

Welcome to
Introduction to Psychology PSY 1010

Instructor: Jason C. Levine, Ph.D.

TA: Samantha Cain

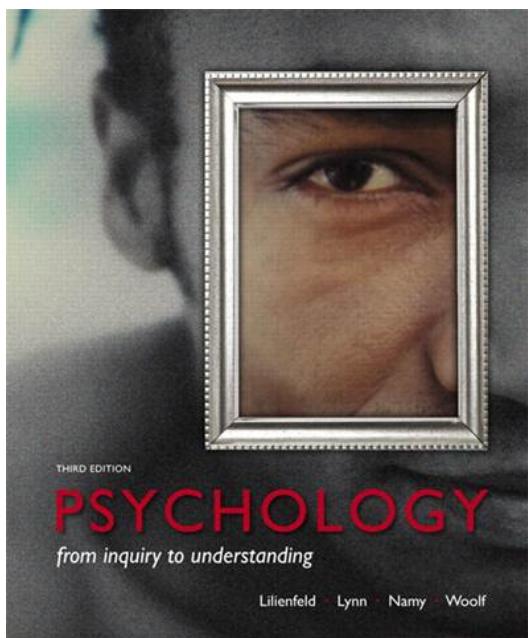
Class meeting times and location: Mondays and Wednesdays, 3:30-4:45pm; FH 2100

Office: UH5280A

Office Hours: MW 1-3:30 (and by appointment)

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TEXT AND EQUIPMENT

Required Text or eText:

Lilienfeld et al., Psychology: From Inquiry to Understanding, 3rd edition, with access to the eBook, audiobook, and MyPsychLab. Pearson

Required Software:

- a) Blackboard - <https://blackboard.utdl.edu/>
- b) MyPsychLab

The least expensive option is to purchase the eBook and online materials either from the bookstore or directly at the publisher's website for about \$75. If you prefer to have a hard copy of the textbook, you will still need to have the online access to MyPsychLab. You will be able to read the eText from virtually any device, iPhone, iPad, Android, computer, etc. The eText contains useful links for assignments and other materials that supplement the text. These are noted in the hardcopy text so you can look up the items as well. Virtually the entire course will be contained in MyPsychLab, but you should enter MyPsychLab through the UT Blackboard course site. **You will receive about two weeks of free guest access to MyPsychLab once the course begins**, but after that you will have to purchase access either with or without a hardcopy textbook.

SCOPE – COURSE DESCRIPTION

This is a General Education Social Science Core course and there are no prerequisites. This course is designed to help you gain an appreciation of the scientific basis of the entire discipline of Psychology. You will learn about what psychologists study, how they study it, what they know (or don't know), and the difficulties in understanding behavior.

STUDENT LEARNING OBJECTIVES

Based on the *UT Core and American Psychological Association Undergraduate Learning Goals and Outcomes*

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
 3. 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

TIME COMMITMENT FOR THIS COURSE

As for any 3-hour course that lasts a full 15 weeks, expect to spend about 7-10 hours per week attending lectures, reading the textbook, going through the online media materials (paying special attention to those that are specifically assigned), gaining confidence with

the dynamic study modules, and studying on your own if you want to get the highest grade of which you are capable.

Attendance in this class is essential. Material on exams and quizzes will come from class meetings and the textbook, in addition to assignments on MyPsychLab. For these reasons, attendance at all class sessions is expected. Frequent absences can adversely affect your grade in this course, and will certainly affect your learning of the course material. Much of absences will be reflected in missed or late exams or assignments.

MYPSYCHLAB

How to access MyPsychLab:

You will need a fast Internet connection (never use a phone modem). Firefox and Safari are the best browsers for use with Blackboard; I have also had success with Chrome. Do not use Internet Explorer. If you have trouble, click on Learner Support for help.

MyPsychLab is accessible through blackboard. On the blackboard site there is a link on the left navigation column that will take you to MyPsychLab.

Tune-Up your Browser:

When you get to MyPsychLab, the first thing you should do is follow the instructions to Tune Up Your Browser so that all the parts work properly. A common issue with web browsers is that sometimes “pop-ups” are blocked; so ensure that pop-ups are enabled for MyPsychLab.

Assignment Calendar

Once you've completed the Tune-Up in MyPsychLab click on the Assignment Calendar to see when assignments and exams are due. It is important that you review the Assignment Calendar regularly to ensure that you know when assignments and exams are due, and can prepare accordingly.

