

Bridgewater State University

Syllabus Summer 2019

PSYC 100-B Introductory Psychology

Professor:	Dr. Teresa K King
Email:	Teresa.King@bridgew.edu

Class Time:	Monday thru Friday 27 th May- 21 st June	11:00-12:50
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Texts:	Myers and DeWall (2015). <i>Psychology</i> . 11 th Edition. Madison Avenue, NY: Worth Publishers
Online	Text support

Course Description: The purpose of this course is to examine the nature and diversity of psychology. The course focuses on the scientific study of behavior, emphasizing biological, cultural, and behavioral perspectives within the social context. To increase student's understanding of course content and the discipline of psychology students will complete two writing assignments that involve utilizing outside material and relating that material to specific learning objectives in the course.

Course Goals

Mega objective – Understand that psychology is a scientific discipline that examines the biological, psychological, and social forces that shape behavior.

- 1) You will describe the fallacies of intuition and casual observation that lead to the need for social science research.
- 2) You will compare basic social science research methodologies in terms of determining causality.
- 3) You will explain the main components of true experiments (random assignment, control group, etc.).
- 4) You will diagram the fundamentals of neuronal transmission.
- 5) You will describe the stages of lifespan development
- 6) You will describe how sensory/perceptual processes are influenced in ways that make experience less than an accurate representation of reality.
- 7) You will explain the fundamentals of classical and operant conditioning.
- 8) You will describe contemporary models of memory.
- 9) You will compare the major personality perspectives-- psychodynamic, humanistic, social-cognitive, and trait perspectives.
- 10) You will identify the major types of psychological disorders and how these disorders are treated.
- 11) You will evaluate the power of the situation to influence behavior.

Attendance – I expect you to attend each scheduled class and be on time. If you are late to class, you will not receive full credit for the day. Any student who exceeds two unexcused absences will be a candidate for withdrawal from the course, for you have missed a significant portion of our class meeting time. If you miss a class, it is your responsibility to get in touch with a classmate to find out what you missed.

E-mail – You are responsible for all e-mail communications sent by your instructor and your classmates to your BSU e-mail account, per the University's [E-mail as an Official Means of Communication to Students](#) policy. It is important that you periodically check your BSU e-mail so that you do not miss important communications from your instructor and classmates.

Late Assignments – For each day that an assignment is late, your grade for that assignment will be dropped a full letter grade (ex. If you were to receive a B for an assignment grade, your grade would be dropped to a C).

Makeup Assignments – There are no makeup assignments allowed, with exceptions allowed in critical emergency circumstances (i.e. student has been hospitalized) with documented proof. In order to be fair to all classmates, makeup assignments at the end of the semester to boost your course grade are not allowed. It is important that you complete assigned work on time throughout the semester. Please note that quizzes cannot be made up for any reason.

Special Circumstances – Bridgewater State University is committed to ensuring equal academic opportunities and inclusion for students. If you have any special circumstances that might impact your participation, success, and/or comfort in class, please contact the instructor as soon as possible. These may include (but are not limited to) having a documented disability, involvement in upcoming religious observances, speaking English as a second language, etc.

Academic honesty is expected of all students. Plagiarism and cheating are not condoned and are subject to academic penalty that may result in a failure for the course in which the violation took place. Academic misconduct includes, but is not limited to, plagiarism, cheating, disruption of teaching or research, dishonest practices in connection with examinations and disruptive classroom behaviors.

Plagiarism: copying another person's work (in any form, including images, web pages, textbooks, etc., without giving credit is plagiarism). Copying the exact words and giving credit is still plagiarism unless you indicate which words are yours and which words are the other persons' by means of quotation marks. As a rule of thumb, do not copy more than three consecutive words. Rephrase any ideas into your own words. A copy machine can duplicate material. You are a scholar who must think about (rephrase) an idea to own it. I check for plagiarism. I most often find copying the author's words without using quotation marks. The most common reason is that "the author expresses it better than I can." You are doing the paper to learn how to express yourself well, not to copy. Rephrase, rephrase, rephrase.

Assignments to Evaluate Your Learning

Reading Assignments: the textbook will be your primary resource. Reading the assigned chapters before class will be critical to your understanding of the course material. Not all of the material in the text will be covered in class, however, you are responsible for all of the assigned material.

