

PSYC 100Lg* **Introduction to Psychology**
Spring 2022
52430Lg: Tuesday/Thursday 8-9:20
Instructor: Patricia George, Ph.D.
(patricia.george@usc.edu)
Office: (310)467-5909
Office Hours: Mon 9-10
Or, email your availability to set an appointment.
Teaching Assistants: Regina Brodell, Matt Pilgrim, Olesia Bokhanovich, Suhaib Abdurahman

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

-By the end of this course, students will be able to:

- Compare different types of experimental and observational studies in social sciences.
- Describe the basic functioning of the brain and how its parts work.
- Describe the progressive psychological milestones from infancy to late adulthood.
- Explain the way learning and memory work.
- Explain fundamental theories and experiments in basic psychology.
- Identify basic psychological disorders given a list of symptoms.

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

Course Notes

The syllabus, information about the research participation requirement, and assignments related to discussion section will be posted on Blackboard. Lecture slides are provided on Blackboard to facilitate note taking. Content will be provided in lecture that is not on the slides. Arrange to get notes from another student or two if you miss lecture.

Required Textbook

Gazzaniga, M.S. (2018). Psychological Science Sixth Edition.

* This course fulfills a requirement of the General Education (GE) program in effect for students who began college Fall, 2015, or thereafter. It does not count toward the GE program that remains in place for students who began before Fall, 2015. Please check with your academic advisor about your GE requirements.

Descriptions and Policies on Course Grade Components

Assessments

Assessments are in class opportunities to show that you understand the course material. They are an easy opportunity to earn points, and they are mandatory. You may make them up on Blackboard within 24 hours of class. If it is not completed within 24 hours of assigning, you will be given a score of 0 for the assignment.

Papers

You MUST complete 3 paper assignments, each by the assigned due date. Papers will be 8-10 pages, and require outside sources from PsycInfo. You will need 3 or more peer-reviewed journal articles. Please provide references in APA format at the end of the papers. Title page and page numbers should be included. If papers are not submitted by 5 pm on the due date, you will receive a 0 with no opportunity to make up the assignment.

Paper topics:

Paper 1:

- A. How does behavior differ in children as they grow?
- B. Choose a brain area and describe the brain area in detail and its cognitive capacity.
- C. Explain different research methods for describing and understanding psychological phenomena.
- D. Explain the pervasive psychological paradigm and how it has changed throughout history.

Paper 2:

- A. Find a sensation/perception phenomena and detail why and how it happens. How do our brains make mistakes? Describe based in literature.
- B. Describe the states of consciousness. Choose and discuss it in detail.
- C. Identify and describe different operant or classical conditioning examples. Use literature to give examples of learning.
- D. Choose one type of memory and explain how it works. Base your explanation in peer-reviewed literature. Be sure to describe the neural basis for this memory.

Paper 3:

- A. How is intelligence defined? How should intelligence be defined? Base your explanation in the literature. Explain if there is one kind of intelligence, or many. Why?
- B. Identify a social psychology phenomena (like groupthink, social norms influencing your thoughts, attributions, etc). Base your paper in the literature and explain how you see this in your own life.
- C. How do we define personality? What is a personality? Define and describe personality characteristics. Base your discussion in the literature.
- D. Choose a mental illness. Describe and explain the illness, paying attention to the etiology, presentation, prevalence, and symptomatology.

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. The lab topics relate to the current or recent chapter. 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. Point penalties will apply if these expectations are not met, or if phone/internet use or out-of-turn talking occurs.
- 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 at least 5 days in advance. If you attend lab but do not complete the associated prelab or postlab assignment you may still earn 2.5 points for your participation. However, doing the prep assignment and then skipping lab, unexcused, does not earn you any points, as the assignment is inextricable from the in-lab participation. With an excused absence from your lab meeting your TA will give you a reasonable and relevant alternate assignment to earn the 5 points so long as you follow the "lab absence" policy below.

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 toward your course grade and requires that you participate in 5 credits worth of studies at usc.sona-systems.com. Four of these credits need to be earned from in-person (lab) studies and the rest may be online studies or in-person studies. A proportionate amount of partial credit will be granted if you complete fewer than 5 credits.

Most students fulfill the research participation requirement as study participants through usc.sona-systems.com. However, you may elect one of two alternatives if you do not want to participate in research: Volunteering for the JEP program (the psychology placement only) or writing a research paper. In-class presentations and information in the syllabus area on Blackboard describe these options in detail.

