

Introduction to Psychology
BUILDing SCHOLARS Research-Driven Course

PSYC 1301-013, Fall 2018

CRN: 14074

Time: TR 4:30-5:50 pm

Location: MAIN 306

Instructor: Craig A. Field, Ph.D., M.P.H.

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Office hours: By appointment in PSYC 116

Co-Instructor: Dylan K. Richards, B.S.

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Office hours: Thursday 2:00-3:00 pm, or by appointment, in PSYC 102

Required text:

Hockenbury, S., Nolan, S., & Hockenbury, D. (2016). *Discovering psychology* (7th ed). New York, NY: Worth Publishers.

Any additional readings will be provided by the instructors through Blackboard.

Important tips for the required readings: Keep up with the readings. You are expected to read all of the assigned material. The quizzes and exams will cover the material in the required readings.

Optional text:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed). Washington, DC: American Psychological Association.

COURSE DESCRIPTION

This research-driven Introduction to Psychology course is designed to give you, the student, an introduction to the science of psychology and quantitative research methods. Specifically, you will learn about: 1) The multiple factors that influence how we think, feel, and behave; 2) The major theories that explain human behavior; 3) The basic research methods used by psychologists to learn about psychology and their advantages and disadvantages; 4) Basic research skills; and 5) The experience of being a researcher in a psychological study. The course material will be presented through lectures, demonstrations, and videos. All BUILD students taking this course are strongly encouraged to enroll in the research-driven Health Psychology course next semester.

COURSE OBJECTIVES

At the end of the course, students should be able to:

1. Understand the factors that influence human thought, emotion, and behavior.
2. Critically analyze the major theories that explain human thought, emotion, and behavior.
3. Collaborate and complete a psychological research project with their peers.
4. Present a poster reporting the psychological research project.

GRADING

Final grades will be based on quizzes, exams, a group presentation, and a group project. The final grading structure will be as follows:

Quizzes (best 9 of 11)	20%
Midterm Exam	20%
Final Exam	20%
Group Presentation	10%
<u>Group Project</u>	<u>30%</u>
Total:	100%

Final grades for the course will break down as follows:

90.0 – 100.0%	= A
80.0 – 89.5%	= B
70.0 – 79.5%	= C
60.0 – 69.5%	= D
59.5% and below	= F

Quizzes:

There will be a quiz every week over the respective chapter in Hockenbury, Nolan, and Hockenbury (2016) that is covered that week, as listed in the course calendar (attached). Students are allowed to use their textbook and notes on the quizzes. To be successful at the quizzes, students must keep up with the assigned readings, as the time limit for the quizzes will prevent you from finding the answers in your textbook/notes if you did not read. Weekly quizzes are also implemented to ensure that students are attending class. There will be 11 quizzes this semester. The lowest 2 quiz grades will be dropped and the remaining 9 quizzes will be averaged to contribute 20% of your total grade.

There are no make-ups of any kind for quizzes. Students who arrive late for a quiz will be permitted to take the quiz in the time allotted to the rest of the class. No time extensions will be given to accommodate students who are late to class. However, if a student arrives AFTER another classmate has already completed the quiz, the student will not be permitted to take the quiz (earning a 0 for that quiz).

Exams:

There will be one midterm exam during regular class time and one final exam during the designated final exam time for this course. The dates of these exams are listed in the course

calendar. The first midterm will cover everything in the readings and lectures to that date. The final exam will cover everything in the readings and lectures after the first midterm and up until the end of the course. Each exam will count for 20% of your grade.

Students who arrive late for a test will be permitted to take the test in the time allotted to the rest of the class. No time extensions will be given to accommodate students who are late to a test. However, if a student arrives AFTER another classmate has already completed the exam, the student will not be permitted to take the exam (earning a 0 for that exam).

There are no make-up exams for the midterm or the final without prior arrangement. If you will miss the midterm or the final, you must make arrangements BEFORE it is given. The time and date for make-up exams will be scheduled at the instructor's convenience. A make-up for a midterm must be taken at least within one week before, or at most one week after, the scheduled date for that midterm. A make-up for the final must be taken within two weeks before the scheduled date for the final. Failure to take a make-up exam within these limits will result in a failing grade for that test.

