Fall, 2013

**PSY100-B1-Honors: Introduction to Psychology**

Monday, Wednesday, and Friday, 9:10-10:10 a.m. Room: North Academic Building 205

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| **Professor:** | Dr. Cara DiYanni(609) 896-7761 | Office: SCI 322Ae-mail: cdiyanni@rider.edu |
| **Office Hours:** Thursday, 1:00-4:00 p.m.; Friday 2:15-3:15 p.m. (or by appointment) |

**Texts:** Schacter, D.L., Gilbert, D.T., & Wegner, D.M. (2013). ***Introducing psychology, 2nd Edition***. New York: Worth Publishers.

Marcus, G. (Ed). (2006). ***The Norton Psychology Reader***. New York: W.W. Norton & Company.

These books are BOTH required and are available at the Rider bookstore. Please note that the Schacter et al. book *may be rented* through Rider’s Rent-A-Text program.

**Web site:** A course web site has been established through Canvas. This site contains a copy of this syllabus, information regarding course requirements, quiz reviews, and copies of most lecture overheads. Your exam scores will also be posted on this site. You can use the site to e-mail classmates or your Professor through the “Inbox” link. Your Professor will use this site to post important class announcements, so you should make it a habit to check this site regularly. Please note that you must use your Rider account to access this web site.

**Objectives:**

By the completion of the course, in line with several goals of Rider University’s Department of Psychology, students should be able to:

1. Understand and explain why psychology is a science.
2. Recognize the advantages and disadvantages of basic research methods in psychology.
3. Critically evaluate the merit of various studies in the field, both historical and current.
4. Cite sources using the approved format of the American Psychological Association.
5. Understand, appreciate, and apply the perspectives of the various sub-disciplines of psychology, such as biological, behavioral, developmental, social, and abnormal.
6. Increase their understanding of and appreciation for diversity in human thoughts, beliefs, and behavior.

**Content:** The course begins by introducing the history of psychology, and demonstrating how the discipline is a science. It will then provide students with experience exploring the mind, behavior, and the relationship between the two, from multiple perspectives, including biological, behavioral, cognitive, developmental, humanistic, social, and abnormal.

**Requirements:** The basic requirement is to demonstrate an adequate understanding of material covered in two exams (each worth 15% of the final grade), 2 reading responses (each worth 8% of the final grade), three hypothetical journal entries (each worth 8% of the final grade) one final project which involves a review of psychological research (worth 20% of final grade). Attendance (3%) and participation (7%)—either in class or on the Discussion Board—will count for the final 10% of the grade.

**Grading system**: The grading scale is as follows:

A: 93.0-100

A-: 90.0-92.9

B+: 87.0-89.9

B: 83.0-86.9

B-: 80.0-82.9

C+: 77.0-79.9

C: 73.0-76.9

C-: 70.0-72.9

D: 60.0-69.9

F: 59.9 or below

1. **Exams:** (30% of final grade) Exams will cover reading assignments as well as material presented in class (including films and demonstrations). Each exam will test material from approximately half of the semester (i.e., non-cumulative) and will be comprised of a combination of multiple choice questions and a choice among short answer questions (e.g., a choice of 4 out of 6 or so possibilities) per exam.

Exam 1 – **Oct 23 & 25,** covering selections from Schacter et al.’s chapters 1-7 and chapter 9, and all lectures prior to the exam (15% of final grade).

Exam 2 – **Monday, December 16 (9-11 a.m.)**, covering selections from Schacter et al.’s chapters 8 and 10-14, and lectures *following* Exam 1 (15% of final grade).

Attendance on exam dates is ***required*.** Missed exams can be made up *only* if the student contacts the professor ***before*** the exam ***and*** has a written excuse from the Dean's office, a family member, or a doctor. Students who require special accommodations for exams must have the Services for Students with Disabilities office contact the professor accordingly. *Students who miss exams without a valid medical or family excuse will be penalized ½ grade (e.g., A- to B+) for every day that passes between the original exam date and the make-up exam.*

2. **Reading Responses** (16% of the final grade)

During the course of the semester, you will be required to hand in *TWO* response papers (**2-4 pages**) to readings that are required for class (each worth 8% of the final grade). Detailed instructions for these response papers will be distributed in class, and an additional copy is available on the Canvas website in case you lose the hard copy.