Assignment of Course Grades

| <i>Assessment Type</i> | <i>Points Total</i> | <i>Percentage of Grade</i> |
|------------------------|---------------------|----------------------------|
| Assessment A | 20 | 5.5% |
| Assessment B | 20 | 5.5% |
| Assessment C | 20 | 5.5% |
| Assessment D | 20 | 5.5% |
| Assessment E | 20 | 5.5% |
| Paper 1 | 60 | 16.7% |
| Paper 2 | 60 | 16.7% |
| Paper 3 | 60 | 16.7% |
| Lab score | 65 | 18% |
| SONA/JEP/PAPER | 15 | 4% |
| <i>Total</i> | <i>360</i> | <i>100%</i> |

Letter grades will be assigned based on the percentage of points possible that you earn, as stated below. Percentages earned will not be rounded up. This course is not graded on a curve. Curves limit the number of students who may earn each letter grade—regardless of their performance—and put students in competition with one another. Please note that **grades 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 Services below) immediately. If you wait until late in the semester, or after you have taken a test or submitted work, there is no retaking or resubmitting of work to try to raise your grade.

| | | | |
|----|------------|----|-----------|
| A | 93% and up | C+ | 77 - 79.9 |
| A- | 90 - 92.9 | C | 73 - 76.9 |
| B+ | 87 - 89.9 | C- | 70 - 72.9 |
| B | 83 - 86.9 | D+ | 67 - 69.9 |
| B- | 80 - 82.9 | D | 63 - 66.9 |
| | | D- | 60 - 62.9 |
| | | F | <60% |

If you take this course pass/fail, please know that a grade of C- (70%) is the minimum to pass.

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 Absences and missed deadlines. If you miss an assessment, you will not be allowed to makeup the assessment. Your lowest assessment grade will be dropped at the end of the semester. 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 your TA know within 24 hours of its scheduled time, and take a make up by the end of the third weekday after it was given. Only one midterm exam will be rescheduled. The final may not be rescheduled per university policy.

Lab Absence. Absences that you should know about and plan for in advance include university-sponsored events, a job/grad school interview or a 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. If you must miss lab due to illness, 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; make up assignments are generally due the following lab unless you are told otherwise. Only two labs may be missed and made up with acceptable excuses. All missed labs must be made up or you will receive a 0. 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.

All excused absences and requests for extensions as described above should be made in writing, with supporting documentation, to your TA. Your TA will confer w/Dr. George as needed, and approval of your request is not guaranteed; each case is evaluated in accord with university policy and the policies on this syllabus.

Student Responsibilities for Grades

We enter nearly 2,000 scores each semester and errors are rare; however, we do need students to monitor grades and promptly call attention to any discrepancies, as follows. Lab scores will be entered by the following lab. If your lab score is not entered correctly, discuss this with your TA within 2 weeks of the lab in question. If you are tardy to lab, make sure your TA notes your presence for partial credit; even if you have interacted with your TA that day, it is your responsibility to make sure you are marked present before leaving that day. Similarly, exam scores are entered within a few days of the exams and corrections must be addressed with your TA within 2 weeks from when the scores are posted. No changes to scores are made at the end of the semester, regardless of fault.

Policy on Use of Technology in the Classroom

Security of Course Content. All material presented in class or discussion, sent via email, or posted on Blackboard is "all rights reserved." 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.

Please see the addendum attached to the syllabus for detailed information about Student Support Services and Academic Integrity.

| Course Schedule | | | | | |
|-----------------|---|-------------------|---|--|--|
| <u>Dates</u> | <u>Topics/Daily Activities</u> | <u>Reading s*</u> | <u>Lab Topic and Paper Due Dates</u> | Notes about lab meeting days and times | |
| Week 1 | | | | | |
| 1/11 | Course Overview What is Psychology | Syllabus Ch. 1 | NO LABS | | |
| 1/13 | History of Psychology | Ch. 1 | | | |
| Week 2 | | | | | |
| 1/18 | Research Methods | Ch. 2 | LAB 1: Introductions and Critical Thinking assignment | Lab 1: M-F | |
| 1/20 | Mental Health Day | | | | |
| Week 3 | | | | | |
| 1/25 | Assessment 1 Research methods; Brain Structure and Function | Ch. 3 | LAB 2: Discuss critical thinking examples | Lab 2: T-F (no Monday lab) | |
| 1/27 | Biology and Neuroscience | Ch. 9 | | | |
| Week 4 | | | | | |
| 2/1 | Assessment 2 Brain structure and function; Child Development | Ch. 9 | LAB 3: Hemispheric Differences Activity | Lab 2 Monday, Lab 3 T-F | |
| 2/3 | Developmental Psychology | Ch. 9 | | | |
| Week 5 | | | | | |
| 2/8 | Assessment 3 Developmental Milestones; complete Developmental psychology | Ch. 9 | LAB 4: Mindfulness Paper due by 2/19 | Mon lab 3; Lab 4 on Tue-Fri | |
| 2/10 | Sensation and Perception | Ch. 5 | | | |
| Week 6 | | | | | |

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|------|--------------------------|-------|--|--------------------------|
| 2/15 | Sensation and Perception | Ch. 5 | | Lab 4 M; no lab Tues-Fri |
| 2/17 | States of Consciousness | Ch. 4 | | |

Week 7

| | | | | |
|------|-----------------|-------|---------------------|--------------------------------|
| 2/22 | Learning | Ch. 6 | Lab 5: Conditioning | Lab 5 Tues-Fri (no Monday lab) |
| 2/24 | Learning/Memory | Ch. 6 | | |

Week 8

| | | | | |
|-----|--------------------------|-------|---------------|--------------|
| 3/1 | Memory | Ch. 7 | No lab | Lab 5 Monday |
| 3/3 | Mental Health Day | | | |

