

PSYC 100g Introduction to Psychology

Spring, 2017

Lecture: Section 52400: 2:00-3:20pm, SGM 123

Instructor: Ann Renken, Ph.D. (arenken@usc.edu)

Office: SGM 525b

Office Hours: Monday, 12-1 & Tuesday, 11-12 (no appt needed)

Teaching Assistants and Lab Schedule: Posted in Syllabus area on Blackboard

The course syllabus is a contract. You should read it closely and review the sections on grading, academic support, and the class schedule as needed throughout the semester.

Course Description

This course is a comprehensive introduction to the subject areas, theoretical perspectives, and methods in the field of psychology. Topics covered include research design and scientific reasoning, brain structure and function, sensation and perception, principles of learning, memory, human development, personality, stress and health, social behavior, consciousness, psychological disorders and therapy.

Learning Objectives

1. Explain how a behavior might be understood or modified from the various perspectives in psychology.
2. Describe influential studies from the history of psychology and how they relate to modern psychology;
3. Be able to discuss the main ideas of journal articles reporting contemporary psychological research;
4. Engage in basic behavioral research, including formulating hypotheses, collecting data, and interpreting and reporting results;
5. Apply critical thinking principles to what you read and hear concerning behavior and its causes, with particular emphasis on discerning among opinion, myth, pseudoscience and science;
6. Be familiar with various degree types and some career options in the field of psychology;
7. Demonstrate how psychological theory and principles relate to, and can improve, everyday life.

Prerequisite(s), Co-Requisites, and Recommended Preparation: none

Course Notes

Class meetings will follow a lecture format but will include frequent demonstrations, video clips and brief assignments in which you should expect to participate. In class I will focus on topics that are most central to the field of psychology and discuss recent research or applications of psychological research beyond the text. Lecture outlines may be downloaded in pdf to facilitate note-taking. Handwritten notes are found in experimental research to promote the best attention and retention of concepts. If you choose to type notes instead, you'll need to sit in a designated region of the auditorium to avoid distracting others and internet use is prohibited. Lecture content addresses each of the course learning objectives, although #4 is more the focus of lab.

Required Textbook

Gazzaniga, Heatherton, and Halpern (2016). *Psychological science* (5th edition). New York, NY: W.W. Norton & Company. Available in bookstore or various book formats are available at

<http://books.wwnorton.com/books/detail-formats.aspx?id=4294986704>

Online book options: An e-text can be purchased at the above link. Demo chapters are available to see if this might work for you. ZAPS: This is a set of online labs that are NOT required for our course.

Inquizitive: This is an online review system for the textbook that is optional. You'll need to decide before the first exam if you want to use Inquizitive toward your grade.

TWO GRADING SCHEME OPTIONS:

(1) With Inquizitive. Once you have access to Inquizitive, register with the Student Set ID #25396. You must complete the Inquizitive activities assigned for each unit before the start of each unit exam. This adds 15 points to your points possible in the course divided evenly across the three units (see Grading Scheme 1 below). Each chapter has a minimum number of required questions. In addition, you must earn a score of 75% or better on each chapter to receive the full credit. Under grading scheme (1) all three units will be counted; there is not an option to start at unit 2 or skip some chapters for partial credit. However, you may use Inquizitive without having it count toward your grade, or, switch from grading scheme (1) to (2). After the final exam, Inquizitive users will be asked to select a grading scheme.

