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Course web site is at <https://oll.depaul.edu>
Mine: <http://www.depaul.edu/~rtracy>
Textbook web site:
<http://college.hmco.com/psychology/bernstein/essentials/2e/students/index.html>

INTRODUCTORY PSYCHOLOGY I, PSY 105-302, CLASS # 33562

Byrne Hall 403, 1:10-2:10 MWF, June 17, 2004

Please note. This syllabus is written using WordPerfect and then converted to pdf format (which makes it look better than I were convert it to Word). To read or print it you will need to use Adobe Acrobat Reader which you may already have on your computer — or download it free from <http://www.adobe.com/products/acrobat/readstep2.html>

This syllabus is lengthy, but because it represents an agreement between you and me, you should read it and come to class with questions or concerns. I am surprised at the number of student who do not bother to read the course syllabus. I plan to ask about something from this syllabus on the midterm exam just to see who has read the syllabus.

I. COURSE OBJECTIVES

A. Both Psychology 105 (this course) and Psychology 106

cover content, methodology, and applications of psychology in contemporary life. Students may take either course without taking the other course. Both courses use the same textbook (in order to save you \$), but cover different chapters. This course covers the chapters listed below under [assignments](#).

B. Practical applications

By learning about psychology, you should better understand yourself and how to relate to others.

C. Scientific study of Psychology

You will also learn that psychology involves a scientific study of human and nonhuman organisms. The course will compare psychological theories, and study ways that research methods are used in developing theories. Students are expected to participate in data collection procedures and research demonstrations

of concepts illustrated in the text and class.

D. The Information Age

All students enrolled in the course have also been enrolled on the "Blackboard" course web site at: <https://oll.depaul.edu> Please logon and check out that web site. Use your Campus Connect Login and Password. We live in the information age, meaning that we are challenged with a flood of information, but we still need to be able to communicate effectively with each other. You will find this syllabus posted in the "Course Documents" section, where I will later be posting course outlines and grades.

You will find email addresses of all class members in the "Tools" section of Blackboard. These Email addresses are updated daily into Blackboard from Campus Connect, so please keep your e-mail address up to date or risk missing important class-related communications! *Could each student in class please send themselves an E-mail from Blackboard so you will know that the Blackboard E-mail system is working? Does anyone have any questions about how to do certain electronic tasks? Using MS Word or some other word processor, using Blackboard, using Email & Campus Connect?* Let me know so I can schedule some practice sessions.

II. TEXT AND MATERIALS AVAILABLE IN THE BOOKSTORE OR TEXTBOOK WEB SITE

1. Bernstein, D.A., Nash, P.W. (2002). Essentials of Psychology, 2/e. Boston: Houghton Mifflin Co. Text packaged with free Student CD-ROM, PsychAbilities ISBN: (0-618-16990-3) 531 Pages Paper © 2002, List Price: \$ 74.36, from the publisher's web site, see:

<http://college.hmco.com/psychology/bernstein/essentials/2e/students/index.html>

The PsychAbilities CD-ROM that came with your text contains chapter outlines, exercises, critical thinking questions, and test questions like those appearing on the exams.

You might be able to shop around (at <http://www.bestwebbuys.com/> for example) for a used text at a better price than the price on the publisher's web site. But if you purchase a used text you probably will not receive the CD-ROM study guide (how could they include it if it has have been used?). You might,

however, be able to borrow the CD-ROM from another student in the class.

III. COURSE ACTIVITIES, REQUIREMENTS, AND GRADING

A. *Research Participation Requirement*

Students must participate in five research studies conducted within the Department of Psychology. These requirements must be completed by the last class day of the quarter. I hope that you find that research participation is not a major hassles. Studies may be brief, interesting, and informative about data collection procedures used in psychology. The experiments are conducted by faculty and graduate students in the department of psychology, and all have been reviewed to ensure that they meet ethical guidelines. Some of these research studies will be available for you on the web so that you can access them from your computer. Early in the quarter there will be a "prescreening survey" available on the web. It should take about an hour and it is worth one hour of research participation credit. So after that study, you'll only have four hours of credit remaining.

