Fall 2018
PSY 101-03: Introduction to Psychology
Tuesday/Thursday: 3:40 pm to 5:10pm
Patterson Hall, Room 107

Class Syllabus
Adjunct Faculty: Dr. Michael S. O'Donovan
Phone: 724-992-9801
Email: odonovms@westminster.edu
modonovan79@gmail.com

Office Hours: 5:10 to 6:00pm
By appointment

“Education is not the filling of a pail, but the lighting of a fire.”
- William Butler Yeats

Required Text:

Suggested Text:

Other Readings:
From time to time various reading assignments will be posted to D2L. In addition to the assignments listed in the syllabus, students may be assigned additional assignments or be asked to independently locate and read additional peer-reviewed articles or other resources. Students will be required to locate and read these articles in order to examine specific topics in-depth and to help facilitate class discussion. Students will be notified with ample time to locate and read materials assigned beyond that outlined in this syllabus.

Course Description:
This course will provide students an opportunity to become familiar with major psychological perspectives (e.g., theories, methods, approaches, prominent figures). Students will also become familiar with how the discipline of psychology can be applied to the understanding of the various aspects of behavior, emotion, etc. to every day life.

Course Goals:
- Students will develop and build their independent critical analysis and thinking skills.
- Students will develop and build their skills in reviewing, analyzing, understanding, and applying scientific literature.
- Students will enhance their writing skills, ability to find and evaluate library resources, and ability to conduct literature reviews/analysis
- Students will become familiar with influential and prominent historical individuals, events, and research findings in psychology.
- Students will become familiar with prominent theoretical foundations in psychology (e.g., behaviorism, social psychology).
- Students will become familiar with the methodological basis for the science of psychology.

**Assessment of Goals:**
Goals will be assessed through a variety of activities including class discussion/participation, in-class and out-of-class assignments, quizzes, research term paper, and presentations. Should such activities indicate insufficient learning, understanding, and dedication to class discussion; unit or chapter tests as well as a comprehensive final exam may be added. Students will be provided feedback that a larger exam may be upcoming and provided ample warning and notification in the event that such exams are to be added.

**Format of Course:**
This course will be comprised of lectures, class and group discussions, demonstrations, field activities, class activities, in-class and out-of-class assignments, and *active class participation*. Students will be assessed through assignments (e.g., projects, papers), weekly quizzes, their demonstration of understanding through frequent and active class participation.

**Course Requirements:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Possible Points toward Overall Grade</th>
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<tbody>
<tr>
<td>Participation/Attendance</td>
<td>100*</td>
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<td>Quizzes/Assignments</td>
<td>100**</td>
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<td>Abstract Assignment</td>
<td>25</td>
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<td>Presentation</td>
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<td>Paper Topic</td>
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<td>Paper</td>
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500 points

*Includes research participation requirement and regular attendance
**Subject to change (additional/less points) based on pace of course and student preparation, involvement, and mastery of material/need to add additional assessments.

**Grading Scale (Based on percentage of points earned):**

A: 93 – 100  
B+: 87 – 89  
C+: 77 – 79  
D+: 67 – 69  
F: 60 and Below

A-: 90 – 92  
B: 83 – 86  
C: 73 – 76  
D: 63 – 67

B-: 80 – 82  
C-: 70 – 72  
D-: 60 – 62
Class Participation/Attendance:

Participation in class discussions (e.g., contributions, questions, examples) will be a large part of the active learning process for this course. Students should attend ALL class sessions in order to derive the greatest benefit in learning from this course. Not only will class attendance and participation facilitate your learning of the material, but will also facilitate your learning as an independent critical thinker through discussion of the material, concepts, etc. Students will also be asked to self-reflect on their learning, understanding, contributions to class, and how others have positively influenced or altered their thinking about a concept or material. Your class participation grade will reflect your active participation in class through behaviors such as asking questions of topics in class, providing examples to illustrate and explain psychological phenomenon, participating in class discussion, etc. A high level of quality class discussion on topics in class will help to reduce the number of weekly quizzes so that time can be spent facilitating active learning.

