

# PSY 101 - Introductory Psychology

San Diego State University

Fall Semester 2013 – TTH 8:00 Section

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Office Hours: Tuesday (online) and Thursday (in ) 11 a.m. – 12 noon  
Class Time/Location: Tuesday: online in Blackboard Collaborate / Thursday 8:00-9:15 a.m. in AL-201

**NOTE: All TUESDAY class sessions are online. All THURSDAY class sessions are in AL-201.**

Required Text: *Psychology* (10th edition)  
Author: David G. Myers

## Course Description

This course provides an introduction to the basic concepts that form the foundation of the field of psychology. Topics to be discussed include the following:

- The history of psychology
- Research methods in psychology
- Biological bases of behavior
- Sensation and perception
- Consciousness
- Learning
- Memory
- Intelligence
- Development
- Emotion
- Personality
- Psychological disorders
- Treatment of psychological disorders
- Social psychology

Both the textbook and class lectures emphasize an empirical approach to a scientific understanding of human behavior across these diverse domains. Most classes will be in a lecture format in order to enable us to cover the wide expanse of material that comprises this course. Nevertheless, we will also use segments of some class meetings to discuss issues raised in lectures and readings, as well as to provide demonstrations to bring to life and personalize the material covered in this course. We will also make use of various technological tools during the lecture, including the Classroom Performance System (CPS) “clickers” that you will purchase at the bookstore and some of the interactive activities embedded in the on-line eBook for our textbook, in order to permit more active engagement on your part with the course material. My goal in taking this approach to teaching is to permit you to be an active learner in this course and to avoid the passivity that can often characterize students’ behavior in a class of this size.

This course is a blended learning (or “hybrid”) course. This means that we will conduct some sessions in a typical, face-to-face lecture format, as noted above. We will also, however, conduct some class sessions online in Blackboard Collaborate, a web conferencing tool that is part of the SDSU Blackboard system. Online class sessions will occur on Tuesdays. Face-to-face class sessions will occur on Thursdays.

**NOTE THAT ON THE DATES HIGHLIGHTED IN YELLOW BELOW (ALL TUESDAYS) WE WILL NOT HAVE A FACE-TO-FACE CLASS MEETING IN AL-201. DO NOT GO TO AL-201 ON A TUESDAY. OUR CLASS WILL NOT BE IN AL-201 ON TUESDAYS; ANOTHER CLASS WILL BE MEETING IN AL-201 AT THAT TIME.**

Specific instructions for how to access the online class sessions will be provided separately. Online class activities will include some or all of the following: mini-lectures, class polling questions, links to online resources related to course content, eBook demonstrations, and video reviews. You are encouraged to attend the sessions live at 8:00 a.m. on the dates listed. If, for some reason, you cannot attend the online session live, then you can later review the session, which will be archived for such later review. The archived sessions will be available for the rest of the semester via the SDSU Blackboard site for this course.

In addition to learning basic content information about psychology, students will learn how psychologists ask questions, evaluate evidence, and communicate with each other. To be successful in this course, students must synthesize information presented in both the lecture and the text. Specifically, this means that your studying for quizzes and tests should involve reviewing and integrating the essential ideas contained in both the lectures and the textbook.

Graded assignments (e.g., tests and quizzes) will be used to help students identify and recall the key concepts in each sub-field of psychology. After taking this class, intended psychology majors should be able to target areas of study that they would like to pursue and non-psychology majors should have a greater insight into the science of understanding human behavior.

## Course Objectives

These are the objectives of the course. You will learn to:

