

**Introductory Psychology:
Biological Foundation and Cognitive Processes
Psychology 101
Spring 2018
10:00-11:15a.m. Tuesday and Thursday**

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Office Hours: Tuesday and Thursday 12:00-1:00 p.m., or by appointment (please come see me!)

This is one half of a two semester introduction to psychology. The course is about the nervous system as it pertains to behavior and cognition. Students may take 101 or 102 first and each course is independent of the other. This is a 4-credit hour course in which we will meet in the classroom for 3 hours each week. The additional credit hour will allow for course readings to be completed before class. This course will also involve projects, reading assignments and studying to be completed outside of class time.

Learning Goals: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology—Learning Goal 1 of the American Psychological Association Guidelines for the Undergraduate Psychology Major (2006)

- Every student will be assigned short writing assignments outside of exams
- Every student will take tests during the semester and take a comprehensive final exam
- Every student will be exposed to recent research findings
- Every student will participate in research studies or as an alternative assignment write a paper about research

These objectives will be met through course assignments.

Course Objectives:

- Describe and understand how the scientific method is relevant to investigating psychological phenomena. List and describe the basic approaches and schools of thought within psychology.
- Identify and describe the basic principles of memory, learning, sensation and perception, consciousness, and the neural structures and processes that underlie these various functions.
- Apply the basic principles of psychology to the real world and everyday experiences. Students should also become skilled at critically thinking about his/her own cognitive experiences and how they may differ or relate to those of other people.

These objectives will be met through applied course assignments involving listening, discussing, reading, and writing.

POINT ALLOCATION	
Projects (4 x 25 points)	80
Attendance “Quiz” Points (can earn up to 24***)	20
Research Requirement	20
Test 1	100
Test 2	100
Test 3	100
Cumulative Final Exam	100
Weekly Activity	30
Total Points	550

GRADING SCALE	
A = 93 - 100	A - = 90 - 92
B+ = 87 - 89	B = 83 - 86
B - = 80 - 82	C+ = 77 - 79
C = 73 - 76	C - = 70 - 72
D+ = 67 - 69	D = 63 - 66
D - = 60 - 62	F = 59 or less

Your final grade = Total points earned/Total points possible (x100)

To determine your grade at any point in the semester, just add up the points you’ve earned on assignments and then divide by the total number possible at that point. You can also determine how many points you need to earn a certain grade ($x/550 = \text{“the grade you want!”}$: e.g., $x/550 = .8 \rightarrow x = .8 * 550 \rightarrow x = 440$ points)

REQUIRED READING MATERIAL

❖ *The Science of Psychology* (2017, 4th edition) by Laura A. King

CLASS COMPONENTS

Reading Assignments: In this course the textbook provides a strong foundation of introductory psychology. We will apply this material using demonstrations, group discussions, videos, surveys, and lectures. There may also be additional related information covered that is not in your textbook.

Students also should be aware of the fact that not all of the material in the textbook can be covered in class, but they are responsible for knowing all of the material in the textbook. To be successful in this course, it is **CRITICALLY** important for students to keep up with the reading assignments and course assignments.

Daily Attendance Quizzes: It is important to attend lectures in this course, as lectures will involve demonstrations, classroom activities, films, and discussion of material not covered in the textbook. Students are expected to attend class regularly, as regular attendance will contribute to a better overall understanding of course material.

Attendance will be taken at every class meeting. This will be done in the form of a “quiz” at the **beginning of each class**. I will present you with a question(s) and give approximately 5 minutes to make your response without referring to your textbook or notes. Your answer(s) will be submitted with your name and this will serve as your attendance. **IF YOU ARE LATE AND ARE NOT PRESENT BEFORE THE ATTENDANCE QUIZZES ARE COLLECTED, YOU WILL NOT RECEIVE POINTS!**

You will receive ½ point just for being present and another ½ point if you get the correct answer – thus, you can earn up to 1 point for everyday that you attend class. There are 24 class meetings this semester (excluding test days). As you will see detailed in the “Point Allocation” section, attendance quizzes contribute 20 points to your total score. What this means for you is that if you exceed 20 points (by attending everyday or only missing a few days and getting answers correct), these will be extra points added to your total score. You can miss up to 4 days of attendance quizzes without it impacting your total points. Again, if you are late for class and miss the quiz, you cannot retake it and will forfeit your point for the day. If you have an absence excused by the college (e.g., observed religious holiday, death of an immediate family member, participating in a college sporting event, unplanned hospitalization), see me before the absence to discuss.

