

## SYLLABUS for Introduction to Psychology [2009aug07]

DATE: Fall 2009

COURSE NUMBER AND TITLE: PSYC 101-02 Introduction to Psychology

CREDIT HOURS: 3

TIME AND PLACE: T&Th 1:30 – 2:45 PM in MLH 100

INSTRUCTOR: Rhett Diessner, Ed.D. diessner@lcsc.edu\*

OFFICE: Spalding Hall, Room 212, ph.# 792-2338

OFFICE HOURS: 9-10am M, Tu, Wed, & Th; email for an appt. if these times don't work for you

\*Look at page 10 below. For your full +5 points, you need to give it to the professor within one week.

\*A note on emailing Prof. Diessner: Please keep your emails to 3 sentences or less (I receive 50 non-spam emails a day); for longer communication, come to my office hours. The college wishes you to use your lmail address to write professors and other students.

***INTELLIGENT STUDENT BEHAVIOR: Keep the syllabi from all your courses handy. Read them more than once. Look them over at least once a week. Bring them to your classes everyday. Look at your course calendars at least 3 times a week.***

#### Course Description/Purpose

From the catalog: "A general survey of the field of psychology and the principles of behavior including: methodology, conditioning and learning, memory, perception, motivation and emotions, individual differences, adjustment and social interaction."

A note to persons with disabilities. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with the professor as soon as possible. My office location and office hours are printed above.

#### General Course Goals/Objectives of PSYC 101

The general goal of the course is to increase our interpersonal and intrapersonal intelligence.

1. Demonstrate recognition memory of major concepts from the discipline of psychology. In terms of evaluation, this is the major goal of the course. (Handouts will be given every two weeks with specific objectives for each exam.)
2. Demonstrate "critical thinking" about central concepts of psychology through the use of such cognitive skills as application, analysis, and evaluation.
3. Appreciate how Psychology is related to the pursuit of neoclassical goals of Truth, Love and Beauty, through integrated experience of the Arts (viz., Gardner, H. (1999). *The disciplined mind. What all students should understand.* NY: Simon & Schuster.).

#### Required Texts:

1. Myers, D. G. (2010). *Psychology* (9<sup>th</sup> ed.). New York: Worth. ISBN: 1-4292-1597-6 or ISBN-13: 978-1-429-21597-8
2. *Dialogues of Plato* (B. Jowett, trans.). NY: Washington Square Press. Read the "Apology", pp. 1-40. The Bookstore might carry a different edition, if so, simply find the chapter called the "Apology" and read it. (If you are buying from the Web, you can get any collection of Plato's Dialogues that has the "Apology" in it.) You can also read it online at: <http://classics.mit.edu/Plato/apology.html>

Study guides to the Myers (2009) text are available in the bookstore--purchasing the study guide is optional. Most students, however, find that using the study guide increases their exam

scores by one letter grade!

Reading and studying the Myers' text is essential for both learning about the field of Psychology and performing well on the exams. Ninety percent of the exam questions come from the text, and often the topics will not be lectured on in class, so reading and remembering is quite necessary.

Anyone considering being a psychology major should not re-sell their book at the end of the semester. The reason for this is two-fold: a) it is useful to study it for taking the GRE when you are a senior; b) in ten or twenty years you will enjoy "looking back" and seeing what you studied at this point in your psychology career.

### EVALUATION

Distinguished, A, or Excellent	= 950 points plus 90% on 4 of 6 exams & on final
Superior, B, or Very Good	= 850-949
Average, C, or Good	= 700-849
Below Av., D, or Unsatisfactory	= 600-699
Failing, F, or No academic credit	= 599

Summary of MAXIMUM number of points **possible** per academic product:

"Required:"

1. Six Exams	100@	600
1a. Your best two exams doubled		200
2. Final Comprehensive Exam		200
3. Research Participation		20 points (and its required)

