

**PSYCHOLOGY 101:
GENERAL PSYCHOLOGY
SPRING 2018
SYLLABUS**

Instructor: Dr. Alexander Swan

Office: Burgess Hall 106B

Email: aswan@eureka.edu

Office Phone: 309-467-6418

Office Hours: MWF 10-11 AM; W 1-3 PM; MF 2-5 PM; TR 3-5 PM OR GO HERE:

<http://swanpsych.com/contact-about-me/>

My Website: www.swanpsych.com

BASIC COURSE INFORMATION

MEETING:

When: Mondays, Wednesdays, and Fridays @ 8 AM to 8:50 AM

Where: Burgess Hall 206

REQUIRED TEXTBOOKS:

Myers, D. G., & DeWall, C. N. (2016). *Exploring Psychology*, 10th Ed. New York: Worth Publishers.

Hock, R. (2013). *Forty Studies that Changed Psychology: Explorations into the History of Psychological Research*, 7th Ed. New York: Pearson Education, Inc.

COURSE WEBSITE:

All the course announcements, quizzes, grades, this syllabus, and other resources will be available through the course portal on Brightspace. I will try my best to make the Powerpoint slides used for the lectures available online BEFORE each lecture. However, sometimes life will happen and they might not make it until afterward.

COURSE DESCRIPTION:

College catalog description: Introductory course planned as a prerequisite to all other psychology courses and has as its objective the orientation of students to the vocabulary, techniques, problems, and theories of current psychology.

Here's my take: in general, psychology is the study of human thoughts and behaviors. The goals of the field include the determination and explanation for why and how people tend to do and think the things they do. As you may or may not be aware, it is a vast science, with entrenchments in many disciplines and sub-disciplines associated with specific questions about humans. For example, social psychology is interested in answering questions related to what people do and think in social contexts and situations, and what happens when other people are around. Clinical psychology is interested in answering questions related to the mental health of people, and determining and explaining behavior related to one's psychopathology. These are just a couple of examples in the pantheon of psychological science. The aim of this course is to expose you to as many of these disciplines within the study of psychology. Primarily, I want to impart an appreciation for the scientific method and its far-reaching place among psychological disciplines. I also want to help you become better consumers of science and to discuss really important psychological findings in such a way that matters to everyday experiences.

CLASS FORMAT:

The course will consist of lectures, demonstrations/activities, videos, and class discussion. Reading assignments should be completed before the chapter is discussed in class.

INTENDED LEARNING OBJECTIVES:

By the end of the course, you should be able to:

- Appreciate psychology as a behavioral science.
- Spot misconceptions about psychological science.
- Understand and *critically analyze* basic psychological theories, research, and claims you encounter in the general media.
- Distinguish between pseudoscience and true psychological research.
- Apply psychological knowledge to better understand events in the world around you.
- Understand the factual information and concepts presented in the course as well as the terminology used by psychologists.
- Recognize the various schools of psychology (e.g. behaviorism, Gestalt, psychodynamic, humanistic/existential, cognitive, etc.), the underlying assumptions of each, and the early schools from which they evolved.

COURSE REQUIREMENTS AND GRADING

Unit Quizzes (4)	40% (10% each)	Various dates
Pseudoscience Analysis Paper	15%	Due: Monday, February 19, 2018
Sleep/Dream Journal Assignment	25%	Final Packet Due: Monday, March 19, 2018
Reading Checks	10%	Various dates
Participation	10%	Various dates

GRADING SCALE:

≥ 93%	A	≥ 80% and < 83%	B-	≥ 67% and < 70%	D
≥ 90% and < 93%	A-	≥ 77% and < 80%	C+	≥ 63% and < 67%	D
≥ 87% and < 90%	B+	≥ 73% and < 77%	C	≥ 60% and < 63%	D-
≥ 83% and < 87%	B	≥ 70% and < 73%	C-	< 60%	F

NOTE: Grades will not be changed for any reason, except for clerical errors!

