



**INTRODUCTION TO PSYCHOLOGY**  
Spring 2014 Mon & Wed 4:30-5:50 Psych Rm. 308

f:Syll Intro Eng Spring 2014 M&W

**COURSE INFORMATION**

PSYC 1301 INTRODUCTION TO PSYCHOLOGY CRN: 23473

There are no prerequisites for this course.

Instructor: Adolfo Alvarez, M.A.

Office hours: Mon and Wed: 4 to 4:20; Tue & Thu: 11 to 11:30 & 5 to 5:30; and by appointment.

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

**REQUIRED TEXTBOOK**

Myers, D.G. (2010). Psychology (10<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 is ok. ISBN-13: 978-1-4292-6178-4 ISBN-10: 1-4292-6178-1

The textbook has a study guide that is not mandatory, but I highly recommend it to help you prepare for the exams. I know textbooks are very expensive so I encourage you to purchase 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, its history, research methods, theories, findings, and applications to everyday life.

Specifically, you will learn about:

- 1) The multiple factors that influence how we think, feel, and behave;
- 2) The major theories that explain normal and abnormal human behavior;
- 3) The basic research methods used by psychologists to learn about psychology;
- 4) The difference between psychological science and psychological pseudoscience;
- 5) The applications of psychological knowledge to everyday life;
- 6) How to become a better consumer of psychological information that is presented to us via the television, movies, newspapers, magazines, pop psychology books, electronic media (such as Google, YouTube, etc.), and everyday conversations with people;
- 7) How to develop critical thinking skills; and
- 8) The experience of being a subject in a psychological experiment conducted by the faculty and students of the Department of Psychology. By participating in the experiments, you will be contributing to the advancement of psychological knowledge, and you will earn 17% of your final grade.

**STUDENT EVALUATION**

Exams

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 exam, I will review the exam to give you immediate feedback on your test performance. You will be required to watch the film *A Beautiful Mind*, starring Russell Crowe, for the final test. There will be several test questions from the film.

Test Questions

The test questions will come from my lectures, textbook chapters, films presented in class, and from the presentation by the guest speaker(s). Be prepared to answer all-of-the-above or none-of-the-above test

questions, such as: “Which of the following is a valid or ethical purpose of psychology, with the exception of ....?”

### Test Questions from the Textbook

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 be able to 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 ....”

### Test Questions from the Syllabus

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 be several questions about the syllabus on each test.

### 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 additional paper that I am distributing along with this syllabus which explains the participation in experiments more fully.**

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. 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 at least one page long, double-spaced, and double sided. 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. If you write six summaries by **Thursday, March 27**, you earn 80 points. The last day to turn in the summaries is **Thursday, April 17**.

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 grade for the course will be based on a maximum of 400 points for all four exams and on a maximum of 80 points for participating in the research experiments and/or by writing summaries of research experiments or of book chapters listed in the bibliography. Your final course grade will be the addition of the four exams, plus the points for participating in the experiments or the summaries of the research articles, all divided by 4.8. Mathematically, your final grade will be computed as follows:

Final grade = (Ex 1 + Ex 2 + Ex 3 + Ex 4 + Experiments + Summaries) / 4.8). Ex = Exam

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

A = 90 – 100%    B = 80 – 89%    C = 70 – 79%    D = 60 – 69%    F = 0 – 59%

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

A = 432 – 480    B = 384 - 431    C = 336 – 383    D = 288 – 335    F = 0 - 287

### Scantron:

You will need a Scantron, form no. 882-E, 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.**

### **CALENDAR**

The following calendar is tentative and may change. I will inform you of any changes in class or through Blackboard; however, it is your responsibility to be informed of any changes.

- 1) W 1/22 Orientation to course & Prologue: The Story of Psychology
- 2) M 1/27 The Story of Psychology and Subfields of Psychology (Appendix A)
- 3) W 1/29 Thinking Critically With Psychological Science (Ch. 1)
- 4) M 2/03 Thinking Critically With Psychological Science
- 5) W 2/05 Thinking Critically With Psychological Science
- 6) M 2/10 Science and Pseudoscience in Psychology
- 7) W 2/12 The Biology of Mind (Ch. 2)
- 8) M 2/17 The Biology of Mind
- 9) W 2/19 The Biology of Mind
- 10) M 2/24 TEST 1 Prologue and Chs 1, 2, and Appendix A**
- 11) W 2/26 Consciousness and the Two-Track Mind (Ch. 3)
- 12) M 3/03 Consciousness and the Two-Track Mind
- 13) W 3/05 Learning (Ch. 7)
- 14) M 3/10 SPRING BREAK No classes. Read Sensation and Perception (Ch. 6)
- 15) W 3/12 SPRING BREAK
- 16) M 3/17 Learning
- 17) W 3/19 Memory (Ch. 8)
- 18) M 3/24 Memory
- 19) W 3/26 TEST 2 Chs. 3, 6, 7, and 8**
- 20) M 3/31 Cesar Chávez Day. No class.
- 21) W 4/02 Developing Through the Life Span (Ch. 5)
- 22) M 4/07 Developing Through the Life Span
- 23) W 4/09 Motivation and Work (Ch. 11)
- 24) M 4/14 Motivation and Work
- 25) W 4/16 Emotion, Stress, and Health (Ch. 12)
- 26) M 4/21 TEST 3 Chs. 5, 11, and 12. Last day to turn in summaries of research articles**
- 27) W 4/23 Personality (Ch. 13)
- 28) M 4/28 Psychological Disorders (Ch. 15)
- 29) W 4/30 Psychological Disorders. Guest speaker, TBA.
- 30) M 5/05 Psychological Disorders
- 31) W 5/07 Therapy (Ch. 16)
- 32) M 5/12 FINAL EXAM At 4:00 p.m.\* Chs. 13, 15, 16, and "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. Make up tests will consist of open-ended questions and given only in **documented** emergencies\*\*\*

## **AMERICANS WITH DISABILITIES ACT**

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit its office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass).

## **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 Dean of Students 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 exams, 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.
- Metcalf, J. (1998). Cognitive optimism: Self-deception or memory-based processing heuristics. *Personality and Social Psychology Review, 2*, 100-110.
- 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.

Wood, G. (1979). The knew-it-all-along effect. *Journal of Experimental Psychology: Human Perception and Performance*