

General Psychology – PSY 101-001
Fall Semester 2009
M, W, & F, 11:00 – 11:50
Science 0012

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Office Hours: Wednesday 1 PM - 3 PM or by Appointment
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Course Materials:

- Baird, A.A. (2010). *Think Psychology*. Upper Saddle River, NJ: Prentice Hall.
- **Access Code for MyPsychLab** (which is included in textbooks purchased at the ISU Bookstore). If you bought your book elsewhere, you can purchase an access code at the ISU Bookstore.
- **Turning Point Clicker**. These clickers can be purchased at the ISU Bookstore for \$39.00 or online through Turning Technologies for \$35.00. To buy the clicker online, go to <http://www.turningtechnologies.com>. Once you are on the site click on higher education then student store. Enter the school code (ISU1) and then you can pay with a credit card.

Course Description:

General Psychology is a selective study of how heredity and the environment affect human thought, emotion, and actions. The course focuses on the scientific study of human and non-human animal behavior, and the topics of how humans respond and adapt to change, the nature and limits of memory, the development of human beliefs, the impact of social influences on human behavior, the contribution of genetics to individual differences, the nature of psychological illnesses, and more. A basic understanding of psychology is critical as the field informs research and practice across a wide variety of disciplines including, but not limited to, business, education, and health services. These interdisciplinary connections will be explored throughout the course. Ultimately, the course emphasizes “thinking psychologically” as it applies to everyday life.

Learning Objectives: General Psychology fulfills a Foundational Studies requirement for a course in Social and Behavioral Sciences. This course is designed to meet the objectives listed below.

Foundational Studies Objectives – Students will:

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing

- (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
4. Demonstrate the skills for effective citizenship and stewardship;
 5. Demonstrate an understanding of diverse cultures within and across societies;
 6. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
 7. Demonstrate an understanding of the ethical implications of decisions and actions;
 8. Apply principles of physical and emotional health to wellness;
 9. Express themselves effectively, professionally, and persuasively both orally and in writing.

Social and Behavioral Studies Objectives – Students will:

1. Describe how individual choices and/or evolving social institutions affect human decision-making;
2. Utilize discipline-specific methodologies to predict an individual or social outcome;
3. Connect discipline-specific content and methodology to contemporary social issues; and
4. Explain how the specific discipline informs and contributes to other disciplines.

Course Objectives – Students will:

1. Develop an understanding of how psychology contributes to the description, prediction, and explanation of human behavior;
2. Become familiar with central figures and theories that have made contributions to our current understanding of psychology;
3. Explore many of the sub-disciplines within psychology and the wide variety of fields to which they can be applied; and
4. Gain an understanding of how psychological concepts apply to real-world situations.

Course Expectations:

Preparation: Come to class prepared. It will pay off. This includes completing the reading assignment corresponding to the lecture and completing any assigned activities that will be discussed in class. You will also need to bring your Turning Point Clicker to class every day starting on September 9th.

Attendance: It is your responsibility to attend class! As a courtesy to others, please be on time and remain for the entire class period. If you arrive to class late, please take a seat at the back of the class so you do not disturb other students. If you miss a class meeting for any reason, you will be held responsible for all materials covered and announcements made in your absence. Generally speaking, course attendance is one of the best predictors of your final grade. Therefore, if you do not attend class, you are likely limiting your chances of success in this course. As an incentive, if you miss three or fewer classes this semester, you will receive 20 extra credit points. This will be the only opportunity for extra credit in the course.

Participation: Since you are in class, you might as well participate. You will have plenty of opportunities to contribute during lectures, discussions, and activities. Clicker participation will also make up a portion of your final grade, as you will see below.

Course Requirements:

Clicker Participation¹: In this course, we will be using a new classroom response technology. You will be required to purchase a Turning Point Clicker from the university bookstore or online (as mentioned above). These Clickers will be used in class each day beginning on September 9th. You will use these clickers to respond to questions presented as part of the lecture. Five points will be awarded each day for clicker responses. In some cases, these questions will have right or wrong answers and points will only be awarded if the questions are answered correctly. In other instances, I might ask an opinion question and you will receive points simply for participating.

Chapter Quizzes: There will be mastery quizzes associated with each chapter in the Baird text (beginning with chapter 2). Each quiz will be worth 10 points (10 one-point questions). These quizzes will be made available through BlackBoard. Only one quiz will be posted at any time. You will have until 5 PM after the final lecture for a given chapter to complete the quiz. After 5 PM, the next chapter quiz will appear. These quizzes are open book and can be taken twice. Only your highest score will count toward your final grade. To access the quizzes through BlackBoard you will click on the “assignments” button on the class site. Go to “chapter quizzes” and select the current chapter quiz. If you have problems accessing a quiz or any questions related to chapter quizzes, please contact the course TA immediately.

