



INSTRUCTOR: Dr. Erin Dupuis
OFFICE: Monroe Hall 367, 865-3133
OFFICE HOURS: MWF 12:00-1:00, T 2:00-3:00
EMAIL: edupuis@loyno.edu (best method of contact)
CLASS TIMES: TR 11:00-12:15

REQUIRED TEXT

Gazzaniga, Heatherton, & Halpern. Psychological Science, 4th edition.

Various BB Readings. See course calendar.

* You are expected to keep up with the readings for each class. There will be many class sessions in which I will not exclusively cover material from the text. We will use class time to examine topics in-depth, to try demonstrations, and to discuss issues. I understand that some topics may need more explanation and I will cover these topics thoroughly. If you have any concerns about this issue please see me.

COURSE DESCRIPTION

Welcome to Introductory Psychology! This course will focus on the science behind psychological phenomena. In this course you will learn about many processes of human behavior and cognition. Through discussions, lectures, demonstrations, and activities you will gain a broader understanding of psychology, how to apply this understanding to your own life and real world situations, and how to evaluate research. The emphasis in this course is on developing an understanding of psychology *as a science* with the ability to think critically about research.

COURSE OBJECTIVES

To provide a basic introduction to psychology and expand knowledge of human behavior from a multidisciplinary approach (i.e., physiological, developmental, cognitive, and social).

Psychology is a broad field. In this course, I will expose you to many different subjects that fall within the realm of psychology. You should become familiar with psychological terms and concepts such as conditioning, personality, schemas, and attributions.

To develop an ability to think critically.

Critical thinking skills are mental tools. These skills enable you to ask questions, weigh evidence, modify judgments based upon available evidence, and make well-informed decisions. For example, can you tell the difference between a viable scientific claim and a “pseudo-scientific” claim? These skills are invaluable in this course and in your future. To help you acquire critical thinking skills you will be asked to write several application papers, participate in class discussions, and engage in self-reflection. By the end of the course, you should be able to evaluate research, analyze assumptions and biases, and consider alternative interpretations.

To engage you in your own personal development and discovery of the personal relevance of psychology including through reflection and service learning.

It is my hope that this course will help you develop an understanding and appreciation of what psychology can do for you in various aspects of your life. Perhaps you will look at the world in a new light and begin to ask new questions about human behavior. I expect that you each will respect the opinions of others in this class and I hope that you will gain a broader respect for opinions that differ from your own.

COURSE POLICIES

Attendance:

A large part of the learning in this course comes from participating in class discussions and activities. If you miss a class be sure to get the notes and any materials from a fellow student. **Missing more than 4 classes will drop your grade a letter point** (i.e., 4 = B+, 5 = B, 6 = B-, etc...). **I only give excused absences for** documented illness (with a note from a doctor – not the health center), and athletics. Please notify me if you are going to miss class for an extended period of time due to one of the aforementioned events.

COURSE REQUIREMENTS

Your course grade will be based on the following values:

Tests	400 points (100 points each)
Service Learning or Papers	150 points
Online Quizzes	100 points (10 points each)
Application Papers	90 points (30 points each)
Participation	30 points
Research Participation	30 points

800 Total Points

All grades will also be posted on BB. I strongly urge you to sign into Blackboard frequently to check your grade. Your grade at the end of this course is NOT negotiable nor will I offer last minute extra credit.

1. Tests – 400 points (100 each)

Tests will include multiple choice, short answer, and essay (sometimes matching as well). There will be 4 tests throughout the semester and then the final exam.

I will allow you to drop your lowest test grade (total of 3 tests + final). **The final exam, however, is mandatory and cannot be dropped.** Because I allow you to drop one test, there will BE NO MAKEUPS. If you miss a test, it will count as your dropped test. This is not necessarily to your benefit if you do poorly on a test that you otherwise could have dropped had you taken a test.

2. Service Learning or Paper– 150 points

You will be required to volunteer 20 hours of your time to one of the chosen agencies, keep a journal, and write a paper about your experiences.

Alternatively, you will need to write two (5-6 page) papers. Those topics will be posted at a later date.

3. Online Quizzes – 100 points (10 each)

You will have open note/open book online Blackboard quizzes periodically. These quizzes may contain multiple choice, short answer, true/false, matching, or fill in the blank questions. Once the deadline has passed for the quizzes, I will not open it back up. You have several days to complete each quiz. Please do not procrastinate and wait until the very last minute to complete it. After being posted, each quiz is due by the following class period.

