

PSYC 110A: Principles of Psychology

Whitman College

Spring 2010

Meeting time: Monday and Wednesday 1-2:20pm

Room: Maxey 303

Instructor: Professor Clearfield

Office hours: M 11-12, W 2:30-4 or by appointment

Office: Maxey 340

E-mail: clearfmw@whitman.edu

Office phone: 522-4427

Course goals:

1. To acquire knowledge about the field of psychology
 - A. To understand the general principles of psychology, focusing on topics including, but not limited to: brain architecture and communication, human development, learning, memory, perception, personality, motivation, social behavior and diagnosis and treatment of disorders.
 - B. To induce these principles from experimental research
 - C. To apply them to new situations
2. To understand how the different areas of psychology complement each other
3. To recognize the link between psychology and its real-world applications
4. To gain learning and communication skills
 - A. Engage in the reading
 - B. Learn to read professional journal articles
 - C. Ask questions
 - D. Work well with others
 - E. Learn to write, speak, and listen well
5. To appreciate how fun and exciting psychology is

Course structure

This course is designed to meet these goals through student-centered discovery or problem-centered learning. It is different from typical lecture and exam-type courses. There are few lectures or traditional exams. Students are expected to take a very active role in every class session. Some, but not all, of the work is done in teams. Activities are structured so that every team member must contribute. The rationale for this structure is that it promotes better learning of the fundamental issues. It is also hard work, much more interactive, and much more fun.

Students should familiarize themselves with the structure and expectations of the course, including the active participation and team learning experiences at the start of the course. Other, more traditional options are available for taking this class.

Texts

Required Text

Gleitman, H., Reisberg, D. & Gross, J. (2008). Psychology, 7th edition. Norton Press.

High Tech

I will often distribute important announcements, reminders, and clarifications through e-mail. It is your responsibility to *check your Whitman account every day*.

I will maintain a CLEo site for this course. The syllabus, handouts, and additional readings will be provided on that site, along with a class list-serv address.

Requirements & Grading

Attendance and Class participation

Attending class is critical to success, and is associated with higher grades. Often, assignments will be handed out in class, to be completed during class time and then handed in for a grade. Thus, attendance is critical. There are no make-up assignments. If you must miss class, you should contact me *prior* to the class meeting you will be missing. I will not further lower your grade based on poor attendance or participation; these will be reflected in your quality of work.

Quizzes/Graded In-Class Activities — 25%

There will be several pop quizzes and other in-class activities that will be turned in for a grade. I will not give you any notice when these are coming — it is your job to come to class having done the reading and prepared to work with the material you have read. You will not be able to use your textbook or class notes on these activities, so make sure you read as if there were a test for every class. Not all quizzes/activities will be worth the same number of points, but I will tell you on each assignment how many points each one is. Some of these will be done individually and some will be done in groups. If you are absent on a quiz day, you will receive a zero for that assignment. There are no make-ups with NO EXCEPTIONS!

Integrative Papers/projects — 55% total

There will also be several papers that require you to integrate material over the course of a unit, synthesize material from more than 1 chapter, or to relate other media to course material. All of these will be done individually. More details on the individual assignments will be provided at the beginning of each unit. The general breakdown will be as follows:

- Teen Responsibility paper (3-4 pages) — 15%
- Good Student Paper/Poster — 15%
- Person vs. Situation paper (3-4 pages) — 15%
- Film diagnosis paper (2-3 pages) — 10%

Paper deadlines and extensions: Three of the 4 papers are due on Fridays by 4pm (the last one is due in class and because we will discuss it in class, there are no extensions for the film diagnosis paper). However, I recognize that you may be busier at some points in the semester than others, and I have built in some flexibility in when you may turn in papers. Specifically, each student will begin the semester with **1 weekend extension**, to be used as you see fit throughout the semester. This means that over the course of the semester, of the 3 papers due on Friday, you may turn in any 1 of them the following Monday at the beginning of class. There is no need to let me know in advance when you plan on using it -

you may simply hand in the paper on Monday. There are no extensions past Monday, and you may only do this once over the course of the semester.

