

PSY 1051, INTRODUCTION TO PSYCHOLOGY, Fall 2008

Instructor: Jeff Ratliff-Crain, Ph.D.

Office: 20-B, Imholte Hall (Office hours: M,W 10-11, Tu 2:30 – 3:30 or by appt.)

Phone: 589-6204

e-mail: ratliffj@morris.umn.edu / **course web-site:** <http://www.morris.umn.edu/~ratliffj>

Course Materials:

Required text—Passer, M. & Smith, R. (2008). *Psychology: The Science of Mind and Behavior*, 4th ed. New York: McGraw-Hill. *Be sure to get the correct edition.* ISBN: 0073382760. Textbook website: <http://www.mhhe.com/passers4>

Optional—Study guide to accompany Passer & Smith (ISBN 0-07-721500-1).

Lab/discussion leaders and teaching assistants:

Lab/discussion leaders are advanced undergraduate psychology students that are also available to assist students with course material, questions about exams, etc. They each hold a scheduled office hour in the psychology TA room, **IH 17** (times and T.A. names to be distributed separately). The TA room phone number is: **589-6216**.

The psychology discipline has the following set of goals for students at UMM:

To foster understanding of and the ability to apply the scientific method to the problems of the behavioral sciences and of individual and social human behavior by providing students with basic methods, logical skills and practice in applying them and by providing an introduction to core areas of psychology.

Introduction to psychology provides the initial steps toward attaining these goals. Objectives for the course include introducing students to:

- Theory and research within the major domains of the field;
- Language and methods used within the field;
- The major theoretical perspectives used in making sense about human behavior (i.e., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and socio-cultural perspectives).
- Overarching themes and questions and their changes over time (e.g., free will vs. determinism; interactions between heredity, biological influences, and environment; subjectivity of perspectives, etc.);
- The major sub-disciplines within psychology.

The course is not intended as an exhaustive survey; therefore many interesting areas of research are not included. Instead, the course will focus more on the approaches and findings that have created a core of understanding within psychology along with relevant examples of classic and current research. Realizing most students do not take *Introduction to Psychology* in order to become a psychology major, relevance and application to one's own life and other professions (e.g., education and health care) will be included.

SYLLABUS CONTENTS

Course outline	p. 2-3
Course overview	p. 3
Lab/discussion session information	p. 3-4
Exam and grading policies	p. 5-7
Succeeding in Psyc 1051	p. 7
University workload and grading policies	p. 8

COURSE OUTLINE

Part 1: What Is ‘Psychology’?-- History and Research Methods

Aug. 27 – Sept. 10

This first section will introduce you to how psychology has developed; focusing on perspectives used in psychology, and will introduce how psychological research works.

Chapter 1, The science of psychology (8/27 – 9/3)

Chapter 2, Studying behavior scientifically (except pp. 53-56) (9/3 – 9/8)

**** Lab #1:** Research methods, (Sept. 3 & 4)

Online Quiz: To be completed between 9/8 and 9/12, over History and Research Methodology (30 pts.)

Part 2: The Person—Development and Personality

Sept. 10 – Sept. 26

Before going into the nuts and bolts of how the mind and brain work, this section will introduce you to the whole person – our personality-- and theories behind how we develop over the lifespan.

Chapter 12, Development over the lifespan (Sept. 10 – 15)

Chapter 13, Personality (Sept. 17 – 24)

****Lab #2** Personality/Development (Sept. 17 & 18)

EXAM 1: Friday, Sept. 26, over Development and Personality (60 pts.)

Part 3: Biological Foundations

Sept. 29 – Oct. 10

You can have a brain and not have a mind, but you can't have a mind without a brain... The information provided in this section reflects the role of neurological science as a cornerstone for psychology and will be relevant for every other section of the course. “States of consciousness” will be discussed in relation to the biological underpinnings.

Chapter 4, Biological foundations of behavior: Evolution, genes, and brain (Sept. 29 – Oct. 3)

Chapter 6, States of consciousness (Oct. 6 – 8) pages 169-192 only

****Lab #3** Biopsychology lab (Oct. 1 & 2)

EXAM 2: Friday, Oct. 10, over Biological Foundations (60 pts.)

Part 4: The interface with our environment-- Sensation, Perception, and Memory

Oct. 13 – Oct. 31

Whatever may exist biologically, we are shaped significantly by our immediate environments. How do we interact with that environment through our senses? How is that interaction stored and retrieved for later use?

