

SYLLABUS

PSY105A: General Psychology
2006 Fall Term
WF 12:30-1:45, E263
Studio TBA

Dr. John A. Teske
Esbenshade 265C x1332
Office Hours: 11:00-12:30 WF
and by appointment

Course Description

Purpose:

This course will provide you with a broad introduction to psychology -- its subject matter, its methods for developing and evaluating explanations of behavior, and how it can be applied to improve individual and communal life. It should represent the beginning of a journey to increase your own intellectual skills and emotional insight, improve yourself and your relationship with others, and provide a basis for subsequent learning about human behavior, be it in the field of psychology, the allied helping professions, or any career which involves dealing with human beings.

Objectives:

1. Knowledge of Psychology. This includes a) an understanding of basic principles and approaches in psychology, b) an awareness of the major issues and problems in psychology, c) knowledge of basic concepts and methodologies, and d) an awareness of the historical and cultural context, the limitations, and some of the directions of psychology. Evaluated by examination and written work.

2. Critical Thinking Skills. This involves a) an appreciation of scientific methods and their value in addressing real questions and problems in human behavior, b) a recognition of personal biases, failures of common sense, and the dangers of being misled, particularly in understanding one's own behavior and that of others, c) an ability to evaluate generalizations, arguments, or explanatory claims on the basis of evidence and logic, d) developing the skills for building one's knowledge beyond the confines of the course and e) an interest and curiosity about the psychological bases of human functioning. Evaluated by examination, writing, and class participation, but likely to evolve slowly and not completely during the term.

3. Personal Development. This will hopefully include a) increasing your respect for differences between people, your understanding and tolerance for their choices, especially those varying from the norm, b) being able to exhibit respect for others and yourself even as you become more critical about ideas, c) better understanding of the forces that limit your freedom of choice, whether those be in your past (like guilt or trauma), your present (like affection or conformity), or your future (like anxieties or aspirations). This you will have to evaluate for yourself, though the evidence may not be manifest for some time.

Instructor Goals:

I would like this course to be very special for you, something that you enjoy, anticipate, and remember fondly when you think back to your years at Elizabethtown College. For that to happen, you need to be actively involved, curious, uncertain, effortful, trying to get as much out of it as you can, whatever your unique reasons for being here. I am willing to invest considerable time, energy, and enthusiasm into this course. This is your introduction to a field to which I have chosen to devote my life, and which I find fascinating. I want you to feel some of that excitement, some of that fascination; I want you to be turned on. Most importantly, I want you to bring your own experience, your own mind, your own energy to this class. I want to empower you, I want to raise your consciousness. If I succeed it will be by helping you increase your knowledge, your tools for coping with your own experiences. If this course succeeds, it will not merely be by relating to your experience, but by bringing you to experience differently, to become a different, improved version of yourself, one that will think differently, more knowledgeably, more intelligently in dealing with your own behavior and experience, and that of others.

Reading

- Required: (1) Myers, D.G. (2005). Exploring Psychology (6th Edition). NY: Worth. [ISBN: 0-7167-1544-9]
 (2) Ruscio, J. (2006). Clear Thinking with Psychology (2nd Edition). Pacific Grove, CA: Wadsworth. [ISBN: 0-534-63459-1]

Recommended: Straub, R.O. (2006). Study Guide for Myers' Exploring Psychology.

Reference: High Library, 150's and Ref. 150's, Esbenshade 264, 263 lounge, instructor loans, PsychLit. Documentation standard is that of the American Psychological Association. References cited in text of paper by using author's surname and year of publication in parentheses, e.g. Teske (2005). Reference list is in alphabetical order by author, using form described in Publication manual of the APA, or in How to write psychology papers, both available in E263 lounge.

Course Policies

Grading:

Exams will be mixed objective and short essay, the latter requiring some integration or application of knowledge. Quizzes will be objective. A participation grade will be based on overall quality of contribution to class (participation, attendance, study group, and supplementary work). Make-up exams must be approved in advance; there will be no make-up quizzes. You will also write short (500-700 word) essays on the Ruscio readings, which will be discussed in small groups during class time (this is different from the studio journal). One of these is to be rewritten in response to peer critique. You will keep a studio journal in which you will include the results of a series of studio exercises, for which there will be individual assignments that will vary with the topic and format of the studio. A "preparation" grade will be composed of your responses to the times you are asked, at the beginning of or during a class, to answer a question on the reading for that day. Semester grades will be broken down as follows:

Examination 1 (Introduction, Part I, and Part II)	20%
Examination 2 (1/3 Review, 2/3 on Parts III and IV).	30%
Quizzes	10%
Essays/Responses	15%
Studio Journal	15%
Preparation and Participation	10%

Supplementary work is available for those unhappy with their daily preparation and participation, or with a quiz grade; it is also encouraged for majors in any of the social or behavioral sciences. This will generally involve a five-page critique of an article or book approved by the instructor (material cited in the book or mentioned in class is always appropriate). Supplementary work cannot lower your grade, but it won't necessarily raise it. A critique can only count up to 5% of your grade, and cannot replace examination scores.

