain the TPQ is *original*, typed, and addresses the textbook readings that are due on the day you turn it in, (3) include one summary statement (to bring the reader on board) and at least two questions (one concrete and one extending, as described above) in each TPQ, and (4) turn in the TPQ to your Teaching Assistant **before** class begins on either Tuesday or Thursday of each week. You may receive credit for an emailed TPQ once during the semester. Otherwise, credit cannot be given for emailed or late TPQs. (Note: If there is only one day of Myers textbook readings in a given week, you must turn in your TPQ on that day.)

Here is a sample TPQ:

Name: Charlie Darwin

Date: Monday, March 21st

Chapter: Ch 7, pp. 271-311

TPQ: In chapter 7, pages 283-287, Myers discusses sleep and sleeping disorders.

According to Myers, *sleep patterns* may be genetically influenced. To what extent are *sleep disorders* also influenced by genetics? If sleep disorders are predisposed, to what extent can they be avoided through medication or diet? What are the 4 types of sleep disorders discussed? If a child experiences night terrors (one type of sleep disorder), is that child more at risk to develop a fear of the dark or of "monsters in the closet"? Why or why not?

Part 2: There are four tests given in this course. In the week prior to each test, the class will be divided into small groups and will be asked to prepare TPQ-related discussion material. I will choose and assign the TPQs to each group. Each individual is responsible for preparing and

turning in a *typed* response to **2 of the TPQs** I have selected. Your response to each TPQ should be about 200 words, and you will turn this in for credit on the TPQ Discussion Day. You must turn in one copy to me and have enough additional copies so that each member of your group has a copy. On the TPQ Discussion Day (the class day immediately prior to the test), we will review Outside World projects (see description below) and hold a TPQ discussion. Each group will carry out brief discussions of each question. You will receive 1 point of credit for handing in your original, typed response (i.e., the answers) to 2 of the TPQs and participating in the TPQ discussion. (*Note:* If you miss the TPQ Discussion Day because of extenuating circumstances, you can make up the credit by writing a typed response to all of the TPQs you were assigned and turning it in to me *before* that week's test.) The dates of the 4 TPQ Discussion Days are: **February 19th, March 13th, April 10th, and April 29th.**

Bringing psychology into the “Outside World”:

Once during the semester, you will be asked to directly apply the knowledge you've gained from this class to something of interest in the “outside world.” Soon after the first day of class, you will be randomly assigned to course material that you will relate to the outside world. The Outside World project has two parts.

Part One: The Written Assignment

Your Outside World project must be tied to the material that will be covered on the upcoming test. You can receive credit for the written part of your Outside World project in a variety of ways. Some students choose to submit a newspaper or magazine article accompanied by 2-3 typed pages explaining how the part of the course you've been assigned has given you a different perspective on or insight into the article. Others bring in a cartoon or drawing accompanied by 2-3 typed pages explaining the connection between the piece and the course material. And some students submit the lyrics and citation (i.e., artist, title) for a song that relates to the course or bring in a movie clip that relates to the course, accompanied by 2-3 typed pages explaining its relationship to the material. If you have additional ideas of how to apply the material you've learned in that segment of the course to the outside world, please stop by my office hours so that we can discuss it.

Part Two: The Brief Presentation

Each of you will give a 4-minute presentation of your Outside World project during a pre-assigned TPQ Discussion Day. You are encouraged to bring in visual or audio aids to supplement your presentation. (Most presentations use PowerPoint.) The 4-minute time limit is a *requirement*, not a suggestion. If your presentation goes over 4 minutes, you will be cut off. If your presentation is well under 4 minutes, your grade is likely to suffer. (So practice your talk ahead of time!) Your Outside World project is worth **6%** of your final grade and is due at the beginning of the TPQ Discussion Day assigned to you by the professor.

Extra Credit:

Occasional extra credit opportunities may be announced in class. No extra credit opportunities will be given to individual students that are not also available to the class as a whole.

Grading Scale:

The following scale will be used to compute your final grade:

| | | | | | | | | | |
|--------------------|---------|---------------------------|--------|---------------------------|--------|--------------------|--------|----------|-------|
| A- or A | 90-100% | B- B or B+ | 80-89% | C- C or C+ | 70-79% | D or D+ | 62-69% | F | 0-61% |
|--------------------|---------|---------------------------|--------|---------------------------|--------|--------------------|--------|----------|-------|

Basis of Evaluation:

Please note that I may adjust your final grade in the class *up or down* in light of your preparation, participation, attendance, and overall commitment to the class. Your final grade for the course will be based on the following:

| | |
|-------------------------------|-------------|
| Thought Provoking Questions: | 15% |
| Outside World Project: | 6% |
| Test (1-3) with lowest score: | 13% |
| Test 2: | 18% |
| Test 3: | 18% |
| Test 4: | 25% |
| Final Exam – Mind Games: | 5% |
| TOTAL = | 100% |

Helpful Tips:

Finally, whether you are new to the college experience or an old pro, I'd like to remind you of a few strategies that will contribute to your being a great success in my class. Below, I've listed a few tips that have proved useful to other students, my colleagues, and me. If you have other tips that you'd like to share, please let me know.

