

SS20 SYLLABUS: PSY 101–003 H
C201 Synder Hall
INTRODUCTION TO PSYCHOLOGY
Mon & Weds 10:20-11:40 a.m., & Fri 10:20-11:10 a.m.

Dr. Melissa Allman, 206 Giltner; office hours by appointment
mjallman@msu.edu (before or after class is preferable)

I welcome emails from students. Please be sure to include a subject header that concisely describes the topic of your email. It is always good etiquette to address instructors as Prof. in emails, even though they may reply just using their given names.

Course overview

This course aims to provide a basic but comprehensive introduction to the study of psychology; defined as the science of mind and behavior. The focus of lectures will highlight principle topics relevant to five main branches of psychology: neuroscience (how the brain and mind interact), development (how the brain and mind change with age), cognitive (a computational approach to mental function), social (how humans interact with and influence one another), and clinical (disorders of mind and behavior). Textbook chapters and usual PSY101 classes are typically organized by these branches, and typical PSY101 classes so through the chapters in order (i.e., a lecture on each chapter). In our honors class, these branches will be integrated throughout the course and organized into four themes spanning ‘hot’ topics in psychology. **This will require you to read several parts of different chapters in the textbook for each lecture** (i.e., bits from the front, middle, and back; rather than one full chapter as is standard). We will still cover the majority of the textbook, just in a different way. By the end of the course you should be familiar with the main theoretical perspectives and concepts in psychology, how they differ and overlap and have a grasp of how mental processes and behavior are influenced by our biology and experience, within a real-world context.

Textbook

***Psychology* by Peter Gray (Sixth or Seventh Edition, 2011) Worth Publishers.**

On the lecture slides/handouts (which you will receive before each lecture), you will find the relevant textbook page numbers on the top right corner of the slide.

Course structure

This course is organized around four modules that are relevant to the study of Psychology — Addiction, Do animals think like us, How other people influence us, and Mental illness & consciousness. Each of these modules will occupy between 2-3 weeks of classes, and we will cover two modules before and two after spring break. There will be an exam for the two pre-Spring break modules before that break, and another exam the Friday before finals week for the two post-spring break modules.

For each module, class-time will be composed of formal lectures, and at the end of each module there will be one class where students work in groups for a ‘University Challenge’ (this serves as a review/practice session for the types of questions you will see in the exam). Each student will also write one blog for each of the four modules. Students will be assessed by the two exams, a blog for each module, and research participation.

Lectures Lectures are designed to highlight required information and to conceptually link how different aspects of psychology (learning and behavior, neuroscience, cognition, social, developmental and clinical) contribute to our understanding of the course’s main modules— Addiction, Do animals think like us, How people influence us and Mental illness & consciousness. You will be provided with handouts of the slides before each lecture (which are not good substitutes for attendance!), you should take notes, and avoid social media/web browsing! I employ many videos in my lectures, and hopefully you’ll enjoy coming to class.

Good lecture notes summarize the topics covered in lectures. The handouts for each lecture and your notes in class should provide:

- *Relevant textbook page numbers to study (see top right corner on slides)*
- *Key points on the slides (usually in italic); e.g., definitions, keywords, videos to watch, diagrams/pictures from textbook.*
- *Brief notes on your understanding of the material based on how it is being discussed that will assist you later when studying the material from the textbook, or thinking about the topic conceptually, and preparing your blog.*
- *Notes on confirming and contrasting points of view in research, or conceptual notes on how different aspects of psychology are related*

‘University Challenge’ (UC) Just like at Hogwarts, you will be sorted into groups during the first time we meet. This will be your group for each University Challenge (a quiz) which will be one class at the end of each module (this does NOT contribute to your final grade). Teams compete in a quiz show style format answering multiple-choice questions (a mock for the exam), general topic rounds on the buzzer, video observation

rounds, and team challenges. Teams are competing against each other in this context, and there will be a “winning team” by the end of the course. The highest scoring team at the end of the course gets a prize. This is a fun class and very useful as a revision/exam preparation session – don’t let yourself and your team down by missing it!

Homework In addition to our allocated class time, you are also required to work on class material which extends information provided in the lectures - you are advised to prepare and research your blog throughout each module (rather than leaving it all to the end). The blogs count towards your grade. I occasionally give other homework: I provide optional quiz’s (which don’t count towards your grade, and which you can re-take) which serve to help you assess your own level of understanding/fitness for the exam; there may be suggested readings, etc. (all are designed to help, not overburden you).