4. Application Papers – 90 points (30 each)

You will write three (approximately 1-2 pages) application papers throughout the semester. You will be able to choose from any of the course topics that seems particular relevant. Please try to relate the topic to some aspect of your life (or the life of a family member, acquaintance, etc...). Application papers will encourage reflection about the application of psychology to everyday life and the social world. These papers will be graded based upon the following:

1. Relevancy of application to topic
2. Use of key terms and concepts
3. Grammar/Spelling
4. Clarity

5. Participation - 30 points

Your participation in this course will count as part of your grade. Throughout this course, we will engage in activities and discussions. In order to effectively participate, you will need to have done all the readings. You can assume that if I do not know your name by

the end of the semester and you have never spoken in class that you have not been effectively participating. Sometimes we will do in class activities and these will count toward your participation grade.

6. Research Participation – 30 points

Research is part of the scientific method employed by psychologists. Many of the psychology faculty and students at Loyola conduct their own unique and interesting studies. You will need to participate in **TWO** different studies. To sign up for a research study, you will need to create a user name in the SONA research system. From there, you will be able to see all of the different studies available along with some short descriptions. Make sure you note that you will be receiving credit for this class.

It is neither my fault nor the fault of the researchers if you wait until the last week of classes and there are no longer experiments being run. Procrastination may hurt you. See me if you have a legitimate reason why you cannot participate in research and we will find an equitable assignment.

If you have a disability and wish to receive accommodations, please contact Derek Bridges, Interim Director of Disability Services at 504-865-2990. If you wish to receive test accommodations (e.g., extended test time), you will need to give the course instructor an official Accommodation Form from Disability Services. The Office of Disability Services is located in Marquette Hall 112.

Other Issues

Cheating and Plagiarism:

I don't expect that you will cheat. Cheating only hurts you in the long run and can result in serious consequences. Any violation of academic ethics (cheating, plagiarism, etc...) will result in an F for the assigned topic and possibly the course. Notification will be sent to the department and possibly to the Dean's office.

Class Etiquette:

The classroom is meant to be a learning environment for both the students and the instructor. Although the following guidelines might be obvious, I am putting them in writing in order to better facilitate a beneficial environment for all of us.

No laptops, cellphones, etc... Please try your best to be attentive in class. This will make you a better classmate and a more successful student. It is distracting to your fellow classmates (and to my teaching) if you are engaging in texting or online activities.

Be On Time: Please arrive to class on time. Given the short period of time we are able to spend together, I will not be able to repeat material if you do come in late. Occasionally coming in late cannot be helped. If you must come late, please enter the room quietly. After class, make sure that you get the notes you missed from a fellow classmate. Since being in class is so important to your success, **three late arrivals (15 minutes or more) will be entered as an absence.**

Respect your classmates: You are in a diverse college setting. Often you will find that your fellow students do not share your background or opinions. This is the wonderful thing about college! I will be very disappointed, and will reduce your participation grade, if you show disrespect (i.e., eye rolling, smirking, blatantly teasing) for your fellow students.

Late Assignments:

I will accept late assignments, but they will lose 5 points from the final grade for each day they are late (i.e. 1 day late results in an automatic 95 starting point). However, it is better to turn in a late paper than no paper at all. Papers that are more than 10 days late will automatically start at a 55.

Also:

Come to me if you need help. Successful students are those who are not afraid to ask for help. You will enjoy the material much more if you understand it. Don't wait until it's too late to rectify the problem.

All assignments should be typed; no hand written or emailed assignments will be accepted.

COURSE CALENDAR

<i>Date</i>	<i>Topic</i>	<i>Reading Due</i>	<i>Assignments & Notes</i>
8-26 (T)	Welcome! <i>Service Learning Information</i>		
8-28	Introduction Methods in Psychology	Chapter 1 & 2	<i>Quiz 1 Posted</i>
9-2	Biological Foundations: Nervous System	Chapter 3	
9-4	Biological Foundations: The Brain	Chapter 3	<i>Application paper 1 due</i> BB: Teenage Brain
9-9	TEST 1 Chapters 1-3		
9-11	No 11:00am classes		
9-16	Mind & Consciousness: Sleep	Chapter 4	<i>Quiz 2 Posted</i>
9-18	Sensation & Perception	Chapter 5	
9-23	Learning: Classical	Chapter 6	<i>Quiz 3 Posted</i>