Once the extension has been used, *late essays will not be accepted*. In that case, the paper will be averaged in as a zero. Exceptions will be made only if there is a genuine *catastrophe*, authorized by one of the Powers That Be (Dean of Students, Counseling Center, etc.). So, I recommend that you *use your extension very cautiously!*

Take-home Final — 20%

The take-home final is designed to help you synthesize some of the important ideas across the semester by applying several ideas to a new topic. The final will be a 5-7 page paper, and the topic will be distributed on the last day of class. More details will be provided later. The final will be due at the end of our scheduled exam period, **Saturday, May 15 by 4pm**.

There will be absolutely no extensions on the final. Exceptions must go through the Dean of Students Office.

Grading:

It is important to recognize that the quality of your understanding and insight cannot directly be graded. All that can be graded is the *product* of that understanding and insight: your papers. These are the standards of evaluation that will be employed:

- A** The paper expresses sophisticated insight into the question posed and/or ideas of the unit, drawing unusual and profound connections between ideas.
- B** The paper adequately addresses the issues and goes beyond the textbook and our class discussion.
- C** The paper indicates some reflection on the material, but does not go far enough beyond a recap of the readings or our class discussion, does not make adequate contact with the readings, or is based on an important misunderstanding of the material.
- F** The paper does not constitute a serious attempt to fulfill the assignment: the substance, expression, and/or mechanics fall far short of normal college-level work.

Academic Honesty

All of the work that you submit in this course must be entirely your own. You may seek help in a variety of ways as you prepare your papers, including: consulting additional readings, searching for material on the internet, discussing your ideas with other students, exchanging notes with other students, or reading and discussing drafts of each other's papers. If you do use someone else's words or ideas in your written work, you *must* give proper acknowledgment. (APA format is preferred but any consistent accepted citation format is acceptable.)

Plagiarism will *not* be tolerated in any form. You have signed a statement indicating that you understand and will abide by the College policy on plagiarism. **Any student caught plagiarizing will automatically fail the course**, and may face more severe penalties from the College. (For more details, see the Student Handbook.)

Date	Topic	Reading due	Assignment
Wednesday 1/20	What is psychology?	Chapter 1 pp.4-13	
Monday 1/25	Brain Architecture	Chapter 3 pp.79-100	
Wednesday 1/27	Brain Communication	Ch. 3 pp.100-116	
Monday 2/1	Cognitive Development	Ch. 10	
Wednesday 2/3	Early Social Development	Ch. 11 to p.412	
Monday 2/8	Adolescent Social Development	Finish Ch. 11	
Wednesday 2/10	Sensation	Ch. 4, skip hearing	Teen responsibility Paper due on Friday at 4pm
Monday 2/15	Perception	Ch. 5	
Wednesday 2/17	NO CLASS PRESIDENT'S DAY		
Monday 2/22	Sleep	Chapter on CLEo	
Wednesday 2/24	Learning I. Classical Conditioning	Ch. 6 to p.209	
Monday 3/1	Learning II. Operant Conditioning	Finish Chapter 6	
Wednesday 3/3	Memory I.	Ch. 7 to p.258	
Monday 3/8	Memory II. When Memory Fails	Ch. 7 258-267	
Wednesday 3/10	Thinking, problem-solving, decisions	Ch. 8 pp.280-300	Good Student Paper/Poster due Friday at 4pm

	SPRING BREAK		
Monday 3/29	Personality I. Traits	Ch. 15 p.553-566	
Wednesday 3/31	Personality II. Freud & Humanists	Ch. 15 566-591	
Monday 4/5	Social Influence	Ch. 13 pp.479-492	
Wednesday 4/7	NO CLASS: MC AT CONFERENCE		
Monday 4/12	Group Dynamics	Ch. 13 pp.492-511	
Wednesday 4/14	Social Cognition	Ch. 12 pp.438-462	Person vs. Situation paper due Friday at 4pm
Monday 4/19	Emotion	Ch. 12 pp.462-475	
Wednesday 4/21	Intro to disorders	Ch. 16 pp.595-605	
Monday 4/26	Difficulties in Diagnosis	Ch. 16 pp.605-632	
Wednesday 4/28	Treatment I	Ch. 17 pp. XXX	
Monday 5/3	Treatment II	Finish Ch. 17	Film diagnosis due in class
Wednesday 5/5	What do your dreams mean?	Article jigsaw	
Monday 5/10	Wrap up		

Take-Home Final due on Saturday, May 15 by 4pm.