

PSY 1: Introduction to Psychology

Fall, 2017

Syllabus, v. 1



Overview of the Course.

The field of psychology seeks to explain the complexities of human behavior and cognition. Our goal is to show you the breadth of what psychology has to offer and how the different areas of psychology fit together as a science.

Your three professors for this course approach psychology from an experimental point of view, but each of us studies different aspects of the field and uses different research methods. Because of these differences, we will often examine topics from multiple perspectives. In this way, we hope to illustrate that while psychology covers diverse topics, these topics are not completely distinct, but rather integrate to make up the general field.

As we explore the exciting realm of human behavior and cognition, bear in mind that it is likely that we will uncover even more questions than answers. We hope that this will lead to interesting debate and discussion and that, ultimately, you will see the world in a new way.

Course Objectives.

This course contributes substantially to the overall curricular objectives of the majors offered through the Department of Psychology, as described in the [Arts and Sciences Learning Objectives](#). By taking this course students will:

1. Understand core psychological concepts and processes.
2. Critically examine theories and empirical findings across subfields of psychology.
3. Compare, contrast, and synthesize empirical and theoretical perspectives related to the study of behavior and thought using evidence-based reasoning.
4. Apply theoretical models of behavior and thought to real life settings and skills (e.g., clinical, educational, organizational context).

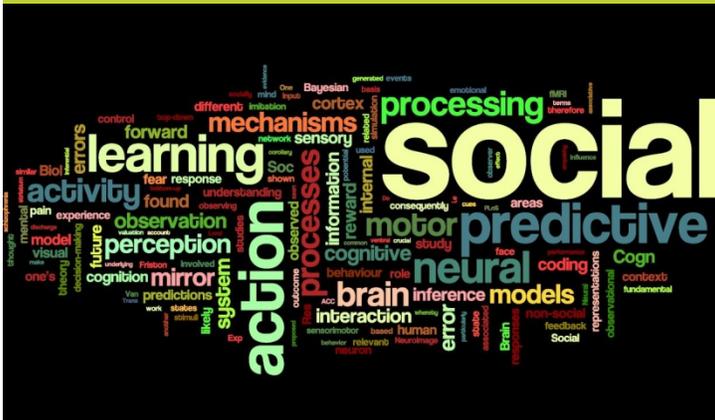
Time: Tues & Thurs

Section A: 10:30 am-11:45 am (D+)

Section B: 12:00 pm-1:15 pm (F+)

Location: ASEAN Auditorium, Cabot

Website: <http://trunk.tufts.edu>



Assignments and Grading

Assignments.

Exams: There will be three exams during the semester. There will be no final exam during finals period.



Missing one of these exams will cost you a huge number of points towards your final grade, so set two alarm clocks and schedule a wake-up call if you need it.

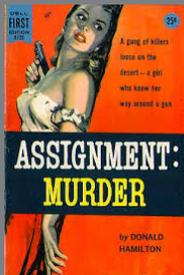
If you have questions or problems related to exam grading or the final grades for the course, please contact your TA for assistance. **Professor Shin** will address any questions or problems that are not resolved by the TAs.



Writing Assignments: The purpose of the writing assignments is to have you apply your knowledge of psychological science to the real world in a creative way. We will provide details concerning these assignments later in the semester.

The writing assignments will be graded on a 20-point scale; any writing assignment turned in after its due date will be penalized 1 point (out of 20) for each day it is late.

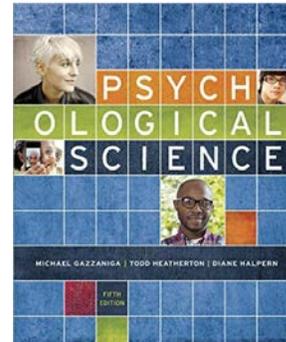
If you have questions or problems related to the writing assignment, please contact your TA for assistance. **Professor Urry** will address any questions or problems that are not resolved by the TAs.



Nota bene: We list the dates for the exams and the writing assignment at the end of this syllabus—*mark them in your calendars right now!* **Neither make-ups nor extensions will be given** except for unavoidable emergency circumstances that are fully documented (i.e., with official correspondence from your associate dean). To contact your dean, see <http://students.tufts.edu/academic-advice-and-support/academic-advising/meet-your-advising-team>.

Required Textbook.

- Gazzaniga, Heatherton, Halpern (2015). *Psychological Science, 5th Edition*, Norton. (ISBN: 978-0393937497).
- We will place the textbook on reserve for in-house use at Tisch Library.
- An electronic version is available for purchase on the publisher's website at the following URL: <https://digital.wwnorton.com/psychsci5>



Final Course Grade.

