



Principles of Psychology

The University of Toledo
College of Language, Literature and Social Sciences
PSY 1010-009 CRN: 31179 Spring 2016

Instructor: Erin Vogel, M.A.
Email: erin.vogel@utoledo.edu
Office Hours: T/Th 11:00am – 12:30pm
Office Location: University Hall 6510
Office Phone: None – please email

Class Location: Field House 2050
Class Day/Time: T/Th 9:30am – 10:45am
Undergraduate TA: Andrew Peters
Undergraduate TA email:
Andrew.Peters2@rockets.utoledo.edu
Credit Hours: 3

COURSE/CATALOG DESCRIPTION

A survey of the branches of psychology and the scientific approach to the study of behavior.

STUDENT LEARNING OUTCOMES

This course is part of our institutional **General Education Program** and supports the general education outcomes of

1. Scientific & Quantitative Reasoning and Literacy
2. Communication.

This course is part of the **Ohio Transfer Module**. It introduces students to the methods of inquiry for understanding behavior and an analysis of the scientific approach to psychological questions.

The following Learning Outcomes are required as part of the **Ohio Transfer Assurance Guidelines** and includes the following required learning outcomes.

1. Describe psychological theories, principles and concepts relevant to the following topics: history and methods, physiology (biology of behavior, consciousness, perception), cognition (learning, thought, language), social, organizational, developmental, personality and psychopathology and its treatment.
2. Articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology.
3. Apply basic psychological principles to human history, current events, and daily human experience.
4. Recognize diversity and individual differences and similarities in a variety of contexts.
5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.

American Psychological Association Undergraduate Learning Goals

Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology:

- a. **theory** and research representing each of the following four general domains:
 1. learning and cognition
 2. individual differences, psychometrics, personality, and social processes, including those related to sociocultural and international dimensions
 3. biological bases of behavior and mental processes, including physiology, sensation, perception, comparative, motivation, and emotion
 4. developmental changes in behavior and mental processes across the life span
- b. the **history** of psychology, including the evolution of methods of psychology, its theoretical conflicts, and its sociocultural contexts
- c. **relevant levels of analysis:** cellular, individual, group/systems, and culture



d. themes, persistent questions, & enduring conflicts in psychology

1. the interaction of heredity and environment
2. variability and continuity of behavior and mental processes within and across species
3. free will versus determinism
4. subjective versus objective observations
5. the interaction of mind and body

Students will be able to enumerate evidence underlying beliefs about behavior—

- a. Recognize major **perspectives** of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).
 1. Compare and contrast major perspectives
 2. Describe advantages and limitations of major theoretical perspectives
- b. Recognize different **research methods** used by psychologists.
 1. Describe how various research designs address different types of questions and hypotheses
 2. Articulate strengths and limitations of various research designs
 3. Distinguish the nature of designs that permit causal inferences from those that do not

Students will demonstrate an influence of psychological principles on their behavior, specifically study strategies

- a. Demonstrate self-regulation in **setting and achieving goals**
Regular and spaced study sessions in the form of recall practice quizzes
- b. **Assess your own performance accurately**
Use feedback from quizzes and study plan to realistically assess own knowledge

Students will write short essays with concise clear statements that directly address an issue

Demonstrate **professional writing** conventions (e.g., grammar, audience awareness, formality) appropriate to purpose and context. This should be apparent in **all of your written work** and in all communications with the instructor including email.

TEACHING STRATEGIES

Pre-Test: In order to assess your knowledge about psychology before taking this course, you will complete a short pre-test on Blackboard (in the “Exams” folder). This is due **Friday, January 15** (the end of the first week of classes).

Lectures: This course meets twice a week to cover and expand upon the course topics. “Outline” slides will be posted in PDF format on Blackboard before each class. These slides will not include everything you need to know, so it is important to attend class. If you miss class, get notes from a classmate. If you have further specific questions, please come to office hours. If you know that you will be unable to attend class for a university-approved reason (e.g., athletic event, religious holiday, medical procedure), email me *in advance* and I will provide you with additional content to help you catch up. **Please do not record lectures or take pictures of slides** without explicit permission from me or the university.

Research Exposure: Research is a major part of many careers in psychology. Through this class, you will be exposed to research as a participant, a consumer, or both. If you choose to participate in experiments here at UT, you will learn more about how actual psychological research is done. If you are unable or prefer not to participate, you may complete this requirement by reading articles in psychology journals and writing brief reports about them. You must complete **FOUR** research credits. These can be earned through participating, writing papers, or a combination of both. **Either way, you must fulfill this requirement in order to pass the course.** See the course Blackboard page for more information.

