

Syllabus, UIC Psychology 100: Introduction to Psychology
Fall, 2016; UIC Course # (CRN for Lectures): 12063

Lecture Time & Place

Lecture Time: **8:00 – 9:15am, Tue & Thurs**; + Discussion Section

(You must enroll in the Lecture plus one discussion section)

Lecture Meeting Place: **BSB 250** (We may relocate to a smaller room after week 2 of the semester.)

Instructor and Office Hours

Dr. Daniel Cervone, Behavioral Sciences Building 1008, <dcervone@uic.edu>

Office hours: Tue and Thurs, 10-11, and Wed 1-2

Note: Your course instructor is on campus almost every day Mon-Thurs, and many Fridays. It's easy to set up an appointment via email (or in person), if these office hours don't work for you.

Teaching Assistants

Head TA/Coordinator: Ms. Mairead McKenna, mmcken9@uic.edu, BSB 2008

Office hours: Tue and Thurs, 11-12

Additional TA's/Discussion Section Leaders

Ms. Kelly Burke (burke36@uic.edu)

Ms. Callie Silver (hsilve2@uic.edu)

Ms. Allison Sklenar (asklen2@uic.edu)

Ms. McKenna is a Teaching Assistant and our Course Coordinator. This means that, in addition to her assistance with educational content, she is a key resource for administrative "bookkeeping" (e.g., information about assignments and points earned) throughout the semester.

Discussion Section Leader: The Discussion Section in which you enroll will have a discussion section leader who is also a course Teaching Assistant. This individual will be organizing Discussion Section activities and will oversee the grading of paper assignments. Your Discussion Section leader will provide introductions and contact information at your first Discussion Section meeting.

Course Goals

The goal of this course is to introduce you to the science of psychology. Since the idea of "introducing" a subject is a little vague, let's spell it out. In this -- and almost any -- introductory course, "introducing" means two things; you should, in other words, be able to answer to two types of questions as a result of taking the course.

(1) Theory/Strategies of Investigation

How do professionals in the field analyze whatever it is that they are studying? How do they decide what problems to try to solve? How do they go about solving them; what, in other words, are their research strategies?

(2) Findings:

What have these professionals learned? What are the field's most important findings?

How have basic-science discoveries been applied to socially-significant problems?

In this course, we thus will cover the strategies of psychological science and the main findings in each major branch of the field. We'll do this through textbook readings, lectures, and discussion sections.

Readings

All required readings (note: you will need to do some additional reading for the paper assignments; see below) will come from our textbook: *Psychology: The Science of Person, Mind, and Brain*, author: Cervone (yes, your course instructor). I'll address two questions about the book:

(1) *Do I Really Need to get the Book?* Yes! Our textbook is the primary learning tool of this class. It contains much more information, in total, than could ever be presented in lectures or discussion sections. A great deal of material on the exams will be coming from the book. The book, as you will see, is a combined textbook + student study guide; it has extensive "pedagogical" material -- chapter reviews, test-yourself quizzes, etc. -- that will make the exams easier for you. *Also*, purchasing the book via the UIC bookstore gives you access to something called "Launchpad," which is a large set of online educational materials. ("Launchpad" is the text publisher's brand name for these materials.) We will be using these online materials frequently, including for assignments that will earn course credit for your final grade. So, yes, you need some version of the book -- which brings us to question 2.

(2) *What are my purchase options for the book?* You have two options.

- buy a new print version of the book. The book, in print, comes with a free access code that enables you to access the online materials (i.e., Launchpad).
- buy the e-book, that is, purchase only Launchpad. Launchpad contains not only online study materials; it also contains the complete textbook, start to finish, in e-book form.

The less expensive approach is to just buy Launchpad. However, if you like studying from a physical book, or if you're already thinking you might like to save a physical book for long-term reference (brief note on that below), you have an in-print option, too.

For those of you who already are planning *way* ahead in life, I will note the following. In addition to the obvious fact that an intro psych book is a useful reference if you are planning to major in psychology, it's also useful if you are thinking of going into medicine. As of 2015, the Medical College Admission Test (MCAT) includes test items assessing knowledge of psychology. Our book's preface contains a table indexing the relation between the MCAT and our textbook coverage

Also note that, after 6 months, your Launchpad access ends, which means you won't any longer have access to the book (without incurring some additional expense).

Course Topics and Relation to Textbook Readings

Below is a listing of the order of topics, and associated readings, that we will cover. The exact scheduling is subject to change but, barring the unexpected, will be very close to the below.