1. Describe the nature of psychology as a discipline (i.e., explain why psychology is a science).
2. Use the concepts, language, and major theories of the discipline to account for psychological phenomena.
3. Explain major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).
4. Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology:
  - a. theory and research representing each of the following four general domains:
    - (1) learning and cognition
    - (2) individual differences, personality, and social processes, including those related to sociocultural and international dimensions
    - (3) biological bases of behavior and mental processes, including physiology, sensation, perception, and emotion
    - (4) developmental changes in behavior and mental processes across the life span
  - b. the history of psychology, including the evolution of methods of psychology, its theoretical conflicts, and its sociocultural contexts
  - c. relevant levels of analysis: cellular, individual, group/systems, and culture
  - d. overarching themes, persistent questions, or enduring conflicts in psychology, such as
    - (1) the interaction of heredity and environment
    - (2) variability and continuity of behavior and mental processes within and across species
    - (3) the interaction of mind and body
  - e. relevant ethical issues, including a general understanding of the APA Code of Ethics
5. Explain different research methods used by psychologists and identify the utility and shortcomings of several types (descriptive research, correlational research, experimental research) of research methods. Use different research methods to formulate testable questions about psychological phenomena.
6. Use critical thinking effectively.
  - a. Evaluate the quality of information, including differentiating empirical evidence from speculation and the probable from the improbable
  - b. Evaluate popular media reports of psychological research
  - c. Seek and evaluate scientific evidence for psychological claims.
7. Describe major applied areas of psychology (e.g., clinical, counseling, industrial/organizational, school, health).
8. Apply psychological concepts, theories, and research findings as these relate to everyday life.
9. Distinguish between ethical and unethical behavior in all aspects of the science and practice of psychology.
10. Demonstrate these computer skills:
  - a. Use basic word processing, email, and course management programs (e.g., Blackboard)
  - b. Search the World Wide Web for high quality information
  - c. Use proper etiquette and security safeguards when communicating through email

## PsychPortal

PsychPortal is the online site for this course. You will need an Activation Code, which comes packaged with your textbook, in order to register at the PsychPortal site. The URL for the site is <http://courses.bfwpub.com/myers10e.php>.

To register for PsychPortal, simply follow these steps:

1. Click on "Register an Activation Code"
2. Follow the on-screen instructions
3. Be sure to register for the correct Intro Psych section.

I will frequently refer to PsychPortal. **You are responsible for all material on PsychPortal.** The PsychPortal course materials are organized by tabs at the top of the screen as follows:

- **Home:** Check this area frequently. It includes a link to the course syllabus, a calendar to help you keep track of important dates, and a list of course announcements.
- **EBook:** This area includes links to the entire textbook in an EBook format. In addition, very useful demonstrations, animations, and video clips are embedded within the EBook. The EBook technology also permits you to highlight the EBook and to take notes as well.
- **Course Materials:** This section includes a search function with which you can find materials to help in your studying, including flashcards, web links, diagrams to label, PsychSim 5 activities, PsychInquiry activities, and a glossary. You should make use of these materials in preparing for the course. This is where you can also find incomplete versions of the in-class PowerPoint slides. Here you can also find information regarding the Research Participation Requirement described below. Finally, I have included External Links to interesting and relevant web-based materials here.
- **Assignment Center:** This section provides links to the assigned online quizzes for the course. Additional information regarding the online quizzes is provided below.
- **LearningCurve:** In this section, you can complete online activities to help you learn course content. LearningCurve is an adaptive quizzing tool that adjusts itself to your level of understanding, based on how well you are doing on the questions delivered to you. See LearningCurve section below for more information.

## Tests

There will be four tests during the semester. The dates of these tests are noted in the Course Schedule included below. Each test will be worth 120 points. Each test will consist of 40 multiple-choice questions (3 points each). The tests will cover each section of the course independently; **they are not cumulative.**

All test questions will come from lectures and readings in the textbook. Any portion of the lectures or assigned readings may be covered on the tests. You **MUST** read the textbook. Your textbook reading should be an essential complement to the material covered in the lectures. Again, you **MUST** read the textbook.

For each of the four tests, you will need to bring your own answer sheet. The correct ParSCORE answer sheet is **#F-289**. Again, the number is **#F-289**. Bring and use the correct answer sheet or you will lose 10 points for failing to comply with these instructions. The easiest thing to do is to buy four answer sheets with the **#F-289** on them at the beginning of the semester and bring one of them to each of the four tests.

**PLEASE NOTE:**

**THERE ARE NO MAKE-UP EXAMS. TAKE THE TESTS ON THE DAY THAT THEY ARE GIVEN. THERE WILL BE NO EXCEPTIONS.**

## Learning Curve

Students will complete up to a total of 46 LearningCurve activities on the PsychPortal site. Each chapter in the textbook consists of at least two major sections. Some chapters contain three, four, or five major sections. There is one set of LearningCurve quiz activities for each major section of a given chapter. For example, Chapter 2 includes three major sections, so there are three LearningCurve assignments for Chapter 2.

There are 10 total points available for LearningCurve activities for each chapter. Thus, if a chapter consists of 2 major sections, then each LearningCurve activity is worth 5 points. For chapters with 3 major sections, one LearningCurve activity is worth 4 points and each of the other two LearningCurve activities is worth 3 points, and so on. The value of each LearningCurve activity is listed on the Assignment Center tab on the PsychPortal site.

We cover 14 chapters during the course. As stated above, there are 10 total points available for LearningCurve activities for each chapter. Thus, it is possible to earn 140 points for the LearningCurve activities in the course. However, the maximum total points that I will award you for LearningCurve activities in the course is 120. So, you can miss up to 20 points worth of LearningCurve activities and still earn the maximum total points of 120 for this part of the course.

The PsychPortal site includes a link to FAQs regarding LearningCurve. You can access this FAQ list by clicking on the Frequently-Asked Questions link that appears at the top of every LearningCurve assignment.

To access the LearningCurve quizzing activities, simply click on the LearningCurve tab at the top of the page on the PsychPortal site.

The LearningCurve quizzing activities for all chapters will be accessible beginning on the first day of class. These LearningCurve quizzing activities will be removed from the PsychPortal site at 11 p.m. on the Sunday night after we complete the lecture on that chapter. For example, the LearningCurve quizzing activities for Chapter 1 will be available beginning on August 26<sup>th</sup>. The LearningCurve quizzing activities for Chapter 1 will then disappear from the PsychPortal site at 11 p.m. on Sunday, September 8<sup>th</sup>.

You can access all of these LearningCurve activities and view due dates by clicking on the Assignment Center tab on the PsychPortal site.

It is your responsibility to complete the LearningCurve activities in a timely way, that is, before they are due. This policy is intended to insure that you are working on each chapter as the material is being covered in class. Once the LearningCurve activities have been removed from the web site, they will **NOT** be made available to you again. **DO NOT WAIT UNTIL THE LAST 15 MINUTES TO DO THE LEARNING CURVE ACTIVITIES!**

## i>Clickers

Throughout the semester, we will be making extensive use of the i>clicker that you **MUST** purchase in the bookstore. The “clickers” will be used in several different ways over the course of the semester. Most often, we will use “clicker questions” to review lecture content on-the-fly. Specifically, this means that I will build in conceptual and application review questions into the course PowerPoint lectures. These questions and your answers to them will permit you and me to know if you are learning what I am teaching. I will also use the “clickers” to poll the class about a variety of issues in

psychology. For example, I will ask you about whether you think behavior is more a function of nature (biology, genes) or nurture (environment, learning). For such questions, there will be no right or wrong answers, but your responses will help me gauge the overall perceptions of the class with regard to specific issues of interest in the course. Finally, I will utilize the “clickers” to give you credit for class attendance.

The “clicker” attendance and participation points will be distributed as follows:

- You will receive 2 points for each correct response to a “clicker question”
- You will receive 1 point for each incorrect response to a “clicker question”
- You will receive 0 points for “clicker questions” to which you do not respond
- You will receive 5 points for each day of 8 randomly selected days of attendance over the course of the semester.

For the purposes of your course grade, you will be able to receive a maximum of 40 points for attendance (5 points for each of 8 days randomly selected by the instructor) and you will be able to receive a maximum of 60 points for participation in response to “clicker questions” (2 points for each of 30 “clicker questions” selected by the instructor).

## Grading

A total of 700 points is possible. You can keep track and determine your grade using these tables.

