COURSE OVERVIEW

The purpose of this course is to present an overview of modern psychology, as well as to provide you with a deeper understanding of yourself and those around you. When you leave this course you will have acquired many of the “facts” that make up the study of psychology, and, perhaps more importantly, you will also acquire the scientific perspective concerning how we collect and interpret those facts. You arrive in this course with an intuitive understanding of yourself and those around you, but you will leave the course thinking at least a little bit like a psychologist.

Psychology, which we can define as the study of behavior and mental processes, is extremely broad in its reach and involves contributions from disciplines as diverse as biology, chemistry, sociology, and anthropology. To present this broad discipline in a contemporary fashion, we divide the introductory course into two: Psychology 1061 – Psychology as a Social Science (this course), and Psychology 1071 – Psychology as a Natural Science. In addition, in order to have the material in each area presented by an expert in that area, Psychology 1061 is taught by a team of faculty members. This allows us to have an expert presenting each of the main areas in the course.
CLASSES

There are a total of three class-hours per week for the course, divided into LECTURE and RECITATION. If you look on your roster of classes, you will see three hours for this course. The LECTURE meets two hours a week, either W/F mornings or T/Th mornings. If you miss a lecture, or if you want to hear a lecture a second time, the lectures are stored in digital format on the web through CLASS CAPTURE, which you can access through the course site on Blackboard, which will be discussed in detail below.

Each student is also enrolled in a RECITATION section, which meets once a week, typically but not always in Weiss Hall in the basement, for the third class hour listed on your roster. Recitation sections are led by graduate students, who are listed above. In the recitation class, the recitation leader will discuss the lectures and reading material, give the course examinations, keep records of your performance, and will assist you when you need help. Your recitation leader will be your first point of contact for any issues that arise during the semester. You have your recitation leader’s e-mail (see above), and he or she will have yours, so that is a good way to get into contact if any problems arise.

The recitation leaders will also have regular office hours, so you can go to see them if you need to talk about anything. Each recitation leader will provide a number of questions for each of the exams, based on material covered only in his or her specific recitations. The only way you will be able to answer those questions is if you have attended recitation.

YOU MUST ATTEND RECITATIONS BECAUSE YOU CAN TAKE THE COURSE EXAMS ONLY IN YOUR RECITATION SECTION. TAKE SOME TIME TO LEARN ALL THE RELEVANT INFORMATION CONCERNING YOUR RECITATION (SECTION NUMBER, MEETING TIME, RECITATION LEADER, AND BUILDING AND ROOM NUMBER). YOU WILL NEED THIS INFORMATION, AND NOBODY ELSE WILL HAVE IT FOR YOU. YOU WILL BE TESTED ON IT ON THE FIRST AND SECOND EXAMS.

COURSE REQUIREMENTS

The requirements for passing the course are (1) that you successfully pass three examinations and two short quizzes and (2) that you participate in experiments or write short research papers.

Examinations

There are three examinations scheduled during the semester. For each of the three units of the course, there will be an exam in recitation during the week following completion of that unit, as specified on the schedule that follows. The exams are NOT cumulative; each of the exams covers only a single 3-week segment of the course. THERE IS NO CUMULATIVE FINAL; the last exam simply covers the last section of the course, and is worth no more than any other exam. Exams will consist of approximately 50 multiple-choice questions from the lecturer (“lecture exams”), plus approximately 10 additional questions from the recitation leader (“recitation questions”). Each exam will cover material that is covered in the text and in lectures for that unit. Obviously, the most important material will be covered in book, lecture, and recitation, but the other material is also important. That is, there will be exam questions on material that is covered only in the lecture, on material covered only in the text, and on material covered only in the recitation. Therefore, you have to know everything that has been assigned: do not assume that, because something was covered only in lecture and not in the book, say, it will not be on the exam. There are practice exams available on the web site for the text, which is discussed below.

The university has also requested that certain courses, including Psych 1061, have available grades for students by the 5th week of the semester, so that students’ progress can be monitored early in
the semester. Our first exam is not until later in the semester, so there will also be two short quizzes near the beginning of the semester, so that we have information to give to the university concerning standing of students in the course.

Your grade in the course will be based on your performance on the exams and quizzes. If you miss an exam (or quiz – from here on, everything is relevant to quizzes also), and have a written acceptable excuse (e.g., you were involved in an accident), and if you notify your recitation leader by the day your exam is scheduled, you will be able to take a make-up. **However, if you do not notify us in a timely manner, or if you do not have a legitimate reason for missing the exam, then you will not be allowed to take a make-up, and you will receive a failure for the exam.** Note that missing an exam because your alarm did not go off is not an acceptable excuse, nor is missing an exam because the student who usually drives you to school had car problems, etc. Have back-up plans ready. Please keep in mind that make-ups are allowed only under extraordinary circumstances.