Course Topics, Readings, and Approximate Schedule

Introduction and Research Methods

Week 1-2

Readings: Chapters 1 and 2	
<i>Social Psychology</i> Reading: Chapter 12	Week 2-3
<i>Personality</i> Reading: Chapter 13	Week 3-4
<i>Development</i> Reading: Chapter 14	Week 4-5
<i>Psychological Disorders and Therapy</i> Reading: Chapters 15 and 16	Weeks 5-6
<i>Memory</i> Reading: Chapter 6	Week 7
<i>Learning</i> Reading: Chapter 7	Week 8
<i>Thinking, Language, and Intelligence</i> Reading: Chapter 8	Week 9
<i>Consciousness</i> Reading: Chapter 9	Week 10
<i>Emotion, Stress, and Health</i> Reading: Chapter 10	Week 11
<i>Motivation</i> Reading: Chapter 11 (only up to p. 488)	Week 12
<i>The Brain and Nervous System</i> Chapter 3	Week 13
<i>Sensation and Perception</i> Chapter 5	Week 14
<i>Nature, Nurture, and their Interaction</i> Chapter 4	Week 15

Scheduling Notes: UIC instructions begins the week of August 22. There are no discussion sections on Monday, Sept 5 (Labor Day). No lecture or discussion sections Nov. 24-25 (Thanksgiving). The last day of instruction (*before* final exam week) is Dec 2.

Course Requirements

There are five graded (i.e., point-accruing) requirements: Exams, papers, discussion sections (attendance), participation in psychology research (again, attendance based), and Launchpad activities. Each one has a certain number of points associated with it, as detailed below. Your course grade will be

based on the sum total of points that you earn.

(1) *Exams.* There will be four exams. Because of the anticipated large enrollment in the course, the exams will consist of machine-scorable multiple-choice questions. You must bring a #2 pencil to the exams to fill out the score sheet. The exams will cover material discussed in the lectures and textbook readings. Note that the lectures and readings are not entirely redundant; there will be some material on the exam discussed only in class, and some material discussed only in the book (plus lots of material discussed in both). Thus, you cannot expect to do well on the exams unless you know the material from both the lectures and the textbook.

Three of the exams will be given during the 15-week semester. The fourth exam will be given during week 16, that is, final exam week. The schedule is as follows.

Exam 1: Thursday, Sept. 22

Exam 2: Tuesday, October 18

Exam 3: Thursday, Nov. 10

Exam 4: Thursday of Final exam week, Dec 8, 8am – 10 am. (the UIC-assigned final exam time)

The fourth exam is not a cumulative exam. It simply will cover the material in the last fourth of the course. The exams are likely to have 40 – 50 multiple-choice questions each.

(2) *Paper assignment: Applying Psychological Science Papers.* During the semester, you will be writing two papers. For both, your assignment is to apply an idea *and research findings* in psychological science to a topic outside of psychological science, per se. Thus, the assignment is cleverly titled Applying Psychological Science Papers [APSP's]. The assignment works as follows. During the first half of the semester, you will be given a set of potential paper topics for the first of the two APSP's that you will write. You can choose any of the topics on the list to write about. Each potential topic will have two parts:

(a) The description of an **applied challenge**, that is, some challenge faced in the “real world,” outside of university departments of psychology. This is the challenge to which you will apply some psychological science.

(b) A scientific paper that presents some **scientific evidence** that can be used to address the challenge. You will be given reference information for the paper; in all cases you can enter this reference info into an internet browser to get the paper itself. Here's an example to make this concrete.

Example paper assignment topic:

(a) The Applied Challenge: A grade school teacher is trying to assess the intellectual abilities of his or her students. A challenge the teacher faces is that the students seem to have different types of abilities: one is good at math but not art; another is good at reading and writing, but not math; a third has exceptional musical skills but does not excel in other areas.

But the test that is being used at the teacher's school is an IQ test, that is, a test that measures general intelligence. The IQ tests don't seem sensitive to the fact that children have distinctive abilities. Some kid's abilities don't even seem to be measured by the test. What is the poor teacher to do?

(b) The Scientific Evidence from Psychological Science: You then would be given reference information for a scientific paper that describes an alternative conception of intelligence, that is, an alternative to traditional IQ testing.

Your job in the paper is to (1) describe the theory and research presented in the scientific paper, and then (2) to apply that theory and research to the applied challenge, in other words, to explain how the psychological science (the theory and research in the paper) might help to solve the problem faced by the person with the applied challenge. You will be given more instructional information on this assignment at a later time.

So that's APSP #1. APSP #2 is identical. In other words, you'll be writing one of these papers in the first half of the course, and the other one in the second half. The only difference between APSP #1 and APSP #2 is the topics. In the second half of the semester, you'll be given a new set of topics, you'll choose one from this new list, and you'll write a second APSP paper, in the same format as the first paper. The topics for APSP #1 and #2 will relate to the material we cover in the first and second half of the course. Each of the two papers should be 3.5-4 pages in length. That's typed, font size 12, 1-inch- margins, and 3.5-4 pages of actual text that you yourself write.

