

Psychology 1200
General Psychology
Art Graesser
Spring, 2012

COURSE SYLLABUS

Course meeting: Tuesday-Thursday 9:40-11:05
Course room: Psychology Auditorium
Office hour: Tuesday-Thursday 11:05-12:00
Office: Psychology Building 438
Phone: 678-4857
E-mail: graesser@memphis.edu
Web site: <http://www.memphis.edu/psychology/graesser/>

Teaching Assistant: Shi Feng
Office hour: Thursdays 1:00-2:00 and Fridays 12:00-1:00
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Textbooks

- (1) *Psychological Science* by Gazzaniga, Heatherton & Halpern (Edition 4), Norton, 2012
- (2) *Psychology in the Real World* by Gernsbacher, Pew, Hough, & Pomerantz, Worth Publishers, 2011.

What will you learn?

In this course you will learn introductory knowledge about the science of psychology. It includes topics such as the biological foundations for behavior, perception, learning, cognition, intelligence, personality, emotion, motivation, health, psychological disorders, treatment of psychological disorders, social and developmental psychology. Psychology is a science (not folklore) so it is also important to acquire fundamentals of scientific reasoning. An educated adult can apply scientific reasoning to the evaluation of information that is disseminated in contemporary media (such as newspapers, television, blogs, and websites).

In-class examinations

There are three in-class examinations (30 points each), each of which covers approximately 1/3 of the course. Questions for the exams will come from lecture material as well as from the *Psychological Science* chapters that are listed in the course outline (see Course Outline on page 6). The questions will have a multiple choice format. There is a policy that you cannot make up an examination without prior notice of the professor. If you anticipate missing an examination due to extenuating circumstances, you can take the examination early, within one week of the in-class exam. If you miss an exam, you will receive a zero for that unit, which is 15% of your grade. So it is wise for you to attend the examination days and diligently prepare for these tests.

In-class quizzes on the lecture

It is important that you attend the lectures and concentrate on the material presented by the instructor. You will have a quiz with 4 multiple-choice questions at the end of approximately half of the class periods. The quiz covers topics discussed in the lecture. The questions on each quiz are not difficult but the lecture content will be needed to answer the questions. Each quiz is worth 4 points. You get to keep your highest 10 scores for a maximum of 40 points total.

Out-of-class computer homework assignments on scientific reasoning and psychological tests

The learning of some topics is best accomplished by actively interacting with materials on computer. You will have a homework assignment to be completed in this course by interacting with the computer on the Internet. The assignment involves (1) learning about scientific research methods (a topic associated with Chapter 2 in your Psychological Science textbook, a chapter that is not assigned) and (2) completing a series of psychological tasks that illustrate how some psychological mechanisms are measured. Prior research suggests that students learn research methodology better from computer learning environments with concrete examples than reading textbooks and listening to lectures. Students also learn about psychological tests better by completing the tasks than by merely reading about them. The two homework assignments will together take approximately 6-10 hours to complete, depending on how hard you concentrate on the materials. Moreover, you will receive a full 20 points by merely completing the assignment! I recommend that you complete the homework assignments early in the semester because they will help you understand the lectures and textbook chapters throughout the course. The computer will notify me as soon as you complete the assignments (and receive a full 20 points, or 10% of your course grade). You will receive 0 points if you do not complete the assignment by a deadline of April 12, 2011.

Researchers at the University of Memphis are attempting to improve the computer learning software on scientific reasoning, called ***Operation ARIES!***. In order to do so, these researchers would like to analyze your data that have been logged onto the computer. Your data would be released to the researcher (Carol Forsyth) after I assign your final course grade and will be identified by a random number rather than your name to protect anonymity of your data. So your data can be analyzed based on your random identification number rather than your name. In order to analyze your data, Carol Forsyth needs you to sign an informed consent form early in the course on the second or third class meeting time; this gives her permission to analyze your data but without your name identification. I will not be present when you sign the informed consent and will never be aware of which students decided to give consent. The results of these data will be used to design an improved Operation ARIES! that optimizes learning gains and motivation in the student. Such research is necessary to improve the quality of education that university students receive.

