



Introduction to Psychology

PSYC 100H Sections 0101 – University of Maryland – Spring 2015

WHAT IS PSYCHOLOGY?

I'm sure before you signed up for this course you could have told someone that psychology is the study of thought and behavior. But what does that really mean? What are the basic theories that help explain why we do what we actually do? Is common sense as accurate as we tend to think? In learning to see and think about ourselves and our world from a **scientific** perspective, we'll see that understanding the reason why we do what we do can be tremendously helpful in our own daily lives.

Before we can get into specifics it is essential that we understand the difference between “common sense” and research evidence. That is, despite how sure we might be of something, it's just an assumption until we support it with scientific data. We'll start by learning how we can design research studies to gain that knowledge, the rules for interpreting data, and the ethical guidelines for conducting that research.

Students who successfully complete this course will be able to:

- > Use all four general perspectives of psychology to explain a wide variety of thought and behavior
- > Design a study to answer a specific research question
- > Effectively train animals (and humans)
- > Apply what we know about learning and memory to develop more effective study habits
- > Label and describe how thought and behavior is controlled by specific areas of the brain
- > Describe our sensory systems and explain how illusions trick us into perceiving things that don't exist
- > Reduce their own stress with effective strategies
- > Explain why sleep and dreaming are important
- > Identify the major classes of drugs and their effect on the brain, thought and behavior
- > Analyze their own behavior using theories and research on how we are influenced by other people
- > Draw connects between the development of humans from babies to adults and the evolution of the species
- > Identify the major categories of psychological disorders by the symptoms presented

Lecture Meets:	MWF 11:00-11:50 AM HBK 0115
Instructor:	Dr. Dylan Selterman BPS 3123-K
Email:	Please use psyc100selterman@gmail.com for questions (your TA will have access to this as well). For emails that only Dr. Selterman should see use dselter@umd.edu
Office Hours:	Tuesday 3:30 – 5:30pm (or by appointment as necessary)
Teaching Assistant:	Kathryn Day Office hours TBA
Canvas (assignments):	www.elms.umd.edu
Research Participation:	http://umpsychology.sona-systems.com

REQUIRED RESOURCES

**A Turning Technologies clicker such as:
Response Card: RCRF-LCD**
ISBN# 978-1-9-3493140-0

There is no required textbook for this course. In collaboration with Dr. Scott Roberts and Dr. Ryan Curtis, we have prepared a collection of freely available online resources, so ensure that you have access to a personal or campus computer and a pair of headphones. You can find them here: <http://ter.ps/openpsyc>.

STANDARD COURSE POLICIES

For policies on academic integrity, accommodations for disabilities, excused absences, copyright laws and grade appeals please visit <http://ter.ps/psycsyllabi>. I expect you to know the details of these.

COURSE FORMAT

First and foremost, this is not a straightforward lecture class. Time in class will be primarily devoted to discussions, demonstrations, and applications of the scientific knowledge in the field. You will be responsible for completing regular assignments designed to help you prepare for each class meeting. That may require a bit more work than some of your other classes, but you'll get a lot more out of it in return.

The course is designed to achieve the Department of Psychology's Learning Objectives for every course:

- > Content in Psychology – We'll survey the general perspectives on which psychology is founded upon as well as the history, theories and findings on which we base our knowledge in this field.
- > Research Methods in Psychology – Everything we learn will be based on research from decades of scientific study. We will examine the methodologies along with their strengths and limitations.
- > Critical Thinking Skills - The assessments will challenge you to apply your knowledge to real examples and form arguments based on sound theory and research.
- > Communication Skills – You will be asked to demonstrate what you have learned via scientific writing, group and class participation and professional presentations.

INDEPENDENT LEARNING ASSESSMENTS

Before class, you will be required to complete a “worksheet” designed to highlight information in the assigned readings and assess your learning of the material. Everyone is different, but you can expect each worksheet to require between two and four hours of outside coursework each. PDF copies of the worksheets are in a public Dropbox folder. You submit your answers in a quiz on ELMS. These quizzes are due on Mondays at 10:30am.

You are welcome (and encouraged) to work cooperatively, though all answers submitted must represent only your own writing. Further, for essays you must type and save your answers prior to submitting them online... that way, if ELMS fails for some reason you don't lose any of your work. Please note: no worksheet will be accepted late for full- or partial-credit, absolutely no exceptions, so plan accordingly and submit your work well in advance of the deadline. If you have questions on a worksheet, please email me at least 24 hours before it is due so that I may respond in time.