If you do not want to participate in research, you may do alternative credit instead. You may submit a paper that summarizes a research article instead of participating in any study. You'll probably find it easier to participate in the research studies.

Failure to complete the research participation requirement will result in a lower grade in the class. For each hour you fail to complete, your course grade will be reduced by 1/3 letter grade.

More detailed information on research participation requirement is presented toward the end of this syllabus.

B. *Class lectures, discussions, & activities*

Some material covered in class will not be presented in the text, but will be covered on exams and assignments. In other words, class attendance is important for your grade. To emphasize this, I will be taking class attendance periodically and five percent of your total grade will be based on your class attendance. I will not be taking class attendance in every class, but I will do so on a surprise basis. You will be graded on what percentage of the

days that you are present when I take attendance.

<u>If you attend</u>	<u>for the class attendance part of your grade you will receive</u>
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95% or more	A 0 abs
85%	B 1 abs
75%	C 2 abs
65%	D 3 abs
Less than 64%	F 4 abs

For example, a good strategy is to attend every class (even Friday afternoons – I realize that some students use Fridays not to work, but to get ready for the weekend.) If you attend every class you will receive an A for class attendance which will then count towards five percent of your over-all class grade. Five percent of your grade may not sound like much, but it can put you into the next grade category (such as from B+ to A-).

Unusual circumstances. I realize that some people have unusual circumstances (such as serious illness or illness of a family member, death in the family, religious observance, required military service, jury duty, and work-related required absence). For this reason I will announce a limited number of projects that will allow you to receive a class attendance credit that will remove one of the times that you were absent. I will try to make these class attendance credits relevant to the material covered on the class day that you missed. You will have to be in class to receive these announcements (Please don't call me to ask if there were any announcements.)

If you cannot attend a class, be sure to get notes, announcements, and handouts from a trustworthy classmate. Please contact me if there is an *emergency*, but do not contact me about information that you can easily obtain from a classmate, or for which you can wait 'till next class. You would be surprised about how many students contact me like this: "Hi Dr. Tracy, how are you doing? I just though that I would call to ask if anything important was covered in the last class. Please let me know at your earliest convenience. Have a nice day!" Don't get me wrong, I am happy to call you back if you need information right away that you were unable to get from a classmate, but does the above message qualify?

C. **Brief Position Papers, 15% of the course grade.**

Rather than lecture during all classes, I'd like to have some student participation. I'd like students to present their own individual discussion topics. Don't worry you won't have to do this every class. On certain days you would come to class prepared to discuss a topic that **you** think is important or interesting, selected from the assignments covered in the text or class for the past week. You could also choose a topic that is difficult to understand or one that you think is important to know for an upcoming exam. On a sheet of paper, you would type an accurate summary of the topic (showing that you understand the topic as it was presented in the text or class), and then discuss your opinion, and support it by clear examples or evidence. Your paper should **not** be a summary or outline of everything that was assigned, it should **not** be like a book report. You will receive the maximum grade on your position papers if you provide the following information. Please use the following headings in your paper.

- (1) **Summarize.** You accurately summarize the topic. Show that you accurately understand it.
- (2) **Your** Opinion or Position. You state your position. You can take any position on the topic, even if you **disagree** with what was presented in the text or class.
- (3) **Example** or evidence. Give at least one clear positive or negative example or evidence to support your opinion, the point you are making. You can use evidence from the text or examples from your own experience.
- (4) Position papers must be typed double-spaced with 1½ inch margins. Papers will be evaluated for content and writing quality. They should be well-organized, and free of grammatical errors and misspellings. Each paper should have an appropriate title. To help you in organizing your paper, use appropriate headings such as: Summary, My Position, Example (or Evidence). Usually the papers will be three paragraphs long, one

paragraph for each of the headings. The entire paper will often be about one page long.