Research Participation: As part of your participation grade, all Introduction to Psychology students (over the age of 18) are required to participate in Psychology Department research studies conducted by Westminster students and/or faculty. Students must earn 3 research credits (approximately 3 separate research studies) by 3pm on December 7, 2017. You should not that many research studies are completed by the Thanksgiving break. As such, your opportunity to participate will drastically decrease as the semester progresses. Participate early!

Documentation of your participation should be provided to Dr. Sherri Pataki, Hoyt Science Resource Center room 110. Do not turn in this documentation to your class instructor. You are encouraged to keep a copy of your documentation in the event it is lost or misplaced by those documenting your participation. If you do not participate (or complete an alternative writing assignment) your participation grade will reduced by 25 points. This represents 5% of your overall grade.

Participation opportunities for this requirement can be located on the bulletin board near Hoyt room 129. Some opportunities may be presented to you in class. Students are required to independently find such research opportunities and independently keep track of and turn in documentation of participation to the Psychology Department. Your professor will not collect, monitor, or turn in your documentation for you. Your professor WILL be informed by the department as to who completed the assignment at the end of the semester.

Research Karma! You WILL need participants in the future for your own research and the research gods are watching © Participate, participate, participate and you will be rewarded in the future for your own work!!!

Absences: Excused absences will be accepted according only to college policy (e.g., course-related field trips, illness requiring confinement to bed on physicians orders, death or serious illness of immediate family, court order, co-curricular or extracurricular activities) and accompanying documentation of the absence. Unexcused absences will result in the loss of 10 points from your participation grade per missed class session. In addition, other penalties for absences according to college policy will be applied. As noted in the handbook any unexcused absence from a class session where a previously assigned quiz, exam, class assignment, or other class requirement is due will incur a failing grade. It is the responsibility of the student to inform the instructor of any upcoming absences and arrange alternative due/completion dates and make-up work for missed quizzes, exams, presentations, assignments, etc.
Quizzes/Assignments:

Quizzes: Weekly quizzes will be administered. Part of each quiz will consist of items on the material that was assigned for that class session. Such items serve to motivate student reading prior to class. Ensuring that material has been read will help facilitate your participation in class discussions. The other part of each quiz will contain items covering information that was reviewed in the previous lecture. Such items serve to facilitate students’ active learning, note-taking skills, and to motivate review of past material. Students will be prepared through class lectures for important content of past material that may be covered on upcoming quizzes. The frequency and complexity of weekly quizzes may be adjusted according to students’ performance as well as participation level. Large and more comprehensive tests/exams may be added if class performance on weekly quizzes diminishes and/or class participation and discussion diminishes. So if it appears that students are not reading and discussing, you will be required to take larger exams.

Class Assignments: From time to time, students will be required to complete assignments to help illustrate a concept or idea and promote competency in research methods/skills. Such assignments will be developed in response to the pace of the course, student participation, need for further exploration of a topic, etc. Students will be notified with ample time to complete such assignments. You may be asked to observe something, research a topic, find a resource, reflect on a reading, participate on a discussion board, prepare for the specific discussion of a topic, complete an activity in/out of class, etc. depending on need in class discussions. The quality of work on class assignments will also determine the number of written quizzes. Detailed, well-prepared assignments that demonstrate a high academic standard will reduce the number of potential weekly quizzes and help to eliminate the need for a more comprehensive exam.

Symposiums: Students may be required to attend Westminster College symposiums throughout the semester. Students will be notified with ample time to prepare and arrange for their attendance. Students will then be required to provide a written reflection of their attendance of the symposium (Guidelines for this requirement will be provided at the time of symposium).

Abstract Assignment
This assignment is meant to introduce students to reading peer-reviewed articles. You will be required to read an article (that will be provided) and write an abstract for that article. This assignment can be completed with a partner. You must write an abstract for the article provided by this instructor. DO NOT choose your own article. Choose wisely when selecting a partner. You will both receive the same grade regardless of the division of labor. More detailed instructions and information regarding the requirements of the format for this assignment will be provided to students in an upcoming class session with ample time to prepare.

