

**Welcome to  
Principles of Psychology PSY 1010-007  
Spring 2013**

**Instructor Information**

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By appointment

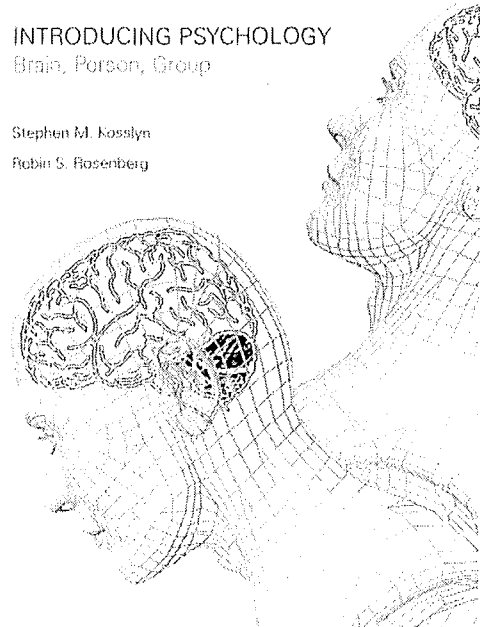
**Course Information**

Class meets: TR 8:00 AM – 9:15 AM  
Building: Health and Human Services  
Room: 1500  
Required Texts: Kosslyn, Stephen M., &  
Rosenberg, Robin S. (2011)  
*Introducing Psychology: Brain,  
Person, Group, University of Toledo  
Edition*

INTRODUCING PSYCHOLOGY

Brain, Person, Group

Stephen M. Kosslyn  
Robin S. Rosenberg



**Important Note Regarding Course Textbook:**

The MyPsychLab software package will be an essential part of the course and is required to achieve an 'A'. When you buy a new copy of the textbook from a bookstore affiliated with the university (\$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 (\$93.50). 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 (\$38.50), 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.**

## UT Department of Psychology Student Learning Objectives

Based on American Psychological Association 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 the behavior and functioning of all living organisms from both an individual and a group perspective. 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. On this note, a portion of the text has been uploaded to Blackboard under the tab 'course resources'. It is in your best interest to read this material and apply it to your study habits for this course.

### **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.**

### **Missed exams:**

**Missing exams will be excused in this course only in the following instances: death in the immediate family, and verifiable illness.** Any additional reason for missing an exam will not be excused. **A daily penalty (excluding weekends and holidays) of 3% of the total exam grade will accumulate until the exam is made up or all possible points are exhausted (33 days).** It is your responsibility to contact the professor in order to make up a missed exam. The computer lab monitors will only have access information for exams on assigned exam dates.

### **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 study and prepare for exams. Each exam will contain questions over assigned videos and demonstrations. These can be found under the 'assignments' tab on the course Blackboard page. Instructions for signing up and accessing MyPsychLab are available on the course Blackboard page, under the tab 'instructions'.

### Exams (280 points/93.3% of final grade; points vary by exam)

All exams will be administered through Blackboard (<https://blackboard.utdl.edu/>). Exams can only 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). Therefore, it is in your best interest to attempt exams early, rather than waiting until the last possible minute.

There will be seven exams and a final exam during the semester. Each of the seven exams will consist of 30 – 40 questions (a mixture of multiple choice, short answer, and true/false questions) worth one point each. Exams will also contain one to 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 final exam will be cumulative, and administered any time during finals week that the psychology department computer lab has open hours.

### Quizzes (20 points/6.7% of final grade; ~1.54 points/0.5% each)

10 question quizzes will be offered through Blackboard for each chapter. These quizzes will closely match the quizzes that are offered in MyPsychLab. You will be required to make at least one attempt at each chapter's quiz in order to gain access to the next chapter quiz, and ultimately the corresponding exam. (e.g. One attempt on the chapter 1 quiz will allow the student to gain access to the quiz for chapter 2. An attempt on both quizzes will be required to gain access to the Exam 1.) 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. You will have an unlimited number of attempts at all chapter quizzes. Your highest score will be recorded in the grade book and count as credit toward your final grade.