Readings and Assignments:

Begin each chapter by reading the text, watching all the assigned videos (they are 2-7 minutes long), doing any of the assigned simulations, and taking any associated quizzes. You will have two opportunities to take the quizzes so you can get a perfect score. If you miss any questions the first time, re-do the assignment and try again. You will be given the correct answers for any you miss after the second attempt. Finally, complete the dynamic study modules until you get at least 75% correct with confidence. All of these assignments constitute 20% of your course grade.

Finally, take exams on or before the due date. You only take these once and they constitute 80% of your grade.

You must submit assignments and exams on or before the due date. Late exams are accepted, but each day late reduces the score by 20 percentage points – three full letter grades. Late assignments entail a 33% penalty for every day late. ALL ASSIGNMENTS AND EXAMS ARE LISTED IN THE CALENDAR IN MYPSYCHLAB.

INFORMATION FROM THE TEXTBOOK

Approximately 75% of the course information is found in the textbook. It might be helpful to keep a dictionary handy and use the glossary. There are flash cards available in MyPsychLab and you can add your own. For example, you will need to know what subjective means, the difference between affect and effect, and whether phenomena is a singular or plural word. Even spelling is important. Merriam-Webster's pronouncing dictionary is linked on the course menu. The remaining information from this course will be based on lectures, media assignments, and writing assignments. These are listed in the assignment calendar in MyPsychLab.

ASSESSMENT OF LEARNING:

Grades will be based ~80% on Exams and ~20% on Quizzes over the media assignments. Knowledge of the material in the lectures, textbook, and online material as well as successful completion of assignments will be demonstrated by correctly answering multiple choice questions on the lectures, textbook, and content of the online assignments.

EVALUATION:

Course Evaluation Criteria

1. 80% five exams AND a comprehensive final (13.33% each)
 - Each exam will have 40 questions
2. 20% chapter assignments on MyPsychLab
3. 4+ hours of Research Participation (pass/fail)

4. Extra Credit (up to 3 percentage points)
 - 1 point per hour of additional research participation

Assignments

All assignments and exams are listed in the calendar in MyPsychLab. Assignments will vary for each chapter and may consist of assigned videos, assigned simulations, and the associated assigned quizzes. Again, all assignments listed in the Assignment Calendar are required. Late assignments are accepted, but with a 33% penalty for every day late.

Exams

There will be 5 exams each covering three to four chapters and the associated lectures and assignments. You are not allowed to use your textbook or notes on exams. Exams have time limits. If you know the material well, you can finish with time to spare. There will be a final comprehensive exam during finals week.

All exams will be taken in a designated computer lab, UH5000. Please check the computer lab schedule in advance, so you provide yourself with ample time to complete the exam before the due date. If you miss an exam, you can make it up but there is a penalty of 20% for every day that it is late. If you must take an exam late because of a

death in your family or your own illness, you will not be penalized if you document (including note from doctor) your reason and submit this via email to Professor Levine.

The best approach is to prepare in advance so that you can take the exam a little early in case you get called to work or something else unexpected happens. Being prepared gives you flexibility so you can manage even when life gets complicated. If, because of extraordinary circumstances, you are allowed to retake an exam, the second score will be the one recorded and the first score is automatically erased.

Any missed exams or assignments due to excused absences must be completed before the last day of classes. If you cannot do this you should withdraw from the course or petition for a medical or emergency withdrawal.

Review Questions

All exams except the first one include review questions from previous chapters. A quick review should help you answer these and the frequent reviews will help you when it comes time to study for the Final exam. Reviewing is important to consolidate your long-term memory.

Course Pretest

I want to know how much you learn in this course. Accordingly, there will be a Course Pretest given the first day of the course. Be sure to answer the separate question about whether you have ever had another course in psychology, either in high school or in college. This will not affect your grade in this course but will help us evaluate how well the course is working.

Grading Scale*

A = 92.5 - 100%

A- = 90 - 92.49%

B+ = 87.5 - 89.99%

B = 82.5 - 87.49%

B- = 80 - 82.49%

C+ = 77.5 - 79.99%

C = 72.5 - 77.49%

C- = 70 - 72.49%

D+ = 67.5 - 69.99%

D = 62.5 - 67.49%

D- = 60 - 62.49%

F = 59.9% and below

W - if you withdraw from the course after the end of the drop period.

IN - Incomplete grades are only assigned in extraordinary circumstances beyond the student's control and only if the student has completed at least 10 exams with a passing grade. Under no circumstances will a student be allowed to retake an entire course in order to complete this course.

