

**PSY 100-003
Introduction to Psychology
Spring 2005**

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Class Time: MWF 10:10-11:00

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Garrett Conference Center, Room 101. The OFSDS telephone number is (270) 745-5004 V/TDD.”

“Per university policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.”

Required Text:

Weiten, W. (2004). *Psychology: Themes and variations*. Belmont, CA: Thomson-Wadsworth.

Objectives of the course: The main objective of this course is to present a broad overview of (a) the important phenomena and concepts in several areas of psychology, (b) the types of data that relate to these phenomena and concepts, and (c) the basic experimental procedures used and the phenomena commonly studied. Students should learn the important conceptual issues associated with the various topics covered and should understand how the existing body of research data relates to these conceptual issues. Additionally, attention will be paid to the practical applications of some of the topics so that students can appreciate the many possibilities for generalizing principles to everyday life.

Of course, no area will receive detailed coverage and no attempt will be made to completely survey the research literature or theoretical literature related to any of the topics covered. Specific experiments will be covered only as representatives of a particular methodology or approach or, in a few cases, simply because they are “classics” in the field.

Evaluation: Grades for the class will be calculated from the percentage of points earned out of the 250 possible. The following percentages of total points will be used to determine exam and semester grades: >89.49 = A, 89.49 - 79.5 = B, 79.49 - 69.5 = C, 69.49 - 59.5 = D, < 59.5 = F. This means that >225 points = A, 200-224 points = B, 175-199 points = C, 150-174 points = D, <149 points = F.

Required Activities/ Sources of Points:

(1) Four **Section Exams** will make up about 72% of the points. These exams will be worth 45 points each. Three of these exams will occur during the semester; the fourth will be during Finals week. **THERE WILL BE NO MAKE-UPS FOR MISSED EXAMS.** If you miss an exam for any reason, you will need to take the long (comprehensive) final exam. If you miss two exams, you are in **BIG TROUBLE**. If you know that you will miss a scheduled exam in advance, please contact me at least a week **PRIOR** to the exam date. During the exam time, late arrivals will be allowed to take the exams but will be required to turn in papers at the scheduled time with all other students. Students will not be allowed to leave the room during the exam. Instances of cheating will be dealt with in accordance to the guidelines set forth in the Student's Handbook.

(2) A **term paper** that is at least 5 pages in length will be worth 50 points and will be about 25% of the points. The paper will discuss the psychological aspects of a current event. The paper will be written in APA style (including references). I reserve the right to check student work using plagiarism detection software.

(3) **Class Work** will be about 8% of the points and will be described later.

(4) There may be opportunities to earn up to 10% (up to 25 points) **Extra Credit** during the course by participating in research projects or other appropriate

activities. These opportunities will be at the discretion of the instructor and will depend on the opportunities made available to him. These opportunities will be discussed in class.

Exams: Each exam will be worth 45 points. All exams will be approximately half (20-25 one point questions) multiple choice and half (20-25 points) short answer, fill-in-the-blank, and essay questions. There will always be at least three essay questions per exam which will require an answer from 1/3 to 1/2 of a page in length each.

Final Exam: There will be two versions of the fourth, or Final, exam. The short version will be worth 45 points and will be just like the previous three exams. The long (comprehensive) version will be worth 90 points (instead of 45) and will be a cumulative final. In addition to the regular questions for the fourth exam, I will draw questions from the previous three exams to compose the long final exam. Students opting to take the long final exam will have the long final exam point total replace their lowest test score as well as earn points for the fourth exam. This replacement is automatic; if you do worse on the cumulative final than you did on your lowest exam, you will get the cumulative final score. However, if you missed an exam for any reason, it is imperative that you take the long final exam.

Study Questions: Study questions will be distributed prior to each section of the course. Students should study thoroughly and prepare answers to each of these questions. All essay questions on exams will be based on these study questions.

Important Dates for the Paper

Here is a brief synopsis of what you will need for each of the important dates for the paper. Please remember that I will not accept late papers. If you miss the date, you forfeit the points that you would have otherwise received.

- 1) **Current Event Due.** Spend a few minutes (hours?) browsing the newspapers and magazines for an event about which you can write. Then, take a look at PsychLit and find three (3) journal articles that discuss psychological topics related to your current event. The current event article and a photocopy of the **first page** of one of the journal articles are due the class period after Exam 2. This will be worth up to 4 points.

