

PSYCHOLOGY 100

Section 03 / 04 / 05

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Office Hours
Monday, Wednesday, and
Thursday, 2:00-3:00 p.m.

... and by appointment

What is this course about?

According to the *Hope College Catalog*, Psychology 100 (Introduction to Psychology) is “An introduction to the science of behavior and mental life” and is a prerequisite for all other psychology courses. This course will take a topical approach, examining many different perspectives on human behavior, but also emphasizing the common themes that hold the various areas of psychology together as an academic discipline.

What do I want you to gain from it?

If you attend class and complete the course assignments, I expect you will:

1. Gain a basic understanding of how psychologists conduct research and evaluate their findings.
2. Become familiar with some of the most significant concepts and findings of contemporary psychological research.
3. Be able to relate the findings of psychological research to your own life, to the lives of your family members and friends, and to important social issues.
4. Make progress toward developing successful study techniques and an attitude of analytical, independent thinking.
5. Gain a firm foundation of knowledge (“cognitive structure”) on which you may build as you take other psychology courses or continue your independent, informal study of human behavior.



Required Resources for Learning

Textbook: *Psychology: Ninth Edition in Modules* by David G. Myers (Worth Publishers, 2010)

Tutorials: *PsychSim5* by Thomas E. Ludwig (Worth Publishers, 2004).

PSY 100 course website: The schedule of topics, assignments, and other resources can be found on the Hope College Courses website (please check frequently for new information.): Go to <http://courses.hope.edu>, log in, and then select **PSY-100-03/04/05 F10 Introduction to Psychology (Ludwig)**



There is a growing consensus that student learning is enhanced when instructors encourage students to use active techniques (such as experiments, observations, and hands-on problem-solving) to *create their own knowledge*, and then to *reflect on that knowledge* (through private journaling, essays, or blogs), and to *talk about* (through group discussions and oral presentations) what they are doing and how their understanding is changing. In this course we will try to follow these principles, but this means that students need to be actively engaged in the course. We are all in this together!

What will I expect from you?

Learning is hard work. Your success in this course requires careful planning on my part to prepare the assignments and lectures, and active involvement on your part to understand the material, integrate it with what you already know, and apply it to your life.

Therefore, I expect that you will

- organize your life so that you can
 - attend class and lab sessions regularly
 - be present on the days scheduled for tests or exams
- keep up with the assigned readings
- complete the written assignments and other activities on time
- ask questions and participate in class and lab discussions
- listen and learn from those around you
- relate what you learn in this class to your own life
- meet with me if you are having trouble in the course

In return, I will

- organize class time and lab activities to facilitate your learning
- answer your questions as completely as I can
- provide prompt feedback on your performance



How will I measure what you have accomplished?

Test Points There will be five tests in this course. The first four tests will be unit tests, each covering 10 to 14 textbook modules (brief chapters) and each worth 50 points; the final exam will cover 12 textbook modules plus some cumulative material on research methods, and will be worth 70 points. Grades for each test will be assigned according to the percentage grading scale below. The five tests will be worth 270 points, or 67.5% of the course grade.

Web Assignment Points Each week, several of your assignments will be activities and quizzes performed outside of class, using a web browser. All together, these assignments will be worth 80 course points, or 20% of the course grade.

Online Quizzes. For every class session that has an assigned reading from the textbook, there will be an online quiz that tests your understanding of the textbook material. Each quiz is due **BEFORE CLASS at 11:00 a.m.** on the day the corresponding textbook material will be covered in class. Your percentage scores on the quizzes in each course unit will be multiplied by 12 to determine how many course points you earn for

that set of quizzes. The total possible for all quizzes is 60 course points.

PsychSim Computer Tutorials. For ten course topics, you will go to the Worth Publishers *PsychSim 5* website and step through a 15-minute tutorial on that topic, complete with animations to illustrate key psychological processes. Each tutorial contains embedded self-tests to check your understanding. At the conclusion of each tutorial, you will need to type your name and my e-mail address (ludwig@hope.edu), and then submit your *PsychSim* score directly to my gradebook. Each tutorial will receive a score of 0=not satisfactory, 1=satisfactory but late, 2=satisfactory and submitted by the due date for that tutorial. The total possible for all *PsychSim* activities is 20 course points.

Lab Points This course counts as fulfilling the General Education Social Science 1A requirement. All S1A courses must provide opportunities for students to be engaged in the process of social science research—through data collection

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It is not hard to learn something. What is hard is to unlearn something when you discover yourself wrong. *Martin H. Fischer*

You already know a lot about human behavior—from your other courses, from the media, and from your life experiences. One of the challenges of this course will be for you to examine those ideas that you already hold, and test them against the research findings that we will cover in this course.

