



INTRODUCTION TO PSYCHOLOGY



Psychology 100: 03 & 04
McAuley Office: 317

Spring, 2010
Voice mail: x3120 / 401.341.3120

Professor: Dr. Anthony A. Walsh
E-mail: walsh@salve.edu

Meeting times- Tuesdays & Thursdays, 10:00AM (Section 3), 11:30AM (Section 4)
Office Hours- Mondays & Wednesdays, 10:00-12:00AM & other times by appointment.

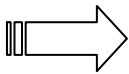
Dr. Walsh's PSY100 Course Web Site- <http://inside.salve.edu/~walsh/psychology100.html>

Course Description- "This course is designed to provide the student with a general overview of ... [psychology]. It surveys such areas as basic research design and quantification in the behavioral sciences, growth and development throughout the life cycle, cognition and learning, motivation and emotion, personality..., maladaptive behavior, adjustment, and mental health...it provides an important ...framework for enhancing the student's understanding of behavior [in general], behavior change[in particular], and cognitive processes." (abbreviated from our 2009-2011 *Undergraduate Catalogue*, p. 255).

Course Objectives- in this first course students will be introduced to the characteristic subject matter of this very interesting and often personally relevant field of study. Present day psychology, which is roughly divided into EXPERIMENTAL, APPLIED, and THEORETICAL divisions, will be examined with the goal of providing a good general overview of this subject and to prepare students for advanced study in this field. Some of the units to be covered include the history of psychology, psychological research methods, psychology's unique theoretical "schools" and "models" (such as behaviorism & psychoanalysis), the neurological bases of behavior, and an examination of how psychology is used in everyday life. Some of the specific topics include explanations of human learning and behavior change, concepts of personality, theories of "human nature," development, motivation, the nature of mind, the anatomy & physiology of the brain, explanations of deviant behavior, and how psychological knowledge is applied to influence human physical health.

Teaching Methodology- Predominantly lecture, augmented extensively with *web-based support material and content*, videos, study guides and key terms lists, practice exam questions, and an assigned introduction to psychology textbook readings.

Text- Weiten, Wayne. *Psychology: Themes and Variations*, Briefer Version, 7th edition. New York: Brooks/Cole, 2008.



Text Website: http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20bI&flag=instructor&product_isbn_issn=9780495811336&disciplinenum=24 [Copy entire link and enter it in your browser to access the site. {Updated:12-Jan-10}]

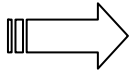
McKillop Library "Resources in Psychology" Page - <http://library.salve.edu/sub-psyc.html>

Evaluation/Assessment - Your grade in this course will be determined by how much of the course content you are able to learn. You are expected to acquire intellectual mastery of the material covered in all *assigned readings, course connected web resources, and audio-visual programs (and lectures based on the aforementioned)*. What this means then is that, in order to get a good grade, you must learn and understand as many of the *new & unique terms, concepts, important names, and theories* associated with this subject so that you can demonstrate *your knowledge of these facts as well as your knowledge of their applications* on examinations. *Reading assignments, classroom exercises, discussions, and media presentations will include subject matter relevant to university core goals and will be assessed on exams along with other subjects and topics.* Key terms and names for each unit covered this term will be found on the companion web site as are hand-outs associated with PowerPoint© presentations.



Your final grade for this course will be based on an arithmetic average calculated on all the hourly exams (4) taken during the semester for 80% of your grade and on an arithmetic average calculated on all quizzes (3) taken during the semester for 20% of your grade.

NOTE: *Due to the many learning aids provided in this course, no activity or project options are provided for extra credit at the end of the semester under any circumstances.*



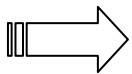
Your calculated numeric grade will be reported to you during the next to last class of the semester (see “**Important Dates**” below). If you choose, you may accept that grade and not take the final.

Alternatively, you may drop your lowest hourly exam grade if you wish and replace it with your grade on the optional final (see FAQs). The 100 question *partially cumulative final exam* will include **10 questions from each of the first 4 units (total=40 for 40%)** and **60 questions from the last unit on personality theory (for 60%)**.

