



# Psychology 100D

WINTER QUARTER 2009 :: THE OHIO STATE UNIVERSITY



## GENERAL SYLLABUS

### Welcome students!

**GENERAL PSYCHOLOGY 100** is an introductory level course in which basic content in several main sub-fields of the discipline are surveyed. This course fulfills, in part, the requirements of the Social Diversity and Social Science components of the University's General Education Curriculum (GEC), and is a prerequisite for more advanced coursework and study.

### REQUIRED CUSTOM TEXTBOOK ::

Lilienfeld, Lynn, Namy, & Woolf, **Psychology: From Inquiry to Understanding**, Custom Edition, Publisher: Pearson, ISBN #: 555050556.

### COURSE WEBSITE ::

<https://carmen.osu.edu/>

### COURSEWORK ::

<b>A</b>	<b>189 to 210</b>	Exam I	45 points
<b>A-</b>	<b>182 to 188.9</b>	Exam II	55 points
<b>B+</b>	<b>175 to 181.9</b>	Final Exam	65 points
<b>B</b>	<b>168 to 174.9</b>	3 Quizzes	24 points total
<b>B-</b>	<b>161 to 167.9</b>	(8 points/quiz)	
<b>C+</b>	<b>154 to 160.9</b>	Research Experience Program (REP)	21 points total
<b>C</b>	<b>147 to 153.9</b>		
<b>C-</b>	<b>140 to 146.9</b>		
<b>D+</b>	<b>133 to 139.9</b>		
<b>D</b>	<b>119 to 132.9</b>		
<b>E</b>	<b>0 to 118.9</b>		
<b>Total for course</b>		<b>210 points</b>	

**GRADING:** Students are graded based on the number of points earned. The basis for earning points and the criteria required for achieving a particular letter grade are to the left. Please ask your instructor if you have any questions about grading.

**EXTRA CREDIT:** A maximum of 6 points of extra credit may be earned: 3 points for responses to a Reflection Paper and 3 points through the Research Experience Program. There are no make-ups or deadline extensions for extra credit. Your instructor will describe these options.

**EACH STUDENT MUST BRING A PICTURE I.D. TO ALL EXAMS. STUDENTS WILL NOT BE PERMITTED TO TAKE THE EXAM WITHOUT A PROPER I.D.**

**QUIZZES:** Your Instructor determines your quiz dates, topics, format, and policies. Quizzes are graded on a standardized scale; see your instructor's personal syllabus for more detailed quiz information.

**RESEARCH EXPERIENCE PROGRAM (REP):** See the REP syllabus for information about requirements and grading.

**EXAMINATION PROCEDURES:** Exams I and II will be given during your normal class time in your normal classroom. **The final exam will be given on Tuesday evening of Finals week, March 17<sup>th</sup>, at 7:30 p.m. Exam location is TBA.**

**Exam I** covers all of the required readings from the text through January 26<sup>th</sup>. **Exam II** covers required readings from January 30<sup>th</sup> to February 16<sup>th</sup>, as well as **topics covered in the five most missed questions** from Exam I. The **Final Exam** covers required readings from February 20<sup>th</sup> through March 13<sup>th</sup>, as well as the **topics covered in the top 10 most missed questions** from Exam II.

**MAKE-UP POLICIES.** Students are expected to take their examinations at the times and dates specified on the syllabus. On those rare occasions when students cannot take the exam at the scheduled time, they must notify their instructor of the circumstances preventing them from taking the exam. Notification of absence should be given prior to the exam, but under no circumstances later than the next scheduled class meeting. In the case of the final exam, the student **MUST** be registered for the make-up by the last class day of the quarter. (NOTE: The instructor may require written documentation of the student's reason for missing the exam.) If the instructor decides that the reason(s) for the absence is/are valid, the student will be scheduled for the make-up exam. The student **MUST** be officially registered for the make-up exam no later than the next scheduled class meeting. Notification of absence must always be accompanied by **INSTRUCTOR PERMISSION** to take the make-up exam to ensure continued registration in the course. The make-up examination will include several short essay and semi-objective questions. **Under no circumstances will a student be allowed to take an exam early.**

Students who are unable to take the make-up examination must ask their instructor to make an appointment for them with the Psychology 100 Program Director who will then determine the circumstances under which they may continue to be enrolled in the course. Any student not having a valid excuse for missing a make-up examination will not be allowed to take a different exam and may be advised to drop the course. **The last day to drop a course without petitioning is Friday, February 20<sup>th</sup>.**

<b>JANUARY</b>				
<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
5 <u>Introduction to Psych 100:</u> 29-43	6	7 <u>Orientation 7PM in PS-2</u> <u>Research Methods:</u> 63-85	8	9 <u>Research Methods:</u> 85-96
12 <u>Neuroscience:</u> 107-123	13	14 <u>Discussion 1</u> <u>Neuroscience:</u> 124-136	15	16 <u>Stress, Coping &amp; Health:</u> 493-510
19 <b>Martin Luther King Day – No classes</b>	20	21 <u>Discussion 2</u> <u>Quiz 1</u> <u>Development:</u> 401-412	22	23 <u>Development:</u> 413-422; 429-430
26 <u>Language:</u> 319-328	27	28 <b><i>Midterm I: Bring your BuckID!</i></b>	29	30 <u>Intelligence:</u> 353-367

