



## INTRODUCTION TO PSYCHOLOGY



Spring 2016

Mon Wed 10:30 – 11:50 Undergraduate Learning Center, Rm. 346

f:Syllabus Intro English Spring 2016 Mon Wed

### **COURSE INFORMATION**

PSYC 1301 INTRODUCTION TO PSYCHOLOGY CRN: 21162

There are no prerequisites for this course.

Instructor: Adolfo J. Alvarez, M.A.

Office hours: Mon & Wed: 12:15 to 12:45; Tue & Thur: 5:00 to 5:30; and by appointment+

Office: Psychology Building, Room 200 Telephone: 747-5864 E-mail: adolfoa@utep.edu

### **REQUIRED TEXTBOOK**

Myers, D.G. & Dewall, C.N. (2015). *Psychology* (11<sup>th</sup> Ed.). New York: Worth Publishers.

There are two versions of the textbook—a loose-leaf version (which is cheaper) and a soft-cover version. Either version can be used. ISBN-13: 978-1-4641-4081-5

The textbook has a study guide that is not mandatory, but I highly recommend it to help you prepare for the exams. Textbooks are very expensive so I encourage you to purchase them from the cheapest source.

### **OBJECTIVES OF THE COURSE+**

The overall objective of this course is to give you, the student, an overall introduction to the science of psychology. Specifically, you will learn about:

- 1) The history of psychology;
- 2) The basic research methods used to study psychological topics;
- 3) The major findings of psychological research;
- 4) How psychological research is applied to everyday life; and
- 5) How to think critically about claims of psychological findings.

### **EVALUATION OF STUDENT'S PERFORMANCE**

There will be four tests, each consisting of 40 to 60 multiple-choice questions. Each test will be worth 100 points. The exams are not comprehensive. You will have 60 minutes to answer the tests. After each test, I will review the exam to give you immediate feedback on your test performance. I will keep the exams for two weeks+ in case you want to go over your test answers. Test questions will come from my lectures, the textbook, and films. Be prepared to answer all-of-the-above questions. You will be required to watch the film *A Beautiful Mind*, starring Russell Crowe, for the final exam+.

There will be questions that will come from the textbook on material that I will not cover during the lectures. If you don't study the textbook, you will most likely not get an A or a B. I will not ask you to memorize dates, names of psychologists, or statistics, unless I mention them in class or the textbook states something like: "The most common psychological ...."; "The number one cause of ... is ...."; or "The most important ...." This syllabus contains important information about the course, its purpose, and your responsibilities, so it is very important for you to read it. There will several questions about the syllabus on each test on the information that has a +.

You will need an 882-EScantron and a number-two pencil for the tests. The answers on the Scantron will be considered the final answers, regardless of whether you wrote a different answer on the test itself or if you changed your mind and did not erase completely.

**Please go to the bathroom before the exam as you will not be permitted to leave the classroom once the exam has begun+. No student will be allowed to enter the classroom once a student has finished an exam and has left the classroom+.**

### **PARTICIPATION IN EXPERIMENTS**

The Department of Psychology requires students enrolled in the Introduction to Psychology course to participate as research subjects in experiments conducted by its faculty and students. You will be required to participate in several experiments for a total of **EIGHT** experimental credits+. Each experimental credit will be worth 10 points for a maximum of 80 points. Read the section titled “Research Component for Introduction to Psychology (PSYC 1301)” at the end of the syllabus.

In case you cannot or do not want to participate in the experiments, you can write summaries of **EIGHT** research articles or of **EIGHT** chapters from any journal or book listed in the bibliography at the end of the syllabus. Each summary will be equivalent to one experimental credit and will be worth 10 points, with the exception of articles published in the journal *Skeptical Inquirer*. Each article you summarize from the *Skeptical Inquirer* magazine is worth 5 points. The summaries should be one page long and single spaced and should be turned in to me, not e-mailed. You **MUST** give me a hard copy of the original research or of the book chapter, if you do not, you will not earn the points. The last day to turn in the summaries is **Thursday, April 7**, no exceptions.

You can combine any number of research participation with any number of written research summaries. For example, you could participate in four experiments and write four summaries; or, participate in six experiments and write two summaries. The research participation and the written research summaries must add up to eight.

