SYLLABUS
INTRODUCTORY PSYCHOLOGY
PSYC 107-511 – Fall 2013
Section 511 TR 9:35 – 10:50am in PSYC 338

Instructor: Dr. Rachel Hull
Course website: http://people.tamu.edu/~rhull/
Email: rhull@tamu.edu (always put your name, course, and section # in the subject line)
Office Hours: Tues 1:30 – 2:30pm and Thurs 2:30-3:30pm in Psychology Bldg RM 233
Phone: 979-845-3069 (but no voicemail, so email is the best way to reach me)

COURSE DESCRIPTION:
Introductory course dealing with elementary principles of human behavior (TCCN PSYC 2301).

LEARNING OUTCOMES:
The foundation elements of this course with regard to your understanding of human thinking and behavior are to teach you to think critically, communicate effectively, develop basic scientific inquiry skills, and practice social responsibility. By the end of this course, successful students will:

• gain a foundation of knowledge and skills in objective, scientific methods of inquiry, investigation, analysis, and evaluation of the numerous factors that interact to predict human thinking and behavior,
• practice applying these skills to understanding and solving personal and social issues,
• be able to evaluate and interpret professional and popular media reports, with a focus on the effects and interpretation of different communicative framings that will make you a more effective and responsible consumer of research communications,
• use these skills to develop and express an original research proposal in small group teams,
• demonstrate skill in communication technology through the use of online databases to document sources of support for your research proposal, and the use of Learning Management System for disseminating your final audiovisual and written reports; the written reports will follow the professional writing style of the psychology discipline,
• gain a broad understanding of basic empirical and quantitative practices, including descriptive statistics that identify correlational and causative relationships,
• be able to identify appropriate application of accepted strategies for analyzing and interpreting psychological data or observations to understand, describe, predict, and manage psychological characteristics,
• be able to identify important interactions among elements of nature and nurture that underlie differential development of belief systems and cultural norms, including different civic and gender roles,
• be able to identify reasons supporting the critical importance of applying standards of ethical conduct and treatment during the design and implementation of psychological research and practice.

REQUIRED TEXT AND MATERIALS:
• Access to and frequent use of your official TAMU email account and an internet-connected computer (available in the libraries and SCC if you do not have your own)
• Access to and ability to use a video recording device (cell phone is ok if you don’t have a vidcam)
GRADING: Grades will come from 5 sources:
Discussion Boards 7.5%
Written Reflections 7.5%
Quizzes 15%
Exams 45%
Research Proposal 25%

To compute your final grade:
Take the average of your Discussion Board activities and multiply it by .075 (do not round up)
Multiply your written reflection grade by .075 (do not round up)
Take the average of your best 5 quizzes and multiply it by .15 (do not round up)
Take the average of your 3 exams and multiply it by .45 (do not round up)
Multiply your research proposal grade by .25 (do not round up)
Add the 5 numbers. That sum is your final grade.

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 0-59

I have full confidence and expectations that you will all practice academic integrity. However, for the record, cheating in any form, including plagiarism or letting someone else copy from your work, will be reported to the Honor Council. Appropriate sanctions will be imposed, and the offense will appear on your official transcript. For details, see the Honor Council Rules and Procedures at http://aggiehonor.tamu.edu

Academic Integrity Statement
AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: http://www.tamu.edu/aggiehonor/

ASSIGNMENTS: We will use the eCampus learning management system for numerous class assignments and for grade posting. I will also use eCampus to post various instructions, project rubrics, and note outlines for you; please bookmark the site now at http://ecampus.tamu.edu/

- Discussion Boards (7.5%). We will have approximately 8 current events discussion boards on our eCampus site in which we will relate course material to contemporary research articles and popular media reports (e.g., newspaper, science magazine) with a focus on cultural diversity and global awareness. Everyone will be expected to participate in each discussion board. For each topic, you must submit one "exam" question, and you must respond to at least 2 questions posted by others. This activity is designed to give you the chance to apply your critical thinking skills to some of the most
important and interesting topics in this field. HINT: some questions may actually appear on the real exams, so it is worth your time to consider them carefully. This discussion board task will be worth 7.5% of your final grade.

- **Written Reflections (7.5%).** In addition to the group discussions, everyone will have to submit a written research reflection about your favorite discussion topic during the semester, written in the style of the psychology discipline. This writing task will be worth 7.5% of your final grade. A specific rubric will be posted on eCampus, but briefly, these reflections will require you to address the following questions:
  a. What were the purpose and hypotheses (including IV and DV) of the professional article?
  b. Who and how many participated in the study? What does this tell us about generalizability of findings? Do popular media authors appropriately generalize findings?
  c. Was the design of the study correlational or experimental? What does design tell us about causality? Do popular media authors take this into account?
  d. What statistics did the researchers use to test their hypotheses (i.e., descriptive, inferential, both)?
  e. What were the study findings? Did the findings support the hypotheses?
  f. How did the popular magazine article summarize those findings, and were they accurately conveyed to readers?
  g. What are the implications of the study for the population represented in the sample? Did the popular magazine authors do a reasonable job of conveying?

