

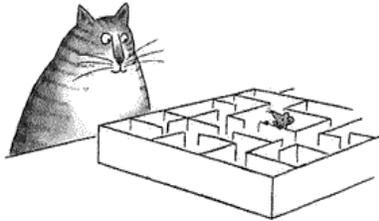
INTRODUCTION TO PSYCHOLOGY

(PSYC100-02)

SPRING 2019 ◆ MWF 10:50-11:50 a.m. ◆ THEATER 202



"What do you think... should we get started on that motivation research or not?"



"Well, you don't look like an experimental psychologist to me."

professor:

Joan Ostrove

office:

325 Olin Rice

phone:

x6775

e-mail:

ostrove@macalester.edu

office hours:

Wednesdays 2:30-4:30 p.m.

and by appointment at

www.tinyurl.com/JMOmeetings

course description and overview

Over the course of this semester, I will introduce you to key ideas, controversies, and research in the very broad field of psychology. The field is so broad in large part because we humans – and many animals – are so complex. We are an amazing interplay of biological, psychological, social, and cultural events and influences. During the course, primarily through lectures and readings but also through small and large group discussion and activities, I will introduce you to how psychologists think, ask questions, and conduct research from biological, cognitive, social, and cultural perspectives to understand why and how we think and behave in the ways that we do. My goal is to start to teach you how to “think like a psychologist” and help you develop general critical thinking skills. Because the class is introductory, we will move quite quickly through many topics. There are intermediate and advanced courses offered in the department on virtually every area that is covered in the course; I strongly encourage you to take more courses on any topic that particularly interests you.

lab

The course has a laboratory component. You will meet in a separate lab section for an additional 1.5 hours a week with our lab instructor, Jamie Atkins. This is a wonderful opportunity to learn more – in a much more “hands on” way – about how psychological research is conducted. That class has its own syllabus and requirements. Sometimes the topics you will be working on in the lab will coincide exactly with what we’re learning in our class at the time; other times, our timing will be a bit out of synch but it will all come together in the end. Your performance in the lab is included in your grade for this course.

lab instructor: Jamie Atkins

office: 328 Olin Rice

phone: x6107

e-mail: atkins@macalester.edu



course goals:

- develop critical thinking and communication skills
 - find, evaluate, and analyze relevant ideas, information, data
 - understand and describe multiple perspectives on an issue or idea
- learn and apply important concepts in the field of psychology
- learn basic research methods in psychology
- understand the major areas of psychology and the kind of questions each area typically studies
- understand and appreciate human complexity and diversity

required text and readings:



- I created a NOBA e-textbook specifically for this course. It is free and available for reading online or downloading; you may also purchase a hard copy of the text for a nominal fee. The link to do all of this is available on our course Moodle site. Sign up for a NOBA account to get full access to supplemental course material.
- Additional readings will be available via our course Moodle site.

participation

It is your primary responsibility to come to class prepared, having read and thought about the readings for the day. Although this is primarily a lecture-based course, you will also be expected to be an active participant in class.

Participation may mean a lot of different things – showing up prepared for class; paying close attention to the material being presented; sharing your ideas and thoughts; listening well to others' ideas; asking questions; connecting the course material to issues in your life or the lives of other people you know, and/or to issues on campus and in the world, etc.

syllabus letter a 1-2 page letter to me describing your thoughts and reactions to the course syllabus

field trip report This assignment will be discussed during the first full week of class and is posted on Moodle.

research paper You will have the opportunity to write a paper that reviews psychological research in an area of your choosing. Details about the assignment will be posted to our Moodle site and discussed in class.

hour exams There will be five, non-cumulative hour exams throughout the semester, four of which will count toward your final grade (I will drop your lowest exam grade). As the grading system allows for one examination grade to be dropped, NO make-up exams will be given except under extraordinary circumstances. Missing an examination (beyond the ONE hour exam that may be dropped) without prior approval by me will result in a grade of zero for the missed exam.

assignments

reaction papers During the first half of the semester you will write three 2-3 page (typed, double-spaced) reaction papers, which are opportunities for you to think “on paper” about the reading (not the e-textbook chapters) that is assigned for that day. The first half page or so should be a summary, in your own words, of the reading and its key points. The remainder is your response to the reading: your opinions and reactions to the article and/or any unanswered questions you have about the material covered in the reading.