Presentation
This assignment is meant to introduce students to collaboratively preparing and presenting scholarly power point presentations. Additionally, this assignment will assist students in the development of library/research skills and skills needed to analyze, evaluate, and apply literature concerning psychological concepts to everyday life.

Working in groups (of at least 3, but no more than 4), you will complete one of the two presentation options below to your classmates. Presentations should be 12 to 15 minutes leaving time for questions from your classmates.
Observation Presentation: This presentation will be based on an observation of everyday life (e.g., an interaction in the mall, behaviors such as alcohol consumption, language development of a friend/family member’s young child, dining hall behavior). You will make predictions about your observation(s) and compare and contrast your predictions/observations with a minimum of 4 peer-reviewed or research-based material.

Psychology in Media Presentation: This presentation will be based on the critical analysis of your musical interest and how they relate to psychological principles. Students will be required to first provide an interpretation of the lyrics of a song. The presentation will require students to discuss how the song’s thematic elements, lyrics, circumstance, story, socio-cultural influence, etc. relate to psychological principles or concepts. This relationship must be supported by a minimum of 4 peer-reviewed or research-based literature.

More detailed instructions and information regarding the requirements of the format for this observation and presentation will be provided to students in an upcoming class session.

Term Paper:

The Term Paper for this course will consist of 2 parts.

(1) Paper Topic (25 points): Students will first complete the Paper Topic assignment as the first step in constructing their term papers. The Paper Topic assignment will identify the area you will write about and will present an outline of your term paper (either in paragraph or bullet form). You must provide the full APA reference (e.g., title, author, date of publication, journal) for four peer-reviewed and/or research-based journal articles that will be used in your paper. The American Psychological Association, 6th Edition format MUST be used to guide the format of your paper. This activity will be used to help students determine if they are on the right track in developing their term paper. As a psychology course, your paper must be focused on an aspect of psychology. More detailed instructions and information regarding the Paper Topic and Term Paper will be provided to students in an upcoming class session.

(2) Final Term Paper (100 points): The term paper for this course will be based on your exploration of scientific and research-based literature to answer a question of interest you have about an area related to psychology. In addition to the question proposed, students are expected to develop a thesis statement of what is expected to be found based off the literature you have reviewed and answers the question you set to explore. Your paper will be graded upon the development of a strong thesis statement and supporting literature, not on a question about psychology. Thus, all information presented in the term paper must relate back to the original thesis statement and help answer the question proposed. A strong and well-developed thesis will also assist in writing a well-organized paper. The purpose of the term paper is to allow students to explore a particular area of psychology in great detail and beyond the level covered within class lecture and discussion. This is your chance to become an ‘expert’ in a particular area of interest and develop research skills.

Examples of questions to explore and thesis statements based on such questions include (but are NOT limited to):

- What are the factors that lead to the development of a mental health disorder (e.g., depression)? Thesis: Factors such as genetics and an individual’s environment play important roles in determining whether or not an individual will develop a mental health disorder (e.g., depression).
- How does stress affect our immune system? Thesis: Stress can lead to a number of negative effects on an individual’s immune system, thereby increasing overall stress levels.

- Students may also want to consider exploring a historical figure’s contributions and current relevance of such contributions to the field: How did G. Stanley Hall (or other prominent figure) influence modern psychology? Thesis: While Hall’s work may seem archaic by today’s standards, his contributions have had a lasting effect.

You will be required to submit both a hard copy of your paper as well as submission to D2L on November 20, 2018. The term paper is to be no less than 7 pages and no greater than 8 pages of text. The grading of student papers will end after the 8th page has been read (the Title and Reference pages do NOT count toward the total). So in all, your paper should be no shorter than a total of 9 pages and no longer than a total of 10 pages (plus any additional references). The paper should be written in APA format and in a manner that answers the question you formulated and provides information that supports the thesis you presented. **You WILL need to refer to an APA Publication Manual to write this paper in an accurate style.** A substantial amount of credit will be lost if this paper is not written in APA format. APA formatting includes requirements such as (BUT NOT LIMITED TO) the paper being double spaced, written in 12-point font, and printed in black ink and in Times New Roman (Courier New may also be accepted).