1. **Quizzes (15%):** There will be 7 quizzes supplementary articles and readings posted on eCampus over the course of the semester. Your two lowest quiz grades will be dropped. These quizzes have several purposes, including keeping you on track with your reading and comprehension thereof, as well as identifying areas that you might not understand prior to exams and the production of your research proposal. Each quiz will have 5-10 multiple choice questions.

2. **Research Proposal (25%):** Students will be assigned to small groups in which you will use the critical thinking, communication, quantitative, and social responsibility skills learned in this class to develop and express an original research proposal. A specific rubric is available on our eCampus site, but briefly, you will brainstorm a professionally appropriate experiment or observational study, use online databases to document sources of support for your research question, and create a reference list of these sources written in the style of the psychology discipline. You will also create a powerpoint presentation of your proposal including how the study would be conducted (hypotheses, adherence to ethical conduct and treatment, type of data to be collected, type of statistic(s) appropriate for analyzing the data, methods of collecting data, sample composition, etc.), and film yourselves delivering the presentation as a group. Each team member will contribute at least 2 minutes of film time. Finally, you will upload the final audiovisual and written products to eCampus.

**Exams:** There will be 3 multiple-choice exams during the semester, each covering approximately 1/3 of the course material. You will need an 8 1/2 x 11" gray scantron for each, and each exam is worth 15% of your final grade (45% total). All exams are closed book and closed notes. You must attend ALL classes and complete ALL reading assignments to obtain ALL the information you are responsible for knowing for the exams. Each exam will be given in the regular lecture room

**Exam dates:** All exam dates are listed on the attached semester calendar. These dates will not change. You are expected to take each exam at the scheduled time.

**Makeup policy:** The University and I expect students to attend all classes and complete all assignments on time. Missing a graded assignment is a serious event. To be provided an opportunity to make up missed
work, you must provide written documentation of a University-approved absence, and you must do so in a timely manner. Besides personal illness, a few other acceptable excused absences are allowed with appropriate documentation (e.g., student athletes). These are detailed in University rule #7 [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

**RESEARCH PARTICIPATION:** An important and interesting way to learn about the study of psychology is to participate in active research studies. This participation will give you a unique opportunity to learn firsthand about the methods and tools used in scientific psychology research and will provide insight into many of the course topics not easily revealed by lecture and readings alone. All PSYC 107 students must carry out a research experience completion component that is IN ADDITION to the graded components of the course. Your research experience will consist of:

1) participating in 7 hours (14 credits) of psychology experiments, including completion of debriefing sessions (see Research Participation Credits link on our eCampus site for details)
2) OR you may write 7 critical review papers in APA format on topics of my choice (see Research Writing Credits link on our eCampus site).
3) You may mix and match 1 and 2, but if you ONLY choose option 2, you must contact an active researcher on the SONA list and complete a minimum of 2 debriefing sessions with them.
4) ALL participation credits and/or papers must be completed by the last class day of the semester TBA.

Research credit experiments and/or papers are COMPLETION credits – they do not compute into your course grade, but you cannot receive a course grade unless you complete all 7 hours. Because research participation and writing opportunities are available throughout the entire 15-week semester, individual class absences cannot excuse this completion requirement. **If you do not carry out the entire completion component, YOU WILL RECEIVE AN F IN THE COURSE.**

**ALL QUESTIONS REGARDING THE POSTING OF YOUR INDIVIDUAL RESEARCH CREDITS ON SONA** should be directed to the particular researcher running the study or to the subject pool coordinator – I do not have access to the individual researchers’ SONA research credit system, so only those individuals can enter your credits.

Research Credit email: tamusubjectpool@gmail.com
Research Credit Sign-up site (SONA): [http://tamupsychology.sona-systems.com](http://tamupsychology.sona-systems.com)

**RESEARCH PROPOSAL DEVELOPMENT WRITING ASSISTANCE:** The University Writing Center (UWC), located in 214 Evans Library and 205 West Campus Library, offers individual consultations to writers. UWC consultations are highly recommended as you produce your research proposal. Help is available with brainstorming, researching, drafting, documenting, revising, and more; no concern is too large or too small. UWC consultants will also help you improve your proofreading and editing skills. When you visit the UWC, take a copy of your writing assignment and a hard copy of your draft and any notes you may have. To find out more about UWC services or to schedule an appointment, call 979-458-1455, visit the web page at [writingcenter.tamu.edu](http://writingcenter.tamu.edu) or stop by the UWC in person.

