



## **PSYCHOLOGY 100**

### **INTRODUCTION TO PSYCHOLOGY**

Fall 2012  
TTh 9:30-10:50  
SGM 124

**Instructor:** Dr. Stephen Madigan  
SGM 720 740-2268

Office Hours F 8-11:30, 1-4

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Course Website: Blackboard

This course is an introduction to psychology and its goal of the scientific understanding of behavior and experience. The course covers a wide range of topics, from neural processes and genetic influences to social behaviors. Course emphases include the critical evaluation of psychological research and theory, the biological bases of behavior, and the application of research findings to areas such as psychotherapy, aptitude and personality testing, child development and self-help.

Here are the main lecture topics:

Research methods	Aggression	Sex differences
The conditioned reflex	Sensing and perceiving	Psychodynamic theory
Operant conditioning	Attention and consciousness	Social influence
Instinctual behavior	Memory	Abnormal behavior
Evolution and behavior	Intelligence and cognition	Schizophrenia
Brain and learning	Behavior genetics	Depression
Emotion and the brain	Personality	Psychotherapies

#### **Text and Readings**

- Gray, P. *Psychology*, (6th Ed.). New York: Worth Publishers.
- Student Video Toolkit DVD
- Readings: at Blackboard.

### Course Requirements and Grading

1. Three tests, 100 points each.....	300
2. Final examination, cumulative .....	120
3. Two papers@ 40 points each .....	<u>80</u>

500 total

**Test Dates:** Thurs. Sept. 20, Thurs, Oct. 18, Thurs. Nov. 15. **Final:** Thurs Dec 13 11-1.

**Test format:** multiple choice and short-answer questions. *The final exam will have a take-home essay question.* Each test will cover the material from the immediately preceding set of topics (see Lecture Schedule) and will be based on the text, videos, lectures, and discussion sections. There will be a review guide distributed for each test, and a review session prior to each test.

⇒ For all tests you must bring a pencil and a Scantron form (Accuscan #29240), or be ready for a fast hike to the bookstore and back. You cannot take a test if you arrive after 9:45.

**Makeup tests:** Allowed for verified health reasons or pre-approved University activities only. Makeup tests (*short answer and essay questions*) will be given in SGM 501 at 8 a.m. on the Friday following each scheduled test—no exceptions. You cannot take more than one such test.

**Grading.** Grading is based on your three test scores, final exam, papers, plus bonus points

	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
points	450	425	400	375	350	325	300	275	250	225	200	<200
%	90	85	80	75	70	65	60	55	50	45	40	<40

The percentages are the approximate cutoffs. Borderline grades (within 1% of the cutoff) will normally be raised to the next higher grade level. Discussion section attendance records will influence this decision.

**Discussion Sections.** These are an important part of the course. They will involve presentation and discussion of new material, discussion of writing assignments, *and bonus point activities.*

## WRITING ASSIGNMENTS

The two writing assignments for this class will require you to describe and analyze different kinds of behavior and psychological experience in terms of the theories and concepts presented in lectures and readings. Specific instructions, guidelines, and requirements will be discussed at the time the papers are assigned in discussion section meetings. Grades will reflect the accuracy and thoroughness of your analysis, the originality of your examples, the clarity of the presentation, and the quality of your writing.

Get a draft of your paper done early bring it to office hours for a review – pretty much guaranteed to improve your grade. *Must be done in person – no electronic submissions.*

Note the following general requirements and suggestions:

1. Papers should be typed and double-spaced. Keep a backup copy. Include your TA's name and your section on the title page.
2. Familiarize yourself with the standards and practices for quoting and paraphrasing sources.
3. Use the American Psychological Association format for references and reference lists. *But it's so easy: Just look at the way the textbook does it.*
4. See the sample papers available at Blackboard.
5. Paper length: ~ 7-8 pages. (But we don't weight them, we read them)

Papers must be handed in **at lecture only**, 9:20 on the date indicated. Late penalties will be applied: 10 points per day or any part thereof.

**Paper #1 Conditioning as you've experienced it** Analyze your own experiences in terms of Pavlovian and operant conditioning (40 points). **Due:** Tues, Sept. 18 at lecture 9:30.

**Paper #2 Personality assessment.** Fill out a personality assessment questionnaire and discuss your scores in terms of your actual behavior and principles of psychological testing (40 points).