Please be advised that effective writing provides supporting and contrasting information and provides a conclusion based on your independent critical analysis of the literature. Students are also encouraged to formulate another question after review of the literature that could be answered in the future, either by you or another researcher. *The more I learn, the more I learn how little I know.* - Socrates

**Plagiarism** will not be tolerated. Any instance of plagiarism will result in a grade of zero for this assignment and possible failure for the course in accordance to College policy.

**Extra Credit**

Extra credit will not be given for this course. If you are prepared for each class and actively participate you will not need extra credit to earn a passing grade in this course. You may (and are encouraged to) submit your assignments early for review and constructive feedback prior to any final grading of the assignment.

**Makeup Assignments**

Makeup quizzes, exams, and extension for presentations, assignments, and term papers will only be provided due to illness verified by physician documentation or a family crisis/death/emergency (documentation from the Dean of Student Affairs is required). The policy from the Westminster undergraduate bulletin will be followed for absences. If there is something that you are aware of that will prevent you from attending a class, please see me as early as possible to prepare for your absence.

As a college student you should plan well in advance for activities and assignments. Start assignments early! Do not wait until the last minute to begin projects, papers, etc. as unforeseen problems and circumstances WILL prevent you from finishing on time. You may not know exactly what will happen, but you can certainly anticipate that something will likely happen during the semester that may keep you from completing assignments on time. **Be proactive and prepared and you**
will not need to make anything up. A wise man crosses bridges in his head long before he reaches them on his journey – Anonymous

Accessibility Statement:
Westminster College actively strives for the full inclusion of all our students. If you require assistance or disability-related accommodations, please let me know as soon as possible and in a manner in which you are comfortable (e.g., in person, phone, email).

Students with disabilities who require access solutions for an environmental or curricula barrier should contact Faith Graig, Director of Disability Support Services, located in 209 Thompson-Clark Hall. Phone: 724-946-7192. Email: craigfa@westminster.edu

Class Conduct:
You are held to the standards of adult professionals. The expectations you have of me and my behavior as an instructor are the same as I have for you when you attend our class. The aim will be to develop an active learning community over the course of the semester.

DO NOT USE YOUR PHONE FOR PERSONAL PURPOSES DURING CLASS SESSIONS!!!

Texting, twittering, updating your status, lol-ing, and OMG-ing during lectures is professionally discourteous and disrespectful. These activities will merely take away another opportunity for you to learn. Please note, there is a social psychology phenomenon that accounts for why you ‘think’ I will not notice that you are sending text messages or using your mobile device’s internet application in class for purposes other than psychology. I am aware of that phenomenon and will not be influenced by it. It is very clear to your instructors when you are staring awkwardly into or laugh at your lap while texting. Your instructors are also aware that typing on a laptop looks different when taking notes than it does when messaging others or working on assignments not related to the course. Your participation grade will be reduced by 10 points for repeated uses after you have been notified to discontinue. Interruption to a class session will result in you being asked to leave the class session and your advisor and Department/Division Chair will be notified.

If there is an emergency or immediate need to answer your phone, please excuse yourself to the hall in a professional and considerate manner. If you expect that you may need to attend to your phone during a class session, please notify me prior to the start of class.

Excessive talking to classmates will result in the reduction of your participation grade by 10 points for each occurrence after you are notified that your behavior is interrupting the class.

