

INTRODUCTION TO PSYCHOLOGY

SPRING 2008

Instructor: Ronald Pavone, Ph.D.

Office Hours: 3:30–4:30 Tuesday and 3:30–4:30 Thursday; **Office:** 1022A BSB; **Office Phone:** (312) 413-2624

Teaching Assistants: Steven DuBois, Christine Holland, Michael Newcomb, Natalie Ritchie, Erin Sundermann

Lectures: 2:00-3:15 Tuesday and Thursday in 250 BSB

Required Texts: *Psychology (7th or 8th or 9th edition)*, by Carole Wade and Carol Tavris

Study Guide and Practice Tests, by Tina Stern (this comes bundled with your above text)

Media User's Guide, by Carole Wade and Carol Tavris (this also comes with your text)

Contemporary Readings in Psychology: A New York Times Reader, by Erik Coats (2000)

DESCRIPTION AND OBJECTIVES: This course will cover many interesting and exciting aspects of psychology. You will gain an overview of what psychologists do, how they do it, what they have discovered, and ongoing goals for future discovery.

In this course you will build your knowledge about the major areas in the field of psychology. Because this is a survey course, we will learn about many different topics within the field. The following areas will be emphasized: major models in psychology; major learning principles of psychology regarding our behaviors, thinking, and emotions; research methods in psychology; social psychology; the organization of the human brain and biological bases in psychology; major theories of personality, psychological development, intelligence, and psychological disorders. Upon completion of this class, you should be able to identify the major theories, technical terminology, principles, processes and methods in the above areas. Further, you will have made progress developing your intellectual abilities to think critically and creatively about them.

Specific reading assignments are listed in the attached Course Schedule. For your gain, read the assigned reading BEFORE that topic is covered in class. Expect to read everything more than once!

Your textbook comes with a free student study guide and free access to a web site called The Psychology Place. It has learning activities, research news, Op Ed essays, and links to *Scientific American* articles that are related to topics in the text and that can answer frequently asked questions about psychology. Using your study guide is important. It provides you with practice on items that are similar to those you will see on test days. Completing the study guide work will help you to increase your grade significantly.

GRADES: Your final grade will be based on the following component parts: your best three out of four tests, two critical thinking papers, discussion section participation and attendance, and experimental credit (or its equivalent) that is a Psychology Department requirement. These components of your grade are described as follows.

Tests: There will be 3 non-cumulative (covering only the material since the previous test) tests in this course, and 1 cumulative final exam. Be aware that you are responsible for all areas of a chapter – even if they are not discussed in class. Your highest three test scores each will contribute to your final semester grade, and your lowest test score will be dropped. The policy for missed tests is as follows. **No make-up tests will be given**, and if you must miss a test for any reason, then it will be that test which automatically will become the test to be dropped. Note that if a student misses two out of the four total tests, then they will earn zero points for the second missed test, resulting in so few total points that they will fail the course.

Critical Thinking Papers: You will write two critical thinking papers for this class, each of which is to be 3 - 4 pages long. Your papers must be typed. Your critical thinking papers will be based on articles that originally appeared in the *New York Times*, and are contained in Coats' (2000) book, *Contemporary Readings in Psychology*. Each article in the book is followed by 5 questions that are intended to make you think critically about the article that you read. Your papers will consist of your thoughtful, carefully reasoned, and well-written answers. More detailed instructions and grading criteria will be distributed in class. The first paper must be based on a reading from Section I (*Neurobiology of Human Behavior*) or Section II (*Cognition and Consciousness*) of the Coats book and will be due in Lecture on Tuesday, February 26. The second paper must be based on a reading from Section III (*Developmental Questions*), Section IV (*Personality and Social Behavior*) or Section V (*Psychopathology and Its Treatment*). Your second paper will be due in Lecture on Tuesday, April 15.

Discussion Section Attendance and Participation: You will receive one point for as many as 12 of the 14 total Discussion Section meetings that you attend for at least 45 minutes. Thus, you can earn up to 12 total points for attendance. It of course is very highly recommended that you attend all 14 of the Discussion Sections, and that you use them as opportunities to strengthen skills in yourself that can be built through your active participation in classes. Thus, above and beyond learning course material that your Teaching Assistant will present to you, you will gain from Discussion Sections through actively participating in them by bringing up your own comments, opinions, and questions about psychological topics and anything associated with this course.

Psychological Experience Credit (PEC): As part of this course, you are expected to earn 8 Psychology Experience Credits (PECs). Like any other course requirement, these credits will be factored into your final course grade. You may earn your 8 PECs by any of three methods: (1) participating as a subject in IRB-approved research studies conducted under the supervision of Psychology Department faculty, (2) writing summaries of published empirical research using the resources of UIC's Daley Library, and/or (3) 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. You have the option of earning all 8 PECs by any one of these methods, or you may earn some PECs by each method. The requirement is simply that you earn a total of 8 PECs. A separate document that explains each of these methods in greater detail will be distributed in class.