### Computation of Final Grade

Your final course grade will be the addition of the four exams (400 points), plus the points for participating in the experiments or the summaries of the research articles (80 points), all divided by 4.8. Mathematically, your final grade will be computed as follows:

$$\text{Final grade} = (\text{Test 1} + \text{T 2} + \text{T 3} + \text{T 4} + \text{Experiments} + \text{Summaries}) / 4.8). \quad \text{T} = \text{Test}$$

Grading for each test and for the final grade will be based on the following scale:

$$\text{F} = 0 - 59 \quad \text{D} = 60 - 69 \quad \text{C} = 70 - 79 \quad \text{B} = 80 - 89 \quad \text{A} = 90 - 100$$

The final grade will be based on the following point scale:

$$\text{F} = 0 - 287 \quad \text{D} = 288 - 335 \quad \text{C} = 336 - 383 \quad \text{B} = 384 - 431 \quad \text{A} = 432 - 480$$

### **ATTENDANCE**

Attendance is essential to learn the course material, and I will discuss some topics that are not in the textbook. If you miss more than three classes, you may be dropped from the course+. If you know that you are going to be absent, please notify me in advance via an e-mail. If you are absent, get the notes from a student as it is not my policy to give my Powerpoint presentations.

## CALENDAR

The following schedule is tentative. I will inform you of any changes in class or through Blackboard.

- 1) Wed 1/20 Orientation to course and The story of psychology (Prologue)
- 2) Mon 1/25 The story of psychology and subfields of psychology (Appendix B)
- 3) Wed 1/27 Thinking critically with psychological science (Ch. 1)
- 4) Mon 2/01 Thinking critically with psychological science
- 5) Wed 2/03 Thinking critically with psychological science
- 6) Mon 2/08 The biology of mind (Ch. 2)
- 7) Wed 2/10 The biology of mind
- 8) Mon 2/15 TEST 1.** Prologue & Chs 1, 2, Appendix B, Time Management, & syllabus

- 9) Wed 2/17 Consciousness and the two-track mind (Ch. 3)
- 10) Mon 2/22 Learning (Ch. 7)
- 11) Wed 2/24 Learning
- 12) Mon 2/29 Memory (Ch. 8)
- 13) Wed 3/02 Memory
- 14) Mon 3/07 Spring Break. Read Chapter 6: Sensation and perception
- 15) Wed 3/09 Spring Break
- 16) Mon 3/14 TEST 2** Chs. 3, 6, 7, 8, & syllabus

- 17) Wed 3/16 Developing through the life span (Ch. 5)
- 18) Mon 3/21 Developing through the life span
- 19) Wed 3/23 What drives us: hunger, sex, friendship, and achievement (Ch. 11)
- 20) Mon 3/28 What drives us: hunger, sex, friendship, and achievement
- 21) Wed 3/30 Emotion, stress, and health (Ch. 12)
- 22) Mon 4/04 Emotion, stress, and health
- 23) Wed 4/06 Social psychology (Ch. 13). **Research summaries due**
- 24) Mon 4/11 TEST 3** Chs. 5, 11, 12, 13, & syllabus.

- 25) Wed 4/13 Personality (Ch. 14)
- 26) Mon 4/18 Personality
- 27) Wed 4/20 Psychological Disorders (Ch. 15)
- 28) Mon 4/25 Psychological disorders
- 29) Wed 4/27 Psychological disorders
- 30) Mon 5/02 Therapy (Ch. 16)
- 31) Wed 5/04 Therapy
- 32) Friday 5/03 FINAL EXAM at 10:00 a.m.** Chs. 14, 15, 16, & *A beautiful mind*.

\*\*\*Under no circumstances (unless you are deployed by the military or you have a documented medical emergency) will the final exam be given at another day. Makeup exams will consist of open-ended questions and will be given only with documented medical emergencies or documented military deployment.

## AMERICANS WITH DISABILITIES ACT

UTEP is committed to both the spirit and letter of federal equal opportunity legislation. UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing the Disabled Student Services Office (DSSO) of their disability, and for requesting accommodations within two weeks of the start of each semester. The DSSO determines whether students need accommodation, and assists the instructor in providing accommodation. Please inform me if you will request special accommodations.

## **ACADEMIC DISHONESTY**

Academic dishonesty is completely unacceptable and will not be tolerated in any form. All persons involved in academic dishonesty will be referred to the Office of Student Conflict and Resolution and will be disciplined in accordance with University's policy. Academic dishonesty includes but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Cheating is defined as, but not limited to, copying answers from another student, looking in the direction of another student's test or Scantron, talking to students during exams, looking at or using cell phones or other electronic communication devices during and after exams, and looking at any type of notes or the textbook during exams.

## **BIBLIOGRAPHY**

The following bibliography contains articles and books that deal with critical thinking skills and pseudoscientific beliefs. Again, if you cannot or do not want to participate as a subject in experiments you are required to write summaries of **EIGHT** articles or book chapters listed in this bibliography.

