

SYLLABUS

Psychology 110.02 – Fundamentals of Psychology (3 cr) Illinois State University Spring 2008

Course Information

Classroom and Meeting Time: SCH 138; T, Th 9:35-10:50 a.m.
Course web page: <http://www.ilstu.edu/~mmnauta/psy110/psy110.html>

Instructor Information

Dr. Margaret Nauta
DeGarmo 444, 438-7057

Office hours: M 11-12, W 12-1, + other times by appt.
e-mail: mmnauta@ilstu.edu

Teaching Assistant Information

Julia will hold an office hour during which you may stop by to discuss course material, seek assistance in preparing for exams, or receive individual tutoring. Her office hours will be held at a desk in the hall outside DeGarmo 444 at the following time: _____.

Course Description and Goals

Psy 110 is in the Individuals and Societies category of the middle core of ISU's general education program. It builds upon skills you developed in inner core classes and helps prepare you for discipline-specific courses in the outer core. This course will provide you with an introduction to methods commonly used to explore and understand psychological and other social science phenomena. We will then use this background to explore the complexities of human behavior within social and cultural contexts by examining physiological processes, learning experiences, thought processes, developmental processes, and social factors. Finally, we will apply this knowledge to life (e.g., apply principles of learning and memory to help you improve your study habits) and current social issues (e.g., examine social problems such as mental illness and how principles of human behavior impact its treatment). We will use lectures, discussions, demonstrations, videos, assignments, and exams to help you meet the following objectives for the course:

- Master a broad knowledge (concepts, contributors, history, and principles) of various areas of social science inquiry, with a particular emphasis on those from psychology.
- Understand how scientific methodology can be used to answer vital questions about human behavior.
- Understand various influences (e.g., physiological, developmental, social) on individuals and groups of people.
- Apply this understanding to everyday situations, such as studying more effectively for exams, understanding why those who are different from us behave as they do, etc.
- Become a more critical consumer of information, advertising, propaganda, and persuasive appeals.
- Be able to discuss societal issues such as the culture-specific definition of "normality" and the effects of diagnoses.

For a complete list of course objectives, please visit this webpage: <http://www.psychology.ilstu.edu/undergrad/objectives/>

Special Accommodations

Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853 (voice), 438-8620 (TTY).

Text and Materials

The required text is: Kosslyn, S. M., & Rosenberg, R. S. (2007). *Fundamentals of Psychology in Context* (3rd ed.). Boston: Pearson Education, Inc. You must understand material in the text thoroughly in order to do well on exams. You are expected to know the information in the assigned readings even though we may not discuss all of that information in class (but study guides posted on the course web page before each exam will help you identify what is most important from the text). You may also purchase an optional study guide (*Grade Aid*) to accompany the text. This may help you practice for exams but is not required.

Examinations, Assignments, and Grading

Your scores will be posted in an on-line gradebook that you can check any time. From the course web page, click on the link that says "Gradebook." You will need to enter your ULID and ULID password.

EXAMS - There will be four exams, consisting of 50 multiple-choice questions each (each question is worth 2 points). The questions will be drawn from the text, lectures, class activities, and videos. The final exam is simply a fourth exam (i.e., it is not cumulative). Each exam is worth 100 points (400 total). It is very important that you take exams at the regularly scheduled time and date. If you know ahead of time that you will have a conflict, you must let me know in advance so that we can arrange for you to take the exam before the scheduled date. You may make up a missed exam at my discretion only if you meet the following conditions: (1) You have documented evidence of an extreme circumstance (i.e., hospitalization, death in the family), and (2) you notify me of this PRIOR to the exam or no later than one day after the exam if prior notification is absolutely impossible due to the emergency.

IN-CLASS REACTION PAPERS - In class, we will occasionally engage in discussions, activities, etc. These activities will help you understand the course material more thoroughly (and should be fun, too!). On six occasions throughout the semester, I will ask you to write a short reaction to something we have talked about or done and turn it in at the end of class. You will not know ahead of time when I will do this. The purposes of these reactions are to help you process the information, help me gauge how well the class has understood a particular concept, and reward those students who regularly attend class. You must be present in class to receive credit for an in-class reaction. It will not be possible to make up a missed in-class reaction; however, you may use extra credit to make up for one or two missed in-class reactions should you miss class because of an illness or any other reason. The only exceptions to this policy are (1) for students who have notified me in advance that they must miss class for a university-sanctioned event (e.g., student athletes with away games) and who provide written documentation (e.g., a note from the athletic department) of this absence or (2) for students who have an emergency that is documented in writing (note: emergencies include such occurrences as a death in the family or an illness that requires you to be hospitalized—not routine illnesses, doctor’s appointments, appointments with other instructors, etc.). In the case of emergencies or absences for university-sanctioned events, students must talk with me outside of class to make up the missed work. Each reaction paper is worth up to 5 points, for a total of 30 points.