Exams: During the course of the semester, there will be four non-cumulative exams (each worth 100 points). These exams will be taken in class on scantron sheets and will consist of 50 multiple-choice questions. Study guides for each exam will be available on BlackBoard one week prior to the test date.

¹ Clicker participation in the course supports Foundational Studies (FS) objectives 3, 5, 6, & 8 and Social and Behavioral Studies (SBS) objective 3. Beyond allowing the professor to assess comprehension, the clickers are often used to ask specific application questions in the classroom. These questions serve as a springboard for important discussions which allow the students to place their new knowledge in context. These discussions often call on students to take the perspective of another or to critically evaluate their own beliefs about human behavior. Given the course content, many of the course discussions focus on the application of psychological principles to the promotion of wellness.

Writing Assignments²: You will be required to write two short papers in APA style for this course. These assignments will require you to use the library's online databases to identify source material, read and synthesize the material you have found, communicate the findings effectively, and cite source material correctly. Detailed instructions for these paper assignments will be provided during the second week of the semester. The first (article review paper) will be worth a total of 50 points and the second (research paper) will be worth 100 points.

Research Participation³: Each semester faculty and graduate students in the Department of Psychology run a number of research projects. You are required to participate in three research projects over the course of the semester. You will receive 10 points for each instance of participation for a total of 30 points. To register for research participation, you must set up an account on the Department of Psychology's Research Participation System at <http://indstate.sona-systems.com/>. If you cannot or do not wish to participate in research, you can earn these points by completing article reviews. You will receive 10 points for each 1-page review.

Grading: The point distribution for the course is as follows:

Clicker Participation (35 x 5 points)	175
Chapter Quizzes (17 x 10 points)	170
Exams (4 x 100 points)	400
Writing Assignments	150
Research Participation	30
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Total	925

² The two writing assignments for the course promote FS objectives 1, 2, 3, & 9 and SBS objectives 1, 2, & 3. The first writing assignment in the course is an article critique. Students are asked to locate a target article using library databases, evaluate the article based on their new understanding of research methodology in psychology, report relevant research outcomes, and discuss the practical implications of the study. The second writing assignment calls on students to address a specific research question in psychology by reviewing, critiquing, and synthesizing material from a minimum of six peer-reviewed research articles. Students are required to learn and employ APA writing style for both assignments in the course. These assignments also provide the opportunity to discuss ethical issues in professional writing.

³ Participating in psychological research provides an important learning opportunity for students. Instructors provide a great deal of instruction on research methodology and research ethics throughout the course. Experiencing a study as a participant provides a unique perspective which allows each student to place this knowledge in context. As such, this experience supports FS objective 7 and SBS objective 2 & 3.

Final grades will be assigned on a percentage basis according to the following distribution:

A	92.5 to 100%	C	72.5 to 77.4%
A-	90 to 92.4%	C-	70 to 72.4%
B+	87.5 to 89.9%	D+	67.5 to 69.9%
B	82.5 to 87.4%	D	62.5 to 67.4%
B-	80 to 82.4%	D-	60 to 62.4%
C+	77.5 to 79.9%	F	Below 60%

Course Schedule:

Week 1

August 26 – Introduction (Chapter 1)⁴

August 28 – Introduction (Chapter 1)

Week 2

August 31 – Research Methods (Chapter 2)⁵

September 2 – Research Methods (Chapter 2)

September 4 – Research Methods (Chapter 2)

Week 3

September 7 – No Class

September 9 – The Human Brain (Chapter 3)⁶

September 11 – The Human Brain (Chapter 3)

Week 4

September 14 – The Human Brain (Chapter 3)

September 16 – Sensation and Perception (Chapter 4)

September 18 – Sensation and Perception (Chapter 4)

Week 5

September 21 – Sensation and Perception (Chapter 4)

September 23 – Genetics and Evolution (Chapter 5)

September 25 – **Exam #1**

⁴ The first week of the General Psychology course focuses on largely on the historical development of the field. Much time is spent examining the role of the social sciences as a window to human behavior. This is highlighted by a discussion of psychology's roots in philosophy traced from Aristotle to Descartes to early psychological figures such as Wundt and James. Discussions such as these meet SBS objective 4.

⁵ The General Psychology course directly meets FS objectives 1, 2, 3, & 7 and SBS objectives 2 & 3 through readings, class discussions, and activities that promote an understanding of research methods. This understanding is critical to the successful evaluation of ideas presented by others through disciplinary scholarship. This content presented during this section of the course also includes both historical and current perspectives on research ethics in the field of psychology.

