

PSYC 111-003
Foundations of Psychology
Spring 2020

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Course Objectives:

- To educate students about many parts of the vast discipline of psychology.
- To examine how the principles of psychology apply to students' lives.
- To explore common questions and myths regarding psychology.
- To improve critical thinking skills via analysis of psychological concepts.
- To encourage further study of psychology.

Textbook:

- Pomerantz, A. M. (2018). *My Psychology*. New York: Worth.
- Through Blackboard, you have access to an eBook version of the textbook. The eBook contains everything your hard copy does. In the eBook, you can highlight, add notes, click on key terms to see pop-up definitions, click on links to videos and apps, and much more. The eBook is just part of LaunchPad, a collection of online resources designed to help you learn the material. Those resources include practice quizzes (including the interactive LearningCurve), flashcards, Chapter App activities, My Take video activities, and much more.
- To access the eBook and the rest of LaunchPad:
 - Within the Blackboard page for this course, click on Coursework (on the left side of the screen).
 - Click on the LaunchPad folder.
 - Click on the link for Launch Pad (with a logo that looks like this: ). A new tab will open in your browser.
 - In that new tab, if you want the eBook, click on eBook (on the left side of the screen). If you want the other resources in LaunchPad, click on Resources (on the left side of the screen) and then either Content by Type or Content by Chapter.

My Approach to Teaching this Course:

A few notes about my approach intended to enhance your learning:

- I strongly believe that psychology applies directly to our daily lives. The textbook and lectures will emphasize that point, and my hope is that throughout the semester you will continuously challenge yourself to think of ways that psychology concepts relate to your lived experience.
- As a clinical psychologist who practices and conducts research regarding psychotherapy, I have a great appreciation for the value of the *alliance* between client and therapist. In other words, across all therapeutic techniques, a strong professional relationship consistently underlies effective therapy. I believe the same holds true for teaching: a strong rapport between teacher and student—one that includes collaboration and mutual respect—enhances the effectiveness of teaching and the extent of learning. Of course, there are differences—teaching a large group of students is different from one-on-one therapy—but my experience and the empirical literature suggest that the same general principles apply.
- The material covered in the assigned textbook readings far exceeds the amount of time we have to discuss it in class. For that reason, class lectures will emphasize the most important points, but cannot be completely comprehensive. Even a good reading of the PowerPoint slides (which will be available to you on Blackboard) will not enable you to learn all of the necessary material. For these reasons, *it is essential to read the textbook*. The relationship between the lecture/PowerPoints in this class and the material you need to learn is like the relationship between a movie trailer and the full movie. (Would you want to take an exam about a movie if you had only seen the trailer?)
- I enter this class with an important assumption about you: *You are a responsible adult with an interest in learning the course material and maximizing your course performance*. Accordingly, I expect you to:
 - Attend class on a regular basis and in a timely fashion. If you must miss class on an exam day, notify me as soon as you know of the conflict, and certainly before the exam itself. The reason for missing the exam must be justifiably significant (e.g., illness, family emergency, etc.), and you will need to provide written documentation (e.g., note from physician's office) to support your absence. In cases where an exam is missed with no prior contact or with an insufficient excuse, the exam score will be zero. In cases where a make-up test is justified, the make-up test will be equal in difficulty to the original test.
 - Read assigned material. Many of the exam questions will come directly from textbook readings, and we will base our class discussions on them as well.
 - Participate in class activities and discussions. Many of the exam questions will come directly from class lectures, activities, and discussions. These activities will enhance your understanding of concepts presented in the textbook.
 - Behave appropriately in class, which precludes use of headphones, using screens for extraneous purposes, distracting other students, or otherwise

disrupting class. Students engaging in behaviors such as these may be asked to leave the classroom.

- Ask questions (during or outside of class) when material is intriguing or confusing. Engagement with the course means more than just quietly sitting in class and taking notes. Discussing what you find most interesting can only enhance your learning.
- Turn in all assignments as instructed. Any assignment you submit after the class period in which it is due (including later the same day) will be subject to a reduction in points earned. Specifically, assignments will be docked 20 percentage points per 24-hour-period late, with the first deduction taking effect immediately at the conclusion of the class period on which they are due.
- Take advantage of the resources available to you. The textbook, the professor, the graduate teaching assistant, and more resources are there to help you succeed in this course.

