

Psychology 103-02
Introductory Psychology
Fall 2014

Professor: Dr. Steven Meyers

Office Location: Chicago Campus, Gage Building, Room 400-G
Phone and voicemail: 312-341-6363

Contact Information: E-mail: smeyers@roosevelt.edu
Text: 312-324-3732 (not a phone line, only for texts)
Webpage: <http://sites.roosevelt.edu/smeyers>

Course Meetings: Wabash Building: Tuesdays and Thursdays, 9:30 – 10:45 am

Office Hours: Tuesdays, 10:45 am – 12:00 pm in WB 1020 or nearby conference room;
Thursdays, 12:30 – 2:00 pm in Gage 400-G; and by appointment.

Teaching Assistants: Kelly Chu (Email: kchu@mail.roosevelt.edu)
Kara Emery (Email: kemery01@mail.roosevelt.edu)

Required Text: Myers, D. G. (2014). *Exploring psychology in modules with updates on DSM-5* (9th ed.). New York: Worth Publishers. ISBN paperback edition: 97871464163425 **or** ISBN loose-leaf edition: 9781464163418.

Either version of the book can be purchased at the Roosevelt University bookstore. Be sure you buy the correct book and edition for this section right away.

In addition, you will need to access the Blackboard class site at <http://roosevelt.blackboard.com>.

Course Prerequisites:

There are no prerequisites for this class. All students are welcome to enroll.

Course Overview:

This course will provide you with an introduction to the field of psychology. As a survey course, it is designed to help you explore a bit of most everything psychology has to offer. We will examine how people “work” in detail -- What do psychologists know about why people behave the way they do? How are personalities formed? What is “normal” and “abnormal” behavior?

How do psychologists help people with psychological disorders? The class also addresses the research and experimental foundations of psychology: You will learn how psychologists ask and answer questions. We will use this lens to better understand topics such as how the brain influences our behavior, how our senses and minds perceive the world, and how we learn and remember.

I hope this class will give you a base upon which to eventually build a career if you decide that psychology is the field for you. Since psychology touches so many areas and is so much part of all of our lives, you will find that the material will be useful to you even if this is not your chosen field.

I have three main learning goals for you. At the end of this course, you should be able to:

- a. Define key terms and concepts from different areas within psychology.
- b. Apply psychological concepts to understand how people function, both individually and interpersonally.
- c. Apply theoretical, research-based, and clinical findings to increase your understanding about yourself and improve your well-being.

This class also connects with the four overarching goals developed by Roosevelt University's Department of Psychology for undergraduate students enrolled in our courses.

Goal 1: Knowledge Base of Psychology. Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. This course provides you with an introduction to many of these topics and is a key focus of PSYC 103.

Goal 2: Research Methods in Psychology. Students will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation. This course will define these terms so that you can develop related skills in subsequent courses (especially statistics and research methods, for psychology majors).

Goal 3: Critical Thinking Skills in Psychology. Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes. We will analyze how psychologists examine arguments and evaluate claims.

Goal 4: Application of Psychology. Students will understand and apply psychological principles to personal, social, and organizational issues with concern for social justice. This is a main focus of PSYC 103. You will apply the ideas we discuss to yourself and others.

Finally, this course is designed to reflect Roosevelt University's historic commitment to social justice and its unique mission: "to educate socially conscious citizens for active and dedicated lives as leaders in their professions and their communities." Roosevelt University prides itself on promoting greater equality in society, consistent with its creation in 1945 by faculty who all resigned from the YMCA College in Chicago to protest its use of quotas and discrimination in student admissions. Consistent with the University's framework of values, you will learn how psychologists can address inequality and can improve well being for people and society. You will be encouraged to help remedy these inequalities through community engagement as well.

Course Requirements:

1. Daily quizzes

Beginning on Session 2, a brief quiz will be given during each class. The quiz will cover the readings from the Myers textbook that have been assigned for that day. **Be sure to bring two pencils to each class session because we will use Scantron forms for the quizzes.** Be sure to always use Side One of the Scantron sheets.

