

Psychology 101, Introductory Psychology I Spring, 2006 - Monday, 9:00-11:40 a.m. CHE - Room 213	Linda C. Hatzenbuehler, Ph.D., Professor Office: Nursing 204; Phone 282-3992 e-mail: <a href="mailto:hatzlind@isu.edu">hatzlind@isu.edu</a> Office Hours: Before class 8am-9am; by appointment
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## SYLLABUS

This is a college course. Please expect that the time you spend working on this class to be longer than the time you spent in a high school class. Most of the work/learning for this class will occur OUTSIDE of class time. I have provided many learning materials for you on the class Website. All students in this class must have a BENGAL CARD and access to a computer. I highly recommend that students obtain access to campus computer labs by paying the computer lab fee.

Students with disabilities who wish to have accommodations provided by the University must self-identify with the Center for Services for Students with Disabilities (282-3912) in order to have accommodations provided. Information and applications are available in the Center and may be picked up in person or requested by telephone or TDD.

TEXT:	<u>Discovering Psychology</u> , 3 <sup>rd</sup> Edition, by Don H. & Sandra E. Hockenbury
STUDY GUIDE:	<u>Study Guide to Discovering Psychology</u> , Cornelius Rea
WEBSITE:	Go to <a href="http://webct.isu.edu/isu">http://webct.isu.edu/isu</a>
LOGIN:	USER ID = 6 digit Bengal Card number PASSWORD = 4 digit month and year of birth (January, 1980 = 0180) Class outlines, practice quizzes, and self tests are learning tools available to you.

**COURSE GOALS** This course will provide students with an opportunity to learn about the science of psychology. My goal will be to go beyond offering information about behavior to help students understand how psychologists accumulate knowledge about behavior. I attempt to foster students' understanding of how psychologists think about behavior and how the methods they use to study behavior limits the conclusions they may draw from their data. By the end of the course, students should be equipped to critically evaluate conclusions about behavior they see and hear in popular media, including the Internet. The theme of this class is "Show Me The Data."

As a general education course, the stated goal of this course is:

*To understand how people function within society. (This course emphasizes broad topics concerning individual and/or group behavior, and demonstrate the central analytical approaches used in the social sciences.)*

By the end of the course:

- 1) Students will demonstrate an increased awareness of the determinants of behavior including:
  - a. How individual, social and cultural differences influence behavior.
  - b. How learning and cognition influence behavior.
  - c. How developmental factors influence behavior across the life span.
  - d. How and what physiological mechanisms affect behavior.
- 2) Students will be exposed to research methods as they apply across the breadth of topics studied by psychologists.
- 3) Students will be involved in the research process by participating in or by reading original research projects.
- 4) Students will be exposed to different theoretical orientations adhered to by psychologists practicing both basic and applied science.

In addition to these overall goals, I expect students who complete this class to be able to do the following:

#### COURSE COMPETENCIES:

- 1. List three different kinds of psychologists and explain what they do/study.
- 2. Explain the difference between a psychologist and a psychiatrist.
- 3. Distinguish between research that results in cause and effect conclusions and research that does not.
- 4. Describe an aspect of your behavior that can be explained by classical conditioning theory.
- 5. Explain the difference between negative reinforcement and punishment, give examples of each and describe the effects of each on human behavior.
- 6. Describe three theories which try to explain why people are different from one another.
- 7. Describe three theories which try to explain how people are similar to one another.
- 8. Name three methods used to change abnormal human behavior.
- 9. Name three sources and three consequences of stress.

- 10. Describe the properties of a reliable and a valid psychological test.
- 11. Discuss the difference between normal and abnormal behavior.
- 12. Describe three types of memory and explain three methods one can use to improve recall.
- 13. Describe a typical sleep cycle and the relationship between sleep and dreaming.
- 14. Distinguish the term “insanity” from the term “mental illness.”
- 15. Design an experiment to test the hypothesis: “Two heads are better than one.”