grading and contract for 85*

exams: 50% • participation: 5% • contract for 85: 30%
lab: 10% • research participation (or alternative): 5%

My primary goal in this course is to help you learn about psychology and to develop your writing and research skills. Too often, grading seems to get in the way of these goals. For writing assignments in particular, grades can shut down the process of development—a student who earns a low grade may give up out of frustration, and a student who earns a high grade may think that there is no room for improvement. *Everyone* can work to improve their writing craft (I can, too!), and grading along the way often limits the process of becoming a better writer.

At the same time, there is a place for grades in the college classroom. In this class, therefore, we will take a somewhat different approach to assessment and grades. Half of your grade (the 50% from exams) will be based on a traditional grading system: each exam will be worth 100 points; your grade will be the number of points you earn for correct answers on each exam. Approximately a third (35%) of your grade (from participation and writing assignments) will be based on a less traditional system; this half of your grade will be determined according to the “contract for 85” (explained on the other side of this page). Fifteen percent of your grade will be based on your performance in the lab section of the course. *thanks to Professor Cari Gillen-O’Neel for descriptions of Contract for 85

Contract for 85 Throughout the term, I will assess your work and give you extensive feedback. However, I will not *grade* anything until the final portfolio. This will allow me to be your mentor without grades getting in the way. I do not expect your work to be perfect, but I do expect you to meet the basic requirements of each assignment and to work to improve your knowledge and skills. Staying on contract (and earning at least an 85 for this portion of the course) requires all of the following:

Attendance: You will be present (and on time) for all class sessions and individual meetings. *Arriving late or leaving early three times will count as one absence.*

Completing Work: You will submit complete versions of all writing assignments, by the agreed-upon deadline, following the guidelines described in “written assignments”

Rewriting: Good writing requires substantial rewriting—reorganizing and restructuring sentences and paragraphs within your paper. Your final drafts will be rewritten from your first draft. Final drafts should show progress in making the paper stronger and better, and should demonstrate the incorporation of my feedback.

Editing: When completing work for your final portfolio, your work will be carefully edited, with few or no errors. It is a good idea to get editing help from fellow writers and the MAX center.

APA Style: Citation conventions and references for your research paper will conform to the conventions of APA style

Portfolio: At the end of the semester, you will submit your portfolio with careful revisions of your research paper. We will have a conference about your portfolio during finals week.

Final conference: During finals week, we will meet and I will examine your portfolio. Based on the improvements and quality of work that I see, I will give you feedback and a cursory grade. If you are satisfied with that grade, you may stop there. If you are not satisfied, you may continue to make edits to the assignments until the day that the final portfolio is due. At that point, I will take a closer look at your portfolio and assign a grade. The grade will be no lower than the one assigned at the conference, but it is not guaranteed to be higher. ***If you stayed on contract during the semester, the lowest grade you can possibly receive on your portfolio is 85%.*** If you broke contract, all of the grades (from 0 to 100%) are available to you. For all students (whether on contract or not), grades above 85% require excellent writing.

Staying on Contract / Flexibility and Forgiveness

The Contract for B system emphasizes hard work, preparation, incorporating feedback, and being an active and engaged member of our class community. Staying on contract also requires attending class and meeting deadlines. Because I understand that there may be occasional barriers to attendance and deadline adherence, I offer three “forgiveness tokens” that allow you to stay on contract even if you cannot attend class or meet a deadline.

One token may be redeemed for one class absence, one 24-hour extension, or any other infraction of an assignment checklist. Your three tokens may be used in any combination. For example, you may miss three classes OR you may miss two classes and submit one assignment 24-hours late. In both of these examples, even though you weren't in class or you missed a deadline, you would still be on contract. *In general, if you realize you're running into trouble meeting a deadline and the token for a 24-hour extension is not going to accommodate your situation, please talk to me as soon as you realize this so I can try to provide some assistance.* Once your three tokens are gone, additional absences or extensions will only be granted under extenuating circumstances or with a specific accommodation request from the Director of Disability Services. If you have an accommodation related to flexibility with attendance or deadlines, you and I will work together to establish the basis for staying on contract in your particular situation.