On some topics you will find that current research supports your opinions, but on other issues the bulk of evidence may go against what you believe to be true about human nature. That is when real learning will occur, as you wrestle with the contradictions and decide whether to accept a new perspective or to hang on to your cherished opinions. In either case, at the end of that process you will have a new ownership of your ideas, and will have taken another step toward the goal of liberal education at Hope College.



We learn more by looking for the answer to a question and not finding it than we do from learning the answer itself. *Lloyd Alexander*

Remember that psychology is primarily a way of asking and answering questions about human behavior!

and/or data analysis and/or data interpretation. The following assignments will expose you to how psychologists conduct research and evaluate the results. All together, these assignments will be worth 50 course points, or 12.5% of the course grade.

Lab Poster Presentation. The first main lab activity will be a team project based on the naturalistic observation method of research. Your team will choose a topic, design the observation, collect the data, and prepare a PowerPoint presentation that describes your results. You will then construct a poster based on the PowerPoint presentation, and will display the poster in the PSY 100 poster session (11:00-11:50 am on **Thursday Sept. 30**. Lab 1 is worth 10 points. Your score will be based on instructor ratings of the quality of your project design and poster/PowerPoint, combined with ratings of your individual contribution and effort by your team partners.

Lab Reports. There will be 2 formal (typed) writing assignments based on the 2nd and 3rd lab exercises. These Lab Reports (worth 15 points each) will describe the procedures and results of the exercises. Each lab report will follow a specific format that will be described in class.

Research Participation. There will be a number of opportunities across the semester to participate in Faculty Research Projects (which we hope will lead to results that may one day appear in an introductory psychology textbook). Although the details are still being worked out for the current semester, it appears that, to earn the full 10 points for research participation, you will need to participate in **2 hours** of research. Students who choose not to participate in the Faculty Research Projects can earn these points by completing alternative writing assignments called Research Reports, each summarizing a published psychological experiment. Each Research Report will be equivalent to 1 hour of research participation. See the course website for the updated details on research participation and a list of the available research projects, as well as the format for Research Reports. Students who participate in more than 2 hours of research will earn 2 extra credit points. Note: Students who sign up for a research appointment but don't show up will be penalized 0.5 hours.

Final Grade Final semester grades will be determined by adding the scores from the five tests, the online quizzes, the *PsychSim* activities, the lab poster presentation, the two lab reports, research participation points and any extra credit points, and then dividing by 400 (the number of total course points possible).

“Learning is not just the accumulation of facts. Learning changes the way you think about the world and interact with the people around you.”

Alfred von Rohr Sauer

Grading Scale (with MINIMUM points needed for each grade)

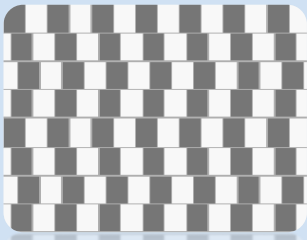
| Grade | Percent | Points |
|-------|---------|--------|
| A | 94 | 376 |
| A- | 90 | 360 |
| B+ | 87 | 348 |
| B | 83 | 332 |
| B- | 80 | 320 |
| C+ | 77 | 308 |
| C | 73 | 292 |
| C- | 70 | 280 |
| D+ | 67 | 268 |
| D | 63 | 252 |
| D- | 60 | 240 |
| F | <60 | <240 |

Course Policies

Course Schedule - The schedule of topics and assignments, grading system, and other procedures in this course are subject to change in the event of extenuating circumstances. In the unlikely event that major changes in course procedures are necessary, a full explanation will be provided, and every effort will be made to ensure that students' grades do not suffer as a result of the changes.

Due Dates - Online quizzes must be completed before 11:00 a.m. on the assigned day, or they will receive a zero. *PsychSim* activities must be submitted electronically before midnight on the assigned day; late submissions will receive half credit. Lab Reports are due at the beginning of class on the date assigned. Late reports will be penalized 20% per 24 hours after the due date. Extensions will not be granted for computer problems, so please back up your work frequently and don't wait until the last minute to print your report!

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Hope College Code for Academic Integrity

ACADEMIC INTEGRITY is based on the principles of honesty and individual responsibility for actions. As these principles are applied to academic life at Hope College, it follows that a student will not:

- 1. Give, offer, or receive aid on examinations other than that specifically allowed by the professor. (In this course, this rule also applies to tests, quizzes, lab reports, extra-credit reports, research reports, and other course assignments.)*
- 2. Do course work in a manner that is inconsistent with the standards of conduct set forth by the professor.*
- 3. Knowingly represent the work of others as his/her own. This includes, but is not limited to, plagiarism. (In this course, this rule applies to copying or plagiarizing reports and worksheets.)*
- 4. Falsify or fabricate data. This has particular application to laboratory work and research.*
- 5. Engage in conduct that destroys another person's work or hinders another in her/his academic endeavors. This has particular application to computer files, library resources, and laboratory or studio work.*

Student Course Materials - All student materials from this course except the Final Exam will be destroyed at the end of Exam Week, unless students have made individual arrangements with me. Final Exams will be kept until the second week of the next semester.