Blog The blog is designed as formal homework, and contributes to your final grade. You should be thinking about/planning/researching it throughout the module (i.e., from start to end). The blog is designed to help further your understanding of the material, and write about science with a narrative/your voice. Critical thinking is strongly encouraged. You need to write/submit a blog by the end of each module, which you should already have organized, considered, researched before you start writing. I will provide a general title at the beginning of each module, which you can use or change (e.g., ‘Is addiction really a disease’). If you want to change it, I will need to know and pre-approve your title in advance, and I will be available for office hours by appointment to assist you with your blog should you need it. You need to write your own individual blog, but you may find it helpful to get together with other members of your UC team.

Notes on the ‘Blog’

This is a relatively new format for class, and isn’t designed to try and catch you out – rather, based on past experience I hope and expect it will be fun and interesting for you. It is aimed to help you organize and consolidate your thoughts about the class material (which helps you in the exams), think about material from previous classes, and integrate the information. It is also hoped it will encourage your critical thinking (your personal questioning/evaluation/understanding of something), rather than just trying to memorize the material per se. This requires on your part, a more active than passive form of learning (but hey, this is an honors option right!). Critical thinking generally is apparently one of the areas highlighted as a relative weakness by employers of recent graduates.

Your blog should be your commentary/‘take’ on information on a topic area. There really isn’t a right or wrong answer. A typical blog contains text, images, and related links. You will do a ‘mock’ practice mini-blog early on in the course so you can get a better feel for what is being asked of you. Blogs are meant to be read by others and yours will be

available to be read by your peers (they are anonymous). I will email you individually with feedback, and blogs will NOT be edited by me or others. You should read each other blogs, which will improve your future blogs and your understanding of the material. You should write the blog to your peers, and not to me as the Prof (i.e., this isn't a formal essay). It's homework, you're doing it in your own time, make it yours. For example, 'Is addiction really a disease?' you should not simply say, yes or no but justify and defend your position, and evaluate the relevant weight of class material on each side of the yes/no scale; your own real-world experience, has your opinion of people who have addictions changed during the module, etc. Say why your opinion is as it is, think critically. All students are reminded that they should be respectful of others work and opinions, even if they differ from their own (please see me if you need to).

How to blog

- **How to write a better blog:**
- <http://alistapart.com/articles/writebetter/>
- **(a few important headlines from this website are listed below)**
- **Follow the rules:**
- Rules are not restrictions. Grammar, spelling, punctuation, rhythm, focus, syntax, and structure help writing make sense. Learn the rules. Break 'em later.
- **Offer something new-don't summarize readings**
- **Amuse/engage your readers**
- **Link/Cite sources, information**

What to tell the students to get them to blog

1. The purpose of blogging in this seminar is to give you a chance to muse and grapple with new ideas gleaned from the articles we read. Your blog is your reaction to these papers.
2. Jump into the material (assigned reading or textbook chapter) where something is puzzling or amazing or irritating. Don't write that you've "figured it all out" or that you think "this is a nice piece of research" or that the work is "interesting" or "awesome" or "annoying". Tell us **how** you figured it out; **why** you think the work is nifty or poorly designed or surprising. **If you ask a question, be sure that you try to answer it!**
3. Be real. Be engaging. Don't say something just because you think we want to hear it. Speak in a real voice about real things.
4. Write about what you love, what you find most interesting. A blog is the place for strong opinions. The more engaged you are with your subject, the more interesting your writing will be.
5. Your audience is your classmates, although I will be a reader too. Your tone should be conversational.
6. Establish your credibility. To the best of your ability, be truthful. Be respectful to your audience.
7. Link to sources or cite your sources (papers you have read, material from the book, work from other classes, papers you have looked up to get some information, websites you have consulted). Allow your readers access to your primary material, empowering them to make informed judgments.
8. Feel free to provide weblinks, photos, or videos—be creative. Be sure to do some research on the issue of interest and bring something new to your blog.

(blogging material from Williams, 'Blogs to foster student writing'.
<https://funfaculty.org/drupal/tnw2008>).

