

PSYC 100Lg* Introduction to Psychology

Fall 2022

Monday and Wednesday

12-1:50

2-3:20

Instructor: Patricia George, Ph.D.

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Office: (310)467-5909

Office Hours:

Or, email your availability to set an appointment.

Teaching Assistants:

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

<https://us.sagepub.com/en-us/nam/psychology-vantage-digital-option/book278278#students>

ISBN: 9781071851289

* 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

Attendance

Attendance for lectures will be taken at random throughout the semester. Students who are IN the classroom will receive credit. Students on zoom or elsewhere will not receive any points.

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>
4 Assessments	20 each/ 80 total	20%
Book assignments	32	8%
Attendance	20	5%
Paper 1	60	15%
Paper 2	60	15%
Paper 3	60	15%
Lab score	65	17%
SONA/JEP/PAPER	20	5%
<i>Total</i>	<i>397</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>Readings*</u>	<u>Lab Topic and Paper Due Dates</u>	<u>Notes about meeting days and times</u>	
Week 1					
8/22	Course Overview What is Psychology	Syllabus Ch. 1	NO LABS		
8/24	History of Psychology	Ch. 1			
Week 2					
8/29	Research Methods	Ch. 2	LAB 1: Introductions and Critical Thinking assignment	Lab 1: M-F	
8/31	Assessment 1 Research methods; Brain Structure and Function				
Week 3					
9/5	<i>Labor Day</i> NO CLASS	Ch. 3	LAB 2: Discuss critical thinking examples	Lab 2: T-F (no Monday lab)	
9/7	Biology and Neuroscience	Ch. 9			
Week 4					
9/12	Assessment 2 Brain structure and function; Child Development	Ch. 9	LAB 3: Hemispheric Differences Activity	Lab 2 Monday, Lab 3 T-F	
9/14	Developmental Psychology	Ch. 9			
Week 5					
9/19	Mental Health Day		LAB 4: Mindfulness Paper due by 5 pm 9/21	Mon lab 3; Lab 4 on Tue-Fri	
9/21	Mental Health Day				
Week 6					
9/26	ASSESSMENT 4 Learning and Memory; Language and thought	Ch. 5		Lab 4 M; no lab Tues-Fri	
9/28	Sensation and Perception	Ch. 4			

Week 7				
10/3	Sensation and perception	Ch. 6	Lab 5: Conditioning	Lab 5 All labs
10/5	States of consciousness	Ch. 6		
Week 8				
10/10	Learning	Ch. 7	No lab	
10/12	Learning/Memory			
Week 9				
10/17	Memory	Ch. 8	LAB 6: Memory; Paper 2 due by 5 pm	Lab 6 All sections
10/19	ASSESSMENT 4 Learning and Memory; Language and thought	Ch. 8		
Week 10				
10/24	Intelligence	Ch. 10	Lab 7: Cognitive reframing	Lab 7 All sections
10/26	Emotion and Motivation	Ch. 10		
Week 11				
10/31	Motivation	Ch 12	Lab 8: Jury Simulation	Lab 8 all sections
11/2	Social Psychology	Ch 12		
Week 12				
11/7	Social Psychology		Lab 9: Personality Traits	Lab 9 all sections
11/9	Personality: Origins and Trait Theories	Ch. 11		
Week 13				
11/14	ASSESSMENT 5 Psychological theories;	Ch. 13	Lab 10: Mental illness	Lab 10 All sections
11/16	Psychological Disorders	Ch. 14		
Week 14				
11/21	Psychological Disorders	Ch. 14	Lab 11: Health and Stress	Lab 11 All sections
11/28	Treatment of Psychological Disorders	Ch. 14		
Week 15				

11/30	<i>Health and Stress/ Ethics</i>	Ch. 15/16	No lab	
12/5			Paper 3 due by 5 pm	

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 Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on [Research and Scholarship Misconduct](#).

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

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

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call
studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086
eeotix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298
usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776
osas.usc.edu

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710
campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu

chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.