9-25	Learning: Operant & Observational	Chapter 6	<i>Quiz 4 Posted</i>
9-30	TEST 2 Chapters 4-6		
10-2	Attention & Memory	Chapter 7	
10-7	No Class Fall Break		
10-9	Attention & Memory	Chapter 7	<i>Quiz 5 Posted BB: False Memories</i>
10-14	Fall Break No Classes		
10-16	Human Development	Chapter 9	<i>Quiz 6 Posted Application Paper #2 Due BB: Facebook and College</i>
10-21	Continue Human Development		
10-23	Emotion & Motivation	Chapter 10	<i>Quiz 7 Posted</i>
10-28	TEST 3 Chapters 7, 9, 10		
10-30	Social Psychology: Attitudes & Attributions	Chapter 12	
11-4	Social Psychology: Social Influence	Chapter 12	<i>Quiz 8 Posted</i>
11-6	Personality: Traditional Views	Chapter 13	
11-11	Personality: Modern Views	Chapter 13	<i>BB: Dark Triad Research Paper Due</i>
11-13	TEST 4 Chapters 12, 13		
11-18	Psychological Disorders	Chapter 14	<i>Application Paper #3 Due</i>
11-20	Psychological Disorders	Chapter 14	<i>Quiz 9 Posted</i>
11-25/27	No Class		

12-2	Treating Disorders	Chapter 15	<i>Quiz 10 Posted & due by final exam</i>
12-4	Last Class Day! Open Topic		<i>Service Learning Paper Due Film Analysis Due</i>
	Mandatory Final Exam Posted online and due December 10 th by 1:30pm		

This calendar is subject to change. If class is canceled, any tests or papers will be due the following class day and the professor will update the class calendar.

IN THE EVENT OF A HURRICANE EVACUATION:

At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:

1. Practice signing on for each course through Blackboard.
2. Provide regular and alternative e-mail address and phone contact information to each instructor.
 - In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:
3. Pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension
4. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses.
5. Complete any reading and/or writing assignments given by professors before emergency began.
 - Assuming a power source is available....
6. Log on to university Web site within 48 hours of an evacuation/suspension.
7. Monitor the main university site (www.loyno.edu) for general information.
8. Log on to each course through Blackboard or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.
9. Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)
10. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities>

This is the official university hurricane policy. I realize and understand that we will not all have Internet access. See #9 and #10 in particular.

Option: Service Learning Requirement

I believe that you will learn more by engaging in experiential, hands-on learning than you will learn hearing me lecture. You will be able to integrate what you learn and your experiences into our course discussions. Through discussions and experience, you will be able to really apply psychology to everyday life.

You will be expected to complete **at least 20 hours** of service learning at a local agency (you will receive a transcript notation). Please keep in mind that this is only about two hrs of service a week. You will not be able to complete this project if you wait until the last minute. Furthermore, waiting until the last minute will reflect poorly on you and me. It will also create headaches and additional work for the kind folks in the service learning office. If you do not meet the Office of Service Learning deadlines, you will be excluded from service and you will lose points from your grades for SL.

I would prefer that you do not work for an agency/program with which you have already worked for or are currently working with. Please go outside your comfort zone a bit. Remember that completing the assignment and connecting with an agency is ultimately your responsibility.

Your grade for this project will be composed of your service (100 points), your paper (100 points), and a reflection binder (50 points).

Service: You will be evaluated by your supervisor at the agency you choose to work for. This evaluation and the completion of your hours will be your grade for the service aspect.

Notebook: Please keep typed weekly reflections about your experiences. Did anything meaningful happen to you during the week at your location? Any problems? Insights? You should not just report your experiences, but rather you should **reflect/think critically** about your experiences. You should keep your typed work in a small binder.

PAPER: Due last class day

Papers should be 3-4 pages, double spaced, and stapled. You should use Times New Roman (size 12) font with 1inch margins. Your paper should include:

1. A brief summary of what your service learning entailed (i.e., what did you do while at the agency?)
2. *How does what you learned at the agency exemplify or contradict what you have learned from class/readings? Did your experiences make this area clearer - how?
3. What did you learn about yourself through this experience? What did you learn about others?
4. How can you use what you learned through experience in your future coursework or in your future career? Will you continue to be of service in the future? Why or why not?

