

Psychology 100
7:40 am - 9:45 am
Autumn, 2007



Instructor: Dr. Terri Fisher
Office: Bromfield 117
Office Hours: 10:00-12:00 MW
or by appointment or just drop by

Phone: (W) 419.755.4280; (H) 419.756.4932 (before 10:00 pm)

Email: fisher.16@osu.edu [please use a descriptive subject heading so it doesn't look like spam]

Textbook: Myers, *Psychology*, 8th edition

Textbook web site: bcs.worthpublishers.com/myers8e

Course management site: carmen.osu.edu

<u>Dates</u>	<u>Topic</u>	<u>Chapter(s)</u>
Sept. 19, 24	Introduction to Psychology	Prologue
Sept. 26, Oct. 1	Research Methodology	1
October 3 (Wednesday)	<i>Test</i>	
Oct. 3, 8, 10	Biological Basis of Behavior	2
Oct. 15, 17	Development	4
Oct. 22 (Monday)	<i>Test</i>	
Oct.. 22, 24	Sensation and Perception	5 & 6
Oct. 29, 31	Learning	8
Nov.5 (Wednesday)	<i>Test</i>	
Nov. 5, 7	Memory	9
Nov. 14, 19, 21	Psychological Disorders	16
Nov. 26 (Monday)	<i>Test</i>	
Nov. 26, 28	Social Psychology	18
Dec. 3 (Monday) 8:00 a.m.	<i>Final Exam</i>	

Please note: There will be **no class** on **Monday, November 12** (Veterans' Day).

Test dates are subject to change if deemed necessary by the instructor. Any such change will be announced in class.

Testing and Grades

The tests will be 100 points each, consisting of 50 multiple-choice questions worth 2 points each. The final exam will be worth 150 points, consisting of 75 multiple-choice questions worth 2 points each and will include all of the material covered during the term. Twelve (12) of the questions on the final exam will be over the last class topic (Social Psychology, Chapter 18).

Test questions will **not** be limited to material discussed in class. You are responsible for **all** material in the assigned chapters.

In determining your final grade for the quarter, your lowest midterm test grade will be disregarded. Hence, the highest possible number of points to be earned for the quarter is 450:

(3) 100 point tests	300 points
(1) final exam	<u>150 points</u>
	450 points

Grades will be assigned as follows:

A	93% - 100%	(419 - 450 points)
A-	90% - 92%	(405 - 418 points)
B+	87% - 89%	(392 - 404 points)
B	83% - 86%	(374 - 391 points)
B-	80% - 82%	(360 - 373 points)
C+	77% - 79%	(347 - 359 points)
C	73% - 76%	(329 - 346 points)
C-	70% - 72%	(315 - 328 points)
D+	67% - 69%	(302 - 314 points)
D	60% - 66%	(270 - 301 points)
E	less than 60%	(269 and below)



Makeup Tests

Makeup tests will generally not be given during the quarter. If it is necessary for you to miss a test, that will be the grade that is dropped. For my record-keeping purposes, you should let me know if you have chosen this option, however. If you are ill during the final exam period, you must let me know before the final is given so that a makeup date may be arranged. Makeup exams may be a bit more “challenging” than the exam taken by the rest of the class.

Graded Tests

Test grades will be posted on Carmen <carmen.osu.edu> Tests will generally be returned and discussed during the next class meeting. Students are not allowed to retain the test booklets in their possession. Arrangements will be made for those students who wish to review their tests prior to the final exam.

Attendance Points

No specific credit will be given for attendance or class participation, but these factors will be taken into consideration in the case of a borderline grade. In addition, students with no unexcused absences will have 10 points added to their grade at the end of the quarter.

Research Requirement

All students will be required to engage in activities involving additional exposure to research in the field of psychology. Five (5) such activities are required. In order to meet this requirement, students may participate in research projects that are a part of the research program of psychology faculty or they may read about psychological research and report what they have learned in a brief paper. Students may fulfill this requirement by participating in five studies, writing five papers, or a combination of the two. Successful completion of this requirement will result in five extra credit points. Students may complete up to three more studies or papers for additional extra credit points.