Daily quizzes are given in this course for the following three reasons: (a) to encourage you to read and learn important concepts and terms from the text before each session, (b) to make studying much more manageable, and (c) to provide you with frequent feedback about your understanding and performance in class.

Each quiz will be worth 6 points and will include 6 multiple choice questions. It will contain vocabulary word definitions (you must recognize the correct definition) and multiple choice questions that will be drawn directly from the self-test questions in the Myers textbook modules. You will have the opportunity to study the actual questions and their answers before each quiz.

There will be a total of 25 quizzes during this semester. We will not have quizzes on Sessions 27 and 28 because those readings do not have self-test questions in your textbook. I will also drop your two lowest quiz scores when calculating your final grade. You must be in class when the quiz is administered to complete it; there are no make-up opportunities for late arrivals, early departures, or absences. These quizzes collectively will account for 138 points, which is approximately 40% of your grade in PSYC 103.

How to best prepare for the quizzes

- a. Carefully check the syllabus to determine which text modules you should read for the day. We will skip around the book, so it pays to verify.
- b. Read the modules carefully (two times if needed) **before** coming to class. Underline or highlight the text.

c. Write down your answers to the multiple choice questions located at the end of the module. They are underneath the heading labeled “Experience the Testing Effect.” See if you were correct by finding the answers in Appendix E, in the back of the book. If you weren’t correct, learn the answer.

d. Make flash cards of the vocabulary words. You will find them listed at the end of the chapter underneath the heading “Terms and Concepts to Remember.” This will let you know where each appears in the chapter (see the margins for the definitions). Write the vocabulary word on the front and the definition on the back. Review them until you have memorized the terms. Try to put the definitions in your own words, too.

If you want to study more intensively, follow these suggestions:

- a. Read the chapter another time. Summarize what you have learned as you finish a section.
- b. Find someone to quiz you on the vocabulary words and multiple choice items.
- c. Ask me questions during office hours. I will help explain the text materials if you are confused.

2. In-class exercises and class participation

Participation involves not only attending all class meetings, but also contributing to discussions and activities. Beginning on the very first session, a written exercise will be given and collected as the measurement of your participation.

These exercises will allow you to collaborate with other students in class and apply the material to problems and real-world situations. This approach also breaks up the lecture and ensures that you are an active participant in our class. This form of daily feedback is another way for you to monitor your understanding of the information.

Each exercise will be worth 4 points. You can interpret your grade on these assignments similar to a GPA scale: 4 (*Excellent*), 3 (*Good*), 2 (*Satisfactory*), 1 (*Poor*), and 0 (*No credit/not submitted*). There will be a total of 28 in-class exercises, as we will have an active learning component in each of our sessions. You must be in class and in the room when the exercise is assigned to complete it; there are no make-up opportunities for late arrivals, early departures, or absences. I will drop your two lowest assignment scores when calculating your final grade. These exercises collectively will account for 104 points, which is approximately 30% of your grade in PSYC 103.

3. Application projects

One of the reasons why many students enjoy psychology classes is the opportunity to apply material to your own lives. You will complete five application projects that will give you the chance to do this in a detailed way. Each one will involve self-reflection and then answering related questions for a total length of approximately 3 to 5 pages. More detailed instructions will be provided in class and on Blackboard, but here is a brief summary of each.

Project 1: Personality assessment (due on September 4). You will complete an online personality questionnaire, obtain results, and relate them to your own perceptions of your personality and the information on the topic covered in the textbook.

Project 2: Wellness and stress (due on September 25). You will answer a series of questions about stresses you experience, how you typically cope with them, and propose different ways of addressing them effectively.

Project 3: Avoiding attribution errors (due on October 16). One of the reasons for conflict is the thought pattern that occurs when others upset you. For this project, you will monitor and challenge how you view others' motives for 6 days and summarize your findings.