**Due:** Tues. Nov. 13 at lecture 9:30.

**This course adheres to the principles and policies as presented in this document:**

USC Integrity Guide:

<http://www.usc.edu/student-affairs/SJACS/forms/tio.pdf>

## COURSE CREDIT FOR RESEARCH ACTIVITIES

There are three opportunities to earn up to 40 bonus points. Note that these are true bonus points in that they are added to your point total from tests and papers (the numerator) but aren't part of the denominator.

- **15 points cognitive testing:** Four kinds of tests will occur *at discussion section meetings* on the indicated dates. **Note:** You must take all tests to get this credit.
- **5 points Survey Questionnaires:** filling out a set of questionnaire material on the Internet.
- **20 points Research Participation:** participating in research conducted by members of the Psychology Department --up to 10 hours of participation, 2 points per hour. This starts August 27 and continues until Dec. 3

**How to sign up for research using The Experiment Management System:** See the PowerPoint instructions at BlackBoard in \Contents\Research Participation.

⇒ We urge you to participate in all of these activities. They are important for the research and teaching functions of the Psychology Department, they will give you first-hand experience with psychological research and testing, and they can add significantly to your point total.

You may substitute a book review for research activity if you prefer. See me to arrange this.

**JEP participation:** You may substitute JEP (Joint Educational Project) participation for the Research Participation activity. Information about JEP will be distributed at lecture.

## Learning & Study Resources

**Lecture Notes:** PowerPoints will be posted at Blackboard prior to each lecture.

**Sample tests:** available at BlackBoard. These are test questions from previous semesters that will give you an accurate idea of the general style and difficulty level of the material as tested.

**Publisher's Website:** This free site provides quizzes and demonstrations for each chapter of the text. <http://bcs.worthpublishers.com/gray>. Pages xxiv-xxvii of the text describe many other resources which may or may not be worth the money.

### How I Study for Psychology 100

*This description of study habits and practices was written by a USC student, Timothy Fellows. They worked for him (A+). What he does is exactly what modern theories of learning and remembering say should be done.*

#### A) Reading

1. I always do the reading prior to a lecture.
2. I underline and highlight important points as I go along.
3. I will re-read a section until I understand it.
4. I have a "reading notebook" into which I copy all bolded terms and their definitions.
5. I try to anticipate test questions, based on the style of previous questions and their answers

Time: 1-2 hours per reading assignment, depending on reading.

#### B) Lecture

1. I don't miss lectures.
2. I like to sit up front, where I will be less distracted and more likely to hear.
3. I take notes furiously directly on the lecture slide print-out, adding all extra information the professor gives.
4. I answer rhetorical questions during lecture in my head to test my retention of the reading.

Time: 1 ½ hours, twice a week

#### C) Post-Lecture

1. I type all information from the lecture, both previously on the notes and added, into an organized lecture-outline. **[Note: I don't recommend doing this – sm]**
2. If material is extremely detailed and/or important, from lecture or reading (such as the structures of the brain and their roles and locations), I write out the necessary information in big letters on printer paper in an organized and logical manner. I post this above my bed, and test myself every once and a while.

Time: 1 hour following every lecture

#### D) Studying

1. If I have faithfully done the above, I find I don't have to study much for a test.
2. I look over study guides, find terms I can't recall or don't know, and re-learn those terms.
3. I take a practice test as if it were a real test, by saving it to my computer from Blackboard and unbolding the answers. Then I take the test in one sitting and check my answers afterwards. I discover what concepts I don't know, and study those concepts. However, I find that how well I do on the pretest remains a good indicator of how well I will do on the real test.
4. I glance over the book and notes, paying special attention to charts and graphs.
5. I print out my typed lecture outlines and review them, highlighting especially important points.

Time: 3-4 hours, spread out over a few days.

In general: I try to repeat thinking about the subject matter as much as possible. I am also generally interested in psychology and its topics, which I believe motivates me to learn.