Failure to complete this requirement will result in a grade of *Incomplete* (I) for this course. Failure to fulfill the requirement by the sixth week of the next quarter will result in the student receiving a grade which is one full letter grade lower than that which would otherwise have been received.

Information on the current status of the studies to be offered this quarter may be found at: www.mansfield.ohio-state.edu/psych/100research.htm

Class Cancellations

If the campus is closed due to weather conditions (an unlikely occurrence) and a test is scheduled on that day, the test will be administered on the next day that we do have class.

Classroom Courtesy

Please make every attempt to arrive to class on time. Arriving late is disruptive to the class and to the instructor. Electronic devices should remain in your pocket or bag and any audible electronic signal should be turned off. The only students who should even be checking their calls or messages are those who are parents or who are expecting an emergency call. Students who are seen with their communication devices out will be asked to put them away the first time and will have them confiscated if any subsequent offense occurs for the rest of the quarter.

Academic Misconduct and Disorderly Conduct

Cheating on a test in any way, including providing or receiving information during the test, stealing a test, failure to return a test, and changing answers once a test has been turned in are all behaviors that are considered academic misconduct and will be dealt with as such (see OSU Student Handbook).

Students who persist in talking in class to the degree that it disturbs others will be given one warning and will then be asked to leave the classroom. Although class attendance is very important, I would rather you not attend class if you cannot sit quietly and attentively during the class period. If the talking of another student in class is bothering you, please do not hesitate to call it to my attention.

Students with Disabilities

Students with certified disabilities are responsible for making their needs known to the instructor and seeking available assistance in a timely manner. Any student who feels he or she may need an accommodation based on the impact of a disability should contact Michelle McLane at the Office for Disability Services at (419) 755-4304 or visit her at C100E Conard Learning Center in order to coordinate reasonable accommodations for documented disabilities.

Tips for Good Test Performance in Psychology 100

1. Attend class regularly. If you miss even one day, you will have incomplete information.
2. Take careful notes, in your own words. Don't just copy the outline. Make sure your notes are organized.
3. If you don't understand something in class, ask questions. If you don't want to ask during class (although you should, because others might be confused as well), be sure to ask me after class.
4. Read the textbook carefully and take notes or highlight. A textbook should be read slowly and savored. Don't rush through it like you would a novel. Also, pay attention to the headings in order to understand the organization of the material. Pay special attention to bold faced terms.
5. Don't put off studying until right before the test. Review your notes regularly and keep up with the reading. Cramming is not particularly effective for most people.
6. Study all of the material, not just the topics that you are interested in. College students have a tendency to study the material they already know. It's easier to study that way, but it doesn't help very much.
7. Take lots of short study breaks. If you are studying intensively, you should stop and relax every 20 or 30 minutes. That way when you go back to studying, you will be refreshed and more open to learning.
8. Try to apply the material to your own life or to that of a friend. It is easier to remember meaningful information.

OSU-M Psychology Program Web Site: www.mansfield.ohio-state.edu/psyc



Research Participation Requirement

Four Participation Credits Required. All Psychology 100 students are required to engage in activities involving additional exposure to research in the field of psychology. This research participation represents an important component of this course. Four such activities are required. In order to meet this requirement, students may participate in research projects that are a part of the research program of psychology faculty or they may read about psychological research and report what they have learned in a brief paper. **Students may fulfill this requirement by participating in five studies, writing five brief papers, or a combination of the two.** In addition, some instructors may allow other psychology-related experiences fulfill this requirement as well.

Research Participation. At OSU, as at other universities and colleges, the accumulation of knowledge in the field of psychology comes from research conducted by faculty and students. One of the goals of Psychology 100 is to acquaint students with the nature of psychological research. This objective is accomplished in part by having Psychology 100 students participate in studies conducted in the department of Psychology. In addition to providing first-hand contact with research techniques and methodology, your participation contributes directly to the attempt of psychologists to understand behavior. All experiments conducted in the Department of Psychology are carefully reviewed to ensure that participants will be treated in accordance with the Ethical Principles of the American Psychological Association.

