

INTRODUCTION TO PSYCHOLOGY
PSYCHOLOGY 1301 (CRN 23889) Spring 2019
Mondays & Wednesdays 9:00 a.m. – 10:20 a.m.
Union Cinema (Student Union East)

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Office hours: Mondays & Wednesdays 10:30 a.m. to 12:00 noon or by appointment

Textbook: *Discovering Psychology* (2016, Seventh Edition) by Sandra E. Hockenbury, Susan A. Nolan, & Don H. Hockenbury, Worth Publishers, New York, N.Y.

WELCOME!!! This course will introduce you to many of the major research findings in psychology. The material and ideas that we will review this semester are quite exciting and include studies of brain structures and their impact on behavior, sleep and dreaming (don't do either in class!), visual illusions, cognitive illusions, phobias and Pavlovian conditioning, 'one-armed bandits' (slot machines) and Skinnerian conditioning, memory and strategies for improving it, infant development (quite remarkable), and factors affecting social behavior, including your own. The course has several goals, including 1) increasing your knowledge of key research findings in psychology, 2) increasing your ability to draw connections between research findings and your everyday life, and 3) increasing your empirical orientation towards knowledge. The topics and reading assignments for each class are provided below. We may deviate from this schedule, so the dates are intended as rough guides for where we will be throughout the course.

Strategies for Success in this Course

1) Students sometimes earn low grades in PSYC 1301 because they do not invest the time needed to succeed in the course. **Please note: you should spend, on average, 7.5 hours per week studying for this class in addition to spending 3 hours per week attending this class.** Thus you should commit approximately 10.5 hours per week to succeed in this course. You should be reading all of the assigned chapters, and you should be reading these chapters more than once (that is, twice, three times, or more). Most importantly, you should interact with the material! Write comments in the margins of the text, type up additional notes, discuss the material with friends (or even enemies), or just close the door to your room and review the material aloud. Actively engaging material is absolutely critical for your success in any course. Passively reading a chapter once is useless. At the University level, you are expected to master material in a non-trivial way. Hence the need to genuinely commit the type of time and energy described above in order to get the payoff that you desire.

Although the class is large I continually encourage student interaction and I have designed several exercises to facilitate this process. I also continually walk around the lecture hall asking questions, inviting comments, and encouraging you to respond to questions and interact with the material.

2) Student can increase their likelihood of success in the class by attending weekly review sessions. These review sessions will be conducted by Rebeca Hernandez (rhernandez108@miners.utep.edu), who is a Peer Leader in UTEP's Peer Assisting Student Success (PASS) Program. I invited Rebeca to work with our class this semester. Rebeca will hold review sessions for you 2-3 times per week! Rebeca is a very talented UTEP undergraduate who has already taken PSYC 1301 and who served as a PASS Leader last year for students in my class. She has developed a number of engaging exercises that are designed for small group review sessions that should help you master and remember the course material. **I will award you 10 extra percentage points on one exam score if you attend at least one PASS review session between now and Exam #2!**

Rebeca and her colleagues at the Miner Learning Center have already sent you an e-mail survey asking you to indicate your preferred meeting times for the review sessions. **Please complete and return the survey during the next two days.** Completing the survey does not obligate you to attend any of the PASS sessions but it helps Rebeca identify a meeting time that might be convenient for you if you decide to attend one or more review sessions. So take advantage of the opportunity to learn the material better AND earn the extra credit points towards a higher course grade.

Examinations

There will be three hourly exams and one final exam. The hourly exams are tentatively scheduled for the dates listed below. **The exam dates are tentative, so please do not plan business trips or other obligations around the latter dates.** Each exam (including the final exam) is worth 13% of your course grade. Thus your exam grades comprise 52% of your final course grade. If you miss one hourly exam then you will have the opportunity to take a comprehensive make-up exam at the end of the semester. There will be no individual make-up exams except for health emergencies (e.g., your hospitalization) or other extreme problems. You will not be admitted to an exam if you arrive after the first student departs from the exam room. Please bring a #2 pencil and three scantron sheets to each exam.

Quizzes

There will be eight (8) quizzes during the semester. I will drop your two lowest quiz grades when computing your final course grade. Thus I use your six (6) highest quiz grades when computing your final grade. Each quiz is worth 8% of your final course grade (thus the quizzes comprise 48% of your final grade). The quizzes are intended to help keep you on track and attentive to the readings and class material. The quizzes are tentatively scheduled for the dates listed below. The quizzes will typically be administered at the beginning of class (so make certain that you arrive to class on time). If you arrive 5 minutes after the quiz is distributed then you will not be administered a quiz (so, again, please arrive to class on time!). Please bring a #2 pencil and two scantron sheets to each quiz. I know that many students may miss one or two quizzes due to family obligations, work obligations, commute difficulties, or related problems; hence my policy of dropping your two lowest quiz grades. **Because I drop your two lowest quiz grades I will not administer make-up quizzes, regardless of the reason.**

Research Requirement

All students are required to participate in eight (8) hours of research conducted in the Psychology Department. Your participation will help you learn about the research techniques and procedures that are used in behavioral science research. Two (2) percentage points will be added to one exam score for each hour of participation (maximum research credit: 16 percentage points). Two points will be deducted from an exam score for each hour of credit that you sign-up for but fail to attend without notifying the experimenter sufficiently in advance. **The attached sheet (“SONA Research Participation Instructions – PSYC 1301”) provides instructions for identifying and signing-up for studies that are conducted in the Psychology Department this semester.** If you are unable to participate in these research studies then you must write eight short research papers (each paper should be 2 pages in length, typed) based on research articles that I will assign to you. Each research paper requires about one hour of work. **Please see me if you want copies of the research articles.**

