

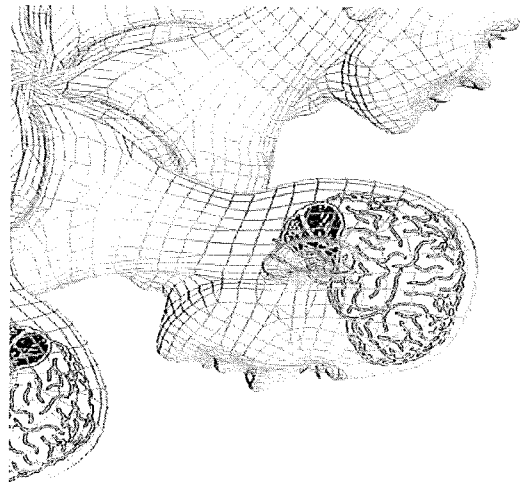
# Welcome to Introduction to Psychology PSY 1010, Section 002

## Instructor: Heather Pelletier

Office: UHall 5040B

Office Hours: T & TR 11-12:30pm or by appointment

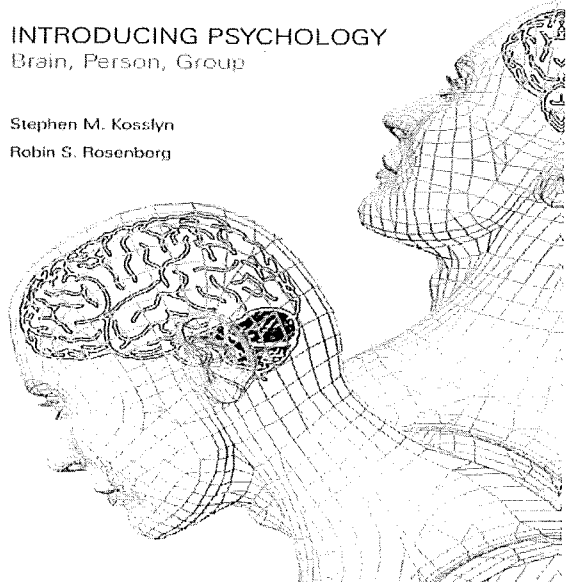
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Custom Edition, for the University of Toronto

### INTRODUCING PSYCHOLOGY Brain, Person, Group

Stephen M. Kosslyn  
Robin S. Rosenberg



[www.pearsoned.com](http://www.pearsoned.com)

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ALWAYS LEARNING

## Text and Equipment

Kosslyn, Stephen M., and Rosenberg, Robin S. **Introducing Psychology: Brain, Person, Group (4<sup>th</sup> Edition) including access to the eBook and MyPsychLab.** The custom, loose leaf, edition is the least expensive. If you purchase the text separately, you will need to purchase access to MyPsychLab. You can purchase the eBook and MyPsychLab directly through the publisher at a lower cost (this works great if you have an eBook reader such as an iPad).

## 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 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.

## **Student Learning Objectives**

Based on American Psychological Assoc. 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
- 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. **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.

### **Information in the Textbook**

This comprises about 75% of the course. You must understand the text, so keep a dictionary handy. 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 of blackboard.

The material is divided into seven units in the following order with an exam over each; check the course calendar for due dates and times. There will be a comprehensive exam after all chapters are covered.

Chapters 1 and 2—Introduction to the Science of Psychology & Biology of Mind and Behavior  
Chapters 3 and 4—Sensation and Perception & Learning  
Chapters 5 and 6—Memory & Language, Thinking, and Intelligence  
Chapters 7 and 8—Emotion and Motivation & Personality  
Chapters 9 and 10—Psychology Over the Life Span & Stress, Health, and Coping  
Chapters 11 and 12—Psychological Disorders & Treatment  
Chapter 13—Social Psychology  
Comprehensive Final Exam

### **Lectures**

I will be lecturing Tuesdays and Thursdays from 9:30am to 10:45am. I will post the lecture outline and my PowerPoint for each chapter on blackboard. You should note, however, that these tools will not include all information covered on exams—they are simply outlines. You

cannot earn an A in this course unless you attend class as this is where the bulk of the exam material will be discussed.

## **Assignments**

These will vary for each chapter and will be discussed in the lectures. The assignments will be short web-based, in class, or MyPsychLab activities. Some of these are fun, and some will constitute about 15% of the exam questions; do all of the assignments—they are **not optional**. There will be exam questions pertaining to the homework assignments.

## **Pre-tests are the best way to test your knowledge and predict how well you will do on an exam!**

Through MyPsychLab, you will have access to unlimited pre-tests. They can be found in each chapter. MyPsychLab will develop a personalized study plan for each chapter based on your performance on the pre-tests. The questions on the pre-tests will thoroughly cover all material in your textbook—this will make the exams seem much easier and more familiar to you. I have the ability to check and see who is using the pre-test tool and how often pre-tests are being taken. Therefore, if you are doing poorly on exams and I see that you are not taking the pre-tests, I will have little sympathy for you. This course will give you all the tools you need to succeed—it is your choice whether or not you use them.

## **Exams**

There will be 7 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 UHall 5000. You will have all day, from 9am to 5pm, on exam days to go and complete the exam. You will need to bring your student ID card. 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 the possibility of taking exams in class from your personal laptops (if you have one). Students who take pre-tests can usually get 15 correct in less than 4 minutes; if you know the material well, you can finish the multiple choice questions in about half the time allowed, leaving plenty of time for the thought questions.