Grade Component	Points	% of Grade (values rounded)
Exam 1 (Unit 1)	100	25%
Exam 2 (Unit 2)	100	25%
Exam 3 (Unit 3)	100	25%
INQUIZITIVE	15	4%
Lab Preparation and Participation	50	13%
Empirically-Informed College Life Project	20	5%
Research Participation, JEP, or paper	15	4%
Total	400	

(2) Without Inquizitive. Your grade is computed as follows:

Grade Component	Points	% of Grade (values rounded)
Exam 1 (Unit 1)	100	26%
Exam 2 (Unit 2)	100	26%
Exam 3 (Unit 3)	100	26%
Lab Preparation and Participation	50	13%
Empirically-Informed College Life Project	20	5%
Research Participation, JEP, or paper	15	4%
Total	385	

Letter grades will be assigned based on the percentage of points possible that you earn, as stated below. Your percentage will be rounded at .50 and up. This course is not graded on a curve. Curves limit the number of students who may earn each grade—regardless of performance—and put students in competition with one another. Please note that an **individual student's grade will not be inflated based on request, nor will additional assignments be created so that a student may attempt to earn more points.** If you are struggling, please talk to your instructor or seek out help (see Support Systems below) as soon as possible. If you wait until late in the semester, there is not much anyone can do to help you improve your grade.

A	93% and up	A-	90-92	B+	87-89	B	83-86	B-	80-82
C+	77-79	C	73-76	C-	70-72	D+	67-69	D	63-66
D-	60-62	F	59% and below						

Description and Assessment of Graded Course Components

Exams

Three, non-cumulative exams will cover material from lectures and lab, the text, in-class activities and other assigned readings or videos. The exams will have 50-55 multiple-choice items and 6-8 short answer items. The emphasis is on your ability to apply concepts rather than simply to memorize key terms. About 75% of the multiple-choice and all of the short-answer items will come from topics covered in lecture or lab. About 25% of multiple choice items relate to topics in the text that were not covered in lecture.

Exam Day Procedure: You will need to bring an “Accuscan” form #29240, available in bookstore, and a pencil to each exam. You will be assigned a test-taking seat upon arrival. No hats or smart watches may be worn and your phone must be silenced and put away before exams are distributed. When finished, you must turn in your exam directly to a TA who will check your identity. Bringing your ID will speed this up. Once you have received an exam, you may not leave the auditorium for any reason (including illness or restroom visits) and then return to complete the exam. Looking at another student’s paper, displaying your paper to another, and touching your phone or any other source of information constitute cheating and will be reported to the Office of Judicial Affairs.

Lab Section

The lab that accompanies PSYC 100 provides hands-on experience with the principles and methods of psychological science and meets these University’s objectives for a laboratory in the Life Sciences GE category. You do not need special equipment or a manual. Lab activities are conducted via computer or paper-pencil in the scheduled classroom. Over the course of the semester, the lab content mirrors the previous week’s lecture content. All of the learning objectives of this course are addressed in the semester’s lab activities.

Weekly Lab Participation Grade. Each weekly lab is worth 5 points. The expectations to earn the full 5 points are:

- Arrive on time, stay until dismissed, and participate fully in the activity and discussion. Note that phone or internet use and out-of-turn talking will result in a point penalty.
- Most weeks, there is an assignment due either upon arrival or after the lab meeting, worth half (2.5) of the lab score. These lab assignments are posted on Blackboard. You are responsible for knowing about these even if you have been absent with an excuse. If you attend lab but do not complete the assignment you may still earn 2.5 points for coming to lab and participating in the activity; however, doing the prep assignment and then skipping lab, unexcused, does not earn you any points. With an excused absence from lab your TA will give you a reasonable and relevant assignment to earn the 5 points. See “lab absences” below.

Empirically-Informed College Life Project

In this project, you will create a 7-day calendar for the first week of April in which you schedule your academic and extra-curricular commitments, and importantly, allocate your “spare” time in ways that this course has taught you will be of benefit to you—academically, personally, socially, or in health. The focus will be on how to budget your studying time and how to spend free time in productive ways. You will locate and cite research studies from psychology that are the basis of your week-long calendar—hence, your schedule will be “empirically-informed.” A brief research report will accompany your calendar, in which you discuss the cited research and explain how you have applied it for this week. For example, you could apply a memory

principle known as “distributed practice” in how you schedule study sessions. You are expected to implement this calendar and reflect on it as part of the paper. This project is worth 20 points and directly addresses the learning objective to “Demonstrate how psychological theory and principles relate to, and can improve, everyday life.” Detailed instructions will be provided in lab Week 7.