Group Presentation:

Students will be assigned to groups and each group will be assigned a chapter from Hockenbury, Nolan, and Hockenbury (2016). With assistance from the instructors, the students will choose a seminal study that is discussed in their assigned chapter to present to the class. Groups will present on the designated day of the week that their chapter is covered, as listed in the course calendar (attached). The presentations will be 10 – 15 minutes in length (excluding time for Q&A) and will cover each section (i.e, Introduction, Methods, Results, and Discussion) of the article that reports the seminal study that the group chose. PowerPoint slides or some other visual aid (e.g., Prezi) is a requirement. Each student will provide an evaluation of their group members that will be considered when grading the group presentation. The group presentation will count for 10% of your grade.

Group Project:

This is the most intensive component of the course and is thus weighted more heavily. The groups for the group project will be the same as the groups for the group presentation. In these groups, and with the assistance of the instructors, you will give a poster presentation that proposes a research study near the end of the semester. To facilitate diligent work on this project throughout the semester, the project is broken up into components and each component has its own associated assignment. As listed in the course calendar (attached), these components have their own respective due dates. Additionally, class time will be devoted to group discussions about the project. Further information on what is expected for this project will be provided throughout the semester. Each student will provide an evaluation of their group members that will be considered when grading the group project. The group project will count for 30% of your grade.

Extra Credit:

Students may earn extra credit by participating in research studies being conducted by members of the Psychology Department. You may sign up to participate in research studies through Sona Systems, a website used by the department to manage the logistics of research participation. Specifically, you can increase your overall grade for the course by 1/2% for each hour of research that you participate in—the limit on the extra credit you can earn is 3% (i.e., 6 hours of research participation). If you would like to earn extra credit, but do not wish to do so by participating in research, there are alternative assignments that you can complete. Each alternative assignment that you complete will increase your grade by 1/2% and the limit of 3% also applies. Further details on extra credit will be provided throughout the semester. There are no other opportunities for extra credit in this course.

EXPECTATIONS AND POLICIES

Active Learning Contract:

The Research Driven Course is rigorous. It requires a high level of commitment from you with regard to your professional learning. In addition, it requires you to be responsible for asking questions, finding information, and challenging yourself to facilitate your learning.

The active learning expectations are as follows:

1. Participate in an interactive educational process grounded in course readings. This means you will read assigned course readings to class and contribute to thoughtful discussion with questions, comments, or provide other verbal feedback in response to class lecture or discussion.
2. Cooperative learning is a requirement of this course. This means you will listen, write, and work together with the other students of the course in response to the course content.
3. Exhibit professional behavior with both your peers and instructor. This means you will respect others opinions or experiences by allowing them to fully express themselves in a safe environment. Furthermore, you will respect others by fully expressing yourself in a safe manner. If you have any questions or concerns about this requirement, please speak with the instructors before you continue in the class. Further information about student conduct is presented below.
4. Student frequently contributes to classroom discussion in a manner that reflects evidence of material learned.
5. Student is present in classroom discussions. This includes showing up to class on time, putting phone and other electronics away, and actively contributing to discussion or activity.

Student Conduct:

Students are expected to behave in a polite manner in the classroom by respecting their fellow classmates and the professor. The professor reserves the right to either drop a student or ask him/her to leave for inappropriate/disruptive behavior in class. Thus, please be on time for class and do not leave class early (unless there is an emergency). Dishonest behaviors like cheating and/or plagiarism will NOT be permitted and

appropriate action will be taken according to the UTEP Student Standards of Conduct, which can be accessed at: <http://admin.utep.edu/LinkClick.aspx?link=HOOP-Section+II.pdf&tabid=30181&mid=63285>.

Academic Honesty:

Students are expected to know and follow University policy regarding academic dishonesty (including but not limited to cheating, plagiarism and collusion). Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. For additional information, please visit the UTEP website for Academic Integrity at <http://sa.utep.edu/osccr/academic-integrity/>.

Grading Disputes:

If you disagree with a grade you received on an assignment, you must make a written request to the instructor to review the grade within 14 days of the posting of the grade on Blackboard. This request must contain an explanation for why you think you should have gotten a different grade and be submitted with the original assignment. The instructor will review your request and make a decision in a timely manner but not “on the spot”.

Communication:

Preferred communication with the instructors is by e-mail. Please be sure that your UTEP email is working, your mailbox has space, and that it is checked daily. Emails sent to the instructors will be sent to that address only. You are responsible for all communications sent via email.

