

PSY 1890G: Introductory Psychology-Honors, 3 credits Spring 2015, MWF 1:00-1:50 pm



Catalog Description

An integrated overview of the basic methods and principles of psychology, including natural and social science contributions to the understanding of behavior and cognitive processes. Writing Intensive.

Course Overview

Psychology is the most fascinating topic in the world! In this course, we study how mental processes and behavior are affected by neurotransmitters, genetics, childhood experiences, social relationships, learning, sleep, stress, and more. Psychology can help us better describe, explain, and predict behavior, which has broad application to solving personal, social, and organizational issues. By the end of this course you will have a clearer perspective of the mind and behavior, including your own!

Contact Information

| | |
|-------------------------|---|
| Instructor: | Jeffrey R. Stowell |
| Office Room: | 1055 Physical Sciences |
| Office Phone: | 581-2279 (Office) |
| Home Phone: | 348-6286 (Home) |
| E-mail: | jrstowell@eiu.edu |
| Office Hours: | M/W 10-11:30am, T 9-10am |
| Course web site: | https://online.eiu.edu/ (D2L) |

Teaching Philosophy

"The mind is not a vessel to be filled, but a fire to be kindled" --Plutarch

Required Course Materials

Psychology: Concepts and Applications, Fourth Edition (2013), by Jeffrey A. Nevid. The previous edition's [textbook website](#) contains helpful tutorials, critical thinking exercises, and quizzes.

Learning Goals



Adapted from the American Psychological Association (2013). [APA guidelines for the undergraduate psychology major](#).

1. Compare and contrast key concepts, principles, and overarching themes in psychology.
2. Interpret behavior and apply research design principles when drawing conclusions about psychological phenomena.
3. Understand and apply psychological principles to personal, social, and ethical issues.
4. Adopt values that will contribute to positive outcomes in work settings and in building a society responsive to multicultural and global concerns.
5. Write a cohesive scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express ideas with clarity.
6. Apply psychological content and skills to career goals.
7. Have fun learning about psychology!

Guidelines for Studying and Test Taking

- [Please read these guidelines](#) to improve your chances for success in this course (and others).
- I also strongly recommend viewing Dr. Stephen Chew's video series on "[How to get the most out of studying](#)"
- View EIU Student Success Center's test taking tips at <http://www.eiu.edu/~success/testtaking.php>



Requirements and Grading

| Requirement | Points |
|----------------------------------|------------|
| Chapter quizzes | 240 |
| Chapter applications/assignments | 150 |
| Research paper | 100 |
| Group project | 50 |
| Final Exam | 50 |
| Electronic class participation | 50 |
| Total | 600 |

| Final Grade | Points |
|--------------------|---------|
| A (89%) | 534-600 |
| B (79%) | 474-533 |
| C (69%) | 414-473 |
| D (59%) | 354-413 |
| F (<59%) | <354 |



Chapter Quizzes

- Chapter quizzes will be administered online through D2L. They will be available for up to 3 days after we complete the associated chapter in class. Multiple choice questions on the chapter quizzes are based on material covered in class and the textbook. Quiz questions are randomly selected from a set of questions. Thus, you may end up with 2 questions that test similar concepts and you will probably not have the exact same questions as another student. Don't worry, across all the quizzes, the average difficulty for everyone in the class will be very similar.
- The quizzes are timed (1 hour), but you should have plenty of time to finish your quiz. The timer begins once you open the quiz. If you would rather take your quizzes in a classroom, you must tell me before the first quiz. If you choose this option, you must take all of your quizzes in a classroom.
- Each quiz contains questions from prior quizzes, as part of a cumulative testing method.
- If you have problems while taking a quiz, such as the network going down or your computer crashing, please complete the quiz at the next possible time. You may have a warning that your time has expired, but it will still save your answers. Then, send me an e-mail explaining why your time went over. D2L records all the quiz times.
- You will have two attempts on each quiz. The higher of the two attempts will be entered into the gradebook.
- **You may use your textbook, notes, and other resources for your online quizzes, but you must do your own work. Collaborating with others on the quiz is considered academic misconduct.**
- Make up quizzes will only be given for University-approved absences that extend beyond the 3 day window to take the quiz.

- After the quiz has been graded, you can view your results. [See how to do this in D2L.](#)

Final Exam

The final exam includes questions based on the entire course. The final exam is taken online at the regularly scheduled time for the final.

Group Project

See the instructions in D2L under “Group Project”

Chapter Applications/Assignments

For each chapter, you will be assigned to complete an online exercise and/or submit a brief writing assignment. Instructions for each chapter are found under “Discussions” in D2L. The chapter applications/assignments are due the same time as the chapter quiz.