Arkowitz, H., & Lilienfeld, S.O. (2007). A pill to fix your ills? *Scientific American Mind*, 18, 80-81.

Cacioppo, J.T. (2004). Common sense, intuition, and theory in personality and social psychology. *Personality and Social Psychology Review*, 8, 114-122.

Denes-Raj, V., Epstein, S., & Cole, J. (1995). The generality of the ratio-bias phenomenon. *Personality and Social Psychology Bulletin*, 21, 1083-1092.

Diaconis, P., & Mosteller, F. (1989). Methods for studying coincidences. *Journal of the American Statistical Association*, 84, 853-861.

Fischhoff, B. (1982). Debiasing. In D. Kahneman, P. Slovic, & A. Tversky (Eds.), *Judgment under uncertainty: Heuristics and biases*. New York: Cambridge University Press.

Fischhoff, B., Slovic, P., & Lichtenstein, S. (1977). Knowing with certainty: The appropriateness of extreme confidence. *Journal of Experimental Psychology: Human Perception and Performance*, 3, 552-564.

Gilovich, T. (1991). *How we know what isn't so: The fallibility of human reason in everyday life*. New York: Free Press.

Gilovich, T., Kruger, J., & Medvec, V.H. (2002). The spotlight effect revisited: Overestimating the manifest variability of our actions and appearance. *Journal of Experimental Social Psychology*, 38, 93-99.

Gilovich, T., & Savitsky, K. (1999). The spotlight effect and the illusion of transparency: Egocentric assessments of how we are seen by others. *Current Directions in Psychological Science*, 8, 165-168.

Gilovich, T., Vallone, R., & Tversky, A. (1985). The hot hand in basketball: On the misperception of random sequences. *Cognitive Psychology*, 17, 295-314.

Hamill, R., Wilson, T.D., Y Nisbett, R.E. (1980). Insensitivity to sample bias: Generalizing from atypical cases. *Journal of Personality and Social Psychology*, 39, 578-589.

- Hines, T. (1987). Left brain/right brain mythology and implications for management and training. *The Academy of Management Review*, 12, 600-606.
- Hines, T. (2003). *Pseudoscience and the paranormal: A critical examination of the evidence* (2<sup>nd</sup> ed.). Buffalo, NY: Prometheus.
- Hyman, I.E., Husband, T.H., & Billings, F.J. (1995). False memories of childhood experiences. *Applied Cognitive Psychology*, 9, 81-197.
- Hyman, R. (1997). Cold reading: How to convince strangers that you know all about them. *The Zetetic*, 1(2), 18-37.
- Hyman, R. (1989). *The elusive quarry: A scientific appraisal of psychical research*. Buffalo, NY: Prometheus.
- Hyman, R. (2002). When and why are smart people stupid? In R. Sternberg (Ed.). *Why smart people can be so stupid* (pp. 1-23). New Haven, CT: Yale University Press.
- Hyman, R. (2003, January/February). How not to test mediums: Critiquing the afterlife experiments. *Skeptical Inquirer*, 27(1), 20-30.
- Janis, I.L. (1986). Problems of international crisis management in the nuclear age. *Journal of Social Issues*, 42(2), 201-220.
- Jorm, A.F., Korten, A.E., Jacomb, P.A., Chrisensen, H., Rodgers, B., & Pollitt, P. (1997). "Mental Health Literacy": A survey of the public's ability to recognize mental disorders and their beliefs about the effectiveness of treatment. *Medical Journal of Australia*, 166, 182.
- Klayman, J., & Ha, Y-W. (1987). Confirmation, disconfirmation, and information in hypothesis testing. *Psychological Review*, 94, 211-228.
- Kraus, N., Malmfors, T., & Slovic, P. (1992). Intuitive toxicology: Expert and lay judgments of chemical risks. *Risk Analysis*, 12, 215-232.
- Lamal, P.A. (1979). College students' common beliefs about psychology. *Teaching of Psychology*, 6, 155-158.
- Lepper, M.R., Anderson, C.A., & Ross, L. (December, 1980). Perseverance of social theories: The role of explanation in the persistence of discredited information. *Journal of Personality & Social Psychology*, 39, 1037-1049.
- Lilienfield, S.O. (2007). Psychological treatments that can cause harm. *Perspectives on Psychological Science*, 2, 53-70.
- Lissman, T.I., & Boehnlein, J.K. (2001). A critical review of Internet information about depression. *Psychiatric Services*, 52, 1046-1050.
- Loftus, E.F. (1993). The reality of repressed memories. *American Psychologist*, 48, 518-537.
- Loftus, E.F. (1997, September). Creating false memories. *Scientific American*, 277, 70-75.