Chapter 5, Sensation and perception (Oct. 13 – Oct. 17)

Chapter 8, Memory (Oct. 22 – Oct. 29)

****Lab #4**, Sensation, perception, and memory (Oct. 22 & 23)

EXAM 3: Friday, Oct. 31, over Sensation, Perception, and Memory (60 pts.)
--

Part 5: Influence by, and interactions with, our environment—Learning, Social Thinking, and Adaptation**Nov. 3 – Nov. 19**

As social animals, many of our most profound actions involve other people. Through our constant interactions with others and our immediate environment we are shaped by our world and influence other people. How do we develop as a member of society after birth? What are the roles for other people in our lives?

Chapter 7, Learning (Nov. 3 – Nov. 7)**Chapter 9, pp. 307-327, and Chapter 17 pp. 623-644**, Cognition, Social thinking & behavior (Nov. 10 – Nov. 17)****Lab #5**, Learning (Nov. 12 & 13)
EXAM 4: Wednesday, Nov. 19, over Learning, Social Thinking, and Cognition (60 pts.)
Part 6: Bringing it all together: Motivations, Emotions, Disorders, and Therapy**Nov. 21 – Dec. 12**

Being "human" involves the interaction of all the things discussed over the semester and more. This last section covers the influence of internal and external factors on why we do what we do (motivation) and how these relate to how we feel (emotion). Further, much of psychology is devoted to understanding and intervening when thoughts, emotions, or actions become problematic either for the person themselves or others. Understanding psychology at all levels of analysis—biological, environmental, developmental, cognitive, socio-cultural—is necessary for intervening in one's mental health.

Chapter 11 (except pp. 375-382) and Chapter 14 pp. 497-518, Motivation and Emotions, and Stress.

(Nov. 21 – Dec. 1)

Chapters 15 and 16, Psychological Disorders and Treatment of psychological disorders (Dec. 3 – Dec. 12)****Lab #6**, Psychological disorders and treatment Dec. 12 & Dec. 13
FINAL EXAM (Exam 5), covering Pt. 6, Motivation, Emotion, Disorders, and Therapy, Chaps. 11 (except pp. 375-382), 14 (pp. 497-518 only), 15 & 16, **(80 pts.)**.

EXAM TIME: 1:30-3:30 pm, Thurs., Dec. 18

Note on exams: All students must take all exams on the scheduled dates to remain in good standing in the course. If you need to miss an exam due to an approvable reason (see *Exam and Grading Policies* below), you'll need to schedule a make-up time. Be prepared to provide an official excuse for any make-up. Review your schedule for the semester now. If you anticipate problems with taking the exams on their scheduled dates, you may want to consider taking this course another semester.

COURSE OVERVIEW

Introduction to Psychology, PSYC 1051, is designed to be a general introduction to the field intended for students planning on pursuing a major or minor in psychology at UMM, students needing an introduction to psychology for other majors, and as a general education course that meets the Social Sciences category. PSYC 1051 satisfies prerequisites for many upper-level psychology courses and meets introductory psychology requirements for the LAHS major, education, and pre-professional programs. Those wanting the major or minor will need to also take PSYC 2001, Research Methods in Psychology. See the UMM course bulletin for more information on the psychology major or for course descriptions. Because psychology is a scientific enterprise, the role of research, theory, and relevant findings will be emphasized, however applications will also be discussed. Because there are limits to how much we can pack into a 15-week introductory course, there will be many, many topics in psychology we'll miss. I encourage you to talk to me about interests you might have and I can guide you to people or resources.

LAB/DISCUSSION SESSIONS

Keeping with the intent of relating psychology to you and the world, we have incorporated six lab/discussion sessions. These sessions will highlight issues being covered in lecture or the text and allow you to experience some of the

issues first-hand. As part of this, you will also be expected to complete pre-lab assignments. Most of these will include interactive assignments on the web. Be aware of your lab/discussion session dates and times and of the pre-lab assignments. All of the information you need for these sessions and assignments will be distributed in class and will appear on the appropriate part of the course web site. How the lab/discussion material relates back to the text/lecture will be emphasized through the post-lab assignments that will be turned in and graded. Post-labs will be due at the start of class the Monday following your scheduled lab/discussion session.

Being aware of assignments, due-dates, exams, and course requirements is your responsibility. Many assignments will be on the computer and require web-access. If you are uncomfortable with this technology, or are having trouble getting adequate access, please talk to me.

Lab/discussions account for a significant portion of your grade: Each pre-lab is worth 5 points; participation in lab is worth 5 points; and each post-lab is worth 8 points. There are six **lab/ discussions** over the semester, with six post-labs, so the total points for labs/discussions with their pre-labs and post-labs is **108 points** toward your total in the course. That's nearly the same as two in-class exams-- in other words, you're messing with some serious points if you decide that lab is expendable.