Project 4: Behavior change (due on November 13). You will select a target behavior that you would like to change in yourself (e.g., exercise, procrastination), collect baseline data, implement a reward system to change your behavior, and monitor its effectiveness.

Project 5: Career planning (due on December 4). You will complete an online questionnaire to help you determine your career interests, will research job options, and will learn about how to best prepare for possible jobs regardless of your major.

Each application project will be worth 15 points and must be submitted on the due date through the Blackboard site. Otherwise, a late penalty of 0.5 point per day will be deducted from your grade on the assignment (this penalty includes weekends).

You need to submit these assignments through Blackboard. Follow these steps: (a) go to **<http://roosevelt.blackboard.com>** and select PSYC 103 from your list of courses; (b) click on the "Submit Work" button located on the main menu to locate the correct assignment link; (c) click on the underlined title of the assignment (e.g., Project 1); (d) click the "Browse My Computer" button to navigate your desktop or flash drive to retrieve the file; and (e) click "Submit" to send the file. You can also download these instructions with screen photos at **<http://tinyurl.com/assignmentinfo>**. Double check that your attachment was submitted in this area afterwards and verify that you attached the correct document.

Assignments must be typed using MS Word (or converted to pdf format) so that we can open and grade them. These five projects will collectively account for 75 points, which is approximately 20% of your grade in PSYC 103.

4. Community service learning and reflection journal

Many students who study psychology want to enter into a career in the helping professions. This applied aspect of psychology is at the core of the discipline. This class will allow you to experience this opportunity through service learning. Students will participate in a community service placement for 10 hours during the semester that will allow you to interact with people who encounter some form of challenge or adversity. These hours should be spread across several weeks of the semester. We will help you find a placement (i.e., you will be able to choose your volunteer experience from a list of options, including one that is nearby) or you can ask me to approve a relevant site that you find on your own. Volunteer activity must occur in an organized setting (like a tutoring program, or a center that provides services to hungry or homeless people) rather than a personal arrangement, like babysitting. Your volunteer work needs to involve direct and sustained interactions in which you will be able to assist others and learn about the people at the site. *Be sure to submit your placement ideas to me using the approval form before you start.*

Credit for the community service learning will be awarded based on your documented, satisfactory completion of the 10 hours and on the basis of a reflection journal. Journals must be typed in MS Word (double-spaced, with 1-inch margins on all sides) and will contain these parts. ***Be sure to organize your journal using these headings:***

- a. Overview (1 page). A description of your site and a general overview of your responsibilities there.
- b. Weekly entries (a minimum of 6 pages that accumulate across your different visits). This section will consist of multiple entries that describe your work during each visit. Write this section up each week rather than waiting until the due date. Begin each by listing the date, start time, and stop time of your visit. Provide a summary of your activities and interactions during the visit. Profile one individual in greater detail in each entry. Describe their personality, how the person interacted with you or others, and the emotions that the person displayed.
- c. Connections (2 pages). Make connections between your observations and interactions at the site and the course material. These should be detailed and specific using the readings and the lecture material. The connections may relate to any lesson rather than only to the topic of the week. Select specific topics from the course and explain how it helped you better understand people at your site. Conversely, choose some experiences at your site and explain how these interactions clarified the reading material.
- d. Personal reactions (1 to 2 pages). Summarize most the important things that you learned from your service learning experience. Comment on what found most interesting, confusing or disconcerting, and your emotional reactions.

Your reflection journal will be due on December 2 and needs to be submitted electronically through the Blackboard site. See page 5 of the syllabus for step-by-step instructions on how to do this. You will also submit your site supervisor's evaluation form in class.

This assignment will count for 40 points, which is worth approximately 10% of your final course grade. Late work will be penalized at a rate of 2 points per day.

