



Psychology 1010: Principles of Psychology

The University of Toledo
College of Language, Literature, and Social Sciences
PSY 1010:004

Instructor: Michelle Beddow, M.S.

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Office Hours: Tuesdays 12:45-1:45 (also by appt)

Office Location: UH 5004

Office Phone: Email is best

Term: Spring 2016

Class Location: DC 1019

Class Day/Time: MW 12:30-1:45

Lab Location: no lab

Lab Day/Time: no lab

Credit Hours: 3

Class TAs: Kennedy Pierce & Michaela Simon

TA emails: Kennedy.Pierce@rockets.utoledo.edu

Michaela.Simon@rockets.utoledo.edu

Supplemental Instructor (SI): Amal Mohamed

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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

This is a face-to-face class. The class will consist of lectures, videos, and discussion. Students are expected to have read the textbook chapter before class. This will allow you the ability to focus on the lecture material better, as well as ask questions pertaining to lecture and the text. I strongly encourage class participation. Not only does this help me confirm that you understand the material, it can also help your classmates by giving other examples or explaining a concept in another way. If you have questions about the material that you would like discussed during class, but do not feel comfortable



asking the question in class, email me before class and mention that you would like me to go over the topic again.

Undergraduate Teaching Assistants: In order to help you with the material, the class has two undergraduate teaching assistants. Both TAs have taken the course and will have some good ideas to help you study. The TAs will meet with you by appointment as well as help the instructor. Working with the TAs has been a big help to previous students in this class.

Participation in Psychology Experiments: You are required to participate in research in the psychology department. You must earn four experiment credits in order to receive a grade in the course, three of which can be completed online if you choose. If enough experiments are available, you may be allowed to earn extra credit by participating in more than four credits. If you are unable or unwilling to participate in experiments, you may write a review of a research paper instead. The details of how to choose a journal article to review and how to write the review is provided in Blackboard. If you choose to write a review paper, the instructor must approve the article you choose before you turn it in. You **must** fulfill this requirement one way or the other. If you do not fulfill this requirement you will receive an incomplete for this class regardless of the grade you earned (which will be turned into a "F" if you fail to complete this requirement the following semester).

Supplemental Instruction: In addition to the TAs, this class also has a Supplemental Instructor. Supplemental Instructors are UT students who hold several study sessions each week where they review the material discussed during lecture. This gives students another chance to go over the material, particularly if they find it challenging. Attendance is not required, although strongly encouraged and may be used for extra credit purposes.

PREREQUISITES AND COREQUISITES

None

REQUIRED TEXTS AND ANCILLARY MATERIALS

Lilienfeld et al., 2013. **Psychology: From Inquiry to Understanding, 3rd edition**, Pearson, ISBN 9780134225647. You will only need the textbook, you will not need online access, however it is cheaper if you purchase the looseleaf book with online access.

TECHNOLOGY REQUIREMENTS

You will need to pay attention to Blackboard. This is where you will take your quizzes and exams. Course updates, announcements, and other information you may find helpful to passing this course will also be posted on Blackboard. If you have trouble, click on Learner Support for help.

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 Accommodations

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 Dishonesty: Cheating will not be tolerated! The first instance of cheating will result in a zero (0) for the assignment or exam and a note in your college file. A second instance will result in an F grade for the course and a note in your college file. A low grade that results from cheating will not be deleted if you retake the course for a higher grade. Cheating includes (but is not limited to) **use of non-permitted resources** for exams or assignments such as friends, internet, books, etc., or using a **cell phone** during an exam for any reason. Plagiarism (use of another person's words without citing a reference to assign credit to them); always use your own words in all assignments. See the university's policy on academic honesty posted in the course website in Blackboard.

Late Policy: Late exams are accepted, however, each will be penalized 20% per day late (this includes weekends!). If you need to take an exam late due to an excused absence as documented by the "University of Toledo Missed Class Policy", then written documentation is required, and extra time for completion will be determined by the instructor (please see the link on Blackboard if you are unfamiliar with UT's missed class policy). You will not be penalized if you have an excuse absence, however, failure to notify the instructor about the absence in a reasonable time will result in the above penalty.

