

THE UNIVERSITY OF TOLEDO, DEPARTMENT OF PSYCHOLOGY

PSY 1010-003, PRINCIPLES OF PSYCHOLOGY

Spring 2013, Tuesday & Thursday, 2:00 – 3:15pm
Bowman Oddy 1045

INSTRUCTOR

Nicole (Ladd) Lytle

Office: University Hall 1900D

Phone: 419-530-2338

Email: nladd@rockets.utoledo.edu

Office Hours: Tuesday & Thursday, 10:00 – 11:00 am, 3:30 – 4:00 pm or by appointment

COURSE INFORMATION

Required Text:

- Kosslyn, Stephen M., & Rosenberg, Robin S. (2012) *Introducing Psychology: Brain, Person, Group* (4th ed.). Pearson.

Software:

- Blackboard (required)
- MyPsychLab

The custom, loose leaf, edition of the required text found at the University bookstore (ISBN# 9781256742319) includes access to the ebook and MyPsychLab. This custom text is the least expensive option for purchasing the package (i.e., textbook, ebook & MyPsychLab software). It is possible to purchase the eBook and MyPsychLab directly through the publisher at a lower cost.

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 entire discipline of Psychology and its scientific basis. You will learn about what psychologists study, how they study it, what they know and don't know, and what the difficulties are in understanding behavior.

College students should think about the facts in their textbooks and about how the facts were obtained. Even more important, they should be a little skeptical about what they hear and read about psychology (and a lot of other things, too). This is why there are thought questions on every exam. Thought questions require more than memorization; they require that you consider several facts and relate them to each other or apply them to common situations, and sometimes to analyze the facts logically. You cannot get an A in the course if you cannot answer these.

By the end of this course, students should be able to:

1. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology.
2. List evidence underlying beliefs about behavior.
3. Demonstrate the influence of psychological principles on behavior, specifically study strategies.
4. Answer short essay questions with concise clear statements that directly address the question.

For a detailed description of these learning objectives see the STUDENT LEARNING OBJECTIVES document.

This course is a prerequisite for all other psychology courses

You must pass with a letter grade of C- or better in order to move onto the 2000 level courses.

STUDENT RESPONSIBILITIES

You are expected...

- to read the assigned chapters and/or readings before each class period.
- to arrive on time and not to leave early.
- to be respectful of others whether an instructor or fellow student.
- to show thoughtful and critical understanding of the assigned readings during class participation.
- to turn in assignments on time (e.g., the beginning of class) the day they are due.
 - Late assignments will not be accepted without documentation.
- NOT to use computers/electronics for any reason outside of what we are doing in class. It is very distracting to everyone (you, me, and people around you).
- NOT to use cell phones. Please turn them off.

Time commitment for this course

As for any 3-hour course, you should expect to spend at minimum 9-12 hours per week working on this course during a standard 15-week semester if you want to get the highest grade of which you are capable. (A little more than **twice** that much time is required in the 6-week summer sessions).

COURSE EVALUATION

GRADING SCALE

	Percent range	Min. points		Percent range	Min. Points
A	92.50 – 100.00	361	C	72.50 – 77.49	283
A-	90.00 – 92.49	351	C-	70.00 – 72.49	273
B+	87.50 – 89.99	342	D+	67.50 – 69.99	264
B	82.50 – 87.49	322	D	62.50 – 67.49	244
B-	80.00 – 82.49	312	D-	60.00 – 62.49	234
C+	77.50 – 79.99	303	F	59.99 and below	

Your percentage is determined by dividing your total points by the total points possible.

- ✓ Students failing to complete the ‘Psychology Research Exposure’ portion of this class will automatically be given a grade of **Incomplete (I)** for the course unless they are already failing the course, in which case they will be given a letter grade of F.
- ✓ If you drop this course after the end of the drop period you will earn a **W**.

GRADING POLICY

Each assignment will contribute toward your final grade as follows:

Assignment	Possible Points	Approximate Weight
Unit Exams	234 points	60%
Final Exam	70 points	18%
Vocab Quizzes (5 points each)	65 points	17%
Unlocked thought questions	21 points	5%
Total	390 points	100%

Your knowledge of how the various course concepts work together will be tested on seven examinations during the semester and one final examination during finals week. The format of these will be discussed in greater detail in class. Make up examinations will not be given without proper documentation.

