

PSYCHOLOGY 110: Fundamentals of Psychology – Fall 2009

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Office Hours: Wednesday 2pm–4pm, or by appointment

MWF 1:00pm –1:50pm, SCH 130
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Goals of the class: (see <http://www.psychology.ilstu.edu/undergrad/objectives/100.shtml>)

- To gain an understanding of psychology as a natural science
- To gain an understanding of the physiological, cognitive, and social components of behavior
- To apply theories and principles of psychology to everyday behavioral issues

Class website: <http://www.psychology.ilstu.edu/jbwagma/webcourses.htm>

Textbook: Lilienfeld, S. O et al (2009). Psychology: A Framework for Everyday Thinking. Boston: Allyn & Bacon.

In addition, a PIP packet is **strongly** recommended for this course. It is available for purchase at PIP in the Bone Center (PIP Packet #27). It contains scaled down lecture notes, review sheets for exams, and sample exam questions.

The textbook is a resource for you to use out of class to supplement what we discuss in class. **There are assigned readings from the textbook to accompany the lecture material—be sure to note the relevant page numbers.** It is expected that you keep up with the reading. Feel free to do the readings either in preparation for a given lecture or as a review of that lecture, whichever better suits your study habits. The lectures do not substitute for the reading material just as the reading material does not substitute for the lectures. Material from both sources is fair game for examination questions.

Participation in class: Although this a large lecture class, I expect participation, particularly when it comes to answering questions that I pose during class. Even if you don't know the answer, a good guess is better than silence. Similarly, if you don't understand something or need me to repeat, don't hesitate to ask—chances are you are not alone in your request. If you have a question about grades or class policy, please ask these during office hours, not during class time.

Disruptions to class: Given the size of the class, certain occurrences can be particularly disturbing to both me and your classmates. These include but are not limited to arriving late, talking, wearing headphones, reading, sleeping, eating or drinking, packing up before class ends, and leaving class early. Please turn cell phones off before class. I would rather you not come to class at all than engage in these behaviors. **Feel free to ask fellow students to stop any behaviors that you find distracting.**

Teaching Assistants: The teaching assistant for this class is Zach Myers (zrmyers@ilstu.edu). He will assist with various class functions including holding office hours, holding review sessions before exams, collecting extra credit assignments, and proctoring exams. Feel free to email him with any questions that you have.

Grading: Your grade will be based on the number of points earned over four multiple-choice exams, each worth 100 points. The focus will be on testing your understanding of the material and your ability to apply concepts (not your ability to repeat memorized facts). Questions will come both from the class lectures and from the readings in the textbook. The final exam WILL NOT be cumulative. Make up exams will only be given in the case of a documented emergency. To take a make-up exam, you must (1) notify me of the emergency prior to the exam and provide documentation as to the nature of the emergency (e.g., doctor's note, etc.) and (2) contact **one** of the TAs to schedule a time to take the make up exam. **Make up exams can be taken TA office hours only. All make-up exams will be essay exams.** No make up exams will be given more than two weeks after the in-class exam. Review sheets and sample questions are in the optional PIP packet. Prior to each exam, there will be a review session run by the TAs. Please see me during office hours to discuss grades or ask questions about exams.

Grades will based on the number of points earned on the four exams (of a total of 400 points) as follows: A (360–400 points); B (320–359 points); C (280–319 points); D (240–279 points); F (0–239 points). Since grades are earned and not given, there is no negotiation of grades.

EXTRA CREDIT OPTION 1: Sign up for research conducted by Psychology Department faculty and students in the basement of DeGarmo (or use the online sign up system: <http://www.psychology.ilstu.edu/Signup/>). **Please be respectful of the researchers.** Write down their contact information and contact them at least 24 hours before your appointment if you need to cancel. The researcher will issue proof of participation (a "blue card"). **Complete the research participation assignment (available on the class website), and staple the blue card to the form.** You will earn one point per hour of participation (and assignment completed). **You must turn extra credit in on exam day for it to count for that exam. Points earned are added to that exam score.** There is a maximum of three extra credit points per exam. **Keep track of the studies you participate in. You cannot participate in a study more than once.**

EXTRA CREDIT OPTION 2: If you choose not to participate in research, you can photocopy or download research papers published in the journal *Psychological Science*. **Read each article, complete the research participation alternative assignment (available on the class website) for each one, and staple the article to the form.** You will earn one point per assignment completed. **You must turn extra credit in on exam day for it to count for that exam. Points earned are added to that exam score.** There is a maximum of three extra credit points per exam. **Keep track of the articles you read. You cannot write about the same study more than once.**

To check your grades on exams, click on the "GRADES" link on course website (be sure you are clicking on the link for PSY 110!) Enter your ulid and icampus password when prompted.