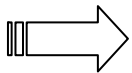


Retain all of your returned tests until the end of the semester before discarding them.

ATTENDANCE



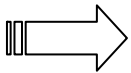
The University expects students to attend classes unless good reasons prevent them from doing so (2009-2011 *Undergraduate Catalogue*, pp. 45-46). **CONSULT THE *Classroom Chronology of Events* (pp. 4-5 below) TO KNOW WHAT IS TAKING PLACE IN OUR CLASS ON ANY GIVEN DATE** especially if you have to miss a class.



EXCEPTIONS: During the 2009-2010 academic year, due to the potential **SERIOUS IMPLICATIONS** of the *H1N1 Flu Pandemic* and our unavoidable close contact with one another on campus, if you believe you have flu symptoms, **DO NOT ATTEND CLASS** and seek immediate assistance and/or advice from our campus health professionals. You will not be penalized for not attending class. In order to be prepared for such an eventuality, however, you may wish to create an arrangement with a fellow class member (exchange e-mail, voicemail, and/or cell phone contact information) whom you may contact to determine what you miss in the event you do need to miss a class or classes because you were ill or for other serious personal reasons. Missed videos, for example, will be available 24/7 on the university’s library e-reserves.

Missed Exams or Quizzes – Missed exams can be made up if the professor judges that the reason for the missed exam was serious and unavoidable. Oversleeping and missing an exam would not be considered “serious and unavoidable.” Unexpected illnesses such as the flu, personal injuries, or family emergencies would be. **An alternate-form make-up exam on the missed exam material will be generated and administered at a later mutually-agreed-upon date or taken....**

... on *Thursday, April 29th* --exam makeup day--but you are encouraged to make them up earlier.



NOTE: On **Tuesday, April 27th, 2010**, I will be reviewing the exam and quiz grades I have recorded for you for the semester and reporting on your official standing (your numerical grade) in the class at that time.

Exam Subject Matter Units- Exams will occur about every two or three weeks, give or take a class session or two (see semester working outline for more details). The principal topics in order of coverage are:

Unit 1: On the discipline of psychology and its historical roots ~**Weiten, Chapter 1 & Website**

Unit 2: On research methods & psychology as science ~**Weiten, Chapter 2 & Website**

Unit 3: On the biological foundations of behavior ~**Weiten, Chapter 3 & Website**

Unit 4: On theories of learning & behavior change ~**Weiten, Chapter 6 & Website**

Unit 5: On theories of personality & the nature of man ~**Weiten, Chapter 11 & Website**

Note: You are also expected to study the material on the web sites associated with each of these units at: <http://inside.salve.edu/walsh/psychology100.html>

Important Dates: Spring, 2010

January 19 th	Spring Classes Begin (Tuesday)
January 26 th	Last Day to Change Semester Registration (Tuesday)
February 15 th	**President's Day – No Classes** (Monday)
February 16 th	All Monday Classes Meet – No Tuesday Classes (Tuesday)
February 16 th ~ 19 th	Fifth Week Evaluation Period
March 6 th ~ 14 th	**Spring Break**
March 15 th	Semester Classes Resume (Monday)
March 19 th	Last Day to Withdraw from a Semester Course without Penalty
March 25 th ~ 31 st	**Registration for fall 2010** (Thursday ~ Wednesday)
March 26 th	**SRyou: Student Exposition 2010** ~ No Classes (Friday)
April 1 st ~ 5 th	**Easter Break** (Thursday ~ Monday)
April 6 th	Classes Resume (Tuesday)
April 7 th	All Monday Classes Meet – No Wednesday Classes
April 27 th	Last Class in Dr. Walsh's PSY100 for which attendance is counted (Tuesday)
April 29 th	Quiz Make-up Day (Thursday)
May 1 st ~ 2 nd	Reading Days (Saturday ~ Sunday)
May 4 th	Final Exam ~ 11:30 Section, PSY100-04, 10:45am (Tuesday)
May 6 th	Final Exam ~ 10:00 Section, PSY100-03, 8:30am (Thursday)

Disability Accommodations: Students with disabilities should submit a Notification of Disability Form to the professor within the first two weeks of class. This form is available through the Office of Disability Services in the Academic Development Center in McKillop Library. Students are advised to speak directly with the professor concerning specific requests for reasonable accommodations (e.g., extended time testing).