If you miss an exam, you can make it up during the next week, but there is a penalty of 3 points for every day that it is late. 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, 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 will have 30-35 questions, mostly multiple-choice. 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 practice the pre-tests, you will 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 (in other words, practice the pre-tests until you can do them FAST). Spelling and grammar will count in the short answers. I need to know that your responses are intentional and well thought out.

**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.**

**Thought Questions.** The last few questions are thought questions, usually over the lectures or assignments. These will be scored by the instructor (not the computer). You will not have access to these questions on the pre-tests.

**Exams determine you grade!** The way to succeed on the exams is to take pre-tests to assess your understanding. MyPsychLab does a nice job of summarizing the areas that you need to focus more on. You would be doing yourself a disservice not to utilize this tool. Always go back to the textbook and study the material covering questions you miss on the pre-tests. Merely memorizing pre-tests 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%.

**Extra credit.** There will be opportunities for you to earn extra credit throughout the semester. Extra credit points will be added to your final total points for the class.

### **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 drop the course after the end of the drop period.

\*The percentage is determined by dividing your total points (plus extra credit) by the total points possible on the exams.

## **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 (Main 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. This will be discussed throughout the course.

**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'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](mailto: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.

### Course Calendar

| Day                             | Plan  |
|---------------------------------|---|
| Tuesday Aug. 21st               | Go over syllabus; visit MyPsychLab and Blackboard; Ms. Sahu to introduce SONA systems |
| Thursday Aug. 23rd              | Take "must pass quiz;" Begin Chapter 1  |
| Tuesday Aug. 28th               | Finish Chapter 1  |
| Thursday Aug. 30 <sup>th</sup>  | Begin Chapter 2   |
| Tuesday Sept. 4th               | Finish Chapter 2  |
| Thursday Sept. 6 <sup>th</sup>  | Exam 1: Chapters 1 & 2  |
| Tuesday Sept. 11 <sup>th</sup>  | Begin Chapter 3   |
| Thursday Sept. 13 <sup>th</sup> | Finish Chapter 3 and Begin Chapter 4  |
| Tuesday Sept. 18 <sup>th</sup>  | Finish Chapter 4  |
| Thursday Sept. 20 <sup>th</sup> | Exam 2: Chapters 3 & 4  |
| Tuesday Sept. 25 <sup>th</sup>  | Begin Chapter 5   |

|                                       |   |
|---------------------------------------|---|
| <b>Thursday Sept. 27<sup>th</sup></b> | <b>Finish Chapter 5 &amp; Begin Chapter 6</b>     |
| <b>Tuesday Oct. 2<sup>nd</sup></b>    | <b>No Class</b>                                   |
| <b>Thursday Oct. 4<sup>th</sup></b>   | <b>Finish Chapter 6</b>                           |
| <b>Tuesday Oct. 9<sup>th</sup></b>    | <b>Exam 3: Chapters 5 &amp; 6</b>                 |
| <b>Thursday Oct. 11<sup>th</sup></b>  | <b>Begin Chapter 7</b>                            |
| <b>Tuesday Oct. 16<sup>th</sup></b>   | <b>Finish Chapter 7 &amp; Begin Chapter 8</b>     |
| <b>Thursday Oct. 18<sup>th</sup></b>  | <b>Finish Chapter 8</b>                           |
| <b>Tuesday Oct. 23<sup>rd</sup></b>   | <b>Exam 4: Chapters 7 &amp; 8</b>                 |
| <b>Thursday Oct. 25<sup>th</sup></b>  | <b>Begin Chapter 9</b>                            |
| <b>Tuesday Oct. 30<sup>th</sup></b>   | <b>Finish Chapter 9 &amp; Begin Chapter 10</b>    |
| <b>Thursday Nov. 1</b>                | <b>Finish Chapter 10</b>                          |
| <b>Tuesday Nov. 6<sup>th</sup></b>    | <b>Exam 5: Chapters 9 &amp; 10</b>                |
| <b>Thursday Nov. 8<sup>th</sup></b>   | <b>Begin Chapter 11</b>                           |
| <b>Tuesday Nov. 13<sup>th</sup></b>   | <b>Finish Chapter 11</b>                          |
| <b>Thursday Nov. 15<sup>th</sup></b>  | <b>Begin Chapter 12</b>                           |
| <b>Tuesday Nov. 20<sup>th</sup></b>   | <b>Finish Chapter 12</b>                          |
| <b>Thursday Nov. 22<sup>nd</sup></b>  | <b>No Class</b>                                   |
| <b>Tuesday Nov. 27<sup>th</sup></b>   | <b>Exam 6: Chapters 11 &amp; 12</b>               |
| <b>Thursday Nov. 29<sup>th</sup></b>  | <b>Begin Chapter 13</b>                           |
| <b>Tuesday Dec. 4<sup>th</sup></b>    | <b>Finish Chapter 13</b>                          |
| <b>Thursday Dec. 6<sup>th</sup></b>   | <b>Exam 7: Chapter 13</b>                         |
| <b>Week of Finals</b>                 | <b>Comprehensive final exam over all chapters</b> |