Experimental Participation Requirement:

The Psychology Department has an experimental participation requirement for students enrolled in General Psychology. This adds a component to the course that cannot be accomplished in the classroom. Because faculty and students in our department conduct original research, you will have the opportunity to learn first-hand how research in psychology is designed, carried out, and interpreted. **Each student in General Psychology is required to participate in three hours of approved participation. It is your responsibility to make sure that you satisfy this requirement, and your coursework will be considered incomplete until you do so.** Information on approved experiments will be place in folders just outside of the General Psychology classroom (Esbenshade 263). When you sign up for a time, *be sure to make a note of the date, time, and location of the experiment as well as the experimenter's name and phone number.* Make sure you take your experiment participation card, on which the experimenter will mark your participation in ½ credit (half hour) intervals. Experimenters will also maintain a list of individuals who fail to show up for a scheduled time, without phoning in advance. Those students will be responsible for participating in *one additional hour*

for each hour that they missed. Most experimenters are not ready to start conducting their research early in the semester, so you should not expect to see many experiments during the first few weeks of the semester. Increasing numbers of experiments will become available as the semester progresses. If for any reasons you do not wish to participate, or if there are not enough experiments available, you may fulfill some or all of the requirement in one of two ways. First, you may learn about the research process by attending the presentations of an upper-level psychology research class. The dates and times of these sessions will be announced once they are scheduled. Second, you may simulate the role of an experimental participant. See departmental website for more information (Info For Students.pdf).

Academic Integrity:

In support of the increase of academic integrity on campus, students in this class are encouraged to abide by the following pledge. "Knowing that every commitment I make to integrity strengthens my self-respect and respect for others, I hereby pledge to abide by the Elizabethtown College Code of Integrity. I will be guided by principles of truth, self-respect, and respect for others. I will cooperate to make campus conditions favorable to fair, honest behaviors by adhering to procedures such as the following. During tests I will sit somewhere that will discourage the giving or receiving of unauthorized aid, and I will keep my work out of sight. In each class I will be sure I understand what is considered fair help and what is not, and I will not give or receive unfair help on any assignments, including papers, homework, or take-home tests. On written assignments I will avoid plagiarism. I will uphold the spirit of fair, truthful, and honest behavior to the utmost of my ability."

Class:

Since preparation and participation are graded, class attendance is required but will not be recorded separately. Class will clarify and build on assigned reading, so a careful reading of material should be done prior to the class on it. Since the book we are using is a concise one, adequate attention to reading assignments is absolutely essential, and use of the study guide and/or study groups is strongly advised. This is also the reason for the "preparation" grade. While it is to your advantage, in terms of comprehension, learning, and long-term retention, to do daily preparation and studying, a little more incentive never hurts. You'll also enjoy the class more. Trust me. Appropriate questions, comments, and discussion are also encouraged during class. The better your preparation and the more active your involvement, the more lively and enjoyable the class will be.

Small Groups:

You will join a small group during the first weeks of class. This will give you a contact group for the discussions, exchanging class notes, studying for exams, supplementary work, and general collegiality. The series of fifteen studio sessions is important to your independent and autonomous engagement with course content, and your scheduling of the studio time and accomplishment of assigned studio work is required for the course. A selection of your studio assignments (reports, analyses, commentaries, exercises) will be rewritten in response to peer commentary, to be submitted for a grade. Studio work will require approximately an additional three hours a week, including scheduling time for particular activities, doing the relevant assignments, and writing them up in your studio journals. Studio work is intended to include richer, deeper, and relatively more autonomous engagement. Students will do outside research and data collection, group and individual exercises, testing procedures, interviews, surveys, analyses, and several practical exercises. Times and locations of these activities will vary as appropriate; handouts and scheduling information will be made available approximately a week ahead of the studio. Research may also include night-time or weekend activities, peer data collection, and internet postings. We will also use these groups for in-class discussions of outside readings. One person will present her written essay. Two others will keep track of discussion, provide a class summary, and later written responses to the presenter. Since the presenter may rewrite in response to discussion, the critic's work is very important. These groups will also provide "quality control." This is a channel for students to make suggestions, get clarification, voice complaints, etc. If the "quality circle" deems it appropriate, additional forums, lectures, or discussions can be scheduled with the instructor. Internet class email postings are also part of participation, instructor feedback, or studio work.