Written assignments and participation are graded on quality, not quantity. One last note on this-- we encourage people to work together in developing their ideas for written answers to pre-lab questions. However, what you hand in MUST represent your own work. Duplicate answers will be considered cheating and grades will be assigned accordingly.

Each of you has been scheduled for a particular lab group that will meet six times this semester. To change your lab group, you must go through the Records Office and treat it as you would any regular course change. **NOTE: YOU CANNOT SIMPLY GO TO ANOTHER GROUP'S MEETING TO MAKE UP A MISSED LAB. IF YOU MUST MISS A LAB FOR AN APPROVED EXCUSE (see "approved excuses" under discussion of exams), BE SURE TO INFORM DR. RATLIFF-CRAIN AND FOLLOW THE INSTRUCTIONS BELOW FOR MAKING UP POINTS.**

What to do if you missed a lab for an approved reason:

- 1) You can make up the five participation points by writing a two-page, type written paper on a personal experience that relates to any topic being discussed in the current chapter(s). The paper will need to include a brief summary of the relevant information from the book followed by a description of the personal experience and how that relates to, or can be explained by, the information presented in the book. Make-up papers will be due at the beginning of the following lab*. No make-up papers will be accepted after the last day of classes.
- 2) Make sure you get a copy of the post-lab assignment, due the first Monday following lab. You will be responsible for finding out what had happened in the lab sessions in order to complete this assignment. (*If there is an extended illness, alternative due dates can only be arranged through Dr. Ratliff-Crain.)

Late work without an approved excuse will be graded as "0" (no points).

Lab section information:

<i>Course #</i>	<i>Lab Sec.</i>	<i>Time</i>	<i>Day</i>	<i>Room</i>	<i>Course #</i>	<i>Lab Sec.</i>	<i>Time</i>	<i>Day</i>	<i>Room</i>
53668	2	02:15-03:05	W	HFA 18	53678	7	12:00-12:50	Th	IH 202
53670	3	03:30-04:20	W	Hum 211	53682	9	1:00-1:50	Th	SCI 2200
53672	4	10:00-10:50	Th	SCI 2200	53684	10	02:00-02:50	Th	SCI 3650
53676	6	11:00-11:50	Th	SCI 2200					

See Pages 2-3 of the syllabus for dates that labs meet

EXAM AND GRADING INFORMATION

Exams An online quiz plus five non-cumulative exams will be given on the dates indicated on the course schedule (pp. 2-3). The initial quiz will be taken on the course WebVISTA site and is open book/open note. The quiz must be completed by the date indicated to receive credit (30 pts.) The remaining exams will be in-class and books, notes, etc., will not be allowed. The first four will consist of 60 multiple-choice questions (60 pts. each), the sixth exam, given during Finals week, will consist of 80 multiple-choice questions (80 pts.)

You need to bring your student I.D. and a No. 2 pencil to each exam. You need to put your I.D. number on your exam for proper credit; a No. 2 pencil is necessary for your test to be gradable. Pen or other types of pencil will not work. Pencils will NOT be provided at exams, so bring your own.

Exam policy

1. All students **must** take all exams on the scheduled dates to remain in good standing in the course. If you need to miss an exam due to an approvable reason (see #2 below), each exam will have a scheduled make-up exam time. **Review your schedule for the semester now. If you anticipate problems with taking the exams on their scheduled dates, you may want to consider taking this course another semester.**
2. Acceptable circumstances for missing an exam or lab are: Illness documented by physician or campus health services, documented family emergency, official field trips required in other courses or where there is a university excuse granted by the Chancellor's office, or bona fide weather emergency. Only when the documentation has been approved by Dr. Ratliff-Crain will you be allowed to take the scheduled make-up exam. The make-up will be a longer (75 questions) and different exam than the original course exam. **Please note that travel for Fall Break, Thanksgiving, a weekend away from campus, or other avoidable conflicts will not be accepted as excuses.** In those cases, the "0" score will be calculated into your grade.
3. **"What if I miss the make-up exam or the exam scheduled during Finals week?"** The short answer is, "Don't." If you do for any of the acceptable reasons noted in #2, you will be given an "Incomplete" for the course and allowed to take a make-up exam upon your return or be required to re-take the relevant section of the course when next offered. This needs to be approved by Dr. Ratliff-Crain. Remember that travel (other than a snow emergency or Chancellor's excuse) does not count as a legitimate excuse.