--Please note that although the response papers have firm deadlines, the *readings do NOT have to be from the week of class during which the responses are due*…students *may* choose to evaluate an article from a week prior to the due date.

The first reading response is due *on or before* **September 25** (worth 8% of final grade).

The second reading responses is due *on or before* **October 30** (worth 8% of final grade).

3. **Hypothetical Journal Entries** (24% of the final grade)

You will be required to turn in *THREE* hypothetical journal entries during the semester (each worth 8% of the final grade). Students will choose from 3 of 4 options (which, along with more detailed instructions for this assignment, will be handed out in class and also posted on Canvas).

For each of the 3 journal entries, you should write a journal entry (**1-2 pages**) from the perspective of the person you choose from the list of possibilities. You may also create another role related to that week’s material, if you consult and receive approval from your professor.

The four possible due dates (CHOOSE 3) for these journal entries are:

**September 18** or earlier

**October 16** or earlier

**November 6** or earlier

**December 4** or earlier

*--Students who fail to hand in reading responses or hypothetical journal entries on the day they are due without a valid, documented medical or family excuse will be penalized ½ point (e.g., from a highest possible grade of 8 to a highest possible grade of 7.5) for every day that passes between the original due date and the time the paper is turned in.*

--Your professor will be happy to look over rough drafts (OPTIONAL) of any response paper or journal entry and to provide feedback. If you would like to submit a rough draft, please do so *a minimum of one week before the paper is due*.

4. **Final project** (*Additional guidelines will be distributed in class and are also available on Canvas*).

--This assignment is worth 20% of the final grade. For this requirement, you will have a choice of 3 options: a final paper, a final poster presentation, OR a final Power Point presentation. Some details on each of these options appear below but further requirements are posted on Canvas for all options and MUST be read and followed.

--All options will consist of a review of at least FOUR current psychological articles (i.e., published 2000 or later) from peer-reviewed journals, each of which covers the same topic in psychology (i.e., any topic of your choice).

--A guide to finding such articles via Rider’s electronic search engine, PsycInfo, is available on Canvas. --The project is designed to give students practice in synthesizing and reviewing more than one piece of psychological literature at a time.

* **The Audience:** Students should assume that the professor is the primary audience for the project, but should clarify and define terms that the average reader who is naïve to the topic would not understand.
* **The Basic Format:**
	+ All project types should include an Introduction that states the topic or question and why it is important in psychology. The Introduction should also set up the format and organization of the paper or presentation (see further details within the Requirements for each specific project type).
	+ They should then review (i.e., briefly summarize the main findings from and evaluate) the articles, *being sure to integrate them, rather than just describing them one at a time*. Similarities and differences in methods and results should be noted. NOTE: Students may find it helpful to organize their project by sub-topics (e.g., one section for each cause of a disorder they describe, or one section on causes and one on treatments of a disorder, or one section on the causes of some event with psychological impact (e.g., divorce) and another on its consequences…). For further examples or help with their topic specifically, students should feel free to consult the professor during office hours.
	+ A Conclusion section should summarize the research, address any criticisms or shortcomings of the research, discuss the implications of the work, *and* propose options for future research on the topic.
* **Citation Format:** All projects MUST utilize the citation format accepted by the American Psychological Association (i.e., APA format) *for both in-text citations as well as for the project’s References list*. A Guide to APA Format document has been posted on Canvas under the
“Files” link to assist students in using this format.
* **Rough drafts:** All students MUST hand in a rough draft of the Introduction to their project ***on or before November 11***. Additionally, students may CHOOSE to hand in a more complete draft ***on or before November 18*** to obtain feedback from their professor, although the full rough draft is not required.
* **Further Information:** Further information and requirements for the each option (Paper, Poster, or Power Point Presentation) can be found on Canvas under the “Files” link. ***Points will be deducted for guidelines listed in these documents but not followed***.