- (5) Send me your position paper by email at: rtracy@condor.depaul.edu by one hour before the class session when the paper is due. Please use "Psy 105" somewhere in the subject line of your email to help me keep my email messages straight.
- (6) Also, bring a copy of your paper to class. During class, I will list some of students' topics on the board for purposes of class discussion. One reason for my policy of required class attendance is so that all can participate in class discussion.
- (7) There should not be more than four position papers for the entire quarter. Also, the format of these papers may change depending on student feedback and interest. If you are consistently satisfactory on this assignment, you will receive an "A" for the position papers, which is worth 15% of your grade.

D. **Midterm Exam, 30%, multiple choice format.**

See the CD-ROM study guide and the textbook for sample questions. Any student who cannot take the midterm when scheduled should get an excuse from me well in advance. If you miss an exam due to an emergency, I need a written excuse from a physician or another person who knows about the problem. In the past, some students purposely missed exams to give themselves more time to study — which is obviously unfair to others who take the exam when scheduled.

If you do not let me know beforehand about missing an exam and do not provide a good excuse, your makeup will consist of the assigned material **plus material assigned the week following the midterm**. Scheduling of makeup exams may also need to be done through the Liberal Arts office for a fee.

E. **Final Exam, 35% covering all assignments since the midterm in multiple choice format.**

F. *Optional Course Project and paper, 20%.*

There will be an optional project in which students attempt to change the undesirable behavior of themselves or an acquaintance. This can be an enjoyable project because it is a practical application of many of the ideas discussed in the course. A paper based on this project is due the last class of the quarter. You should turn in a typed, 4-10 page paper summarizing your project, following the written instructions posted on the web site. You don't have to decide on whether you are going to do a project until after the midterm. One purpose of the optional project is to give students an opportunity to raise their grade in the course if they are unhappy with their midterm grade. Because students who conscientiously do this optional course project tend to do well on it, the optional project is a way of getting extra credit in the course.

G. *Summary of grading options:*

- (1) * **{If you decide to do the optional project}**, then your grade will be based on: ~ " class attendance (5%), position papers (15%), a midterm exam (30%), a final exam (30%), and optional class project (20%). "
- (2) * **{If you decide not to do the optional project}**, then your grade will be based on: ~ " class attendance (5%), position papers (15%), a midterm exam (40%), and a final exam (40%). " You can decide on doing the optional project later in the quarter, if you like, after you see how you do on the midterm exam.

H. *Classroom etiquette.*

Please don't hold private conversations in class. If you do, the room soon becomes noisy. Routinely arriving late to class or leaving early are also disruptive. Please do not eat or drink in classrooms.

H. Maintaining Academic Integrity

The following text, except for TEXT IN CAPS, which is my own addition, is quoted from *A Faculty Guide to Academic Integrity*, by Nancy Hill, Ph.D. and Jodi Cressman, Ph.D. Office for Teaching, Learning, and Assessment September 2002.

Academic integrity entails absolute honesty in one's intellectual efforts. Violations of academic integrity include: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. The *DePaul Student Handbook* details the facets and ramifications of academic integrity violations, but you should be especially aware of the policies on cheating and plagiarism. **Cheating** is any action that violates University norms or an instructor's guidelines for the preparation and submission of assignments. Such actions may include using or providing unauthorized assistance or materials on course assignments, or possessing unauthorized materials during an examination. **Plagiarism** involves the representation of another's work as your own, for example: (a) submitting as one's own any material that is copied from published or unpublished sources such as the Internet, print, computer files, audio disks, video programs or musical scores without proper acknowledgment that it is someone else's; (b) paraphrasing another's views, opinions or insights without proper acknowledgment or copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgment; (c) submitting as one's own work a report, examination, paper, computer file, lab report or other assignment which has been prepared by someone else; (d) IF YOU HAVE WRITTEN A PAPER FOR ANOTHER CLASS OR PURPOSE, IN ORDER TO USE THE PAPER IN THIS CLASS YOU MUST INDICATE CLEARLY HOW YOUR CURRENT PAPER DIFFERS FROM AND IS AN EXTENSION OF YOUR PREVIOUS WORK. TURNING IN A PAPER THAT YOU HAVE WRITTEN FOR ANOTHER CLASS OR PURPOSE SHOULD BE DONE ONLY AFTER YOU RECEIVE PERMISSION FROM ME. **If you are unsure about what constitutes unauthorized help on an exam or assignment, or what information requires citation and/or attribution, please ask your instructor.** Violations may result in the failure of the assignment, failure of the course, and/or additional disciplinary actions. SEE THE STUDENT HANDBOOK STATEMENT THE ACADEMIC INTEGRITY POLICY: <http://studentaffairs.depaul.edu/handbook/code16.html>