<b>FEBRUARY</b>				
<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
2 <u>Exam Review &amp; Intelligence:</u> 374-387	3	4 <u>Discussion 3</u> <u>Sensation &amp; Perception:</u> 151-159; 163-173	5	6 <u>Sensation &amp; Perception:</u> 173-186
9 <u>Learning:</u> 231-248	10	11 <u>Discussion 4</u> <u>Quiz 2</u> <u>Learning:</u> 248-264	12	13 <u>Memory:</u> 273-296
16 <u>Memory:</u> 296-299; 304-310	17	18 <b><i>Midterm II: Bring your BuckID!</i></b>	19	20 <u>Emotion &amp; Motivation:</u> 445-450; 453-462
23 <u>Exam Review &amp; Emotion/Motivation:</u> 469-481	24	25 <u>Discussion 5</u> <u>Social Psychology:</u> 533-551	26	27 <u>Social Psychology:</u> 551-553; 558-571

<b>MARCH</b>				
<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
2 <u>Personality:</u> 577-596	3	4 <u>Discussion 6</u> <u>Personality:</u> 597-617	5	6 <u>Psychological Disorders:</u> 623-633; 639-649
9 <u>Psychological Disorders:</u> 649-651; 654-663; 218-225; 663-665	10	11 <u>Discussion 7</u> <u>Quiz 3</u> <u>Psychological Disorders:</u> 671-690; 699-705	12	13 <u>Wrap-up &amp; Review</u>
16	17 <b><i>Final Exam:7:30-9:18 pm; Location TBA; Bring your BuckID!</i></b>	18	19	20

## COURSE AND EMBEDDED GEC GOALS AND OBJECTIVES

**Goals specify what students completing Psychology 100 should accomplish by the end of the course. Learning Objectives define how we will assess whether students meet these goals.**

Psychology 100 fulfils the **GEC requirements for Social Science** by providing instruction in two full lectures devoted to research methods and through the continuing discussion of research methods during the quarter. For example, an instructor might discuss methods used in studies discussed in the text or pose discussion questions about how to test psychological phenomena. Students additionally receive course credit for participating in psychological research in order that they may experience first hand what they are learning about in the course.

Psychology 100 fulfils the **GEC requirements for Social Diversity** by providing instruction and discussion in every lecture on the historical and current impact of diversity on psychological research and how this research informs us about similarities and differences in humans. These areas are targeted in our exams, as well as in an extra credit reflection paper at the end of the course in which students are asked to synthesize their knowledge of research methods and/or social diversity.

### Course goals, with embedded applicable GEC goals, are below.

#### **TO ENHANCE the knowledge base and understanding of individual behavior, affect, and cognition within social and cultural contexts**

Learning Objectives for the Knowledge Goal are to:

- ❖ Acquire knowledge from the science of psychology to be successful in future course work in the discipline
- ❖ Understand human behavior and cognition, and some of the structures of human societies, cultures, and institutions, **therefore fulfilling the key rationale for the University's Social Science GEC**
- ❖ Comprehend individual and social values, to be able to recognize their importance in social problem solving, **one of the learning objectives for the Social Science GEC**
- ❖ Apply information beyond laboratory findings

#### **TO INCREASE understanding about the methods for acquiring new knowledge in the social science discipline of psychology**

Learning Objectives for the Methods Goal are to:

- ❖ Understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies, **one of the learning objectives for the Social Science GEC**
- ❖ Become more intelligent consumers of psychological research

#### **TO PROMOTE critical thinking**

Learning Objectives for the Critical Thinking Goal are to:

- ❖ Develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making, **one of the learning objectives for the Social Science GEC**
- ❖ Apply the information you have learned in the course to real-life examples on the in-class examinations

#### **TO FACILITATE student success and development**

Learning Objective for the Development Goal is to:

- ❖ Utilize resources and other learning opportunities, including instructor office hours, review sessions, Psychology 100 or instructor Carmen websites, text resources, referrals, Office of Disability accommodations, and information from the General Psychology 100 Office

#### **TO FOSTER an awareness and appreciation of the pluralistic nature of institutions, society, and culture in the United States, also the key rationale for the University's Social Diversity GEC**

Learning Objectives for the Diversity Goal are to:

- ❖ Acquire knowledge about and be able to discuss issues related to human diversity
- ❖ Describe the roles of such categories as race, gender, ethnicity, and culture in various settings and institutions of the United States, **one of the learning objectives for the Social Diversity GEC**
- ❖ Understand the bases of such human differences and similarities in psychological contexts, **one of the learning objectives for the Social Science GEC**
- ❖ Recognize and reflect upon the role of social diversity in shaping your own attitudes and values, **another Social Diversity GEC learning objective**