Grading Policies:

Your grade will be calculated as follows (with total of 520 points possible):

- 4 multiple choice exams, each worth 100 points (77% of your grade collectively)
 - After each exam, I am happy to discuss any particular exam question with you, but such discussions must take place within one week of your receipt of your grade on the exam. If you wish to dispute a particular question, such disputes must be submitted in writing with a brief argument (preferably including citation of text page numbers) supporting the notion that your answer was correct.
- 4 brief Chapter App writing assignments, each worth 15 points (11.5% of your grade collectively)
 - See the explanation of Chapter App writing assignments later in this syllabus.
- 4 brief My Take Video writing assignments, each worth 15 points (11.5% of your grade collectively)
 - See the explanation of My Take Video writing assignments later in this syllabus.
- Failure to complete research participation requirement (see policy below) will result in a one-letter-grade decrease in the final course grade, such that an A grade will become a B, a B grade will become a C, etc.

Final grades will be assigned as follows:

A = 89.5%-100% of total possible points earned

B = 79.5% -89.49%

C = 69.5%-79.49%

D = 59.5%-69.49%

F = below 59.5%

Chapter App Writing Assignments:

The purpose of these assignments is for you to recognize and briefly explain how psychology concepts apply in your daily lives, including apps we can use on our smartphones. In every chapter, you will find Chapter App boxes. Each one appears in the margin near the concept it illustrates. Chapter Apps are real, free apps that you can download, or learn about by going to the app's website or watching the app's video demo. Each app demonstrates a real-life application of an important psychology concept. In each Chapter App box, the title of the app tells you the concept it illustrates. The box also includes links to download and learn about the app, a brief description of the app, and some questions about the app for you to consider.

When each unit of the course ends, it is your responsibility to write a brief paper about one app from that unit. Here are the specifics regarding each of those assignments:

- Choose ONE app from each unit to write about. Here are your options:
 - Unit 1
 - Chapter App 1.1, *My Homework*, page 21
 - Chapter App 5.1, *Quizlet*, page 152
 - Unit 2
 - Chapter App 6.3, *stickK*, page 195
 - Chapter App 9.2, *Twitter*, page 311
 - Unit 3
 - Chapter App 10.1, *Culture Compass*, page 343
 - Chapter App 11.2, *ReachOut*, page 389
 - Unit 4
 - Chapter App 13.1, *CoachMe Habit Tracker*, page 449
 - Chapter App 13.2, *Waze*, page 467
- Write a brief paper in which you respond to the questions in the Chapter App box entitled “How does it APPLY to your daily life?” and “How does it APPLY to your understanding of psychology?” The paper should be double-spaced, using 12-point Times New Roman font and 1-inch margins all around.
- Minimum length of the paper is 175 words; maximum length is 350 words. (That's about ½ page to 1 page.)
- Submit each paper online by its due date. The due date is always the class period *before* the exam on that unit. Please see the course schedule for specific due dates. Instructions for submitting the paper online will be shared before the first paper is due.

My Take Video Writing Assignments:

The purpose of these assignments is for you to watch a brief video of real Intro Psych students explaining how psychology concepts apply to their real lives (offering their own personal “take” on the concepts) and then do the same in a brief paper. In every chapter, you will find My Take Video boxes. Each one appears in the margin near the concept it illustrates. Each My Take Video is professionally shot and edited, and features a several real students taking a class like yours at colleges around the country.

Although each video is only 2-3 minutes long, they include several high-quality examples of students describing how a concept in the book connects to their real-life experience.

When each unit of the course ends, it is your responsibility to write a brief paper in response to a My Take Video from that unit. In the paper, after watching the video on your own, you should write a brief paper that offers “your take”—in other words, an example or story of your own that shows how the concept applies to your personal life. Here are the specifics regarding each of those assignments:

