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PSY 100S.02: Introduction to Psychology

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PSY 100S: Introduction to Psychology

Fall 2005

Tuesday & Thursday, 6 to 8 PM

UM College of Technology

Instructor: John DenBoer, M.A.

Office: HB main office

Office Hours: by appointment only

Office Phone: 243-7824; 243-2367 (not a great way of reaching me)

Email: john.denboer@umontana.edu (a better way of reaching me)

Required Text:

Kosslyn, S.K., & Rosenberg, R.S. (2005). *Fundamentals of Psychology: The Brain, the Person, the World* (2nd edition). Boston: Allyn & Bacon.

Required on-line component:

A large part of this course will be conducted on-line. It is imperative that you have consistent Internet access to participate in this course. You are also required to purchase mypsychlab. You may purchase this program with the textbook or separate from it. The website for this course is www.mypsychlab.com.

Course Objectives:

This course is designed as an introduction to the social science of psychology and is designed to provide you with a:

- fundamental understanding of the theories, concepts, and terms that form the foundation of psychology
- tentative comprehension of the methods and techniques used to study psychological phenomena
- method in which to use knowledge derived from psychological research and practice to think critically about your past, current, and future life choices
- opportunity to integrate the knowledge obtained in this class with your personal experience in an effort to better inform both your academic and non-academic world

Why is the study of psychology important?

Why am I spending two evenings a week this Fall in a classroom instead of mountain biking in the Rattlesnake/working/home with my family? This is certainly a valid question – your success in this course will hinge on the answer you provide. Ultimately, you are all here for divergent reasons (e.g., you work during the day and could only take this class in the evening, this course is required for your major, you have currently given up all outdoor activities and now, confused and directionless in Missoula during the Fall, are seeking solace and meaning in Introduction to Psychology). A comprehensive grasp of psychology is necessary to becoming a competent social scientist or health practitioner. If you so choose, this course will be the foundation on which your psychological knowledge will grow. In this course you will be learning to think critically about information many – yourself included - may take for granted as truth. You will also be learning what causes psychological disorders and what can be done to treat these problems. If you're a psychology major, the information learned in this class will be essential to your training. If you're not a psychology major, certain aspects of this class will still be very important and informative to your chosen career.

What is expected of me in this class?

This is a 4-credit introductory class. As such, we will be covering a large breadth of material, but will not cover any one topic in a great deal of depth. Throughout the chapters we will be covering we will learn about various aspects of psychology, ranging from the biology of the brain to what makes up our individual personalities. Throughout the course, you will be expected to relate previously learned material to current topics in psychology and society. It is expected that you attend class consistently having read the assigned material from that day *prior* to attending. It will also help if you are an active participant while in class. It is also expected that you address any questions or concerns about this course to me when they come up.

How will I be graded?

Good question. Your mastery of the topics of this course will be tested with 3 major assessments. These assessments will include multiple-choice, true-false, and short-answer questions (100 points each). These questions will tap into your knowledge of the meaning of psychological constructs and terms as well as test your ability to apply these terms in the “real world.” There will be 5 quizzes worth 20 points each (100 points), which will also be composed of multiple-choice, true-false, and short-answer questions. All quizzes and tests will be non-cumulative and will be administered in the COT computer lab during class time. This class will also incorporate a research article review assignment (50 points) (more information to be supplied later). *It is required that you complete the article review assignment to receive a passing grade in this class.* Another requirement of this course is that you participate in online research (50 points). Additionally, you will be required to complete the music “assignment.” These assignments (with their respective point totals) are listed in chronological order below and are described in detail in further sections of the syllabus.