If you know in advance that you will not be able to take an exam at the scheduled time, and the reason is legitimate (e.g., jury duty; an athletic team trip), you will be able to take the exam at a different time during the week that it is scheduled. However, you must notify us **before** the exam.

If you wish to withdraw from the course, you will receive a WP (withdrawn passing) if your average grade for all examinations taken is a D or higher. Otherwise a WF (withdrawn failing) will be assigned.

**A Note on Grading**

The course grade is made up of two components: the average on the three lecture exams counts 80% of the grade and the average on the quizzes plus the three sets of recitation questions counts 20% of the grade. Because the two parts count differently, you cannot just average the two parts together to calculate your grade. For example, let’s say you get an A on the quizzes-plus-recitation-questions and a C on the lecture exams. The average of an A and a C seems at first glance to be a B, but that is only if the two parts count equally. Since the lecture exams count more, the average is actually less than a B. Here is how to calculate the grade for this example.

First of all, as you know, we use a 4-point grading scale: A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D+ = 1.33, D = 1.0, D- = .67, F = 0.

In the above example, the quizzes-plus-recitation-questions = A (that is a 4.0 on the 0-4 scale) = 20% of final grade.

The recitation exams = C (2.0 on the 0-4 scale) = 80% of final grade.

So the final grade = (4.0 * .20) + (2.0 * .80) = .80 + 1.60 = 2.40. Since 2.40 > 2.33, the final grade = C+ on the 0 – 4 scale.

As you can see, the exam average pulled the final grade down below what one might have expected from examining the two scores (exams and quiz/recitation scores) without thinking about the percentages each was worth. During the semester when grades are discussed in recitation or if you want to calculate your grade, keep in mind that you have to weigh the two parts differently. As the example above shows, you can do very well in one part of the course but wind up with a grade that is significantly lower because of performance on another part. Similarly, you can do very well on one exam, say, but that might not be enough to offset poor performance on the other two exams. You should keep in mind that there are many components that play a part in the final grade (two quizzes,
three sets of recitation questions, and three lecture exams), so any one of them will not count all that much.

**CHEATING**

Assignment of grades is dependent upon the students’ having carried out the course work. Therefore, cheating is an extremely serious offense; an individual’s attempting to obtain credit for work which he or she did not carry out undermines the entire structure of the educational enterprise, and it will be treated accordingly. Any student caught cheating on any exam will receive a grade of F for the course (that is, not just for the exam, for the entire course).

**PARTICIPATION IN RESEARCH**

Modern psychology is a research science, and much of the material presented in the text and lectures will be results of research studies. Many faculty members of the Temple Psychology Department carry out research, some of which will be covered in the text and lecture. In order to give you a better feeling for the material you will be learning about, student participation in research is part of the course. You can either participate in research for a total of 7 hours during the semester, or spend the same amount of time in the writing of short papers reviewing research, or do any combination totaling 7 hours. This portion of the course is not graded, that is, your performance here does not affect your grade, unless you fail to complete the requirements. This will be explained below.

As just noted, there are two ways to earn research credits. First, starting early in the semester, sign-up information for experiments will be available on-line. Each sign-up will describe a research study and tell you where it is located and how many hours it takes. You will go to the web site for Psych. 1061 research, and sign up for experimental sessions at times that are convenient to you. You may be able to participate in some of the studies on-line, but for most of them there will be a location on campus for the study. You can earn no more than four of your total credits on-line. After you go to the experimental session, you will receive a credit notification by email, which you then email to your recitation leader or print out and hand in to your recitation leader to receive credit for participating in the experiment. Keep the credit notification in your files, just in case, so you will have a record at the end of the semester.

Here is how you sign up for experiments:

1) Go to: [http://temple.sona-systems.com](http://temple.sona-systems.com) (do not use WWW)
2) Lower left-hand corner, click on new participant
3) Click on request account
4) Enter your user ID (all the information to the left of @temple.edu in your email. If your email is abcxyz@temple.edu, your user ID is abcxyz. Do not put in “@temple.edu”; the system does that automatically.
5) The system then sends you a password, which you can use to log-in and which then can be changed to any password you want.
6) Once you get your password, you log-in, go to studies and sign up. Studies should be available by the beginning of classes, so check out the site.