Research Paper

Please view the instructions in D2L under the content folder titled ‘Research Paper’



Electronic Class Participation (TurningPoint)

TurningPoint is the EIU campus standard for student response systems (SRS). I use TurningPoint with peer instruction to create an active learning environment that promotes participation and engagement in class. The benefits of using SRSs are

1. All students can respond to questions posed in class.
2. Students give more honest answers of what they are thinking and learning because their responses are anonymous to other students.
3. I am more aware of how much students are learning and can immediately adjust my teaching strategy based on student feedback (This is sometimes called "agile teaching").
4. It works well with peer instruction, which has also been shown to increase student learning.

As part of this class, you are required to purchase and register a TurningPoint keypad (aka "clicker"). At the MLK Union Bookstore, the cost for a new keypad is \$40 + tax, or ~\$25 for a used one. You may also be able to find a used keypad from another student who is not using it this semester. If you buy the keypad from the bookstore, the bookstore will register the keypad at the time of purchase. If not, you can register the keypad yourself at:

<http://www.eiu.edu/~cats/clickerRegistration/survey.php>. You only need to register your keypad once. If you already have a keypad from a previous course, you don't need to register it again.

If you have an internet-capable mobile device, download the Responseware app from the app store (iOS and Android) and follow the instructions in D2L under the content folder “Syllabus and Resources”

A portion of your grade will depend on audience participation. As long as you participate in at least 70% of the class periods that I record participation, you will receive the full participation points. If you participate less, your participation points will be reduced accordingly. Tracking

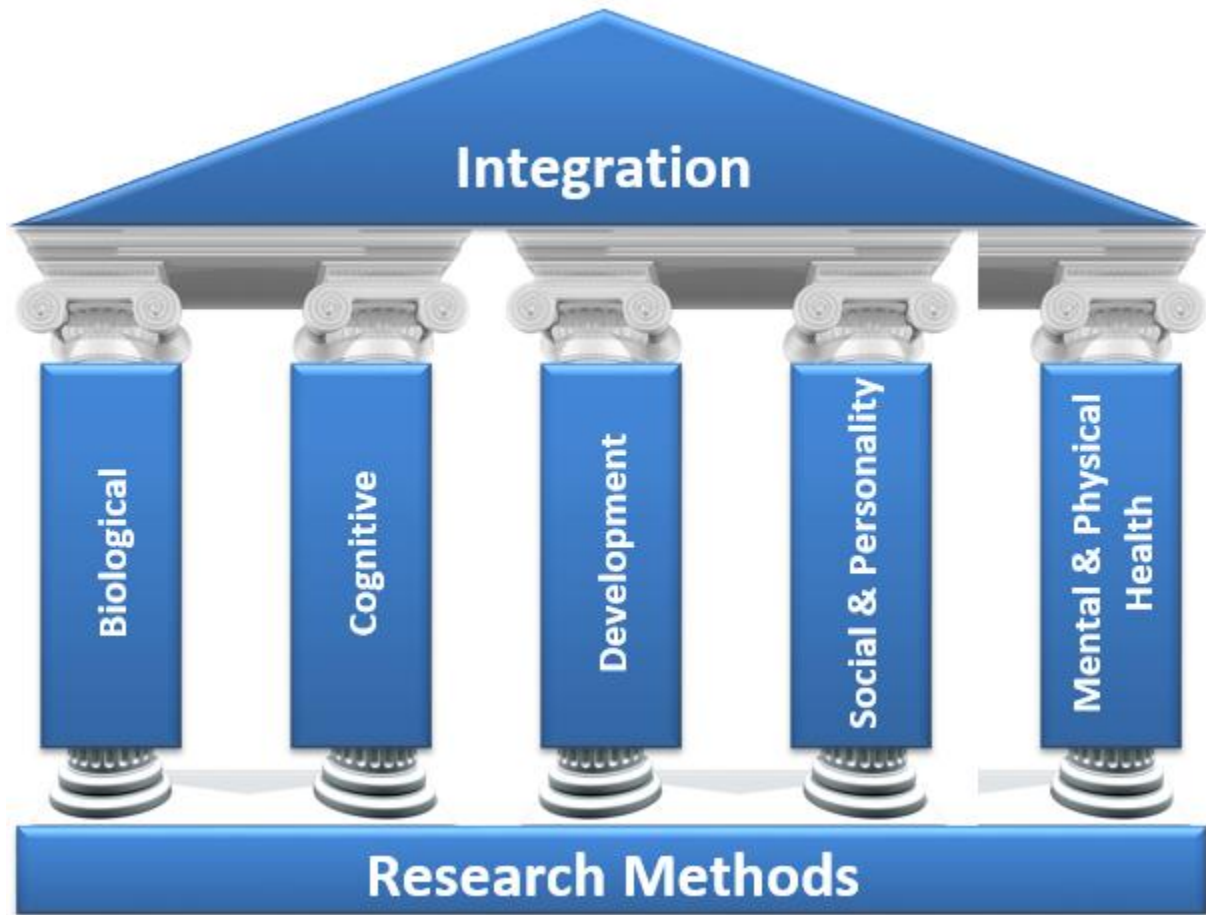
individual participant responses is done for the purposes of grading, instructional research, and course development.