Alternative assignment. For those students who are unable or choose not to complete the service learning assignment, you will have the option to take a cumulative final examination instead on December 11 during finals week. This exam will consist entirely of essay questions that cover all assigned readings in the Myers textbook. These questions will be drawn from the ones listed under "Learning Objectives" at the end of the modules. The final exam will account for the same number of points as the community service option. Preparing will require as many hours as all aspects of the community service learning assignment and will be a challenging test (students have performed significantly better on the service learning assignment than on the final exam in previous semesters). Students who complete the service learning assignment will not take the cumulative final exam and will have their final session on December 4.

Extra Credit:

This class will provide all students with several options to earn extra credit. Each of the following is worth up to 5 additional points added to your grade, depending on the quality of your work. I will provide more detailed directions in class for each. These assignments must be completed by the dates announced in class to count, so be sure to plan carefully. They will be electronically submitted through the Blackboard site where you will find more details as well.

Study skills improvement: Learn about the most effective way to study to improve your grades. Go to <http://tinyurl.com/studyvideos> and watch the five brief videos that are part of the series, "How to get the most out of studying." Write a summary of each of these videos (length: 4-5 pages; due no later than Session 26).

Research participation: Our researchers are always in need of participants for their projects. As a student taking this course, you may develop a better sense of how research is done, and develop some insights into what the participant experiences. Roosevelt University uses the SONA system to track research participation (<http://roosevelt.sona-systems.com>). Select two "SONA credits" worth of studies in which to participate. You must indicate on the SONA system that you want this credit to go to PSYC 103-02: Introductory Psychology. New studies are posted on an on-going basis. No written product is required to earn extra credit for this option.

Expressive writing exercise: Writing about highly stressful or emotional events has been found to result in improvements in both psychological and physical health. This exercise will involve confidentially writing about such events for 15 minutes on four consecutive days. Learn about

related research at <http://tinyurl.com/expressivewriting-15> (length: 4-5 pages; due no later than Session 21).

There will be other, smaller extra credit opportunities available as well.

Computation of Grades:

Here is a summary table featuring each component of class and how it contributes to your final grade for the class. Your assignment grades will be posted under “My Grades” at Blackboard (<http://roosevelt.blackboard.com>), which will allow you track your course progress and performance.

I encourage you to check your grades and progress at least once per week. If you have a question about any of your grades, you have one week from the posting date to contact me or the TAs for more information or feedback.

<i>Assignment</i>	<i>How many are there?</i>	<i>How many will count?</i>	<i>How many points for each one?</i>	<i>Approximate percent of final grade</i>	<i>Total points for category</i>
Quizzes	25	23	6	40%	138
In-class exercises	28	26	4	30%	104
Application projects	5	5	15	20%	75
Service learning <i>or</i>	1	1	40	10%	40
Optional final exam					

Scores from each component of the class (quizzes, in-class exercises, application projects, community service learning/final exam) will be added together, with the potential to earn a total of 357 points, before extra credit is added. “A point is a point” regardless of the assignment in this grading system. For instance, receiving five additional points on an application project would completely offset the effect of not receiving five points on your service learning work.

You will be able to calculate your final grade by dividing the total number of points you earned by 357. I will then convert this a letter grade using the following percentage cut-offs. You can monitor how your percentage changes throughout the semester as your assignments are graded by looking at the “Weighted Total” column on the Blackboard site beginning on the third week of class. Before that, you will be able to see the total number of points that you have earned to date.

Please note that there will be absolutely no rounding of final scores under any circumstance. For example, a final score of 89.99 percent will translate into a B+ for the course. I strongly encourage you to pursue extra credit opportunities beforehand to avoid the possibility of nearly missing a cut-off.