Do the right thing, because it’s the right thing to do! – P. Jacobs

Course Outline
Below is a schedule of topics/assignments for each class session of this course. Students should note that this outline is subject to change as a result of the pace of class lectures, student participation, length of student presentations, unaccounted for changes to the Westminster College calendar, etc. Students will be notified of alterations in the schedule/assignments with advanced notice. Students should note that they are responsible for independently reading all material in the textbook and for other assigned reading even if information is not covered during class sessions.
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<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
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</thead>
<tbody>
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<td>1</td>
<td>Aug. 28</td>
<td>Introduction to the Class</td>
<td>Syllabus</td>
<td>Getting to know you activity.</td>
</tr>
<tr>
<td>2</td>
<td>Aug. 30</td>
<td>The Story of Psychology</td>
<td>Syllabus Prologue Ch. 1</td>
<td>Assigned Class Discussion/Activity</td>
</tr>
<tr>
<td>3</td>
<td>Sept. 4</td>
<td>The Biology of the Mind</td>
<td>Ch. 2</td>
<td>Assigned Class Discussion/Activity</td>
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<tr>
<td>4</td>
<td>Sept. 6</td>
<td>The Biology of the Mind</td>
<td>Ch. 2</td>
<td>Assigned Class Discussion/Activity</td>
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<tr>
<td>5</td>
<td>Sept. 11</td>
<td>Library Training</td>
<td></td>
<td>Report to the Library</td>
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<tr>
<td>6</td>
<td>Sept. 13</td>
<td>Consciousness and the Two-Track Mind</td>
<td>Ch. 3</td>
<td>Assigned Class Discussion/Activity</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Have started searching for Articles for your paper?</td>
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<tr>
<td>7</td>
<td>Sept. 18</td>
<td>Consciousness and the Two-Track Mind</td>
<td>Ch. 3</td>
<td><strong>Abstract Due</strong></td>
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<td>8</td>
<td>Sept. 20</td>
<td>Nature, Nurture, and Human Diversity</td>
<td>Ch. 4</td>
<td>Assigned Class Discussion/Activity</td>
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<td>9</td>
<td>Sept. 25</td>
<td>Developing Through the Life Span</td>
<td>Ch. 5</td>
<td>Assigned Class Discussion/Activity</td>
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<tr>
<td>10</td>
<td>Sept. 27</td>
<td>Developing Through the Life Span</td>
<td>Ch. 5</td>
<td>Have you been searching for articles for your paper/presentations?</td>
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<tr>
<td>11</td>
<td>Oct. 2</td>
<td>Sensation and Perception</td>
<td>Ch. 6</td>
<td>Assigned Class Discussion/Activity</td>
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<tr>
<td>12</td>
<td>Oct. 4</td>
<td>Sensation and Perception</td>
<td>Ch. 6</td>
<td>Have you been working on your paper topic?</td>
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<td>13</td>
<td>Oct. 9</td>
<td>Learning</td>
<td>Ch. 7</td>
<td>Assigned Class Discussion/Activity</td>
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<tr>
<td>Date</td>
<td>Oct. 11</td>
<td>Oct. 16</td>
<td>Oct. 18</td>
<td>Oct. 23</td>
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<td>Memory</td>
<td>Thinking and Language</td>
<td>Intelligence</td>
<td>Mid-Break</td>
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<td></td>
<td>Ch. 8</td>
<td>Ch. 9</td>
<td>Ch. 10</td>
<td>No Class</td>
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<tr>
<td></td>
<td>Assigned Class Discussion/Activity</td>
<td>Paper Topic Due</td>
<td>Assigned Class Discussion/Activity</td>
<td>Have you participated in an experiment yet? Have you been working on your presentation?</td>
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<td>Date</td>
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<tr>
<td>27</td>
<td>Dec. 4</td>
<td>Psychological Disorders</td>
<td>Ch. 15</td>
<td>Assigned Class Discussion/Activity</td>
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<tr>
<td>28</td>
<td>Dec. 6</td>
<td>Psychological Disorders/Therapy</td>
<td>Ch. 15</td>
<td>Assigned Class Discussion/Activity</td>
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<tr>
<td>29</td>
<td>Dec. 11 or 13</td>
<td>Therapy Final Period In-class activity</td>
<td>Ch. 16</td>
<td>Assigned Class Discussion/Activity (Comprehensive Exam if Needed)</td>
</tr>
</tbody>
</table>

*Education is what remains after one has forgotten what one has learned in school.* ~Albert Einstein