



Foundations of Psychology (PSYC 100)
Fall 2015 Course Syllabus
Tues/Thurs 1:00-2:30, 412 Sharpless Hall

Instructor: Shu-wen Wang, PhD, Assistant Professor
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Office: 408 Sharpless Hall
Office Hours: Fridays 10:30-12:00 and by appointment
(I hope EACH of you comes to see me at least once this semester!)

Course Description and Objectives

Why do people think and act the way they do? How do we best understand, explain, and predict human thought and behavior? This course addresses these questions and provides an introduction to the scientific study of mind and behavior. Topics include biological, cognitive, personality, abnormal, and social-cultural psychology, as well as a general consideration of the empirical approach to the study of behavior.

By the end of the course, students are expected to:

- 1) Describe the fundamentals of psychological research design and methodology
- 2) Discuss the ways in which psychologists apply their training and expertise
- 3) Explain key findings and landmark studies from across the major domains of psychology
- 4) Demonstrate critical thinking and healthy skepticism about research findings
- 5) Conduct literature searches using databases to locate relevant research publications

Course Readings

- 1) Textbook – *Essentials of Psychology* (5th edition) by Stephen Franzoi. Available for purchase in the College Bookstore and online. Also on reserve in Science Library.
- 2) Additional readings are available on the course Moodle site.

Tips on Preparing for the Course

This course contains a substantial amount of reading so it is absolutely imperative and to your benefit to keep up with the reading load on a weekly basis. Lecture material will only highlight a portion of the course readings, and new material may be presented in lecture that doesn't appear in the course readings. You are responsible for all material (lecture and readings).

Studies have found that active learning strategies enhance comprehension and retention.

- Participate in class discussions, ask questions, come see me
- Hand-write your notes during lecture! Typing is not as effective for retention.
- Have a study partner or group to compare notes with and discuss material
- Write your own outlines or summaries of readings (underlining falls short)
- Quiz yourself as you read; ask yourself questions and answer them

Slides -- Slides will be posted on Moodle for your reference AFTER the class lecture.

Support, Access, and Disability

Haverford College is committed to supporting the learning process for all students. Please contact me as soon as possible if you are having difficulties in the course. There are also many resources on campus available to you as a student, including the Office of Academic Resources (<https://www.haverford.edu/oar/>), the Writing Center (<https://www.haverford.edu/writing-center/>), and the Office of Access and Disability Services (<https://www.haverford.edu/access-and-disability-services/>). If you think you may need accommodations because of a disability, you should contact Access and Disability Services at hc-ads@haverford.edu. If you have already been approved to receive academic accommodations and would like to request accommodations in this course because of a disability, please meet with me privately at the beginning of the semester (ideally within the first two weeks) with your verification letter.

Grading Scale

| Grade | Points | Grade | Points |
|--------------|---------------|--------------|-----------------|
| A / 4.0 | 94-100 | C+ / 2.3 | 77-79.99 |
| A- / 3.7 | 90-93.99 | C / 2.0 | 73-76.99 |
| B+ / 3.3 | 87-89.99 | C- / 1.7 | 70-72.99 |
| B / 3.0 | 83-86.99 | D+ / 1.3 | 67-69.99 |
| B- / 2.7 | 80-82.99 | D / 1.0 | 60-66.99 |
| | | F / 0.0 | 59.99 and below |

Course Requirements

Grades are determined based on the following course requirements:

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| 1. Three exams (first and second are worth 20, third is worth 25) | 65 |
| 2. Final Paper (10-12 pages) | 25 |
| 3. Research participation (3 credits) | 5 |
| 4. Attendance and participation | 5 |

TOTAL = 100

- 1) Exams (65%):** There are THREE non-cumulative in-class exams. Exam #1 (20%) will cover material from the first third of the course, Exam #2 (20%) will cover material from the second third of the course, and Exam #3 (25%) will cover material from the last third of the course. Exam material will be drawn from the textbook, other course readings, and lectures. Exams are approximately half multiple choice format and half short answer format.
- 2) Final Paper (25%):** This assignment (10-12 pages) will increase your familiarity with finding, reading, and critiquing journal articles and media write-ups of scientific work. You will locate a media write-up of a scientific study and the journal article on which it was based. You will then conduct a literature search to locate another related research article that interests you, and integrate the findings from those articles with the first article. See further instructions on Moodle that will be discussed in class.
- 3) Research Participation (3 credits; 5%):** You are required to complete 3 research credits for our Foundations of Psychology course. Research credit can be obtained by: (1) participating in a research study, (2) writing a 2-page response paper about the IRB, or (3) attending a scholarly talk in psychology (must be approved by me). See further instructions on Moodle that will be discussed in class.
- 4) Attendance and participation (5%):** Your attendance is expected at every class meeting. I understand that we all run late every once in a while and that unforeseen events happen; however, generally, I expect that you will be on time and arrive ready to participate. Active engagement in class is crucial to your mastery of the material. *At my discretion, I may adjust your final grade depending on your attendance and participation.*