A. UNIT QUIZZES:

- The in-class Quizzes (3 “Units” & Final) consist of multiple-choice and short-answer questions and are based on both the lectures and text readings. Each Quiz (including the Final) will only cover material from the unit. Although none of the Quizzes are cumulative, new material tends to build upon previous material. ANY material covered in the lectures or readings may appear on the Quiz, but I will provide a study guide to focus your studying. Some of the material in the readings will not be covered in the lecture and some of the material in the lecture will not be covered in the readings. **You are responsible for both!**
- Quizzes must be taken on the date scheduled. Vacation is not a valid excuse, nor is an exam scheduled at the same time. If you must miss a Quiz due to some emergency, then you can make it up by taking an essay exam. A doctor’s note or some other formal verification of absence is required to make up a Quiz. This is the **ONLY** condition under which I will give a make-up. All make-up Quizzes are **ESSAY** in format and must be taken during a make-up period agreed upon by you and me.

- No use of notes is allowed for any Quiz. Please be aware that cheating on a Quiz will result in a grade of zero (0) for the exam and reporting of the incident to the Division Chair and Provost. Cheating includes use of notes, books, cell phones, or copying from someone else's Quiz.

B. PSEUDOSCIENCE ANALYSIS PAPER:

- In the age of “fake news”, I find the best use of your time in an Introductory/General Psychology course is to learn the valuable critical thinking skills that will help you distinguish science from pseudoscience. There are a number of myths in psychology that are still pervasive in our cultural and popular knowledge (e.g., right brain vs. left brain people). These myths are perpetuated in claims that fall into the realm of pseudoscience and distract from real scientific facts and findings. There are warning signs, of course. You will use these signs to help you locate shaky claims. For this course project, I want you to go out into the world and find a pseudoscientific claim to promote scientific thinking as early as possible in your college career.
- I will provide a separate document with more details and we will discuss these details in an early semester class period.
- Basic details are as follows: A 3-page, double-spaced paper describing your pseudoscientific claim and a detailed analysis of its shortcomings based on the warning signs described in Schmaltz & Lilienfeld (2014).

C. SLEEP LOG AND DREAM JOURNAL ASSIGNMENT:

- For the most part, college students don't do well with sleep. The unfortunate part is that behavior doesn't mix well with college. Young adults need a crucial amount of sleep as their brains finalize development. The purpose of this assignment (details in a separate document on Brightspace) is to explore your sleeping habits and their direct impact on your life. You may already know the effects—but let's assume you haven't analyzed it with a psychological lens yet. In addition, you may not have thought too much about your dreams. You'll analyze a few of your dreams to see if it aligns with psychology's current understanding of them. Finally, you'll offer an analysis of how you might change your sleeping behavior to see if you can improve your situation.
- Basic details: Sleep log for 3 weeks (with at least 18 entries), a 3-page double-spaced paper that includes an analysis of your sleeping behaviors over 3 weeks and their impact on your life, an analysis of how you might change those behaviors to improve your overall life, and an analysis of a few of your dreams from that period.

D. READING CHECKS:

- There will be online, self-graded checks on each of the chapters available on Brightspace. These will be multiple choice, and 5 questions each. Since these checks are low-stakes and are only meant to help you digest the material for the in-class Unit Quizzes, you will have 2 attempts for each one. The attempt that achieves the highest score will be recorded. Don't fret too much about these checks; just try your best—they are meant to prepare you for the in-classes Unit Quizzes so those aren't too shocking or overwhelming. Though you can use your textbooks on these reading checks (no time limit), try your best to answer the questions without it, since you won't have the texts on the in-class Unit Quizzes!
- IMPORTANT NOTE: You are 100% responsible for completing these on time (by their due dates). You will be unable to complete these checks once the due date has passed. Each check will be available at the start of the semester, so you may also complete them earlier than the date of the topic discussion.

E. PARTICIPATION GRADE:

- Small assignments will be given at the beginning of class on random days throughout the semester. Points will be given out for completing the assignments that will count toward your participation

grade. It is highly recommended that you arrive to class on time in order to complete these assignments.