Week 9

| | | | | |
|------|---|-------|--|--------------------|
| 3/8 | ASSESSMENT 4 Learning and Memory; Language and thought | Ch. 8 | LAB 6: Memory; Paper 2 due by 3/19 | Lab 6 All sections |
| 3/10 | Intelligence | Ch. 8 | | |

Week 10

| | | | | |
|------|------------------------|--------|----------------------------|--------------------|
| 3/22 | Emotion and Motivation | Ch. 10 | Lab 7: Cognitive reframing | Lab 7 All sections |
| 3/24 | Motivation | Ch. 10 | | |

Week 11

| | | | | |
|------|-------------------|-------|------------------------|--------------------|
| 3/29 | Social Psychology | Ch 12 | Lab 8: Jury Simulation | Lab 8 all sections |
| 3/31 | Social Psychology | Ch 12 | | |

Week 12

| | | | | |
|-----|---|--------|---------------------------|--------------------|
| 4/5 | Mental Health Day | | Lab 9: Personality Traits | Lab 9 all sections |
| 4/7 | Personality: Origins and Trait Theories | Ch. 11 | | |

Week 13

| | | | | |
|------|---|--------|------------------------|---------------------|
| 4/12 | ASSESSMENT 5 Psychological theories; | Ch. 13 | Lab 10: Mental illness | Lab 10 All sections |
| 4/14 | Psychological Disorders | Ch. 14 | | |

Week 14

| | | | | |
|----------------|--------------------------------------|--------|-----------------------------|---------------------|
| 4/19 | Psychological Disorders | Ch. 14 | Lab 11: Health and Stress | Lab 11 All sections |
| 4/21 | Treatment of Psychological Disorders | Ch. 14 | | |
| Week 15 | | | | |
| 4/26 | <i>Health and Stress</i> | Ch. 15 | No lab; Paper 3 due by 4/30 | |
| 4/28 | <i>Ethics</i> | Ch. 16 | | |

Addendum: Student Support Services and Academic Integrity Violations

Here is a quick reference list of support services available to students:

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

<https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class.

<https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student Ex: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

All USC students are held to the standards set forth in the SCampus. Sometimes students do not realize that a certain behavior is an academic integrity violation, and misinformation floats about on campus. It's a good idea to review academic integrity standards periodically. Here is a snapshot of things you want to avoid doing. (From Section 11 – Behavior Violating University Standards and Appropriate Sanctions <https://policy.usc.edu/scampus-part-b/>).

11.11

- A. The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
- B. The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style.
- C. Improper acknowledgment of sources in essays or papers.

Note: Culpability is not diminished when plagiarism occurs in drafts that are not the final version. Also, if any material is prepared or submitted by another person on the student's behalf, the student is expected to proofread the results and is responsible for all particulars of the final draft.

11.12

- A. Acquisition of term papers or other assignments from any source and the subsequent presentation of those materials as the student's own work, or providing term papers or assignments that another student submits as their own work.
- B. Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

C. Recording a university class without the express permission of the instructor and announcement to the class. Recording can inhibit future free discussion and thus infringe on the academic freedom of other students as well as the instructor.

11.13

- A. Any use or attempted use of external assistance in the completion of an academic assignment and/or during an examination, or any behavior that defeats the intent of an examination or other classwork or assignment, shall be considered academically dishonest unless expressly permitted by the instructor. The following are examples of unacceptable behaviors: communicating with fellow students during an exam, copying or attempting to copy material from another student's exam; allowing another student to copy from an exam or assignment; possession or use of unauthorized notes, calculator, or other materials during exams and/or unauthorized removal of exam materials.
- B. Submission of work altered after grading shall be considered academically dishonest, including but not limited to changing answers after an exam or assignment has been returned or submitting another's exam as one's own to gain credit.

11.14

- A. Obtaining for oneself or providing for another person a solution to homework, a project or other assignment, or a copy of an exam or exam key without the knowledge and expressed consent of the instructor.
- B. Unauthorized collaboration on a project, homework or other assignment. Collaboration will be considered unauthorized unless expressly part of the assignment in question or expressly permitted by the instructor.

11.15

- A. Attempting to benefit from the work of another.
- B. Any attempt to hinder the work of another student or any act which may jeopardize another student's academic standing.

11.16

Using any portion of an essay, term paper, project or other assignment more than once, without permission of the instructor(s).

11.17

Falsification, alteration or misrepresentation of official or unofficial records or documents including but not limited to academic transcripts, academic documentation, letters of recommendation, and admissions applications or related documents.

11.18

Taking a course, any course work or exam for another student or allowing another individual to take a course, course work, a portion of a course or exam in one's stead.

11.19

A. Accessing, altering and/or using unauthorized information.

B. Misuse of university computer systems or access to those systems as articulated by the university's Computing Policies (including improper downloading of material, see Section F.1. Computing)

11.20

Fabrication: Submitting material for lab assignments, class projects or other assignments which is wholly or partially falsified, invented or otherwise does not represent work accomplished or undertaken by the student.