Grade	Percent Range	Grade	Percent Range
A	93.00 and above	C	73.00 – 76.99
A-	90.00 – 92.99	C-	70.00 – 72.99
B+	87.00 – 89.99	D+	67.00 – 69.99
B	83.00 – 86.99	D	63.00 – 66.99
B-	80.00 – 82.99	D-	60.00 – 62.99
C+	77.00 – 79.99	F	59.99 and below

Incomplete and Withdrawal Policies:

I strictly follow the Registrar’s policy for assigning Incompletes for this course. A grade of **I** will only be assigned when a small portion of the total semester’s work has to be completed and the student has a compelling reason why the work cannot be completed within the regular timeframe. I encourage you to withdraw from PSYC 103 if you feel that you will be unable to complete the requirements for the course within the expected timeframe.

Prior to and including the first week of the fall or spring semester sessions, students may drop one or more courses with no record of the class appearing on their transcript. In Weeks 2 through 10, students may complete a Change in Registration form in person or by fax. The form is found on the web at <http://www.roosevelt.edu/registrar/forms>. Online withdrawals after the semester has begun are not possible. The course will be recorded on the transcript with the notation of **W**, indicating that the student withdrew.

After Week 10, students may not withdraw from courses without completing a Petition for Late Withdrawal form found at <http://www.roosevelt.edu/registrar/forms>. The petition form requires the student’s signature and the approval of the instructor, department chair, and dean or dean’s designee. It also requires a statement of the non-academic reason for your late withdrawal, including the reason student was unable to withdraw by the deadline and related documentation.

Withdrawing from courses may have serious consequences for academic progress towards the degree, financial aid eligibility, repayment of refunds, visa requirements (for international students), and eligibility for competition (for student athletes). Students should consult carefully with their instructors and academic advisors and must meet with a financial aid advisor before withdrawing from classes after the semester has begun. The tuition refund schedule and withdrawal deadlines are published for each semester on the Important Dates page at <http://www.roosevelt.edu/registrar/ImportantDates>. The last day you can choose to drop courses with a **W** grade for this term is October 28.

Make Up and Late Work Policy:

As described above, quizzes and in-class exercises are only available for credit when they are administered in class. Because I realize that emergencies do occur, I will drop your two lowest

grades on each of these assignments. Your application projects and service learning journal can be submitted late, but will be subject to the late penalties described in the sections above. These assignments also have a final submit date for possible consideration even with the late penalties (this is generally two weeks after the assigned due date). The optional final exam is considered a back-up or accommodation assignment, so it will only be offered during the designated time. In the absence of a documented, legitimate reason for missing these assignments, a grade of **F** will be assigned for that work. Remember to pursue extra credit opportunities if you want to improve your grade, too.

Academic Dishonesty:

All students will be held to the University's standards on academic dishonesty, as described in the student handbook and planner and on the University's website. I strongly encourage you to refer to the following site for additional details regarding plagiarism and how to avoid it: **<http://www.roosevelt.edu/plagiarism>**. Lack of knowledge of standards will not be accepted as an excuse. During quiz and exam time, I expect you to put away all materials, keep your eyes on your work, and not to be interacting with anyone else.

Students found guilty of academic dishonesty will receive penalties up to **F** for the course, and their names will be forwarded to the Student Services office.

Disability Services:

Roosevelt University complies fully with the Americans with Disabilities Act. Students with disabilities or other conditions that require special accommodation are encouraged to identify themselves to the instructor and to the Office of Disability Services in the Academic Success Center (312-341-3810) at the very beginning of the semester. This will allow me to provide suitable services and adjustments. You can find details about ADA and the university's policies and practices at **<http://www.roosevelt.edu/Policies/Disabilities.aspx>**.

Electronics Policy:

We will actually use your smart phones, tablets, or laptop computers as “clickers” for class activities. You can download the app called “Socrative Student” for free. You can also access the clicker program in class at: **<http://b.socrative.com/login/student/>**. However, the risk of having an electronic-friendly classroom is the potential for distraction. Be sure that your cell phone is set on vibrate at the start of every class. Avoid texting or using the Internet for other reasons during class as well.

