

**PSYCHOLOGY 1001-001:
Introduction to Psychology**
Course Website: <http://www2.webvista.umn.edu>

Summer Semester 2009, June 15th to August 21st
Monday/Wednesday, 1:00 p.m.– 3:50 p.m.
Elliott Hall N119
(4 credits)

Instructor:

Paul Fuglestad
Elliott Hall N334, fugl0025@umn.edu
Office Hours: Wednesdays, 12:00 – 1:00 pm, and by appointment

Teaching Assistant

Cornelia Iucha
Elliott Hall S463, iuch0001@umn.edu
Office Hours: Mondays, 11:00 am – 12:00 pm

Course Overview and Objectives

Psychology 1001 is an introduction to the scientific study of human behavior and mental processes and a prerequisite for all advanced psychology courses. The course introduces the major theories, methods, and findings of modern psychology to beginning students. Topics include: research methods, biological psychology, sensation & perception, learning, memory, cognition & language, intelligence, development, personality, abnormal behavior, treatment, and social psychology.

By the end of the course you will understand how a psychological perspective provides insight into human behaviors; will understand the important concepts, theoretical perspectives, research methods, and research findings in psychology; and will become a knowledgeable consumer of psychological research and findings and be able to think critically about topics in psychology.

Text

Psychology, 9th edition, by David E. Myers. Worth Publishing, 2009.

Companion website:

<http://bcs.worthpublishers.com/myers8e/>

*This E-study center includes chapter reviews, quizzes, flashcards, and other helpful study materials.

Course Website

Course materials are available on the webpage for this course, available through WebCT. To access the webpage, visit <https://www2.webvista.umn.edu> or go through the “courses” tab in the MyU Portal.

Course Structure

Lectures

Lectures will be held Mondays and Wednesdays, from 1:00 to 3:50 pm. There will generally be a short break in the middle of lecture. Lectures will often be supplemented with videos, class discussions, small group activities, and demonstrations. If you miss a lecture for whatever reason, you should get notes from at least one, preferably two, of your colleagues. *I will **not** provide summaries of lecture materials for absent students.* In general, lecture material will be related to but not entirely overlap with your assigned readings from the Myers text.

Small group discussions/activities

Each week (sometimes twice a week) you will be provided with an opportunity to engage in small group discussions and activities with your fellow classmates. In general, these will be related to materials presented in lecture. Activities will occur in class, and most will not require advance preparation. Each discussion/activity will contain a 2-point assignment to be completed during class. Your lowest 2 discussion assignments will be dropped.

Essays

Most weeks (sometimes twice a week) you will complete a short essay online. Each essay is worth 3 points and will be posted in the assignments section of the website. You can download each assignment and save it as a word document. When you have completed the essay, you will upload it to the website. **Each essay will be due at the end of the week it is assigned no later than 5:00 P.M. on Friday.** If the essay is received late, 1 point will be deducted for each day late. Your lowest 2 essays will be dropped.

The essays will generally entail an explanation of a psychological phenomenon and/or a brief reflection on how that phenomenon may occur in daily life. The essay should be coherent and well-written without spelling and punctuation errors.

An example of a writing activity

This week's reading described the perils of anecdotal evidence. What is meant by anecdotal evidence? Provide at least two reasons why one must use it carefully. Give an example of a time when you or someone you know has been influenced by anecdotal evidence.

3 points = The student shows that he or she has understood the basic concept(s) from the reading, answers all parts of the essay question and has applied it to his or her own experience in a thoughtful way. The essay is also clearly written and easily understood by the reader.

• Example: *Anecdotal evidence is a colorful story describing the experience of a single case that is used instead of actual research findings. It could be described as the "I have a friend who..." argument. Anecdotal evidence can be flawed in a number of ways. First, as with all stories, the case involved may not be typical of similar instances. Second, the story may be flawed by "social desirability"--the desire of people to make a good impression. Third, anecdotes are often inaccurate or distorted. My friend was planning to buy a car for college. He had done a lot of research on different car models and had decided to buy a used VW Jetta. But when he went to buy the car, the salesman told him about someone who had had lots of problems with that kind of car. So my friend bought a completely different car, one that was more expensive and he hadn't even had it on his list!*

2 points = The student shows basic understanding of the concept, answers all parts of the question and provides a somewhat appropriate application of the concept. However, the explanation of the

concept may be insufficient or incomplete, the writing may be not easily understood, the answer or reflection is short or not original.