*Paper Option*: The paper must be **5-7 pages** long, using APA format, and must be written alone. Students will review a minimum of 4 current psychological articles from peer-reviewed journals; adding additional articles is completely optional, but will likely add extra credit to the grade. The paper should concisely but thoroughly summarize, synthesize, and criticize each piece of literature that the student has read on the topic. Students MUST also refer to the Paper Requirements document on Canvas for further instructions. **Optional: If students wish to submit a rough draft to the professor for suggestions and edits (this will not affect the grade), they must do so on or before *November 18****.* **Rough drafts of the Introduction are due *NOVEMBER 11* and final papers are due in class on *DECEMBER 2.***

*Poster Option*: Posters must be done alone. Posters concisely and artistically display a review of a minimum of 4 current psychological articles from peer-reviewed journals; adding additional articles is completely optional, but will likely add extra credit to the grade. Posters are essentially papers in miniature (i.e., summary, integration, and critical analysis of all of the articles). The information on the poster will be briefly presented to the class in a presentation lasting approximately **8-10 minutes**. Students who prepare posters must also develop a handout to summarize their information for the viewers and for the professor, which includes a list of the sources in APA format. Students MUST also refer to the Poster Requirements document on Canvas for further instructions. **Optional: If students wish to submit a rough draft of any of the sections of the poster to the professor for suggestions and edits (this will not affect the grade), they must do so on or before *November 18****.* **Rough drafts of the Introduction are due *NOVEMBER 11* and final posters are due and will be presented in class on *DECEMBER 4 and 6.*** *ALL STUDENTS SHOULD BE READY TO PRESENT ON DECEMBER 4 AND SHOULD CONSIDER THIS TO BE THEIR “DUE DATE.”*

*Power Point Option*: Power Point (PPT) presentations may be created alone OR in conjunction with a partner. These presentations will concisely review current psychological articles from peer-reviewed journals (a minimum of 4 total if the student is working alone and 8 total if a presentation is done with a partner; adding additional articles is completely optional, but will likely add extra credit to the grade). PPT’s are essentially papers in presentation format (i.e., summary, integration, and critical analysis of all of the articles). The PPT presentation will last about **10-15 minutes** (the exact length of the presentation will depend on the semester and the size of your class; your professor will tell you exactly how long your presentation should be as the presentation date approaches). Students who prepare PPT’s must also develop a handout to summarize their information for the viewers and for the professor, which includes a list of the sources in APA format. Students MUST also refer to the Power Point Requirements document on Canvas for further instructions. **Optional: If students wish to submit a rough draft of any of the slides of the PPT to the professor for suggestions and edits (this will not affect the grade), they must do so on or before *November 18****.* **Rough drafts of the Introduction are due *NOVEMBER 11* and final PPT’s are due and will be presented in class on *DECEMBER 4 and 6.*** *ALL STUDENTS SHOULD BE READY TO PRESENT ON DECEMBER 4 AND SHOULD CONSIDER THIS TO BE THEIR “DUE DATE.”*

 Deadlines:

 **September 23:** Choice of Paper, Power Point Presentation, or Poster and Topic due.

 **November 11:** Rough draft of Introduction due (ALL project types).

 **November 18:** OPTIONAL: Completed rough drafts of final projects due.

**Dec 2 or 4:** Final projects due; Papers should be handed in (hard copies please) on December 2 and Power Points and Posters will be presented in class on December 4 and 6 but all presenters should consider December 4 to be the deadline.

5. **Attendance:** Attendance is worth 3% of your final grade. You are expected to attend all classes, and to get notes for those you cannot attend. Your Professor does not provide lecture notes. If you miss more than 4 classes, you will begin to have points deducted from your attendance grade. If you have perfect attendance, your Professor will consider boosting your grade if it is borderline.

6. Participation: Participation is worth 7% of your final grade. You can participate by speaking in class, e-mailing your professor with comments, suggestions, and reflections on topics covered in class, or responding to topics that are posted (or creating your own) on the Discussion Board (See “Instructions for using the Discussion Board” under the “Files” link on the Canvas website for further instructions/ suggestions). NOTE: Content posted on the Discussion Board is *confidential* and is not to be downloaded for use outside of class. You may earn up to 2 participation points per class, and up to 2 per e-mail or posting, and those points will be scaled at the end of the term to determine your participation grade. All discussion board postings for participation credit must be made by no later than *DECEMBER 6* at 5 p.m.