Exams: There will be a total of six exams: five unit exams and a final exam. The final exam is cumulative. Each exam will be composed of 50 questions (1 question = 2 points). Exams consist entirely of multiple choice questions. (Important note: this does not mean that they are easy!) You may not use your book, notes, phone, the Internet, or other people during exams. **Any use of your phone during an exam will be considered cheating.** Exams must be taken on Blackboard



using a computer. Please bring a laptop to class on designated exam days. If you do not own a laptop or cannot bring it to class, let me know **before** the first exam. If you show up to take the exam without a laptop and we have not already discussed alternatives, your exam will be considered late.

Quizzes: There will be 16 quizzes, one for each chapter. You will find these in Revel when you get to the end of a chapter. Each quiz has 5 multiple-choice questions that are worth 1 point each. Refer to the syllabus for quiz due dates. Quizzes are due at 11:59pm on the listed date. Keeping up with the reading on a regular basis (instead of cramming at the end of the unit) will most likely improve your exam performance as well. All assignments are available three weeks before their due date. If you know you will be extra busy at a certain time, you can work ahead.

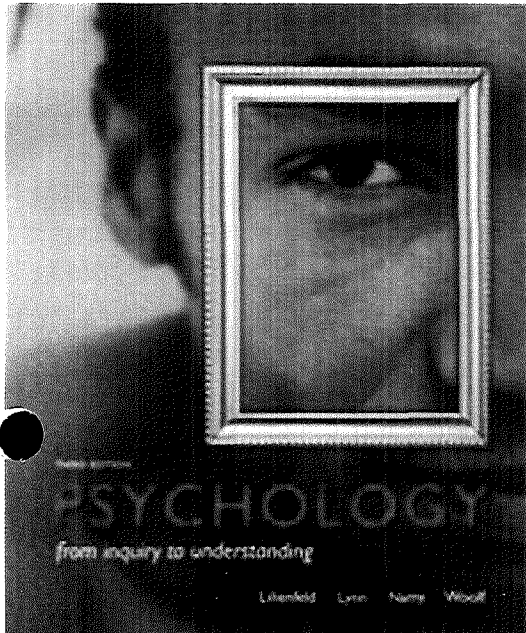
Writing Assignments: There are 8 writing assignments available in Revel. Each is worth 50 points, but the writing portion of this course is out of 250 points. That means that you can earn a high grade by doing an excellent job on 5 assignments or an average job on 8 assignments. Any points you earn beyond 250 will be extra credit. Writing assignments will be automatically scored by Revel. It is very difficult to earn a high score. You will need to address each part of the prompt in a clear, comprehensive, succinct manner.

These writing assignments are intended to give you practice in conveying your *original* ideas. Although you may use your text and other sources for reference, your responses must be written in your own words and reflect your own ideas. When you submit your assignment, Revel will generate a **similarity score** by comparing your work to the text, information on the Internet, and other students' assignments. If your similarity score is too high, you will receive no credit for the assignment. I will review your submission when the similarity score is higher than 20%. I understand that everyone is coming into this class with different amounts of experience with formal writing and different skills. Therefore, you will be given one "free pass" in which the essay will still be given a zero, but will not be considered academic dishonesty or reported to the university. See the academic honesty policy below for more information on the consequences of plagiarism. As always, it is important to start on your assignments early so that you have plenty of opportunities to compensate for a low score.

In-Class Participation: There will be opportunities to earn points in class by completing short activities/assignments. These will likely include taking a short quiz to assess your knowledge, writing down a real-world example of a concept presented in lecture, or writing down a topic you would like to cover in more detail. Completion of an in-class activity is worth 5 points. To earn full credit for this portion of your grade, you must complete 14 activities. These may not be available every class period, so I don't recommend only attending the last 14 lectures!

PREREQUISITES AND COREQUISITES: None

REQUIRED TEXTS AND ANCILLARY MATERIALS



Lilienfeld et al., 2013. **Psychology: From Inquiry to Understanding, 3rd edition**, Pearson.

ISBN 9780134223936: includes eBook, audiobook, and online materials.

ISBN 9780134225647: includes all of the above plus a looseleaf paper textbook for an additional \$5

Access to online materials is required. If you purchase a used copy of the book, you will still need to purchase REVEL online access. The cheapest option is to purchase all materials through the publisher using the link in the course Blackboard site (<https://blackboard.utdl.edu>). You will receive 2 weeks of free guest access to REVEL, but after that, you will have to purchase access either with or without a



looseleaf textbook. It is your responsibility to purchase access to REVEL in time to complete your assignments.

