

PSY 1010 – INTRODUCTION TO PSYCHOLOGY SYLLABUS

I. College/School: Science and Mathematics

Department: Psychology

Total Credit Hours: 4

II. Course Information for **Lecture, lab**

Course Title: Introduction to Psychology

Course Abbreviation and Number: PSY 1010

Course Credit Hours: 4

Course Cross Listing(s) Abbreviation and Number:

Check (“x”) all applicable:

General Education Course Integrative Writing Course Service Learning Course _____ Laboratory Course _____ Ohio TAG (Transfer Assurance Guide) Course Ohio Transfer Module Course Others (specify) _____

Note: the lab will meet at a separate time and location from the lecture

III. Course Registration: Prerequisites: None / Corequisites: None / Restrictions: None

IV. Student Learning Outcomes

To satisfy Wright State’s University Learning Objectives, as well as the General Education Core Element 5 Learning Outcomes, and the Ohio Board of Regents TAG requirements for student experiences in this course, students will be expected to:

- (a) Describe classic and contemporary psychological theory, concepts and findings, including those associated with the major sub-disciplines in the field. Be able to discuss psychology’s role in contemporary society, its relationship to science, as well as its applications to such areas as mental health treatment, the study of workplace phenomena, and its influence of engineering and design.
- (b) Apply knowledge of psychology theory and methods to observations, opinions, and decisions, whether personal or global in nature
- (c) Explain and critique psychology’s method of inquiry, and judge it relative to other scientific disciplines for what it reveals about the human condition
- (d) Demonstrate an understanding of the limitations and ethical considerations associated with the acquisition of psychological knowledge and its application
- (e) Demonstrate civic awareness in relation to education on this subject; recognize psychological phenomena associated with diversity and individuals differences across a variety of contexts
- (f) Demonstrate the ability to learn more about this topic independently
- (g) Student will also be expected to demonstrate some ability in communicating effectively

V. Suggested Course Materials (Required): Myers, D. G. (2009). Psychology (10th Ed.). Worth Publishers, New York, NY.

VI. Suggested Method of Instruction: Lecture / Lab

VII. Suggested Evaluation and Policy: 4 Exams (Lecture), Lab Attendance and participation, Experimental and Non-Experimental Research Activities, **Writing Assignments**

VIII. Grading Policy: Final course letter grade (i.e., A=90-100%, B=80-89%, C=70-79%, D=60-69%, F=<60%, I=Coursework not completed) ; Points for Experimental Research Activities will be included in the Final Letter Grade.

IX. Regarding Integrative Writing Component

In fulfillment of the IW requirements, students will be required to complete seven short essay assignments. Writing assignments will be submitted entirely online and will be completed during either the 1st or the 2nd half of the semester term. Students will be randomly assigned to complete the IW component one half of the semester. During the other half, students will be participating in laboratory activities designed to provide a hands-on appreciation of the phenomena studied in the course. The goals of writing short essays is to help students:

- 1.) Demonstrate their understanding of the course content
- 2.) Learn how to write for a particular audience
- 3.) Learn how to write with a purpose
- 4.) Demonstrate some appreciation of scientific writing
- 5.) Evidence competency in standard edited American English

Writing assignments are not optional and must be completed regardless of the number of IW courses the student has already completed. Writing assignments are an important means for students to demonstrate learning of course material. If you have questions about the Writing Across the Curriculum program, please visit <http://www.wright.edu/gened/gewac.html>.

Grading

- Failure to pass the writing assignments will result in failing PSY 1010.**
- Individual papers are graded out of a possible 20 points.

- For every paper graded 17 or above, students receive 2 extra credit points to add to their class grade. Students can earn a maximum of 16 extra credit points (equivalent to 1 letter grade increase) for the quarter.

- Students need a minimum of 111.5 points on writing assignments.

Instructions for Writing Assignments

- Papers will be turned in via e-mail.
- Please send your papers to assigned Teaching Assistant for this course.
- Please indicate your professor's name in the subject line of the email.

- Please use a .doc or .docx document. Graders will use the Track Changes feature of Microsoft Word. If graders do not receive your paper in a readable format by the deadline, it will be counted as late until graders receive a readable form. We have to be able to read your paper in order to grade it.
- Graders will send students' graded papers back via email. They will include both comments and a numerical grade. Thus, please indicate the email address you want your paper sent to by including it on your document in the top right hand corner.
- The Integrative Writing TAs will not be in class to pick up papers, distribute graded papers, or answer questions. All of these tasks will be conducted electronically with the e-mail addresses listed above.
- All papers must be turned in by 10am (EST) the day they are due. If they are not received at the above addresses by this time, they will be deducted 2 points every 24 hours they are late (i.e., every 10am that passes results in a 2 point deduction, **including weekends**).
- Graders encourage students to ask any questions about the course material/writing policies to ensure the utmost ability of the student to understand the material. However, please allow enough time for your grader to answer questions that you may have. In other words, do not wait until night before the due date to ask questions because graders cannot guarantee that they will be able to answer them before the papers are due.
- All questions will come directly from the textbook.**
- The writing assignments are to be completed in paragraph form (that means no bullets or numbers), but there does not have to be an introduction, conclusion or transition sentences. In other words, we just want you to answer the questions.
- Please underline your answers within your papers. Due to the high volume of papers graders receive, the underlining can help the grader find students' answers as quickly as possible. Do NOT underline your entire paper. This negates the point of underlining the key points to your answer.