APSP #1 is due on Monday, October 3, end of day (11:59 pm).

APSP #2 is due on Monday, November 14, end of day (11:59 pm).

Papers are to be submitted electronically, which allows for these otherwise-unusual deadline times.

Grading and Late Penalties/APSP Papers. The papers will be graded on a 40-point basis. That is, there are 80 paper points total, 40 for each of the two papers. Papers that are late but turned in either after class on the day they are due or the next day by 5 pm will receive a 3-point late penalty. Papers submitted later than that will receive a 6-point penalty. Note that you have to submit both of the papers to receive a grade in the course (this is a UIC rule).

Submitting Papers. Papers must be submitted in two different ways. (1) On paper, typed, font size 12, 1-inch-margins, pages stapled together. (More details will be provided in class prior to the submission date for the first paper.) (2) Electronically, to the UIC Blackboard website. Again, details will be discussed in class and in class announcements prior to due dates. The electronic paper on the website should be identical to the hard copy you submit in class.

Plagiarism. You must avoid plagiarism when writing your paper. Plagiarism is any instance in which you include in your own paper material that is copied from another source, and fail to put that material in quotation marks and properly to cite the original source. If your paper includes material that was written by another student (at UIC or elsewhere), that also is plagiarism. Plagiarism is a serious academic offense. It is a violation of University guidelines regarding academic integrity. (These guidelines, for your information, are stated in the Undergraduate Course Catalogue.) Any amount of plagiarized material will cause you to receive zero credit for your paper and result in your paper being submitted to the UIC Office of Student Judicial Affairs. There have been cases in recent years in which students who have plagiarized material have been expelled from the University due to repeated violations of this University policy. So you want to avoid plagiarism!

Here's an example of plagiarism, and then an explanation of how to avoid plagiarizing material. Suppose you read in a book that "Freud proposed that there exist three distinct systems of human personality, the id, the ego, and the superego." If you, in your paper, write, "Based on what I have learned about Freud, I'd say that he proposed that there exist three distinct systems of human personality, the id, the ego, and the superego," then you have plagiarized the book's material. The person who wrote "proposed that there exist three distinct systems of human personality, the id, the ego, and the superego" is not you, it's the author of the book you read. Once there are more than 7 or 8 words in a row that are taken from another source, the material is considered to have been plagiarized unless you place the material in quotes and indicate who wrote it. There are, then, two ways to avoid plagiarism. One is to put the material in quotes. If the material on Freud originally appeared on p. 100 of a book by

someone named Williams that was published in the year 2000, you would write “Freud proposed that there exist three distinct systems of human personality, the id, the ego, and the superego” (Williams, 2000, p. 100). The other strategy, which is better, is to rewrite the material in your own words.

Extra note on plagiarism: UIC has instituted a system, linked to Blackboard website submissions, that *automatically* scans papers for plagiarism. The system compares your paper both to available information on the internet and to other papers submitted by students at UIC. If the University’s automatic system for detecting plagiarism tells us that your paper contains a substantial amount of plagiarized material, then we cannot accept it for class credit. UIC course instructors cannot give students credit for material that is identified as being plagiarized based on UIC’s electronic system for identifying plagiarized material.

(3) *Discussion Section Attendance.* Attendance at Discussion Sections is a requirement of the course. You will receive class credit for your attendance. Specifically, you will receive 1 point for attending each discussion section. So if, e.g., you attend 9 of them during the semester you’ll get 9 points, if you attend 10 you’ll get 10 points, if you attend 11 you get 11 points. If you attend 12 or more you’ll get 15 points, rather than merely 12. You get 15 points for attending 12 or more of your discussion sections because I want very much to encourage attendance. Your attendance is beneficial to you and to others; for example, there will sometimes be discussions and activities that require active participation from a large number of people. *Note on Lecture Attendance:* You will not get points for showing up for class lectures. I very, very strongly encourage you to show up at the lectures anyway. They’re great fun (insert dopey smiley face here). Also, many exam questions will directly draw on material presented and/or reviewed in lectures. You frankly are doing yourself a disservice if you (a) pay UIC tuition, (b) sign up for this course, but then (c) miss a lot of lectures; it’s kind of like buying tickets for a movie and then not going into the theater. However, the person responsible for your showing up in lectures is you. We will not be taking attendance at lectures.

