

INTRODUCTORY PSYCHOLOGY
Psychology 101
John Carroll University
Summer, 2015

Elizabeth Swenson, Ph.D., J.D.
Office: Dolan E 375

Email: swenson@jcu.edu
Phone: (216) 397-4434

"Learning is not the product of teaching. Learning is the product of the activity of the learners" - John Holt

Office hours: 10:00am-12:00pm (EDT) each Monday, Wednesday, and Friday online. I will be in the office by appointment only. (Although I have listed 6 office hours a week I am available other times. Just email me if you have questions or concerns.)

Required Text: *David G. Myers: Psychology. 10th edition, Worth Publishers, 2013.* I recommend the electronic version. It is less expensive than the hard copy and is annotated with interesting links and activities. However, the paper book will work and you may be able to find a used copy.

Purpose: The purpose of PS 101 is to introduce the beginning psychology student to the scientific study of behavior. The major areas of psychology are sampled in this general survey course. This course seeks to lay a foundation for the more advanced study of behavior for those students who wish to pursue a major in the field of psychology, as well as to provide a comprehensive overview for those whose study of psychology will end with the first course

Student Learning Outcomes: The successful completion of this class will enable you to accomplish the following outcomes:

- to acquire the fundamental vocabulary of psychology by recognizing and recalling the basic definitions of psychological concepts, theories, and methods (e.g., recalling that psychology is defined as "the scientific study of behavior and mental processes")
- to comprehend psychological concepts, theories, and methods by developing an understanding of these complex components (e.g., not only being able to recall the definition of psychology, but also being able to explain why psychology is a science)
- to compare the concepts, theories, and methods of psychology by identifying their differences (e.g., understanding that Watson's, Skinner's, and Bandura's theories are all examples of behaviorism, but that Bandura differed from Watson and Skinner because he emphasized how learning can be influenced

by mental events and the observation of others)

- to apply psychological concepts, theories, and methods by using them to overcome problems or challenges involving behaviors or mental processes (e.g., learning how to manage stress by identifying the stressors in your life and developing ways of reducing them, if they can be reduced or coping with them, if they cannot be reduced)
- to analyze complex psychological concepts, theories, methods by separating them into their component parts and investigating their organizational relationships (e.g., exploring Freud's theory by breaking it down into its component parts {id, ego, and superego} and learning how these parts interact to produce human personality)
- to synthesize psychological information by combining separate pieces of information into new and creative wholes (e.g., using the results of many psychological studies to come to conclusions about the relationship between children's level of aggressive behavior and the amount of televised violence they watch)
- to evaluate psychological information by using valid criteria and methods to judge its value for a particular purpose (e.g., using the concepts of reliability, validity, and standardization to determine the usefulness of a particular psychological test in the measurement of a specific aspect of personality)

Course Structure: We will cover **14** topical chapters in the textbook, plus the Prologue. *3 chapters will be covered each week.* In addition to the reading there will be video clips to watch that illuminate the material. There are also activities to participate in listed under the week and chapter.

Canvas Modules: All information, reviews, discussions, assignments, etc. are found in the MODULES section of the course's Canvas. They are organized by week, with all of the things associated with the three chapters included within them. Each week starts with an Overview so that you know what is due, when everything is due, and what is optional. You can find parts of the course in other sections, such as "Assignments" and "Discussions", but everything for the course is located in Modules by Week.

Submitting Assignments: All assignments (PsychSim, Paper, Research, etc.) should be submitted online on the page the assignment information is on. Click "Submit Assignment" in the upper right-hand corner. Some assignments require a Word document upload, whereas the Thinking Critically just requires

you to type your answer into a textbox. You will know something is a mandatory assignment if you look on Modules and it says "(Assignment)" in the name and lists the due date/point value on the right side. You do NOT need to email the assignment. Your grade will be available in the "Grades" section of the course after it has been reviewed.

Online Discussions: Each week there will be a topic assigned for the online discussion in which you will interact with your classmates and with the instructor. Although one topic is assigned, you may begin other topics in different threads, if you have questions or comments for the class.

Evaluation:

Participation:

NOTE: All submitted assignments are due by noon (12:00pm) Eastern Daylight Time each SATURDAY. No late assignments will be accepted.