Americans with Disabilities Act (ADA) - Any student whose disability falls within ADA guidelines should inform me at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Questions? Contact Jeanne Lindell, Coordinator of Academic Support Services for Students at extension 7830.

Honor Code - This course will follow the Hope College Code for Academic Integrity. If you have questions about these procedures, please see me. The section of the Code that deals with the College's expectations is reprinted at left (the full Code can be found in the Hope College Catalog).

Online Quiz Policy - The daily online quizzes are designed to 1) motivate you to keep up with the textbook reading assignments, 2) help you review the main points from the reading assignments, and 3) identify the concepts that you do not yet fully understand. Ideally, you should read the complete textbook assignment, then take the quiz without referring to the book or the posted lecture outlines. If you are not satisfied with your score, you may take the quiz again, and your final score will be the average of your two attempts. However, if you prefer to integrate the quiz with your reading, you may keep the textbook open and refer to it while you take the quiz. In this course, it IS NOT considered cheating to use the textbook and posted lecture outlines while taking the online quizzes. In this course, it IS considered cheating if anyone else assists you with the quizzes in any way. Quizzes are always due before class, by 11:00 a.m. on the day indicated in the syllabus schedule. At that point the quiz will close, so there will be no make-up opportunities for missed quizzes.

In-Class Test Policy - The unit tests and final exam will take place in class on the dates specified in the syllabus. Students are expected to be present on the day of a test or exam. In fairness to all students, makeup tests will be strongly discouraged, except in cases of genuine personal emergency. If an emergency arises, contact me as soon as possible (preferably by e-mail). Appropriate documentation of the emergency will need to be provided in writing. During the tests, students will not be allowed to refer to their notes or textbook, nor will they be able to use a cell phone or MP3 player. Students will be able to review their graded tests in class on the dates specified in the syllabus. Tests not returned to me immediately after the review will be scored as a zero.

E-mail Policy - When sending me an e-mail, please type PSY100 as the first six characters in the subject line. Example subject line: *PSY100 - question about Lab 2*. Also, if you are asking a question about a quiz, please specify the title of the quiz (e.g., Q13-14) and the topic of the quiz item (e.g., "the question about Erikson's theory"). Don't ask about question 5 on tomorrow's quiz, because I might not know what you are talking about (the questions are presented in a random order for each student).

Electronic Device Policy - The only electronic devices you may use in the classroom are devices that clearly support your learning during that class session. For example, if you prefer to take notes directly on your laptop computer, you are welcome to do so, provided you first silence any noise alert functions so that they are not disruptive to others in the classroom. If you do bring your computer to class, other activities that do not clearly assist the purposes of our course are not allowed (specifically not permitted: checking e-mail, web surfing, gaming, scheduling, social networking, and academic work for other courses). All cell phones, smart phones, pagers, iPods, or other personal portable electronics must be silenced at the beginning of class and are not allowed for active use in the classroom. Use of any of these items will result in your being asked to silence the device and/or being asked to leave the classroom. If you have a question about a particular technology for use in class, please do not hesitate to ask. If you need to keep your phone on vibrate during a particular class period due to an emergency situation, please let me know prior to class and please leave the classroom to take your call if it comes.