I. How your grade will be calculated.

I average the letter grades for all of your course assignments. For example, suppose you received an "A" on position papers, a "B" on the midterm exam, an "A-" on the final exam, and "A" on your optional paper project.

As explained above, these grades are weighted as follows: (position papers) 15%, (midterm exam) 30%, (final exam) 35%, and (project) 20%. The letter grades are converted to numbers using this scale:

F-	F	F+	D-	D	D+	C-	C	C+	B-	B
B+	A-	A	A+							

0	1	2	3	4	5	6	7	8	9	10
11	12	13	14							

The course grade is computed by multiplying each resulting number by the appropriate weight and summing the products, for example:

$$\begin{aligned}
 &(A * 15\%) + (B * 30\%) + (A- * 35\%) \\
 &+ (A * 20\%) = \\
 &(13 * .15) + (10 * .30) + (12 * .35) + \\
 &(13 * .20) = \mathbf{11.75}
 \end{aligned}$$

Which is an "A-" grade according to the grading scale. If your grade falls exactly on a boundary, you will receive the higher grade. Please ask me any questions you might have about this grading system. This grading system is called a weighted average, and it is similar to the way that the university calculates your grade point average, except I use whole numbers to simplify my arithmetic.

The university grading system does not have "D-" or "A+" grades, so a "D-" grade in my class will convert to a "D" grade, and an "A+" grade will be an "A" grade when grades are submitted to the university.

Here is the University System for Evaluation of Achievement

A, A-	means excellent achievement.
B-, B, B+	means superior achievement.
C-, C, C+	means satisfactory achievement.
D, D+,	means poor achievement. A "D" grade will not fulfill the requirements in a student's major field of concentration.
F	means failure to meet minimum achievement.
IN	is a temporary grade indicating that the student has a satisfactory record in work completed, but for unusual or

unforeseeable circumstances is prevented from completing course requirements by the end of the term. Permission for an "IN" grade requires the instructor's permission. An "IN" grade must be removed before the end of the following term. Responsibility for its removal rests entirely with the student. Failure to do so automatically reduces the grade to an "F."

PA

means passing achievement in a "pass-fail" course.

W

is automatically recorded when the student files for withdrawal through his home college or school before the date designated in the academic calendar for such a withdraw.

ASSIGNMENT SCHEDULE (TENTATIVE)

April 2004							May 2004							June 2004						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	29	30	31	1	<u>2</u>	3	2	3	4	5	6	7	8			1	2	3	<u>4</u>	5
4	5	6	7	8	<u>9</u>	<u>10</u>	9	10	11	12	13	<u>14</u>	15	6	7	8	9	<u>10</u>	11	12
<u>11</u>	12	13	14	15	16	17	16	17	18	19	20	21	22	13	14	15	16	17	18	19
18	19	20	21	22	<u>23</u>	24	23	24	25	26	27	<u>28</u>	29	20	21	22	23	24	25	26
25	26	27	<u>28</u>	29	<u>30</u>	1	30	<u>31</u>						27	28	29	30			
Fri Apr 2, <u>position paper 1</u> is due. Sun Apr 9-11, Easter Holidays, no classes. <u>Mon, Apr 12, last day to drop w/ 100% refund.</u> Fri, Apr 23, <u>position paper 2</u> is due. <u>Wed, Apr 28, Midterm Exam</u>							Fri, April 30, MPA convention, no class. Fri, May 14, <u>position paper 3</u> is due. Fri, May 14, Last day to withdraw Fri, May 28, <u>position paper 4</u> is due. Mon, May 31, Memorial Day, no classes							Fri. Jun 4, <u>last class & optional paper due</u> <u>Thur, June 10, 11:45 Final Exam</u>						