EXTRA CREDIT - You may earn up to 5 optional extra credit points during each unit of the course (20 points total). See the course schedule for deadlines for submitting extra credit for each unit; once a deadline has passed, no additional extra credit may be earned for that unit. You may turn in extra credit anytime before the deadline. If you earn more than 5 points for one unit, the remainder will be applied to the next unit. There are two ways to earn extra credit:

- (1) Participate in psychology research studies. Psychology faculty and students conduct research every semester, and they need participants. Go to the basement of DeGarmo Hall, sign your name next to the time and date of any study you would like to participate in (they are posted on bulletin boards all throughout the semester), and then show up at the designated time. This is a good way to learn about psychological research. Additional details are available at <http://www.psychology.ilstu.edu/research/SubInstruct.html>. The person conducting the research will give you a blue card that documents the name of the study you participated in and the length of time it took. When you turn the blue card in to an instructor or teaching assistant, you will receive 2 extra credit points per hour of participation.
- (2) The second option is to read and summarize journal articles related to psychology. For each unit of the course you may choose one of two articles to summarize (see the list below). The full citations are in the reference section (pp. R1-R46) of your Kosslyn & Rosenberg textbook. After choosing the article you want to summarize, you will need to obtain a copy of the article by going to Milner Library or by downloading it from Milner’s full-text article services. A Milner librarian can help you if you’re uncertain how to do this. Summaries should be 2 double-spaced, typed pages and should include a description of the purpose of the study, a description of the method (in other words, how the researchers studied the research question), and a description of what the findings were. Only thorough and well-written summaries will receive full credit; typos, grammar errors, or less thorough work will result in less than full credit. Each summary may earn a maximum of 5 points. *Be careful not to plagiarize. Use your own words.* Here are the articles from which you may choose for each unit of the course:

Unit 1: Milner, Corkin, & Teuber (1968) article OR van Honk, Tuiten, Hermans, et al. (2001) article
Unit 2: Baccus, Baldwin, & Packer (2004) article OR Talarico & Rubin (2003) article
Unit 3: Jaffee et al. (2001) article OR Emerson, Kimbro, & Yancey (2002) article
Unit 4: Caspi (2000) article OR Wegner, Schneider, et al. (1987) article

FINAL GRADE - Points for your 4 exams (100 pts each), 6 in-class reaction papers (5 pts each), and extra-credit (if you choose; up to 20 points) will be summed to determine your final grade as follows: A=387-430 points; B=344-386 points; C=301-343 points; D=258-300 points; F=257 points or fewer.

To estimate your grade throughout the semester, add your points for exams, reaction papers, and any extra credit. Then divide by the number of points possible at that time in the semester. To estimate your grade, use these guidelines: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = less than 60%). Here is a grid that will help you keep track of your grades.

	Points Earned	Points Possible
In-Class Reaction 1		5
In-Class Reaction 2		5
In-Class Reaction 3		5
In-Class Reaction 4		5
In-Class Reaction 5		5
In-Class Reaction 6		5
Exam 1		100
Exam 2		100
Exam 3		100
Exam 4		100
Extra Credit – Unit 1		5 (Optional)
Extra Credit – Unit 2		5 (Optional)
Extra Credit – Unit 3		5 (Optional)
Extra Credit – Unit 4		5 (Optional)
	= total points	430

Academic Integrity

Plagiarism is “the unacknowledged appropriation of another’s work, words, or ideas in any themes, outlines, papers, reports, or computer programs.” You may study for exams with other students, but you may not use the assistance of other people or any other resources while taking exams. You must write and submit your own in-class reaction papers. When writing extra credit summaries, you must be very careful to summarize articles using your own words so that you are not plagiarizing. If it becomes apparent that a student’s work is not his/her own, he/she will receive a 0 on that work, may receive an F for the course, and will be referred to ISU’s Community Rights and Responsibilities Office for disciplinary action. Consult the Code of Student Conduct (<http://www.crr.ilstu.edu/>) for details regarding University academic integrity policies, and see me if you have any questions.