IN-CLASS LEARNING ASSESSMENTS

Class meetings will begin with an in-class “learning check” designed to help you and I assess your learning of the assigned material. Many, (though not necessarily all) of these assessments will require a clicker, so be sure you have yours, register it, and keep some

In a student's words:

“Even though I said that there was a lot of workload, I'm happy that there was. I learned so much from this course- more than I have ever learned in any of my high school and college classes. This is by far my favorite class this semester and has made me look into Psychology a lot.”



spare batteries on hand. See <http://clickers.umd.edu> for details on how to register your clicker and for technical support.

Please note: Once the assignment has begun you will not be permitted to complete it for credit and it cannot be made up. Therefore, like any professional environment, it is critical that you are early or on time. Two of these assessments are counted only as extra credit to account for the rare but unavoidable delays or absences we all encounter. In the event of excused absences that assessment will be dropped from your point total, meaning that it will not count against you.

BLENDED LEARNING COURSE DESIGN

This course is designed as a Blended Learning Course, which means that scheduled course time will involve a variety of learning activities, including in-class demonstrations and out-of-class exercises. We'll discuss this in more detail during our first class meeting, but you should know in advance that some activities will require you to participate online instead of in the class room.

These assignments will be evaluated to assess (1) your demonstrated learning of the material, (2) the extent to which you form clear arguments supported by factual statements and (3) the quality of your academic writing. You are welcome (and encouraged) to work with classmates on these assignments, though your submission must represent only your own writing.

Students who have not had as much experience with academic writing are encourage to take advantage of the resources available on campus. The Writing Center offers individual appointments to help you draft, proof and complete writing assignments. Even experienced writers can benefit! To schedule an appointment, and to see the other resources availabl to you, visit <http://www.english.umd.edu/academics/writingcenter>.

On the weeks that you are not submitting a blended learning assignment, you will be doing a “study smart” in-class activity. If you do not participate in the in-class activity, 10 points will be deducted from your corresponding Blended Learning assignment.

EXAMS

There will be 3 exams designed to assess your learning of the essential concepts and theories in the course. Exams will be a combination of multiple choice, short answer questions and short essay questions. The worksheet questions, in-class assignments and review sheets will prepare you for exactly what learning you will need to demonstrate on the exam.



You can expect exams to be cumulative with regards to the application of earlier theoretical perspectives and empirical evidence to newer material. In accordance with university policy, make-up exams will only be offered in the event of an excused, documented absence. Missing an exam without appropriate documentation will result in a grade of zero points.

RESEARCH EXPERIENCE REQUIREMENT

Part of learning about psychology is experiencing psychological research. All PSYC100 students are required to participate in 5 hours (credits) worth of research studies. You will be the participant in the study. If you do not complete all 5 credits by the last day of class, your final course grade will reduced by

one full letter grade. To sign up for the studies, go to <http://umpsychology.sona-systems.com> and create an account. You may then sign up for any study for which you qualify. We recommend that you earn your first full credit by completing the “**Mass Testing Questionnaire**” - a collection of surveys you can complete online. The advantage to you is that many researchers use that survey to recruit participants, so when it comes to picking studies that you would find interesting and that fit in your schedule you'll have more options to choose from. The earlier you complete the Mass Testing Questionnaire the better.

If you do not wish to participate in studies, you can do the alternative assignment of summarizing 5 different research articles. For more information see the psychology department's website or the YouTube video describing the requirement <http://www.youtube.com/watch?v=tIDAjBHWwWg>.

UNIVERSITY & DEPARTMENT POLICIES

As a member of this campus community I expect that you are aware of, and will adhere to, all relevant policies that relate to this course. All university policies can be found at www.president.umd.edu/policies.

ACADEMIC INTEGRITY

Academic integrity is the foundation of science and the policies will be strictly enforced. Any indication of academic dishonesty (including but not limited to cheating, plagiarism and falsification) will be referred to the Office of Student Conduct (www.osc.umd.edu) without hesitation. That includes the worksheet and learning check submissions. Please see the Department of Psychology's policy statement on academic integrity (attached) for more details.

ACCOMMODATIONS & ABSENCES

Students requiring specific academic accommodations should contact me with the appropriate documentation from DSS during the first week of the semester (www.counseling.umd.edu/DSS).

University of Maryland policy dictates that a single absence during the semester due to illness or injury will be excused with a signed letter attesting to the date of the illness and acknowledging that the information is true and correct and that providing false information is prohibited under the Code of Student Conduct. You are required to contact me by email prior to the class meeting if you expect to be absent for any reason, especially due to illness or injury.

Multiple absences, and those occurring on a major scheduled grading event, require written documentation of the illness or injury from the Health Center or an outside health care provider. The letter must verify the dates of treatment and the time period during which you were unable to meet academic responsibilities. Accommodations will be arranged on a case-by-case basis.