For**Week 1:** Friday, Apr 2**Read****Chapter 1**, Introduction to the Science of Psychology, 1-37, Also read the Appendix on Statistics in Psychological Research.**Week 2:** Friday, Apr 9**Chapter 9**, Human Development, 298-347.**Week 3:** Friday, Apr 16**Chapter 5**, Learning, 144-178.**Week 4:** Friday, Apr 23**Chapter 6**, Memory, 178-212.**MIDTERM: WED APR 28 COVERING CHAPTERS 1, 9, 5, AND 6 (TENTATIVE)****Week 5:** Friday, May 7**Chapter 7**, Thought, Language, and Intelligence, 212-256.**Week 6:** Friday, May 14**Chapter 10**, Health, Stress, and Coping, 347-376.**Week 7:** Friday, May 21**Chapter 11**, Personality, 376-408.**Week 8:** Friday, May 28**Chapter 14**, Social Psychology, 485-531.**Week 9:** Friday, Mar 4 (last class) **Optional Term paper due****FINAL EXAM: Thursday June 10, 2004 at 11:45, IN THE CLASS ROOM, CHAPTERS 7, 10, 11, 14**

RESEARCH PARTICIPATION REQUIREMENTS FOR PSY 105 AND 106 STUDENTS LAST UPDATED: 3/23/2004

I. RESEARCH PARTICIPANT COORDINATOR

If you have questions or concerns about your research participation for Intro Psych, contact the Research Participant Coordinator. Email is preferred, but you can also call or stop by during the office hours listed below.

Coordinator for 2003-2004: Stephen Borders

Email: sborders@depaul.edu

Phone: 325-4251

Office: 404 Byrne

Office Hours: TBA or by appointment

II. GENERAL INFORMATION

Students in day sections of DePaul's Introductory Psychology courses (Psy 105 and Psy 106) at the Lincoln Park and Loop campuses are required to participate in research studies as part of the course. The research participation requirement gives students the opportunity to see psychological science in action, and to learn about research that is being done at DePaul. The experiments are conducted by faculty and graduate students in the department of psychology, and all have been reviewed to ensure that they meet ethical guidelines.

You must be 18 or older in order to participate in experiments. If you are not yet 18, you must have a parent sign the [Parental Consent Form](#) and turn it in before you can participate in any experiments. Once you have turned in the signed parental consent form, you can then sign up for studies.

III. NUMBER OF HOURS

Basic Requirement. Each student is required to participate in 5 hours of experimental research for Psy 105 and an additional 5 hours for Psy 106. Failure to complete this basic requirement will result in a lower grade in the class. For each hour you fail to complete, your course grade will be reduced by 1/3 letter grade.

Important Note: The number of credits required for each course will not be reduced during the course of the term. If you are unable to complete enough experiments to fulfill the requirement, you will need to complete enough summary papers to make up the difference. (See "Alternative Credit" below.)

If you have extra hours from a previous quarter, it is your responsibility to let the Research Participant Coordinator know when you wish to apply hours from a previous course.

Some experiments may take less than an hour, some may take more than one hour, and some may require that you come back for more than one session. You will receive participation credits in one-hour units for each session, one credit for each hour or portion of an hour. So for each separate experimental session you attend, you will receive at least one hour of credit.

IV. DEADLINES

All credits must be completed by the last day of classes (**before** Final Exam week) in order to receive credit.

Papers must be turned in to your instructor by the last class meeting or by the deadline in the syllabus, whichever is earlier.