**DIFFICULTIES:** This is not an easy course. If you are having difficulties understanding course material, come and see me right away. Such difficulties cannot be remedied if you wait until the last minute to deal with them. Likewise, any student with a disability or special circumstances that may limit his or her ability to perform to full potential in this course should contact me personally as soon as possible.

**RESPECT FOR DIVERSITY:** It is my intent that ALL students, regardless of backgrounds or perspectives, are well-served by this course. I view the diversity that different students bring to the class as a resource, strength, and benefit to the ideals of a university education. Therefore, our classroom is a designated safe zone of respect, including toward diversity in gender, sexual orientation, religion, disability, age, socio-economic status,
ethnicity, race, culture, political views, etc. Please let me know if you have suggestions about how to improve the value of diversity in this course; your comments will be welcomed.

**Important University Required Information**

1. The handouts used in this course are **copyrighted**. By "handouts," I mean all materials generated for this class, including online materials, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do **not have the right** to copy the handouts, take extra copies, or lend copies to other students or departments.

2. As commonly defined, **plagiarism** consists of passing as one's own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

3. **The Americans with Disabilities Act (ADA)** The American's with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Disability Services in Cain Hall B118, call 845-1637, or e-mail disability@tamu.edu. Additional information is available at [http://disability.tamu.edu](http://disability.tamu.edu).

4. If you need help with note-taking, reading comprehension, or writing skills please call Student Counseling Learning Skills Center at 845-4427, ext. 108, or the Center for Academic Enhancement at 845-2568.
# Dr. Hull's Psyc 107 Semester Calendar Fall 2013

(Except for exam dates, this schedule is flexible if adjustments become necessary)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Welcome, course overview, &amp; introduction</td>
<td>Chapter 1</td>
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<tr>
<td>Week 2</td>
<td>Methods</td>
<td>Chapter 2</td>
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<td></td>
<td>Quiz 1</td>
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<tr>
<td>Week 3</td>
<td>Biology &amp; Behavior</td>
<td>Chapter 3</td>
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<tr>
<td>Week 4</td>
<td>Biology &amp; Behavior</td>
<td>Chapter 3</td>
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<td></td>
<td>Quiz 2</td>
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<tr>
<td>Week 5</td>
<td>Sensation &amp; Perception</td>
<td>Chapter 4</td>
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<td></td>
<td>Quiz 3</td>
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<tr>
<td>Week 6</td>
<td>EXAM 1</td>
<td>Chapters 1-4</td>
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<td></td>
<td>Review</td>
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<td>Week 7</td>
<td>Cognitive and Social Development</td>
<td>Chapter 5, 9</td>
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<td>Quiz 4</td>
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<td>Week 8</td>
<td>Consciousness</td>
<td>Chapter 6</td>
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<td>Quiz 5</td>
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<td>Week 9</td>
<td>Memory</td>
<td>Chapter 7</td>
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<td>Quiz 6</td>
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<tr>
<td>Week 10</td>
<td>EXAM 2</td>
<td>Chapters 5-7, 9</td>
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<td></td>
<td>Review</td>
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<td>Week 11</td>
<td>Learning</td>
<td>Chapter 8</td>
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<td></td>
<td>Quiz 7</td>
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<tr>
<td>Week 12</td>
<td>Psychological Disorders</td>
<td>Chapter 15</td>
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<td>Week 13</td>
<td>Research Proposals</td>
<td>Readings in eCampus</td>
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<td></td>
<td>THANKSGIVING BREAK — NO CLASSES</td>
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<tr>
<td>Week 14</td>
<td>Research Proposals</td>
<td>Readings in eCampus</td>
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<tr>
<td>Week 15</td>
<td>Research Proposals</td>
<td>Readings in eCampus</td>
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<td></td>
<td>Reading Day - NO CLASS</td>
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<tr>
<td></td>
<td>FINAL EXAM</td>
<td>Date and Time TBD</td>
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</tbody>
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- **Chapter 1**: Introduction to Psychology
- **Chapter 2**: Research Methods
- **Chapter 3**: Biological Bases of Behavior
- **Chapter 4**: Sensation and Perception
- **Chapter 5**: Cognitive Processes
- **Chapter 6**: Consciousness
- **Chapter 7**: Memory and Learning
- **Chapter 8**: Psychological Disorders
- **Chapter 9**: Psychological Research
- **Chapter 10**: History of Psychology
- **Chapter 11**: Personality Theories
- **Chapter 12**: Social Psychology
- **Chapter 13**: Group Dynamics
- **Chapter 14**: Social Psychological Theories
- **Chapter 15**: Psychological Disorders and Treatment