## SOME EXAMPLES OF SOCIAL DIVERSITY ISSUES BY TOPIC AREA INCLUDE:

- :: **INTRODUCTION:** Historical and current diversity among psychologists; definition of a culture; individualistic and collectivistic cultures; cultural egocentrism; cultural diversity in the United States.
- :: **PSYCHOLOGICAL RESEARCH:** Research and social policy; historical and current role of diversity in psychological research; individual differences and research design; importance of representative samples and random assignment in experiments.
- :: **NEUROSCIENCE:** Role of genetics and the environment on behavior; similarities and differences in physiology across gender and ethnicity; neurological basis of disabilities; behavioral effects of brain damage and neural plasticity; effects of neurotransmitter imbalances.
- :: **LIFESPAN DEVELOPMENT:** Environmental influences on prenatal development; individual differences in infant temperament; parenting styles; variability in motor development; cultural and gender differences in physical, moral and cognitive development; gender roles; socio-cultural factors in adult development.
- :: **MEMORY:** Changes in memory abilities with aging; similarities and differences in memory processes across diverse populations; unique nature of memory organization based on individual experience.
- :: **THINKING AND INTELLIGENCE:** Culture and thought; gender and racial differences on intelligence tests; cultural specificity of early intelligence tests; competing theories concerning the structure of intelligence; heuristics as a basis for stereotypes; stereotype threat and test performance.
- :: **SENSATION AND PERCEPTION:** Culture, experience, and interpretation of stimuli; individual differences in sensory capacity; universality of physiological processes in sensation; visual disorders and color blindness; social expectations and the experience of pain; synesthesia.
- :: **MOTIVATION AND EMOTION:** Cultural and gender differences in sources of motivation; Maslow's hierarchy of motives; individual differences in optimal levels of physiological arousal; six universal facial expressions of emotion and neurological differences between genuine and posed facial expressions; culture and gender differences in emotional expression; gender and cultural differences in eating behavior; eating disorders and societal trends.
- :: **LEARNING:** Biopreparedness and taste aversion; individual differences in the value of reinforcers; learning cultural values through social observation; observational learning and violent behavior.
- :: **CONSCIOUSNESS:** Age-related changes in sleep; cultural differences in drug effects as a function of expectations; cultural standards and states of consciousness (e.g., differences in the meaning and value of hallucinations).
- :: **PERSONALITY:** Freud's influence on popular culture; the humanistic approach and culturally specific ideas of mental health; the importance of cultural norms in the trait approach; sexism in the psychoanalytic approach; cultural differences in personality stability; culture specific interpretations of projective tests.
- :: **SOCIAL PSYCHOLOGY:** Social identity; self-fulfilling prophecies and impression formation; culture and attribution; cultural differences in attitude-behavior consistency; in-group/out-group effects in attributions; stereotyping and prejudice, gender role stereotypes; intergroup contact and prejudice reduction; cultural and individual differences in social norms, social loafing, conformity, and aggression; self-serving vs. self-effacing bias.
- :: **PSYCHOLOGICAL DISORDERS:** Cultural differences in defining disorders; social stigma of psychological disorders; culture-specific interpretations of clinical scales; socio-cultural differences in the incidence of psychological disorders; culture-general vs. culture specific disorders; gender and cultural differences in depression and suicide; ethnic, social, and psychological factors in mood disorders; interactions of biology and the environment in the development of psychological disorders.
- :: **STRESS AND HEALTH:** Individual differences in response to stressors; cultural values and stress; individual differences in physical responses to stress and coping styles.

For more information on GEC requirements see the Arts and Sciences webpage at: [www.ascadvising.osu.edu/gec](http://www.ascadvising.osu.edu/gec)

### OTHER IMPORTANT INFORMATION

**Academic Misconduct:** PLEASE BE AWARE that your TA is required to report any suspicions of academic misconduct to the Committee on Academic Misconduct. If your TA suspects that you have given or received help on a quiz or an exam or that you have plagiarized someone's writing, these suspicions will be forwarded to the Committee. **For some suggestions to help you preserve academic integrity by avoiding situations where you might be tempted to cheat or you might be perceived to be cheating, see:** <http://oaa.osu.edu/coam/ten-suggestions.html>

**Behavioral Misconduct:** Please maintain courteous and respectful behaviors towards instructors, staff members of the psychology department, and fellow students in your class. Inappropriate behavior may result in a referral to Student Judicial Affairs.

**Alternative Formats:** The materials required in this course are available in alternative formats upon request. Students with disabilities are responsible for making their needs known to the instructor and seeking available assistance in a timely manner. If note-taker assistance is needed, please approach your instructor. For more information on disability services, see: <http://ods.osu.edu/>

**ODS Proctor Sheets:** Bring your proctor sheet to the Psychology 100 Office (Room 125 Psychology Building) and the Office Manager will assist you.

**The Psychology 100 Success Program:** The Psychology Undergraduate Advising office offers students enrolled in Psychology 100 workshops and counseling on building effective study skills and developing test-taking strategies. More information will be provided during the quarter.

### QUESTIONS?

**Go to Carmen, contact your instructor (see his or her personal syllabus), or visit the Psychology 100 Office (125 Psychology Building).**