	<u>Points Possible</u>	<u>Your Points</u>
<b>Test 1</b>	120	
<b>Test 2</b>	120	
<b>Test 3</b>	120	
<b>Test 4</b>	120	
<b>LearningCurve activities (12 chapters; 10 points possible per chapter)</b>	120	
<b>Attendance (8 days; 5 points each)</b>	40	
<b>“Clicker Question” Participation (30 questions; 2 points each)</b>	60	
<b>TOTAL</b>	<b>700</b>	

<b>Points</b>	<b>Grade</b>
651-700	<b>A</b>
630-650	<b>A-</b>
609-629	<b>B+</b>
581-608	<b>B</b>
560-580	<b>B-</b>
539-559	<b>C+</b>
511-538	<b>C</b>
490-510	<b>C-</b>
469-489	<b>D+</b>
441-468	<b>D</b>
420-440	<b>D-</b>
Below 420	<b>F</b>

## **Research Requirement**

Every student enrolled in Psychology 101 is required to take part in four hours (four credits) of psychological research OR write two abstracts of articles from current APA journals, OR some combination of both. Students who do not fulfill the requirement will be given a grade of "I" (incomplete) for the course. Unchanged incompletes become an "F" after one academic year. Details of the research participation requirement will be presented at the beginning of the semester and will also be available on the PsychPortal site.

## **Academic Integrity**

Academic integrity is one of the fundamental principles of a university community. San Diego State University expects the highest standards of academic honesty from all students. Violations of academic integrity include the following: (1) unauthorized assistance on an examination, (2) falsification or invention of data, (3) unauthorized collaboration on an academic exercise, (4) plagiarism, (5) misappropriation of research materials, (6) unauthorized access of an instructor's files or computer account, and (7) any other serious violation of academic integrity as established by the instructor. If your academic integrity is not maintained on a test or assignment, you will automatically receive a grade of zero for that test or assignment and you will be reported to the Dean's Office, in accordance with SDSU academic integrity policy. Penalties can be severe. More specific information is available in the SDSU Bulletin, both in print and on-line.

## **Students with Disabilities**

Students who need accommodation of their disabilities should contact me privately to discuss specific accommodations for which they have received authorization. If you have a disability, but have not contacted Student Disability Services at 619-594-6473 (Calpulli Center, Suite 3101), please do so before making an appointment to see me. The web site for Student Disability Services is:

<http://www.sa.sdsu.edu/sds/index.html>

## Course Schedule

Date	Topic	Specific Student Learning Outcomes	Reading
August 27	Course Overview		
August 29	Introduction	<ol style="list-style-type: none"> <li>1. Describe the emergence of experimental psychology.</li> <li>2. Describe and compare the neuroscience, psychodynamic, behavioral, cognitive, and social-cultural perspectives</li> <li>3. Explain the differences between nativism (nature) and empiricism (nurture) as two approaches to understanding human behavior.</li> <li>4. List and describe the major subfields of psychology.</li> </ol>	Prologue
September 3	Research Methods	<ol style="list-style-type: none"> <li>1. Identify and explain different approaches to descriptive research.</li> <li>2. Describe the concept of correlation and explain how it is used in psychology.</li> <li>3. Describe the elements of an experiment.</li> <li>4. Distinguish between reliability and validity and describe their significance in psychological research.</li> <li>5. Define descriptive statistics and explain how they are used by behavioral scientists.</li> <li>6. Identify ethical issues in psychological research.</li> </ol>	Chapter 1
September 5	“	“	“
September 10	Biological Bases of Behaviors	<ol style="list-style-type: none"> <li>1. Explain how research and technology have provided methods to analyze brain behavior and disease.</li> <li>2. Identify the structure and function of the major regions of the brain.</li> <li>3. Recognize that specific functions are centered in specific lobes of the cerebral cortex.</li> <li>4. Describe lateralization of brain functions.</li> <li>5. Classify the major divisions and subdivisions of the nervous system.</li> <li>6. Identify the neuron as the basis for neural communication.</li> <li>7. Describe how information is transmitted and integrated in the nervous system.</li> </ol>	Chapter 2
September 12	“	“	“
September 17	“	“	“
September 19	<b>Test #1</b>		
September 24	Sensation and Perception	<ol style="list-style-type: none"> <li>1. Describe the operation of sensory systems.</li> <li>2. Distinguish between bottom-up and top-down perceptual processing.</li> <li>3. Explain Gestalt concepts and principles.</li> <li>4. Describe binocular and monocular depth cues.</li> </ol>	Chapter 6
September 26	“	“	“
October 1	Consciousness	<ol style="list-style-type: none"> <li>1. Describe the sleep cycle.</li> <li>2. Compare theories that explain why we sleep.</li> <li>3. Assess types of sleep disorders.</li> <li>4. Compare different theories about dreams.</li> <li>5. Characterize the major categories of psychoactive drugs and their effects.</li> </ol>	Chapter 3
October 3	Learning	<ol style="list-style-type: none"> <li>1. Describe the classical conditioning paradigm.</li> <li>2. Describe the operant conditioning paradigm.</li> <li>3. Explain how observational learning works.</li> </ol>	Chapter 7
October 8	“	“	“
October 10	Memory	<ol style="list-style-type: none"> <li>1. Distinguish between explicit memory and implicit memory.</li> <li>2. Distinguish between declarative memory and procedural memory.</li> <li>3. Describe the operation of short-term memory.</li> <li>4. Describe the operation of long-term memory.</li> <li>5. Discuss the serial position effect.</li> <li>6. Explain the central idea of the levels-of-processing theory.</li> <li>7. Identify factors that interfere with memory.</li> <li>8. Explain the role that interference plays in retrieval.</li> <li>9. Identify the brain structures most important to memory.</li> </ol>	Chapter 8
October 15	“	“	“
October 17	<b>Test #2</b>		