- Loftus, E.F., & Guyer, M.J. (2002, May/June). Who abused Jane Doe? The hazards of the single case history. *Skeptical Inquirer*, 26, 24-32.
- Lord, C.G., Lepper, M.R., & Preston, E. (1984). Considering the opposite: A corrective strategy for social judgment. *Journal of Personality and Social Psychology*, 47, 1231-1247.
- Malkiel, B.G. (1989). Is the stock market efficient? *Science*, 243, 1313-1318.
- Marteau, T.M. (1989). Framing of information: Its influence upon decisions of doctors and patients. *British Journal of Social Psychology*, 28, 89-94.
- Matthews, S.C., Camacho, A., Mills, P.J., & Dimsdale, J.E. (2003). The Internet for medical information about cancer: Help or hindrance? *Psychosomatics*, 44, 100-103.
- McCutcheon, L.E. (1991). A new test of misconceptions about psychology. *Psychological Reports*, 68, 647-653.
- McCutcheon, L.E. (1996). What's that I smell? The claims of aromatherapy. *Skeptical Inquirer*, 20, 35-37.
- McNeil, B.J., Pauker, S.G., & Tversky, A. (1988). On the framing of medical decisions. In D.E. Bell, H. Raiffa, & A. Tversky (Eds.), *Decision making: Descriptive, normative, and prescriptive interactions*. New York: Cambridge, 1988.
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- Ross, L., Greene, D., & House, P. (1977). The false consensus effect: An egocentric bias in social and attribution process. *Journal of Experimental Social Psychology*, 13, 279-301.
- Skov, R. B., & Sherman, S.J. (1986). Information-gathering processes: Diagnosticity, hypothesis-confirmatory processes, and perceived hypothesis confirmation. *Journal of Experimental Social Psychology*, 22, 93-121.
- Slovic, P. (1987). Perception of risk. *Science*, 236, 280-285.
- Slovic, P., & Fischhoff, B. (1977). On the psychology of experimental surprises. *Journal of Experimental Psychology*, 3, 544-551.
- Tetlock, P.E. (1998). Close-call counterfactuals and belief-system defenses: I was not almost wrong but I was almost right. *Journal of Personality and Social Psychology*, 75, 639-652.
- Trolier, T.K., & Hamilton, D.L., (1986). Variables influencing judgment of correlational relations. *Journal of Personality and Social Psychology*, 50, 879-888.
- Tversky, A. (1985, June). Quoted in K. McKean, *Decisions, decisions*. *Discover*, pp. 22-31.
- Tversky, A., & Kahneman, D. (1974). Judgment under uncertainty: Heuristic and biases. *Science*, 185, 1124-1131.

Urbany, J.E., Bearden, W.O., & Weilbaker, D.C. (1998). The effect of plausible and exaggerated reference prices on consumer perceptions and price search. *Journal of Consumer Research*, 15, 95-110.

Wason, P.C. (1960). On the failure to eliminate hypotheses in a conceptual task. *Quarterly Journal of Experimental Psychology*, 12, 129-140.

### **Research Component for Introduction to Psychology (PSYC 1301)**

In this course, the student will learn about numerous factors that interact to influence thinking and behavior. Just as in other scientific disciplines, knowledge in psychology is obtained by conducting carefully designed studies. Most of what the student will learn in this course, therefore, represents the findings of previous psychological studies. Although this type of information is very important, it is also important for the student to learn about the methods that are used to create scientific knowledge. Learning about scientific procedures is considered to be so vital that many scientific disciplines require students to take laboratory classes in addition to lecture classes. For example, students in chemistry courses participate in laboratory exercises in which they mix various chemicals, and observe and record the outcome of these exercises.

In order to facilitate learning the scientific procedures used in psychology, the Introductory Psychology course has a research requirement. The preferred method for students to fulfill this requirement is by actual participation in psychology studies. Not only will students learn about the scientific procedures that are used in psychology, but they will also be contributing to future knowledge. Studies conducted in the UTEP Psychology Department often appear in prominent scientific journals. When students are unable to or wish not to participate (perhaps because of a work schedule), they have the alternative option of researching articles in psychology journals and writing a brief paper on each article.

#### Introductory Psychology Research Requirement

Part of the student's final grade will be based on credits earned via participation in psychological research. Students in all introductory psychology classes are required to earn a **minimum of 8** units of research credit. For students who choose the experiment participation option, one credit is earned for each hour of participation.