Lectures: Material presented in class is intended to complement, elaborate, and clarify the information in the Schacter et al. text, and a substantial portion of lecture material is not in the text. Anticipated topics to be covered in this course and their related reading assignments are:

| **Date** | **Lecture Topic** | **Reading Assignment** |
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| Sep 4, 6, & 9Sep 11, 13, & 16 | Introduction to Psychology and Research Methods Biological Basis for Behavior***Hypothetical Journal Entry #1 due 9/18 (or #1 can be postponed until 10/16)*** | --Schacter et al., Ch 1: pp. 2-20--Schacter et al., Ch 2--*Norton Reader*: Huff, pp. 20-26--Schacter et al., Ch 3--*Norton Reader*: Damasio, pp. 58-69 |
| Sep 18, 20, & 23Sep 25, 27 & 30; Oct 2 | Sensation and Perception***Choice of Project Type and Topic due 9/23***Consciousness; Learning***Reading Response #1 due 9/25*** | --Schacter et al., Ch 4: pp. 92-103; 108-16--Kerr & Domhoff (2004)--Schacter et al., Ch 5: pp. 134-44; 146-50; 156; 158-61--Schacter et al., Ch 7: pp. 200-05; 210-top 217; 223-24; 228-top 229--Bandura et al. (1961) |
| Oct 4, 7, & 9Oct 11, 14, 16, & 21*No class Oct 18* | MemoryIntelligence; Language***Hypothetical Journal Entry #2 (or #1) due 10/16*** | --Schacter et al., Ch 6: pp. 170-73; 177-95--Loftus (2011)--Schacter et al., Ch 9: pp. 268-69; 272-77; 286-302--*Norton Reader*: Hernstein & Murray, 188-98--*Norton Reader*: Hauser, pp. 137-43 |
| Oct 23, 25, 28 & Beg Oct 30End Oct 30; Nov 1 & 4 | **Exam 1 (10/23-25)**;Development I: Physical & Social***Reading Response #2 Due 10/30***Development II: Cognitive and Gender | --Schacter et al., Ch 10: pp. 308-12; 320-27--Morelli et al. (1992)--Schacter et al., Ch 10, pp. 312-19--*Norton Reader*: Gopnik et al., 146-53 |
| Nov 6 & 8Nov 11 & 13 | Motivation and Emotion***Hypothetical Journal Entry #3 (or #2) due 11/6***Personality***Rough draft of Introduction to final project (ALL types) due 11/11*** | --Schacter et al., Ch 8: pp. 236-41; 251-53; 257-58; 259-top 261--Malach Pines (2001)--Schacter et al., Ch 11: pp. 346-60--Zimbardo (2004) |
| Nov 15, 18, & 20Nov 20 & 25; Dec 2 | Social Behavior***Rough drafts (OPTIONAL) of all papers/ presentations due 11/18***Psychopathology and Aggression***Final papers due 12/2 for those who chose this option*** | --Schacter et al., Ch 12, pp. 379 (bottom)-80; 388-93; 395-401--Milgram (1963)--Schacter et al., Ch 13: pp. 406-11; 413-15; 416-20; 423-27; 429-31--Schacter et al., Ch 14: pp. 441-44; 448-51*--Norton Reader*: Nasar, 343-48 --*Norton Reader* Jamison, 349-57 |

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| Dec 4 & 6Monday, Dec 16(9:00 a.m.-11:00 a.m.) | **STUDENT PRESENTATIONS*****Hypothetical Journal Entry #3 due 12/4 (if not already handed in)*****Exam 2 (12/16)** | **For students who chose the poster or Power Point option** |

NOTE ABOUT TECHNOLOGY USE IN CLASS: The use of cell phones for calls, texts, or e-mails and the use of laptops for *any purpose other than note-taking* during class is PROHIBITED. Your professor reserves the right to single out those who violate this rule and to deduct points from the Attendance and/ or Participation grade accordingly.

**NOTE:**

* **The date of the final exam is *firm* and cannot be changed to accommodate travel plans.**
* **There is *minimal* opportunity for extra credit work, so it is especially important that you do your best work for each requirement**.
* **You are expected to use appropriate academic conduct and to avoid plagiarism or cheating. Any suspected incidents of academic dishonesty will be reported to the Dean’s office. For further information on what constitutes plagiarism, please see: *http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml***