Welcome to introductory psychology! The main purpose of this course is to introduce general concepts and theories from Psychology. We will explore the diverse approaches to the study of behavior and mental processes and examine research in the field.

Student learning outcomes: 1) Compare and contrast the effects of biological, environmental, and other variables on behavior. 2) Analyze and evaluate theories of mental processes.

Accommodations: Students with disabilities and accommodations are encouraged to explain their needs and present accommodation forms to me. Veterans may qualify for accommodations. Wounded Warriors may have acquired injuries which through the American with Disabilities Act (ADA) entitles the use of accommodations to ensure equal opportunity for students with verified disabilities. To determine if you qualify or need assistance with an accommodation, please contact Disabled Student Services, Room 1073, 479-6379, or the Learning Skills Program, Room 1073, 479-6220.

You are responsible for knowing all of the information in this syllabus.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/28</td>
<td>Introduction to Psychology</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>1/30</td>
<td>Research Methods</td>
<td>Ch. 2</td>
</tr>
<tr>
<td>2/4</td>
<td>Biological Foundations and the Brain</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>2/6</td>
<td>Sensation and Perception</td>
<td>Ch. 5: pp. 178-208, 231-233</td>
</tr>
<tr>
<td>2/11</td>
<td>Consciousness</td>
<td>Ch. 6: pp. 234-266, 280-285</td>
</tr>
<tr>
<td>2/13</td>
<td>EXAM 1 (Readings from Chs. 1, 2, 4, 5, 6)</td>
<td></td>
</tr>
<tr>
<td>2/18</td>
<td>Learning</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>2/20</td>
<td>Learning</td>
<td>Ch. 8</td>
</tr>
</tbody>
</table>
2/25 Memory Ch. 9
2/27 Memory, Thought and Language Ch. 10: pp. 452-489, 502-505
3/4 Motivation Ch. 7: pp. 286-303, 313-319
3/6 EXAM 2 (Readings from Chs. 7, 8, 9, 10)
3/11 Emotion, Stress, Health, and Coping Ch. 7: pp. 320-345; Ch. 16
3/13 Intelligence Ch. 10: pp. 489-501
3/18 Personality Ch. 12
3/20 Personality Ch. 12
3/25 Video: To Be Announced
3/27 EXAM 3 (Readings from Chs. 7, 10, 12, 16)
3/31-4/5 Spring Break
4/8 Developmental Psychology Ch. 3
4/10 Cognitive Development Ch. 11
4/15 Social Development Ch. 11
4/17 Social Development Ch. 11
4/22 Gender and Cultural Diversity Ch. 12: pp. 610-613
4/24 EXAM 4 (Readings from Chs. 3, 11, 12)
4/29 Psychological Disorders (PAPER DUE) Ch. 14
5/1 Psychological Disorders Ch. 14
5/6 Treatment of Disorders Ch. 15
5/8 Social Psychology (EXTRA CREDIT DUE) Ch. 13
5/13 Social Psychology Ch. 13
5/15 Video: Social Psychology
5/22 FINAL EXAM (Cumulative: Chs. 1-16)
Thurs., 8-9:50 am**
(**Please note starting time of 8 am, NOT 7 am)

Note: The lecture schedule is subject to being adjusted.

ADD/DROP DATES:

February 8 Last day to add or drop with refund
February 9 Last day to drop without “W” appearing on record
May 11 Last day to drop
CLASS ATTENDANCE AND DECORUM: It is important to attend every class meeting. After 3 absences you can be dropped from the class at the instructor's discretion. However, do not assume you will be dropped and remember it is the student's responsibility to drop this class via WebAdvisor if you choose to not stay in this class. It is the student's responsibility to come to class on time in order to minimize interruptions and to come prepared to participate in activities and discussions by having completed the assigned readings. If a student misses class, it is her/his responsibility to get the missed material from a classmate, review it carefully, and come to the instructor’s office hours if there are any questions.

The proper atmosphere is important for learning. Therefore, while not wanting to infringe on individual freedoms, there are some ground rules that we should all respect in order to facilitate learning. Please turn the sound off of phones during class. Students walking in late to class or leaving early tend to disrupt the whole class. Texting, chatting, using laptops for reasons other than notetaking, reading non-class material, listening to music, and eating noisily during lecture are also distracting. Please be respectful and considerate of the instructor and others and avoid these behaviors.

Cheating and plagiarism are unpleasant topics to discuss, but unfortunately, they do occur and are prohibited conduct. Regarding classroom management, student behavior expectations and progressive consequences, you may go to the following link: http://go.cabrillo.edu/studentreports. Any questions regarding information on this link may be directed to the Dean of Student Services, Sesario Escoto, 479-6525.

During exams, all notes, books, phones, etc. are to be put away. There will be no talking and no wandering eyes. It is the student’s responsibility to make it abundantly clear that s/he is not cheating. Any person caught cheating will receive a 0 on the exam.

While students are encouraged to study together and discuss assignments, your papers must be your own work. Papers that are too similar to each other and papers that too closely resemble the wording in the textbook or other sources will receive a 0.

STUDY GROUPS: Students are encouraged to form their own study groups of 3-5 members and to meet once a week to study class material.

READING: It is strongly recommended that you do the readings before the class for which they are assigned. Not all of the assigned material in the textbook will be covered in class meetings, but you are nonetheless responsible for it. On average, you should spend about 6 hours per week outside of class reading and studying for PSYCH 1.

EXAMS: There will be 5 multiple-choice exams throughout the course. Exams will cover readings, lectures, discussions, and videos shown in class. Bring an Apperson form (not a Scantron), available at the bookstore, and a #2 pencil to each exam.
Each of the 4 regular exams will be non-cumulative and have 50 items, each worth 1 point. The final exam will be cumulative and have 90 items, each worth 1 point (approximately 50 based on new material and 40 based on past material).

**NO early or make-up exams will be given.** Instead of make-ups, you are allowed to miss one of the regular exams for any reason (e.g., illness, emergency, work or family obligation, vacation). If you do take all 4 regular exams at the regularly scheduled times, your lowest score from these 4 exams will be dropped at the end of the semester. In other words, your scores from 3 of the 4 regular exams count toward your semester grade. Do not miss the final as that final exam score **cannot** be dropped.

The instructor will have test scores ready for you during the class meeting following each of the regular exams. For each test, Apperson forms will be returned and exam items will be discussed in class only after all of the instructor’s PSYCH 1 sections have taken the exam. In order to reduce incidents of cheating, students are not allowed to keep copies of exams. You are welcome to come to office hours to look at exams you have taken. As the student, please take responsibility for being aware of your own progress in the class and meet with the instructor if you have any questions at all.

**PAPER:** A short paper, worth 15 points, is required *(see included instructions for Psychology in the News)*. The paper is due at the beginning of class on April 29. Late papers will have 2 points deducted for each day late, including weekend days. Late papers may be turned in to the mail drop box outside the division office (Room 420). They must include the student’s name, instructor’s name, days/time of class, and accurate date of turn-in.

**RESEARCH:** You are required to participate in 1 hour of psychological research (on campus). This experience is intended to give you a better understanding of the scientific basis of the material covered in this course. The procedure for being a participant is described below. If you have personal objections to participating in scientific research, discuss this with the instructor immediately (not at the end of the semester) and an alternative activity will be made available. **You must fulfill the research requirement by the end of regular instruction (before final exams week). Failure to fulfill the research requirement means that your overall score in this course will be reduced by 10 points.**

Sign-up sheets and descriptions of the experiments run by the Research Methods class will be posted on the bulletin board outside of the Psychology Lab, Room 402 (bottom floor of the 400 building, facing the ocean), usually several weeks after the start of the semester. Sign-up sheets are often added throughout the semester (until the last week of instruction), so keep checking the board for a date and time that works for you. Most experiments take place in the Psych Lab (Room 402).

You must arrive for an experiment on time. If you wait 15 minutes for the experimenter and the study does not take place, leave a message on the large table in the Psych Lab at
the front of the room (if unlocked) and give your instructor a note with the date and time of your scheduled session. You will still get credit for the full time of the study.