October 22	Intelligence	<ol style="list-style-type: none"> <li>1. Describe the basic statistical concepts in intelligence testing.</li> <li>2. Explain how intelligence may be influenced by heredity and environment.</li> </ol>	Chapter 10 Chapter 4 (128-139)
October 24	Human Development	<ol style="list-style-type: none"> <li>1. Describe physical, social, and cognitive changes from the prenatal period throughout the life span.</li> <li>2. Explain various developmental models.</li> <li>3. Identify evidence for both genetic and environmental contributions to the development of language.</li> <li>4. Describe the role of critical periods in development.</li> <li>5. Discuss what is meant by attachment, how attachment is measured, and factors that influence attachment.</li> </ol>	Chapter 5 Chapter 9 (349-359)
October 29	"	"	"
October 31	Emotion, Stress, and Health	<ol style="list-style-type: none"> <li>1. Describe theories of emotion, including James-Lange, Cannon-Bard, and Schachter-Singer two-factor theory.</li> <li>2. Identify some of the neurophysiological bases of emotion.</li> <li>3. Distinguish between and among these terms: stress, stressor, and coping</li> <li>4. Explain how certain ways of coping may be a better "match" for certain kinds of stressors.</li> <li>5. Summarize the central ideas of Selye's General Adaptation Syndrome (GAS).</li> </ol>	Chapter 12
November 5	Personality	<ol style="list-style-type: none"> <li>1. Distinguish between objective and projective techniques of personality assessment.</li> <li>2. Describe tests used in personality assessment.</li> <li>3. Explain the characteristics of the psychodynamic, humanistic, cognitive-behavioral, and trait approaches.</li> </ol>	Chapter 13
November 7	<b>Test #3</b>		
November 12	Psychological Disorders	<ol style="list-style-type: none"> <li>1. Distinguish the common characteristics of abnormal behavior.</li> <li>2. Consider factors that influence vulnerability to abnormal behavior.</li> <li>3. Discuss major categories of mental disorders, including etiological factors.</li> </ol>	Chapter 15
November 14	"	"	
November 19	"	"	
November 21	Treatment	<ol style="list-style-type: none"> <li>1. Describe major treatment approaches, including biomedical therapies and different forms of talk psychotherapy.</li> <li>2. Explain how to evaluate psychotherapy outcomes and summarize the overall conclusions of such treatment outcome research.</li> </ol>	Chapter 16
November 26	Social Psychology	<ol style="list-style-type: none"> <li>1. Describe the effects of the presence of others on individual behavior.</li> <li>2. Describe circumstances under which conformity and obedience are likely to occur.</li> <li>3. Describe how attributions affect our explanations of behavior.</li> </ol>	Chapter 14
November 28		<b>THANKSGIVING</b>	
December 3	Social Psychology	<ol style="list-style-type: none"> <li>1. Describe the effects of the presence of others on individual behavior.</li> <li>2. Describe circumstances under which conformity and obedience are likely to occur.</li> <li>3. Describe how attributions affect our explanations of behavior.</li> </ol>	"
December 5 - FINAL	<b>Test #4</b>		