PsychSim Tutorials: For each chapter, there will be one PsychSim Tutorial. Click on the link in the specific PsychSim made for each chapter. Then complete the attached Word document that contains relevant questions/exercises and submit (upload) it as an assignment on the same page that the PsychSim link is on. (Click "Submit Assignment" on the upper right-hand corner of the page.) For each thoughtful submission there are *2 possible participation points*.

Thinking Critically Exercises: For each chapter, there will be one Thinking Critically exercise. The link can be found in the Module page made for each chapter. Each Thinking Critically response should be submitted on that same page as an assignment - type it in as a text entry instead of submitting it as a file. (Click "Submit Assignment" on the upper right-hand corner of the page.) Read through the exercise and comment on it, as well as answering any questions presented. Thoughtful submissions should be at least a paragraph in length and may be longer. For each thoughtful submission there are *2 possible participation points*. (Note: there is no Thinking Critically exercise for the Prologue and for Chapter 2.)

Discussion Board Posts:

Each week you will need to contribute a substantive response to a different critical thinking exercise involving concept

applications on the course discussion board. This will count as part of your participation grade, which is 1/3 of your final grade. These also need to be completed by noon Saturday. For each thoughtful contribution there are *two possible participation points*.

What is a substantive contribution? It should be approximately one full screen in length, is on a topic either written about in the text or raised in class, and illustrates critical thinking. Contributions might provide examples of concepts raised in the course, explain disagreement or agreement with a conclusion offered in the class or text, compare different approaches to a psychological issue, raise or respond to questions about psychological topics, or otherwise demonstrate your thoughtful engagement with the course material. Your contributions should suggest examples not yet raised by others in the class. You may include in your class discussions substantive comments about web links you have visited.

If you miss a week, your class participation grade will be reduced.

There are a total of **70 possible participation points** that contribute 1/3 of your final grade: 2 for EACH Thinking Critically exercise, PsychSim tutorial, and discussion board entry.

Papers:

A written paper of 700-1000 words is also required EACH week. Each paper is worth a maximum of **12** points. There will be 5 papers, with a maximum total of 60 points. The papers will count for approximately 1/3 of your final grade. Papers should be submitted in the applicable assignment page made for each week. (Note: TurnItIn has been enabled for these assignments so be sure not to plagiarize or you will receive a grade of 0.)

Again, all assignments are due by noon (12pm), Eastern Daylight Time each Saturday. This includes papers, discussion entries, Thinking Critically exercises and PsychSim Tutorials. You must keep up with the work. No late papers or exercises will be accepted.

Additional Items on Canvas:

These items are *optional* but do enlighten the material. They are NOT for a grade but may make your assignments easier to understand. They are found in the Modules along with the Assignments.

- Flashcards
- Self-Quizzes

- Web Links
- PsychOnline Activities
- Other Demonstrations/Simulations

Final Exam: **There will be one final cumulative exam at the end of the course that will consist of 120 multiple choice questions worth .5 points each.** (Canvas may indicate that each item is worth one point - please remember that they are actually .5 point to equal 60 points total.) The final exam covers all reading, videos, Thinking Critically exercises, and PsychSim Tutorials and will contribute approximately 1/3 to your final grade. The final exam will be *open for two days prior to the end of the term (July 18th & 19th)*. You will have **4 hours** to complete it once you have started it. You may start and stop taking the exam but it will close after 4 hours. You will not be able to go back to previous questions or go ahead to future questions. Once the 4 hours has run, the exam time is over. This amount of time will be unnecessary for most students, but allows you time to reconnect if you have technical problems during the exam. Obviously you may consult your textbook during the exam.

The Final Exam will become available at 12:00am July 18th. You can find it at the bottom of the Modules page under its own "Final Exam" category.

If you need to or wish to take the exam in person, it will probably be given the last Friday of the term at 3:00 pm in the Psychology Department on the 3rd floor of Dolan East. You must to let me know that you plan to take the exam in person by 2 weeks prior to this time. This will be an open-book exam.

The grading scale for the final exam in percentages is: 93 and up A, 90-92 A-, 87-89 B+, 83-86 B, 80-82 B-, 77-79 C+, 73-76 C, 70-72 C-, 67-69 D+, 60-66 D, 59 and under F. In the unlikely event that the class as a whole does poorly on the final exam, the scores may be curved upward.