Dr. Walsh's personal home page can be found at: <http://inside.salve.edu/~walsh/>

Declaring the Psychology Major or Minor in brief:

To declare psychology as your major or minor, you *must have earned in one PSY course, or be in the process of earning at mid-semester in a currently enrolled PSY course*, a C or better grade. *That means that you may declare a psychology major during or after completing a PSY course.* For example, if you have a C or better grade at mid-semester in PSY 100 you may meet with Dr. Walsh, the Chairman of the Psychology Department, complete the university "Declaration of Major Form," be assigned a department advisor, and be in a more advantageous position to choose your courses for the next semester and beyond.

For complete information on the requirements for the psychology major or minor, consult the department's information website created and maintained by Dr. Walsh for the department at:

<http://inside.salve.edu/~walsh/newpsypages/newrequirements.html>

The University's official numerical *Grading Policy* is as follows:

Grade	Point Value	Numerical Equivalent
A Excellent	4.0	95-100
A-	3.7	90-94
B+	3.3	87-89
B Above Average	3.0	84-86
B-	2.7	80-83
C+	2.3	77-79
C Average	2.0	74-76
C-	1.7	70-73
D Below Average	1.0	65-69
F Failure	0.0	Below 65

Classroom Chronology of Events ~ Spring, 2010
Topics are in their planned order but may be changed at the professor's discretion.
 [Videos are shown as class time permits & are also subject to change.]

Date	Lecture Content and/or Class Activity	Recommended Resources
January 19 th	Course introductory matter is discussed today, the syllabus reviewed, assessment methods (grading) explained, student responsibilities described, and course web site introduced.	TBA
January 21 st	Unit I: <i>On the discipline of psychology and its historical roots.</i> Toward a definition of psychology & its relationship to other sciences. Who are the psychologists? What does it take to become one? Who are Salve's psychologists? Salve's psychology major. <i>A brief video on career options may be shown today.</i>	Weiten Chapter 1, course web site, lectures, etc.
January 26 th	Psychology's emergence as a modern science and its roots during the "age of schools"? What were its earliest models, who proposed them, & what did they want psychology to be?	"Ditto"(means more of the same)
January 28 th	What are psychology's current "themes" & present-day models? Possible video ~ " <i>Past, Present, & Promise</i> ".	Ditto
February 2 nd	Exam 1 on Unit I includes lecture content, web site material, video content, and Weiten Chapter 1. <i>Multiple Choice, 75 questions. Height/weight data will be collected today for use in the next unit.</i>	Ditto plus lectures
February 4 th	Unit II: <i>On research methods & psychology as science.</i> Levels of analysis, scientific psychology, psychology's functional relationships, the scientific process, & research methods. <i>Video today on a most famous case study, the case of the "Crowbar Skull."</i>	Weiten Chapter 2, the statistical appendix, course web site, lectures, etc.
February 9 th	Unit II continues. Correlation introduced. Are you psychic? Chi Square may tell. Possible Video ~ <i>Understanding Research.</i>	Ditto
February 11 th	Quiz #1 on the "crowbar skull" case at the beginning of class followed by the conclusion of the research methods unit.	Ditto
February 18 th	Exam 2 on Unit II includes lecture content, web site material, video content, and Weiten Chapter 2 & his statistical appendix. <i>Multiple choice, 75 questions.</i>	Ditto plus lectures
February 23 rd	Unit III: <i>On the biological foundations of behavior.</i> Lecture on the "mind-body" problem in psychology & its various solutions.	Weiten Chapter 3, course web site, lectures, etc.
February 25 th	Video ~ <i>Mysteries of the Mind.</i> Read: <i>When Heads were Headlines</i> by Dr. Walsh for next quiz.	Ditto