Once you sign up for a research appointment, it is your obligation to be there at your assigned time. You will receive a bonus if you attend your first 6 hours of research on time: then you only have to complete 6 hours; the 7th hour is waived. If you fail to attend a research session after having signed up for it, you will have to complete the full 7 hours of research. If you cannot attend a scheduled
research session, you must remove your name from the sign-up sheet in order to be excused from that session. You can do that on-line up to a deadline that is posted for each experiment.

If you arrive for a session at your assigned time, and the researcher is not there, you will receive credit for attending. Leave a note for the researcher, including your name, recitation number, time of appointment, and name of recitation leader (another reason for learning the number of your recitation and the name of your recitation leader), and the researcher will send a credit sheet to your recitation leader. Also, report the session to the recitation leader.

You can also receive research credit by reading articles relevant to the course and writing a one-page summary for each. Articles can be taken from newspapers, magazines, or the world-wide-web. Make a copy of the article, and write a page, summarizing the article, and discussing how it is relevant to the course. Each article summary counts as one credit, assuming the article is indeed relevant to the course. Your recitation leader can help you with that decision, so talk to him or her before writing anything.

Research credits must be earned according to the schedule below. Hand in a hard copy of your credit print-out to your recitation leader during your exam. Research credits will only be accepted as hard copy—not through email.

Exam 1 3 credits
Exam 2 5 credits
Exam 3 7 credits (requirement completed; 6 credits if all are on time)

If you do not have the required number of credits to show to your recitation leader by the day you are scheduled to take a given exam, you will lose one full letter grade from that exam score (e.g., A ⇒ B, B ⇒ C, etc.). If you miss the first deadline, you still have to complete 5 credits by the second deadline. If you miss the second deadline, your grade on the second exam will be lowered one letter grade. If you miss the second deadline, you still have to complete 7 credits by the day of the last exam, or else your third exam grade will be lowered.

It is obviously to your advantage to get the credits completed on time. Keep in mind that the total credits required at any exam can be made up of research hours and/or written papers.

PSYCHOLOGY 1061 BLACKBOARD SITE AND COURSE COMMUNICATION

We have set up a web site for the course on Blackboard, which should come up as one of your registered courses. On the site is available a copy of this syllabus, in case you lose your copy. In addition, on the site will be outlines of the instructors’ lectures, before they are given (outlines of my lectures are available now). Outlines of lectures from other instructors will be posted before the beginning of their respective units. You will be notified when lecture notes are posted. Lecture notes can be printed by you in advance of the lecture, so that you can have available a copy of the lecture outline before you come to class. Having the lecture outline should make it easier to get information out of the lecture, since you will not have to take down everything as it is said. You should be able to fill in important points and be able to do more thinking about the material as the lecture is being given, rather than having to worry about taking detailed notes.

There will also be ANNOUNCEMENTS posted on the site, so make a habit of checking the site a few times each week. You will be responsible for any information posted in announcements. The web site will also have information about exams, including practice questions. There will be approximately 20 practice questions available for each exam, which will be similar to questions on the exam. If you are able to answer these questions, and understand the answers, you should have a leg up on preparing for the exam.

In addition, information relevant to the course is sometimes sent directly to all enrolled students through email, so it is important that you check your email regularly. Again, students will be held
responsible for information sent by email. Make sure that your inbox is not full (get rid of not-needed messages), so you can receive potentially important information, from this course and elsewhere.

**TEXT WEB-SITE**

The publisher of the text book has also established a web site for the text:
Under the book click on Visit the Wiley Sites and then click on Student Companion Site. You will have free access to it. Among other things, this site also contains practice quizzes for each chapter. It is highly recommended that you test yourself on those on-line quizzes as you are studying for each exam or quiz in this course. If you do well on those quizzes, you will do well in the exams, etc. for this course. If you have problems with the on-line quizzes, the text web-site provides information about what you need to concentrate on to improve your performance. The site also contains a lot of additional material, which you might find interesting. Take some time to explore the site, and at the very least use the test material that is there. If you do not do any test-taking preparation for the exams and quizzes in this course, it is highly likely that you will not do well.

**ACADEMIC FREEDOM**

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link:
http://policies.temple.edu/getdoc.asp?policy_no=03.70.02

**DISABILITIES**

Any student who has a need for accommodation based on the impact of a disability should contact his or her recitation leader to discuss the specific situation as soon as possible. Contact Disability Resources and Services at 215-204-1280 in 100 Ritter Annex to coordinate reasonable accommodations for students with documented disabilities.