TECHNOLOGY REQUIREMENTS

This course uses Blackboard for assignments and exams, as well as the Pearson REVEL website for online text, supplementary materials, study aids, practice quizzes, writing assignments, and homework. You will need a reasonably fast Internet connection. Materials through REVEL are designed to be compatible with smartphones, tablets, and computers.

UNIVERSITY POLICIES

The University is an equal opportunity educational institution. Please read The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance.

ACADEMIC ACCOMODATIONS

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course, please contact the Student Disability Services Office.

ACADEMIC POLICIES

Academic Integrity: Your work needs to reflect your own knowledge and ideas. The first instance of cheating will result in 0 points for the assignment/exam. A second offense will result in a failing grade for the course and will be reported to the Office of Student Services. A low grade that results from cheating will not be deleted if you retake the course for a higher grade. **It is your responsibility to understand the definition of academic dishonesty.** "I didn't know I was cheating" will not be considered a valid reason. The university's policy on academic dishonesty is posted on the course Blackboard site. If you are unsure about the policy, *ask first.*

COURSE EXPECTATIONS

Code of Conduct: Please act like the adults that you are and be courteous to your instructor and your classmates. This means arriving on time and not being disruptive. Texting, talking to your friends, and listening to music are just a few examples of things that are not acceptable during class. Other examples include clipping your toenails and taking selfies during class. (Yes, these things have actually happened.) If you are not going to pay attention in class, there is no point in being there. If you are taking notes on a laptop or tablet, please try to limit Internet browsing during class. It is surprisingly distracting to students behind you who can see your screen. Overall, just use common sense and remember that your actions affect others' learning experience as well as your own. If your behavior would not be tolerated by an employer, it is not appropriate for a college class either. (Except wearing pajamas to class, if you so choose. That's the good thing about college.)

Attendance: I do not believe in taking strict attendance for a college course. I understand that you have other classes, work, families, and other obligations. Managing your time is entirely up to you. However, attendance is a very important predictor of success in college courses. Therefore, I ask that you try to attend class regularly. In-class activities are essentially "attendance points". You do not need to tell me when or why you missed a class, unless you have a legitimate, documented reason to receive the lecture notes from me. (If you overslept, get the notes from a classmate!)

Late Assignments and Exams: Exams or assignments can be taken/turned in late at a penalty of 20% per business day. For example, if an exam was given on Thursday and your score is 75% when you take it on Friday, that score would be reduced to 55%. If you did not take the exam until the following Monday, your score would be 35%. Please note that any weekday (Monday through Friday) is considered a business day unless it is a university-wide holiday. If you are going to take an exam late OR turn in an assignment late, you **must** notify me first and give me time to change the settings in



Blackboard or Revel. You will not be able to submit late work unless I change the settings. In-class attendance points cannot be earned late. You will need to earn those in another class period.

Extra Credit: Any points beyond 250 that you earn from writing assignments will be considered extra credit (up to 400 points are possible). There *may* be other extra credit opportunities during the semester, but these are not guaranteed.

One last thing: I understand that students are not robots, and major life events can have a negative impact on your academic performance. If you are experiencing something that is affecting your attendance and/or class performance, it is better to address it earlier rather than later. I can work with you much more effectively if I am aware of the issue during the semester. Most requests for an Incomplete will not be granted (see the university's policy on Incompletes posted on Blackboard). It is your responsibility to seek services that can help you manage things, to inform your professors (if needed), and/or to drop the course before the drop deadline (1/25/16).

GRADING

You will earn points in this class according to the following guidelines:

| Category | Points Possible | Percentage of Final Grade |
|------------------------|-----------------|---------------------------|
| Exams | 600 | 60 |
| Chapter Quizzes | 80 | 8 |
| Writing Assignments | 250 | 25 |
| In-Class Participation | 70 | 7 |
| TOTAL | 1000 | 100 |

These points will translate into letter grades according to the following guidelines:

| Letter Grade | Course Points | Percentage of Possible Points |
|--------------|---------------|-------------------------------|
| A | 930 or more | 93% or more |
| A- | 900-929 | 90-92% |
| B+ | 870-899 | 87-89% |
| B | 830-869 | 83-86% |
| B- | 800-829 | 80-82% |
| C+ | 770-799 | 77-79% |
| C | 730-769 | 73-76% |
| C- | 700-729 | 70-72% |
| D+ | 670-699 | 67-69% |
| D | 630-669 | 63-66% |
| D- | 600-629 | 60-62% |
| F | 599 or less | Less than 60% |

COMMUNICATION GUIDELINES

Email is the most reliable way to contact me. I am here to help you succeed in this course and will be responsive to your questions and concerns. That being said, it is important to plan ahead and not expect an immediate response via email. I will answer your email within 24 hours (usually much less!). Remember that when you email your instructors or TAs, a professional and polite tone will generally get the best results. If you are struggling in the course and/or want to discuss what you can do to be successful, I would be happy to help. Either send me an email or stop by during office hours. In my experience, these meetings tend to be most productive and helpful for students who have specific goals and are



willing to implement different strategies to achieve them. In other words, simply talking about your grade is not going to raise it.