Date	Activity	Recommended Resources
March 2 nd	Unit III continues ~ early ideas on the role of the brain in human behavior, <i>e.g.</i> , the “phrenological view” <i>et al.</i> Gross anatomy of the human brain & spinal cord including their surface and internal topographical neurological geography and functional areas. Possible Video ~ <i>to be announced</i> .	Weiten Chapter 3, course web site, lectures, <i>etc.</i>
March 4 th	“When Heads were Headlines” Quiz #2 today at the beginning of class. Brain function lecture continues.	Ditto
March 16 th	Conclusion of Unit III including the autonomic nervous system, stress, & psychosomatic disorders. The anatomy of the neuron & the reflex arc is also covered today. Possible video ~ <i>On Psychosomatic Disorders</i> .	Ditto
March 18 th	Exam 3 on Unit III includes lecture content, web site material, video content, and Weiten Chapter 3. <i>Multiple choice, 75 questions.</i>	Ditto plus lectures
March 23 rd	Unit IV: On theories of learning & behavior change. Aristotle’s <i>Laws of Mental Association</i> , review of the concept of the reflex, introduction to Ivan Pavlov and <i>Classical Conditioning</i> .	Weiten Chapter 6, course web site, lectures, <i>etc.</i>
March 25 th	<i>Classical Conditioning</i> continued. John B. Watson and “Little Albert.” Mary Cover Jones, “Little Peter,” and the origin of behavior therapy.	Ditto
March 30 th	Edward Lee Thorndike, the <i>Law of Effect</i> , and the origin of <i>Instrumental Learning (conditioning)</i> , later called <i>Operant Conditioning</i> by B. F. Skinner. Possible Video ~ <i>Learning or The Learning Machine</i>	Ditto
April 6 th	<i>Operant Conditioning</i> concluded. Possible video ~ <i>Remembering and Forgetting</i>	Ditto
April 8 th	Exam 4 on Unit IV includes lecture content, web site material, video content, and Weiten Chapter 6. <i>Multiple choice, 75 questions.</i>	Ditto plus lectures
April 13 th	Unit V: On theories of personality & the nature of man. Toward a definition of personality; character vs. temperament; Hippocrates <i>humoral theory</i> ; <i>physiognomy & personality</i> . Video ~ B. Walters & J. Stoessel on “Looks (your physiognomy) & Success.”	Weiten Chapter 11, course web site, lectures, <i>etc.</i>
April 15 th	<i>Introduction to Freud & Psychoanalysis</i>	Ditto
April 20 th	<i>Psychoanalysis continues & other personality theories & concepts explored.</i>	Ditto
April 22 nd	Unit V concludes today. Quiz #3 on the content of Unit V lectures to date on the 22nd.	Ditto
April 27 th	<i>Grades to date are reported (Tuesday).</i>	
April 29 th	Quiz/exam make-up day. Make up day for missed tests. Absolutely the last class (Thursday).	

Frequently Asked Questions

- ✓ *How many 75-question hourly exams are given during the semester and how much do they count toward my final grade?*

There are **4 75-question hourly exams** administered during the semester and they count for 80% of your final grade.
- ✓ *Can I really expect to see some of the exact same questions from the online sample test questions banks for each unit on the hourly exams?*

Yes. Each hourly exam will have a mixture of questions from the online sample test questions and other NEW but similar questions.
- ✓ *Is taking the final 100-question FINAL EXAM required?*

No, if you are happy with your final grade reported to you at the end of the semester based on your **4 75-question hourly exams** to that date and **3 15-question quizzes** you can choose NOT to take the final.
- ✓ *Is the 100-question FINAL EXAM cumulative?*

Yes! Forty percent (40 questions) of the FINAL EXAM will be drawn from the first four units in the course (10 from each unit). Sixty percent (60 questions) will come from the last unit. Thus, the FINAL EXAM is partially cumulative.
- ✓ *If I take the FINAL EXAM can it lower my grade?*

No. If your grade on the final is lower than an earlier grade, the final will not count. If it's higher, it will replace an earlier lower grade. Thus, the final will count only if it can raise your grade, not lower it. But, remember that the FINAL EXAM is a 100 question partially cumulative exam and is, therefore, a more difficult exam than the others.
- ✓ *How many quizzes must I take and what content will they cover?*

There are **3 15-question quizzes** during the semester based on either outside assigned readings or other class content.