Final grade Determination:

Thinking Critically, PsychSim Tutorials, Discussion Board, & Research Participation from Week 1 = **70** points

Weekly Papers = **60** points

Final Exam = **60** points (Note that each question is .5 points.)

Grading Scale:

176-190 A, 169-175 A-, 163-168 B+, 157-162 B, 151-156
B-, 145-150 C+, 139-144 C, 133-138 C-, 127-132 D+, 121-126
D, 115-120 D-, less than 114 F

Explanatory note:

Since this is an online course, students are expected to have a DSL line and a computer capable of connecting and receiving information disseminated through the JCU Canvas system. If you require help with a connection before or during the course call the JCU help desk at 216.397.3004/3005. The help desk is open for business in the summer: Mondays thru Thursdays 7:30 am until 10 pm; Fridays 7:30 am until 6 pm; Saturdays noon-6 pm; and Sundays noon-10pm.

Assignments

Week One: The Science of Psychology

Assignments: *due by 12pm Saturday, June 20th*

READINGS

Prologue: The Story of Psychology
Chapter 1: Thinking Critically with Psychological Science
Chapter 2: The Biology of the Mind

2. VIDEO CLIPS (in preparation for this week's paper)

- a. Experimental Design
- b. Brain Transplants in Parkinson's Patients
- c. Brain Structures
- d. Understanding Research
- e. The Behaving Brain
- f. The Responsive Brain

3. Foundations of Psychology Paper (12 pts)

Prepare a 700-1000-word paper in which you examine the foundations of psychology. In your paper address the following components:

- a. Identify the major schools of thought in psychology and examine their major underlying assumptions.
- b. Describe the biological foundations of psychology.

4. Participate in Research Study (6 pts)

- Your task is to participate in an online research study as

a participant. These are actual studies so please approach this task in a serious manner and answer as truthfully/carefully as you can. Once you have completed your participation in the study, answer the questions below in a Word Document and submit the file as an assignment. This link has a number of studies to choose from various areas of psychology. Go to the site and choose a study to participate in: <http://psych.hanover.edu/research/exponnet.html> (If a particular study doesn't open or has expired, choose another one.)

- Note: This research participation is replacing 2 Thinking Critically exercises for only Week One - Subsequent weeks will not have this research component.

The following are the questions that should be answered in your follow-up report:

- a) What is the name of the study?
- b) Provide a brief description of the study (What did they ask you to do? What kind of questions or information was asked from you? Were there any 'tricks,' deception, or information withheld about the study?)
- c) What area of psychology was represented by the study? (Another way to answer this: What chapter from the text would this study appear in?)
- d) Describe the steps taken to protect your rights as a research participant. Did you feel that your rights were protected and that you were treated with proper respect? Why/why not (what did they do - or *should have done*?)
- e) What type of study was it (experimental, correlational)? How do you know?
- f) What is your impression of the study? (This can include what you see as strengths/weaknesses; whether the way the study was done (online v. in-person) affected how you acted or answered; what impressed you most about the experience)
- g) Why did you select this particular study?

5. Three PsychSim tutorials (2 pts EACH)

- Psychology Timeline
- Descriptive Statistics
- Hemispheric Specialization

6. One Thinking Critically exercise (2 pts)

- Hot and Cold Streaks in Basketball

7. Week 1 Discussion: Please introduce yourself to the class

Please tell the class a little about yourself:

- What is your name and major?
- Where do you go to school?
- Where are you from?
- Where are you living during this part of the summer?
- Why did you decide to take this online course?
- Have you ever taken an online course before?
- What are you hoping to get out of this class?
- Is there anything else you'd like to tell the class about yourself?