Your grade for the course will be based on three exams (worth 25% each) and two writing assignments (worth 12.5% each), as described in the left panel. There is also an experimental requirement, which we address on the next page.

We will assign letter grades based on final course percentages without rounding as follows:

A+ 97-100%, A 93-96.9%, A- 90-92.9%,
B+ 87-89.9%, B 83-86.9%, B- 80-82.9%,
C+ 77-79.9%, C 73-76.9%, C- 70-72.9%,
D+ 67-69.9%, D 63-66.9%, D- 60-62.9%,
F 59.9% and below.

If you are unsatisfied with the grading of an exam or the writing assignment, please first discuss the issue with your TA. If discussion with your TA does not resolve the concern, you may submit a request for reconsideration of grading by email to the appropriate professor, as identified in the panel to the left. Indicate your rationale for the request and (if applicable) a textbook page # or lecture date as supporting evidence. *You may make requests for reconsideration no earlier than 24 hours and no later than 2 weeks after the grade was posted on Trunk.*

Experiments, Policies, and Procedures

The Experimental Requirement.

In order to help you understand the field of psychology as a science, you are asked to fulfill an experimental research requirement.

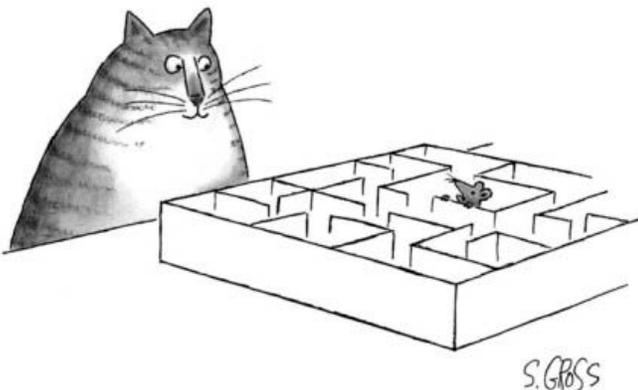
This requirement involves **either** of the following:

- Contributing to research as a “participant” in **6 hours** of ongoing experiments conducted by members of the Psychology Department (typically 1-2 hours for each experiment)
- or
- Writing a 7-page research paper on a pre-approved topic.

We will post a separate handout outlining the specifics of this requirement on Trunk. Failure to complete this part of the course will result in an incomplete grade for the semester.

If you have questions or problems related to the experimental requirement, please contact your TA. **Professor Sommers** will address any questions or problems that are not resolved by the TAs.

Professor Sommers will also provide the final approval of paper topics and handle all questions concerning the paper option should you opt for it instead of participating in experiments.



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

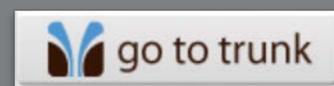


Communication: As you may know, there are two sections of PSY 1, one right after the other. This means that it may not be possible for us to handle your questions right before or after class. We encourage you to take advantage of our office hours if you have questions about the lecture and reading material.

Please feel free to use email to arrange alternate meeting times and for other administrative matters. However, please do not use email for questions about material you have missed or need clarification on; seek notes from a classmate or use office hours for these purposes. Also, please note that we cannot promise instant turn-around to email messages!



Trunk: You are responsible for all information that the teaching team posts on the course Trunk site or sends by email from that site. Please visit the site and check your email regularly. Please also be sure your email address is correct on Trunk: <http://trunk.tufts.edu>.



Technology in the Classroom

Learning Catalytics. Studies suggest that learning is enhanced when students frequently practice retrieving information to be learned (this is called “retrieval practice”). Learning is also enhanced when students space their study sessions over time rather than cramming all of the information in at once (this is called “distributed practice”; Dunlosky et al., 2013). This course will facilitate both practices using Learning Catalytics.

The logo for Learning Catalytics, featuring the word "learning" in a light blue font and "catalytics" in a white font, separated by a vertical line, all on a dark blue rectangular background.

Learning Catalytics is a response management system that allows us to obtain real-time responses to questions or problems in the classroom. Not only will you be engaging in retrieval and distributed practice, you'll also get immediate peer and/or instructor feedback about your performance and have the opportunity to raise questions on the spot.

In many class sessions, you'll work on your own or with peers to generate answers to open-ended or critical thinking questions using your own web-enabled device (smart phone, laptop, tablet). When we give it to you in class, you'll log in to the Learning Catalytics site and enter a session join ID before each exercise. **Please read on before purchasing/accessing this software.**

To access Learning Catalytics (if you don't already have an account), go to this link and login with your Tufts Username and Password:

<http://go.tufts.edu/aselc>

Click “Accept” on the license agreement and on the next screen enter your payment info (access costs \$12/semester). You will only pay once; when you need to use Learning Catalytics, return to the link above and log in with your Tufts credentials.