### **Optional assignments:**

4. Music Interpretation		20 (only about 20 students will have a chance at this)
5. Demography		10
6. Online SCE		5
7. Reading Guide to Plato's <i>The Apology</i>		20
8. Psychology interpretation paragraphs from assigned events		+5 (as many as you can earn)
9. VIA survey		10
10. Psyc Beauty presentation		10 or 20
11. Five Factor Model Personality "test"		10
12. Read the Syllabus		5 (see page 10 below)

**KEEP TRACK OF YOUR OWN POINTS, SO THAT AS THE SEMESTER NEARS THE END, YOU KNOW HOW WELL YOU NEED TO DO ON THE FINAL WITHOUT ASKING THE PROFESSOR TO CALCULATE YOUR SCORE. THANKS.**

NOTE WELL. To earn an "A" in this course, a point total is **not** sufficient. In addition to a 950 point total, a student must: 1) must earn a 90% or higher on 4 of the 6 Exams, AND earn a 90% or higher on the final exam. *A point total can "guarantee" a "B" grade for the course, but not an "A" grade.* (BTW, a 95% is an A on an exam in this class; 92-94% = A-; 89-91% = B+.)

Although these criteria might seem high to some of you, from 5-12% of my students in PSYC 101 classes achieve an A. If an "A" is to mean anything, it must be difficult to achieve.

Also, the professor does assign "plus" and "minus" grades at his prerogative, so even if you realize you may not achieve an "A" after the 3<sup>rd</sup> or 4<sup>th</sup> exam, you can still achieve an A- with a

point total near 950 and high percentage on the final exam.

**The Number One student complaints about this course are: 1) That a few students dominate the conversation in class and talk too much to the professor;** so if you are “talker,” limit yourself to making comments once a class meeting. **2) Students carry on conversations while the professor lectures and this prevents students near them from being able to concentrate;** therefore, do **NOT** talk to your “neighbor” during class. Please feel totally free to “pass notes” to each other. And if you are one of the students that is being annoyed by “talkers,” please let me know, and I will try to keep them quiet without embarrassing you. Text messaging each other is just fine too (but be careful in other classes, text messaging [or game playing] can be considered rude).

1. The exams are in multiple-choice format. These exams will be scored in class, therefore, **bring a colored pen to class on exam days** (bring it every day, and then you won't forget it on exam day), as well as a regular pen or pencil for taking the exam. Scoring them in class provides these benefits: a) rapid feedback on the correct answers, and b) students think about the course material while scoring it, thus increasing the likelihood of remembering it (a rehearsal effect) for the final or in future life. Students will review their scored exams, to see if they were graded correctly, but then the Professor collects them and does **NOT** return them. In order to provide confidentiality while grading the exams, write the last 4 digits of your phone number on the upper left backside on the exam (if you do not have a phone #, then just write any 4 numbers that **you will remember!**, and use those 4 numbers on every exam). *\*\*\*When you pick up your exam at the end of class, then write your name on it, next to your number.\*\*\**

### **How to succeed on exams**

Myers' (2009) describes the "proven" SQ3R method of studying textbooks in Prologue (p. 15) and again briefly in the chapter on "Memory (p. 391):

S = Survey, skim and preview the chapter under study. Form questions in your mind about the material as you preview it.

Q = Keep the learning objectives in mind as Questions to answer when reading the chapter

R = Read the whole chapter slowly and carefully.

R = Review. A few days after you first read the chapter, skim-read it again, concentrating on key areas that the professor has lectured upon.

R = Reflect. Think about the material. Relate it to your life. Make it meaningful. Discuss it with others. Relate it to your class notes. Rehearse the material. Write key concepts on 3 x 5 cards.

Memorize key concepts using the definitions based on Myers; but also re-write the definitions into different words so that you comprehend the meaning of the concept. Think about events that have occurred in your own life that are related to the concepts. Think about possible future events in which the concepts might be significant. This process of connecting the concepts to your own life is called "elaboration." It has been proven to be one of the most powerful ways to "encode" information into your long-term memory, and make it relatively easy to "retrieve." Also, discussing the concepts in Myers' text with another student, or with any interested party, greatly increases the chance you will understand and remember them.