- Choose ONE My Take Video from each unit to write about. Here are your options:
 - Unit 1
 - My Take Video 1.1, Correlation-Causation Fallacy, page 24
 - My Take Video 5.3, Memory Mistakes, page
 - Unit 2
 - My Take Video 7.1, Affective Forecasting, page 221
 - My Take Video 9.1, Parenting Styles, page 306
 - Unit 3
 - My Take Video 10.3, Gender and Sex, page 350
 - My Take Video 12.1, Locus of Control, page 416
 - Unit 4
 - My Take Video 13.1, Fundamental Attribution Error, page 438
 - My Take Video 13.3, Social Comparison, page 454
- Write a brief paper in which you offer “your take”—in other words, an example or story of your own that shows how the concept applies to your personal life. The paper should be double-spaced, using 12-point Times New Roman font and 1-inch margins all around.
- Minimum length of the paper is 175 words; maximum length is 350 words. (That’s about ½ page to 1 page.)
- Submit each paper online by its due date. The due date is always the class period *before* the exam on that unit. Please see the course schedule for specific due dates. Instructions for submitting the paper online will be shared before the first paper is due.

Course Schedule:

This schedule approximates the schedule we will follow in class. The particular topic covered on a given day in class may vary according to the speed with which we move through various sections of the course. Dates of exams may change as well.

Date	Topic	Assigned Chapters
January 13 (Unit 1 begins)	Syllabus/The Science of Psychology	1
January 15	The Science of Psychology	1
January 20	No class—MLK Day	
January 22	Brain and Behavior	2
January 27	Brain and Behavior	2
January 29	Memory	5
February 3	Memory	5
February 5	Memory <ul style="list-style-type: none"> • Unit 1 Chapter App writing assignment due • Unit 1 My Take Video writing assignment due 	5
February 10	<ul style="list-style-type: none"> • Exam—Unit 1 	
February 12 (Unit 2 begins)	Learning	6
February 17	Learning	6
February 19	Learning	6
February 24	Cognition (Thinking)	Part of 7 <ul style="list-style-type: none"> • only pages 220-225 (start at the heading “Cognition and Emotion” on page 220 and end at the solid green line on page 225)
February 26	Development Across the Lifespan	9
March 2	Development Across the Lifespan <ul style="list-style-type: none"> • Unit 2 Chapter App writing assignment due • Unit 2 My Take Video writing assignment due 	9
March 4	<ul style="list-style-type: none"> • Exam—Unit 2 	

March 9	No class—Spring Break	
March 11	No class—Spring Break	
March 16 (Unit 3 begins)	Diversity in Psychology	10
March 18	Diversity in Psychology	10
March 23	Stress and Health	11
March 25	Stress and Health	11
March 30	Personality	12
April 1	Personality <ul style="list-style-type: none"> • Unit 3 Chapter App writing assignment due • Unit 3 My Take Video writing assignment due 	12
April 6	<ul style="list-style-type: none"> • Exam—Unit 3 	
April 8 (Unit 4 begins)	Social Psychology	13
April 13	Social Psychology	13
April 15	Social Psychology	13
April 20	Psychological Disorders	14
April 22	Psychological Disorders	14
April 27	Therapy	15
April 29	Therapy <ul style="list-style-type: none"> • Unit 4 Chapter App writing assignment due • Unit 4 My Take Video writing assignment due 	15
May 7 (<u>Thursday of Final Exams Week at 10 AM</u>)	<ul style="list-style-type: none"> • Exam—Unit 4 	

Participation in Research or Research Article Quizzes by Psychology 111 Students

Research is the basis of knowledge in psychology and provides the content in all areas of the discipline. The Department of Psychology requires a minimum of **6 hours** of research experience of each student enrolled in PSYC 111, unless the participant pool coordinator has dictated otherwise. This requirement may be completed by active participation in a department-approved study, by taking quizzes on select research articles, or a combination of these two in accord with guidelines set by the instructor. Each accepted quiz (must score 70% or above to be accepted) receives one hour of research credit, and active participation in ongoing studies receives credit according to the length of time spent in the study, which can vary from half an hour to multiple hours.

Details of the research participation will be provided early in your class. Attendance on the day research participation is described is mandatory and you will receive in-depth instructions on how to use the [SONA web site \(https://siue.sona-systems.com\)](https://siue.sona-systems.com) for research participation. You will also participate in an initial screening process which may allow you to participate in future studies.