Not Attending - Failure to do assignments and take exams will be reported to the registrar and such non-attendance may affect your financial aid.

*The percentage is determined by dividing your total points by the total points possible on assignments and exams; assignments are totaled and given a weight of 20%, exams are totaled and given a weight of 80%.

QUESTIONS AND COMMENTS ABOUT PSYCHOLOGY

If you have questions or comments about human or animal behavior that we are studying, please email the TA in Blackboard and we will answer by email; if the topic is of general interest, we will also post it in the Blackboard discussion room. Anyone can view these discussions and comment on them—they make the course more interesting.

If you still have questions about how this course works after reading the syllabus carefully, please email the TA so we can clarify it. If you need technical help with Blackboard, contact the help desk at Learning Ventures. If you have trouble logging in to MyPsychLab, let the TA or me know and also contact the Support service at MyPsychLab. Such problems are almost always due to Browser settings so follow the instructions carefully.

STUDENT RESPONSIBILITIES

You are expected to...

- Understand everything in this syllabus. If you do not alert the Instructor of any concerns regarding the syllabus before 8/29/14 it is assumed that you are in full agreement and understand its content.
- Read the assigned chapters before each class period
- Complete all assignments on the assignment calendar before their due date
- Come to class on time and be respectful of others
- Not use electronic devices (i.e. phones, computers, tablets) for anything other than class-related activities
- Ask relevant questions during lectures and engage with classroom discussion
- Not engage in side conversations with your peers during class
- Inform the TA if you are struggling in the course or need help

You may now be ready to take the first test in this course. Take the Course Pretest immediately and answer the question about Prior Psychology Courses. These will not affect your grade but they will show me how much you learn in this course and how much you already know about psychology. . . . and remember to be a little skeptical.

PSYCHOLOGY RESEARCH EXPOSURE

To introduce students to the research methodology of psychology, all students in Principles of Psychology (PSY 1010) at the University of Toledo (Bancroft Campus) must accumulate **4 units** of research credit during the semester. **Students failing 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 two different ways: (1) participating in psychology experiments and/or (2) writing research reports. Students may be able to earn additional points (i.e., extra credit) by participating in additional research experiments or writing additional reports. The decision to offer any extra is under the discretion of the course instructor.

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 login to the psychology department's research sign-up system on the internet (<http://utoledo.sona-systems.com/>). To access your account, simply type in the user ID and password that were emailed to you at the beginning of the semester. 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.

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.

To locate PsycINFO, go to:

OhioLINK

Then, click the following links:

Library Databases

Listed by name, P-Q

Scroll down to PsycINFO 1967- (present)

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.

ACADEMIC DISHONESTY

Academic dishonesty will be enforced in accordance with the University of Toledo's policy found here: <http://www.utoledo.edu/dl/students/dishonesty.html>

Plagiarism

Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly among disciplines. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:

1. one quotes another person's actual words or replicates all or part of another's product;
2. one uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words;
3. one borrows facts, statistics, or other illustrative materials -- unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from your adviser. In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another.

Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

Fabrication

Fabrication is the intentional use of information that the author has invented when he or she states or implies otherwise, or the falsification of research or other findings with the intent to deceive.

Examples include, but are not limited to:

1. citing information not taken from the source indicated;
2. listing sources in a reference not used in the academic exercise;
3. inventing data or source information for research or other academic exercises.

Cheating

Cheating is an act of deception by which a student misrepresents or misleadingly

demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including the giving or receiving of unauthorized help in an academic exercise.

Examples include, but are not limited to:

1. copying from another student's test paper, computer program, project, product, or performance;
2. collaborating without authority or allowing another student to copy one's work in a test situation;
3. using the course textbook or other material not authorized for use during a test;
4. using unauthorized materials during a test; for example, notes, formula lists, cues on a computer, photographs, symbolic representations, and notes written on clothing;
5. resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor;
6. taking a test for someone else or permitting someone else to take a test for you.

Academic Misconduct

Academic misconduct is the intentional violation of university policies, such as tampering with grades, or taking part in obtaining or distributing any part of an unadministered test or any information about the test.

Examples include, but are not limited to:

1. stealing, buying, or obtaining in any other unauthorized manner all or part of an unadministered test;
2. selling, trading, or giving away all or part of an unadministered test, including answers to an unadministered test;
3. attempting to change or changing, altering, or being an accessory to changing or altering a grade in a grade book, work submitted on a test or a final project, a "supplementary grade report" form, or other official academic records of the university which relate to grades;
4. entering a building or office for the purpose of obtaining an unadministered test.