What happens if I am off contract? If you are off-contract, I will work with you to strategize a plan for getting back on contract. If you do not get back on contract, your participation and written work will be graded using a traditional grading scheme:
participation: 5% ♦ field trip report/response papers: 10% ♦ final paper: 20%

Final grades

To calculate your final grade, I will average the part of your grade that was based on exam performance, participation, and the lab with the portion of your grade that was based on your final portfolio (the contract for 85). Your final letter grade will be determined according to the scale below. In determining your grade, your percentage is not rounded up. For example, an 89.9999% is not an A-; you must earn at least 90.0% to get an A-. There is no “curve”; grades are not adjusted relative to your peers' performance, and the percentage that you earn is the grade that you earn. Before the class is over, I will do everything I can to help you learn the course material, improve your assignments, and earn the best grade that you possibly can.

A:	93–100%	B:	83–86.99%	C:	73–76.99%	D:	63–66.99%
A-:	90–92.99%	B-:	80–82.99%	C-:	70–72.99%	D-:	60–62.99%
B+:	87–89.99%	C+:	77–79.99%	D+:	67–69.99%	F:	0–59.99%

important course policies

academic integrity: I expect you to follow the college's [guidelines regarding academic integrity](#). Please talk to me if you are not clear how these guidelines apply to the course. I will report any suspicion of academic dishonesty (including plagiarism and cheating, see the detailed descriptions of these in the Academic Honesty handout on our Moodle site) to the Director of Academic Programs. Academic dishonesty may result in a zero on the assignment or in a failing grade in the course.

incompletes: I will only grant incompletes under extraordinary circumstances that occur in the second part of the semester. This will not include being really busy at the end of the semester.

cell phones and laptops: Please turn your cell phones and other mobile devices off or to a (completely) silent (vibrate is not silent!) mode while in class. Except under extraordinary circumstances, you may not make or accept phone calls or text messages during class. If you know you are expecting a call or text in an emergency situation, please try to let me know in advance of class that this may happen and leave the classroom for the call. For sustainability, environmental, and accessibility reasons, I support taking notes on a computer and reading (and highlighting and making comments on) articles without printing them. It is, therefore, acceptable to bring laptops/tablets to class in order to take notes or to have all readings in front of you during class time. It is occasionally useful to use a laptop to look something up in the moment to share with the class or in the service of clarifying a point we are discussing. It's most critical, though, that ***we all have our attention on what is happening in class, and on each other***; our relationships and connection will make (or break!) the class dynamic. You may not, therefore, use your laptops to check email or do anything else online, read or work on anything besides what we're doing in class, or for any other purpose. If you don't think you can resist the pull to "multitask" in class, please take notes on paper and print articles, and do not have your laptop out during class time. I will reserve the right to walk around the classroom and check to see what you're actually doing on your computer...

written assignments: Assignments should be double-spaced with 12-point font. Please do not use margins that are larger than 1 inch – all around. Don't use smaller margins, or smaller font, either. Length is not necessarily strength, but when I expect you to write at least a page on a topic, it should be a full page. All written assignments must be submitted via Moodle as MSWord documents (**not PDFs, or Pages, or any other word processing document; if you use Google docs for writing papers, download the file as a Word Doc and upload it to Moodle**). If you anticipate any challenges saving and submitting your work as a Word file, please speak to me so we can work out a suitable arrangement. The file name you use for your document should include your last name and the name of the assignment (e.g., Ostrove_RP1.doc). Assignments are due to Moodle by 9 p.m.

e-mail and other

communication: It is my general policy, whenever possible, to respond to e-mail within 24 hours. I expect you to do the same. It's important that you develop and hone the skill of being prompt and responsive in your communications. This is especially true when you've received an answer to a question or someone (myself included, but this extends well beyond me) has done something for you (provided you with information, feedback, etc.). Acknowledge that you've received the correspondence and say thank you!

religious observance: If you will miss class for religious observance, please let me know in advance (ideally at least two weeks in advance) to make alternate arrangements.

accessibility and well being

accessibility and accommodation

I am committed to creating an accessible and inclusive class that ensures that every student can participate fully in course activities and benefit from course materials. This means creating a culture of mutual respect, and making the classroom work for all students as individuals and as a collective. I would be happy to talk to any of you about how to maximize your experience in this class and to discuss how you learn best. Please don't hesitate to be in touch with your requests and suggestions.