### **Extra Credit (up to, but not exceeding 9 points/3% of final grade)**

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 relevant psychology journal articles, attendance of departmental colloquia and/or experiment participation. However, extra credit totaling 3% (9 points) 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 (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/>). You can access your account by simply typing in your Rocket ID number to 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.

### **Grading Policy**

The total possible points, and their corresponding percentage values, for all credit available in the course are outlined below:

<b>Assignment</b>	<b>Approx. Weight</b>	<b>Possible Points</b>
Quizzes (x13)	6.7%	20 points
Exam 1	10.0%	30 points
Exams 2, & 3	11.3%	34 points
Exams 4, 5, 6	12.0%	36 points
Exam 7	10.3%	31 points
Final Exam	14.3%	43 points
Total	100.0%	300 points

## Letter Grades

Grades will be assigned according to the following scale:

<b>Grade</b>	<b>Percentage Range</b>	<b>Point Range</b>
A	92.5 - 100	277.5 – 300
A-	90 – 92.49	270 – 277.49
B+	87.5 - 89.99	262.5 – 269.99
B	82.5 - 87.49	247.5 – 262.49
B-	80 - 82.49	240 – 247.49
C+	77.5 - 79.99	232.5 – 239.99
C	72.5 - 77.49	217.5 – 232.49
C-	70 - 72.49	210 – 217.49
D+	67.5 - 69.99	202.5 – 209.99
D	62.5 - 67.49	187.5 – 202.49
D-	60 – 62.49	180 – 187.49
F	0 - 59.99	0 – 179.99

## Spring Semester Computer Lab Hours

The psychology department computer lab will be open during the following times:

Monday	9:00 AM – 6:00 PM
Tuesday	9:00 AM – 2:00 PM, 3:45 PM – 6:00 PM
Wednesday	9:00 AM – 6:00 PM
Thursday	9:00 AM – 2:00 PM, 3:45 PM – 6:00 PM
Friday	Closed

**Please note: Students will not be allowed to sign in to an exam after 5:15 PM!!!**



## Tentative Schedule

Week	Date	Topic	Reading
1	January 8	Syllabus/Introduction	Chapter 1
	January 10	Introduction/History	Chapter 1
2	January 15	Research Methods	Chapter 1
	January 17	Nervous System Basics	Chapter 2
3	January 22	Brain Structure and Imaging	Chapter 2
	January 23/24	<b>Exam 1: (Chapters 1 &amp; 2)</b>	
4	January 29	Sensation & Perception	Chapter 3
	January 31	Sensation & Perception/Learning	Chapter 3/4
5	February 5	Learning	Chapter 4
	February 6/7	<b>Exam 2: (Chapters 3 &amp; 4)</b>	
6	February 12	Memory	Chapter 5
	February 14	Memory/Cognition	Chapter 5/6
7	February 19	Cognition	Chapter 6
	February 20/21	<b>Exam 3: (Chapters 5 &amp; 6)</b>	
8	February 26	Emotion & Motivation	Chapter 7
	February 28	Emotion & Motivation/Personality	Chapter 7/8
9	March 5	<b>No Class: Spring Break</b>	Chapter 8
	March 7	<b>No Class: Spring Break</b>	
10	March 12	Personality	Chapter 8
	March 13/14	<b>Exam 4: (Chapters 7 &amp; 8)</b>	
11	March 19	Development	Chapter 9
	March 21	Development/Stress & Health	Chapter 9/10
12	March 26	Stress & Health	Chapter 10
	March 27/28	<b>Exam 5: (Chapters 9 &amp; 10)</b>	
13	April 2	Abnormal	Chapter 11
	April 4	Abnormal/Treatment	Chapter 11/12
14	April 9	Treatment	Chapter 12
	April 10/11	<b>Exam 6: (Chapters 11 &amp; 12)</b>	
15	April 16	Social	Chapter 13
	April 18	Social	Chapter 13
16	April 22/23	<b>Exam 7: (Chapter 13)</b>	
	April 25	<b>Make-up Day/No Class</b>	
17	April 29 – May 2	<b>Final Exam</b>	