**COURSE SCHEDULE AND READING ASSIGNMENTS**


**NOTE ON THE TEXT:** The text is coming out in a second edition, but we are still using the *first edition for this semester*. The publisher has made up a special text package for us, which is available only at the Temple Bookstore and at Zavelle’s. This package includes two additional chapters written at our request. Those additional chapters are required reading for the course. Therefore, if you buy the text used or new from someplace other than the Temple Bookstore or Zavelle’s, you will need to get hold of those new chapters and make copies for yourself. Please keep that in mind when you order books.

**COURSE SCHEDULE**

**Introduction – Dr. Weisberg**

Jan. 17 & 18: Introduction to the course—Syllabus and other business
Jan. 19 & 20: Introduction to Psychology & History of Psychology Chapter 1

Jan. 24 & 25: Research in Psychology 1 Chapter 2
Jan. 26 & 27: Research in Psychology 2
Jan. 30 & Feb. 3: Short quiz in recitation (~15 minutes) on first two weeks’ lecture/reading material

Unit 1: Social Psychology, Dr. Karpinski

Jan 31/Feb 01 Understanding Personality Today: Traits vs. Situations (C&G: pp. 432-438)
	*Personality plus*

Feb 02/03 Social Cognition: Attitudes (C&G: pp. 462-463; 465-468)
Unrecognized stereotyping and discrimination against singles
Complete an IAT at: https://implicit.harvard.edu/implicit/demo/

Feb 07/08 How Do Attitudes Change (C&G: pp. 463-465)
Attitudes and the Power of Persuasion (C&G: pp. 469-470)
People will change behavior rather than be seen as hypocrites
The science of persuasion

Feb 09/10 Social Forces (C&G: pp. 474-482)
The psychology of evil
Why ordinary people torture enemy prisoners

Feb 14/15 Group Dynamics (C&G: pp. 482-485)
Contagious behavior
The polarization of extremes

February 13 & 17: Second short quiz in recitation (~15 minutes) on first two weeks’ material from Unit 1

Feb 16/17 Helping Behavior, Aggression, & Interpersonal Attraction (C&G: pp. 485-492)
Women, men, and the bedroom

Feb 21/22 What is an Emotion? (C&G: pp. 385-392)
Where do emotions come from? (C&G: pp. 393-400)
Additional Reading TBA

Notes
- Comer & Gould (pp. 492-496) will not be covered in class, but will be covered on the exam.
  Bring questions on these sections of the text to the review session.
- *Italicized readings are posted on Blackboard*

Feb. 23 & 24: Review sessions for Exam 1 Dr. Weisberg and Dr. Karpinski
The sessions will be informal Q&A: Bring in questions on material.
If there are no questions, there will be nothing to talk about

EXAMINATION ON INTRODUCTORY MATERIAL AND UNIT 1
IN RECITATION SECTIONS FEB. 27 AND MAR. 2 (ON LECTURES AND CHAPTERS)
Unit 2: Clinical Psychology, Dr. Fauber

Feb. 28 – March 14  Personality (Reading: Chapter on Personality)
March 15 – 23  Psychopathology (Reading: Supplementary Chapter—Psychopathology)
March 27 – 28  Psychotherapy (Reading: Supplementary Chapter—Psychotherapy).

Mar. 29 & 30: Review sessions for Exam 2 (Dr. Fauber)
The sessions will be informal Q&A: Bring in questions on material.

EXAMINATION ON 2ND UNIT IN RECITATIONS APRIL 2 AND 6
(LECTURES AND CHAPTERS)

Unit 3: Developmental Psychology – Dr. Newcombe

April 3-4  The Big Four Questions in Developmental Psychology
Read pages 55 to 69 in Chapter 3.

April 5-6  Cognitive Development 1
Read pages 69 to 72, pages 75 to 80, and middle section of p. 84 in Chapter 3.

April 10-11  Cognitive Development 2

April 12-13  Language Development
Read pages 273-293 of Chapter 9

April 17-18  Social Development 1
Read pages 72 to 74; pages 80 to 82 in Chapter 3.

April 19-20  Social Development 2

April 24-25  Adolescence, Adulthood and Developmental Psychopathology
Read pages 83 to 95 in Chapter 3.

April 26 & 27: Review sessions for Exam 3 Dr. Newcombe
The sessions will be informal Q&A: Bring in questions on material.

EXAMINATION ON UNIT 3 DURING FINALS WEEK (ON LECTURES AND CHAPTERS)