Computer facilities are available throughout the campus to complete these assignments that can be accessed and completed on the Internet. In the Psychology Building there are computer labs in rooms 145 and 103. There are several computer facilities for students throughout the campus, including the university library (see <http://trl.memphis.edu/search.php>).

Computer essay assignments on *Psychology and the Real World*

The short articles in *Psychology and the Real World* are written by famous psychologists who have conducted research that helps solve problems that occur in the real world. Chapters are associated with particular lecture days, as listed on page 6 of the syllabus. For this assignment you will complete an essay of 200-400 words on the chapters associated with a particular lecture day. You have a choice of essay topics. One alternative is to answer one of the questions associated with a chapter that appear at the end of the book *Psychology and the Real World*. Another alternative is to write an essay on how the ideas in the assigned chapters can be used to improve your own life or the life of a good friend or relative.

The essay for a lecture day is due at (or before) midnight on the day before the lecture day. You complete the assignment by posting it in the dropbox facility on the *ellearn* (*eCourseware*) computer portal. Your entry is time stamped so we know when it was posted. Also, the essay should be entered in a text (.txt) format. These essays that are linked to the chapters can be completed any time before the midnight deadlines. If you wanted to, for example, you could complete all of the assignments for all of the chapters in this book during the first week of class.

Each essay is scored on a 0 to 4 scale and we count your 10 highest scores. Therefore, this portion of the course is worth 40 points, or 20% of your grade. Modern computer technologies also have reached the point where plagiarism and copying can be detected. We will read very carefully any essays that are identified by the computer as potential cases of plagiarism or copying. Plagiarism or copying will result in a score of 0 and be subject to Academic Discipline procedures (see below). The criteria for grading these essays are twofold: (1) Does the essay incorporate ideas from the chapters? and (2) Can the essay be understood by the instructor or teaching assistant? These essays do not have right or wrong answers. Our hope is that the chapters will stimulate some personal reflection on your part in ways that help the lives of you, your friends, and your family.

Research Participation Requirement

The Psychology Department has a Research Participation Requirement that requires all 1200 General Psychology students to participate in departmental research or to complete a comparable alternative (see below). If you choose to participate in the departmental research, you will receive your first two points after logging onto the Department's computer-based research participation system (SONA-System) and completing the screening surveys. You will then receive two points per hour of participation, with the expectation that you will complete four hours. Therefore, you will receive a full 10 points if you complete the survey and 4 hours of participation. Details will be explained in class and directions for participating are available at <https://ellearn.memphis.edu/> under ***Subject Pool Credit Procedures***. You can also receive up to 10 points of extra credit in the course by completing an additional 5 hours of research participation (2 points per hour).

Alternative to Participating in Departmental Research. Although the faculty believes the best way to learn about the science of psychology is by participating firsthand in an actual experiment, we realize some students may want another choice. If for any reason you cannot participate as a subject in the department's subject pool, you will still be required to complete the 10 points by writing 5 one-page review papers (2 points per paper) that summarize a research article in a professional journal. These articles will be provided by the instructor. See the instructor or teaching assistant for details.

Class Information

Copies of *Class Announcements, the Syllabus, Subject Pool Credit Procedures, and Test Grades* are available on-line at <https://elearn.memphis.edu/>. To have access to this webpage, you must have a University of Memphis UUID and password. This is the same UUID and password that you use for your University of Memphis e-mail account.

Go to the Web address (<https://elearn.memphis.edu/>) to access the class site. When that page opens, you will then see boxes asking for your User Name and Password. These are the standard user name (UUID) and password (ph password) you use to access your university e-mail account. If you don't know your user name or password, or don't have these, go by the Information Systems Help Desk located in Room 124 of the Administration Building. You can also call for assistance at (901) 678-8888. When you contact the Help Desk, tell these people that you are enrolled in a class that uses *elearn* and you need a user name and ph password.

When the *elearn (eCourseware)* page opens, scroll to the bottom of the page and click on the link to **General Psychology PSYC 1200**. This should take you to the home page of the course site where you will have access to important class information. Please see the Teaching Assistant if you have trouble accessing this web site information.

Grade Evaluation

Your grade is based on five sources of points, which are summarized below.