- 2) **Rough Draft of the Paper Due.** I would like to see a draft of the paper that has the main ideas spelled out, if not the exact wording. An outline of what you would like to cover would be an acceptable rough draft. However, remember, I will be giving you feedback on how to make the paper better, so the more you have done, the better my feedback can be, and the better you will do on the Final Draft. I have found that people who give me extensive rough drafts do better on the Final Draft than those who give me minimal rough drafts. **THE ROUGH DRAFT MUST BE TYPED.** The rough draft and photocopies of the first page of three journal articles used in the paper are due the class period after Exam 3 and I will turn it back to you with plenty of time to make revisions to the paper, if necessary. Simply turning in the rough draft will be worth up to 7 points.

- 3) **Final Draft.** This is the last, polished version which will be graded. **THE FINAL DRAFT MUST BE TYPED.** This is due the final regular class period. It will be worth 39 points. It will be graded 25 points for content and 14 points for grammar. **In order to decrease the likelihood of plagiarism, I reserve the right to ask you to explain to me any sentence that is found within the paper, and supply the articles you used as reference sources.**

Attendance: You are adults and do not need my supervision. To that end, I will not take attendance during specific class periods. Attendance is not mandatory. However, you will be responsible for the materials presented in class. Therefore, you will need to make arrangements to get the notes from a classmate. Only in rare instances will I give out my notes to a person who misses class. In addition, the class work will not be able to be made up; if you miss a class session in which class work is done, you lose out on those points.

A Word About Procrastination: Many people have a tendency to wait until the last minute to complete projects. In the short-term, this can be beneficial: research shows that people who procrastinate have periods of low stress early in the semester while those who do not procrastinate have higher levels of stress. However, procrastination catches up with you in the long run. Later in the semester, procrastinators

are often faced with overwhelming (and quite possibly debilitating) stress. In addition, poor grades and poor health appear to be associated with procrastination. So, be healthy! Start your paper today!

Check the Web: I have included information on my web site that will be very useful for students in this class. This information includes specific guidelines for the term paper; examples of a title page, body of a paper, and reference page for the term paper; hints on how to prepare for writing the exam essay questions; and a brief guide to APA style.

APPROXIMATE CLASS SCHEDULE AND ASSIGNMENTS

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|----------------|---|---------------|--|
| 1/10/05 | Intro to the Class; Syllabus; Getting to Know Me; Getting to Know You | 3/2/05 | Chapter 10: Motivation and Emotion;
Current Event Topic Due |
| 1/12/05 | Chapter 1: The Evolution of Psychology | 3/4/05 | Chapter 10: Motivation and Emotion |
| 1/14/05 | Chapter 1: The Evolution of Psychology | 3/7/05 | Chapter 10: Motivation and Emotion;
Chapter 11: Human Development Across the Lifespan |
| 1/17/05 | No Class | 3/9/05 | Chapter 11: Human Development Across the Lifespan |
| 1/19/05 | Chapter 2: The Research Enterprise in Psychology | 3/11/05 | Chapter 11: Human Development Across the Lifespan |
| 1/21/05 | Chapter 2: The Research Enterprise in Psychology | 3/14/05 | Chapter 12: Personality: Theory, Research, and Assessment |
| 1/24/05 | Chapter 3: Biological Bases of Behavior | 3/16/05 | Chapter 12: Personality: Theory, Research, and Assessment |
| 1/26/05 | Chapter 3: Biological Bases of Behavior | 3/18/05 | Chapter 12: Personality: Theory, Research, and Assessment |
| 1/28/05 | Chapter 3: Biological Bases of Behavior | 3/21/05 | <i>Spring Break—Take a nice vacation in Michigan, like Dr. Grieve</i> |
| 1/31/05 | Chapter 4: Sensation and Perception | 3/23/05 | <i>Spring Break—Take a nice vacation in Michigan, like Dr. Grieve</i> |
| 2/2/05 | Chapter 4: Sensation and Perception | 3/25/05 | <i>Spring Break—Take a nice vacation in Michigan, like Dr. Grieve</i> |
| 2/4/05 | Chapter 4: Sensation and Perception | 3/28/05 | Chapter 16: Social Behavior |
| 2/7/05 | Exam 1 over Chapters 1-4 | 3/30/05 | Chapter 16: Social Behavior |
| 2/9/05 | Chapter 6: Learning | 4/1/05 | Exam 3 over Chapters 10, 11, 12 & 16 |
| 2/11/05 | Chapter 6: Learning | 4/4/05 | Chapter 14: Psychological Disorders;
Rough Draft of Paper Due |
| 2/14/05 | Chapter 6: Learning ; Chapter 7: HumanMemory | 4/6/05 | Chapter 14: Psychological Disorders |
| 2/16/05 | Chapter 7: Human Memory | 4/8/05 | Chapter 14: Psychological Disorders |
| 2/18/05 | Chapter 7: Human Memory | 4/11/05 | Chapter 15: Treatment of Psychological Disorders |
| 2/21/05 | Chapter 9: Intelligence and Psychological Testing | 4/13/05 | Chapter 15: Treatment of Psychological Disorders |
| 2/23/05 | Chapter 9: Intelligence and Psychological Testing | 4/15/05 | Chapter 15: Treatment of Psychological Disorders |
| 2/25/05 | Chapter 9: Intelligence and Psychological Testing | 4/18/05 | Chapter 13: Stress, Coping, and Health |
| 2/28/05 | Exam 2 over Chapters 6, 7, & 9 | 4/20/05 | Chapter 13: Stress, Coping, and Health |
| | | 4/22/05 | Chapter 13: Stress, Coping, and Health |
| | | 4/25/05 | Chapter 5: Variations in Consciousness |
| | | 4/27/05 | Chapter 5: Variations in Consciousness |
| | | 4/29/05 | Chapter 5: Variations in Consciousness;
Final Draft of Paper Due |