Course Schedule

| Week (Dates) | Topic | Reading |
|------------------------|--|--------------------------|
| Wk 1 – 9/1 9/3 | Course Introduction; Science of Psychology Research Methods | Ch 1.1-1.3 |
| Wk 2 – 9/8 9/10 | Biology & Behavior | Ch 2.1-2.4 |
| Wk 3 – 9/15 9/17 | Sensation & Perception | Ch 4.1-4.5 |
| Wk 4 – 9/22 9/24 | Exam 1 Learning | Ch 6.1-6.3, #1 |
| Wk 5 – 9/29 10/1 | Attention and Memory | Ch 7.1-7.5 |
| Wk 6 – 10/6 10/8 | Motivation Emotion | Ch 9.1-9.4 Ch 9.5, #2 |
| Wk 7 – 10/13-15 | ***** FALL BREAK ***** | |
| Wk 8 – 10/20 10/22 | Human Development | Ch 3.1-3.6 |
| Wk 9 – 10/27 10/29 | Personality Culture | Ch 10.1-10.5 #3 |
| Wk 10 – 11/3 11/5 | Exam 2 Social Psychology | 14.1-14.5, #4 |
| Wk 11 – 11/10 11/12 | Stress & Health | 13.1-13.2, #5 |
| Wk 12 – 11/17 11/19 | Psychological Disorders | 11.1-11.2 |
| Wk 13 – 11/24 11/26 | <i>No Class</i> ***** Thanksgiving ***** | |
| Wk 14 – 12/1 12/3 | Treatment of Psychological Disorders | 12.1-12.7 |
| Wk 15 – 12/8 12/10 | Wrap-up; <i>Research Participation due</i> Exam 3 | |
| | FINAL PAPER DUE FRI 12/18 noon | |

| # | Additional Readings (available on Moodle) |
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| 1 | Watson, J. B., & Rayner, R. (1920). Conditioned emotional reactions. <i>Journal of Experimental Psychology</i> , 3, 1-14. *Reprinted in American Psychologist. |
| 2 | Ekman, P., & Friesen, W. V. (1971). Constants across cultures in the face and emotion. <i>Journal of Personality and Social Psychology</i> , 17(2), 124-129. |
| 3 | Markus, H. R., & Kitayama, S. (2010). Culture and selves: A cycle of mutual constitution. <i>Perspectives on Psychological Science</i> , 5, 420-430. |
| 4 | Milgram, S. (1963). Behavioral study of obedience. <i>Journal of Abnormal and Social Psychology</i> , 67, 371-378. |
| 5 | Cohen, S., Doyle, W. J., Skoner, D. P., Rabin, B. S., & Gwaltney, J. M. J. (1997). Social ties and susceptibility to the common cold. <i>Journal of the American Medical Association</i> , 277, 1940-1944. |

Class Policies

- 1) **Academic Integrity:** I have zero tolerance for academic dishonesty of any kind. This includes 'cheating' (giving or obtaining assistance on exams) as well as plagiarism (using another person's work, words, or ideas without properly crediting them). At the very least, you will receive a 0 for the assignment and there will likely be more severe consequences. Follow the Haverford College Honor Code. Consult the APA Publication Manual.
- 2) **Phone and Laptop Etiquette:** Please turn off or silence your cell phones. No texting. Students who use laptops must sit in the first row and restrict use to class activities.
- 3) **Office Hours:** I strongly encourage you to visit me during office hours to ask questions and discuss assignments. I hope that EACH of you will come visit at least ONCE this semester.
- 4) **Emails:** I will try to respond to emails within 24 hours. The more specific your question and the more you've thought about it, the better I'll be able to address it. For any question that requires an extensive response, I may ask you to come to office hours instead.
- 6) **Missing Exams:** If you miss an exam, you will receive a 0. Make-up exams are only given in the case of serious personal illness and emergency; both require documentation and you must get in touch with me *immediately* after the event. If you know in advance of a *legitimate* conflict (e.g., requirements for another class, a game) with an exam date, please contact me immediately. I will consider alternative arrangements on a case-by-case basis; note that you may be asked to take the exam at an earlier date. You may want to drop the course if I do not view the conflict as warranting an alternative arrangement.
- 7) **Late Papers:** My policy on late papers is that for each 24 hour period of lateness, I'll deduct one grade point level. For example, if the paper is due Monday 5pm and you submit the paper Tues 4pm (within 24 hours), your original 3.3 would now become a 3.0. If you submit the paper Tues 5:30pm (past 24 hours), your original 3.3 would now become a 2.7.
- 8) **Grade Disputes:** If you believe that you did not receive a fair grade on an exam or paper, you may submit a written grade dispute to me. The typed grade dispute should include the reason why you believe your work/answer is correct including references to readings or lecture material for support, and the number of points you feel you should have received. The dispute should be submitted to me (in my hand or under my door; no emails) along with the original assignment within 1 week after the exam or the date the paper was returned to you. I will consider your case and make any adjustments at my discretion.