Acceptable Excuses for Absences and how They Apply to Each Course Component

The following will count, with approved documentation: (1) **university-sponsored event** that you are required to attend on an exam/lab date; (2) unanticipated and unavoidable **emergency** on the exam/lab date, such as a documented incident on the way to campus; (3) death or life threatening emergency of a **close relative or friend** within a reasonable timeframe of the scheduled date (paper evidence of the emergency is required, and additional documentation by a university official may also be required); (4) **Medical excuses**: If you go to the student health center, sign the release form. Dated notes on letterhead from private physicians or therapists are also acceptable, but subject to approval. Inconveniences such as traffic, work, parking delays, and non-emergency appointments will not count as acceptable excuses.

Exam Absence. If you miss an exam without an approved, documented excuse, you will receive a zero and may not make it up. Extensions for taking an exam are granted if you provide a doctor’s note stating that you could not attend class on the exam date, or, for at least the three days immediately preceding it. With an approved excuse you must let me know within 24 hours of its scheduled time, and take a make up by the end of the third day weekday after it was given. Only one exam will be rescheduled.

Lab Absence. Absences that you should know about and plan for in advance include university-sponsored events, or, obligatory travel, such as a job/grad school interview or family wedding. These require written documentation. Contact your TA at least the week before your absence to arrange a make-up, when possible, by attending another lab section. Sudden illnesses require that you contact your TA within 24 hours of your absence to arrange a way to make it up. This may involve attending another section, when possible, or completing the exercise or an alternate version of it independently. Only two labs may be missed and made up with acceptable excuses. If you do not notify your TA according to this policy, you will not be allowed to make up the lab later on, even if you had an acceptable excuse. No exceptions.

Research Participation Requirement

Research is the foundation of psychological theory and practice, and one of the most effective ways to learn about research is through first-hand experience as a study participant. To this end, the psychology department has a research participation requirement for PSYC 100 students. Specifically, this is worth 15 points (approximately 4%) toward your course grade and requires that you participate in 7 credits worth of studies at usc.sona-systems.com, and an additional .5 credits from course development and feedback assignments (7.5 total credits at 2 points each). If you follow the instructions and fulfill the requirement you will receive the full 15 points. A proportionate amount of partial credit will be granted if you complete part of the requirement.

Most students fulfill the research participation requirement as study participants; However, you may elect one of two alternatives if you do not want to participate in research: Volunteering for the JEP program (psychology placement only) or writing a research paper. Detailed information about all three options will be provided in lab at Week 3 and posted in the syllabus area on Blackboard all semester.

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*<https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>. You are held to all policies in these sections of the Handbook.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

If you are falling behind due to a personal challenge or illness, please contact the Counseling Center, Student Affairs, or your academic advisor who can direct you to appropriate resources. Students will not receive accommodations without documentation of seeing a professional. There are resources on campus to help you and a university official can let your course instructors know that you are dealing with some challenges without disclosing the details.

The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Classroom Technology

Audio and video recording of lecture is prohibited. Use of laptops for note taking is discouraged, limited to one region of the classroom, and prohibited if you are observed to be online or messaging during class. Please turn your phone off (not on vibrate) and keep it put away during class.

Security of Course Content. It is important to know that all material presented in class or discussion, sent via email, or posted on Blackboard is “all rights reserved” by the course instructor. In addition, some of it is copyrighted and distributed for in-class use only by a publishing corporation. You may not store these materials—whether on paper or electronically—for use by students not presently enrolled in this course, nor may you post the materials anywhere on the internet. Out of fairness to all current and future students, please do your part to protect our course content.