What I will do for every student:

- Post assignments at least three weeks in advance of when they are due
- Share PowerPoints and other materials used in class lectures
- Meet with you individually during office hours for extended study or discussion time
- Facilitate your connection to the MAX Center
- Contact the Dean of Students when your academic performance slips or I notice a pattern of frequent absences
- Be as flexible as possible in the event of a crisis or emergency (provided that you have also spoken to someone in the Dean of Students office)

If you have a disability that affects your learning process and your needs will not be met by what I will do for every student, I strongly encourage you to meet with Melissa Fletcher, the Director of Disability Services, as this will officially allow you to receive accommodations. The [Disability Services website](#) within the department of Student Affairs is your best guide to this process. The Director of Disability Services will provide me with a confidential letter detailing your accommodation request, and you and I will discuss how we can work together to ensure that I can meet your accommodation request successfully.

YOUR WELL-BEING

I strongly encourage you to make your well-being a priority. Investing time in thinking well about yourself will help you engage more fully in your academic experience. Remember that beyond being a student, you are a human being with your own experiences, thoughts, emotions, and identities. It is important to acknowledge any stressors you may be facing; these can be emotional, physical, cultural, financial, etc., and can definitely affect your academic experience. I encourage you to remember that you have a body with needs. In the classroom, eat when you are hungry, drink water, use the restroom, and step out if you are upset or need some air. Please do what is necessary so long as it does not interfere with your or others' ability to be present in the course. Outside of the classroom, strategies to support your well-being include eating and sleeping well, moving your body, and connecting with others. If you are having difficulties, please don't hesitate to contact me and/or find support from other resources posted to our course Moodle site.

Macalester is committed to providing a safe and open learning and living environment for all students. If you (or someone you know) has experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, please know that you are not alone, and that help and support are available.

*Please be aware that as a faculty member, I am a **non-confidential resource**. This means that if I become aware of incidents or allegations of sexual misconduct, I am **required** to report the matter to the Title IX Coordinator or Deputy Title IX Coordinators. This College policy is intended to ensure that you receive the resources and support you may need.

*If you would like to speak with a **confidential resource** (someone who is not required to share what they are told with the Title IX Coordinator), the following people and organizations are available to you on or off campus:

- [Macalester College Center for Religious and Spiritual Life](#) Contact: Kelly Stone, College Chaplain and Associate Dean for Religious & Spiritual Life, kstone1@macalester.edu, 651-696-6298. All of the chaplains in the CRSL are confidential resources.
- [Macalester College Hamre Center for Health & Wellness](#) counselors, physicians, registered nurses, or nurse practitioners, 651-696-6275.
- [SOS Sexual Violence Services of Ramsey County](#) Trained advocates offer information, referrals, legal advocacy, support groups, one-on-one counseling off-campus, and a 24-hour confidential hotline at 651-266-1000.