What can students do to protect themselves from being charged with academic dishonesty?

1. Prepare thoroughly for examinations and assignments.
2. Take the initiative to prevent other students from copying exams or assignments; for example, shield answer sheets during examinations, and do not loan completed assignments to other students.
3. Check the course syllabus for a section dealing with academic dishonesty for that course. There may be special requirements. If there is no written section in the syllabus, ask the instructor what his or her expectations are, particularly concerning collaboration and citation.
4. Do not look in the direction of other students' papers during examinations.
5. Utilize a recognized handbook for instruction on citing source materials in papers. Consult with instructors or academic departments when in doubt.

6. Use the services of The Writing Center for assistance in preparing papers.
[UT's Writing Center is in Carlson Library 1005, 530-4939.]
7. Discourage dishonesty among other students.
8. Refuse to assist students who cheat.
9. If extraordinary circumstances cause anxiety over taking an exam or getting an assignment in on time, talk to the instructor in advance. It is better to request special arrangements rather than resort to dishonesty.
10. Inform the instructor if you are aware of other students cheating.

Reprinted from Stephen Prunier Spring 2014 Syllabus.

OFFICE OF ACCESSIBILITY

Students registered with the Office of Accessibility need to contact me during the first week of classes. Students who need to take their exams with the Office of Accessibility should be sure to organize all scheduling and paperwork in a timely manner. If you have any questions regarding test scheduling, please contact the Office of Accessibility. Additionally, if you feel you may qualify for services provided by the Office of Accessibility, please contact them for more information. For contact information, see the "academic resources" tab on Blackboard.

CHANGES TO SYLLABUS

The information in this syllabus is subject to change. The schedule may change according to our pace. Changes will be announced in class. You are responsible for all class announcements.

Tentative Schedule

Week	Date	Topic	Reading	Assignment Due
1	8/25	Introduction and Syllabus	Syllabus and MyPsychLab	Check Assignment Calendar
	8/27	Psychology and Scientific Thinking	Chapter 1	Check Assignment Calendar
2	9/1	Labor Day	No Class	Check Assignment Calendar
	9/3	Research Methods	Chapter 2	Check Assignment Calendar
3	9/8	Biological Psychology	Chapter 3	Check Assignment Calendar
	9/10	Biological Psychology cont.		Check Assignment Calendar
4	9/15	Sensation and Perception	Chapter 4	Check Assignment Calendar
	9/17	Exam 1 Ch. 1-4	No Class	Check Assignment Calendar
5	9/22	Consciousness	Chapter 5	Check Assignment Calendar
	9/24	Learning	Chapter 6	Check Assignment Calendar
6	9/29	Learning cont.		Check Assignment Calendar
	10/1	Memory	Chapter 7	Check Assignment Calendar
7	10/6	Exam 2 Ch. 5-7	No Class	Check Assignment Calendar
	10/8	Thinking, Reasoning, Language	Chapter 8	Check Assignment Calendar
8	10/13	Fall Break	No Class	Check Assignment Calendar
	10/15	Intelligence and IQ Testing	Chapter 9	Check Assignment Calendar
9	10/20	Human Development	Chapter 10	Check Assignment Calendar
	10/22	Human Development cont.		Check Assignment Calendar
10	10/27	Exam 3 Ch. 8-10	No Class	Check Assignment Calendar
	10/29	Emotion and Motivation	Chapter 11	Check Assignment Calendar
11	11/3	Stress, Coping, Health	Chapter 12	Check Assignment Calendar
	11/5	Stress, Coping, Health		Check Assignment Calendar
12	11/10	Social Psychology	Chapter 13	Check Assignment Calendar
	11/12	Social Psychology cont.		Check Assignment Calendar
13	11/17	Exam 4 Ch. 11-13	No Class	
	11/19	Personality	Chapter 14	Check Assignment Calendar
14	11/24	Psychological Disorders	Chapter 15	Check Assignment Calendar
	11/26	Thanksgiving Break	No Class	
15	12/1	Psychological Disorders cont.		Check Assignment Calendar
	12/3	Treatments	Chapter 16	Check Assignment Calendar
16	12/8	Exam 5 Ch. 14-16	No Class	
	12/10	Final Exam Review	Review all chapters	
Final Exam	TBD	Final Exam		