If you already have a Learning Catalytics account, log in as you normally do instead of using the above link.

If you purchased a Pearson product that includes an eBook (like MasteringBiology or MyMathlab), see these instructions:

<http://trunkuserguide.screenstepslive.com/s/8335/m/3386/0/478297-do-i-already-have-access-to-learning-catalytics>

Important notes:

- Bring your web-enabled device (smartphone, tablet, or laptop) to every class. If you don't have one, you may check out a laptop or iPad at Tisch Library. See <http://tischlibrary.tufts.edu/use-library/printers-computers-and-tech>
- Connect your device to the "Tufts_Secure" wireless network for a fast and secure connection: <https://it.tufts.edu/securewireless>.
- Unless you already had an account that you're accessing directly through learningcatalytics.com, always access Learning Catalytics via the link at <http://go.tufts.edu/aselc>. (Your Tufts username and password will not work at learningcatalytics.com.)
- After each session, simply close the browser on your device; do not log out of the website to avoid any potential browser issues. If you do click “Log out”, you may need to force quit the browser on your mobile device or clear the browser cache before the link will work again.
- If you have any problems with your Learning Catalytics account, contact edtech@tufts.edu.



Technology. Please note: laptops, tablets, phones, and their relatives are not permitted in class *unless they are being used during the course for an instructor-approved activity like Learning Catalytics.*

This is not an arbitrary rule; the teaching team is not anti-technology – we love it, in fact. But, as we will discuss in class, research findings as well as Tufts student evaluations have convinced us that we will all have a better learning environment with this technology moratorium.

So, if you wish to take notes, please bring whatever materials you'll need for this purpose (e.g., notebook, paper, pens, etc.). All electronic devices should be stowed when they're not being used for an instructor-approved activity.

The Teaching Team



Lisa Shin, Ph.D.

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Office Hours: Fri, 10:00am–12:00pm
or by appointment

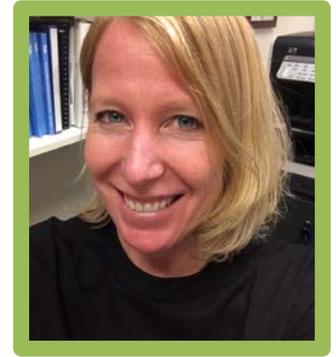


Sam Sommers, Ph.D.

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or by appointment



Heather Urry, Ph.D.

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heather.urry@tufts.edu

Office Hours: Fri, 10:00am–12:00pm
or by appointment; request times at
<http://www.doodle.com/HeatherUrry>



Claudia Robles-Gil

Teaching Assistant, Section A

125 Psychology Building

claudia.robles_gil@tufts.edu

Office Hours: Tues, 12:30-1:30pm
or by appointment



Lindsay Hinzman

Teaching Assistant, Section B

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lindsay.hinzman@tufts.edu

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or by appointment

The Psychology Building

490 Boston Avenue
Medford, MA 02155

<http://campusmaps.tufts.edu/medford/#fid=m021>



Academic Integrity

Social contract.

By deciding to take this class, you enter into a social contract with the teaching team.

- We promise to be enthusiastic, organized, and fair.
- You promise to take the course seriously and complete all assignments with integrity.

We consider cheating and other academic dishonesty to be a violation of this contract as well as a personal insult.

Academic dishonesty is unacceptable. If you are unclear as to what constitutes academic dishonesty at any time, ask us directly. Students are responsible for knowing and abiding by the academic integrity guidelines posted on the Student Affairs website at

<http://students.tufts.edu/student-affairs/student-life-policies>.

Turnitin.com.

As part of this course, we may utilize Turnitin.com in the Trunk learning management system to help determine the originality of your work. Turnitin.com is an automated system which instructors can use to quickly and easily compare each student's assignment with billions of websites, as well as an enormous database of student papers that grows with each submission. When you submit papers to Turnitin.com, the service will retain a copy of the submitted work in the Turnitin.com database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work. For more information, see Turnitin.com or review Tufts' Academic Integrity handbook at

<http://students.tufts.edu/student-affairs/student-life-policies>.



Accessibility.