**LECTURE SCHEDULE FALL 2012 Part 1**

Date	Topic	Readings
Aug. 28	Course Overview	Ch. 1, Preface xviii-xxix
Aug. 30	Psychological Science: Research Methods	Ch. 2
Sept. 4	The Conditioned Reflex	Ch. 4 93-107
Sept. 6	Reward Learning & Operant Conditioning	Ch. 4 107-119
Sept. 11	Instinct & Evolution - 1	Ch. 3 63-91 Ch. 4 119-135 Ch. 11 426-428
Sept. 13	Instinct & Evolution - 2	Ch. 3 61-91
Sept. 18	Review <i>Paper #1 due at lecture</i>	
Sept. 20	Test #1	

Videos: See the BlackBoard posting for Part 1

**DISCUSSION SECTION MEETINGS Part 1**

Except for the week of Sept 17-21 there are no discussion section meetings during test weeks. TAs will be available during office hours and their section meeting times.

Week	Activities	Readings
Aug. 27-31	No discussion section meetings this week	
Sept. 3-7 *	Paper#1 assigned and discussed. Cognitive testing #1 bonus points	Ch. 4
Sept. 10-14	Evolution and behavior: Mate selection	Ch. 3, Buss reading
Sept. 17-21	Cognitive testing #2 bonus points	

\* Monday Sept. 3 (Labor Day) Discussion section: Go to any other section's meeting this week or come to Friday office hours.

**LECTURE SCHEDULE Part 2**

Date	Topic	Readings
Sept. 25	Brain and Learning	Ch. 5
Sept. 27	Motivation: The Basics	Ch. 6 185-208; Ch. 7 239-244
Oct. 2	Emotion and Aggression	Ch. 2 84-86; Ch. 6 220-229; Ch. 13 479-482 Ch. 14 541-545
Oct. 4	Sensation and Perception	Ch. 7 231-236 246-251 Ch. 8 269-272 286-292 292-306
Oct. 9	Attention and Consciousness	Ch. 9 309-320
Oct. 11	Memory	Ch. 9 321-348 Ch. 11 412-413
Oct. 16	Review	
Oct. 18	Test #2	

Videos: See the BlackBoard posting for Part 2

**DISCUSSION SECTION MEETINGS Part 2**

Sept. 24-28	Cognitive Testing #2 bonus points	
Oct. 1-5	Personality measurement (required for Paper #2)	Ch. 15
Oct. 8-12	False memory	Ch. 9 337-341
Oct. 15-19	Cognitive Testing #4 bonus points	

**LECTURE SCHEDULE Part 3**

Date	Topic	Readings
Oct. 23	Behavior genetics	Ch. 2 51-63, Bouchard reading
Oct. 25	Personality	Ch. 15 549-566 580-590 Ch. 12 447-450 Ch. 2 p. 43
Oct. 30	Psychodynamics and Freud	Ch. 15 570-576 Ch. 5 168-169 Ch. 17 650-656 Ch. 13 494-498
Nov. 1	Intelligence and cognitive development	Ch. 10 374-395 354-355
Nov. 6	Intelligence continued	Ch. 11 397-414
Nov. 8	Sex and gender differences	Ch. 3 84-86 Ch. 7 238-241 Ch. 12 453-456 Ch. 15 566-570
Nov. 13	Review Paper #2 due at lecture 9:30	
Nov. 15	Test #3	

Videos: See the BlackBoard posting for Part 3

**DISCUSSION SECTION MEETINGS Part 3**

Oct. 22-26	Paper #2 assigned and discussed	Ch. 15
Oct. 29-Nov. 2	The Flynn Effect	Derbyshire reading
Nov. 5-Nov. 9	No discussion sections this week	
Nov. 12-16	Test week-no discussion meetings this week.	



**LECTURE SCHEDULE Part 4**

Date	Topic	Readings
Nov. 20	Social influence and social cognition	Ch. 13 475-483, 499-508 Ch. 14 511-532 541-548
Nov. 22	Thanksgiving	
Nov. 27	Abnormal behavior	Ch. 16 593-606 Ch. 417-428 Ch. 11 417-418
Nov. 29	Schizophrenia	Ch. 16 606-612 625-635
Dec. 4	Mood Disorders & Anxiety Disorders	Ch. 16 606-612 613-625
Dec. 6	Psychotherapies	Ch. 17
Dec 13	Final exam 11-1	

Videos: See the BlackBoard posting for Part 4

**DISCUSSION SECTION MEETINGS Part 4**

Week of	Topic	Readings
Nov 19-23	Case study: <i>Anorexia nervosa</i>	Anorexia reading
Nov 26-30	Diagnosis and assessment	Ch. 9 337- 341
Dec. 3-7	Effective self-help	Reading