COURSE POLICIES

1. GETTING INFORMATION:

- **EMAIL PROTIP:** I use email for almost all communications/announcements. If you do not check your Eureka email often, forward it to an address you do check. **YAHOO ADDRESSES GET SENT TO MY SPAM FOLDER.** The best way to contact me is always via email. If you cannot come to office hours and/or decide to send an email, be sure to use the following format so that I can help you:

To:
Subject Line: "PSY 101: (insert your topic here)"
From: your full address

Dear (insert name of person you are contacting here),

Hello, my name is (your full name here) and I am a student taking PSY 101/General Psychology. I have a question regarding (insert your question here).

*(Considerate closing of your choosing),
Your full name*

A word of caution: I will do my best to reply within 48 hours. Depending on the nature (and popularity) of your question, my answer may be direct OR posted as a general class announcement on Brightspace. Please hold off on resending a message until 48 hours have passed. Finally, I may not respond to emails between the hours of 8 PM and 8 AM, so please keep this in mind when deciding whether to resend the message.

- **OFFICE HOURS:** As you may note from the first page of this syllabus, I will be in my office a lot. I will trial an open-door policy: stop by whenever within the time frames and I will be happy to chat. You can check my website for these times rather than emailing me to ask me if I'll be there. You might want to email me to let me know you're coming, but walk-ins are welcome. I will specify whether there are circumstances that will cut into my office time as needed.

2. LATE WORK AND MAKE-UP POLICY:

- If participation in university-sponsored events (e.g., athletics) or observance of a religious holiday or other sanctioned event prevents your attendance, you must contact me prior to the relevant date, and you must have any appropriate documentation. If an assignment is due on that date, arrangements must be made to complete the assignment ahead of time, if possible.
- Unless otherwise stated, all assignments are due at the beginning of class (unless otherwise noted for electronic assignment submissions). Late assignments will only be accepted in the case of extraordinary circumstances and appropriate documentation, and may involve point/percentage deductions (standard penalty is 10%/24-hr period). Please alert me to these extraordinary circumstances by email within 24 hours of the missed class, and we will set up a time to discuss these on a case-by-case basis.
- Without appropriate circumstances and documentation, early Quizzes or Quiz make-ups will not be granted.
- **BENEFIT OF DOUBT POLICY:** However, I recognize that sometimes life happens; therefore, I have built some flexibility into the course to allow for illness, other obligations, and bad days.

- First, on Quizzes, extra credit will be offered from one Quiz to the next if there is a 10% improvement. For example, if Quiz 1 receives a 60%, a 70% or higher on Quiz 2 will result in an additional percentage increase of extra credit. If you miss a Quiz AND notified me appropriately, and cannot make-up the Quiz prior to the next Quiz, I will count your next Quiz score twice (so no zeroes are given out).
- In addition, your lowest Reading Check and one Participation assignment will be dropped from your final category computation. You will not be able to make these up—they are dropped for whatever reason you missed, no questions asked!

3. GRADE DISPUTE POLICY:

- If you disagree about how your term paper was graded, you must dispute the issue *in writing* (not email). Write a paragraph about why you think your attempt was correct/sufficient and turn it (with the original assignment) in to the instructor at the lecture following the return of the relevant assignment. Only reasonable and well-justified complaints will be considered, and all decisions are final. Please note that if you submit a complaint, the instructor will re-grade the entire assignment, and your grade could increase, decrease, or remain the same. **This policy does not apply to final course grades.**

4. CLASS ETIQUETTE:

- **Please do not use your cell phones during class.** I would prefer them to be put on silent or off. If your cell phone goes off during class or an exam, please silence it immediately; do not let it ring through. I will remind everyone prior to exams to make sure their phones are turned off. Please refrain from text messaging during class. I know you think you're being subtle; I assure you that I can see you texting.
- Please do not leave the class partway through unless it is an emergency; it is very disruptive. If you must leave, please sit in the back and at the edge of an aisle so as to not disrupt your fellow classmates.
- Please have respect for the class, your peers, and yourselves by being fully present in the class. Please avoid anything not relevant to the class, such as sleeping, surfing the Internet, or doing homework for other classes.
- **LATENESS:** Please try to arrive a few minutes before the start of lecture. We will begin promptly at 8:00 AM, and it can be distracting to me and to your peers if you arrive late. I will try not to keep you late.