<u>Assignment</u>	<u>Date</u>	<u>Points</u>
Quiz 1	9/8	20
Quiz 2	9/22	20
Assessment 1	10/4	100
Quiz 3	10/13	20
Article Review Assignment	10/25	50
Assessment 2	11/1	100
Quiz 4	11/10	20
Online Research Participation	11/29	50
Quiz 5	12/8	20
Assessment 3	Finals Week (TBA)	100
Music	Varied	-

Total Points: 500

Grading Breakdown

Grade	%	<i>500 points total</i> Points Needed*
A	93-100	465-500
A-	90-92.9	450-464
B+	87-89.9	435-463
B	83-86.9	415-434
B-	80-82.9	400-414
C+	77-79.9	385-399
C	73-76.9	365-384
C-	70-72.9	350-364
D+	67-69.9	335-349
D	63-67.9	315-334
D-	60-62.9	300-314
F	<60	<300

Music

Music is a very influential part of my life. It merges science and art and in no small measure shapes my psychology. Many students struggle to find the everyday importance of what they study in the classroom, and falsely (I think) assume that the “real world” and academic endeavors are entirely separate. Music is commonplace; I found it useful to relate something as seemingly abstract as psychology to a concrete thing like music in an attempt to reveal to students the pervasiveness of psychology in the everyday lives. Additionally, I feel it is important to get to know my students as unique individuals with varied experiences. Similar to John Cusack’s character in “High Fidelity,” I believe that “what you like” tells me as much about you as “what you’re like.” For those reasons (and also because I can) each student will be asked to bring a CD of a musical artist/song that says something about them as an individual, which I will play for the first 5-10 minutes before class on their assigned day. After playing the music, you will have up to 5 minutes to explain to the class 1) why you choose to bring in this music, 2) what the music says about you as a person, and (this is essential) 3) relate this music to psychology. One condition: despite my opinions about censorship, I will ask you kindly to refrain from bringing in any music that is derogatory or otherwise offensive.

Online Research Participation

You are required to complete this portion of the course if you desire a grade other than an “F.” You may choose to participate in on-line research projects at one the following two websites:

<http://psychexps.olemiss.edu/Exps/labexperiments.htm>

<http://psych.hanover.edu/research/expo.html>

You are required to do 5 research participation activities worth 10 points each. You will need to write a 1-page summary of each research project that you participated in and turn these in individually to me. This summary should discuss the methods of research that the investigators employed in their study as well as offer a critique of these methods.

Make-Up Policy

In order for you to take a quiz or test at an alternative time, you need to provide me with a University-approved and documented (e.g., doctor’s signature) excuse. If you plan on being absent from class on a date of an assessment or quiz, you need to notify me in writing (preferably by email) at least 24 hours prior to your absence. Obviously, emergencies do occur, and we’ll work together to allow you to make up whatever class assignments you need to.

Disabilities

The University of Montana provides certain services for students with disabilities. Students with disabilities have the responsibility to declare their disability to me at the beginning of the course (preferably, in writing) if they require accommodations. Such students have the responsibility to arrange for such accommodations with Disability Services for Students (DSS). I will gladly make any effort I can to enhance the learning experience of any student – please help me do this by meeting with me during the first few days of class.

Cheating

Don't. Any attempts at cheating in this course will result in a final course grade of an "F."

Originality

All work in this class must be completely original. *You may not use any work – in whole or in part – that you presented in another class.* If there is any question about this, please see me.

Incompletes

Departmental and University policies regarding Incompletes do not allow changing "Incomplete" grades after one year has passed since the "I" was granted. Only in the case of documented emergencies will an "I" be given out during this course.

Important Information for Psychology Majors

Check out the UM Psychology Department website at <http://www.umt.edu/psych/>. It has important information pertaining to psychology major and minor requirements, admission requirements, supervised research, etc.. This information pertains to not only those who have decided on psychology as a major, but those who are thinking about it as well.

