

INTRODUCTION TO PSYCHOLOGY (PSY 102)

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Office Hours: I am in class from 9-10:50 and 12:00-12:50 M-W-F, and 2:00-3:15 M-W. So, typically I will be in my office most other times between 9:00 am and 3:00 pm each day. Also, feel free to schedule a specific time to meet. I check e-mail several times daily.

Text: *Forty Studies that Changed Psychology* (6th Ed.). Roger R. Hock. Prentice Hall, 2009.
Plus readings online: links found at www.SmellsLikeCollege.com/PSY102

Course Objectives

The primary objective in this course is to gain a greater understanding of the study human experience from the scientific perspective of psychology. In addition to particular facts and concepts, the focus of the course is learning how psychologists analyze and study psychological topics from their scientific approach. The goal is development of critical thinking skills and learning how to evaluate claims people make about what we know regarding human behavior and experience or the results of some particular research. Finally, the hope is that you will learn numerous psychological principles that you can apply to your own life.

Course Format

As an incentive to perform the readings assigned for each class meeting, we will not be reviewing the material from the readings. Still, if you have questions or comments regarding the readings, please raise them in class. Otherwise, instructor presentations will consist of important information that is not covered in the readings. A primary pillar of the course is student participation in small groups. You will be given a set of homework and discussion questions corresponding to each reading assignment. Jot down, write out, or type your answers to each question and bring those answers to class. Then some class time will be spent discussing and comparing answers within small groups. Within those groups you will get the opportunity to sometimes be a "student" in that other group members will help you to better understand the material. At other times you will probably end up playing the role of "teacher" as you help other group members. **If I happen to be absent for some reason, still perform your group work for that day. We will maintain the schedule regardless of instructor absence.**

In Case of an Emergency School Closing

If we have an unexpected evacuation or closing of the college, continue to follow the assigned reading schedule. If an exam falls on a cancelled day, the exam will be held the next time the class meets (so be prepared to take the exam). If the college closes for a substantial length of time, monitor Koala Connection and your college e-mail account for information and directions. You may also reach the instructor via telephone or at Michael@mindingthemind.com

Special Individual Arrangements

If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in the event the building must be evacuated, please see me as soon as possible.

Expectations / Grading

Participation (50 possible points--25 points at midterm & 25 possible points at the end):

Because of the format of this course, class participation is vital. Your level of attendance and participation will be evaluated at midterm and at the end of the course, and 25% of your course grade will be based on those assessments of your preparedness and participation. Participation consists of completing assigned work prior to class, bringing the completed assignment with you to class, and sharing meaningfully in small group discussion.

I recognize that the assessment of participation can be rather subjective, and that my judgment regarding your level of preparedness and participation may be far less than perfectly valid and reliable. So, you will have two opportunities to assess your own level of preparedness and participation and provide a brief summary as input into your grade. Feel free to simply write or type your comments. After collecting your evaluations, I will report to each student the general impressions conveyed by the other group members (without attributing such comments to any particular student). I will factor in the self-assessments and group-member assessments when arriving at an overall score/grade. The membership of the discussion groups will change at midterm so that you have all new group members for the second half of the course.

Exams: There will be four exams (*50 possible points each*) consisting of short-answer items covering the material since the previous exam. We only have 50 minutes for each exam, so the questions will represent only a sampling of the material we have covered. Because of the limited time, be sure to arrive early on exam days and only write what you need to answer the questions. Answers will be graded on content, not writing style, spelling, or how well they are written. So, dive into answer the question and do not worry about writing in complete sentences or restating the question. If you can answer the question adequately with a list, do so. Also, many of the exam questions will be the same as, or very similar to, the homework questions. So, study your answers to the homework questions, as well as any notes from class.

Scores on 3 exams will be counted toward your course grade. If you miss an exam **for any reason**, that exam will be dropped from calculation of your course grade. If you know in advance of an exam that you will not be able to take it during class time, see me before the day of the exam to set up an alternative time. I try to return graded exams during the class meeting following the exam, so there is only a limited window for making up an exam. Once graded exams have been returned, there is no opportunity for making up that exam. If you miss more than one exam, the first missed exam will be dropped and an alternative version will be used for each of the subsequently missed exams. If you take all 4 exams, the lowest exam grade will be dropped.

To encourage cooperative learning within each group, there is an incentive to help make sure your fellow group members understand the material. For exams I, II, and III, if every member of a group takes a particular exam *and* every member scores at least 39 (78% or C+), then each group member will have 2 points (4%) added to her score (to a maximum of 50 points).