Try your best to make it to all the classes. The classroom is much more than a place to review the information presented in the textbook. It is a place to learn additional, new concepts (not in the book), to participate in demonstrations, to watch video clips, and to have engaging discussions. The information presented in class is important, and it is difficult to "re-live" the class through a peer's notebook. That said, if you have to miss class, be sure to ask a peer to take detailed notes. Being on time for class is also important; if you are a "late person" pretend that the class starts 10 minutes earlier. You can always use the time to look over your notes and the readings.

Do the assigned reading before the class and look at it again after. Knowing the material from the book will familiarize you with the concepts we discuss in class. It is helpful to take brief notes on the readings or (at the very least) to underline/highlight important concepts. The class will provide you with the skills to understand better the conceptual aspects of the material. Reviewing the readings will reinforce what you have learned in class.

Re-read, re-write, or outline your class notes after each class. I know that you are incredibly busy during the semester – not only with schoolwork, but also with activities and social events. That said, taking a half-hour or so to re-read, re-write, or outline your class notes after each class will be very helpful. First, it will reinforce what you have learned in class. Second, if there is anything that you missed or do not understand, you can ask me about it before we start the next class.

Make up your own study questions or flash-cards (or go to <http://www.worthpublishers.com/myers7e>) and quiz yourself. This might sound like a lot of additional work, but it makes a difference. Think about how you learned to drive a car, play a musical instrument, or participate in a new sport. It's unlikely that sitting in the lecture hall listening to a teacher tell you how to do it made you a skilled driver, musician, or athlete. Instead, you practiced! Over and over again! The same goes for this material. The more you practice, the more you will improve.

Collaborate with your peers. Form a study group and get together over coffee to talk about the class. The sooner you get together with your peers to talk about the class, the better. That way you can look over your notes right away, when they are still fresh. You are likely to learn a lot from one another and find places where you need clarification from me before test-time.

Divide and conquer – split up some of the test review. When it comes time to review for tests, you will have another great opportunity for collaboration. Split up book chapters and lectures among a group of people and have each person prepare a study guide. Then trade study guides and get together for your own review sessions.

Get to know your professor. Please feel free to stop by my office early in the semester, and stop by often. I am here not only to answer questions about my lectures and the text, but also to engage in conversation about psychology as a whole. I love hearing from students because you are the keepers of many interesting ideas and perspectives.

Introduction to Psychology Course Schedule

Note: You are only *required* to read and study the pages that are listed next to each chapter. Please double-check the page numbers before you begin each reading assignment.

| DATE | Tentative Lecture Topic | Readings (Due before class) |
|-----------------|--|---|
| 22 Jan | Introduction to Psychology | None |
| 24 Jan | Thinking Critically with Psychological Science | Syllabus; Prologue & Ch 1, pp. 1-51 |
| 29 Jan | Psychological Disorders | Ch 16, pp. 639-683 (<i>First TPQ Due</i>) |
| *30 Jan* | Psychological Disorders and Personality (note that we are meeting on WEDNESDAY this week only) | Ch 15, pp. 595-637 Scientific American pp. 56-69 |
| 5 Feb | Therapy | Ch 17, pp. 685-721 |
| 7 Feb | NO CLASS | NONE |
| 12 Feb | Neuroscience & Behavior | Ch 2, pp. 53-93 |
| 14 Feb | Stress and Health | Ch 14, pp. 549-575 Scientific American pp. 70-75 |
| 19 Feb | Catch-up, Review and TPQ Discussion | TPQ Discussion Day |
| 21 Feb | TEST 1 | Test 1 |
| 26 Feb | Nature versus Nurture | Ch 3, pp. 95-137 |
| 28 Feb | The Developing Person | Ch 4, pp. 139-195 |
| 4 March | Sensation | Ch 5, pp. 197-224 Scientific American pp. 2-7 |

| | | |
|-----------------|---|--|
| 6 March | Perception | Ch 6, pp. 237-269 |
| 11 March | States of Consciousness | Ch 7, pp. 271-296 Scientific American pp. 22-28 |
| 13 March | Catch-up, Review and TPQ Discussion | TPQ Discussion Day |
| 18 March | TEST 2 | Test 2 |
| 20 March | Learning | Ch 8, pp. 313-347 |
| 25 March | SPRING BREAK | Relax! |
| 27 March | SPRING BREAK | Enjoy! |
| 1 April | Memory | Ch 9, pp. 349-393 Scientific American pp. 30-35 |
| 3 April | Intelligence | Ch 11, pp. 431-467 Scientific American pp. 36-47 |
| 8 April | Thinking and Language | Ch 10, pp. 395-429 |
| 10 April | Catch-up, Review and TPQ Discussion | TPQ Discussion Day |
| 15 April | TEST 3 | Test 3 |
| 17 April | The Power of the Situation | Ch 13, pp. 513-547 (emotion) |
| 22 April | Obedience and Compliance | Milgram & Cialdini articles |
| 24 April | Emotion, Attraction, and Love | Ch 18, pp. 723-772 (social) |
| 29 April | Catch-up, Review and TPQ Discussion | TPQ Discussion Day |
| 1 May | TEST 4 (cumulative) | Test 4 |
| 5 May | FINAL EXAM: MIND GAMES (9am-11:30am) | Final Exam |