Assessment and grading

You will receive a standard grade at the end of the course. You will be assessed via:

- Two exams (midterm and final), each covering two modules. Each exam will be composed of multiple choice and short-answers questions (see below). Your highest scoring exam will contribute more than your lowest scoring exam to your final grade.
- Three blogs (2 blogs for pre-Spring break modules, 1 blog spanning both modules after Spring break). You start off with a 4.0 at the beginning of the course – to keep it you need to write a blog, and be engaged with it,

incorporate class material and demonstrate your understanding, and show critical thinking. I will give you feedback and advice individually via email after each blog. I am happy to meet with you to answer any questions, and will meet with you to provide feedback on any draft prior to submission of a blog (contact me via email to arrange a time), and we will have in class blog writing seminar(s)/homework. You are encouraged to discuss the blogs in your UC groups, and with classmates.

- **Research participation (HPR pool). Research participation.** You are required to complete 7 hours research participation credits (see end of syllabus for details). This provides you with some ‘hands-on’ experience of psychological research and benefits the Psychology department and university as a whole. You may choose online studies, but only up to 3 hours (of your required 7). If you complete the required 7 hours HPR credits you will score 100%. Your % score for this section will be reduced by 10% per research credit missed. Credit for additional HPR hours will be a couple of added % to your grade (amount at my discretion). If you are under 18 or there are other extenuating circumstances for why you are unwilling or unable to participate in experiments, you may complete online seminars or write a paper. Please see me if this applies to you

Grade boundaries:

- 4.0 = 90 % or higher
- 3.5 = 85 – 89 %
- 3.0 = 80 - 84 %
- 2.5 = 75 – 79 %
- 2.0 = 74 % or lower

Exams	Blogs	Research Participation (HPR)
Highest score @ 30% Lowest score @ 25%	1@ 20% (spanning two modules), 2 @ 10% each (i.e., 10% per module)	7 hours = 100% score
55% final grade	40% final grade (begin with 90%)	5% final grade

Exams

Both the mid-term and final each contain the following types of question:

Multiple-choice. There will be approx. 20-25 multiple-choice questions per module covered (e.g., addiction). These questions are drawn from a test-bank which goes

alongside the textbook, and will span the relevant information that we have covered in class, readings as required homework.

Short answers. You will be required to answer multiple (around 4 or so in total) short answers (e.g., a paragraph) to psychological questions, case-studies, or problems on a variety of topics spanning both of the modules covered in that half of the course. Although they can be, your answers do not have to be well written paragraphs, and can be in note-form, diagrams or drawings or other graphical forms. When answering a question, try to add as much information as possible (you can even reference material from the course as a whole), unpacking terms or footnotes. Link as much information as you can, across the range of disciplines in psychology (learning and behavior, neuroscience, cognition, social, developmental and clinical). *Show what you know.* This component is designed to assess your study of the course material as a whole, and requires critical thinking. Each short-answer contributes equally to this section of the exam.

Attendance Attendance is obviously required at lectures and important concepts, contexts and material that you won't find in the textbook (and which is relevant to exams) may be missed if you skip a class. Given the homework required for you to do, it will be clear to me if this hasn't been done and your blog/exam performance will suffer (given reduced knowledge of required class material). A pattern of non-attendance will result in a reduction of a few % points from your final grade at the end of the course (at my discretion); it's a relatively small class so it's not hard keeping track of familiar faces. Please email me beforehand if you are unable to attend class, as is common courtesy.

Class schedule:

It is recommended that you check your email before setting off to class particularly when we've had heavy snowfall. Any class cancellations will be notified by email (but sometimes this may be short notice; i.e., that morning). **We have a couple of 'spare' class meets in hand, so if class does ever need to be cancelled you won't miss any material.** This schedule may be adjusted if necessary – I will email the class with any changes in dates.

This is subject to change at my discretion (any changes will be notified).

1/8 Introduction to course
1/10 First class: **ADDICTION MODULE**
1/13

1/15		Module content:
1/17	(mock mini-blog due 1/17, 11:59)	Learning: Classical & operant conditioning (Ch. 4)
1/20	----- <i>MLK day; classes cancelled</i>	The brain and neural control of behavior (Ch. 5)
1/22	Blogging workshop	Motivation, reward and hunger (Ch. 6)
1/24		Retrieval cues and implicit/explicit memory (Ch. 9)
1/27		Attitudes and stereotypes (Ch. 13)
1/29		Biological treatments and psychotherapy (Ch. 17)

1/31
2/3
2/5 End of module: **'University Challenge' (UC) on 'Addiction' module**

2/7 ****Addiction blog due on or before 2/9, 11:59 pm**

2/10 First class: **'HOW PEOPLE INFLUENCE US' MODULE**

2/12		Module content:
2/14		Research design and ethics (Ch. 2)
2/17		Attachment (Ch. 12)
2/19		Social development (Ch. 12)
2/21		The social brain (Ch. 5)
2/24		
2/26	End of module 'UC' on 'How people influence us'	Self, and effects of a group (Ch. 13)
2/28	Mid-term EXAM	Conformity, obedience & co-op (14)

3/2-3/6 --- NO CLASSES: *SPRING BREAK* ****Social blog due on or before 3/1, 11:59 pm**

3/9 Seminar in class: Review of midterm, blogs so far.

