

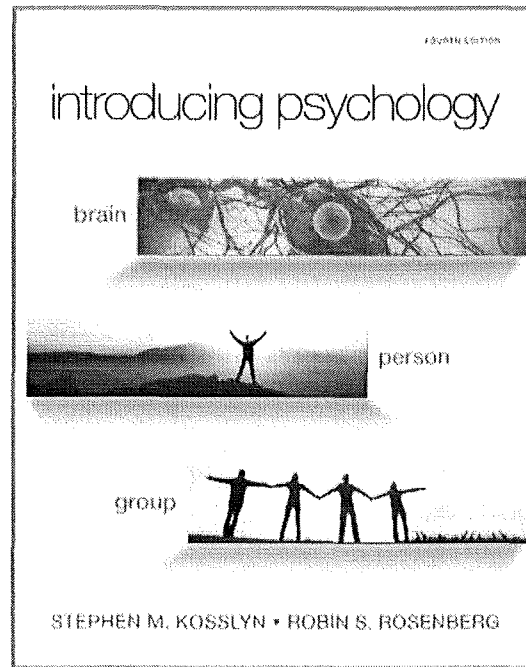
**Welcome to
Principles of Psychology PSY 1010-006
Fall 2012**

Instructor Information

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Office Hours: Tuesday 9:00 – 12:00
Friday 11:00 – 1:00
By appointment

Course Information

Class meets: MW 2:00 – 3:15 PM
Room: Bowman-Oddy Labs Room 1045
Required Texts: Kosslyn, Stephen M., &
Rosenberg, Robin S. (2011) *Introducing
Psychology: Brain, Person, Group, 4st
Edition*



Important Note Regarding Course Textbook:

The MyPsychLab software package that comes with the textbook will be an essential part of the course and is required to achieve an 'A'. When you buy a copy of the textbook from the university run bookstore (\$100.00) access to this software is provided. Alternatively, you can purchase access to the MyPsychLab software package and e-book online for a slightly lower price (\$93.00). Instructions for how to do this can be found on [Blackboard](#). If you purchase a used text book you will be required to purchase access to MyPsychLab (\$77.00), which will likely negate the savings from purchasing the used textbook. **Please be aware that reading the textbook will be essential to success in this course.**

Student Learning Objectives

Based on American Psychological Assoc. Undergraduate Learning Goals and Outcomes

- 1) **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:
 - i) learning and cognition
 - ii) individual differences, psychometrics, personality, and social processes, including those related to sociocultural and international dimensions
 - iii) biological bases of behavior and mental processes, including physiology, sensation, perception, comparative, motivation, and emotion
 - iv) 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**
 - i) the interaction of heredity and environment
 - ii) variability and continuity of behavior and mental processes within and across species
 - iii) free will versus determinism
 - iv) subjective versus objective observations
 - v) the interaction of mind and body

- 2) **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).
 - i) Compare and contrast major perspectives
 - ii) Describe advantages and limitations of major theoretical perspectives
 - b) Recognize different **research methods** used by psychologists.
 - i) Describe how various research designs address different types of questions and hypotheses
 - ii) Articulate strengths and limitations of various research designs
 - iii) Distinguish the nature of designs that permit causal inferences from those that do not

- 3) **Students will demonstrate an influence of psychological principles on their behavior, specifically study strategies:**
 - a) Demonstrate self-regulation in **setting and achieving goals**
 - i) Regular and spaced study sessions in the form of recall practice quizzes
 - b) **Self-assess performance accurately**
 - i) Use feedback from quizzes to realistically assess own knowledge

- 4) **Students will answer short essay questions with concise clear statements that directly address the question**
- a) Demonstrate professional writing conventions (e.g., grammar, audience awareness, formality) appropriate to purpose and context

How to Succeed in this Course

Psychology is an exciting topic, and can contribute to a better understanding of how we became who we are, and what to expect when we become who we will be in the future. However, it is also a very broad topic with a great deal of information to be covered in a relatively short time period. We will move through the course material at a rapid pace during the semester, and it will be your responsibility to keep up on the course readings.

In order to be successful, you must take charge of your experiences in this class. Research shows that students learn best if they are active learners (think about the material and how it applies to your life and interests), prepared for class (the material will make more sense and be easier to remember), and use strategies to improve memory (these include note taking, making outlines, and rehearsal— i.e. practice). It is your responsibility to ask questions for any unclear material.