Seriously consider buying one of the Student Workbooks in the Bookstore -- it has practice quizzes in it that are similar to the exams in this class. **Spend at least 4 hours per week studying for this class; spread it out to 30-40 minutes of Psyc textbook study everyday. If**

**you do poorly on the exams, increase that to 6 hours per week.**

“Love is always the answer.” I agree with the great humanistic psychologist Carl Rogers that “unconditional positive regard” should be shown to all people, all the time. This idea is similar the kind of love Christians call *agapé*, and similar to what Buddhists call *compassion* for all beings. To reinforce this great psychological (and spiritual) concept, anytime that you prefer to NOT answer a multiple choice question, you can write “love” next to it and receive 1 point for the item.

2. The Final Comprehensive Exam will be given during our assigned final time. It will pose questions based on the readings and lectures for the entire course. The Exam lasts for **TWO** hours (actually one hour and 50 minutes). **Plan to be there. Do not make travel arrangements and then tell the professor you already have a ticket, or your family has made plans, etc. Do NOT ask to take it early.** If you are sick, you will need a physician’s note to make up the final exam.

3. Research Participation 20 points (and its required)

A very important aspect of psychology is research; therefore we require at least one hour’s involvement in research from each PSYC 101 student. You earn *approximately* +5 points (“a unit”) for each 15 minutes of research you are involved in. The research projects that are applicable to this assignment must be approved ahead of time by Prof. Diessner. Periodic announcements about such research projects will be made in class through-out the semester.

If you prefer **not** to get involved with a specific research project, you can complete a personality questionnaire at this site: <http://www.authentic happiness.org/>, as an alternative experience. Complete the measure, print it out, and give to Prof. Diessner with your name on it. Each completed measure will be worth +5 points, **up to a total of +20** for 4 different measures. These will be accepted up to **one week before finals week**

4. Music Interpretation. Music affects us in many important psychological ways. Because music is such a pervasive influence in our society, and speaking in front of class an important skill, you will have the opportunity to earn credit in class by integrating these two factors. Find a piece of music that you can relate to some material in Myers (2009) in some meaningful way. Try to focus on the music itself, and not simply the lyrics.

Then:

A) Write (a) the name of the piece of music, (b) its performers/composer, and (c) the length of time the piece takes to play. If the piece goes over 3 or 4 minutes, find a harmonic stopping point on the tape, under 4 minutes.

B) TYPE out a full paragraph (1/2 to 1 page) about how it relates to a concept in our course. **Include the name of the chapter, and the page number(s) in our text (Myers, 2009) in which the concept is described. Underline or bold** the concepts from our textbook that you emphasize in your explanation.

C) Hand this in.

D) The professor will comment on it and return it to you with a date to bring the cassette or CD to class. A cassette deck or CD player will be in our class everyday.

E) On your scheduled day, remind me that you are playing music that day. Then, if I haven’t said anything by 2:10 pm, raise your hand and remind me. Please.

F) You will then come up on the stage, and in one minute, tell (or read your proposal) how your song relates to Psychology. You can make your speech before, during, or after the music; whichever you think will be more effective.

G) On the day that you play the music and speak, hand your proposal back to the professor, as

a reminder to record your points.

These are "due" anytime during the semester prior to one week before finals week, **but we will only play one per day, so that limits the number of proposals that can be accepted. See calendar. These are accepted until one week prior to finals week, but it's likely the "slots" will be full by mid-semester.** Act now. Every semester students complain on the SCEs that I don't allow everyone to do this exercise. If you think you might be one of the future complainers, please get your proposal in during the 1<sup>st</sup> month of the semester ☺

H) Please do not play music that a) encourages drug use (including alcohol), b) encourages immoral sexual relations, c) degrades women (or men), or d) advocates violence. (Am I uptight, or what?)