Failure to fully complete the research experience requirement results in a one-letter grade drop. For example, if a student earned a B in PSYC 111 at the end of the semester but failed to fulfill the research experience requirement, the student would receive a C. Students who make an appointment for research participation, as do the investigators conducting the study, make a commitment to be at the designated place at the designated time for their appointment. If an emergency arises to prevent participants from being able to be at the appointed time and place, they must notify the investigator no later than one hour prior to the study time. If students fail to come to the study on time or fail to cancel with sufficient notice, they will not receive credit for that study and be marked as a “no-show.” If you have more than two no-shows, you will no longer be able to register for experiments and will only have the option to register for the research article quizzes. Moreover, it is up to the investigator to decide whether and when such a participant can make an additional appointment for that particular study. Students should be aware that making a large number of appointments at the end of the semester (at the same time that hundreds of other students are trying to do so) can be difficult. It is best to fulfill the 6-hour requirement well before the end of the semester.

Again, failure to meet the 6-hour requirement at the end of the semester will lead to a reduction of one letter grade.

Those students who do not wish to participate in research may substitute research article quizzes for research participation. The article quizzes will give you some exposure to psychological research and acquaint you with some of the rich sources of materials where psychological studies are reported. The article quizzes will be posted on Blackboard after the midterm. Quizzes will be released one per week, typically during the last eight weeks of the semester. Each quiz will be open for 24 hours. The dates and times the quizzes will be available will be posted on Blackboard. During the 24 hour window, you will read a pre-approved research article and take a quiz on said article. You must receive a 70% or greater to receive credit. You may read the article for as long as you like during the 24

hour window; however, you have one hour to complete the quiz. Each quiz counts for 1 HOUR of research time.

Research Article Quizzes will be available on Blackboard during the following times (all CST):

- Article 1: 9:00 a.m., Friday, March 6 - 9:00 a.m., Saturday, March 7
- Article 2: 9:00 a.m., Friday, March 20 - 9:00 a.m., Saturday, March 21
- Article 3: 9:00 a.m., Friday, March 27 - 9:00 a.m., Saturday, March 28
- Article 4: 9:00 a.m., Friday, April 3 - 9:00 a.m., Saturday, April 4
- Article 5: 9:00 a.m., Friday, April 10 - 9:00 a.m., Saturday, April 11
- Article 6: 9:00 a.m., Friday, April 17 - 9:00 a.m., Saturday, April 18
- Article 7: 9:00 a.m., Friday, April 24 - 9:00 a.m., Saturday, April 25
- Article 8: 9:00 a.m., Friday, May 1 - 9:00 a.m., Saturday, May 2

Don't get dropped a letter grade! Recommendation for earning all 6 credits: Use the first eight weeks of the semester to earn research credits through SONA. Check SONA for new studies at least once per week. Many (but not all) studies are online. At week eight, calculate how many credits you still need. Plan to complete that many article quizzes and take the quizzes as soon as they're available on Blackboard. You can also keep checking SONA for additional studies during the last eight weeks. If you participate in more studies, you won't need to complete as many article quizzes.

Additional Departmental and University-Wide Policies:

Department of Psychology Policy on Incomplete Grades and Withdrawal

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

The Psychology Department's Policy on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

Statement on Disabilities

Students with documented disabilities should notify the instructor regarding any needed accommodations at the beginning of the course. To request accommodations, please contact Accessible Campus Community & Equitable Student Support (ACCESS), Student Success Center, Room 1270 (phone: 618-650-3726, website: <http://www.siu.edu/access/>).

SIUE Statement on Diversity: All societies and peoples have contributed to the rich mix of contemporary humanity. In order to achieve domestic and international peace, social justice, and the development of full human potential, we must build on this diversity. SIUE nurtures an open, harmonious, and hospitable climate that facilitates learning and work. Each member of the University is responsible for contributing to such a campus environment.

SIUE Nondiscrimination Policy: Southern Illinois University Edwardsville (SIUE) is a public comprehensive University committed to creating and maintaining a diverse community in which students, faculty, and staff can learn and work together in an environment free of discrimination and free from any form of illegal harassment. Such actions violate the dignity of the individual and the integrity of the University as an institution of learning. SIUE prohibits discrimination against employees, applicants for employment and students on the basis of age, color, disability, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. Discrimination in any form will not be tolerated; management and supervisory personnel, at all levels, are responsible for taking reasonable and necessary action to prevent discrimination.