



Introduction to Psychology (PSY 110-01)
Spring 2019

PROFESSOR INFORMATION

Name: Dr. Keri L. Kytola

Email: keri.kytola@wilson.edu

Office Location: Brooks Science Complex, Room 172

Office Hours: 4:00pm – 6:00pm on M; 11:00am – 12:00pm on T & W

Class Location: Brooks Science Complex, Room 128

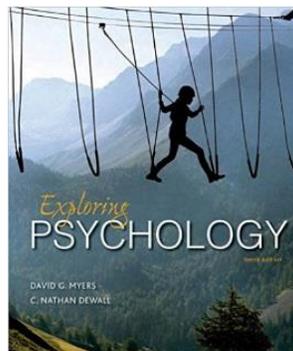
Class Times & Days: 8:00am – 9:15am on T & TH

COURSE DESCRIPTION

This course provides an introduction to the science of behavior and mental processes. We will cover topics including the biological foundations of behavior, sensation and perception, learning and memory, motivation and emotion, development, personality and adjustment, and social behavior.

REQUIRED TEXTBOOK

Myers, David, G. and Dewall, Nathan C. (2016). Exploring Psychology (10th Ed.). NY, NY: Worth Publishers (ISBN: 978-1464154072)



REQUIRED TECHNICAL SKILLS, WEBSITES, & EMAIL

Technical Skills: The primary method of instruction for this class will be lectures, discussions, and demonstrations/activities. However, supplemental materials such as readings and videos will be posted online. For this reason, you are expected to have at least an intermediate level of proficiency with computers and technology, and you must have regular access to a computer with a reliable internet connection.

Class Website: The class website will be Canvas. All students are automatically enrolled in their courses, including a Canvas Student Orientation course. You can access Canvas by clicking on the link on my.wilson.edu or by going directly to <https://wilson.instructure.com/login/canvas>. To log in, use the same username and password that you use for your official Wilson email and the Wilson portal. Your username is typically firstname.lastname (e.g., joan.smith). If you require assistance logging into and/or navigating Canvas, please use the Help button to contact Canvas Support. For assistance with all other technological issues, please contact the IT Help Desk at my.wilson.edu/helpdesk, 717-264-4001, ext. 4001, or helpdesk@wilson.edu.

Email: Outside of class, you will need to use your official Wilson email to contact me and your classmates. Whenever you send an email, be sure to include the class name and section number in the subject of your email. If you are inquiring about a specific assignment, please use the name of the assignment or exam, rather than “this week’s exam”, etc. Also make sure you include your name in the body of every email you send.

Professor Emails and Feedback: I respond to emails within 24 hours during the week and within 48 hours over the weekend. Please allow for this response time and plan accordingly. If you do not receive a response from me in a timely manner, please email me again or stop by my office hours.

COURSE LEARNING GOALS & OUTCOMES

This class meets the following Institutional Learning Goals at Wilson College:

Critical & Creative Thinking: Students will analyze, synthesize, and interpret information as it relates to the field of psychology. Outcomes: b) Students will demonstrate information literacy; c) Students will analyze and interpret texts, images, and experiences; d) Students will analyze evidence to make a judgment and/or solve theoretical, practical, and aesthetic problems.

Communication: Students will speak and write well about psychology in different contexts. Outcomes: a) Students will utilize the writing process to deepen their learning; b) Students will deliver effective oral discussions.

To meet the above Institutional Learning Goals, we will attempt to answer the following BIG questions related to psychology in class throughout the semester:

1) What is psychology?

- a. How is it defined?
- b. How are different psychological constructs measured?
- c. How has our understanding of it/them changed over time?

2) How is it applied?

- a. What sub-fields focus on which topics/constructs?
- b. What is experimental versus clinical psychology?
- c. What career options are there?

3) Why do we care?

REQUIRED COURSEWORK & GRADING POLICIES

Attendance & Participation (15%): Regular attendance is necessary for successful class performance. You are expected to come to class on time and not leave or pack up your things until class is over. In addition to regularly attending, you are expected to participate in class by contributing to group “pair and share” activities and discussions. Your attendance and participation will be recorded every week via Canvas for grading and financial aid purposes.

Grading: Each student may have two unexcused absences without penalty. However, any additional absences must be accompanied by an approved reason (e.g., illness documented by a doctor’s note, death of a family member, religious holiday observance, and Wilson College sanctioned activities) to be excused and avoid penalty. At the end of the semester, the total number of classes you attended and participation activities you completed will be tallied up and divided by the total number of classes/activities available to calculate this portion of your grade which will be worth 15% of the overall course grade.

Reading & Informal Reflection Papers (20%): Reading the textbook ahead of time is also essential for successful class performance. You are expected to read a designated textbook chapter before class most weeks (see tentative course schedule for dates and assigned chapters). After reading the chapter, you will record a half page-to-one page handwritten (e.g., NOT typed) narrative (e.g., a short story or account in the first person) entry *in your own words* (e.g., NOT word-for-word, verbatim what the textbook and/or the Internet says) to reflect on the following:

- The main idea of the chapter (e.g., the take-away message). Your goal is to tell me what the chapter focused on as if you were trying to explain it to a fellow classmate or friend.

- One thing you already knew about a topic/concept in the chapter and how you have or could apply it to your everyday life (e.g., in your other classes, at home, at work, etc.). Your goal is to tell me what the chapter described that was already familiar to you.
- The topics/concepts in the chapter you found to be confusing or unclear. Your goal is to tell me what the chapter did not explain or cover well enough for you to understand after you read it a few times.
- ***Optional:** In addition to your required reflection paper, it is highly recommended that you define key terms and theories/methods for use as a comprehensive study guide throughout the semester.

Grading: Each student may have two missed reflection papers without penalty. That is, at least 7 out of 9 reading journal entries must be completed and submitted by the beginning of class on the designated due dates (see tentative course schedule for dates and assigned chapters). No late or incomplete reflection papers will be accepted. At the end of the semester, the total number of papers you completed will be tallied up and divided by the total number of papers available to calculate this portion of your grade which will be worth 20% of the overall course grade.

Exams (40%): Formal exams are necessary for assessing class performance. Three such non-cumulative exams consisting of a combination of multiple-choice, true/false, short answer, and/or essay questions will be given in class throughout the semester (see tentative course schedule for exam dates). You will have approximately 1 hour 15 minutes to complete the exam, unless otherwise specified in an official accommodation letter from the Academic Support Center. You will not need a scantron or any scratch paper to complete the exam, only a #2 pencil or blue/black ink pen. All notes, textbooks, and cell phones must be put away before exams will be passed out.

Grading: Exams will be graded out of 100%. If you come to class after any classmate has finished the exam and left the room, you will not be allowed to take the exam. Make-up exams that may differ in format (e.g., all short answer/essay versus multiple-choice, etc.) will be given only to students who miss an exam for an approved reason (e.g., illness documented by a doctor's note, death of a family member, religious holiday observance, and Wilson College sanctioned activities), provided that I clear the absence in advance. Thus, if you miss a test and do not notify me beforehand, you will automatically receive a grade of zero. Provided you notify me in advance and have proper documentation for your absence, you must take the make-up exam within 3 days of the missed test at a time to be arranged with me. If you do not take the exam within 3 days of the missed class, you will automatically receive a grade of zero. At the end of the semester, all of the exam grade percentages will be tallied up to calculate this portion of your grade which will be worth 40% of the overall course grade.

Formal Synthesis Paper (25%): Reading and writing to apply knowledge are also essential for assessing class performance. This paper will be broken into several smaller components that will be completed inside and outside of class throughout the semester (see tentative course schedule for due dates). You will use the textbook, at least two additional sources such as a website article or an empirical (e.g., peer-reviewed) research article, and your own personal experience to: 1) identify two areas/subfields of psychology that you are interested in, 2) describe who the major contributor(s) were/are in each area/subfield, 3) explain the historical significance of some of the major methods/principles/theories in each area/subfield, and 4) describe some different jobs or careers you could pursue in each area/subfield. Your goal is to critically compare and contrast the two areas/subfields.

Grading: Additional guidelines, suggestions, instructions, and grading information can be found at the end of this syllabus on the Formal Synthesis Paper requirements and rubric page. At the end of the semester, all of the components of the paper you completed will be tallied up to calculate this portion of your grade which will be worth 25% of the overall course grade.

Extra Credit (up to but no more than 2%): Extra credit will occasionally be offered in this class at my discretion. You are allowed to get up to 10 points of extra credit. If you get all 10 points, it will correspond to a 2% bump in your final grade in this class. Extra credit will not be applied to your grade until the end of the semester.

FINAL GRADING SCALE/SYSTEM

Wilson College uses the +/- system for grades (A, B+, B, B-, C+, C, C-, D+, D, D-, F).

Final grades in this class will be distributed based on the following percentages:

A = 93% - 100%	B- = 80% - 82.9%	D+ = 67% - 69.9%
A- = 90% - 92.9%	C+ = 77% - 79.9%	D = 63% - 67.9%
B+ = 87% - 89.9%	C = 73% - 76.9%	D- = 60% - 62.9%
B = 83% - 86.9%	C- = 70% - 72.9%	F = < 60%

***Note:** I will not “round-up” on your final grade so do not ask. You will get opportunities for extra credit in this class and if you are worried about needing a grade-bump at the end of the semester, you are free to take these opportunities.

CLASSROOM CONDUCT

Discussions/Debates: Throughout this class, you are expected to be respectful to me and your fellow classmates. You are encouraged to share your thoughts and opinions, and respect the thoughts and opinions of others while engaging in class discussions and/or debates. Should you exhibit inappropriate/insensitive behavior (e.g., name calling,

etc.) in class, you will be asked to leave the class on the first offense. A second offense will be reported to the Dean of Students.

Side Conversations: Part of being respectful in class involves not being a distraction. Having side conversations (e.g., whispering) with others in class results in a distraction for me as well as other students around you. For this reason, please refrain from talking to your classmates during lecture when I am talking. Should you arrive late or need clarification about something related to the class, please ask me first. Should you be caught having a side conversation unrelated to class, you will be asked to leave the class on the first offense. A second offense will be reported to the Dean of Students.

Laptop Use: Laptops are not permitted in this class. A number of studies have shown that student learning is compromised by computer use – both for the computer user and for those who can see the computer screen. If you believe that computer use is essential for learning in this class, please contact me in advance. If I also believe that a computer is beneficial for learning, I will assign you a seat where your computer will least compromise the learning of other students. The use of your computer will be limited to course-content only, unless otherwise indicated. It is not to be used for email, Facebook, or any other purpose unrelated to class.

Cell Phone Use: Please silence your cell phones in class and keep them put away (e.g., not visible on your desk/table). Cell phones provide a distraction for both you and other students. If you are expecting an urgent phone call (e.g., you have a family member in the hospital, etc.), feel free to approach me before class so that I am aware of the situation and an exception to this rule can be made.

TENTATIVE COURSE SCHEDULE*

Date	Topic	Readings	Assignments
1/29	Introductions	Syllabus	Read Syllabus
1/31	What is Psychology?		
2/5	History of Psychology	Chapter 1 (pgs. 1-17)	Reflection Paper (RP) #1
2/7	History of Psychology, cont.		
2/12	Psychological Science & Research Methods	Chapter 1 (pgs. 17-30)	RP #2
2/14	Psychological Science & Research Methods, cont.		
2/19	Biology	Chapter 2 (pgs. 35-61)	RP #3

2/21	Biology		
2/26	Consciousness & the Mind	Chapter 3 (pgs. 79-98)	RP #4
2/28	Consciousness & the Mind, cont.		
3/5	EXAM 1: Ch.'s 1, 2, & 3		
3/7	Learning	Chapter 7 (pgs. 245-277)	Formal Synthesis Paper Description Due on Canvas by 4:00pm
3/12	Learning, cont.		
3/14	Learning, cont.		
3/18 – 3/24	NO CLASS – SPRING BREAK		
3/26	Memory	Chapter 8 (pgs. 281-311)	RP #5
3/28	Memory		
4/2	Memory		
4/4	Lifespan Development	Chapter 4 (pgs. 119-146)	RP #6
4/9	Lifespan Development, cont.	Chapter 4 (pgs. 147-168)	RP #7
4/11	Lifespan Development, cont.		
4/16	EXAM 2: Ch.'s 4, 7, & 8		
4/18	Social	Chapter 12 (pgs. 441-484)	RP #8
4/23	Social, cont.		
4/25	Personality	Chapter 13 (pgs. 491-516)	RP #9
4/30	Personality, cont.		
5/2	Psychological Disorders & Treatment	Chapter 14 (pgs. 527-561) & Chapter 15 (pgs. 569-599)	
5/7	Psychological Disorders & Treatment		

5/9	Psychological Disorders & Treatment		Final Formal Synthesis Paper Due on Canvas by 4:00pm
TBD	FINAL EXAM: Ch.'s 12, 13, 14, & 15		

***Note:** The above class schedule is subject to change at my discretion. Changes will be announced in class and on Canvas. While I will do my best to make changes at least one week in advance, this cannot be guaranteed and students are responsible for checking Canvas at least twice per week for announcements and assignments. You are also expected to check your official Wilson College email at least twice per week.

ACADEMIC INTEGRITY STATEMENT

The strength of Wilson College lies in the integrity and honesty of all its members. Being honest at Wilson includes living up to the Honor Principle created by faculty and students. For this reason, academic dishonesty is not tolerated. Academic dishonesty includes, but is not limited to, cheating on an exam (copying someone else's work or using prohibited resources or materials, while taking an exam, whether inside or outside of class), allowing someone else to copy your work, and plagiarism (the presentation, intentionally or unintentionally, of someone else's work as your own). Those found responsible for using unethical or prohibited means in academic work are subject to the College's Academic Regulations and Joint Regulations of Faculty and Students found in the Blue Book. As a student, it is your responsibility to have read the Blue Book and to understand how cheating is defined at Wilson.

ADDITIONAL RESOURCES

Academic Support Center

The Academic Support Center assists all enrolled students at no additional cost. Services include tutoring for a variety of 100 and 200-level courses, in-person and online writing support, supplemental instruction, disability accommodations, and reading skills instruction. To learn more about the ASC, please visit <http://www.wilson.edu/academic-support-center>. Please note, students needing accommodations for documented disabilities (including temporary impairments) should contact Sarah Feldberg. To initiate the accommodations process, students may also go to https://wilson-accommodate.symlicity.com/public_accommodation/. Students who wish to view or adjust current accommodations may visit <https://wilson-accommodate.symlicity.com/>.

If you have questions, please contact: Sarah Feldberg, Academic Writing Coordinator, Library Room 207, 717-262-2762, sarah.feldberg@wilson.edu or Linda Swartz, Reading

Library & Research Support

The library provides access to both print and online materials for your academic and research needs. The library space serves as a place to both relax and study with private study rooms, computer labs, and comfortable furniture for individual and group use. You can visit the Wilson library website at my.wilson.edu/library to find the contact information for library staff, library databases, online tutorials and more. If you have questions, use the “Ask a Librarian” form or email jsmlibrary@wilson.edu.

Library Services:

- **Collections:** The library currently houses a collection of over 75,000 books, DVDs, and other items for your research. In addition, the library provides access to over 200,000 electronic books and journal titles.
 - **Research Help:** Librarians are available to help students use library databases and the web to access scholarly materials.
 - **Technology Help:** Librarians can help students learn how to use technology tools and can assist with utilizing library space for group collaboration.
 - **Interlibrary Loan:** Librarians can help students access materials available from other libraries.
 - **Personal Librarian Program:** Each student is assigned a personal librarian for the entire time they are at Wilson College. If you would like to participate in this unique program or do not remember who your personal librarian is, please contact the library staff.
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Formal Synthesis Paper Requirements & Rubric

GOAL: BECOME FAMILIAR WITH THE FIELD(S) OF PSYCHOLOGY AND CONVEY YOUR INTERESTS

Using the outline below you will expand on each section to describe your chosen areas/subfields of psychology.