Class Policies

Cell phones and other loud devices are not permitted.
Arrive on time and do not leave early.
Please respect your peers and keep talking to a minimum during lectures.
Do not sleep (you're only wasting your time, and money).
Be attentive in class.
Ask questions.

You are expected to have read the chapters before lectures. **A thorough understanding of the material in the textbook is essential for success in this course.** You will not be able to obtain this from a superficial reading of the chapters. The terminology from the textbook should be mastered in advance of our class meetings. Lectures will follow the general structure of the assigned textbook. However, they will not be a rote repetition of the required reading, and will contain material that is not necessarily provided in the course text.

Missed classes:

If you miss a lecture, it is your responsibility to get notes, handouts and announcements from another student. Office hours will not be used to provide materials missed due to absence or tardiness. I will, under no circumstances, provide you with materials missed due to poor attendance.

University of Toledo policy pertaining to academic integrity:

Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation;
- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
- Giving or receiving substantive aid during the course of an examination;
- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting the same written work to fulfill the requirements for more than one course.

Changes to Syllabus

The information in this syllabus is subject to change. Changes will be announced in class and through Blackboard.

Course Requirements

My Psych Lab

The MyPsychLab software package will be an integral portion of the material for this course. This software package is aimed at integrating a variety of different types of media into the course design. Additionally, there are several resources available to help the student study and prepare for exams. Each exam will contain questions over videos and demonstrations which will be assigned in class and announced on Blackboard.

Exams

All exams will be administered through Blackboard (<https://blackboard.utdl.edu/>). The goal is to administer these exams during class time in the lecture hall where classes are held. This will require the use of a laptop, tablet, or smartphone (not recommended).

Instructions on minimizing problems encountered while taking exams are available on Blackboard. It is strongly recommended that you review these if you plan on taking your exams on an iPad.

The instructor is aware that not all students may have access to the equipment necessary to take the exams in this course, and by no means seeks to make the purchase of such equipment a requirement. Therefore, to provide an equal opportunity for everyone, exams may also be taken in the psychology department computer lab located in room 5000 of University Hall. Please be aware that there is limited seating available in the computer lab, which only has 26 computers (24 PCs, 2 Macs).

There will be eight exams during the semester. Each of the eight exams will consist of 30 – 40 questions (a mixture of multiple choice and short answer questions) worth one point each. Exams will contain one or two questions from each chapter covered previously in order to encourage students to review older material.

The first six exams will cover two chapters each. Exam seven will only cover chapter 13. The eighth exam will be the final. This exam will be cumulative, and administered during the university allotted time during finals week: Friday, December 14 from 10:15 AM – 12:15 PM.

Quizzes

10 question quizzes will be offered through Blackboard for each chapter. These quizzes will closely match the quizzes that are offered in MyPsychLab. A score of 80% (8/10) or higher will be required in order to gain access to the next chapter's quiz, and ultimately the exams. (e.g. A score of 8/10 on the chapter 1 quiz will allow the student to gain access to the quiz for chapter 2. A score of 8/10 or better on both quizzes will be required to gain access to the first exam.) Quizzes are intended to encourage you to keep up on the reading and will consist of multiple choice questions similar to what will be seen on the exams. These quizzes, unlike those in MyPsychLab, will not feature unlimited re-takes. Instead you will be limited to 4 attempts for each quiz. If you are unable to meet the required criteria in 4 attempts, you will need to speak with the instructor to obtain further access.

Extra Credit

It is often the case that life events get in the way of studying, leading students to seek the benefit of extra credit to compensate for the occasional shortcoming. There will be opportunities for extra credit throughout the semester, however these will be rare. Potentially, these will include: review and write up of developmental psychology journal articles, attendance of departmental colloquia and experiment participation. However, extra credit totaling 3% of the final grade or less will be available. **Do not rely on extra credit to earn the grade you desire!!!**

Psychology Research Exposure

To introduce students to the research methodology of psychology, all students in Principles of Psychology at the University of Toledo must accumulate 4 units of research credit during the semester. **Students who fail to do so will automatically be given a grade of Incomplete (I) for the course.** These 4 units of research credit may be obtained in any combination of the following two options:

1. Participation in Psychology Experiments: Students earn research credit based on the duration of each research session. For example: A session that lasts 30 minutes or less is worth one-half (0.5) credit. A session that lasts between 31 and 60 minutes is worth one (1.0) credit. A session that lasts between 61 and 90 minutes is worth one (1.5) credit. And so on...