Instructor Availability:

While I can only give a certain amount of personal attention to each student, I am available during office hours or by appointment. I love to talk about psychology, so if something interests you, drop in and we'll pursue it, even over lunch or coffee. If you don't understand something or are lost, please see me; if I can't help you, maybe the learning center or a peer tutor can. Or just stop by to chat. This also gives us a chance to get to know each other better, always to your advantage. Normally my office door is open, if it is closed, the chart on my door will tell you when I'm available. My office hours are the best time, but I am sometimes free around my classes. If you need my exclusive attention, making an appointment is the best strategy. Make use of this offer; much of what you learn may take place outside of class. Feel free to call my cell (813-2426), I no longer have a land line. Email: teskeja@etown.edu.

Disability Statement:

If you have a documented disability and need reasonable accommodations to fully participate in course activities or meet course requirements, you must

- (1) contact the Director of Disability Services, Shirley Deichert, in the Center of Student Success, BSC 288, (717) 361-1227, deichesa@etown.edu, AND
- (2) meet with me, the instructor, within two weeks of receiving a copy of the accommodation letter from Disability Services to discuss your accommodation needs and their implementation.

COURSE OUTLINE

<u>Meeting</u>	<u>Topic</u>	<u>Reading</u>
Introduction		
W Jan 18	1. Conceptions and Misconceptions	Syllabus
F Jan 20	1. History, Science and Profession	Myers Ch. 1, 1-15
<i>Studio: Careers in psychology – education, training, development, and employment</i>		
W Jan 25	1. Research: Causes, Correlations, and Analyses	Myers Ch. 1, 15-35; Ruscio Ch. 1-2
F Jan 27	1. Slick Talk, Wishful Thinking, & Who Says?	Ruscio Ch. 3-5
<i>Studio: Class mini-study – controls and sampling</i>		
Part I. Organism: Biology and Learning		
W Feb 1	2. Nerves and Nervous Systems	Myers Ch. 2, 36-46
F Feb 3	2. Brains and Minds	Myers Ch. 2, 46-67
<i>Studio: Case study – brain damage or neurological disorder</i>		
W Feb 8	5. Sensory Processes	Myers Ch. 5, 140-165
F Feb 10	5. Perception: Organization and Interpretation [Quiz]	Myers Ch. 5, 165-185
<i>Studio: Behavior modification and self-control – reinforcement, response, and extinction</i>		
W Feb 15	6. Waking and Sleeping	Myers Ch. 6, 186-203
F Feb 17	6. Altered Consciousness	Myers Ch. 6, 203-223
W Feb 22	7. Conditioning and Learning	Myers Ch. 7, 224-255
Part II. Mind: Memory and Cognition		
<i>Studio: Reconstructive memory – autobiography and objective history reviews</i>		
F Feb 24	8. Memory: Stages, Systems, and Representation	Myers Ch. 8, 256-272
W Mar 1	8. Remembering, Forgetting, and Construction	Myers Ch. 8, 272-291
F Mar 3	8. Testimony, Plausibility, Association, & Science	Ruscio Ch. 5-8
SPRING BREAK		
W Mar 15	Midterm Examination	
F Mar 17	9. Thinking and Language	Myers Ch. 8, 292-315
<i>Studio: Heuristics and Risk – evaluation of errors in media-reported risk</i>		
W Mar 22	9. Intelligence; Nature Requires Nurture	Myers Ch. 8, 315-336; Ch. 3ff
Part III. Adaptation: Motivation, Emotion, and Development		
F Mar 24	10. Motivation	Myers Ch. 9, 340-377
W Mar 29	11. Emotion and Stress	Myers Ch. 10, 378-427
<i>Studio: Preventative Mental Health – stress reduction exercises</i>		
F Mar 31	11. Forbidden Knowledge	View Kinsey
W Apr 5	4. Cognitive Development	Myers Ch. 4, 98-109
<i>Studio: Tests of Piagetian Stages</i>		
F Apr 7	9. Biases, Conspiracies, and Illusions of Control	Ruscio Ch. 9-12
W Apr 12	4. Attachment, Morality, Identity	Myers Ch. 4, 110-139
<i>Studio: Identity Status Interviews</i>		
Oestre's Break		
Part IV. Person: Dynamics, Relationship, and Disorder		
W Apr 19	12. Psychodynamics	Myers Ch. 12, 428-439
<i>Studio: Freudian analysis of movie, myth, or fairy tale</i>		
F Apr 21	12. Traits, Self, and Culture	Myers Ch. 12, 439-467
W Apr 26	15. Attribution, Attitudes, and Influence	Myers Ch. 15, 538-554
<i>Studio: Persuasion and elaboration likelihood – analysis of advertisement</i>		
F Apr 28	15. Social Relations: Conflict and Cooperation	Myers Ch. 15, 555-581
W May 3	13. Psychological Disorders	Myers Ch. 13, 408-505
<i>Studio: Culture and politics -- institutional and personal choices</i>		
F May 5	14. Psychotherapy	Myers Ch. 14, 506-537
M May 8	FINAL EXAMINATION 11:00 AM – 2:00 PM	