Academic Integrity: All students at Illinois State University are expected to be honest in their academic work. Academic dishonesty (including but not limited to cheating on exams and plagiarism) is a serious offense and could result in expulsion from the University. For more information, see the Student Code of Conduct. Academic dishonesty is defined generally as representing work that is NOT your own as your work or allowing your work to be represented as another's so that individual receives academic credit. **Cheating on an exam result in a grade of 'F' for that exam and referral to Community Rights and Responsibilities for disciplinary action.** Plagiarism on extra credit assignments will result in a grade of 'F' for the exam to which the extra credit is to be applied and referral to Community Rights and Responsibilities for disciplinary action. **You are responsible for understanding what is and isn't plagiarism.** If you are unsure of what counts as plagiarism or are unsure how to cite a source in a paper, see me.

If you have disability concerns, please see me or contact their office (www.ilstu.edu/depts/disabilityconcerns)

Schedule of Activities (page numbers refer to the TEXTBOOK by Lilienfeld):

Month	Day	Lecture Topic	Reading
August	17	Syllabus and Overview	
	19	What do psychologists do?	1-39
	21	Tools of psychological research	40-77
	24	Nervous System and Brain I	80-87
	26	Nervous System and Brain II	87-97
	28	Nervous System and Brain III	97-103
	31	Nervous System and Brain IV	302-311, 321-324
September	2	Sense Organs & Psychophysics I	114-124
	4	Sense Organs & Psychophysics II	
	7	LAOR DAY (NO CLASS) ☺	
	9	Perception I	124-149
	11	Perception II	
	14	Gestalt Psychology	
	16	EXAM 1	
	18	Learning & Behavior I: Classical Conditioning	153-159
	21	Learning and Behavior II: Operant Conditioning	160-170
23	Learning and Behavior III: Problem Solving	171-185	
25	Memory I: Short Term Memory	188-206	

Schedule of Activities (CONTINUED) (page numbers refer to the TEXTBOOK by Lilienfeld):

	28	Memory II: Long Term Memory	206-213
	30	Memory III: False & Implicit Memory	213-223
October	2	Language I: Structure and Meaning	225-232
	5	Language II: Language Development	232-234
	7	Cognition I: Mental Representation	234-238
	9	Cognition II: Attention	
	12	Cognition III: Implicit Awareness	
	14	EXAM 2	
	16	Development I	104-107
	19	Development II	264-268
	21	Development III	
	23	Development IV	272-279
	26	Development V	279-288
	28	Personality I	435-439
	30	Personality II	422-428, 440-447
November	2	Personality III	430-435
	4	EXAM 3	
	6	Social Psychology I	378-383, 406-411
	9	Social Psychology II	400-405
	11	Social Psychology III	383-400
	13	Social Psychology IV	
	16	Psychological Disorders I	
	18	Psychological Disorders II	454-462
	20	(No class) ☺	
	23	THANKSGIVING (No Class) ☺	
	25	THANKSGIVING (No Class) ☺	
	27	THANKSGIVING (No Class) ☺	
	30	Psychological Disorders III	462-473
December	2	Psychological Disorders IV	473-487
	4	Therapy techniques	490-521
	9	EXAM 4 (SCH 138, 1pm)	

How to Succeed in an Introductory Psychology Class (and other classes too)

These tips are based on difficulties students sometimes have with an introductory psychology course or college courses more generally. All of these tips may or may not work for you, but you may find most of them helpful. Most of these tips are general enough that if they work for you, they may help you with many of your courses in college.

1. Take good notes. Taking good notes is a skill that requires practice (even for professors). College professors prepare their lectures to give you an outline of a topic, but what they say will be just as important as what appears on the screen. Note taking should not be a mindless activity. Good note taking requires creating a detailed record of what was discussed in class without trying to write a word-for-word transcript of the lecture. However, it is better to err on the side of taking too many notes than on the side of taking too few notes. In this class, purchasing the PIP packet with the lecture notes may help you to find this balance more easily. It is just as important to take notes during videos and other class demonstrations as during lecture. If you find that I am moving too fast for you to take notes, just raise your hand and I'll repeat what I've said and spend more time on a topic so that you can absorb it. Don't be afraid to raise your hand, because if you are having trouble keeping up taking notes, it's likely someone else is as well.

2. Keep up with readings in the textbook The textbook is a resource for you to use outside of class as a supplement to the lectures. The assigned readings for each lecture are listed on the syllabus. You are putting yourself at a disadvantage if you do not do the assigned reading. Some parts of the reading will restate what we have discussed in class, and other parts of the reading will expand on it. You may find that another perspective on the same ideas will help you to understand the material better. You may also find that on occasion, information presented in lecture and information presented in the textbook may not be exactly the same. This is primarily due to two things. First, new facts are constantly being discovered as new research is completed. By the time a textbook is researched, written, edited, reviewed, and published, new research findings may not be the same as those cited in the book. Second, psychologists, like all other scholars and scientists, sometimes disagree, particularly on matters as complicated as mind and behavior. If you find something in the text that seems to be different from something I presented in class, please ask me about it so I can clarify the issue for everyone.