Tufts University values the diversity of our students, staff, and faculty, recognizing the important contribution each student makes to our unique community. Tufts is committed to providing equal access and support to all qualified students through the provision of reasonable accommodations so that each student may fully participate in the Tufts experience. If you have a disability that requires reasonable accommodations, please contact the Student Accessibility Services office

at Accessibility@tufts.edu or [617-627-4539](tel:617-627-4539) to make an appointment with an SAS representative to determine appropriate accommodations. Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.



Dos and don'ts...

- DO arrive on time.
- DO silence/turn off and stow all technology (phones, laptops, tablets, etc.) so that it is out of sight when not being used for an instructor-approved activity.
- DO feel free to raise your hand if you have a question.
- DO leave notebooks open and belongings stowed until it's clear that class is over.
- Do NOT come to class if you plan to text or chat online with friends, send clever Tweets, Facebook, etc.

...and on exam days in particular...

- Do NOT bring unauthorized materials or information.
- Do NOT engage in behavior that gives the appearance of cheating, such as passing a note to a friend, whispering to another student while the exam is in progress, or looking in the direction of another student's work.
- Do NOT handle or use any electronic device. The Judicial Affairs Administrator will treat use of electronic devices as an academic integrity violation. It's critical that you silence/turn off all technology so that it doesn't ring or vibrate during an exam.



(Here is your team of professors and TAs fulfilling our social contract, complementing each other's approaches, and functioning as a cohesive unit.)

Tentative Schedule of Topics and Readings

We reserve the right to modify the content and timing of scheduled topics, readings, and assignments as needed. We will post changes on Trunk. Please read the readings noted for a particular day before coming to class that day. The initials in parentheses next to each topic indicate which professor(s) will be teaching/proctoring that day.

Week	Date	Topic	Reading (covered on date assigned)
1	Tue Sep 5, 2017	<i>Introduction to the Course (LS, SS, HU)</i>	Ch. 1
	Thu Sep 7, 2017	<i>The Psychology of Studying (LS, SS, HU)</i>	TBD
2	Tue Sep 12, 2017	Research Methods (SS)	Ch. 2
	Thu Sep 14, 2017	Biology and Behavior I (HU)	Ch. 3 (pp. 75 – 89)
3	Tue Sep 19, 2017	Biology and Behavior II (LS)	Ch. 3 (pp. 89 – 129)
	Thu Sep 21, 2017	Consciousness (LS)	Ch. 4
4	Tue Sep 26, 2017	Learning (LS); Writing Assignment 1 to be assigned	Ch. 6
	Thu Sep 28, 2017	Thinking, Language, and Intelligence (HU)	Ch.8
5	Tue Oct 3, 2017	Exam 1 (LS)	
	Thu Oct 5, 2017	<i>Memory (LS, SS, HU)</i>	Ch. 7
6	Tue Oct 10, 2017	Emotions and Motivation I (HU)	Ch. 10 (pp. 403 – 423)
	Thu Oct 12, 2017	Emotions and Motivation II (HU)	Ch. 10 (pp. 423 – 447)
7	Tue Oct 17, 2017	Stress and Health (LS); Writing Assignment 1 due	Ch. 11
	Thu Oct 19, 2017	Personality (HU)	Ch. 13 (pp. 547 – 583)
8	Tue Oct 24, 2017	Cognitive Development (SS); Writing Assignment 2 to be assigned.	Ch. 9 (pp. 357 – 381)
	Thu Oct 26, 2017	Social Development (SS)	Ch. 9 (pp. 381 – 399)
9	Tue Oct 31, 2017	Exam 2 (HU)	
	Thu Nov 2, 2017	<i>Psychology and the Media (LS, SS, HU)</i>	TBD
10	Tue Nov 7, 2017	No Class – Tufts Friday	
	Thu Nov 9, 2017	Psychological Disorders I (HU)	Ch. 14 (pp. 599 – 611 & pp. 618 – 635)
11	Tue Nov 14, 2017	Psychological Disorders II (LS)	Ch. 14 (pp. 612 – 618 & pp. 635 – 651)
	Thu Nov 16, 2017	Treatment of Psychological Disorders (LS)	Ch. 15
12	Tue Nov 21, 2017	The Self (SS); Writing Assignment 2 due	Ch. 13 (pp. 584 – 594)
	Thu Nov 23, 2017	No Class – Thanksgiving Break	
13	Tue Nov 28, 2017	Social Influence (SS)	Ch. 12 (pp. 495 – 518)
	Thu Nov 30, 2017	Social Cognition (SS)	Ch. 12 (pp. 519 – 541)
14	Tue Dec 5, 2017	<i>Next Steps in Psychology (LS, SS, HU)</i>	
	Thu Dec 7, 2017	Exam 3 (SS)	