The movie theater analogy above has an implication for classroom demeanor. If you feel you need, during lecture time, to make a phone call, browse the internet, listen to music, hunt for Pokemon, etc., you can leave class and do this. We won’t be keeping you locked to your chair in class. *However*, you cannot stay in the class and do this. Just like a movie theater, you can’t do things that will distract other people who are trying to pay attention.

There are a lot of people in this course, and your instructor will not be able to see what everyone is doing in class. If you’re sitting next to someone who is distracting you with gaming, please remind them that they are free to leave the lecture hall, look for more Pokemon, and then return for the end of class. (The exception to this general rule is exam days; for obvious reasons, you can’t freely go in and out of class during exams.)

(4) *Participation in Psychology Research.* In any class in the physical, biological, or social sciences, students should get some first-hand understanding of research in that field is conducted. In psychology, it is not possible for people in an introductory class actually to begin running their own research. Students, then, learn about research in a different way: by participating in research that others are conducting.

At UIC, students participate in research and earn credits – Psychology Experience Credits (PEC’s). As part of this course, you are required to earn 8 Psychology Experience Credits (PECs) by any of three methods: (1) participating as a subject in studies conducted under the supervision of Psychology Department faculty; (2) participating as a simulated client in one or more professional training sessions conducted by, and for the purpose of training, advanced undergraduate and graduate students in psychology, or (3) if you object to taking part in studies for any reason, by writing summaries of published empirical research. You can earn all 8 PECs by any one of these methods, or you may earn some PECs by each method. More information on PEC’s will be presented in class.

Like the other three course requirement, these credits will be factored into your final course grade. You will two points for each PEC you complete. So there are 16 available PEC points, total.

Dr. Eric Leshikar, who administers the PEC system, will give a presentation in class on Thursday, August 25. *Please note* that the PEC system is not in any way administered by your course instructor, Dr. Cervone, or the course TA's, headed by Ms. McKenna. The email contact and web system for the PEC system is distinct from other course materials; all PEC contact information will be announced during Dr. Leshikar's presentation on the 25th of August.

(5) *Launchpad Activities*. As will be detailed in a subsequent communication to class members, there are two online activities that are features of the textbook's "Launchpad" website that will earn you course credit. You will access these through the UIC Blackboard web site, which has a Launchpad link. These activities are (a) Try This: A set of online experiments that are described in the textbook, and that are executed online, and (b) Quiz Yourself: Online self-tests (that are not graded, but that do tell you if your answers are right or wrong) that are very useful for reinforcing course concepts and preparing for exams. Each week you will be able to earn one point each for each of these two activities (so that's 2 points per week, 15 weeks, or 30 total points). Note: There is a schedule for these activities; you can't just do them all at the end of the semester. The exact schedule will be announced in class and on the blackboard web site.

And that's it. There are no additional extra credit projects. There simply is no time, in a course of this size, to administer extra credit projects.

From Points to Grades

Your final letter grade will be based on the sum total of points that you earn on the four requirements above. Letter grades will not be formally assigned to each assignment.

The course grading system will be one in which earning 90% of the total points will guarantee you an A, 80% will guarantee a B, 70% a C, and 60% (90 points) a D. However, these percentages may be "curved" if that proves warranted based on the distribution of exam and paper scores. Even if there is a curve, half of the total number of available points will be required to pass the course; failing to earn more than half the credit on the exams and paper is equivalent to failing the course.

Exam and paper scores will be posted on the Blackboard website.

Miscellaneous Topics

Over the course of the semester, we sometimes will be discussing psychological problems that people face. You may know someone who is facing the sort of problems that we discuss in class. You should know, then, that on-campus resources are available to students who would like professional help with psychological problems. They include:

The UIC Counseling Center: www.counseling.uic.edu; 312/996-3490

Office of Applied Psychological Services (OAPS):

http://www3.psych.uic.edu/clinicalcenters.asp?sm=clinical_centers; 312/996-2540

In Touch Crisis Hotline:

http://www.vcsa.uic.edu/MainSite/departments/counseling_center/in_touch_hotline; 312/9965535

Students with disabilities who require accommodations for access and participation in this course should register with the Office of Disability Services (ODS). Please contact ODS at (312) 413-2103 (voice) or (312) 413-0123 (TTY).

Regarding religious holidays and observances, UIC policy is that "The faculty of the University of Illinois at Chicago shall make every effort to avoid scheduling examinations or requiring that student

projects be turned in or completed on religious holidays. Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure.”

Finally, in fairness to the vast majority of students, who take their college career seriously and work honestly, no form of cheating will be tolerated. Cheating on any assignment in this class will result in a failing grade for that assignment (and potentially for the course). University judicial charges will be filed. Cheating includes, but is not limited to, looking on others’ tests or letting them look on yours, copying or giving tests answers, and plagiarism (as discussed above).