5. Demography & Photograph. This assignment is to help me get to know you and understand our class as a whole. Ask the professor to hand out these forms in class. Take the form and staple or glue any photograph of yourself, which is fairly current, to the form. I plan to keep this form in my files, indefinitely, so give me a photo I can keep. It is fine to have other people in the photograph; feel free to identify who they are (family, friends, tourists...). The questions that I ask on the form are typical "demographic" questions that psychologists and sociologists ask of people that they study. Although I am not studying you for "research", I do believe that the better I understand you, the better I can teach. All questions on the demography are optional; if you think answering a question unduly invades your privacy, leave it blank.

If you completed a demography form in a prior class of mine, you can simply put your name on the form and state the name of the class, year, and semester, which you were in previously, however you will only receive 1/2 credit for so doing. You can receive full credit if you use a new and different picture and add new or amending information.

**DUE:** Within one month after class starts.

6. SCE on the Web. The College expects you to complete a Student Course Evaluation (SCE) on each of your courses and professors. You can go to WarriorWeb to complete them. When you complete one for this course, write your name on an 8 ½ x 11 sheet of paper and "SCE," and turn it in to the professor for +5 bonus points.

7. *The Apology*. *Dialogues of Plato* (B. Jowett, Trans.). NY: Washington Square Press. Read the "Apology", pp. 1-40. The Bookstore might carry a different edition, if so, simply find the chapter called the "Apology" and read it. This isn't an "apology" in the modern English sense, but in the old fashioned sense of explaining the reasons for something; in this case Socrates explains why he really wasn't corrupting the youth nor being impious against the gods. Socrates was a great philosopher, but also a great psychologist, and he was the one who really developed and deepened the concept of the "psyche" in Western civilization. Although this book is the cheapest book you will buy in college, you can also access the entire *Apology* at <http://classics.mit.edu/Plato/apology.html>

The reading guide, to complete for 20 points, is attached at the back of this syllabus. Don't lose it and don't wrinkle it. I recommend taking it off the back of the syllabus 2 weeks before it is due, and complete it as you read the dialogue.

8. " Psychology Interpretation Paragraphs". Periodically 5 bonus points will be offered to attend a college-related or psychology-related event. If you TYPE a good solid paragraph **relating some aspect of the event to some particular topic in our textbook**, it will be "worth" 5 points each time. **Include the page number(s) from the textbook regarding the topic to which you relate the event.**

Points are only given for attending events that the Professor announces in class as being relevant. If you know of an event that would be good to analyze psychologically (theatre, art, music, a public talk, a peace rally, etc.), suggest to the professor that he announce it as available for this exercise. I realize that many of you have busy lives and will not be able to attend many of the events that I offer extra points for. Such is life. Please don't ask to write papers, etc. for extra credit. If you know of an event that would be good for our class to attend, even if it's where you live (Kamiah, Lapwai, Grangeville, Moscow, etc.) you can write out all the information and give it to me, and if I think it would be a good event to analyze psychologically, I will announce it to the whole class.

These will be accepted up to **one week before finals week**.

NB: you can earn an A in this course without doing any "extra" credit, and simply getting very high grades on the exams. One or two students do that every semester.

Note: I hand out a variety of psychological assessment forms in class that are not worth any "points," but are related to the topics we study. The "surveys" that are worth points are the ones that advanced psychology students hand out for their senior projects in our class.

More +5 papers. Some of the chapters in Myers are not required reading: Ch. 2 Neuroscience & Behavior, Ch. 5 Sensation, Ch. 6 Perception, Ch. 8 Learning, Ch. 10 Thinking & Language, and Ch. 11 Intelligence. You are welcome to look in those chapters for anything you find interesting. You may then summarize that particular topic in one paragraph, and then write a 2<sup>nd</sup> paragraph explaining **why** you find that interesting. You may do this *once for each chapter* that is not assigned reading for the class. Be sure to note which page(s) you are summarizing and what chapter they are from; type or keyboard. These will be accepted up to **one week before finals week**.