Final Grade: The total number of possible points in the course equals 200, and your course grade is based on a straight scale: 179-200 (90-100%) = **A**, 175-178 (88-89%) = **B+**, 159-174 (80-87%) = **B**, 155-158 (78-79%) = **C+**, 139-154 (70-77%) = **C**, 119-138 (60-69%) = **D**, less than 119 (less than 60%) = **F**.

<u>DATE</u>	<u>TOPIC</u>	<u>READING(S)</u> [to be completed by class time]
Jan. 15	Introduction	
Jan. 17	Using Psychology to be a Better Student, in this Course and Others	
Jan. 20	<i>No Class</i> – Martin Luther King Jr. Day – other campus activities are scheduled	
<i>Research Methods, Evolutionary Psychology, and Genetics</i>		
Jan. 22	Scientific Research Methods	www.SmellsLikeCollege.com/PSY102
Jan. 24	Thinking Critically about Research	www.SmellsLikeCollege.com/PSY102
Jan. 27	Evolutionary Psychology	www.SmellsLikeCollege.com/PSY102
Jan. 29	Behavioral Genetics	<i>Forty Studies</i> book: pp. 19-27
<i>The Brain, States of Consciousness, and Perception</i>		
Jan. 31	The Brain: <i>Structures and Functions</i>	www.SmellsLikeCollege.com/PSY102
Feb. 3	The Brain: <i>Hemispheres</i>	<i>Forty Studies</i> book: pp. 1-11
Feb. 5	Body Rhythms, Sleep, and Dreaming	<i>Forty Studies</i> book: pp. 42-56
Feb. 7	Hypnosis and Dissociation	<i>Forty Studies</i> book: pp. 56-64
Feb. 10	Sensory Perception	<i>Forty Studies</i> book: pp. 27-34
Feb. 12	Sensory Perception (<i>continued</i>)	<i>Forty Studies</i> book: pp. 36-42
Feb. 14	<i>Exam I</i>	
<i>Cognition, Memory, Intelligence, & Learning</i>		
Feb. 17	Cognition and Judgment	None
Feb. 19	Communication and Language	<i>Forty Studies</i> book: pp. 168-175, www.SmellsLikeCollege.com/PSY102
Feb. 21	Memory: <i>Models and Functioning</i>	www.SmellsLikeCollege.com/PSY102
Feb. 24	Episodic Memory: <i>Reconstruction</i>	<i>Forty Studies</i> book: pp. 117-125
Feb. 26	Intelligence and IQ Testing	<i>Forty Studies</i> book: 100-109
Feb. 28	Classical Conditioning	<i>Forty Studies</i> book: pp. 65-78
March 3-7	<i>No Class – Spring Break</i>	
March 10	Operant Conditioning	<i>Forty Studies</i> book: pp. 77-84

March 12 Social Learning *Forty Studies* book: pp. 85-92
First Eval. of Participation Due

March 14 **Exam II**

Social Psychology

March 17 Person Perception and Expectancy *Forty Studies* book: pp. 93-100
New Groups Formed!

March 19 Cognitive Dissonance *Forty Studies* book: pp. 183-190

March 21 Prejudice and Stereotypes www.SmellsLikeCollege.com/PSY102

March 24 Persuasion and Conformity *Forty Studies* book: pp. 295-300

March 26 Power of the Setting & Social Roles *Forty Studies* book: pp. 287-294

March 28 Obedience to Authority *Forty Studies* book: pp. 308-317

March 31 Helping and Altruism *Forty Studies* book: pp. 300-308

April 2 The Psychology of Happiness www.SmellsLikeCollege.com/PSY102

April 4 ***Exam III***

Personality, Stress, Coping, and Clinical Psychology

April 7 Personality: "The Big 5" Trait Clusters www.SmellsLikeCollege.com/PSY102

April 9 Control and Learned Helplessness *Forty Studies* book: pp. 192-199, 242-249

April 11 Stress, Coping, and Health *Forty Studies* book: pp. 175-182, 210-17

April 14 Psychoanalysis and Defenses *Forty Studies* book: pp. 235-242, 271-276

April 16 Anxiety and Systematic Desensitization *Forty Studies* book: pp. 264-271

April 18 *No Class* – Easter Break

April 21 Depression and Bipolar Disorder www.SmellsLikeCollege.com/PSY102

April 23 Body Image and Disordered Eating www.SmellsLikeCollege.com/PSY102

April 25 Severe and Chronic Mental Illness *Forty Studies* book: pp. 227-235
Counseling and Psychotherapy www.SmellsLikeCollege.com/PSY102

Second Evaluation of Participation Due

May 2 ***Exam IV – Friday (11:00 am)***