Technology Policy

- Cell phones should not be used during class, except with the instructor's permission. Texting or talking on cell phones disrupts the learning environment, especially for the person doing it :)
- Laptops may be used in class only for taking notes.

Reading Schedule, Important Dates

Please read the chapters in the textbook before class in order to enhance understanding of demonstrations, examples, and group discussions. Please note this schedule is subject to change. The figure below characterizes the major content domains in psychology (APA, 2014)



| Week | Date | Topic |
|------|--------|---------------------------------|
| 1 | 12-Jan | Introduction |
| | 14-Jan | 1.1 Foundations of Modern Psych |
| | 16-Jan | 1.2 Psychologists: Who they are |

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|-----------|---------------|---|
| 2 | 19-Jan | MLK Birthday Observed |
| | 21-Jan | 1.3 Research Methods in Psych |
| | 23-Jan | 1.3 Research Methods in Psych |
| 3 | 25-Jan | 2.1 Neurons |
| | 28-Jan | 2.1 Neurotransmission |
| | 30-Jan | 2.2 Nervous System, 2.4 methods |
| 4 | 2-Feb | 2.3 The Brain: Your Crowning Glory (Research Paper Topic due) |
| | 4-Feb | 2.5 Divided Brain, 2.6 Endocrine, 2.7 Genetics |
| | 6-Feb | 3.1 Basic Concepts of Sensation |
| 5 | 9-Feb | 3.2 Vision |
| | 11-Feb | 3.2 Vision, 3.5 Principles of Perception |
| | 13-Feb | Lincoln's Birthday Observed |
| 6 | 16-Feb | 3.5 Principles of Perception |
| | 18-Feb | 4.1 States of Consciousness (Research paper outline due) |
| | 20-Feb | 4.2 Sleep and Dreaming |
| 7 | 23-Feb | 4.2 Sleep and Dreaming |
| | 25-Feb | 4.3 Meditation and Hypnosis |
| | 27-Feb | MISTOP Conference |
| 8 | 2-Mar | 5.1 Classical Conditioning |
| | 4-Mar | 5.1 Classical Conditioning |
| | 6-Mar | 5.2 Operant Conditioning |
| 9 | 9-Mar | 5.3 Cognitive Learning |
| | 12-Mar | Class Project |
| | 13-Mar | 6.1 Remembering |
| 10 | 16-Mar | Spring Break |
| | 18-Mar | Spring Break |
| | 20-Mar | Spring Break |
| 11 | 23-Mar | 6.1 Remembering |
| | 25-Mar | 6.1 Remembering (Draft 1 research paper due) |
| | 27-Mar | 6.2 Forgetting |
| 12 | 30-Mar | 6.2 Forgetting |
| | | 9.1 Major methods of studying Human Development, |
| | 1-Apr | 9.2 Prenatal Development (Draft 2 research paper due) |
| | 3-Apr | 9.3 Infant Development, 9.4 Emotional Development |
| 13 | 5-Apr | 9.5 Cognitive Development |
| | 8-Apr | 12.1 Stress (Final draft research paper due) |
| | 10-Apr | 12.2 Psychological Factors in Physical Illness |
| 14 | 13-Apr | 12.3 Taking the Stress out of Distress |
| | 15-Apr | 14.1 Perceiving Others |
| | 17-Apr | 14.2 Relating to Others |
| 15 | 20-Apr | 14.3 Group Influences on Identity and Behavior |

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|-----------|--------|---------------------------------|
| | 22-Apr | 15.1 What is Abnormal Behavior? |
| | 24-Apr | 15.2 Anxiety Disorders |
| 16 | 27-Apr | 15.3 Dissociative, 15.4 Mood |
| | 29-Apr | 15.5 Schizophrenia |
| | 1-May | Final review, last lecture |
| | 6-May | Final Exam, 12:30 – 2:30 pm |

View the [university's academic calendar](#) for academic registration deadlines.

Individuals with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Disability Services (ODS). All accommodations must be approved through ODS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

Academic misconduct

Cheating, plagiarism, and other forms of academic misconduct will not be tolerated. Academic misconduct will result in zero points for the assignment, and appropriate disciplinary action according to university guidelines.

The Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.