The course instructor will inform students of how research credit will be factored in to compute the final semester grade. The instructor will also provide details on alternative assignments that can be completed to fulfill the research requirement without research participation.

Students can obtain 8 credits with only 6 hours of participation or the equivalent in alternate assignments. **If a student has 3 credits accumulated by the end of the 8<sup>th</sup> week of classes (by Friday, March 11), a 4<sup>th</sup> credit will be automatically added. If 7 credits are accumulated by the end of the 13<sup>th</sup> week of classes (Friday, April 15), then an 8<sup>th</sup> credit will be given.**

#### Instructions for Participating in Psychological Studies

1. To participate in research studies, you must have a current UTEP e-mail address. If you do not already have a UTEP e-mail address, you may obtain a free e-mail account from the University. For details on getting an e-mail account or finding computer labs on campus for student use, contact the HELP desk at 747-5257 (or x4357 on campus).
2. You will need to create an account on the online psychology research participation system. To access the system, go to the following website: <http://utep.sona-systems.com/> (there is a link from the Psychology Department website). To create an

account the first time you access the system, use the link marked “request an account here.” Enter the information requested, including your name, your UTEP student ID number, your UTEP e-mail address, and the course in which you are enrolled. Then press the button marked “Request Account.” **Mr. Alvarez teaches two classes of Introduction to Psychology, so make sure you register for the class you are in.**

3. Your log-on ID and password will be sent to your UTEP e-mail account within several minutes. You may then go to <http://utep.sona-systems.com/> and log in using the information that was e-mailed to you.
4. You may then select the link marked “Browse a list of studies and sign up for those that interest you.” By selecting a study, you can see more detailed information and sign up for the study if you wish.
5. Once you have signed up for a study, the system will send you an e-mail and the study will appear under “My Schedule/Credits.” You can use this feature to remind yourself of the time and location of the study. Within two days after your participation, your credit for the study should appear online. If you do not receive credit for a study within two days of your participation, please contact the researcher by e-mail or telephone to resolve the problem.
6. You may generally participate only once in each study. Some studies may have additional restrictions on participation that will be displayed online.
7. To ensure that your participation is recorded properly, do not set up more than one account per person and do not use someone else’s account.
8. If you have questions about how to use this system, contact Penny Graves in the Psychology Department at 747-5551 or [pgraves@utep.edu](mailto:pgraves@utep.edu). Please include your name, UTEP e-mail address, and instructor’s name in your request for information.

#### Policy on Cancellations and Failures to Appear for Scheduled Experimental Sessions

It is important that you attend all studies for which you sign up. The Psychology Department encourages students to exercise professionalism and courtesy in keeping or canceling scheduled appointments. That is, if you schedule a session and later find that you are unable to or no longer wish to attend, please cancel such participation through the Sona system. If you cannot access the Sona system at that time, then you may cancel by sending an e-mail to the experimenter or calling to leave a message for the experimenter. Cancellation through the Sona system allows other students who need credit to sign up for the cancelled session, which makes it the ideal method. Canceling by e-mail or phone lets experimenters know that they can either open a new slot for another participant or make other plans for their time. Remember that most experimenters are other students and are also quite busy.

***Failing to show up for a scheduled experiment without appropriate cancellation will result in a penalty of one credit being applied to your account. Each penalty credit increases the number of experiment hours you must complete to fulfill the requirement.***

#### The Student’s Rights as Research Participant

Participation in research is meant to be an enjoyable and educational experience. Therefore, specific steps are taken to ensure that the student’s participation will be beneficial to both the student and society (by the knowledge gained from the study):

1. The Institutional Review Board, an ethics committee, screens each study before anyone is allowed to participate in order to ensure that volunteers are not in any way mistreated.
2. Before participation, the researcher will give students information about what will take place during the study. Students will then be asked to sign a statement of consent to participate.
3. After completion of the study, the researcher will debrief the participants as to the purpose of the study.



4. Students have the right to discontinue participation in the study at any time and without penalty.
5. Student participants have the right to expect the researcher to be present on time to conduct the study. If a participant is present on time and the researcher is not, the participant should first check to ensure that the date/time/location is correct. If that information is correct, the student should contact the researcher as soon as possible in order to resolve the error and receive whatever credit is appropriate.
6. Students who feel that their rights have been violated during participation in any of the Psychology Department's research studies should inform their instructor. If the matter is not satisfactorily resolved by the instructor, they should contact the Chairperson of the Psychology Department Undergraduate Committee at 747-5551 and/or the Coordinator for Institutional Research Review at 747-8841.

Rev. 08/12