PAPER REQUIREMENTS

OBJECTIVE 1: Identify two areas/subfields of psychology that you are interested in. Listed below are some examples that you are welcome to choose from but you may also choose other, more specific areas/subfields found in the textbook or online that are not on the list.

Biological Psychology (Psychobiology)
Clinical Psychology (be more specific here)
Cognitive Psychology
Community Psychology
Counseling Psychology
Educational Psychology
Evolutionary Psychology

Experimental Psychology (be more specific here)
Forensic Psychology
Health Psychology
Industrial/Organizational Psychology
Lifespan Developmental Psychology
Social Psychology
Sport & Exercise Psychology

***DEADLINE #1:** Once you choose your two areas/subfields, you must submit a brief description of them as a Microsoft Word Document (roughly ½ page typed, double-spaced) to Canvas on or before **at 4:00pm** so I can provide feedback and approve them.

OBJECTIVES 2 & 3: Describe who the major contributor(s) were/are in each area/subfield, and explain the historical significance of some of the major methods/principles/theories in each area/subfield. In addition to using the textbook, these objectives will require that you conduct a small literature review (e.g., Internet engine/database search) to find *at least* two additional sources to inform your paper. The sources may be a website article or an empirical (e.g., peer-reviewed) research article. **Do NOT use online encyclopedias such as Wikipedia, Simple Psychology.com, Biography.com, etc.**

Once you find your sources, you will need to consider the following:

- a) who/what each article is about
- b) which methods were used (if any) to describe the article's topic
- c) what you learned from the article and which pieces of information you will integrate into your paper

***Note:** Beyond the textbook, two sources are required and MUST to be cited in APA-style format at the end of your description. Once you have included at least two articles, you may supplement with other legitimate resources.

OBJECTIVE 4: Describe some different jobs or careers you could pursue in each area/subfield. Be sure to cite your sources in APA-style format as needed.

Once you identify some options, you will need to consider the following:

- a) what type(s) of education, training, or certifications are required
- b) which type(s) of work environments or settings are most common

OBJECTIVE 5: Combine and write up your previous objectives in American Psychological Association (APA) style format.

***For help with APA-style formatting, visit the following webpage:**

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Once you have reviewed APA-style formatting, you will need to include:

- a) title page
- b) introduction
- c) discussion/body of paper
- d) references page/in-text citations throughout paper

***For help avoiding plagiarism, visit the following web link:**

<https://www.youtube.com/watch?v=-JwFWbPotBA&feature=youtu.be>

***DEADLINE #2:** Once you have written and proofread your final paper, you must submit it as a Microsoft Word Document (roughly 3-4 pages typed, double-spaced) to Canvas on or before **4:00pm** so I can begin grading them. If your paper is submitted late, a 10 point deduction will be made immediately and 5 points will be deducted per day thereafter.

PAPER RUBRIC

Knowledge & Understanding of the Area(s)/Subfield(s)/Content	
<ul style="list-style-type: none">• Fully addressed all aspects of the writing prompt and writing requirements• Located and used relevant sources• Accurately described and integrated all sources with the writing prompt	

<p>Writing Style & Grammar</p> <ul style="list-style-type: none"> • Appropriately introduced, discussed, and concluded the writing prompt • Organized thoughts into paragraphs that logically followed one another • No grammatical, spelling, or punctuation errors • Minimum length requirement was met (3-4 pages, double-spaced not including title page or references page) 	
<p>Follows Correct APA-Style Formatting</p> <ul style="list-style-type: none"> • Font style/size • Spacing/margins • Title page • Header on each • In-text citations for all unoriginal thoughts • References page for all in-text citations • Evidence of referencing two or more sources 	