

**Introductory Psychology:  
Biological Foundation and Cognitive Processes  
Psychology 101  
Fall 2014  
2:00-3:15p.m. Tuesday and Thursday  
Rm G-09 Bullock Science Center**

Dr. Bonnie Perdue  
[bperdue@agnesscott.edu](mailto:bperdue@agnesscott.edu)  
125 E Bullock Science Center

Office Hours: Tuesday and Thursday 10:00-11:00 a.m., or by appointment

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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

**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.

**REQUIRED READING MATERIAL**

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- ❖ *The Science of Psychology* (2013, 3<sup>rd</sup> edition) by Laura A. King

**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.

**POINT ALLOCATION**

Projects (8 x 20 points)	160
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
<b>Total Points</b>	<b>600</b>

**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 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 figure out how many points you need to earn a particular grade (e.g., To earn a C, you will need at least 420 points by the end of the semester:  $420/600 \times (100) = 70\%$ )

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## CLASS COMPONENTS

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**Attendance “Quiz” Points:** 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. You will record whether your response was correct or incorrect, but will receive points either way. I will keep track of this to monitor how the class is keeping up. 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.

There are 24 class meetings this semester (excluding test days). As 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), these will be bonus points added to your total score. You can miss up to 4 days of attendance quizzes without it impacting your total points. Also, if you are late for class and miss the quiz, you cannot retake it and will forfeit your point for the day.

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 8 projects. The projects and what the students learned from doing them will be discussed in class. The project guidelines will be posted on Moodle one week before they are due. Completed projects will be uploaded onto Moodle unless indicated otherwise.

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

**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.

## IMPORTANT INFORMATION ABOUT THE CLASS

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**Course Evaluations:** Students’ feedback about this course is valuable to the professor, the psychology department, and the college administration. Students’ comments are taken seriously and the comments are used to improve the course in the future. Students will be asked to complete evaluations of the course at the end of the semester.

**Departmental Tutor:** The Psychology Department has a free tutor for PSY 101. Martha Vorder Bruegge will be available in 124 E Bullock Science Center on Mondays (3-5 pm), Wednesdays (3-5 pm) and Thursdays (5-6 pm).

**Disability Accommodations:** Agnes Scott College seeks to provide equal access to its programs, services and activities for people with disabilities. All accommodations for disabilities are authorized through the Office of Academic Advising (please see the contact information listed below to complete the registration process). Once registered, please contact me so we can discuss any specific accommodations needed for this course. Both Academic Advising and the faculty respect students' confidentiality when accommodations are made.

Kelly Deasy, Coordinator of Student Disability Services  
Office of Academic Advising and Student Disability Services  
Buttrick 104b  
[404-471-6174](tel:404-471-6174)  
[kdeasy@agnesscott.edu](mailto:kdeasy@agnesscott.edu)

## **LIVING HONORABLY**

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Everyone has pledged to follow [Agnes Scott College's Honor System](#) as outlined in the student handbook. The following statement on academic honesty comes from the faculty Committee on Academic Standards and Admission of Agnes Scott College (ASC Faculty Meeting Minutes, Attachment 5. May 11, 2012.)

**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) \_\_\_\_\_

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### Introductory Psychology Schedule

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

Class Date	To Read Before Class	General Topic	Project Due Date
TH-Aug 28		Introduction	
T-Sept 2	Chapter 1	What is Psychology	
TH-Sept 4		What is Psychology	
T-Sept 9	Chapter 2	Psychology's Scientific Method	Project 1
TH-Sept 11		Psychology's Scientific Method	
T-Sept 16		Psychology's Scientific Method	Project 2
TH-Sept 18	Chapter 3	Biological Foundations of Behavior	
T-Sept 23		Biological Foundations of Behavior	Project 3
TH-Sept 25		Biological Foundations of Behavior	
T-Sept 30		<b>TEST ONE</b>	
TH-Oct 2	Chapter 4	Sensation and Perception	
T-Oct 7		Sensation and Perception	
TH-Oct 9		Sensation and Perception	Project 4
T-Oct 14	Chapter 5	States of Consciousness	
TH-Oct 16		<b>FALL BREAK – NO CLASS</b>	
T-Oct 21		States of Consciousness	Project 5
TH-Oct 23		States of Consciousness	
T-Oct 28	Chapter 6	Learning	
TH-Oct 30		Learning	Project 6
T-Nov 4		Learning	
TH-Nov 6		<b>TEST TWO</b>	
T-Nov 11	Chapter 7	Memory	
TH-Nov 13		Memory	Project 7
T-Nov 18		Memory	
TH-Nov 20	Chapter 8	Thinking, Intelligence and Language	
T-Nov 25		Thinking, Intelligence and Language	Project 8
TH-Nov 27		<b>HAPPY THANKSGIVING! – NO CLASS</b>	
T-Dec 2		Thinking, Intelligence and Language	
TH-Dec 4		<b>TEST THREE</b>	

Dec. 11-16		<b>Final Exam Week</b>	
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