Religious Holidays:

Roosevelt University respects the rights of students to observe major religious holidays and will make accommodations, upon request, for such observances. Students who wish to observe religious holidays must inform their instructors in writing *within the first two weeks* of each

semester of their intent to observe the holiday so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students who make such arrangements by the deadline will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. However, all work missed for such absences, including papers and examinations, must be made up. Students who do not arrange for excused absences by the deadline are not entitled to such accommodations.

General Notes:

I am committed to the education of each student in this course. If there is a problem that is negatively affecting your course performance, *contact me immediately* so that we can develop an appropriate plan to help you succeed in this class. I urge you not to wait until the end of the semester or until after an assignment is due to speak with me. If an assignment that focuses on developing self-awareness is uncomfortable for you, discuss this with me as well so we can potentially make needed changes. I encourage you to attend my office hours or contact me by telephone, voice mail, text, or e-mail. The teaching assistants are also available and can help you succeed.

There are other important university resources that you can access if you feel they will be useful. These include the University Writing Center (AUD 442, 312-341-2206), the Academic Success Center for tutoring and other assistance (AUD 128, 312-341-3818; <http://www.roosevelt.edu/StudentServices/AcademicSuccessCenter.aspx>), and the Counseling Center (AUD 470, 312-341-3548).

Finally, people characterized by a variety of backgrounds, ages, experiences, abilities, and other differences contribute to the community of learners in our classroom. We can all learn from these different perspectives, and everyone should be respected and appreciated. The responsibilities of learning in a community are similarly addressed in the university's Student Code of Conduct (<http://www.roosevelt.edu/StudentSuccess/Conduct.aspx>).

Course Schedule

Graded in-class exercises on all Sessions (1 – 28). Quizzes on Sessions 2 to 26.

Session	Date	Topic	Reading (Modules)	Projects
1	Tu, 8/26	Course introductions	--	
2	Th, 8/28	Personality: Classic perspectives	34	
3	Tu, 9/2	Personality: Contemporary perspectives	35	
4	Th, 9/4	Psychological disorders: Part 1	39	Project 1 due
5	Tu, 9/9	Psychological disorders: Part 2	40 and 41	
6	Th, 9/11	Therapy: Psychological interventions	42	
7	Tu, 9/16	Therapy: Biomedical approaches	43 and 7	
8	Th, 9/18	Wellness: Part 1	32	
9	Tu, 9/23	Wellness: Part 2	33 and 8	
10	Th, 9/25	Biopsychology: Neurons and hormones	3 and 29	Project 2 due
11	Tu, 9/30	Biopsychology: The brain	4	
12	Th, 10/2	Biopsychology: Nature vs. nurture	5 and 6	
13	Tu, 10/7	Social psychology: Social thinking	36	
14	Th, 10/9	Social psychology: Interpersonal relations	37 and 38	
15	Tu, 10/14	Gender and sexuality	13 and 14	
16	Th, 10/16	Development: Infancy and childhood	9 and 10	Project 3 due
17	Tu, 10/21	Development: Adolescence	11	
18	Th, 10/23	Critical thinking and research	2	
19	Tu, 10/28	Statistics and psychology	Appendix A	
20	Th, 10/30	Sensation and perception	15 and 16	
21	Tu, 11/4	Learning: Classical conditioning	18	
22	Th, 11/6	Learning: Operant conditioning	19 and 20	
23	Tu, 11/11	Memory: Storing memories	21 and 22	
24	Th, 11/13	Memory: Forgetting	23	Project 4 due
25	Tu, 11/18	Intelligence	26 and 27	
26	Th, 11/20	Motivation	28	
Thanksgiving Break				
27	Tu, 12/2	Social justice and psychology	Go to Blackboard	Service learning due
28	Th, 12/4	Course conclusions	Appendix C	Project 5 due
--	Th, 12/11	<u>Optional</u> final exam (begins at 9:30 am)	--	