To sign up for an experiment, you will need to access the psychology department's research sign-up system on-line (<http://utoledo.sona-systems.com/>). Access your account by typing in your Rocket ID number into both the "Password" and "UserID" spaces on the front page. If this does not work for you (e.g., if you've added the course after the semester began), you may need to request a new account on the bottom left hand of the front page.

If it is necessary for you to miss an appointment because of illness or some other emergency, you must cancel your appointment at least **2 hours before** the experiment. All cancellations must be done via the department's research web page. If you miss a scheduled appointment without canceling or contacting the experimenter, your absence will be designated an "unexcused no show". If you fail to show up (i.e., you are designated an "unexcused no show") for 3 experiments, you will lose your privilege to sign up for additional experiments and be prompted to contact the system administrator. If an experimenter fails to show up for a session but you do not, you will still receive credit for participating. If this happens, you must wait at least 10 minutes and then contact the Research Coordinator at: psychresearch@utoledo.edu.

2. Writing Research Reports: Each report (worth 1 unit of research credit) will be based on a scientific article in a psychology journal that is pre-approved by the instructor. Each paper should be no more than 2-3 pages in length and will be judged on the basis of clarity, spelling, grammar, and content.

You are to summarize and critically evaluate the article by:

- Identifying the purpose of the study (why did the authors conduct this study)
- Stating the hypotheses in the study
- Summarizing in sufficient detail the method used (procedure, materials, and participants)
- Reporting the results from the study and the general conclusions

Empirical articles must be obtained through Google Scholar or PsycINFO.

Empirical articles may be on any psychological topic you choose, but they must be an original scientific study (not a review article). Ideally, you should select a few before you submit them to your instructor for approval just in case one (or more) is not approved.

Grading Policy

As noted above, there will be 8 exams. The percentages and total possible points are outlined below:

Exam	Approx. Weight	Possible Points
Exam 1	10.71%	30 points
Exams 2, 3, 7	12.14%	34 points
Exams 4, 5, 6	12.86%	36 points
Final Exam	14.29%	40 points
Total	100.0%	280 points

Letter Grades

Grades will be assigned according to the following scale:

Grade	Percentage Range	Point Range
A	92.5 - 100	259 – 280
A-	90 – 92.49	252 – 258.99
B+	87.5 - 89.99	245 – 251.99
B	82.5 - 87.49	231 – 244.99
B-	80 - 82.49	224 – 230.99
C+	77.5 - 79.99	217 – 223.99
C	72.5 - 77.49	203 – 216.99
C-	70 - 72.49	196 – 202.99
D+	67.5 - 69.99	189 – 195.99
D	62.5 - 67.49	175 – 188.99
D-	60 – 62.49	168 – 174.99
F	0 - 59.99	0 – 167.99

Tentative Schedule

Week	Date	Topic	Reading
1	August 20	Syllabus/Introduction	Chapter 1
	August 22	History/Methods	
2	August 27	Methods/Neurology	Chapter 2
	August 29	Neurology	
3	September 3	No Class: Labor Day	
	September 5	Sensation & Perception	Chapter 3
4	September 10	Exam 1: (Chapters 1 & 2)	
	September 12	Sensation & Perception/Learning	Chapter 4
5	September 17	Learning	
	September 19	Exam 2: (Chapters 3 & 4)	Chapter 5
6	September 24	Memory	
	September 26	Memory/Cognition	Chapter 6
7	October 1	No Class: Fall Break	
	October 3	Cognition	
8	October 8	Exam 3: (Chapters 5 & 6)	
	October 10	Emotion & Motivation	Chapter 7
9	October 15	Emotion & Motivation/Personality	Chapter 8
	October 17	Personality	
10	October 22	Exam 4: (Chapters 7 & 8)	
	October 24	Development	Chapter 9
11	October 29	Development/Stress & Health	Chapter 10
	October 31	Stress & Health	
12	November 5	Exam 5: (Chapters 9 & 10)	
	November 7	Abnormal	Chapter 11
13	November 12	No Class: Veterans Day	
	November 14	Abnormal/Treatment	Chapter 12
14	November 19	Treatment	
	November 21	No Class: Thanksgiving Break	
15	November 26	Exam 6: (Chapters 11 & 12)	
	November 28	Social	Chapter 13
16	December 3	Social	
	December 5	Exam 7: (Chapter 13)	
17	December 13	Final Exam 12:30 – 2:30 PM	