This is also a good way for you to help identify areas that you might need to study more. This practice is actually in place to help you! Research suggests that repeated **retrieval** is the most effective way to learn. My goal is that by having you actively retrieve the information throughout the semester, you will better learn and remember the information from the course.

Students are expected to actively participate in class discussions and demonstrations. Students are welcomed and encouraged to share their questions, ideas, and insights during class discussions and lectures as long as they do not dominate the conversations. They are expected to respect the values, beliefs, and rights of others in the classroom. Also, students are expected to pay attention to whomever is speaking in class. Students should **NOT** text or use computers for reasons other than notes. This means no facebook, twitter, email, itunes, youtube, foursquare, pinterest, or anything unrelated to course material! This behavior not only distracts from your ability to learn in my class, but it disrespects and violates the right of other students to attend class and learn in a focused environment. Any students involved in side-conversations unrelated to class discussion, any of the above activities, or in any other behavior that is potentially disruptive to other students’ learning may lose their attendance quiz point for the day at the Professor’s discretion. Phones and electronic devices are prohibited during exams.

Tests and Final Exam: For this class there will be 3 tests and a final exam. The test dates are firm but the material covered may vary slightly from the syllabus depending on how the course progresses. Any deviations from the syllabus will be made clear prior to the test. Tests will have short-answer and multiple-choice questions from the material covered in class and the textbook. The final exam will be comprehensive.

Students are expected to take all tests on the scheduled dates. If an extreme circumstance (illness and workload do not apply) arises then the student should contact the professor prior to the test and the professor will decide what will be done.

To do well on the tests, students must come to class and read the class materials very carefully. Historically, students that have done the best have read the textbook carefully several times, taken notes from the textbook, and studied several days prior to the tests.

Projects and Writing Assignments: Each student will complete 4 projects. The projects and what the students learned from doing them will be discussed in class. Each project will span two chapters and require you to integrate the information from the different topics covered. The project guidelines will be posted on Moodle one week before they are due. Completed projects will be uploaded onto Moodle unless indicated otherwise.

Weekly Mindfulness Activity: Each week you will complete a brief assignment geared towards improving your mindfulness and your study habits, approach to life, etc. More detail will be provided in class.

Research Requirement: Students are required to participate in research projects as participants. Project information will be announced in class. If a student does not want to participate in research projects, the student should let the professor know and the student can write reviews of research articles.

Late projects will be accepted for up to 24 hours for half credit.

Although every effort will be made to follow the syllabus, I reserve the right to make changes.

IMPORTANT INFORMATION ABOUT THE CLASS

Departmental Tutor: The Psychology Department offers a free tutor for PSY101.

Iris Tang - PSY101/102 - 124E BSC

M: 2:00-3:00

Tu: ---

W: 2:00-3:00

Th: ---

F: 2:00-5:00

Samantha Hatcher - PSY101 - 124E BSC

M: ---

Tu: 4:00-6:00

W: ---

Th: 5:00-6:00

F: 10:30-12:30

Title IX: If you have experienced any form of sexual harassment or violence, dating or domestic violence, or stalking, the college urges you to talk to any faculty or staff member with whom you feel comfortable. Faculty and staff members will support you and inform the college, and the college will respond to the problem through its defined procedures. Agnes Scott has supportive professionals in place to help stop, further prevent, and remedy misconduct that you have experienced. Incidents may also be reported directly to Title IX Coordinator Marti Fessenden (mfessenden@agnesscott.edu, 404-471-6547), Deputy Title IX Coordinator Karen Gilbert (kgilbert@agnesscott.edu, 404-471-6435) or Vice President for Student Affairs and Dean of Students Karen Goff (kgoff@agnesscott.edu, 404-471-6449). You should also feel free to talk to the psychologists or health care professionals in the Wellness Center, or the college chaplain, if you simply need support and do not want the college to initiate any further inquiry. Your discussions with these confidential resources remain confidential.