Attendance and Course Withdrawal:

Regular class attendance is expected. The last day for students to withdraw from this class and receive a “W” is November 2, 2018. Students will be responsible for dropping the course; the professor will not drop any student (which will make them earn a grade of “F”).

Due to the format and content of this course, both attendance and contribution are imperative. The other students in your small group are dependent on you for a quality learning experience; if too many students are absent in any one small group, that group suffers. Thus, students are expected to be in class, or in extenuating circumstances, to notify the professor and at least one other group member that they will be absent. Attendance and quality of contribution as demonstrated by student preparation level will determine grades. Students will be allowed two (2) unexcused absences. In cases where a student misses more than the allotted two absences, the professor reserves the right to lower that student’s final grade by one point for each class missed beyond the two allotted.

Electronic Devices:

Please turn off your cell phone on arrival. If you want to ask a question or make a comment, raise your hand and try not to interrupt others as they speak. The use of electronic devices is

NOT ALLOWED in class (e.g., laptops, smartphones, iPads, others not listed) unless otherwise instructed.

Special Accommodations:

The Center for Accommodations and Support Services (CASS) provides students with accommodations, resources, advocacy, and outreach to enhance and support their pathway to academic and occupational success. As an outcome, students will be able to engage as active members of the campus community, and benefit from participation in an inclusive and supportive academic environment. 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, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.

Syllabus:

The instructor reserves the right to modify information on this syllabus and class schedule given that reasonable notification of the change is given to the students.

COURSE SCHEDULE

Note: Readings are to be completed *before* class on the date that they are listed.

Day	Topic/Activity	Readings/Assignments
1: Aug. 28	Syllabus and Introduction to Psychology	Syllabus and Ch. 1 (pp. 1-14)
2: Aug. 30	Research Methods and Statistics	
3: Sept. 4	Research Methods and Statistics	
4: Sept. 6	Research Methods and Statistics Quiz #1: Introduction to Psychology, Research Methods, and Statistics	Ch. 1 (pp. 15-37) and Appendix A
5: Sept. 11	Learning Group #1 presents	Group Project – Research Interests
6: Sept. 13	Learning Quiz #2: Learning	Ch. 5
7: Sept. 18	Memory Group #2 presents	
8: Sept. 20	Memory Quiz #3: Memory	Ch. 6
9: Sept. 25	Thinking, Language, and Intelligence Group #3 presents	Group Project – Research Question and Hypotheses
10: Sept. 27	Thinking, Language, and Intelligence Quiz #4: Thinking, Language, and Intelligence	Ch. 7
11: Oct. 2	Motivation and Emotion	

	Group #4 presents	
12: Oct. 4	Motivation and Emotion Quiz #5: Motivation and Emotion	Ch. 8
13: Oct. 9	Review for Midterm Exam	
14: Oct. 11	Midterm Exam	Review Ch. 1, 5, 6, 7, 8, and Appendix A
15: Oct. 16	Lifespan Development Group #5 presents	Group Project - Introduction
16: Oct. 18	Lifespan Development Quiz #6: Lifespan Development	Ch. 9
17: Oct. 23	Personality (Dr. Field) Group #6 presents	
18: Oct. 25	Personality (Dr. Field) Quiz #7: Personality	Ch. 10
19: Oct. 30	Social Psychology Group #7 presents	Group Project - Methods
20: Nov. 1	Social Psychology Quiz #8: Social Psychology	Ch. 11
FRIDAY, NOVEMBER 1 – COURSE DROP DEADLINE		
21: Nov. 6	Stress, Health, and Coping Groups #8 presents	
22: Nov. 8	Stress, Health, and Coping Quiz #9: Stress, Health, and Coping	Ch. 12
23: Nov. 13	Psychological Disorders (Dr. Field)	Group Project - Implications
24: Nov. 15	Psychological Disorders (Dr. Field) Quiz #10: Psychological Disorders	Ch. 13
25: Nov. 20	Therapies	
THANKSGIVING HOLIDAY – NO CLASSES		
26: Nov. 27	Therapies (Dr. Field) Quiz #11: Therapies	Ch. 14
27: Nov. 29	Group Project Meeting	Poster Drafts
28: Dec. 4	Poster Presentations	
29: Dec. 6	Poster Presentations	
Final Exam – Tuesday, December 11 th 4:00-6:45 pm		