- Example: *Anecdotal evidence is a story that people use instead of research. It is important to use it carefully because it might not be a very good example, and it might not really apply in a similar situation. A judge is trying to decide about a custody case, and the attorney tells the judge about someone who was happy with split custody.*

1 point = The student attempts to address the question but shows incomplete understanding of the concept, does not apply the concept appropriately, doesn't address all parts of the question, the writing may be not easily understood, the reflection is short and not especially reflective or an important idea is missed.

- Example: *Anecdotal evidence is telling stories to make your point. The story might not really be a good example of what the person is trying to figure out. My sister is always telling stories to get people to do the things she wants them to do. Like once, she pretended she had sprained her wrist to get people to help her carry her books.*

0 points = The student does not show any understanding of the concept beyond what is described in the above paragraph and/or does not apply it in a way appropriate to that concept. Grammatical or spelling errors are egregious.

- *Anecdotal evidence is telling stories. Anecdotes are stories that help people figure stuff out. My friend is really good at telling stories.*

Exams

There will be three exams made up of questions taken from lectures and from the textbook. Each of the first *two* exams will cover the readings and lectures up to the day before the exam. There will be 50 multiple choice questions on each exam, and they will NOT be cumulative. The third exam, your final, will consist of 50 multiple choice items from the last third of the course and 25 items that will cover the first and second sections of the course.

The **only** circumstances in which a make-up exam will be given are: 1) an official, University sponsored event requires you to be off campus during the regularly scheduled examination time; 2) a medical emergency prevents you from attending class; 3) a family emergency prevents you from attending class; 4) jury duty, military service, a religious observance, or a similar obligation prevents you from attending class. If you are going to miss an exam for any of the above reasons, you **must** contact the instructor **before** the exam and/or you must provide written documentation of the event or emergency in order to schedule a make-up exam. If you miss an exam for one of the above reasons, you will have one week in which to make up that exam; if you have not made up the exam within a week, you will earn a zero on that exam.

If you wish to dispute the grade assigned on an exam, your dispute must be presented to the instructor **IN WRITING** within one week after the exam has been returned. You must include a specific rationale for why your answer is correct, and why the other answers are not correct.

Extra Credit

You have the opportunity to earn extra credit in this course through voluntary participation in research studies through the REP system. You can earn up to 10 REP points, representing 5 hours of participation. You can find REP studies through going to the REP website, located at:

<http://www.psych.umn.edu/research/rep/default.htm>

REP studies are also posted on a bulletin board in Elliott Hall. Only participation in REP-approved studies qualifies for extra credit.

As you participate in studies, please keep track of the study, where it occurred, how many points it was for, and the researcher's name and contact information. I have provided a table at the end of this syllabus for you to do this. If points are not entered, and you do not have the names of the people running the studies you participated in, there is little I can do to ensure that you receive credit for your participation. Although the REP system is usually very accurate, mistakes sometimes occur, and completing this table will ensure that you receive full credit for the experiments you participate in.

When you agree to participate in a session, you are forming a contract with the researcher to be punctually present at the place and time you have selected. Please be sure to write down the DATE, TIME, and PLACE of your session. You and the researcher are the only ones who know the time and place of your REP study. Neither the Psychology Office, Teaching Assistants, nor the Professor can provide you with forgotten information about when or where your session is scheduled. You should also write down the Project number, the Researcher's name, and the Researcher's phone number. If you must cancel your appointment, please inform the Researcher at your earliest available opportunity.

TA Interviews. You can also earn extra credit by interviewing 1001 Teaching Assistants and Section Leaders during their office hours about their research -- this is especially interesting for those interested in graduate school in Psychology or other social sciences. Interviews last for 30-minutes and are worth 1 extra credit point. An interview form is available on the website.