Late quizzes will not be accepted, unless you have an excused absence that covers the entire time the assignment has been available. Quizzes for each unit will be posted at the beginning of the unit (the exam period of the previous unit). This means that you will be given 2-3 weeks to complete about an hour's worth of work.

Given that most of this course will be completed using the computer, with the exception of in-person class time, students should expect that technological issues may occur at any time. Students are encouraged to complete their quizzes early in case a technological issue does occur. Late quizzes due to technological issues, be it computer, internet, printer, etc., will not be accepted. If you are faced with a technological issue, UT has multiple computer labs on campus available for your use. The only exception to this policy will be if there is a large technological glitch which ends up covering a large geographic area. If this is the case, then this class will be the least of our worries and an extension will be given to everyone.

COURSE EXPECTATIONS

Attendance: Please arrive to class on time and do not leave (or start packing your things) early. This is disrupting to your fellow classmates as well as the instructor. Attendance is not required (although it may be used for extra credit), however, as exam content is mostly drawn from lecture material, students are strongly encouraged to attend lecture. I do not post audio of my lectures on the course website and I do not consent to being photographed or recorded during lectures unless you have explicit permission from the University and me to do so. This includes recording of lectures on your phone, laptop, smartpen, etc. If you miss class, ask classmates for their notes, and check Blackboard for additional materials on the topic. If you still have trouble with the topic, please see me or the class TAs for help.

Phones: I really hope this goes without saying, but please do not talk on your phone or text during class. Your phone should be on silent, not vibrate. If you are waiting to hear back from an urgent phone call/text please sit near the door so you can excuse yourself when your phone rings.



Respect: Please be respectful to your fellow students, the instructor, and the TAs. Disrespectful students may be asked to leave the classroom.

Extra Credit: I understand that sometimes life happens so I will give several extra credit opportunities throughout the term. These will be announced throughout the semester. In order to be eligible for extra credit, you must complete the course pretest by the deadline.

GRADING

Class exams: There will be four unit exams and a comprehensive final. You can either take the exams in class with me or in the computer lab on campus with a test proctor.

- Taking the exam in class: The exam will be offered during regular class time. You will need to bring a charged laptop and photo ID.
- Taking the exam in the computer lab: Each exam will be offered over a 2-3 day period. You may take your exam at any time the lab is open (lab availability will be posted on Blackboard). Keep in mind that many instructors use this lab for their exams, so the lab does get busy. Plan ahead and do not wait until the last day. You will need to bring a photo ID with you to the lab, and will need to know my name (either first or last) so the lab proctor can check you in faster. **Do not** arrive at the lab less than an hour before it closes for the day. **Do not** try to cheat. The lab proctors will tell me if they see you cheat. You may not use the book, notes, your phone (put it away!), etc. on the exams. If caught with any of these items (or others) during your exam, you will receive a zero.

Tentative in-class exam dates (dates in parentheses indicate when the exam will be available to take in the computer lab):

Exam 1 (Chs. 1, 2, 3, 4)	February 8 th (Feb 8-10)
Exam 2 (Chs. 5, 6, 7, 8)	March 2 nd (Mar 1-3 rd)
Exam 3 (Chs. 9, 10, 11, 12)	April 4 th (April 4-6)
Exam 4 (Chs. 13, 14, 15, 16)	April 27 th (April 26-28)
Cumulative Final Exam	May 2 nd 12:30-2:30 (May 2-4)

Online quizzes: You will need to take eight online quizzes. Each quiz will be worth 10 points and will cover two chapters (Ex: Quiz 1 will cover chapters 1 & 2). Each quiz will be available on Blackboard for you to take at your convenience. These will be due at 11:59 pm the night before the corresponding exam is offered in-class (i.e. Quizzes 1 & 2 will be due February 7th at 11:59 pm, whereas quizzes 3 & 4 will be due March 1st). You may use your book and notes when answering the quiz questions. You can retake these quizzes as often as you want. The highest grade you earn will be recorded for your grade. Some of the exam questions may come from the quizzes, so keep this in mind when you are taking the quizzes as well as studying for the exams.