Quizzes: there will be 10 reading quizzes. **Quizzes cannot be made up for any reason.** Each quiz will be worth 10 points. I assign prelecture quizzes because they have been shown to improve student learning. Prior knowledge of a topic improves learning and retention of new knowledge on the same topic, prelecture quizzes increase the likelihood of students beginning each class with a basic understanding of the day's topic. Such initial knowledge works to increase the amount and depth of students' understanding of the information being presented during the lecture. Prelecture quizzes also provide incentive to keep up with assigned reading so students avoid cramming for exams (not effective) and encourage distributed rather than massed practice

In-Class Activities: throughout the course, we will engage in various discussions, class activities, etc. Such activities provide insight and understanding into the course material that a lecture format cannot necessarily provide. For this reason, I integrate these activities into the class grading format. Additionally, including in-class work as part your grade is one way of assessing class participation that is different from requiring you to speak in front of the class. For these assignments, you will typically be asked to write about a particular discussion, demonstration, etc. we are having and hand it in to me at the end of the class period. Late assignments will NOT be accepted, so do not forget to turn them in when you leave.

Exams: there will be a midterm and a comprehensive final exam during the semester. Exams will be composed of multiple choice and essay questions. Each exam will be worth 100 points. Each exam will cover material presented in class and material from the chapters.

Critical Thinking Assignments: there are two out of class writing assignments. The writing assignments are due on the date indicated in the course schedule. Failure to submit on time will result in a 10-point grade penalty for each class period that the assignment is past due. What you will learn from this assignment is important. For this reason, you are encouraged to hand it in no matter how late it might be. The minimum grade for a completed assignment is 55 percent. Assignments not completed will earn a score of 0 percent. **The latest date at which I will accept this assignment is 3:00pm on June 20th, 2019.**

Critical Thinking Writing Assignment #1: Listen to episode 188 entitled *Kid Logic* on the NPR podcast *This American Life*. It aired **6/22/01**. **After listening to the program** relate the content from this program to at least **three concepts** in Chapter Five of your text – *Development over the Lifespan*.

Specifically for each concept:

- (1) Describe the concept well enough that someone not taking this course can understand it (5 points per concept).

(2) Discuss in detail how the material from this podcast relates to that concept (5 points per concept).

2) Discuss at least two ways in which you can use the information from this assignment in your life and/or your job. Please be specific and provide enough detail that I can determine you have given thought to these applications (20 points)

Critical Thinking Writing Assignment #2: You will watch a film I have chosen that illustrates a psychological disorder. Next, answer the following questions.

- 1) Evaluate x's behavior using the characteristics of abnormal behavior from Chapter 15. (30 points)
- 2) Which psychological disorder does X 's most closely resemble? (20 points)
- 3) What are the symptoms for this disorder? (20 points)
- 4) Provide evidence for the presence of X's symptoms using examples from the film. (30 points)

GRADES: Grades will be assigned on the basis of the number of points accumulated during the semester. Paying attention in class, studying the text and completing assignments are assumed to be sufficient work for this class. Grades will be assigned solely on the basis of tests and assignments. There will be no extra- credit work.

Grades for the course are distributed as follows:

Participation (in class activities)	= 100
10 quizzes x 10 points each	= 100
1 Midterm X 100 points each	= 100
1 Final Exam X 100 points	= 100
2 Writing assignments	= 200
Total	= 600 points

GRADE	DESCRIPTION	4-POINT EQUIVALENT	100-POINT
A	Superior	4.0	89.5 - 100
A-	Superior	3.7	88.5 - 89.49
B	Good	3.0	79.5 - 88.49
B-	Good	2.7	78.5 - 79.4
C	Satisfactory	2.0	69.5 - 78.49
C-	Satisfactory	1.7	68.5 - 69.49
D	Poor	1.0	59.5 - 68.49
D-	Poor	.7	58.5 to 59.49
F	Failure	0.0	0-58.49

SCHEDULE

Date	Topic	Assignment
May 27	Psychological Science	Ch 1
May 28	Psychological Science	Ch 1; Quiz 1
May 29	The Biology of Mind	Ch 2; Quiz 2
May 30	The Biology of Mind	Ch 2
May 31	Nature, Nurture, and Human Diversity	Ch 4; Quiz 3
June 3	Nature, Nurture, and Human Diversity	Ch 4;
June 4	Development through the Lifespan	Ch 5; Quiz 4
June 5	Development through the Lifespan	Ch 5
June 6	Sensation and Perception	Critical Thinking Exercise #1 due
June 7	Sensation and Perception	Ch 6; Quiz 5
June 10	Learning	Ch. 7; Midterm
June 11	Learning	Ch 7 Quiz 6
June 12	Memory	Ch 8; Quiz 7
June 13	Memory	Ch 8
June 14	Psychological Disorders	Ch 15; Quiz 8
June 17	Psychological Disorders	Ch 15
June 18	Social Psychology	Ch 13; Quiz 9
June 19	Social Psychology	Ch 13; Writing Assignment #2 due
June 20	Personality	Ch 14; Quiz 10
June 21	Personality	Ch 14; Final Exam