Internet Resources

If you are interested in learning more about psychology, visit the following websites:

- Statistical Assessment Service (www.stats.org)
- Philosophy of Science (www.philosopher.org.uk/sci.htm)
- Classics in the History of Psychology (www.psychclassics.yorku.ca)

About Your Instructor

Often students ask me questions about myself (e.g., how old are you?; where did you go to school?; Do you think your jokes are actually funny?). I found such questions interesting and somewhat weird at first, until I realized that it is certainly natural to be inquisitive about the person who is teaching your class. Educationally, I received my Bachelor of Arts in Sociology and Bachelor of Science in Psychology (Clinical emphasis) from Carroll College (Waukesha, WI) in May, 2000. From there, I attended the University of Colorado at Colorado Springs (UCCS), where I received my Master of Arts degree in Clinical Psychology in May, 2002. I entered the UM clinical psychology doctoral program (clinical neuropsychology and pediatric emphases) at the age of 25, where I have been studying happily for the past three years. Under the direction of Dr. Stuart Hall, my main area of research works to improve the detection of malingering (i.e., faking) of neuropsychological deficit (e.g., traumatic brain injury). In addition to teaching this course at the main campus during the Fall of 2002 and Spring of 2003, I have also taught Introduction to Research Methods three times and Psychology of Personality twice. I love Missoula. I live here with my girlfriend and five guinea pigs and enjoy playing tennis and basketball, mountain biking, hiking, painting, seeing live music played well, and playing live music poorly.

Course Schedule*

*this schedule is tentative and may change depending upon time restrictions.

<u>Date</u>	<u>Lecture</u>	<u>Readings</u>	<u>Assessment</u>
Tuesday, 8/30	Course Overview/Introduction	Chapter 1	
Thursday, 9/1	Psychology: An Introduction	Chapter 1; Appendix A & B	
Tuesday, 9/6	The Biology of Mind and Behavior	Chapter 2	
Thursday, 9/8	Quiz 1 /The Biology of Mind and Behavior	Chapter 2	Quiz 1 (Ch. 1; Appendix A & B)
Tuesday, 9/13	The Biology of Mind and Behavior	Chapter 2	
Thursday, 9/15	Sensation and Perception	Chapter 3	
Tuesday, 9/20	Sensation and Perception	Chapter 3	
Thursday, 9/22	Quiz 2 /Learning	Chapter 4	Quiz 2 (Ch.'s 2 & 3)
Tuesday, 9/27	Learning	Chapter 4	
Thursday, 9/29	Learning	Chapter 4	
Tuesday, 10/4	Assessment #1	Chapters 1-4	Assessment #1
Thursday, 10/6	Memory	Chapter 5	
Tuesday, 10/11	Memory	Chapter 5	
Thursday, 10/13	Quiz 3 /Language, Thinking, & Intelligence	Chapter 6	Quiz 3 (Ch. 5)
Tuesday, 10/18	Language, Thinking, & Intelligence	Chapter 6	
Thursday, 10/20	Emotion and Motivation	Chapter 7	
Tuesday, 10/25	Emotion and Motivation	Chapter 7	Article Review Due
Thursday, 10/27	Development	Chapter 9	
Tuesday, 11/1	Assessment #2	Chapter 5-7; 9	Assessment #2
Thursday, 11/3	Personality	Chapter 8	
Tuesday, 11/8	Personality	Chapter 8	
Thursday, 11/10	Quiz 4 /Psychological Disorders	Chapter 11	Quiz 4 (Ch. 8)
Tuesday, 11/15	Psychological Disorders	Chapter 11	
Thursday, 11/17	Psychological Disorders/Treatment	Chapters 11 & 12	
Tuesday, 11/22	Psychological Treatment	Chapter 12	
Thursday, 11/24	Thanksgiving		
Tuesday, 11/29	Psychological Treatment	Chapter 13	Online Research due
Thursday, 12/1	Social Psychology	Chapter 13	
Tuesday, 12/6	Social Psychology	Chapter 12	
Thursday, 12/8	Quiz 5 /Review	Chapter 13	Quiz 5 (Ch. 11-13)
Monday, 12/12	Finals Week Assessment #3	Chapters 8; 11-13	Assessment #3