**EXAMINATIONS:** This course will include five quizzes and a final exam. Quiz questions will be taken from both lecture and text material. Each quiz will include new material and material covered on the last quiz (only the last quiz). Grades will be based on the total number of points accumulated across quizzes plus EXTRA CREDIT points earned during the semester and writing assignment grades (see explanations below). Make-up quizzes will be short answer and administered from 8-9 a.m. on class days.

**CLASS RULES:**

- 1) You can bring your cell phone to class, but if it rings, I get to answer it!
- 2) **Class begins at 9:00 a.m. and ends at 11:40. We take a 10 minute break HALFWAY through the class. Please be on time or come in and/or leave during breaks.**

**CLASS ATTENDANCE:** Students are expected to attend all classes. Attendance will be taken during each class. Students reaching 90% attendance or more, excluding excused absences, will receive 10 extra credit points at the end of the semester.

**WRITING ASSIGNMENT:** All students are expected to read two articles in *Psychology Today*. *Psychology Today* is available at the Idaho Falls Public Library and can be found on the Web. You might want to read articles associated with your intended or declared major. Full credit for writing assignment equals 25 points. **THIS SEMESTER THE WRITING ASSIGNMENT IS DUE ON March 6, 2006.**

**The writing assignment must be at least 3 TYPED, DOUBLE-SPACED PAGES and should include the following:**

- 1) **Summary of each article.**
- 2) **Discussion of the relationship between the articles.**
- 3) **Critiques of both articles (discussion of good & bad aspects of each article).**
- 4) **Discussion of how you might apply information in the articles to your major/career.**
- 5) **Reference & complete citation to articles read.**

TENTATIVE SCHEDULE OF EVENTS

<u>Class</u>	<u>Dates</u>	<u>Class Activity</u>	<u>Assignments</u>
1	1/09	Introduction to Psychology: The Science of Behavior Introduction to WEBCT	Chapters 1 & 2
	1/16	<b>MARTIN LUTHER KING DAY HOLIDAY</b> (No Class)	
2	1/23	How Psychologists Study Behavior Experimental Methods “Show Me The Data” How the Brain Affects Behavior	Chapters 1 & 2
3	1/30	<b>QUIZ 1 - CHAPTERS 1 and 2</b> Learning: How Our Experiences Affect Our Behavior	Chapter 5
4	2/06	Continue: Learning Remembering and Forgetting	Chapter 6
5	2/13	<b>QUIZ 2 - Chapters 5, 6</b> <u>Review Chapters 1, 2</u> Personality: Exploring Our Uniqueness	Chapter 10
	2/20	<b>PRESIDENT’S DAY HOLIDAY</b> (No Class)	
6	2/27	Psychological Assessment/Testing/Thinking	Chapter 10 & 7
7	3/06	How Our Thoughts Affect Our Behavior <b>PAPERS DUE!</b> <b>MIDTERM GRADES DUE!</b>	Chapter 7
	3/13 to 3/17	<b>SPRING BREAK</b>	
8	3/20	<b>QUIZ 3 - CHAPTERS 10, 7</b> <u>Review Chapters 5 &amp; 6</u> Human Development: Similarities Across People Across Time. How Behavior Changes Over Time Cognitive Development Language Development	Chapters 9, 7
9	3/27	Social Development/Gender Issues Moral Development	Chapter 9

10	4/03	<b>QUIZ 4 - CHAPTERS 9, 7</b> <u>Review Chapter 10</u> Sleeping and Dreaming Social Psychology: How People Affect Our Behavior	Chapter 4 Chapter 11
11	4/10	Abnormal Behavior	Chapter 13
12	4/17	Abnormal Behavior	Chapter 13
13	4/24	<b>QUIZ 5 - CHAPTERS 4, 11, 13</b> <u>Review Chapters 7, 9</u> Stress/Staying Healthy	Chapter 12
14	5/01	Changing Abnormal Behavior <b>CLOSED WEEK</b>	Chapter 14
	5/08	<b>FINAL EXAM - 9:00 - 11:00 a.m.: Chapters 12, 14</b> <u>Review Chapters, 4, 13 and 11</u>	