Friday May 6, 2005 (10:30-12:30) Exam 4 over Chapters 5, 13, 14, & 15. Or Long Final.

Class Format: It is well known that the standard lecture format is a relatively poor method of teaching. Numerous studies have shown that learning is increased when classes involve active participation of students and provide immediate feedback regarding that participation. The lecture method, on the other hand, is the epitome of passive behavior for most students. The procedure that we will follow is designed to make use of some of what is known (and/or I think) about how to increase learning. Specifically, it is hoped that the procedure will (1) demand some active participation (e.g., reading the book) almost every week since students will be required to answer questions, (2) encourage staying awake and paying attention to lectures in preparation for the questions to come, (3) promote the asking of questions to clarify materials (4) give students immediate feedback regarding their answers, and help them understand the kinds of answers necessary for full credit on the essays, (5) help the students keep up with the course materials, (6) encourage students to interact with and help one another, and finally (7) be relatively painless (and reduce the boredom of lectures).

1. Almost every week (10 times over the course of the semester), 20-30 minutes of the class period will be devoted to answering study questions or other in-class activities.
2. Either prior to or following the lecture, exam-type sheets will be passed out to small groups of students (e.g., three students per group). The group will then read the question(s), discuss possible answers, agree upon, write out on the sheet, and hand in their single (group) answer to the question(s). Each group member will sign the sheet following the completion of the answer to indicate that they did contribute to the production of the answer.

3. Each group will have only one or two questions to answer, and, of course, different groups will have different questions. However, there also will be some duplication of questions to allow comparison of answers to identical questions.

4. Group answers will then be read aloud and discussed. Group members may be called upon to clarify or elaborate on portions of their answers. Of course, class members or I might suggest changes in the answers, and students are free to write out the answers provided by other students.

5. Most answers will receive 2 points. Extra good answers will receive 4 points, and extra bad answers will receive 1 point. Extra good answers will be those that are written in complete sentences with correct grammar, combine ideas from the lecture and reading, and will demonstrate a knowledge of the area. Extra bad answers will have incorrect information, will have poor grammar, and will not attempt integrate lecture and reading materials. It is expected that most answers will fall in the range between these two extremes and will receive the standard 2 points.

6. Students called upon during discussion who are not able to respond adequately will be judged as "non-contributors" to the group's answer and will receive zero points. Absent students will also receive zero points.

6. These class points will determine approximately 10% of the semester grade for the class.

7. While this is the predominate way of doing Class Work, I reserve the right to have other forms, including, but not limited to, 2-minute papers, extemporary discussion, and class projects.

An example of a question is shown below

2/18/05

Section 1

PSY 100-003
Group Question

GROUP MEMBERS
Name of Student B
Name of Student H
Name of Student M

SIGNATURES

Discuss the following question(s) among yourselves and decide upon a single good answer (or answers). Then write the answer(s) your group has decided upon below. Each group member present and contributing should then sign on the line opposite their name.

3. Explain how your text defines psychology and tell what the text includes in the concept of behavior.