WEEK 2: Heredity, Consciousness, and Perception

Assignments: *due by 12pm Saturday June 27th*

1. READINGS

Chapter 4: Nature, Nurture, and Human Diversity
 Chapter 6: Sensation and Perception
 Chapter 3: Consciousness and the Two-Track Mind

2. VIDEO CLIPS (in preparation for this week's paper)

- a. Behavioral Genetics and Twin Studies
- b. Depth Cues
- c. Muller Lyer Illusion
- d. Circadian Rhythms
- e. The Mind Awake and Asleep
- f. Sex and Gender
- g. Sensation and Perception

3. Psychological Research Paper (12 Pts)

Prepare a 700-1000-word paper in which you design an experiment on a question from one of the following hypotheses:

- a. People in noisy environments are more likely to suffer from high blood pressure, anxiety, and feelings of helplessness.
- b. If people are told that an infant is "John," they are more likely to see "him" as bigger and stronger than if the same infant is called "Joan."
- c. Witnesses of simulated crime scenes remember less information if the "robber" has a gun than if he does not.
- d. People in a bar will be more likely to leave the bartender tips if the tip jar already has some money in it.
- e. Single, elderly individuals are happier if they have a dog or a cat as a pet.
- f. Most people who suffer psychological problems become better with therapy.
- g. People are less likely to offer help to a stranger if

other bystanders are present.

h. Sleep-deprived students are more likely to get lower grades on tests.

In your paper be sure to specify the following components of your research: Hypothesis, independent variable(s), dependent variable(s).

4. Discussion Board Questions (2 Pts)

Each person has a threshold for auditory stimuli. What experiences have you had with dichotic listening or the "cocktail party" effect? How does dividing attention facilitate or impede your learning and/or behavior? Give examples.

5. Three PsychSim tutorials (2 Pts EACH)

- EEG & Sleep Stages
- Mind Reading Monkeys
- Visual Illusions

6. Three Thinking Critically exercises (2 Pts EACH)

- Research on Sleep & Sleep Disorders
- The Genetics of Disease
- The Study of Psychic Phenomena

Week Three: Learning, Memory, and Intelligence

Assignments: *due by 12pm Saturday July 4th*

1. READINGS

Chapter 7: Learning
Chapter 8: Memory
Chapter 10: Intelligence

2. VIDEO CLIPS

(in preparation for this week's paper and discussion)

- a. Clive Wearing: Living without Memory
- b. Memory in Everyday Life
- c. Pros and Cons of Intelligence Tests
- d. Learning
- e. Remembering and Forgetting
- f. Testing and Intelligence

3. Reasoning Paper (12 Pts)

Prepare a 700-1000-word paper in which you examine a challenging experience you have had that involved significant reasoning to find a solution. In your paper address the following:

- a. Analyze the role of memory in the processes involved.

- b. Analyze the role of learning in the processes involved.
- c. Refer to material in the assigned chapters.

4. Discussion Board Questions (2 Pts)

How do long term and short term memory operate in your life? Discuss examples of classical and operant conditioning and observational learning that you have experienced.

5. Three PsychSim 5 tutorials (2 Pts EACH)

- Operant Conditioning
- Iconic Memory
- Get Smart

6. Three Thinking Critically exercises (2 Pts EACH)

- Applying Principles of Conditioning and Learning to the Workplace
- How to Improve Your Memory
- Emotional Intelligence

Week Four: Development, Social Psychology and Personality

Assignments: *due by 12pm Saturday, July 11th*

1. READINGS

Chapter 5: Developing Through the Life Span
Chapter 13: Personality
Chapter 14: Social Psychology

2. VIDEO CLIPS (In preparation for this week's discussion)

- a. Piaget's Conservation-of-Liquid Test
- b. Identity Status: Teenage Boy
- c. Developing Self-Awareness
- d. Adolescent Self-Esteem in Different Contexts
- e. Personality Traits
- f. Attitudes and Prejudicial Behavior
- g. The Developing Child
- h. The Self
- i. The Power of the Situation

3. Development Paper (12 Pts)

Prepare a 700-1000-word paper in which you select an adult you know (but not yourself or a family member) OR a prominent adult in the news today and assess the following issues:

- a. What family issues or support systems may have influenced this person's personality?

- b. Select two theories of personality and apply them to the person. How does each one explain their person's behavior, ideas, and/or achievements? Why?

4. Discussion Board Questions (2 Pts)

What role do defense mechanisms play in everyday life? Think of your own use of defense mechanisms. Do you give preference to one over the others? Give an example. Is it easier to identify defense mechanisms in other people than in yourself?