Signing up for Experiments. Sign-up sheets for various experiments will be posted on the bulletin board in Conard 200. Please read the information very carefully and be sure to write down all the information you need to know, including the date, time, and location of the experiment. **If you fail to show up for your appointment, you will be penalized by having to earn one additional credit** (i.e. 6 instead of 5). Plan to allot an hour for each experiment, although it might not actually take that much time. **You should only participate in each experiment one time. Be very careful that you do not sign up for the same study more than once. You will not receive credit for participating in it a second time.**

Penalty for Failing to Fulfill Research Participation Requirement. Failure to complete this requirement will result in a grade of Incomplete (I) for this course. Failure to fulfill the requirement by the sixth week of the next quarter will result in the student receiving a grade which is one full letter grade lower than that which would otherwise have been received.

Research Opportunities for Autumn, 2007

Name of Study	Researcher	Credit	Restrictions
1. Sexual Behavior and Attitudes	Dr. Fisher	01	must be at least 18 years old
2. Thoughts and Opinions	Dr. Mazzocco	01	must be at least 18 years old
3. Social Issues	Dr. Mazzocco	01	must be at least 18 years old
4. Reaction Time Game	Dr. Mazzocco	01	must be at least 18 years old
5. Career Interests of OSU students	Dr. Mazzocco	01	must be at least 18 years old
6. Perception of Ball Trajectories	Dr. Shaffer	01	must be at least 18 years old
7. Predicting When Objects Land	Dr. Shaffer	01	must be at least 18 years old

Additional information may be found at www.mansfield.ohio-state.edu/psych/100research.htm

Instructions for Research Report

1. Read an article reporting on psychological research in either a professional journal or a news or scientifically oriented magazine (*Psychology Today*, *Discover*, *Time*, *Newsweek*, etc.). The article you choose to read must exceed two pages in length.
2. At the top of the paper, indicate the name of the author(s), the name of the article, the name of the journal or magazine, the month and year of publication, and the page numbers.
3. Write the equivalent of a one-page double-spaced summary of the article. Your summary need not be typed, however. You must be sure to use your own words. Any direct use of the author's words should be indicated by the use of quotation marks.
4. Please staple the pages of your paper together. Do not use a folder or a binder.
5. The papers are due no later than the last day of class.

Recommended Articles on E-Reserves <<http://library.ohio-state.edu/search/r?SEARCH=man+e>>

Begley, S. (January 29, 2007). How the brain rewires itself. *Time*. <www.time.com/time/magazine/article/0,9171,1580438,00.html>

Begley, S. (April 30, 2007). The anatomy of violence. *Newsweek*. <www.msnbc.msn.com/id/18248728/site/newsweek>

Von Drehle, D. (August 6, 2007). The myth about boys. *Time* <www.time.com/time/magazine/article/0,9171,1647452,00.html>

*Gladwell, M. (February 24 & March 3, 1997). Damaged. *The New Yorker*. [biological basis of violent behavior] <www.gladwell.com/1997/1997_02_24_a_damaged.htm>

Kluger, J. (July 10, 2006). The new science of siblings. *Time*. [sibling effects and relationships] <www.time.com/time/magazine/article/0,9171,1209949,00.html>

Kluger, J. (April 30, 2001). The quest for a superkid. *Time*. [child development] <www.time.com/time/education/article/0,8599,107265,00.html>

Kluger, J. (April 2, 2001). Fear not! *Time*. [phobias] <www.time.com/time/health/article/0,8599,103759,00.html>

Kluger, J. (August 13, 2007). When worry hijacks the brain. [obsessive-compulsive disorder] <www.time.com/time/magazine/article/0,9171,1649303,00.html>

Lemonick, M. D. (January 29, 2007). The flavor of memories. *Time* <www.time.com/time/magazine/article/0,9171,1580418,00.html>

Lemonick, M. D. (July 16, 2007). The science of addiction. *Time* <www.time.com/time/magazine/article/0,9171,1640436,00.html>

Nash, J. M. (January 29, 2007). The gift of mimicry. *Time*. <www.time.com/time/magazine/article/0,9171,1580423,00.html>

Pinker, S. (January 29, 2007). The mystery of consciousness. *Time*. <www.time.com/time/magazine/article/0,9171,1580394,00.html>

Scelfo, Julie (February 26, 2007). Men and depression. *Newsweek*. <www.msnbc.msn.com/id/17190411/site/newsweek>