Course Pretest: The Psychology Department wants to know how much you learn in this course, so you will need to complete a course pretest on Blackboard. Your answers on this pretest will not affect your grade, however, everyone needs to complete this pretest. Please be sure to answer the separate



question about whether you have ever had another course in psychology, either in high school or in college. You must complete the pretest by the deadline in order to be eligible for extra credit.

Grading Scale

A =	93 - 100	C =	73 - 76.9
A- =	90 - 92.9	C- =	70 - 72.9
B+ =	87 - 89.9	D+ =	67 - 69.9
B =	83 - 86.9	D =	63 - 66.9
B- =	80 - 82.9	D- =	60 - 62.9
C+ =	77 - 79.9	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 3 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.

Midterm Grading

Midterm grades will consist of exams 1 & 2 plus quizzes 1-4. Detailed information about your performance in this course is available to you continuously in the course website on Blackboard but the midterm summary serves as a reminder of your progress and is reported to the registrar and to the financial aid office. A midterm grade of D or F, especially if associated with non-attendance, may place financial aid in jeopardy.

Final Grading

Exams (4 exams, 100 points each)	400
Chapter Quizzes (8 quizzes, 10 points each)	80
Cumulative Final (100 points)	<u>100</u>
Total	580

COMMUNICATION GUIDELINES

I am happy to help you if you are struggling with the course material, or have other questions. If this is the case, please either send me an email or stop by my office during office hours. If you cannot make it during my office hours, please send me an email and we will figure out another time to meet. I typically respond within 24 hours. Please use the email address listed above instead of contacting me through Blackboard. Finally, grades will not be discussed over email. If you feel that a mistake was made with your grade, please email me to set up an appointment so we can discuss this in person.

Please remember to consider emails as formal communications between you and your instructors, so use complete sentences with proper grammar and spelling when sending me emails. If I cannot understand your email, I won't be able to answer your question.



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 you success coach, send an email to successcoach@utoledo.edu.

COURSE SCHEDULE

Date	Chapter	Topic
1/11		Course Overview
1/13	1	Psychology & Scientific Thinking
1/18		No Class – Martin Luther King Jr Day *Course pretest due Tuesday 1/19 @ 11:59 pm*
1/20	2	Research Methods
1/25	3	Biological Psychology
1/27		Biological Psychology
2/1	4	Sensation & Perception
2/3		Sensation & Perception *Quiz 1 & Quiz 2 due 2/7 @ 11:59 pm*
2/8		Exam 1 (Available in computer lab 2/8-2/10)
2/10	5	Consciousness
2/15	6	Consciousness; Learning
2/17		Learning



2/22	7	Memory
2/24	8	Memory; Thinking, Reasoning, & Language
2/29		Thinking, Reasoning, & Language *Quiz 3 & Quiz 4 due 3/1 @ 11:59 pm*
3/2		Exam 2 (Available in computer lab 3/1-3/3)
3/7		No Class – Spring Break
3/9		No Class – Spring Break
3/14	9	Intelligence & IQ Testing
3/16	10	Intelligence & IQ Testing; Human Development
3/21		Human Development
3/23	11	Emotion & Motivation
3/28	12	Emotion & Motivation; Stress, Coping, & Health
3/30		Stress, Coping, & Health *Quiz 5 & Quiz 6 due 4/3 @ 11:59 pm*
4/4		Exam 3 (Available in computer lab 4/4-4/6)
4/6	13	Social Psychology
4/11		Social Psychology
4/13	14	Personality
4/18	15	Personality; Psychological Disorders
4/20		Psychological Disorders
4/25	16	Psychological & Biological Treatments *Quiz 7 & Quiz 8 due 4/26 @ 11:59 pm*
4/27		Exam 4 (Available in computer lab 4/26-4/28)

Cumulative Final Exam: May 2nd 12:30-2:30 (Available in computer lab May 2nd – May 5th)

****The schedule and procedures in this course are subject to change at the instructor's discretion.****

The pace of the lectures varies from year to year so the exact day a particular topic is discussed may slightly differ from this schedule. However, the topic order will not change.

Due to the nature of this class each learning outcome discussed on the first page is addressed in each chapter of the textbook.