



Foundations of Psychology (PSYC 100)
Fall 2018 Course Syllabus
Tues/Thurs 10:00am-11:30am, 430 Sharpless Hall

Instructor: Shu-wen Wang, PhD, Assistant Professor
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Office: 410 Sharpless Hall
Office Hours: Thursdays 11:30p-1:30p and by appointment

Course Description and Objectives

Why do people think, feel, 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, brain, and behavior that prepares students for more advanced coursework in the department. We will take a variety of theoretical perspectives on psychological processes, including biological, cognitive, developmental, personality, and social-cultural perspectives. We will focus on the empirical approach to the study of mind and behavior. We will end with a consideration of how these various perspectives contribute to understanding health processes, psychological disorders, and treatment.

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

Course Readings

- 1) Textbook – *Essentials of Psychology* (6th edition) by Stephen Franzoi.
E-textbook available. Textbook available for purchase in the College Bookstore and online. Copies are on reserve in the Science Library.
- 2) All additional readings are available on the course Moodle site.

Tips on Preparing for the Course

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 will 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 to office hours.
- Hand-write your notes! Research shows 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 providing equal access to students with a disability. If you have (or think you have) a learning difference or disability – including mental health, medical, or physical impairment – please contact the Office of Access and Disability Services (ADS) at hc-ads@haverford.edu. The Coordinator will confidentially discuss the process to establish reasonable accommodations.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their verification letter with me and also make arrangements to meet with me as soon as possible to discuss their the specific accommodations. Please note that accommodations are **not retroactive** and require advance notice to implement.

It is a state law in Pennsylvania that individuals must be given advance notice if they are to be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation from the Coordinator of Access and Disability Services and then must speak with me. Other class members will need to be aware that this class may be recorded.

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:

1. Exams (3 exams, in-class, non-cumulative; 20%/25%/25%)	70%
2. Final – Media Paper (5-6 pages)	15%
3. Choice Assignment -- response paper OR oral presentation	10%
4. Research Participation (three credits)	5%
5. Attendance and participation	-

TOTAL = 100%

- 1) Exams (three exams; 70% total):** There are THREE non-cumulative in-class exams. Exam #1 (20%) will cover material from the first third of the course, Exam #2 (25%) will cover material from the second third, and Exam #3 (25%) will cover material from the last third. Exam material will be drawn from the textbook, other course readings, and lectures. Exams include multiple choice and short answer.
- 2) Final – Media Paper (5-6 pages; 15%):** This assignment will increase your familiarity with finding and comprehending journal articles, and critiquing media write-ups of scientific work. You will review a media write-up of a scientific study and the journal article on which it was based, and critique the media coverage. See further instructions on Moodle.
- 3) Choice Assignment (10%):** In reaction to the course readings and assigned topic for a specific class day, you have the choice of **EITHER writing a 4 page response paper OR giving a 5 minute oral presentation with slides.** Please choose only **ONE** of these assignment formats. This assignment can be completed any time Week 3 through Week 14. Both formats of assignment require careful reflection on and application of course material. See further instructions on Moodle.
- 4) Research Participation (3 credits; 5%):** You are required to complete 3 research credits. Research credit can be obtained by any combination of the following; each example is worth 1 credit: (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.
- 5) Attendance and participation:** No points are formally assigned for attendance and participation. 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.*

Week (Dates)	Topic	Reading
Wk 1 – 9/4 9/6	Course Introduction; Science of Psychology Research Methods, Ethics	Ch 1.1-1.3
Wk 2 – 9/11 9/13	Biology & Behavior	Ch 2.1-2.4
Wk 3 – 9/18 9/20	Sensation & Perception	Ch 4.1-4.5
Wk 4 – 9/25 9/27	EXAM 1 Learning	Ch 6.1-6.3
Wk 5 – 10/2 10/4	Attention and Memory	Ch 7.1-7.5
Wk 6 – 10/9 10/11	Motivation, <i>Article Focus Activity</i> Emotion; <i>Replication Crisis</i>	Ch 9.1, 9.4, #1 Ch 13.1, #2
Wk 7 – 10/15-19	***** FALL BREAK *****	
Wk 8 – 10/23 10/25	Human Development	Ch 3.1-3.6
Wk 9 – 10/30 11/1	Personality Culture, <i>Library Workshop with Carol Howe</i>	Ch 10.1-10.5 #3
Wk 10 – 11/6 11/8	No lecture – <i>Activity TBD</i> EXAM 2	
Wk 11 – 11/13 11/15	Social Psychology	Ch 14.1-14.5 #4
Wk 12 – 11/20 11/22	Stress & Health ***** Thanksgiving – No Class *****	Ch 13.2-13.3, #5
Wk 13 – 11/27 11/29	Psychological Disorders	Ch 11.1 Ch 11.2a/b/e/f
Wk 14 – 12/4 12/6	Treatment of Psychological Disorders	Ch 12.1-12.5
Wk 15 – 12/11 12/13	EXAM 3 Special Topics; Final Thoughts RESEARCH PARTICIPATION DUE IN CLASS	
	FINAL MEDIA PAPER DUE Friday Dec 21st 12noon	

#	Additional Readings (available on Moodle)
1	Mischel, W., Shoda, Y., & Peake, P. K. (1988). The Nature of adolescent competencies predicted by preschool delay of gratification. <i>Journal of Personality and Social Psychology</i> , 54, 687-696.
2	https://digest.bps.org.uk/2018/08/15/a-re-replication-of-a-psychological-classic-provides-a-cautionary-tale-about-overhyped-science/
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	https://medium.com/s/trustissues/the-lifespan-of-a-lie-d869212b1f62
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). Follow the Haverford College Honor Code and consult the APA Publication Manual.
- 2) **Phone Etiquette:** Please turn off or silence your cell phones. No texting – it is disrespectful and distracting to me and your peers, and I can always tell if you're texting (people don't typically look down at their crotch and smile!).
- 3) **Laptop Etiquette:** I *highly advise* against using laptops for note-taking. Studies have found that hand-writing notes is better for retention. However, if you have a strong need for laptop use, please sit in the first row and restrict use to class activities. Surfing the web, answering email, online shopping, etc., is disrespectful and distracting to me and your peers.
- 3) **Office Hours:** I strongly encourage you to visit me during office hours to ask questions and discuss assignments. I
- 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 wish 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.