UNIT EXAMS

There will be seven unit exams, each covering approximately 100 pages of text and associated assignments. You are NOT allowed to use your textbook or notes on exams. You will be taking your exams on designated days and times at the computer lab in University Hall, room 5000. The computer lab hours are posted on blackboard under the 'Course Resources' tab. You MUST bring your student ID card (with photograph visible to the proctor). Simply knowing your rocket ID # will not allow you to take the exam. Exams in the computer lab will be supervised by a proctor and have time limits. If this procedure does not work well, we will discuss alternative test taking options.

Unit exams will have 36 questions* and each question is worth 1 point. Beware that some multiple-choice questions will have several correct answers and you must have enough confidence in your knowledge to choose all of them. Others may have some pretty plausible incorrect answers and your knowledge must be firm enough for you to reject those. When multiple answers must be checked, you will rarely get partial credit for the partially correct answers—if you take the practice exams, you will likely be aware of these and should know all the correct answers before you take the exam. Know the material well and you will have no problem. Spelling and grammar will count in the short answers. I need to know that your responses are intentional and well thought out. Poor grammar and spelling will result in at least a partial point deduction.

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, which is necessary to earn a passing score on the final exam (18% of your final grade).** I recommend you keep taking the practice exams provided even if the unit exam has passed.

Thought Questions. The last few questions on an exam are thought questions. They usually cover material from the lectures or assignments and require you to demonstrate critical thinking. You will need to incorporate information from the text and lecture to support your answers to thought questions. These questions will be scored by the instructor (not the computer). You will not have access to these questions on the practice exams. However, you can earn access to one of the possible thought questions by earning a perfect score on both practice exams for the unit.

FYI: Students who take practice exams (found on blackboard) are usually able to answer 15 questions correct in less than 4 minutes; if you know the material well, you can finish the multiple choice/fill-in-the-blank questions in about half the time allowed, leaving plenty of time for the thought questions.

If you miss an exam, you may make it up during the next week, but there is a penalty of 3 points for every day that it is late (including weekend days). If you must take an exam late because of an unexpected death in your family or your own illness, you will not be penalized if you document your reason. If you are going to miss an exam, you should email me or leave a message on my office answering machine prior to the exam start time. 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.

Exams make up the majority of your final grade (60%). One way to succeed on the exams is to take practice exams. Practice exams assess your understanding of the material and provide you instant feedback as to how you would score on an exam at that time. It is recommended that you always go back to the textbook and study the material covering questions you miss on the practice exams. Merely memorizing practice exams will barely get you a passing grade because at least 25% of questions will be new, 10% are thought questions and 5% are review, leaving you with only 60%.

FINAL EXAM

The final exam is made up questions covering material from all 13 chapters. The format of the final will be similar to the format of the unit exams. The final exam is worth 70 points (18% of your final grade). The final exam must be taken during finals week, during the times posted. It will be proctored and timed. We will discuss the final exam in more detail during the semester.

VOCABULARY QUIZZES

Students are required to read the assigned chapters and/or readings before each class period. After reading each chapter, students will need to take the chapter vocabulary quiz. Vocabulary quizzes must be completed before the start of class for a given chapter (e.g., for chapter 1, you must take the chapter 1 vocabulary quiz before January 10th, 2:00 pm). Vocabulary quizzes contain fill in the blank style questions and take approximately five minutes to complete if you have read the chapter and have a good understanding of the terminology introduced.

Vocabulary quizzes will not be timed but must be submitted before the date and time due. Vocabulary quizzes are worth 5 points each for a total of 65 points (17% of a student's grade). Students will not be allowed to make up missed vocabulary quizzes.

UNLOCKED THOUGHT QUESTIONS

In order to encourage the use of practice exams, students will be able to unlock one of the thought questions for each unit exam. To do so, you must earn a perfect score on each of the chapter quizzes that will be covered on the unit exam. For example, to unlock the unit 1 thought question, you must score a 15/15 on the chapter 1 practice exam and a 15/15 on the chapter 2 practice exam. Once you reach these scores, the thought question will be unlocked. To further encourage the use of practice exams, the thought questions are worth 3 points each. (A total of 21 points for the course, 5% of your grade.) You can submit your answer for the thought question anytime before the exam day. These responses will not be timed but must be submitted before the due date. I will grade your answer based on accuracy, clarity and general grammar. You may earn partial credit on thought questions. I will not release a "correct" answer to the thought question; however, if you want to discuss your answer with me you may do so during office hours. Grading of thought questions will vary depending on when they are submitted and my work schedule.