3/11 First class: **'DO ANIMALS THINK LIKE US?' MODULE**

3/13		Module content:
3/16		Research design and ethics (Ch. 2)
3/18		Evolution, behavior & brain (3 & 5)
3/20		Personality (Ch. 15)
3/23		Emotion (Ch. 6)
3/25		Senses of taste and smell (Ch. 7)
3/27		Language (Ch. 10)
3/30		Development of thought (Ch. 11)
4/1	End of module 'UC' on 'Do animals think like us?'	

4/3 First class: **'MENTAL ILLNESS & CONSCIOUSNESS MODULE**

4/6		Module content:
4/8		Perception (Ch. 8)
4/10		Psychiatric disorders (Ch. 16)
4/13		Memory (Ch. 9)
4/15		Consciousness & attention
4/17		Dreaming (Ch. 6)
4/20		Treatment (Ch. 17)
4/22	End of module 'UC' on 'Mental illness, and	

consciousness' module

4/24 Final EXAM [Do animals think like us? Mental illness, and consciousness].

4/27 Beginning of exam week ****Mind blog due on or before 4/26, 11:59 pm**

Academic Integrity

All students (and people working in the department) are expected to adhere to professional standards in the workplace, particularly when it comes to ownership of work. You are not permitted to have other people attend class, complete assignments or tests in your name; confer with others or reference external sources of information (e.g., phones) to complete mid-term and final exams; and you are not permitted to pass off other peoples work as your own (this applies during your whole college experience). If you are suspected of any of these things (defined as cheating) you may receive a score of zero for the test or course as a whole, and the instructor will follow formal administrative procedures. All students should be respectful, courteous and trustworthy when it comes to class and group-based activities.

You are also not allowed to put any lecture handouts online, your own blogs or that of another student, or sell (or commercialize) your notes or class materials (e.g., this syllabus and course design, lecture handouts, team assignments, etc.). Students who violate MSU regulations on Protection of Scholarship and Grades (See *Spartan Life: Student Handbook and Resource Guide* and/or the MSU Web site: <http://www.msu.edu/unit/ombud/>) may receive a penalty grade, including, but not limited to, a failing grade on an exam or in the course.

"The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." Article [2.3.3](#) of the *Academic Freedom Report*

Student Feedback

All students are encouraged to provide informal feedback of their experience during the course to the course instructor; I welcome hearing your thoughts on the course and my instruction. Upon completion of the course, students are required to complete an evaluation of the instructor's course (university SIRS rating). Please take this seriously as student reviews are the backbone of my professor evaluation. There are department and college teaching offices and external websites (e.g., rate my professor.com) where students may also leave feedback.

Students with Special Needs

Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For more information, call 884-7273 (voice), 355-1293 (TTY), or visit <http://rcpd.msu.edu>. If you require accommodations for exams, please notify the

instructor as soon as possible. It is also your responsibility to reserve a spot for each exam at the RCPD office.

Disclaimer

The instructor reserves the right to make any changes to the syllabus as deemed necessary. If changes are made, they will be announced in class and a revised syllabus will be posted on the Psych dept. website.

MICHIGAN STATE UNIVERSITY DEPARTMENT OF PSYCHOLOGY Participation in Psychological Research: Information for Students

As part of your psychology course, you are encouraged to participate in research projects conducted or supervised by the faculty of the department. The purpose of such participation is to give you some direct experience with real experiments and to give you a better idea of how the work of psychology is actually carried out. Participation is a course requirement for all sections of PSY 101.

SPECIAL NOTE: Students under 18 years of age may not participate in any HPR/SONA experiments. Special options have been created for students under 18 to meet the 7 hours of participation requirement for PSY101 courses. Please contact Audra Jeffrey (jeffre22@msu.edu) for more information.

Steps in Research Participation: Registering as a Participating Student.