*Talbot, M. (Sept. 4, 2006). The baby lab. *The New Yorker* [infant research; sex differences] <http://www.newamerica.net/publications/articles/2006/the_baby_lab>

*Talbot, M. (July 2, 2007) Duped. *The New Yorker* [brain scans to detect lies] <www.newyorker.com/reporting/2007/07/02/070702fa_fact_talbot>

Wallis, C. (May 15, 2006). Inside the autistic mind. *Time*. <www.time.com/time/magazine/article/0,9171,1191843,00.html>

*counts as two

Students Should Make the Most of Their College Years

Article by Dr. Cynthia Callahan published in the *Mansfield News Journal* on March 31, 2006

When I started college, my older sister gave me one piece of advice. "Always go to class. Even when you aren't prepared or have been up all night -- go to class." It is surprisingly simple, and the best piece of practical advice I received about college. I, in turn, passed it down to my younger siblings.

As a college professor, I frequently see students who should be successful stumble on their way to a college degree. Sometimes they earn GPAs that are unnecessarily low and sometimes they fail out of school altogether. While this pattern may be explained by poor academic preparation or personal events that interfere with their education, often it results from students realizing too late that the freedoms of college demand greater personal responsibility both inside and outside of the classroom.

A new U.S. Department of Education study outlines some steps that will improve a student's chances of graduating from a four-year college. Many require advanced planning by students and their families and include taking the most challenging classes possible during high school, especially those that develop writing and reading comprehension skills and mathematics proficiency.

But the simplest piece of advice in that report, the one that will bring joy to the hearts of professors everywhere, is directed toward students themselves: "You are ultimately responsible for success in education. You are the principal actor. The power is yours. Seize the day -- or lose it!"

It is no secret that education can be empowering, but what often goes unstated is that people must first empower themselves in order to make the most of their education. Part of that process involves recognizing how much your education depends upon your own investment in it. One of my colleagues likens the professor-student relationship to that of a personal trainer to her fitness trainee. You can pay your trainer, show up at the gym three times a week, and she can tell you how to lift the right way, but she can't do the workout for you. Only you can lift the weights.

So what choices can college students make to empower themselves educationally? Below is some practical advice gathered from fellow faculty and students that can improve the likelihood of success in college.

Go to class. I repeat my sister's advice and add a professor's perspective. You get the most out of class when you're prepared and well rested, but ultimately, being in the classroom, hearing what the professor has to say, will help you immeasurably. Universities hire my colleagues and me because we are experts in our fields, and we have information to convey to you, so stay awake, take notes actively, and ask questions. Be there in mind as well as body.

Commit. A great deal of college learning takes place outside the classroom as you engage with the course materials and with other students, so be ready to commit at least four hours of your own time per class meeting to course work. Time management skills are crucial. Keep in mind that most people learn best if their course work is spread out in small increments over the week, rather than crammed in during the hour or two before class.

Demand your education. Sit in the front row. Visit your professors during office hours. When you don't understand something, ask for help. The Ohio State University-Mansfield, like most college campuses, has resource centers with the sole purpose of providing support for students who seek it out. That last phrase is crucial. Recognize when you need help, and find it.

Remember why you're in college. A four-year college such as OSU-M is not a trade school or a community college, and not all of your classes will have an obvious application in the "real world." Yet each of your classes is important, for both concrete and abstract reasons. Practically speaking, a high GPA communicates to employers that you are competent, able to balance the demands of a college education with a job, family, and other responsibilities. For this reason, all of your classes matter -- general education requirements as well as major courses -- and they should receive your full attention.

Perhaps more importantly, however, a university education is about preparing you for life, about giving you the skills to think critically about all kinds of ideas and the knowledge to understand the world around you. It prepares you for a lifetime of learning and contributes to the development of wisdom, which has a value beyond measurement.

The phrase "knowledge is power" has reached the level of cliché because it is true. College offers a relatively brief opportunity to devote yourself entirely to the acquisition of knowledge, and once you have it, no one can ever take it away. So make the most of it.

Cynthia A. Callahan is an assistant professor of English at The Ohio State University-Mansfield.