⁶ An understanding of basic neurobiology is critical to the study of psychology. Early in the course we emphasize the link between biology and psychological processes. We discuss how these disciplines inform each other and contribute to a more complete understanding of human behavior. This contributes to SBS objective 4.

Week 6

September 28 – Human Development 1 (Chapter 6)

September 30 – Human Development 1 (Chapter 6)

October 2 – Human Development 2 (Chapter 8)

Week 7

October 5 – Human Development 2 (Chapter 8)

October 7 – Sex and Gender⁷ (Chapter 7) – **Writing Assignment #1 Due**

October 9 – No Class

Week 8

October 12 – Sex and Gender (Chapter 7)

October 14 – Emotion and Motivation (Chapter 9)

October 16 – Emotion and Motivation (Chapter 9)

Week 9

October 19 – **Exam #2**

October 21 – Consciousness (Chapter 15)

October 23 – Cognition (Chapter 10)

Week 10

October 26 – Cognition (Chapter 10)

October 28 – Cognition (Chapter 10)

October 30 – Learning (Chapter 11)

Week 11

November 2 – Learning (Chapter 11)

November 4 – Memory (Chapter 12)

November 6 – Memory (Chapter 12) – **Writing Assignment #2 Rough Draft Due**

Week 12

November 9 – Social Psychology (Chapter 14)⁸

November 11 – Social Psychology (Chapter 14)

⁷ The focus on sex and gender in this course supports FS objectives 5, 6, & 8 and SBS objectives 1 & 3. By incorporating this topic in the course, instructors are able to address two important issues. First, they are able to discuss sexuality as it relates to wellness. There are not many forums for such discussions in the university curricula. Second, they are able to discuss sexual orientation as an important element of diversity.

⁸ The coverage of social psychology meets a number of FS and SBS objectives, but allows instructors to uniquely address FS objectives 4, 5, & 6 and SBS objectives 1, 3, & 4. Few things are more practically important than understanding ourselves in relationship to others. The discussions and activities for this section of the course focus largely on ingroup-outgroup relationships and their implications for behavior. This provides for the discussion of important topics such as intergroup aggression that have wide application to contemporary social issues. The content discussed in this section also provides an important framework for understanding human diversity and the importance of taking the perspective of others. Finally, an examination of social psychological principles underscores the contributions that psychology has made to other disciplines. Fields such as political science, economics, and education (among many others) draw heavily on social psychological theory to understand human behavior in a variety of situations and contexts. This highlights the importance of psychology as a foundational discipline.

November 13 – Social Psychology (Chapter 14)

Week 13

November 16 – **Exam #3**

November 18 – Personality (Chapter 13)

November 20 – Personality (Chapter 13)

Week 14

November 23 – Personality (Chapter 13)

November 25 – No Class

November 27 – No Class

Week 15

November 30 – Psychopathology (Chapter 16)⁹

December 2 – Psychopathology (Chapter 16)

December 4 – Psychopathology (Chapter 16) – **Writing Assignment #2 Final Draft Due**

Week 16

December 7 – Treatment of Psychopathology (Chapter 17)

December 9 – Treatment of Psychopathology (Chapter 17)

December 11 – Health (Chapter 18)

Finals Week – Final Exam on Friday, December 18th, 10 AM

Important Notes:

- All students are expected to follow the academic integrity standards as outlined in the Code of Student Conduct. Bottom line – don't cheat! If you are caught cheating on an exam in this course, you will receive no points for the exam. Similarly, research papers containing plagiarism will receive no points. If you have questions about what constitutes plagiarism, please ask or consult the Code of Student Conduct at <http://www.indstate.edu/sjp/docs/code.pdf>.
- Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.

⁹ The final two weeks of the course are spent discussing issues of psychological health. This provides a unique opportunity to tie constructs from the course to issues of personal and community wellness (FS objective 8).

- While there will be no assignments or examinations for which the laptop will be used, your use of a laptop is generally permitted as long as such usage remains within the bounds of the Code of Student Conduct and it conforms to the provisions of its use as laid out in this syllabus. There may be occasions where laptop usage is forbidden and if that occurs, failure to comply with this direction will be viewed as a violation of the Code of Student Conduct.
- With respect to academic freedom, teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.
- If you will miss a class session because of an ISU-sponsored event, please let me know as soon as possible. If an ISU-sponsored event is the same day as an exam and you must miss the exam, please contact me in advance and provide proof of the event.
- Make-up exams will not be offered unless you are ill or have an emergency. In either case, documentation must be provided.
- Late research papers will be penalized one letter grade for each day past the due date.
- Please turn your cell phones off during class and be respectful of those around you.