5. LAPTOP & TABLET POLICY:

- Research indicates that taking notes by hand results in significantly better retention of conceptual information than taking notes on a laptop (see Mueller & Oppenheimer, 2014), even when students are engaged in the material (i.e., are not also checking their email or Facebook feed).
- Further, laptop use can be distracting in various ways to the entire class. Because my goal is to maximize the likelihood of a favorable learning environment, **I strongly recommend that you not use laptops in class.**
- However, laptops will be permitted on a probationary basis; should the use of laptops be taken advantage of or prove distracting to other students, I will revisit this policy then.

6. ATTENDANCE:

- Students who take notes, ask questions, respond to questions, and come to office hours are typically the ones who succeed in this class.
- Though attendance is not required by College policy, I strongly recommend you attend class prepared and present. As such, you will not be penalized in your grade for missing a class. However,

I WILL REWARD folks who arrive to class on time and attend each class, most likely with some helpful exam advice, if you catch my drift. If you do happen to miss a class, that's OK, but you will be responsible for *all* material covered in lecture, some of which will not be covered by the textbooks. If you know about an absence beforehand, please shoot me and email to let me know.

ADDITIONAL COURSE AND COLLEGE INFORMATION

ACCESSIBILITY (ADA) STATEMENT:

The Learning Center, located on the first floor of Alumni Hall, provides academic services to all Eureka College students. Consultations are available in the areas of math and writing. Study groups, individual academic counseling, and course specific tutoring are also available by contacting Jason Zimmerman at x6520 or jzimmerman@eureka.edu.

Any Eureka College student with a disability or other special circumstances requiring accommodations or other consideration in order to successfully complete the requirements of this course is requested to identify himself/herself to the instructor and discuss the matter privately. This disclosure should be made within the first week of the course so proper accommodations can be made.

ACADEMIC HONESTY AND INTEGRITY STATEMENT:

Eureka College strives to instill individual responsibility and integrity in its students, and expects its students to behave with integrity throughout their time at the College. Any giving or receiving of unpermitted aid on tests or assignments is considered cheating. If a student is uncertain about how to document sources or incorporate materials into a paper, it is his or her responsibility to seek help by speaking to the faculty member, another professor, or a Writing Center tutor. The College's Academic Dishonesty policy is outlined in the Student Handbook.

Academic dishonesty constitutes a major breach of the trust that exists between the instructor and the student. It includes passing off another's ideas as one's own, any attempt to gain information about a test or exam prior to the test or exam date without the instructor's consent, and providing unauthorized assistance on a test, exam, paper, or other assignment to another student. Cheating on a test, exam, quiz, paper, or other assignment will result in a failing grade for the assignment. Further dishonesty will result in failing the course. Students who fail for academic dishonesty will not have the option of withdrawing from the course. If you are in doubt about what plagiarism means, or about how to appropriately document sources in your work, please contact me; I will be happy to help.

COUNSELING SERVICES:

Provided by Tazwood Center for Wellness, seeing a professional counselor as a Eureka College student is easy and free. Whatever is on your mind, don't be afraid to talk to someone.

Tazwood Center for Wellness visits campus twice a week for on campus counseling appointments. Each student receives 6 free sessions per semester.

Tazwood Center for Wellness
3248 Vandever Ave. Pekin, IL 61554
309-437-5522 (Phone)
309-347-1148 (Emergency Response Services)

CHANGES TO SYLLABUS:

The Instructor reserves the right to make policy and course changes to the syllabus at any time with advance notice to students.

HOCK READINGS LIST FULL CITATIONS:

Reading 1: Gazzaniga, M. S. (1967). The split brain in man. *Scientific American*, 217(2), 24–29.

Reading 4: Gibson, E. J., & Walk, R. D. (1960). The “visual cliff.” *Scientific American*, 202(4), 67–71.

Reading 12: Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, 575–582.

Reading 16: Loftus, E. F. (1975). Leading questions and the eyewitness report. *Cognitive Psychology*, 7, 560–572.