ADA: Agnes Scott College seeks to provide equal access to its programs, services and activities for people with various abilities. If you will need accommodations in this class, please contact the Office of Academic Advising and Accessible Education (404-471-6150) to complete the registration process. Once registered, please contact me so we can discuss the specific accommodations needed for this course.

Inclusion: This course adheres to the principles of diversity and inclusion integral to the Agnes Scott community. We respect people from all backgrounds and recognize the differences among our students, including racial and ethnic identities, religious practices, and gender expressions. We strive for our campus to be a safe space in which all students feel acknowledged and supported. At the same time, we understand that course content, critical inquiry, and classroom dialogues give us opportunities to examine topics from a variety of perspectives. Such discourse is a defining feature of a liberal arts education, and can compel debates that challenge beliefs and positions, sometimes causing discomfort, especially around issues related to personal identities. While we uphold and preserve the tenets of academic freedom, we request and invite your thoughtful and constructive feedback on ways that we can, as a community of learners, respectfully assist and challenge one another in our individual and collective academic work.

Key dates: Jan. 12—last day to add or drop using AscAgnes; Jan. 19—last day to add a fall class or change to audit; Jan. 29—last day to drop without a W; March 29—last day to drop with a W or change to pass/fail.

ACADEMIC HONESTY

The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and integrity. Passing off someone else's work as your own represents intellectual fraud and theft, and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should:

- review each course syllabus for the professor's expectations regarding course work and class attendance.
- attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another's

work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper.

- not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts for academic work.
- not allow another party to do your work/exam, or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam.
- not facilitate cheating, which can happen when you help another student complete a take home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently.
- be truthful about the submission of work, which includes the time of submission and the place of submission (e.g., e-mail, online, in a mailbox, to an office, etc.).

You should understand that penalties result from dishonest conduct, ranging from failure of the assignment to expulsion from the college. You should speak with your professors if you need clarification about any of these policies.

Modified Pledge

Students pledge that they have completed assignments honestly by attaching the following statement to each test, quiz, paper, overnight assignment, in-class essay, or other work:

I pledge that I have neither given nor received any unauthorized aid on this assignment.

(Signed) _____

DATE	To Read Before Class	General Topic	Project Due Date	Weekly Assignment
T-Jan 9		Introduction		
Th-Jan 11	Chapter 1	What is Psychology		1
T-Jan 16		What is Psychology		2
Th-Jan 18	Chapter 2	Psychology's Scientific Method		
T-Jan 23		Psychology's Scientific Method		3
Th-Jan 25		Psychology's Scientific Method	Project 1	
T-Jan 30	Chapter 3	Biological Foundations of Behavior		4
Th-Feb 1		Biological Foundations of Behavior		
T-Feb 6		Biological Foundations of Behavior		5
Th-Feb 8		TEST ONE		
T-Feb 13	Chapter 4	Sensation and Perception		6
Th-Feb 15		Sensation and Perception		
T-Feb 20		Sensation and Perception	Project 2	7
Th-Feb 22	Chapter 5	States of Consciousness		
T-Feb 27		States of Consciousness		8
Th-Mar 1		States of Consciousness		
T-Mar 6		PEAK WEEK		
Th-Mar 8		PEAK WEEK		
T-Mar 13		SPRING BREAK		
Th-Mar 15		SPRING BREAK		
T-Mar 20	Chapter 6	Learning		9
Th-Mar 22		Learning	Project 3	
T-Mar 27		Learning		10
Th-Mar 29		TEST TWO		
T-April 3	Chapter 7	Memory		11
Th-April 5		Memory		
T-April 10		Memory		12
Th-April 12	Chapter 8	Thinking, Intelligence and Language		
T-April 17		Thinking, Intelligence and Language	Project 4	13
Th-April 19		Thinking, Intelligence and Language		
T-April 24		SpARC – NO CLASSES		14
Th-April 26		TEST THREE		
T-May 1		Review Day		15
May 4-9		Cumulative Final Exam During Exam Week		