TENTATIVE CLASS SCHEDULE

DATE	TOPIC	ASSIGNMENT
F 1/25	introductions	letter to me about the syllabus due Sun 1/27
M 1/28	critical thinking	History of Psychology; Why Science?
W 1/30	critical thinking	Research Designs
F 2/1	nature/nurture	field trip report due
M 2/4	nature/nurture	Nature and Nurture; Gender
W 2/6	the brain & nervous system	Sacks, RP #1 due
F 2/8	the brain & nervous system	The Brain and the Nervous System
M 2/11	the brain & nervous system	
W 2/13	EXAM #1	
F 2/15	learning	Conditioning and Learning
M 2/18	learning	Poling et al.
W 2/20	sensation & perception	Sensation & Perception, Hearing, Vision
F 2/22	sensation & perception	Kleege, RP # 2 due
M 2/25	sensation & perception	Guest: Laurie Johnson, Ph.D
W 2/27	sensation & perception	
F 3/1	memory	Loftus RP#3 due
M 3/4	memory	Memory; Forgetting and Amnesia
W 3/6	memory	Research paper topic due
F 3/8	EXAM #2	
M 3/11	development	Social and Personality Development in Childhood
W 3/13	development	Cognitive Development in Childhood
F 3/15	development	Chua; Dweck
	(spring break)	
M 3/25	thinking & language	Categories and Concepts
W 3/27	thinking & language	Language and Language Use
F 3/29	thinking & language	Hickok, Bellugi, & Klima
M 4/1	EXAM #3	
W 4/3	writing a lit review in APA style	Research paper references due / Frantz lecture 5:30 pm
F 4/5	intelligence	Intelligence
M 4/8	intelligence	
W 4/10	psychological distress/disorder	Rosenhan; Goddard; History of Mental Illness
F 4/12	psychological distress/disorder	choose two NOBA chapters (see Moodle)
M 4/15	EXAM #4	
W 4/17	emotion, stress & health	Functions of Emotions; The Healthy Life
F 4/19	emotion, stress & health	Research paper draft due SUNDAY 4/21
M 4/22	personality	
W 4/24	personality	Personality Traits; Self and Identity
F 4/26	social psychology	Prejudice...; Conformity...; Helping...; Persuasion
M 4/29	social psychology	
W 5/1	social psychology	Goldstein et al.; Schultz et al.
F 5/3	EXAM #5	
M 5/6	final course wrap up	Research paper revision due
	Portfolio meetings week of 5/6	Final work due: Monday May 13th by 5 p.m. (via email)

More about the readings

These essays and research articles are intended to expose you to the writing and research of people who do research (or have lived experiences) in the subdisciplines of psychology that we will be learning about throughout the semester. All readings are available on the course Moodle site. **Readings with an asterisk are those about which you will write a 2-3 page reaction paper (on days with two readings, you may write about one or both).** You can expect to do some short in-class writing about the remaining articles on the day that they are due.

The Brain and Nervous System: What can we learn about the mind from people who have sustained damage to their brains?

*Sacks, O. (August 30, 2010). *Face blind*, *The New Yorker Magazine*.

*Sacks, O. (June 28, 2010). *A man of letters*, *The New Yorker Magazine*.

Sensation and Perception: What is it like to be blind and what does that tell us about sight?

*Kleege, G. (1999). Introduction, Chapters 1 and 4 from *Sight Unseen*. New Haven, CT: Yale University Press.

Learning: How are the principles of learning and behavior applied in "real life?"

Poling, A., Weetjens, B., Cox, C., Beyene, N. W., Bach, H., & Sully, A. (2011). Using trained pouched rats to detect land mines: Another victory for operant conditioning. *Journal of Applied Behavior Analysis*, 44, 351-355.

Memory: Is eyewitness testimony a reliable source of evidence?

*Loftus, E. F. (2013). Eyewitness testimony in the Lockerbie bombing case. *Memory*, 21, 584-59.

Development: What is the relation between culture and parenting style?

Chua, A. (2011). Why Chinese mothers are superior. *The Wall Street Journal*.

Dweck, C.S. (2007/2008). The secret to raising smart kids. *Scientific American Mind*, 69-75.

Language: What does sign language reveal about language and the brain?

Hickok, G., Bellugi, U., & Klima, E. S. (2002). Sign language in the brain. *Scientific American: The Hidden Mind*, 32-39.

Psychological Disorders: Is there such a thing as mental illness? How can we know?

Rosenhan, D.L. (1973). On being sane in insane places. *Science*, 179, 250-258.

Goddard, M. J. (2011). On being possibly sane in possibly insane places. *Psychiatric Services*, 62, 831-832.

Social Psychology: Can social psychological principles be applied toward efforts to preserve the environment?

Goldstein, N. J., Cialdini, R. B., & Griskevicius, V. (2008). A room with a viewpoint: Using social norms to motivate environmental conservation in hotels. *Journal of Consumer Research*, 35, 472-482.

Schultz, P. W., Nolan, J. M., Cialdini, R. B., Goldstein, N. J., & Griskevicius, V. (2007). The constructive, destructive, and reconstructive power of social norms. *Psychological Science*, 18, 429-434.