90	Three examinations with 30 points each
40	Ten in-class quizzes worth 4 points each
20	Computer homework assignments on scientific reasoning & psychological tests
40	Computer essay assignments on <i>Psychology and the Real World</i>
10	Research participation requirements (with an additional 10 points of extra credit)

200	TOTAL POINTS

Your grade will be determined by an absolute scale in terms of percentage points: A+ (97-100%), A (91-96%), A-(89-90%), B+(87-88%), B(81-86%), B-(79-80%), C+(77-78%), C(71-76%), C-(69-70%), D(60-68%), F(0-59%). I will not give incomplete grades in this course. If you anticipate difficulties in your life or schedule, plan to turn in items ahead of schedule.

Plagiarism Statement

Plagiarism, cheating, or copying may result in your case being referred to the Academic Discipline Committee that addresses academic misconduct. This decision is up to the discretion of the instructor.

Students should be familiar with the academic regulations outlined in the Student Bulletin of the University of Memphis and to observe policies regarding student conduct published in the Student Handbook. Any form of cheating on an in-class examination will result in a course grade of "F".

Diversity Statement

Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and the appreciation of different cultural and socioeconomic group practices. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Academic courses will aim at providing opportunities for students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability and sexual orientation as they can be related to course content. The University of Memphis has adopted policies prohibiting discrimination based upon race, sex, disability, or sexual orientation. Information on these standards is provided on the APA webpage: <http://www.apa.org/pi/oema/>.

Disability Statement

If you have a disability that interferes with completion of this course, please let the instructor know privately at the beginning of the course, and he will seek consultation on how best to adapt course materials or instruction. Students with disabilities are encouraged to contact Student Disability Services for the university at 678-2880.

Electronic Communication Statement

Course announcements as well as consultation with the instructor may occur through e-mail messages. Each student must maintain an e-mail account and is responsible for checking for course messages on a regular basis. Students are also responsible for notifying the instructor if their e-mail address changes during the term.

Rules of Courtesy

This is a large class so we need minimize unnecessary noise and distractions. The obvious rules apply: cell phones off, no talking, no crinkling food wrappers, and so on. Please see the following site if you are unsure of the social etiquette:

<http://saweb.memphis.edu/judicialaffairs/pdf/DisruptiveClassroomBehaviors.pdf>

Academic Integrity

Expectations for academic integrity and student conduct are described in detail on the website of the Office of Student Judicial and Ethical Affairs (<http://saweb.memphis.edu/judicialaffairs>). Please take a look, in particular, at the sections about “Academic Dishonesty,” “Student Code of Conduct and Responsibilities,” and “Disruptive Behaviors.” I will expect students to be aware of these guidelines and to conduct themselves accordingly.

Weekly Schedule of Topics

PS = *Psychological Science* text. RW = *Psychology in the Real World* text

DATE	TOPICS	READINGS
1/12	Course organization Introductory comments	
1/17	Biological Foundations (Brent Morgan)	PS3, RW3
1/19	Biological Foundations (Blair Lehman)	PS3,
1/24	Mind	PS4, RW8
1/26	Consciousness	PS4
1/31	Sensation	PS5, RW4
2/2	Perception	PS5
2/7	Learning	PS6, RW5
2/9	Learning	PS6
2/14	Attention	PS7, RW6
2/16	Memory	PS7
2/21	Examination I (Shi Feng and Ying Duan)	
2/23	Intelligence (Shi Feng and Ying Duan)	PS8, RW9
2/28	Thinking (Shi)	PS8, RW1
3/1	Motivation	PS9, RW10
3/13	Emotion	PS9
3/15	Health and Well Being	PS10, RW15
3/20	Human Development	PS11, RW11
3/22	Human Development	PS11
3/27	Examination II (Shi Feng & Ying Duan)	
3/29	Social	PS12, RW16
4/3	Social	PS12
4/5	Personality	PS13, RW12
4/10	Personality	PS13
4/12	Disorders of Mind and Body (Whitney Cade and Nia Dowell)	PS14, RW13
4/17	Disorders of Mind and Body (Haiying Li and Mae-Lynn Germany)	PS14,
4/19	Treatment of Disorders	PS15, RW14
4/24	Treatment of Disorders	PS15
5/1	FINAL EXAM (10:30-12:30) (Shi Feng and Ying Duan)	