STUDENT SUPPORT SERVICES

The University of Toledo offers academic and personal support services to help you succeed:

University Libraries are your gateway to information that connects you with the resources you need for education, research, and patient care.

Tutoring services for all UT students is available through the Learning Enhancement Center in Carlson Library, including writing.

The Writing Center provides free, face-to-face and online tutoring for writers in all disciplines. The staff can help you with a variety of writing assignments.

The Counseling Center can help you with transitioning to college and maintaining a healthy lifestyle. If you or a friend ever feel overwhelmed adjusting to college or in need of crisis intervention or mental health services, please contact the Counseling Center.

A **Success Coach** has been assigned to all new students to help navigate the college experience by serving as a single point of contact. Your Success Coach can help you build skills, refer you to support services, and aid in your overall success so be sure to stay connected to him or her throughout your academic journey. If you need assistance connecting with your success coach, send an email to successcoach@utoledo.edu

COURSE SCHEDULE

This schedule is subject to change during the semester.

| Date | Topic | Assignments Due |
|----------------|--|--------------------------|
| Tuesday, 1/12 | Course Overview | |
| Thursday, 1/14 | Psychology & Scientific Thinking | Chapter 1 quiz |
| Tuesday, 1/19 | Research Methods* | |
| Thursday, 1/21 | Research Methods; Biological Psychology* | Chapter 2 quiz |
| Tuesday, 1/26 | Biological Psychology | Chapter 3 quiz |
| Thursday, 1/28 | NO CLASS – INSTRUCTOR AT CONFERENCE | |
| Tuesday, 2/2 | Sensation & Perception | Chapter 4 quiz |
| Thursday, 2/4 | UNIT 1 EXAM (Ch 1-4) | Writing assignments 1, 2 |
| Tuesday, 2/9 | Consciousness* | |
| Thursday, 2/11 | Consciousness; Learning | Chapter 5 quiz |
| Tuesday, 2/16 | Learning; Memory | Chapter 6 quiz |
| Thursday, 2/18 | Memory | Chapter 7 quiz |
| Tuesday, 2/23 | UNIT 2 EXAM (Ch 5-7) | Writing assignment 3 |
| Thursday, 2/25 | Thinking, Reasoning, & Language | |
| Tuesday, 3/1 | Thinking, Reasoning, & Language; Intelligence and IQ Testing* | Chapter 8 quiz |



| | | |
|----------------|--|--------------------------|
| Thursday, 3/3 | Intelligence and IQ Testing; Human Development* | Chapter 9 quiz |
| Tuesday, 3/8 | NO CLASS – SPRING BREAK | |
| Thursday, 3/10 | NO CLASS – SPRING BREAK | |
| Tuesday, 3/15 | Human Development | Chapter 10 quiz |
| Thursday, 3/17 | UNIT 3 EXAM (Ch 8-10) | Writing assignments 4, 5 |
| Tuesday, 3/22 | Emotion & Motivation* | |
| Thursday, 3/24 | Emotion & Motivation; Stress, Coping, & Health | Chapter 11 quiz |
| Tuesday, 3/29 | Stress, Coping, & Health | Chapter 12 quiz |
| Thursday, 3/31 | Social Psychology* | |
| Tuesday, 4/5 | Social Psychology | Chapter 13 quiz |
| Thursday, 4/7 | UNIT 4 EXAM (Ch 11-13) | Writing assignments 6, 7 |
| Tuesday, 4/12 | Personality | |
| Thursday, 4/14 | Personality; Psychological Disorders | Chapter 14 quiz |
| Tuesday, 4/19 | Psychological Disorders* | Chapter 15 quiz |
| Thursday, 4/21 | Psychological & Biological Treatments | |
| Tuesday, 4/26 | Psychological & Biological Treatments | Chapter 16 quiz |
| Thursday, 4/28 | EXAM 5 (Ch 14-16) | Writing assignment 8 |

*A writing assignment is available for this topic.

FINAL EXAM: Wednesday, May 4, 2016, 8:00am – 10:00am

Important Note: By remaining enrolled in this course, you are agreeing to the terms of this syllabus. The last day to drop a course without penalty is January 25, 2016