Grading Summary

1. Discussion Activities: 20 points
 2. Essays: 30 points
 3. Exams: 175 points total
- Course Total: 225 points
Extra Credit: 10 points maximum

Final grades will be assigned at the end of the session on the basis of the total number of points earned out of a possible 225. To foster cooperation rather than competition, I will not use a 'curve' to assign grades. Instead, grades will be based on fixed criteria. Below is a breakdown of final grades by percentages:

Percentage	Letter Grade Assigned
94%-100%	A
90%-93%	A-
87%-89%	B+
83%-86%	B
80%-82%	B-
77%-79%	C+
73%-76%	C
70%-72%	C-
67%-69%	D+
63%-66%	D
60%-62%	D-
59% or below	F

Incompletes:

A grade of incomplete ('I') will be entered for any student who, due to extenuating circumstances or personal emergencies acceptable to the instructor, does not complete all of the requirements for this course by the final examination on December 17th, 2008. Such extenuating circumstances DO NOT include missing examinations or deadlines because of vacations, travel, out-of-town parties or weddings, forgetfulness, employment, or heavy course loads. I will require documentation of personal emergencies that interfere with completion of course work. All students are expected to anticipate examination conflicts and conflicting deadlines, and plan accordingly. All outstanding work must be completed by the end of the semester immediately following the semester in which the 'I' was assigned. An incomplete that is not finished up by that time will convert to a grade of 'F'.

Tentative Schedule

The following schedule is tentative in that the course trajectory and speed will be altered according to the needs of the class. If we are breezing through something, then we will pick up the pace; if we need more time on something, then we will slow down. Another reason for regular class attendance is to get information about any changes in the schedule. Note that exam dates and assignment due dates are not set in stone; although unlikely, they could be moved.

<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>Assignments</i>
Monday, June 15	Intro/Research Methods	Prologue	Essay 1
Wednesday, June 17	Neuroscience	Ch. 1 and 2	Essay 2
Monday, June 22	Sensation and Perception	Ch. 6	Essay 3
Wednesday, June 24	Nature and Nurture	Ch. 4	Essay 4
Monday, June 29	Development	Ch. 5	
Wednesday, July 1	EXAM #1		
Monday, July 6	Learning	Ch. 7	Essay 5
Wednesday, July 8	Memory	Ch. 8	
Monday, July 13	Consciousness	Ch. 3	Essay 6
Wednesday, July 15	Thinking	Ch. 9	
Monday, July 20	Intelligence	Ch. 10	Essay 7
Wednesday, July 22	EXAM #2		
Monday, July 27	Motivation	Ch. 11	
Wednesday, July 29	Personality	Ch. 13	Essay 8
Monday, August 3	Social	Ch. 16	Essay 9
Wednesday, August 5	Social/Emotion	Ch. 12	Essay 10
Monday, August 10	Emotion/Stress and Health		
Wednesday, August 12	Disorders	Ch. 14	Essay 11
Monday, August 17	Therapy	Ch. 15	Essay 12
Wednesday, August 19	EXAM #3		

How to do well in Psy 1001:

1. Complete all reading assignments for the day on which they appear on the syllabus. That way you'll have a way to organize and make sense of new information that is presented in lectures.
2. Read carefully and actively, both before class and while studying for exams. That is, to absorb and remember information for which you are held accountable on exams, reading your text as you read the newspaper or Time magazine seldom ensures success. What do I mean by "reading carefully and actively?" First, survey the chapter to get a feel for its contents. What three or four major topics will the chapter address? How much space is devoted to each topic or idea? Start surveying and asking yourself questions from the get-go. Second, remember that it's your book. Highlight important concepts or sentences with a marker, or underline those parts with a pen or pencil. Write notes or questions to yourself in the margins. Pause between sections of the chapters to see if you can remember what you just read. Quiz yourself periodically. Third, although some people can read a chapter carefully in one sitting, not everyone can. If and when you feel your attention wandering, take a short break. Then return to reading once you're able to concentrate again. Fourth, be sure to read each chapter carefully at least twice before exams (e.g., minimally, before class and then again closer to the time of the exams). Fifth, when studying for the exams, make use of your highlights and margin notes as you review chapters one last time. But do that in a specific way. Although it's gratifying to take a look at your marginal notes or review questions and realize how much you remember, don't spend valuable time going over what you already know well. Instead, devote that last hour or so to selective reading and review—about material you don't know so well.
3. As soon as you can after class, take about 15-20 minutes to go back through your notes to fill in gaps, while the lecture is still fresh in your mind. You'll be amazed at how much you'll remember, and at how complete your notes will be when you prepare for exams.
4. Make good use of free online resources that accompany your text. You can access chapter objectives, and practice questions—multiple choice, true-false, and essay—to guide your reading and preparation for examinations; simply go to <http://bcs.worthpublishers.com/myers8e> . Once you're at the site, follow the information to sign up as a student to access many different types of study resources.
5. After you've studied, review with one or two other students in class (i.e., quiz each other). The best rule of thumb for making good use of your exam preparation time is "study alone, review together".
6. Attend each and every class; no one can take notes for you better than you, yourself, can.
7. Come see me with questions or concerns. It might be helpful as you read your assignments or review your class notes to use the margins to jot down questions or sources of confusion. From these notes, you can make a list of topics or issues about which you would like clarification when you meet with the professor or teaching assistant.