•**Example:** The question is: What are some of the benefits and criticisms of the DSM –IV?

•There are some critics of the DSM-IV that claim that the manual includes merely human problems that should not necessarily be classified as mental disorders. Also, some critics surmise that some of the disorders are not the result of good research, but rather the creativity of psychiatrists. However, there are benefits as well, including a public forum to display information in a specific and public manner. This allows for others to evaluate the disorders.

- Only the essential information was underlined and not the entire paragraph. Follow this example when you write your papers.

WHY STUDENTS MIGHT LOSE POINTS

- Not answering the question
- Not underlining the main points of the answer
- You will lose 1 point for failing to underline
- You will lose 1 point if the entire paper is underlined
- Inadequate explanation of an underlined topic.
- Plagiarism
- Copying/Close Paraphrasing of the book, including both copying directly or just changing a few words
- Copying another source, whether from another student or from another source (i.e., Wikipedia, online sources)
- These transgressions are ethical violations and will result in a zero for that paper.
- Merely quoting from the book is not acceptable. Put the information in your own words.
- You do not need to cite the textbook, as it is the primary source for all of the papers written in this class. You can and should use your textbook, just use your own words!
- Personal stories: Because personal stories cannot be verified, do not use personal stories as examples in your essays. Scientific writing is empirical, which, among other things, means data can be verified. Use scientific writing for your examples. One point will be subtracted for each personal story. Do not answer the questions based on myths, personal theories, or opinions about human behavior.
- Grammar: Although graders might mark some grammar, points will not be lost for grammar errors. However, very poorly written papers may be returned ungraded. There should not be sentence fragments, misspellings, etc.
- Papers that are difficult to read will not be graded. The paper will be returned to the student with the annotation: “Go to the University Writing Center” (031 Dunbar Library). Students will have two days to rewrite the paper with the aid of the University Writing Center. Students can then resubmit the paper with proof that they utilized the writing center.
- Not including your email address on your document will result in a one-point deduction.

Formatting your paper

- Length of paper: Papers should be **roughly** between 1½ -2½ pages long.
- Your paper should not be shorter than 1 ½ pages.
- Please use 12-point font and 1” margins. Increasing the margins or using a larger font is not an effective way to make your paper an appropriate length.
- Using lists/bullets: This is a writing class. Even when asked to list, always use paragraph form. That means no bullets or numbers and will result in a 2-point deduction. Integrate the information into a paragraph.

*Answer all four questions associated with the chapter.

*Papers are due each week.

*A total of 7 papers are due.

*Graders will have 1 week to return graded papers.

An example of some of the topics that students may be asked to write about:

Chapter 7: Motivation

Describe Maslow's Hierarchy of Needs.

Describe the human sexual response cycle.

What are the three types of eating disorders?

What are some of the best predictors of performance in the workplace?

Chapter 5: Intelligence

Describe Sternberg's three intelligences.

Identify and describe the five components of creativity.

Identify and describe the three criteria that psychological tests must meet.

Is intelligence more a product of genes or environment? Provide evidence for your answer.

Chapter 4: Stress

What are the two problems with polygraph tests?

What are three potential ways to increase your happiness?

Identify and describe the three types of stressors.

How do problem-focused coping and emotion-focused coping differ?

Chapter 11: Abnormal Behavior

What characterizes a psychological disorder?

What are five common anxiety disorders?

What are the common symptoms of schizophrenia?

What is known about the causes of ADHD?

Chapter 11: Therapies

What are the four main differences between humanistic therapy and psychoanalysis?

What are the three elements shared by all types of therapy?

Does aversive conditioning work? Provide evidence for your answer.

What is the major distinction between insight therapies and behavior therapies?

Chapter 12: Social Psychology

What are three conditions that could increase conformity?

What are the three ingredients for us to like someone else?

Describe the foot-in-the-door phenomenon.

Describe the bystander effect.

Chapter 6: Sensation and Perception

What are the three types of color receptors?

Identify and describe the three varieties of extra-sensory perception.

What do we mean by *bottom-up processing* and *top-down processing*?

How do we experience taste?

Chapter 5: States of Consciousness

Describe the stages of sleep.

Describe the functions of sleep.

What are three common myths about drug addiction?

What are the three major categories of psychoactive drugs? Give an example of each.

X. Suggested Assignments and Course Outline

PSY 1010 Semester Course Outline

Week 1	Course overview & History of Psychology
Week 2	Applications of Psychology
Week 3	Research Methods
	Exam #1
Week 4	Biological Basis & Stress
Week 5	Cognition, Language and Intelligence
Week 6	Sensation & Perception
	Exam #2
Week 7	Emotion & Motivation
Week 8	Memory
Week 9	Learning
Week 10	Developmental
	Exam #3
Week 11	Abnormal & Therapies
Week 12	Social Psychology
Week 13	Personality
Week 14	Other topics (e.g., Gender/Sexuality); Final Exam Review
	Exam #4
Finals Week	Final Exam

Approved:

Undergraduate Curriculum and Academic Policy Committee _____

Faculty Senate _____