9. Psychological Virtues. Identify your psychological strengths by completing the Values in Action questionnaire, found on-line at <http://www.authentichappiness.org/>. Print out your top five strengths, write your name on top, and hand it in for +10 bonus points. This is a *long* and complex, and interesting and enjoyable, questionnaire: plan on taking *an hour* to complete it. You find this URL by typing "authentic happiness" into Google.

Peterson, C. & Seligman M. E. P. (Eds.) (2004). *Character strengths and virtues. A handbook of classification*. Oxford: Oxford University Press, & Washington DC: American Psychological Association.

10. Psychological Beauty testimonial. Think about people who have been very important in your life and have had a positive impact on your own psychological development. Choose one of them that you feel very grateful to. Write a one page description explaining why you are grateful to this person (1/2 a page minimum, one page *maximum*). Turn in this description to me, and I will read it and return it to you with a date on it; on that day you will stand on the stage and read it to the class. This is worth 10 points. If you can bring the person to class on that day, and seat them on the stage with you (they will not have to talk), and read your description to them, then you can pick up another 10 points.

In your description about this person, and why you are so grateful to them, make use of the words and phrases from the Values in Action questionnaire described above. The psychological strengths and virtues are what truly make a person beautiful, and understanding that is the point of this optional assignment. On the day that you will make your presentation, remind me at the beginning of the class, and again at 2:30pm. If you bring your guest, feel free to introduce them to me personally, just before class begins (this is optional; you do not have to do so). Also, you do not have to tell your guest why you have invited them (but don't lie, of course); you can just

tell them that you get extra credit if you bring a guest that day, or that they might find the class interesting. But if you want, you can tell them all upfront; your call.

These are "due" anytime during the semester, ***but we will only read one per day of class, so that limits the number of proposals that can be accepted. See calendar. These are accepted until one week prior to finals week, but it's likely the "slots" will be full by mid-semester.*** Act now; if you want to do this assignment, please get your proposal in during the 1<sup>st</sup> month of the semester, and don't complain if you don't. Smile.

### 11. Five Factor Model Personality "test"

You will read and study about the Five Factor Model (FFM) of personality in Chapter 15 of our textbook (Myers, 2009), the Personality chapter, at the beginning of the semester. If you would like to see how you score on the FFM, and earn 10 points at the same time, go to this site: <http://www.personal.psu.edu/%7Ej5j/IPIP/ipipneo120.htm> and complete it. Print out the results. Write one paragraph about whether or not you think the results are accurate for you (was the questionnaire a valid test of your personality?). Give those to the professor to record your 10 points (all results are kept in strict confidentiality).

### When are "Extra Credit" and other Assignments Due?

Some assignments' due dates will be listed in the course calendar. However, nothing will be accepted after **one week before finals' week.**

### Academic Honesty:

"Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding."

Even one instance of cheating on a quiz or exam warrants expulsion from this course with a grade of F. I have actually failed students for this. This class is usually quite crowded, and it is easy to accidentally let one's eyes wander. Be careful. **Do not sit behind or next to anyone that you know during the Exams.**

If I suspect a student has committed an act of academic dishonesty, I am supposed to document the incident and notify the Judicial Affairs Officer in Reid Hall 111, phone 2211.

### Family Educational Rights and Privacy Act

The *Family Educational Rights and Privacy Act* (FERPA) is a federal law designed to protect the privacy of student education records and is enforced by the U.S. Department of Education. In essence, the act states that 1) students must be permitted to inspect their own "education records" and 2) "school officials" may not disclose personally identifiable information about a student without written permission from the student. For further information on FERPA and LCSC's directory information policy, visit [www.lcsc.edu/registrar](http://www.lcsc.edu/registrar) or call 208-792-2223.