3. Study throughout the semester and not just in preparation for exams This may be the hardest habit to get into. You may want to set aside an hour or so each week to go over the notes from class to look for things that may still be confusing (especially after you have done the reading for that topic). This strategy has several advantages. First, it will help you to think about the material without the time pressure of preparing for an exam. Secondly, in order to utilize office hours effectively (see #5 below), you need to know what it is you know and what it is you don't know. Going over material more regularly is an effective way to do this. Third, when you do prepare for an exam, you will save time since you will have a better understanding of what material you should spend the most time on.

4. Use study time more effectively One useful strategy is to break the material into manageable pieces. Instead of looking at the material as 100 pages of "stuff," try to see it as 20 pages of topic 1, 20 pages of topic 2, and so on. Spread the material out over several days worth of study. Another useful strategy is to try to focus on *understanding* rather than on *memorizing*. Although memorizing facts and vocabulary is important, it will not be enough for college exams and it should not be the goal of studying. The exams you will take in this course will test your understanding of facts and vocabulary but will also test your ability to apply facts and vocabulary to solve problems. When you study, try to see connections across topics and try to connect what you are learning to what you already know. Research on memory shows that the more you do these things, the better you will remember something.

5. Use office hours when you need extra help. Office hours are time that faculty set aside to meet with students. The best way to use office hours is to prepare questions ahead of time about concepts that you do not understand. Going over the material ahead of time is essential in order to do this (see #3 above).

6. Taking exams Take your time during exams. When answering a multiple-choice question, carefully consider each answer. Remember that your task in a multiple-choice question is to select the **best** answer. Just because an answer could be right or makes sense, doesn't mean that it is the best one. These questions are not designed to "trick" you. They are designed to make sure you really know the material. For example, consider the following math problem: $1+1=?$ and the following choices: (a) 2 (b) 3 (c) 4 (d) <10 . While "d" is a correct answer, "a" (obviously) is the *best* answer. When answering a short answer or essay question, be sure to answer the question. Do not just list facts that you recall about the topic in general. It is always better to write one paragraph that efficiently answers the question than to write multiple paragraphs that do not. Also, be sure to answer all parts of a multiple part question.

How to Have Good Relationships with Faculty Members

Your professors in college are here to help you get a good education in whatever you choose to study. To allow them to help you better, there are some things that you can do when interacting with them:

1. How to address your professors

A good way to make a good connection with your professors is to show them respect for their position. One way to do this is to consider how you address them. Almost all of your professors have earned a doctorate (a "Ph.D.") in their field of study. This means they are a "Doctor" and it's best to address them as "Dr." or "Professor" unless they ask you to call them something else. Some of your professors may even encourage you to address them by their first name or a nickname, but to be on the safe side, always start by addressing them as "Dr." or "Professor."

2. "Professor" vs. "teacher"

Another good way to make a good connection with your professors is to recognize that they do more than teach classes. Professors at four-year universities (such as ISU) have many responsibilities. In fact, at ISU, teaching is less than half of a professor's job. Professors also contribute to the university by conducting research, writing books, publishing papers in academic journals, and by serving on various committees and panels. As a result, although your professors are teachers, it is best to refer to them as "professors."

3. Contacting professors

Professors teach multiple classes, and some classes can have as many as 400 students so if you contact a professor by phone or by email, be sure to tell them your name and what class you are in. If you leave a voice mail message, be sure to leave a phone number. Also speak slowly enough to be sure they can understand what you are saying. If you send an email, be sure to include the course number in the subject line and sign the email with your name. Also, be sure to proof read your email messages to be sure that they make sense. Since professors have many responsibilities, there may be a delay before they respond to you. Do not call a professor at home unless they give you permission to do so.

4. Read the syllabus

The syllabus for a given course is a contract between you and the professor. It outlines what is expected of you and what you can expect from the class. Before you ask a professor about the details of a class (such as when the next exam is), be sure to look first at the syllabus. There is a good chance the information you are looking for is in the syllabus. The syllabus for this class is posted on the web so you can always find it throughout the semester. You are responsible for what you miss in class. If you are absent from class, check the syllabus to see what you missed and then ask another student in the class for a copy of their notes. Professors will help you understand parts of what you missed, but you cannot expect your professor to repeat a lecture for you. If you have specific questions about a topic, make a list of those questions and attend your professor's office hours. It is generally a bad idea to ask a professor "Did I miss anything important?" The answer will always be "Yes."

5. Assignments

In general, you should type your papers and staple pages together BEFORE CLASS. Professors do not bring office supplies with them to class. Be sure to put your name (or ID number) on all assignments.

6. Classroom courtesy.

Be mindful not to engage in behaviors in class that are likely to be disruptive. Side conversations are particularly disruptive, especially in a large lecture class. If you arrive late or need to leave early, be discreet. If you arrive late, take the first open seat that you see. Do not walk in front of your professor while he or she is lecturing. If you need to leave early, sit near a door so that you can leave without disturbing your professor or the other students. Again, this is especially important in a large lecture class. In general, it is better idea to ask a professor questions after class (when they are packing up) than before class (when they are trying to set up and prepare for lecture).