Course Schedule				
Dates	Topics/Daily Activities	Readings *	Lab Topic and Paper Due Dates	Notes about lab meeting days and times
Week 1				
1/9	Course Overview Psychology as Science	Syllabus Ch. 1		No Labs
1/11	Psychology as Science	Ch. 1		
Week 2				
1/16	<i>Martin Luther King Jr. Day—No class or lab</i>		LAB 1: Introductions and Critical Thinking assignment	Lab 1 in Tues-Fri sections (no Lab Monday)
1/18	(lecture did not meet due to illness)			
Week 3				
1/23	Research Methods	Ch. 2	LAB 2: Discuss critical thinking examples Go over research participation course component	Lab 1 Monday; Lab 2 in Tues-Fri sections
1/25	Research Methods	Ch. 2		
Week 4				
1/30	Brain Structure and Function	Ch. 3 (pp. 89-114)	LAB 3: Hemispheric Differences and Split-Brain activity	Lab 2 Monday; Lab 3 in Tues-Fri sections
2/1	Neurons and Neurotransmitters	Ch. 3 (pp. 75-88)		
Week 5				
2/6	Consciousness (Drugs and Addiction)	Ch. 4 (pp. 160 to end)	Lab 4: Mindfulness Practice and Research	Lab 3 Monday; Lab 4 in Tues-Fri sections
2/8	Consciousness (attention, awareness, sleep and dreaming)	Ch. 4 (pp. 131-159)		
Week 6				
2/13	Exam 1 (assigned sections of Ch. 1, 2, 3, 4)			Lab 4 Monday; NO LABS Tues-Fri sections
2/15	Stress and Health	Ch. 11 (pp.469 to end)		
Week 7				
2/20	<i>President's Day—No class or lab</i>		<i>Go over Empirically-Informed College Life Project (Monday lab: on 2/27)</i>	(No lab Monday)
2/22	Sensation and Perception: Vision	Ch. 5 (pp.182-197)		

Week 8				
2/27	Learning	Ch. 6 (pp. 221-232; 235-238)	LAB 5: Conditioning Look over Exam 1 (bring book and notes!)	Lab 5 in all sections
3/1	Learning	Ch. 6 (pp. 239-259)		
Week 9				
3/6	Memory	Ch. 7	LAB 6: Memory	Lab 6 in all sections
3/8	Memory	Ch. 7		
Week 10				
3/13	Spring Break		No Lab	
3/15	Spring Break			
Week 11				
3/20	Infant and Child Development	Ch. 9 (pp. 357-383)	LAB 7: Development	Lab 7 in all sections
3/22	Parenting, Adolescent and Adult Development	Ch. 9 (pp. 384-399)		
Week 12				
3/27	Exam 2 (assigned portions of ch.'s 5, 6, 7, 9 and 11)		No lab	
3/29	Social Psychology	Ch. 12		
Week 13				
4/3	Social Psychology	Ch. 12	Look over Exam 2; <i>Implement Empirically-Informed College Life (for 7 consecutive days between 4/1 and 4/9)</i>	
4/5	Personality: Historic and Developmental Theories	Ch. 13		
Week 14				
4/10	Personality: Traits and Assessment	Ch. 13	Lab 8: Jury Simulation, Bystander Intervention	Lab 8 in all sections
4/12	Diagnosis and Personality Disorders	Ch. 14		
Week 15				
4/17	OCD, Depression and Anxiety	Ch. 14	Lab 9: Personality	Lab 9 in all sections; Class Project due (5pm on 4/21)
4/19	Bipolar, Schizophrenia	Ch. 14		
Week 16				
4/24	Treatment	Ch. 15	Lab 10: Perception of Disorders and "Sanity"	Lab 10 in all sections
4/26	Treatment	Ch. 15		
Final Exam	Date and Time as scheduled by the University (Monday, May 8th, 2-3:30 pm)			

*Chapters without specific page ranges listed are to be studied in full. Where there are page ranges listed for chapters, any pages not included above will NOT be tested.