RELIGIOUS HOLIDAYS

University policy “provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances...It is the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Notice should be provided as soon as possible but no later than the end of the schedule adjustment period.” If you plan to miss class for a religious holiday, notify the instructor at the beginning of the semester.

UNIVERSITY EMERGENCY CLOSINGS

In the event that the University is closed for an emergency or extended period of time, I will communicate to you via email or phone to indicate schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website <http://www.umd.edu>. The snow phone line is 301-405-SNOW, as well as local radio and TV stations.

PROBLEMS

If you are experiencing a problem with the course or if you foresee a problem, PLEASE talk to your instructor before it gets any worse. We will be much more sympathetic if the problem is small and if we have forewarning.

MUTUALLY-DERIVED EXPECTATIONS

I believe it is essential that we, as members of a learning community, agree upon what is expected of each other. As a course instructor, my role is to design and manage a learning environment that is rigorous, engaging and focused on evidenced-based teaching practices. As a student, your role is to take personal responsibility for your learning and actively engage in all aspects of the course. What you see here comes directly from working with students in previous semester, and we'll discuss these in class so that we can add or clarify anything that I've missed:

YOU, AS A STUDENT, HAVE THE RIGHT TO EXPECT THAT:

- > All work is evaluated by reasonable, objective and transparent criteria intended to assess learning
- > All students are treated with equality, professionalism and respect
- > I will be prepared and on-time for every class meeting and scheduled appointment
- > I will maintain a classroom conducive to active learning, discussion and critical thinking
- > I will, when possible, integrate contemporary examples, videos and activities to reinforce learning
- > I will be available to assist with coursework and offer referrals to campus resources upon request
- > I will read and respond to your emails within 24 hours on weekdays
- > I will do my best to answer any questions you have, and if I don't know the answer, I'll do my best to work with you so we can find it (in other words, I won't just make stuff up).

I, AS AN INSTRUCTOR, HAVE THE RIGHT TO EXPECT YOU WILL:

- > Devote the necessary time and energy to master the course material.
Note: According to Department of Psychology guidelines you should budget an average of 2-3 out-of-class hours per week for every hour in-class. If your schedule does not currently permit you to satisfy these requirements I advise you take the course at another time.
- > Be prepared and on-time for every class meeting, having completed the assigned work
- > Save newspapers, word & math puzzles, texting, IM, email, Facebook, etc. for outside of class
- > Sleep in your bed, in someone else's bed, in the hall, or under a tree... but not in class
- > Take responsibility for getting anything you might have missed from a fellow classmate
- > Monitor your email and Blackboard announcements at least once every 24 hours
- > Adhere to all course and university policies, deadlines, requirements and grading criteria
- > Seek assistance when you need it and see that your questions are answered to your satisfaction

Semester Length	Out-of-Class Hours/Week
16 weeks	6-9
6 weeks	15-22
3 weeks	30-45

Technology can be a great way to enhance education. It can also be a great distraction. Laptops will be allowed in class unless other students are distracted by the use of laptops. If 10% or more of the class is distracted by other students' use of laptops (as polled by clicker) then laptops will be banned from class for a specific period of time. This ban will not include electronics allowed due to DSS accommodations.

COURSE EVALUATIONS

You will have at least three formal opportunities to evaluate the effectiveness of this course, though I first want to encourage you to schedule a meeting with me if you have any questions, concerns or suggestions for how I can help support your learning and engagement. First, I will post an anonymous survey on ELMS part way through the semester to help us identify ways that we can work together to further enhance our cooperative approach to learning. A second, end-of-the-semester evaluation will give you the opportunity to reflect on the whole course. Finally, the University will ask you to evaluate all of your courses through the online system (www.courseevalum.umd.edu) towards the end of the semester.

As members of this learning community your feedback is crucial to the success of our program, and therefore to the value of your degree. All I ask is that in evaluating of all your courses you approach it the same way you expect instructors to evaluate your performance... be open, honest and objective.

GRADES

GRADES ARE NOT GIVEN, BUT EARNED. Your grade is determined by your performance on the various learning assessments in the course and is assigned individually (not curved). With the exception of calculation errors, no grade changes will be made to your final grade at the end of the semester. If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

I am happy to discuss any of your grades with you. Any formal grade disputes must be submitted in writing within 1 week (7 calendar days) of receiving the grade. If you request a re-grade, I will handle it (not the TAs) and my re-grade is final. Your grade may go up, it may go down, or it may stay the same. You must submit a 1/2 page explanation of why you feel your assignment/paper was unfairly graded and why you deserve a re-grade. Note: A re-grade is different than an error in scoring/grading.