| Date | Class Topic and Special Events | Reading | Quiz/Web |
|-------------------------|---|------------|---------------------|
| Sep. 1 – W | Introducing Psychology | --- | --- |
| Sep. 3 – F | Memory Processes; Encoding; Lab 1 Team Assignments | Mod. 26-27 | Q26-27 |
| Sep. 6 – M | Storage and Retrieval; Lab 1 Intro | Mod. 28-29 | Q28-29 |
| Sep. 8 – W | Forgetting; Memory Distortions | Mod. 30 | Q30 |
| Sep. 10 – F | Thinking and Language; Lab 1 Observation Plan DUE | Mod. 31-32 | Q31-32 |
| Sep. 13 – M | Principles of Motivation; Hunger; Observation Begins | Mod. 36-37 | Q36-37 + P1 |
| Sep. 15 – W | Sex, Affiliation, and Achievement Motivation | Mod. 38-39 | Q38-39 |
| Sep. 17 – F | FIRST TEST (Modules 26-32, 36-39) | --- | --- |
| Sep. 20 – M | Psychology as Science of Behavior; Review Test 1 (Shannon Jung - 7 pm) | Mod. 1-2 | Q1-2 |
| Sep. 22 – W | Research Methods and Statistics (also on Final Exam); Observation Ends | Mod. 3 | Q3 + P2 |
| Sep. 24 – F | The Nervous System | Mod. 4 | Q4 |
| Sep. 27 – M | Brain and Behavior | Mod. 5-6 | Q5-6 + P3 |
| Sep. 29 – W | Consciousness and Biological Rhythms | Mod. 7 | Q7 |
| Sep. 30 – Th | Lab 1 Poster Session 11:00-11:50 in Science Center Atrium | --- | --- |
| Oct. 1 – F | Sleep and Dreaming | Mod. 8 | Q8 |
| Oct. 4 – M | Hypnosis; Psychoactive Drugs; Lab 2 Intro | Mod. 9-10 | Q9-10 + P4 |
| Oct. 6 – W | NO CLASS – CRITICAL ISSUES DAY | --- | --- |
| Oct. 8 – F | SECOND TEST (Modules 1-10) | --- | --- |
| Oct. 11 – M | The Nature and Nurture of Behavior; Review Test 2 | Mod. 11-12 | Q11-12 |
| Oct. 13 – W | Prenatal Development; Infancy and Childhood | Mod. 13-14 | Q13-14 + P5 |
| Oct. 15 – F | Adolescence; Adult Development; Lab 2 Survey Questions DUE | Mod. 15-16 | Q15-16 |
| Oct. 18 – M | NO CLASS – FALL RECESS | --- | --- |
| Oct. 20 – W | Principles of Sensation; Vision; Lab 2 Data Collection Begins | Mod. 17-18 | Q17-18 |
| Oct. 22 – F | Hearing; Smell; Taste; Body Senses | Mod. 19-20 | Q19-20 + P6 |
| Oct. 25 – M | Perceptual Organization; Form and Depth; Lab 2 Data Collection Ends | Mod. 21 | Q21 |
| Oct. 27 – W | Perceptual Interpretation; Illusions | Mod. 22 | Q22 + P7 |
| Oct. 29 – F | THIRD TEST (Modules 11-22); Lab 2 Results Posted | --- | --- |
| Nov. 1 – M | Associative Learning; Classical Conditioning; Review Test 3 | Mod. 23 | Q23 |
| Nov. 3 – W | Operant Conditioning; Observational Learning | Mod. 24-25 | Q24-25 + P8 |
| Nov. 5 – F | Theories of Emotion; Expressing Emotion; Lab 2 Report DUE | Mod. 40-41 | Q40-41 |
| Nov. 8 – M | Experiencing Emotion | Mod. 42 | Q42 + P9 |
| Nov. 10 – W | Stress and Health | Mod. 43-44 | Q43-44 |
| Nov. 12 – F | Defining, Measuring, and Explaining Intelligence; Lab 3 Intro | Mod. 33-35 | Q33-35 + P10 |
| Nov. 15 – M | Personality: Psychoanalytic and Humanistic; Lab 3 Data Collection Begins | Mod. 45-46 | Q45-46 |
| Nov. 17 – W | Personality: Trait and Social Cognitive | Mod. 47 | Q47 |
| Nov. 19 – F | FOURTH TEST (Modules 23-25, 33-35, 40-47); Lab 3 Data Collection Ends | --- | --- |
| Nov. 22 – M | Abnormal Behavior; Anxiety Disorders; Review Test 4; Lab Results Posted | Mod. 48-49 | Q48-49 |
| Nov. 24 – W | Dissociative, Personality, Somatoform Disorders | Mod. 50 | Q50 |
| Nov. 26 – F | NO CLASS – THANKSGIVING RECESS | --- | --- |
| Nov. 29 – M | Mood Disorders; Schizophrenia | Mod. 51-52 | Q51-52 |
| Dec. 1 – W | Psychotherapies; Biomedical Therapies | Mod. 53-55 | Q53-55 |
| Dec. 3 – F | Social Thinking; Lab 3 Report DUE | Mod. 56 | Q56 |
| Dec. 6 – M | Social Influence | Mod. 57 | Q57 |
| Dec. 8 – W | Social Relations | Mod. 58-59 | Q58-59 |
| Dec. 10 – F | Psychology's Big Questions; Final Exam Review | --- | --- |
| Dec. 14-T 15-W 16-Th | FINAL EXAM (Modules 48-59 + research methods) Section 03 = Tue. Dec. 14, 12:30-2:30 p.m.; Section 04 = Thur. Dec. 16, 12:30-2:30 p.m.; Section 05 = Wed. Dec. 15, 9:00-11:00 a.m. | | |

Note: Updates to this tentative schedule will be posted at the PSY 100 course website

<http://courses.hope.edu/> ➔ PSY-100-03/04/05 F10 Introduction to Psychology (Ludwig)