Student Conduct

I expect you to use good judgment and common courtesy to guide your behavior in class. Once class begins, please restrict your conversations to course-related activities, questions, and discussions. In a class of this size, some behaviors are particularly disruptive. These include conversations that are unrelated to the class, arriving late, packing up before class ends, and leaving class early. Please feel free to ask your classmates to stop these, or any other, behaviors that you find distracting.

Topics and Readings

Here is a schedule of topics we will cover this semester. I recommend that you read each reading assignment before coming to class so you will be familiar with the terms and can ask questions about the text material (obviously you will not be able to do this for the first reading assignment, though).

Date	Topic	Readings and Exams
Week 1		
1/15	Introduction to the Course	Chapter 1 (pp. 3-24) - read for <u>main</u> themes; you don’t need to know people’s names
1/17	Social Science Research Methods	Chapter 1 (pp. 24-34)
Week 2		
1/22	Social Science Research Methods (cont’d)	Chapter 1 (pp. 34-39)

1/24	Social Science Research Methods (cont'd)	Chapter 1 (pp. 39-45)
Week 3		
1/29	Biological and Evolutionary Perspectives on Human Behavior	Chapter 2 (pp. 84-92)
1/31	Physiological Influences on Human Behavior–Neural Transmission	Chapter 2 (pp. 51-60)
Week 4		
2/5	Physiological Influences–Nervous System	Chapter 2 (pp. 60-65)
2/7	Physiological Influences–The Brain	Chapter 2 (pp. 65-77)
Week 5		
2/12		EXAM I (and last day to submit extra credit for Unit 1 of the course)
2/14	Learning Experiences - Classical Conditioning	Chapter 4 (pp. 143-158)
Week 6		
2/19	Learning Experiences – Classical Conditioning (cont'd) + begin Operant Conditioning	
2/21	Learning Experiences - Operant Conditioning (cont'd)	Chapter 4 (pp. 158-174)
Week 7		
2/26	Learning Experiences – Operant Conditioning (cont'd) + Vicarious Learning	Chapter 4 (pp. 177-180)
2/28	Cognitive and Thought Processes – Memory	Chapter 5 (pp. 185-209)
Week 8		
3/4	Cognitive and Thought Processes - Memory (cont'd)	Chapter 5 (pp. 209-222)
3/6		EXAM II (and last day to submit extra credit for Unit 2 of the course)
Week 9		
	Spring break – no class	
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Week 10		
3/18	Developmental Influences on Human Behavior	Chapter 9 (pp. 392-397, 406-407, and 412-414)
3/20	Developmental Influences (cont'd)	Chapter 9 (pp. 375-392, 404-406, and 410-412)
Week 11		
3/25	Developmental Influences (cont'd)	Chapter 9 (pp. 397-403, 407-409, and 414-418)
3/27	Gender Socialization and Development	Chapter 9 (p. 400)
Week 12		
4/1	Social Influences on Human Behavior	Chapter 13 (pp. 559-583, 588-595)
4/3	Social Influences (cont'd)	Chapter 13 (pp. 583-588)
Week 13		
4/8		EXAM III (and last day to submit extra credit for Unit 3 of the course)
4/10	Personality in a Social and Cultural Context	Chapter 8 (pp. 341-369)
Week 14		
4/15	Personality in a Social and Cultural Context (cont'd)	Chapter 8 (pp. 333-339)
4/17	Personality in a Social and Cultural Context (cont'd)	Chapter 8 (pp. 339-340)
Week 15		
4/22	Psychopathology and Mental Illness	Chapter 11 (pp. 473-499)
4/24	Psychopathology and Mental Illness (cont'd)	Chapter 11 (pp. 499-515)
Week 16		
4/29	Treatment of Mental Illness	Chapter 12 (pp. 521-553)
5/1	Applying Psychological Principles to Promote Health	Chapter 10 (pp. 425-469) (and last day to submit extra credit for Unit 4 of the course)
Final		
5/8	Although you may take the full two hours for the final exam, the length will be comparable to the other exams. Please see ISU's policy regarding scheduling conflicts and for requesting an alternate exam date when you have more than two exams in one day: http://www.arr.ilstu.edu/students/current/academics/final.shtml	The final exam will be Thursday, May 8 at 10:00 a.m. in Schroeder 138.