PSYCHOLOGY RESEARCH EXPOSURE

To introduce students to the research methodology of psychology, all students in Principles of Psychology 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.

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 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 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 have 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 (So, 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 and 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

* If a student is failing the course, they will receive a letter grade of F not an I.

ATTENDANCE & PARTICIPATION

Exams will cover material found in both the text and provided during lecture. Lectures are designed to review the main sections of the text and to further explain a sample of the concepts covered in the text. New material that parallels and/or helps to clarify text concepts will be introduced during lectures. For this reason, attending and participating in class will improve your understanding of the text. If you do not feel comfortable asking questions during lecture, please stop by my office during office hours or email me.

ACADEMIC DISHONESTY will result in a grade “0” on the assignment and possibly the course.

University policy will be followed when such circumstances arise. I have posted a handout with information regarding academic dishonesty on blackboard under the ‘Academic Resources’ tab. I also recommend reading the University’s policy on academic dishonesty in the student handbook. If you have any questions about what is considered cheating or plagiarism, please ask. Being unfamiliar with the University policy will not be accepted as an excuse.

STUDENT ATHLETES

Student athletes who will miss class due to an excused sports absence should contact me at least one week prior to the missed class. If possible, make arrangements even sooner in order to schedule missed class activities.

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.

TENTATIVE SCHEDULE

Week	Date	Assigned Reading	Lecture Topic
1	Jan 8		Introduction & Course Overview
	Jan 10	Ch. 1 (pp.)	History & Research Methods
2	Jan 15	Ch. 2 (pp.)	Biology of Mind & Behavior
	Jan 17		Discussion/Review
3	Jan 22		Unit 1 Exam
	Jan 24	Ch. 3 (pp.)	Sensation & Perception
4	Jan 29	Ch. 4 (pp.)	Learning
	Jan 31		Discussion/Review
5	Feb 5		Unit 2 Exam
	Feb 7	Ch. 5 (pp.)	Memory
6	Feb 12	Ch. 6 (pp.)	Language, Thinking & Intelligence
	Feb 14		Discussion/Review
7	Feb 19		Unit 3 Exam
	Feb 21	Ch. 7 (pp.)	Emotion & Motivation
8	Feb 26	Ch. 8 (pp.)	Personality
	Feb 28		Unit 4 Exam
9	Mar 5		<i>Enjoy Spring Break, No class</i>
	Mar 7		<i>Enjoy Spring Break, No class</i>
10	Mar 12	Ch. 9 (pp.)	Lifespan
	Mar 14		Special lecture
11	Mar 19	Ch. 10 (pp.)	Stress, Health & Coping
	Mar 21		Discussion/Review
12	Mar 26		Unit 5 Exam
	Mar 28	Ch. 11 (pp.)	Psychological Disorders
13	Apr 2	Ch. 12 (pp.)	Treatment
	Apr 4		Discussion/Review

14	Apr 9		Unit 6 Exam
	Apr 11	Ch. 13 (pp.)	Social Psychology
15	Apr 16		Unit 7 Exam
	Apr 18		Final Exam Review
16	Apr 23		Final Exam Review
	Apr 25		Final Exam Review
	May 3	12:30pm – 2:30pm	Final Exam

BLACKBOARD

I will communicate with the class mainly through blackboard. Please make sure you are familiar with how to log in and read announcements during the first week of classes. If you have any questions, feel free to email or stop by my office hours.

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.

STUDENT LEARNING OBJECTIVES

Based on American Psychological Assoc. Undergraduate Learning Goals and Outcomes

Students will be able to 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 be able to demonstrate and 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. **Self-assess performance accurately**
Use feedback from quizzes to realistically assess own knowledge

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

Assessment of Learning

Grades will be based on Exams. Knowledge of the material in the textbook and lectures as well as successful completion of assignments will be demonstrated by correctly answering multiple choice, fill-in, and short essay questions on the textbook, lectures, and content of the assignments.