The purpose of this handout is to go over some of the things you will need to know before participating in psychological research. The first step is registering. This, like nearly all your scheduling activities, is handled through the Internet: <https://msu-psychology.sona-systems.com> .

If you have used SONA in a previous psychology class you do not need

to set up another account but you do need to make sure you have the correct class listed for the current semester.

You will be asked to select the course and section number to which you wish to have your participation hours credited. It is **critical** that you select the correct course and section number. If you select an incorrect course or section, the participation hours that you earn will not be relayed to the proper instructor and will not be counted in calculating your course grade. **If you are enrolled in more than one participating class you will disperse the participation hours you earn between the classes. Hours cannot be shared between participating classes nor can they carry over to the following semester.** For example: You earn 10 Participation hours. You need 7 hours for one course and 5 hours for your second course. You can distribute the earned hours between the two classes and then continue to participate in the HPR/SONA research until you meet your requirement or extra participation hours.

Signing-up for research: You can sign up for experiments 24-hours a day on the website. For more information, please consult the document posted on D2L.

Canceling appointments: Experimenters have invested a great deal of time and money in preparing an experiment. This goes to waste if you fail to keep your appointment. In such cases, you can cancel your appointment 24 hours prior to the start time. If it is after the 24 hour deadline you need to e-mail the HPR coordinator, Audra Jeffrey (jeffre22@msu.edu).

Reporting for a research appointment: Please give yourself enough time to get to the building and to find the appropriate room for the experiment. **We recommend arriving 10 minutes before the experiment is scheduled to begin.** If you are late, you could find the experiment in progress and the door locked. On rare occasions, an experimenter may not make his/her appointment with you because of unusual circumstances (e.g., a car breakdown, a personal emergency). If this happens contact Audra Jeffrey, the HPR coordinator in Room 100,

Psychology Building or email her at: jeffre22@msu.edu to report it (email is preferred).

Rights of Students Participating in Psychology Research

Participation must be voluntary/optional activities. First, it is Department, University, and Federal policy that no student be compelled in any way to participate in research. If you participate in research, it must be done voluntarily. Therefore, even in classes where research participation is required, students must be offered one or more alternative activities to meet their requirement. If you want to avail yourself of such an alternative activity, you may get information from your professor. Note that on rare occasions there are more people interested in participating in experiments than there are openings in the experiments. If this occurs this semester, additional alternative activities will be provided later in the semester.

Participation should be educational. Second, participating in research should be a learning experience for you. You have a right to obtain information about the experiments in which you serve as a participant. You are entitled to have your questions about the experiment answered. Also, at least five minutes of every experimental session must be devoted to teaching you something about the experiment. You are entitled to receive a written summary of the experiment, including the name and phone number of the person in charge of the experiment, whom you may contact if you have additional questions.

The right to discontinue participation: Third, the Department of Psychology is highly concerned that no study be conducted that would in any way be harmful to you. Even so, it is possible that in rare cases you will feel uncomfortable about participating in a study for which you have volunteered. Just remember, you always have the right to leave any experiment. You don't have to explain or justify why you want to leave, and you can never be penalized for leaving.

The right to receive participation hours: Finally, if you complete a study, you have a right to receive the participation hours you've earned. For example: Even if an experimenter has an equipment breakdown, you're still entitled to receive credit for the **time** you've spent in the study. Participation hours are not automatically awarded and it may take researchers a few days to record attendance. The HPR does not penalize participants for missing studies but we do appreciate being notified if you cannot make your session.

Reporting problems: If you ever encounter some problem or feel that your rights have been violated, we want to know about it. Problems you have will be handled by Audra Jeffrey, the HPR student coordinator, jeffre22@msu.edu or come to Room 100 Psychology Building. They will be investigated and appropriate action will be taken. You will need to know the name of the experiment and the date/time you signed up for.

Conclusions: We want to emphasize that negative experiences are very rare; most students who serve as participants in research at Michigan State find their participation interesting and enjoyable. When you serve as a participant, you benefit personally by learning more about what the science of psychology is really about, but you also benefit many others, such as the psychologists who are working to gain a better understanding of important behavioral questions, or people who will benefit when that knowledge is ultimately applied to everyday human problems like loneliness, depression, or divorce, or even future generations of students. Perhaps the research you participate in this semester will be featured in future psychology textbooks, just as some of the experiments you'll study this semester had their data supplied by previous generations of MSU students. We hope and expect that you'll put as much in and get as much out of research participation as they did.