Class Participation and Attendance

Class attendance is required and class participation is encouraged. **If you miss more than three classes then you must make an appointment to see me; otherwise I reserve the right to lower your final course grade by one grade level.** Please turn off your cell phones when attending class. Reading or responding to text messages distracts other students, even when you think you are quiet and unobtrusive! Laptop computers can only be used for taking notes (thus no surfing the web). I reserve the right to lower your course grade by one grade level if the latter requests and policies are violated.

Attendance will be taken on many days. Please bring a scantron to each class because I will often use them to help record attendance (asking you to fill in specific information on the scantron and then collecting them during class). Your attendance will be recorded approximately **15 minutes after** class begins and again (sometimes) 10 minutes before class ends. Note that I am insistent that students attend class because many studies indicate that class attendance improves grades and graduation success. So don't skip-out on class..... for lots of reasons!

Classroom Accommodations

If you have a disability and need classroom accommodations, then please contact the *Center for Accommodations and Support Services* (CASS) by phone at 747-5148 or by email at 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.

A NOTE REGARDING ACADEMIC HONESTY, INTEGRITY, AND DISHONESTY

Academic integrity and academic honesty are highly valued at UTEP. The Office of Student Conduct and Conflict Resolution (<http://sa.utep.edu/osccr/academic-integrity/>) notes the following: “...students are expected to maintain absolute integrity and a high standard of individual honor in

scholastic work undertaken at the University. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty...

“Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable to another person.

“**Cheating:** Copying from the test paper of another student; communicating with another student during a test; giving or seeking aid from another student during a test; possession and/or use of unauthorized materials during tests (i.e. Crib notes, class notes, books, etc.); substituting for another person to take a test; falsifying research data, reports, academic work offered for credit.

“**Plagiarism:** Using someone’s work in your assignments without the proper citations; submitting the same paper or assignment from a different course, without direct permission of instructors

“**Collusion:** Unauthorized collaboration with another person in preparing academic assignments”

Academic dishonesty will result in disciplinary actions that can include a failing grade for the course or expulsion from the University (without a refund for tuition costs). So please do your own work.

TENTATIVE SCHEDULE

NOTE 1: Do not fall behind in your readings or your class attendance. Introductory level classes are sometimes the most difficult classes to master due to the large amount of material that is covered during the semester. If you have questions about the readings or class material then please come see me - **I enjoy meeting with students!**

NOTE 2: April 5th is the Spring Drop/Withdrawal Deadline. Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
Jan. 23	Introduction, Research Examples, & Research Methods	“To the Student” & Chapter 1
Jan. 28	Topic: Research Methods	Chapter 1
Jan. 30	Topic: Research Methods	Chapter 1
Feb. 4	Quiz #1: Chapter 1	
	Topic: Research Methods	Chapter 1
	Topic: Neuroscience & Behavior	Chapter 2

Feb 6	Topic: Neuroscience & Behavior	Chapter 2
Feb. 11	Quiz #2: Pages 40-61	
	Topic: Neuroscience & Behavior	Chapter 2
Feb. 13	Topic: Neuroscience	Chapter 2
Feb. 18	Exam #1.....	Chapters 1 & 2
Feb. 20	Topic: Sensation & Perception	Chapter 3 (pp. 84-98 & 110-131)
Feb. 25	Topic: Sensation & Perception	
Feb. 27	Topic: Consciousness	Chapter 4 pp. 132-156
March 4	Quiz #3: pp. 84-98, 110-131, 132-156	
	Topic: Learning I: Classical Conditioning	Chapter 5 (pp.180-196)
March 6	Topic: Learning I	
March 11	Quiz #4 Learning I: Pages 180 - 196	
	Topic: Learning II	Chapter 5 (pp. 196-222)
March 13	Topic: Learning II	Chapter 5
March 18 to 22	NO CLASS: SPRING BREAK	
March 25	Quiz #5: Pages 196-222	
	Topic: Memory	Chapter 6
March 27	Exam #2	Chapters 3, 4, 5 as indicated

April 1	Topic: Memory	Chapter 6
April 3	Topic: Memory	
April 8	Quiz #6: Chapter 6 (Memory)	
	Topic: Thinking	Chapter 7: (pp. 271-284)
April 10	Topic: Human Development	Chapter 9
April 15	Topic: Human Development	Chapter 9
April 17	Quiz #7: Chapter 9 (Human Development)	
	Topic: Social Psychology	Chapter 11
April 22	Topic: Social Psychology	Chapter 11
April 24	Topic: Social Psychology	
April 29	Quiz #8: Chapter 11	
	Topic: Psychological Disorders	Chapter 13
May 1	Exam #3:	Chapters 6, 7, 9, & 11 as indicated
May 6	Review for Final Exam	
May 8	COMPREHENSIVE MAKE-UP EXAM.....	<i>All material covered during the semester</i>
May 15	FINAL EXAM 10:00 a.m. - 11:30a.m.	<i>All material covered during the semester</i>