5. Three PsychSim 5 tutorials (2 Pts EACH)

- Cognitive Development
- Helplessly Helping
- Social Decision Making

6. Three Thinking Critically exercises (2 Pts EACH)

- Comparing Theories of Development
- Exploring Personality
- Prejudice in the Classroom

Week Five: Stress, Psychological Disorders and Therapy

Assignments: *due by 12pm Saturday, July 18th* (except final exam, 6/19)

1. READINGS

Chapter 12: Emotions, Stress, and Health
Chapter 15: Psychological Disorders
Chapter 16: Therapy

2. VIDEO CLIPS (In preparation for this week's discussion)

- a. What is Stress?
- b. Three Anxiety Disorders
- c. Schizophrenia: Symptoms
- d. Problems in Living
- e. Early Treatment for Psychological Disorders
- f. Health, Mind, and Behavior
- g. Psychopathology
- h. Psychotherapy

3. Psychotherapy Paper (12 Pts).

Prepare a 900-1200-word paper in which you examine the similarities and differences in psychotherapies. Include:

- a. In your paper, select four different therapies to consider.
- b. Discuss what particular disorders you feel they would be effective for.

4. Discussion Board Questions (2 Pts)

Could a person such as Osama bin Laden, who ordered that the World Trade towers be brought down on September 11, 2001, be a psychologically healthy person? Is he mentally ill or is he bad, or both?

5. Three PsychSim 5 tutorials

- All Stressed Out
- Mystery Client
- Computer Therapist

6. Three Thinking Critically exercises

- Stress & Disease
- Studying Antisocial Personality Disorder
- The Truth About ECT

7. Final Exam

- The final cumulative exam at the end of the course consists of 120 multiple choice questions worth .5 points each (60 pts total).
- The final exam covers all reading, videos, Thinking Critically exercises, and PsychSim Tutorials and will contribute approximately 1/3 to your final grade.
- See prior mentioning in syllabus for more details.
- AVAILABILITY: Saturday, July 18th - Sunday, July 19th

JCU Policy on Students with Disabilities:

John Carroll University recognizes its responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with University policy, if you have a documented disability, you may be eligible to receive accommodations from the office of Services for Students with Disabilities (SSD). Students with disabilities are entitled to reasonable accommodations and should have equal access to learning. Please contact the SSD coordinator at (216) 397-4967 or come to the office located in room 7A, in the Garden Level of the Administration Building. After your eligibility for accommodations is determined, you will be given a letter which, when presented to instructors, will help them know best how to assist you. Please keep in mind that accommodations are not retroactive so it is best to register at your earliest convenience.

Psychology Department Statement on Academic Honesty:

The John Carroll University Policy Statement on Academic Honesty states: "Academic honesty is essential to the process of education and to upholding high ethical standards. Cheating or any other kind of unethical behavior may subject the student to severe academic penalties, including expulsion."

"All work submitted for evaluation in a course, including tests, term papers, and computer programs, must represent only the work of the student unless indicated otherwise."

The purpose of this statement is to assure that students clearly understand what is and what is not academically honest behavior. Examples of unacceptable behavior:

1. Cheating on a test by copying from another student.
2. Cheating on a test by using notes during a test.
3. Turning in a paper you have written for another class.
4. Turning in a paper written by someone else.
5. Plagiarizing in oral or written work by
 - a. Using the exact words of another person without indicating that you are quoting, or
 - b. Paraphrasing the ideas of another person without citing the source.

Just citing the source (Author, date) is not enough if the exact words from that source are used. If you quote you must indicate that you are quoting. There are two ways to do this. If the quote is brief (less than 50 words), use quotation marks and include the page number in the citation. Follow the quotation with the author's name and date of the work and the page number for the quoted material, for example: "which support this conclusion?" (Sheehy, 2006, p.38). If the quote is longer than 50 words, indent the entire quoted passage five spaces and put the page number and source (Anderson, 2005, p. 256) at the end of the quote. Papers will randomly be put through TurnItIn, a plagiarism-check program.

The University Policy Statement on Academic Honesty indicates that, "Penalties, appropriate to the severity of the infraction, may include a grade of zero for the assignment, possible failure in the course, suspension, or even expulsion from the university."