Exams and completed test cards are available for your review in the T.A. room after the scheduled make-up exam has been given. We **strongly** urge you to review the exams and your test cards for three reasons. First, because of erasure marks, your exam may have been mis-graded by the computer. Second, this helps you identify what areas you missed on the exam (e.g., textbook material or lecture; definitions or applications). Third, material in this course builds on itself over the semester—you'll want to find out if there's material to review before moving on. Exam cards are disposed of by the end of Spring semester.

Grades are determined from your points on exams and points from the lab/discussion sections and your standing in relation to everyone else. Cut-offs will be calculated for each exam based on the class mean and standard deviation and the highest score on the exam. (If a score is markedly higher than other students', the next highest score will be used to determine cut-offs.) Final grades will be determined by the sum of the cut-offs determined over the duration of the course. **Your** final grade will be determined by where your total score lands in relation to the cut-offs.

Because of the method of grade calculation used, it will not be possible to predict the exact number of points any one student will need to achieve any certain grade before all tests and assignments have been graded. However, cut-offs posted during the semester can be used to keep track of your approximate standing.

Where to find your exam scores: Exam scores will be posted on WebCT. WebCT is a password-protected web page where you can access information. A link for connecting to WebCT and instructions is posted on the "Course Information" page of the course web site.

Relative points for different parts of course:

Online quiz (30 pts. X 1)	30 pts.
Exams (60 pts. X 4)	240 pts.
Last exam (Finals week) (80 pts. X 1)	80 pts.
Labs	108 pts.
TOTAL POINTS POSSIBLE:	458 PTS.

Because some exam questions may be unclear or confusing, I will give credit for any question answered correctly by fewer than 15% of the class.

Pass/Fail: Students taking the course under "Pass/Fail" need to achieve at least a "C-" grade overall on exams and labs to receive an "S" grade. Decisions to take the course A-F or S-N need to be made by the end of the 2nd week of classes.

Incompletes: All work to make up an "I" must be submitted within one calendar year. If not submitted by that time, the "I" will automatically change to an "F" (if the student was registered on the A-F system) or an "N" (if the student was registered on the S-N system) for the course. When an "I" is changed to another symbol, the "I" is removed from the record. Once an "I" has become an "F" or an "N," it may subsequently be converted to any other grade, upon petition by the instructor.

Withdrawal: If a student officially withdraws from the course during the first two weeks of classes, there will be no record of that course registration entered on the student's transcript. There will be a "W" assigned, irrespective of the student's academic standing in the course, if the student withdraws from the course during the third through eighth week of class. Withdrawal in the ninth or later week of classes shall require approval of the college and may not be granted solely because a student is failing the course; there must extenuating non-academic circumstances justifying late withdrawal. (NOTE: Each student may, once during his or her undergraduate enrollment, withdraw from a course without college approval, and receive the transcript symbol W, after the eighth week of class and at any time up to and including the last day of class for that course.)

Extra-credit You will be able to earn up-to **15 points** in extra-credit. Extra-credit can **ONLY** be earned through participation in UMM research experiments and other activities announced in class.

Research Experiments. From time to time, bonus points will be offered for voluntary participation in research experiments (maximum allowable toward the final grade is 15 points). Note that the opportunity to participate is on an availability basis only. That means that although we allow up-to 15 points of extra credit from research, we cannot guarantee that there will be 15-points worth of research available. Remember that these are only bonus points and, while helpful, you should not count on them to make up for poor examination grades. Points are awarded at a rate of 1 point per ½- hour of participation.

If you do not want to be a research subject: It would not be ethical to make anyone participate as a research subject in any one particular study. However, we do feel that understanding the research process behind psychological science is important. Therefore, you have the following options to being a research subject and still gain extra-credit points:

- (1) You may participate in any or all studies simply for the experience (i.e., your data will not be included in any analyses and would not even have to be handed in). Simply tell the researcher that you desire this option upon arrival at a study.
- (2) If you have not been able to participate in offered studies because of pervasive time-conflicts or other reasons that have excluded you from studies available for most other students (e.g., all studies requested single students and you are married), you can participate in a number of on-line studies. See Dr. Ratliff-Crain if you wish to pursue this option.

For each alternative, extra-credit points will be awarded at the same 1-point per 1/2-hour rate as is done for regular research participation. (Note: Points available for the alternatives will not exceed those available for regular participation.)

Students under the age of 18 should talk to Dr. Ratliff-Crain about research participation, Federal guidelines regarding research participation, and your rights.

Cheating and plagiarism policy The University defines **scholastic dishonesty** as “submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement.” Scholastic dishonesty, in the form of cheating on exams, copying another student’s post-lab assignment, etc., will result in a “0” for the assignment or exam, at the minimum, and possible removal from the course, at the maximum. Incidences of scholastic dishonesty will be reported, in writing, to the Vice-Chancellor for Student Affairs.