Introduction to Psychology Relevant University Core Goals & Objectives

Introduction to Psychology can satisfy one of the university social science core requirements as described in the 2009-2011 *Undergraduate Catalogue* (p. 35). As such, it is intended to have an impact on students who take it in several ways.

Goal 1: An Education with a Catholic Identity:

- it is expected that by studying the multidimensional aspects and determinants of human behavior and mental processes this class will help students to *cultivate attitudes and practices that reflect an abiding respect for the dignity of all persons and an awareness of social justice issues.* (1.3)

Goal 2: Liberal Education:

- it is expected that students will *apply their studies in...[psychology] to contemporary issues and situations* (2.4)

Goal 3: Responsible Citizens of the World:

- the subjects we will cover in this class, where appropriate, will explore the social, cultural, historical, and gender factors associated with the study of behavior and mental processes in the belief that students who understand these influences well are more likely to *gain awareness of cultural differences and develop a greater respect and sense of empathy* toward their fellow human beings which are believed to be *essential for dialogue* among diverse groups (3.4).

Goal 4: Lifelong Learning:

- it is expected that the full impact of this class, as a result of its varied learning experiences, will foster *the use of skills related to critical reading, critical thinking, and problem solving*(4.7). Through in-class experiences, assignments and relevant readings, students will be exposed to experiences that will encourage them to *use new technologies to acquire and communicate information* (4.4) and *integrate and synthesize information and ideas* (4.8).

Anthony A. Walsh, Ph.D.
Department of Psychology
Revised: January 12, 2010
File Name: **psy100~syllabus~2010a**

APPENDIX

During the Spring Semester, 2005, the department of psychology, by means of a “mapping exercise,” identified the “learning goals and objectives” for the psychology major. In the course of completing this project, each course required for the major had its “learning goals and objectives” identified. The “learning goals and objectives” for the *Introduction to Psychology* class appear below. Students who do well in this class should be able to demonstrate fulfillment of all, or mostly all, of the following bulleted content items. Upon completion of this class, successful students should be able to:

- ❖ Describe the basic characteristics of Psychology as a Science
- ❖ Identify Psychology’s primary objectives to describe, predict, explain and sometimes control behavior
- ❖ Identify and comprehend the assumptions and methods of Psychology compared to other disciplines
- ❖ Describe the contributions of Psychology to interdisciplinary collaboration
- ❖ Demonstrate knowledge and understanding of theory and research in learning
- ❖ Demonstrate knowledge and understanding of theory and research in cognition
- ❖ Demonstrate knowledge and understanding of theory and research in personality
- ❖ Demonstrate knowledge and understanding of biological bases of behavior and mental processes
- ❖ Identify socio-cultural international factors that influence individual differences
- ❖ Demonstrate knowledge and understanding of the history of psychology
- ❖ Demonstrate knowledge and understanding of the theme of heredity and environment
- ❖ Demonstrate knowledge and understanding of the theme of variability and continuity of behavior and mental processes
- ❖ Demonstrate knowledge and understanding of the theme of free will vs. determinism
- ❖ Describe behavior and mental processes using empirical concepts and operational definitions
- ❖ Identify the antecedents and consequences of behavior and mental processes
- ❖ Use theories to explain and predict behavior and mental processes
- ❖ Compare and contrast major contemporary perspectives
- ❖ Describe the major applied areas of Psychology
- ❖ Identify appropriate applications of Psychology in the pursuit of wellness
- ❖ Identify career areas in Psychology
- ❖ Identify the skills and experiences relevant to achieving selected career goals
- ❖ Describe research designs and types of questions and hypotheses
- ❖ Articulate the strengths and limits of research designs
- ❖ Distinguish the nature of causal inference designs from non-causal designs