Accommodations for Special Needs

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. In order to receive accommodations for disabilities, the student must be registered with Disability Services. You may contact Disability Services at (612) 624-4037. Students with disabilities are encouraged to contact the instructor to discuss their individual needs for accommodations. If you have special needs requiring accommodation, please contact the instructor during the first week of class.

Academic Misconduct

The following is the University of Minnesota Policy on Scholastic Misconduct: "Scholastic misconduct is broadly defined as any act that violates the rights of another student in academic work or that involves misrepresentation of your own work." Scholastic dishonesty includes, but is not necessarily limited to, cheating on assignments or exams; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or quite similar papers, to meet the requirements of more than one course without the consent of all instructors concerned; depriving another student of necessary course materials, or interfering with another student's work. If you are found to be cheating on examinations or to be engaging in scholarly dishonesty in your work, you will receive NO CREDIT, although the instructor has the prerogative to judge case by case in such circumstances. Note that this will most likely result in your failing the entire course. Academic misconduct will be reported to the CLA Scholastic Conduct Committee.

Notes from CLA

The College of Liberal Arts (CLA) has asked us to include the following notes on several academic regulations as a reminder to students enrolled in CLA classes:

1. The two grading systems used are the A-F and the S-N. Departmental majors must take major courses on the A-F system; non-majors may use either system. In all courses, the bottom line for the S grade is the equivalent of the C- grade; in other words, what is normally considered as D-level work will be assigned a grade of N in the S-N system. All students, no matter which system used, will be expected to do all work assigned in the course, as determined by the instructor. Any changes you wish to make in the grading base must be done in the first two weeks of the semester.
2. The instructor will specify the conditions, if any, under which an "incomplete" will be assigned instead of a grade. The instructor may set dates and conditions for make-up work, if it is to be allowed.
3. Inquiries regarding any change of grade should be directed to the instructor of the course; you may wish to contact the Student Ombuds Service for assistance.
4. Students are responsible for all information disseminated in class and all course requirements, including deadlines and examinations. The instructor will specify whether class attendance is required or counted in the grade for a class.
5. The College of Liberal Arts does not permit a student to submit extra work in an attempt to raise his or her grade, unless the instructor has specified at the outset of the class such opportunities afforded to all students.
6. The College of Liberal Arts has defined academic misconduct broadly as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not necessarily limited to) cheating on assignments and examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the consent of all professors concerned; depriving another student of necessary course materials; or interfering with another student's work." Instructors may define additional standards beyond these.
7. Students with disabilities that affect their ability to participate fully in class or meet all course requirements are encouraged to bring this to the attention of professors so that appropriate accommodations can be made.
8. University policy prohibits sexual harassment as defined in the 5/15/97 policy statement. Copies of the 5/15/97 policy statement on sexual harassment are available at 419 Morrill Hall. Complaints about sexual harassment should be reported to the University Office of Equal Opportunity at 419 Morrill Hall.

REP Chart:

Date of Session	Time of Session	Location of Session	Researcher / Experimenter	Project Number	# Points Awarded