SUCCEEDING IN PSYC 1051

An introductory psychology course covers a lot of material. Often, this can make the course much more difficult than the 1000-course number might imply. Over the semester we will touch on issues ranging from biology to philosophy. You will be expected to learn a large amount of vocabulary necessary for understanding the field. Often, the definitions of these words can differ from day-to-day usage (e.g., “stress”) or the words themselves can sound maddeningly similar (see the index for the number of terms that start with “self-“!) Because of this, many of the study tools that are suggested for introductory psychology are geared toward learning terms. Another common source of frustration for students comes from distinguishing among different theoretical explanations for psychological phenomena. To succeed at multiple-choice exam questions, one needs to know what different theories predict and how each differs. What follows are some suggestions for succeeding at these tasks.

When questions arise. First, you are encouraged to ask questions in class-- your questions may well benefit others. Secondly, your instructor and TA's are available during their office hours or by appointment to not only discuss course-related questions, but also any other interests that you may have regarding psychology. Teaching assistants are available to answer questions, assist with using course materials, or simply talking through your interpretation of materials. You don't need to have specific questions before talking to a TA or instructor—often, coming in and talking about the material can do wonders for understanding.

The readings (both the text and other assigned readings) are important for full understanding of the course material. You are also responsible for their content on exams, including portions not covered in lecture. Even though the study guide is not required, it contains information that will be very useful for success in this class. You are also responsible for lecture material, which will complement and expand on text material. If you miss a lecture, be sure to get notes from a classmate or information from the TA's or instructor for that section.

Some suggestions for improving your grade in the course:

1. Review and follow the suggestions for reading and test-taking on the *Interactive Study Guide* developed for this course: <http://www.mrs.umt.edu/academic/psychology/psy1051/index.htm>
2. Use the printed study guide that came with the text and the study tools provided on the textbook web page.
3. See the TA's for one-to-one help in areas you don't understand or simply have questions about.
4. See the instructor during office hours (or make an appointment) about course material, your study skills or both.
5. **Keep ahead of the lectures in your reading**-- this will make understanding of the lecture material easier to grasp. Then read the material again at the end of the first week of the unit and review it again when studying for the exam.
6. When reading the assigned material, it often helps to make an outline of important points. This not only organizes your knowledge of the topics but can also be used as a study aid for exams.
7. Try to relate the concepts you've learned to your own personal experiences. This often enhances your understanding and memory of the concepts.
8. Review your completed exams.

The earlier you begin to use these strategies, the better they will work for you.

Tutors In addition to the course TA's, tutors are available free of charge at the Academic Assistance Center (3rd fl., Library, 589-6178). You should also contact this office if you need special assistance related to a disability. Reasonable accommodations will be provided for students with physical, sensory, learning, and psychiatric disabilities. Contact the instructor for further information.

A word about **classroom noise**-- remember that this is a large lecture (about 110 students). The most common complaint about this course is the noise caused by other students. Even a little non-class related discussion and noise can make it very difficult to hear. Please be quiet during classes and exams.

One last concern: **Laptop computers**. I encourage you to bring computers to class—they can be very useful for taking notes, looking up additional information during class, getting a closer view of diagrams, etc. What will **not** be tolerated is surfing the web, e-mailing, YouTube watching, Facebooking, writing papers, etc., during class. This is not only disrespectful but also distracting for other students. If you cannot avoid using these programs for 65 minutes, either leave the computer at the dorm or don't come to class.

DEFINITIONS OF GRADES & ACADEMIC WORKLOAD EXPECTATIONS

(The following information is provided as required by the University Senate.)

- A** -- achievement that is outstanding relative to the level necessary to meet course requirements.
B -- achievement that is significantly above the level necessary to meet course requirements.
C -- achievement that meets the course requirements in every respect.
D -- achievement that is worthy of credit even though it fails to meet fully the course requirements.
S -- achievement that is satisfactory, which is equivalent to a C- or better.

F (or N) -- Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I)

I -- (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

Work load:

The University of Minnesota student work-load policy states: “One semester credit is to represent, for the average University of Minnesota undergraduate student, three hours of academic work per week (including lectures, laboratories, recitations, discussion groups, field work, study, and so on), or approximately 45 hours of work over the course of an enrollment period.”

For example, a student taking a four credit course would be expected to put in an average of 12 hours of effort per week. Psy 1051 meets for 44 65-minute lectures/exams plus six 50-minute lab/discussions over the semester. Therefore, it is expected that, on average, a student will be working over 8 hours per week *outside of class time* on course related activities (e.g., reading, pre-/post-lab activities, studying) to achieve a “C” or better.