Reading 18: Piaget, J. (1954). The development of object concept. In J. Piaget, *The construction of reality in the child* (pp. 3–96). New York: Basic Books.

Reading 27: Friedman, M., & Rosenman, R. H. (1959). Association of specific overt behavior pattern with blood and cardiovascular findings. *Journal of the American Medical Association*, 169, 1286–1296.

Reading 39: Darley, J. M., & Latané, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility. *Journal of Personality and Social Psychology*, 8, 377–383.

TENTATIVE COURSE SCHEDULE

Note: The schedule is subject to change depending on the progress of the course.

Week	Day	Date	Lecture	Lecture Topic	Readings
1	M	1/8	----	NO CLASS – OPENING WEEK	
	W	1/10	1	Course Introduction and Requirements	
	F	1/12	2	Thinking Critically with Psychological Science I	MD: Ch. 1
2	M	1/15	----	NO CLASS – MLK JR. DAY; CAMPUS SERVICE DAY	
	W	1/17	3	Thinking Critically with Psychological Science II	
	F	1/19	4	Warning Signs of Pseudoscience Claims; Pseudoscience Paper Discussion	Schmaltz & Lilienfeld (2014)
3	M	1/22	5	The Biology of Behavior I	MD: Ch. 2
	W	1/24	6	The Biology of Behavior II	
	F	1/26	7	The Biology of Behavior III	H: Reading 1
4	M	1/29	8	Sensation & Perception I	MD: Ch. 6 H: Reading 4
	W	1/31	9	Sensation & Perception II	
	F	2/2	10	Learning I	MD: Ch. 7
5	M	2/5	11	Learning II	H: Reading 12
	W	2/7	----	QUIZ 1	
	F	2/9	12	Memory I	MD: Ch. 8
6	M	2/12	13	Memory II	H: Reading 16
	W	2/14	14	Thinking & Language	MD: Ch. 9
	F	2/16	15	Intelligence	MD: Ch. 9
7	M	2/19	16	Sleep; Discussion of Sleep/Dream Writing Assignment	MD: Ch. 3
	W	2/21	17	Consciousness	MD: Ch. 3
	F	2/23	----	Child Development	MD: Ch. 4 H: Reading 18
8	M	2/26	----	Adult Development	MD: Ch. 4
	W	2/28	18	QUIZ 2	
	F	3/2	19	Sex & Gender	MD: Ch. 5
9	M	3/5	----	NO CLASS – SPRING BREAK	
	W	3/7	----	NO CLASS – SPRING BREAK	
	F	3/9	----	NO CLASS – SPRING BREAK	
10	M	3/12	20	Human Sexuality	MD: Ch. 5
	W	3/14	21	Human Motivation	MD: Ch. 10
	F	3/16	22	Human Emotion I	MD: Ch. 10
11	M	3/19	23	Human Emotion II	
	W	3/21	24	Social Psychology I	MD: Ch. 12
	F	3/23	25	Social Psychology II	H: Reading 39
12	M	3/26	26	Social Psychology III	MD: Ch. 12
	W	3/28	----	QUIZ 3	
	F	3/30	----	NO CLASS – GOOD FRIDAY	
13	M	4/2	----	NO CLASS – EASTER MONDAY	

	W	4/4	27	Stress & Health	MD: Ch. 11
	F	4/6	28	Human Flourishing	MD: Ch. 11
14	M	4/9	29	Personality	MD: Ch. 13 H: Reading 27
	W	4/11	30	<i>Psych Disorders Film</i>	MD: Ch. 14
	F	4/13	31	<i>Psych Disorders Film</i>	
15	M	4/16	32	<i>Psych Disorders Film/Film Discussion</i>	
	W	4/18	33	Psych Disorders I	
	F	4/20	34	Psych Disorders II	
16	M	4/23	35	Therapy I	MD: Ch. 15
	W	4/25	36	Therapy II	
	F	4/27	----	NO CLASS – COURSE ENDED	
F	T	5/1	----	FINAL QUIZ (10:30 AM – 12:30 PM)	