***You should focus the most on question #3 and integrate at least one concept that could be applied to your experiences. Please use at least one outside scholarly source to discuss your concept. This means, your source should be from a scientific journal and should not be a source we used in class.**

PLEASE SEE SERVICE LEARNING WEBSITE FOR IMPORTANT DUE DATES AND FORMS!

Option: Research Paper #1

Purpose: The point of this paper is for you to pick a topic and conduct a literature review related to that topic. You will be asked to review outside resources about this topic in order to gain a better understanding of the topic and of research methods in psychology. Please choose a topic that interests you and that you would like to learn more about.

Description: Choose one topic that you would like to learn more about from the chapters we are reviewing (i.e. personality, development, physiological psychology, consciousness, sensation & perception, memory or learning, etc...).

You will be graded on the following:

1. A definition and review of the topic: 65 points

In your introduction you should give a definition of your topic and also give a statement about the purpose of your paper (i.e., what will you talk about?). You should then give a literature review using 2-3 outside resources. These resources should be scholarly (do NOT use wikipedia or magazine articles). **To find resources** you can visit the library site, go to databases, and click on psychology (and then choose a database). When you type in what you are looking for, you should find many peer reviewed, scholarly articles. Also include, Are there any additional questions about this topic you would like to see answered by research? How might you answer them?

2. Organization, grammar, clarity, citations, and spelling: 10 points

1. Your paper will also be graded on grammar. Please make sure that your paper is clear and easy to read. It should be organized and contain an introduction and a conclusion (i.e., essay format). You should also **cite** any thoughts/ideas/information that are not your own. Finally, please use the spell check feature – failure to check your spelling will result in a deduction of your grade.

Option: Film Analysis, Paper #2

Purpose: The goal of this paper is to help you see the relevance of psychology in everyday life as it is depicted in the movies. You should become aware of the impact of psychology on the lives of everyday people and the impact of the media in your own understanding of psychology. For this project, you will apply a wide variety of psychological concepts to a popular feature film.

Description: You may choose whatever theories or perspectives you wish, but make sure that each is relevant to the movie. Be sure you pick the ones that will best allow you write a good paper. You should review the events in the film from a psychological perspective using your text, class notes, and outside resources (i.e., books or journal articles). For example, you might choose to analyze a movie using two or

three concepts such as: obedience, prejudice, the Dark Triad, theories of moral development, or a psychological disorder. Be aware, you are being graded on your depth and accuracy. **Do not try to analyze too many theories or principles, although you should discuss at least two.** You should be as descriptive as possible – examples from the movies will help give your paper more depth. Like any good argument, you should support your statements with scientific fact by citing your text and any outside resources you might use. You must use **at least two** outside *scholarly* resources **and** your text.

Please choose from one of the following movies:

- | | |
|-----------------------|---------------------------------------|
| a. Hotel Rwanda | f. Pretty in Pink |
| b. American Beauty | g. Precious: Based on Novel Push |
| c. American History X | h. The Boy in the Striped Pajamas |
| d. Schindler's List | i. The Road (the post-apocalypse one) |
| e. V for Vendetta | j. Hunger Games (the first one) |

**** You must analyze a film on this list.**

1. Application and summary of psychological concepts relevant to the movie: 30 points

Remember to limit how many concepts you discuss to ensure that you give each concept the consideration it needs. **Remember to tie in information from your text. You must use at least two outside resources and your text.** Using outside resources can facilitate new thinking and give new depth to your ideas. Please be sure to cite information that is not your own.

3. Depth and accuracy of analysis: 35 points

Your application should be based upon scientific knowledge, not personal experience or opinion. Each concept you discuss should be explained in detail with arguments for how the concepts you chose tie into the movie you watched. **You should describe each theory/concept before you attempt to describe how it is represented by the film.** You should cite your textbook and any outside resources to support your argument.

4. Organization, grammar, clarity, citations, and spelling: 10 points

****Both papers should be 5-6 pages in length. This means NO LESS than 5 FULL pages. Papers should be double spaced and stapled. You should use Times New Roman (size 12) font with 1 or 1.5 inch margins. You should **include** an introduction, conclusion, and reference page. I will deduct additional points for each guideline that you do not follow.**

Writing is a process. You should try to focus your ideas on paper before writing your first draft. I strongly encourage you to visit the Writing Across the Curriculum Center, Bobet Hall Room 100 (X2297). You will receive 3 additional bonus points on your paper if you do visit the Center. Writing is a process and the Center can help you revise and organize your paper. **Please have your WAC Tutor sign your draft!**