Each one PEC you earn, up to a maximum of 8, will count as 2 points toward your final course grade, with an extra 4 points awarded if you complete all 8 PECs. Thus, for example, if you earn only 6 PECs they will count for 12 points, whereas if you earn all 8 PECs, then they will count $16 + 4 = 20$ points.

Letter Grade: Your final grade will be based on the total number of points scored on your best 3 out of 4 tests, your 2 papers, your discussion section attendance and participation, and earned PECs. The maximum number of points you can earn will add up to 100 percent. The total percentage that you earn will determine your grade. That is:

A = 90% to 100%
B = 80% to 90%
C = 70% to 80%
D = 60% to 70%
F = below 60%

POLICIES: If a grading question or problem emerges, then please see your TA first. If your TA cannot take care of the matter, then he or she will contact the instructor. The professor will be the final arbiter. If a student wishes to contest or question any score, point value or grade for any component part of the course, the student has two weeks from the time that the score initially was made available.

Students with disabilities who require accommodations for access to and participation in this course must be registered with the Office of Disability Services (ODS). Please contact ODS at 312/413-2183 (voice) or 312/413-0123 (TTY).

Academic Integrity: The University of Illinois at Chicago expects its students to act honestly in all academic work. They should not plagiarize, cheat or fabricate in their work. In terms of this class, there are three important areas of academic integrity: plagiarism, cheating and fabrication. Anyone found in violation will fail the course, and will be subject to the formal judicial proceedings dictated by University policy.

Welcome to Your Spring 2008 "Introduction to Psychology" Course!
It is the hope of your Instructor Dr. Pavone,
and your Teaching Assistants Steven, Christine, Michael, Natalie, and Erin,
that you will positively and actively take the initiatives to gain much from this course.
Get to know us, and let us work together with you
as you build your psychological knowledge and skills throughout the semester. Our best to you!

INTRODUCTION TO PSYCHOLOGY SPRING 2008

Dr. Ronald Pavone, Instructor

COURSE SCHEDULE

WEEK	DATE	LECTURE & READING ASSIGNMENT	DISCUSSION TOPIC	NOTES
1	January 15	Part 1: An Invitation to Psychology The Science of Psychology <u>CH. 1</u>	· Psychological Science & Themes: Course Overview & Discussion	
	January 17	Presentation by Dr. James Larson describing how to obtain PECs		
2	January 22	How Psychologists do Research <u>CH. 2</u>	· Introducing and Remembering, "Psychology Style" !	
	January 24	Opportunity to earn 1 PEC by filling out "mass-testing" questionnaires		
3	January 29	Part 2: Biology and Behavior Evolution, Genes and Behavior <u>CH. 3</u>	· A Memory Experiment	
	January 31			
4	February 5	Neurons, Hormones and the Brain <u>CH. 4</u>	· Mapping Your Brain	Bring colored pencils or markers to Discussion
	February 7			
5	February 12	Body Rhythms and Mental States <u>CH. 5</u>	· Critical Thinking: Your Views on Drugs	
	February 14	TEST 1 (Chapters 1 - 5)		
6	February 19	Sensation and Perception <u>CH. 6</u>	· Critical Thinking: Our Human Perceptual Inaccuracies	
	February 21			
7	February 26	Part 3: The Environment & Behavior Learning and Conditioning <u>CH. 7</u>	· Critical Thinking: Applying Operant and Classical Conditioning	PAPER #1 due Feb. 26 in Lecture
	February 28			

8	March 4	Behavior in Social and Cultural Context <u>CH. 8</u>	·Observing Social Norms in Action	
	March 6			
9	March 11	Part 4: Thinking and Feeling Thinking and Intelligence <u>CH. 9</u>	·Reading of Student Papers	
	March 13			
10	March 18	Memory <u>CH. 10</u>	·Principles of Memory	
	March 20	TEST 2 (Chapters 6 - 10)		
	March 25	– March 24 - 28: Have a Good Spring Break! –		
	March 27			
11	April 1	Emotion <u>CH. 11</u>	·Emotional Intelligence	
	April 3			
12	April 8	Motivation <u>CH. 12</u>	·Attachment Styles and Your Relationships	
	April 10			
13	April 15	Part 5: The Developing Person Theories of Personality <u>CH. 13</u>	·Freudian Defense Mechanisms	PAPER #2 due April 15 in Lecture
	April 17			
14	April 22	Developmental Psychology: Psychological Progression Throughout the Life Span (Part 1) <u>CH. 14</u>	· Stages of Life	
	April 24	Developmental Psychology (conclusions) Psychological Disorders (Part 1) <u>CH. 16</u>		
15	April 29	Psychological Disorders (conclusions)	·Students' Question-and-Answer Semester Review	
	May 1	Test 3 (Chapters 11, 12, 13, 14; 16)		
16	Finals Week	Final Exam (cumulative)		

As the semester progresses, changes develop. Any modifications to the course schedule will be announced in class and are the responsibility of the student.