Psychology 101H Syllabus (Fall, 2006)

Course: Psychology 101H (Introductory Psychology-Honors)
Instructor: James T. Todd, Ph.D.
Course Time: 10:00-10:50 am
Room Number:
Final Exam: December 15, 2006, 9:30-11:00 am
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Course Objectives

This course is an introduction to the theories, concepts, and viewpoints that comprise the discipline of psychology. For successful completion of the course, the student will demonstrate (by appropriate course participations, completion of assignments, and successful performance on examinations) a grasp of the basic concepts covered in the lectures, text, readings, and discussion. Because this is an honors course, students will be expected to learn core concepts largely independently. Class time will be used to examine basic issues in depth and explore advanced concepts. Additionally, the student will be expected to learn core concepts at a depth and level of precision not typically expected of students in non-honors sections.

Assignments

Aside from the weekly reading, there will be no regularly scheduled written assignments. The instructor may, however, add assignments and other supplemental material as seems appropriate or necessary. The reading assignment from the book and other sources should be completed prior to the class session for which they are assigned.

Examinations

The course will have four examinations plus one final examination. All course examination questions will be multiple choice, true or false, fill in the blank, or essay. The examinations will cover material from the lectures, discussion, supplemental readings, the textbook. The examinations will be given online via the instructor’s website. The examination will typically be available online for a specified period on the day scheduled for the examination. Special passwords and other identifying information may be required for students to access the examinations. Online academic dishonesty and attempts to inappropriately manipulate the system will be monitored via software mechanisms. Test administered via other media and mechanisms may be substituted if events warrant.

Readings

In addition to the textbook, the instructor will assign additional readings. These will be provided in class or can be obtained by the student via download from the instructor’s website, library sources, or electronic course reserves. Unless otherwise specified, the contents of these readings will be subject to examination.
Make-Up Examinations

Make-up examinations will be arranged only for those students who provide valid medical or personal reasons for missing a scheduled examination. If you know beforehand you will miss a scheduled examination, inform the instructor as soon as possible. Documentation verifying a valid reason for the absence from the test may be required in cases a make-up test is arranged.

Attendance

With certain exceptions specified by University or Federal regulations, lecture attendance will not be checked. However, since the examinations will cover lecture material and important announcements may be made at any time regarding issues such as reading assignment changes, class cancellations, and examination coverage, attendance at every class meeting is encouraged.

Grading

The grading scale for examinations will be as follows: A=100-90.0%, B=89.9-80.0%, C=79.9-70.0%, D=69.9-60.0%, E=59.9-0.0%. The top third of the range is the "plus" grade, and the bottom third is the "minus" grade. (There is no "A-plus grade.") The final exam is worth two regular examination grades. Any student who averages 90% or higher on the first four examinations will be excused from the final examination. The lowest of the four regular examination scores (not including the Final grade) will be dropped from the average.

Academic Dishonesty

University and departmental policies with respect to academic dishonesty and cheating will be followed and enforced. Unless otherwise specified, you will not be permitted to use notes, books, tape players, music players, radios, calculators, or similar data and text storage items during testing periods.

Student Requests

Requests for make-up tests, grade changes, extensions, etc. should be made in writing directly to the instructor and include supporting documentation if required.

Accommodations

Students who have recognized disabilities or other circumstances that require accommodations should inform the Office of Access Service in a timely manner as specified in applicable University regulations and guidelines. Reasonable accommodations will be made in accordance with applicable laws and policies.

Syllabus Changes

Unforeseen circumstances may result in changes in any aspect of this course. The instructor may make changes in the syllabus, schedule, requirements, and other aspects of the course. If possible, these changes will be announced in class or disseminated in another manner.

Class Cancellations

Class meetings may be canceled by university authorities or by the instructor. Cancellations will be announced in as timely a manner as possible. You will be responsible for reading material assigned for the day of the canceled class.

Other policies
Please refer to official university publications, especially the Fall Class Schedule, for questions regarding enrollment, registration, schedules, adds, drops, grading options, and other policies.
Course Schedule

Week 1 (9/6, 9/10)

Introduction to the course; Introduction to psychology.

Core issue: Why you should always ask the question: "What is it you saw that made you say that?"

Some elements of the history of psychology

- Reading: Preface xxiii-xxvii; Chapters 1, pp. 3-23.

Week 2 (9/11, 9/13, 9/15)

Research in Psychology

- Chapter 2, pp. 25-53
- Single-subject designs (website)

Core Issues: Group vs. Single-Subject Research; Descriptive vs. Inferential Statistics

Week 3 (9/18, 9/20, 9/22)

Biology of Behavior

- Chapter 3, pp. 55-81.
- Chapter 4, pp. 83-121.


Basic Principles of Learning

- Chapter 5, pp. 123-153.
- Chapter 13, pp.403-409
- "How to Teach Animals" (Skinner, 1951) (Reserves)
- “The Creative Porpoise” (Pryor et al. 1966) (Reserves)

Core issue: Are theories of learning necessary? The revolution in animal training.

Week 4 (9/25, 9/27, 9/29)

Basic Principles of Learning (continued)

Sensation and Perception

- Chapter 6, pp. 156-164
- Chapter 7, pp. 193-225
Week 5 (10/2, 10/6, 10/8)

Memory

- Chapter 8, pp. 227-261.
- Watkins: “Mediationism and the Obfuscation of Memory” (Reserves)

Core issue: What do you have when you have a memory?

Week 6 (10/9, 10/11, 10/13)

Consciousness

- Chapter 9, pp. 263-299.
- Jaynes, J. excerpt from *The Origin of Consciousness in the Breakdown of the Bicameral Mind.* (Reserves)

Core issue: Does consciousness exist?

Week 7 (10/16, 10/18, 10/20)

Language

- Chapter 10, pp. 293-321
- Skinner: Excerpt from *Verbal Behavior* (reserves)

Core issue: Language vs. Verbal Behavior

Week 8 (10/23, 10/25, 10/27)

Intelligence and Thinking

- Chapter 11, pp. 323-355
- Gould: “Carrie Buck’s Daughter” (Reserves)
- Gould: “Wide Hats and Narrow Minds” (Reserves)

Core issue: How the concept of intelligence can make racism and sexism acceptable.

Week 9 (10/30, 11/1, 11/3)

Life-Span Development

- Chapter 12, pp. 357-399

Week 10 (11/6, 11/8, 11/10)

Motivation and Emotion

- Chapter 13, pp. 410-435

Week 11 (11/13, 11/15, 11/17)

Personality
Chapter 14, pp. 437-471

Week 12 (11/20)

Social Psychology

• Chapter 15, pp. 473-507.

Core Issue: Traits vs. Situations

Week 13 (11/27, 11/29, 12/1)

Pseudoscience, antiscience, & pseudorationality

• Video presentation on facilitated communication

Week 14 (12/4, 12/6, 12/8)

Nature and Causes of Mental Disorders

• Chapter 17, pp. 543-579.
• Reading TBA

Week 15 (12/11, 12/13)

Treatment of Mental Disorders

• Chapter 18, pp. 581-613.
• Reading TBA

Week 16 (12/15)

Final Exam Period (9:30-11:00 am)