Worksheets and Follow-ups (15) = 15%

2 Midterm Exams (20% each) = 40%

1 Final Exam = 20%

Learning Checks = 5%

Blended Learning Opportunities = 20%

Total = 100%

Please note: Your grade in this class is **weighted** according to the relative percentage weights for each assignment/exam; it is *not* the accumulation of a raw total number of points. If you have questions about how grades are calculated, come see me and/or the TAs for clarification—you may also use the grade calculator, but keep in mind that this will give you an estimate based on limited information.

Your final letter grade will be based on the following grading scale:

LETTER GRADE	=	SCORE	LETTER GRADE	=	SCORE
A+	=	97.0-100	C+	=	77.0-79.9
A	=	94.0-96.9	C	=	73.0-76.9
A-	=	90.0-93.9	C-	=	70.0-72.9
B+	=	87.0-89.9	D+	=	67.0-69.9
B	=	83.0-86.9	D	=	63.0-66.9
B-	=	80.0-82.9	D-	=	60.0-62.9
			F	=	< 60

Only extremely unusual circumstances will result in being able to turn work in late. Dr. Selterman is the only person who can make that determination. This does not include technical difficulties. If eligible to be turned in late, work will be penalized 1 letter grade per 24 hours after the time it was due.

Other extra credit opportunities, if they are offered, will be announced in class and cannot be made up if missed.

Note: I encourage you to take advantage of extra credit, but be aware that no amount of extra credit can effectively boost a failing grade. An “F” cannot turn into a “D” with extra credit.

I highly recommend utilizing a network-based drive to ensure that you do not risk losing your work should a computer die, get lost or be stolen. There are many options available...including Google Drive and Dropbox <https://db.tt/90AoMKHM>. Tip: it works best if you download and install the free software because then you can just save things to the folder on your computer like you already do and it will automatically save a copy on the network that you can access from anywhere. It even stores previous versions of the file in case you edit or delete it.

A NOTE TO THE CLASS

I am anticipating a very thoughtful, interesting and insightful class. I expect us to have some great conversations about psychology and how it relates to your lives and society. Although the course will be challenging, I believe you will all enjoy being in the class and learning what psychology has to offer.

COURSE SCHEDULE

WS = Worksheet (submitted online before class) LC = Learning Check (at the beginning of class)
 BL = Blended Learning Assignment (during schedule course hours, but outside of the classroom) SS= Study Smart (In-class review activity)

Full Class Meeting		Discussion (Friday)	
Date	Topic (Textbook Chapter)	Group A	Group B
1/26	Introduction	1/30: Workshop: Scientific Writing in Psychology	
1/28			
2/2	General Theories in Psychology	In room	Online
2/4	Due: WS 00, WS 01	SS-01	Due: BL-01
2/9	Research Methodology and Ethics	Online	In room
2/11	Due: WS3	Due: BL-01	SS-02
2/16	Cognition, Intelligence and Learning	In room	Online
2/18	Due: WS2	SS-03	Due: BL-02
2/23	Behavioral Psychology	Online	In room
2/25	Due: WS4	Due: BL-02	SS-04
3/2	Exam 1 – Monday March 2 nd	3/6: In room Exam Follow-up	
3/4			
3/9	Biological Foundations	In room	Online
3/11	Due: WS5	SS-05	Due: BL-03
3/16	SPRING BREAK – NO CLASS	No Discussion	No Discussion
3/18			
3/23	Sensation & Perception	Online	In room
3/25	Due: WS6	Due: BL-03	SS-06
3/30	Consciousness	In room	Online
4/1	Due: WS7	SS-07	Due: BL-04
4/6	Relationships & Sexuality	Online	In room
4/8	Due: WS8	Due: BL-04	SS-08
4/13	Exam 2 – Monday April 13 th	4/17: In room Exam Follow-up	
4/15			
4/20	Psychopathology	In room	Online
4/22	Due: WS 9	SS-09	Due: BL-05
4/27	Personality and Social influence	Online	In room
4/29	Due: WS 10 Jobs in Psych Assignment Due 5/1	Due: BL-05	SS-10
5/4	Social Thought	Online	Online
5/6	Due WS 11	Due: BL-06	Due: BL-06

5/11	Lifespan Development Due WS 12	No Discussion
FINAL EXAM: Saturday, May 16, 8:00am – 10:00am In regular classroom		

NOTE: The schedule above is **tentative**. It is an approximate schedule of topics and readings. I may be forced to shift things around slightly depending on time and other factors. I will announce in class any changes as they happen, and I will post notes on Canvas that reflect this. The one aspect of the schedule that I expect to remain fixed is the exam dates.

ALSO NOTE: This syllabus is *not* a binding document. I reserve the right to modify the syllabus for any time and for any reason. If anything is modified, I will notify the class but it is your responsibility to keep up with class announcements and updates. In addition, if you are confused about anything on the syllabus you are responsible to ask either me or the TAs for clarification.