V. KEEPING APPOINTMENTS

If you can not keep an appointment that you have signed up for, you must cancel at least one hour before the scheduled time, using the same web site where you signed up. **If you miss an appointment without cancelling, or are more than 5 minutes late, you will be penalized one hour of research credit.** Thus for each "no show" (missed or late appointment) you will have to do one *additional* hour of research credit.

If you "no-show" to more than one study, you will not be permitted to participate in any further studies and must use summary papers (see below) to complete your credits.

Please be on time to your appointments. If you are late, you can leave a note letting the researcher know that you were not a "no-show," but do not disturb other participants if the researcher has a sign up asking you not to knock or enter after the experiment has started.

If you show up on time but the experimenter is not there within 15 minutes, please leave a note for the experimenter and go to the psychology department office (Byrne 420) to get a signed slip verifying that you were there at the time of your appointment. You may need to show this slip to the Research Participant Coordinator to get credit for your attendance. Be sure to note the experiment number, time, place, date, and other relevant information. If the Coordinator is able to verify your information with the experimenter, you will receive one credit for the experiment. If you missed the experiment because you arrived late or at the wrong location, however, you will not receive credit.

VI. KEEPING RECORDS

After each experiment, the researcher will record your participation so that you receive credit for the study. If the experimenter asks you to fill in your name on a participant log, be sure to print clearly.

You should also print out the [Student's Records Sheet](#) and use it to keep your own records. You should bring it to each experiment and have the experimenter sign it as proof of your participation. Hold on to it, just in case there is an error in our record keeping. For experiments conducted over the web, you may receive an email as proof of your participation instead, or be presented with a page you can print out for your records.

VII. ALTERNATIVE CREDIT

If you do not wish to participate in research, or if you are unable to participate in enough experiments, you will have the option of writing short summary papers instead. Each paper is worth one credit hour. You may do any combination of experiments and papers to complete your requirements.

To write a summary paper, you will need to find an appropriate article in a scientific journal. You can find psychology journals in the periodical section of the DePaul library. You can also retrieve many journal articles from the library's web site (<http://www.lib.depaul.edu/>).

A. Journal Article Requirements

1. The article must be **from a scientific journal**, such as the *Journal of Experimental Psychology: General* or *Psychological Science* (just to mention two - there are many others). It can *not* be from a newspaper or magazine, such as *Psychology Today* or *Time*. *Scientific American* articles are acceptable, but only if they are about research that is related to psychology.
2. The article must be **about research** in or related to psychology. In other words, it must report the results of an empirical study, or summarize the findings from several studies. It must have **data**.
3. The article must be from a current journal issue. This means that the publication date must be **from the current calendar year**. If, for example, today's date is January 30, 2004, you must use an article published in 2004.

B. Paper Requirements

1. **Title Page** including:
 - (a) "Intro Psych Alternate Research Credit Paper"
 - (b) Your name
 - (c) DePaul ID number
 - (d) instructor
 - (e) course and section number
 - (f) Reference information for the article, including author, title, source, and date of publication
2. **Summary and Comment.** Summarize the article and then briefly comment on it by discussing possible applications of the topic or by evaluating the evidence presented in the article.
 - (a) 1 to 2 pages of text
 - (b) 12 point, Times New Roman font
 - (c) Double-spaced
3. **A photocopy of the article** must be attached to the end of your paper.
4. **Deadline:** Turn in your paper to your instructor. You must turn in all papers by the last scheduled class meeting, or by the date stated in the syllabus for your class, if the instructor has set an earlier deadline.

VIII. PRESCREENING

The prescreening surveys are available on the web during the first week or so of classes. It should take you one hour or less, and is worth one hour of research participation credit. When you are ready to complete the surveys, go to the experiment signup page (see below) to register for prescreening.

IX. SIGNING UP FOR EXPERIMENTS

To participate in an experiment (including the prescreening surveys), you must sign up on the web at <http://experiments.psy.depaul.edu/experiments/>

Be sure to write down all the information about the experiment (time, place, experimenter, experimenter's phone number, experiment number) when you sign up. It is your responsibility to keep track of this information, and no one will contact you to remind you of the appointment.