At the beginning of the study, the experimenter will describe what is going to happen. If, upon hearing this description, you agree to participate, you must sign a consent form. If you feel discomfort or stress at any time during the experiment, you have the right to stop participating and still get credit. The experimenter also has the right to stop your participation at any time and you still get credit. The experimenter should have a copy of the instructor’s class rosters for you to sign to receive credit.

At the end of the experiment, you will get an explanation of the study. You may ask the experimenter questions about the research. If you are asked by the experimenter not to discuss the study with any other students, please honor that request. It is critical to the validity of the study.

**EXTRA CREDIT:** You may earn up to 5 points by completing the extra credit paper assignment, due at the beginning of class on May 8 (see included instructions for *Analyze This!*). Other opportunities to add a few "bonus points" to your overall score may be offered periodically during class.

**COURSE GRADING:** Your final course grade will be based on the percentage of 255 points you earn on 3 out of 4 regular exams (150 points possible), the paper (15 points possible), and the final exam (90 points possible), plus any bonus points (i.e., extra credit) you may have earned. If you have not completed the research requirement, 10 points will be deducted.

Letter grades will be assigned on the following basis: 90% (229 points) = A; 80% (203 points) = B; 70% (178 points) = C; 60% (152 points) = D; below 60% (151 points) = F. *From time to time, your participation in classroom activities may be noted and taken into account for “borderline” grading situations.*

You can take this course for a Pass/No Pass grade. To receive a "Pass" you must complete the course with a C or better. The deadline to choose this option is Mar. 1.

*Note:* Instructors are forbidden from changing grades unless there has been a documented error. Please do not ask me to do what cannot be done.

**REQUIRED PAPER:** *Psychology in the News* (15 points)  
**Due April 29**

It is sincerely hoped that after you complete this course you'll continue to think about psychology and apply its ideas to what’s going on in the world and to aid in your critical thinking. The purpose of this exercise is to find a NEWSPAPER article (not from a magazine or psychology website) that illustrates psychological concepts. Your assignment is to find one recent newspaper article (feature article or editorial) from a mainstream newspaper (e.g., *Santa Cruz Sentinel, San Jose Mercury, San Francisco Chronicle, New York Times*; *it can be printed off the Web*) since February 2014.
On 1-2 typewritten pages (double-spaced, 1-inch margins, 12-font):

1. **Identify the source and date of the article.**

2. **Summarize (briefly) the newspaper article.**

3. **Write a description or explanation of how the clipping relates to a theory, concept, or research finding presented in class or in the textbook.** Be sure to include a summary of the material from the lecture or the book and make sure the relevance is clear.

4. **Discuss specific ways the newspaper article could have been improved or was misleading.** For example, did you find information in the textbook that contradicted the newspaper article or would have helped explain the topic more clearly? If you think the newspaper article did a good job of reporting on its topic, explain fully why you think so and support your argument with examples.

5. **Include the newspaper article (e.g., taped to a piece of paper if it is cut out from the newspaper).** Make sure your assignment is fastened together with a paper clip or staple.

**EXTRA CREDIT PAPER: Analyze This!** (5 points)

Due May 8

The purpose of this assignment is to take what you are learning in psychology class and apply it to your own everyday behaviors and mental processes in order to increase self-awareness and understanding. In this paper, you are to analyze and interpret a behavior and/or mental process of yourself. Utilize at least one psychological theory or concept and one research finding in your analysis. There is no specific format you must follow, but the paper should be presented in a clear and logical manner. On 1-2 typewritten pages (double-spaced, 1-inch margins, 12-font):

1. **Clearly identify your behavior and/or mental process of interest (e.g., when you acted a certain way, experienced a particular feeling, or solved a problem).**

2. **Name and describe at least one specific psychological theory or concept and interpret your behavior and/or mental process in light of this theory or concept.** In other words, how might a psychologist analyze your behavior and/or mental process?

3. **Describe at least one research finding from a study cited in the textbook or class (or outside source, if necessary) and relate it to your behavior and/or mental process.**

This is also a good opportunity to explore topics from Chs. 5 (Sensation and Perception), 6 (Consciousness), and 7 (Motivation) that were not part of the required reading.