### A personal note about myself:

I am a developmental and educational psychologist. This means my primary focus of study has been how people grow and learn. I am not a clinical psychologist nor am I a therapist. You are welcome, however, to talk to me about anything related to psychology, including yourself and your life circumstances, during my office hours. If you believe you may need some counseling or psychological help, go to the Student Life Office in Reid Hall, and ask to see one of the college's professional psychotherapeutic counselors. Their services are free to students and fully confidential. You may call them for an appointment at 792-2211.

## If you miss an exam

Simply come on my *office hours* and ask to make it up. Unless you talk too much in class, I will likely have mercy and allow you to complete the exam. You do NOT need a note from your doctor (unless you are ill during the final exam; then you will need a note from your doctor to be allowed to take the final late.)

### Awareness of Minor Issues in this Course

Feel free to visit Prof. Diessner on any of my Office Hours. When it is NOT my office hours, I am grading papers, writing papers, preparing for lectures, attending committee meetings, writing reports, etc. – in other words, I am not available. If all my office hours overlap with your other classes, email me and suggest an alternative time, and we will work something out.

I want you to succeed in this course, and so I expect you to read this syllabus carefully. It would be wise to print it out and to bring it to each class.

Please keep track of your own points in this class. If you choose to, you will record them in your PSYC 101 folder (you have a folder for every class you are in, because you are a well organized student, who expects to graduate eventually). **If you forget to keep track of your points, please do NOT ask the professor to provide this information; rather, please wait until the Registrar posts your grades to the WarriorWeb when the semester is over.**

You will have a variety of opportunities to attend activities on and off campus and to write one paragraph about how the event relates to Psychology. The instructions for this are in the syllabus. It states you will get **no points for a “summary”** of what you observed; to earn credit you must ‘figure out’ how to *relate* it to Psychology. I realize that many of you have complex lives and cannot attend very many (or any) out-of- class activities: if that is your case, concentrate on studying. It is definitely possible to earn an “A” without extra credit.

If you ever miss any class, in any course, never ask the Professor, “Did I miss anything important?”

Please do not sit next to or behind anyone that you know during exams, and try to leave an empty seat on either side of you during exams.

Please bring an indelible colored pen to class on exam days. To get in the habit, just bring one to every class.

Please realize that not everyone can offer a music interpretation, so if you want to do one, hand in your proposal early in the semester.

Feel free to email Prof. Diessner, but aim to hold it to 3 sentences or less (I’m sorry but I get 50 emails EVERY day – it takes me hours to answer them – it’s wearing me out).

After we study the Abnormal Psychology chapter, feel free to guess whether Prof. Diessner qualifies, by DSM standards, to be labeled OCD, or not.

Reading Guide and Questions Concerning Plato's *Apology* [20 pts.]  
PSYC 101 Introduction to Psychology [24dec04]

Name:

1. Wisdom is a psychological quality. Did Socrates think he was the wisest man in Greece in his day? Why or why not? (note the page(s) in which you find the answer)

2. For what does Socrates accuse the Athenians of "caring so little"? (p. #?)

3. Meaning and purpose in life are psychological. What is it that Socrates emphasizes that makes a life **not** worth living? (p. #?)

4. What developmental psychology favor does Socrates ask the Athenians to do for his sons? (p. #?)

Note: Plato used the Greek word "psyche" in several places in this text. Professor Benjamin Jowett, of Oxford University, has accurately translated it as "soul."

+5 “Bonus” points for Reading Syllabus PSYC 101

// I certify that I have printed out the PSYC 101 Syllabus and that I plan to bring it to each class session.

// I certify that I have carefully read the entire syllabus.

Or

// I certify that I have carefully read the entire syllabus on a computer screen.

// I certify I have saved it to a computer hard drive, and I will open it and refer to it frequently throughout the semester.

\*If you prefer a hardcopy syllabus, and are unable to print one, come to Prof. Diessner’s office hours and he will provide you with a copy.

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Print name legibly, in the same form as on the class list

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Signature

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Date