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## PSYC 150-01, Foundational Issues in Psychology, Fall 2006

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Foundational Issues in Psychology  
Psychology 150  
Fall Semester 2006

Dr. Bette Ackerman  
117 Clough Hall, Ext. 3650  
Office Hours: MTh 2:30 – 4:00, Tues. 1:00 – 3:00, or by appointment.

Psychology 150 introduces students to a variety of theories and concepts which have been found to help explain human behavior. Students should focus on acquiring a knowledge base from which to better understand his or her experiences. To help organize a large number of psychological concepts we will organize our semester's learning around five major theoretical approaches: *biological, learning theory, cognitive, socio-cultural, and psychodynamic*.

Many people are surprised to learn that the discipline of psychology is firmly rooted in the scientific method. For this reason research methodology will be stressed within the course. It is essential that students come to appreciate the benefits and constraints that come from grounding psychology within science.

### I. Course Objectives

- A. To give students exposure to many of the important principles of human behavior. The student should focus on connecting and integrating the concepts, relating them to experiences, and generally attempting to build usable frameworks for understanding his or her own behavior, thinking and learning, as well as understanding relationships and other social behavior. At the conclusion of the course, students should be able to articulate the five major theoretical approaches used within the discipline and anticipate how each would address a given problem.
- B. To give students insight into the scientific processes underlying psychological research and to aid in the critical analysis of research in the field. Students will be exposed to, and evaluate, methodological, ethical, and theoretical issues underlying scientific research conducted with human (and sometimes nonhuman) participants.
- C. To encourage the development of critical reading skills through required research readings. Students will read edited versions of classical works in the field and then write papers reflecting on the research in specified ways (see below).

### II. Course Structure:

The format of this course consists mostly of structured lectures, but I do encourage class discussions. Do not be afraid to interrupt me if you would like clarification. If something discussed in class has not been made clear to you, other members of the class will undoubtedly have the same questions that you do, so PLEASE go ahead and ask!

### III. Course Requirements

#### A. Texts

**Tavris, C. & Wade, C. (1997). *Psychology in perspective*, 2nd Ed. Addison-Wesley.**

*Referred to in reading assignments as TW*, Tavris & Wade is the course's primary text and is organized around the five major theoretical approaches to the field of psychology.

**Hock, R.R. (2005). *Forty studies that changed psychology*, 5<sup>th</sup> Ed. Pearson Prentice-Hall.**

The Hock text summarizes studies that changed the discipline of psychology. These articles/experiments should stimulate your thinking about the discipline—its methodology, its assumptions, its reliance on scientific methodology, its relevance to contemporary issues, etc.

Reading assignments are outlined in the daily list of topics (attached). You are to have read the assignments BEFORE class and be prepared to take part in any class discussions that may arise.

#### B. Writing Assignments

You will be required to write papers discussing TWO (2) of the required supplemental readings (from Hock). Each paper is worth 50 points. You may choose which TWO of the 14 readings (yes, you must read all 14 + the preface) you would like to write about. The papers are due at the beginning of class on the day we discuss the article. **YOU MUST WRITE AT LEAST ONE PAPER BEFORE SPRING BREAK – THAT IS, YOU MUST WRITE A PAPER OVER 1 OF THE FIRST 7 SUPPLEMENTAL READINGS.** The due dates for these papers are indicated on the last page of this document. Guidelines and sample

papers can be found at: [\\fileserver1\Academic Departments and Programs\Psychology\Ackerman\\_Bette\Public\Ppsych150](\\fileserver1\Academic Departments and Programs\Psychology\Ackerman_Bette\Public\Ppsych150)

### C. Examinations

1. **In-class exams.** Five exams will be given during the term, consisting of multiple-choice, short-answer and/or essay questions. Questions will cover material from assigned readings, class lectures, and discussions. Students should notify the instructor before scheduled exam date if the exam is to be missed, otherwise students will receive a 0 for that exam grade.
2. **Final Examination.** The final will be comprehensive and multiple-choice.

### D. Experiment Participation

Students are encouraged to participate in ongoing research in the department by volunteering to be subjects in experiments conducted by students in advanced psychology classes (a total of 3 credit hours). All such research will be approved first by the Human Subjects Review Committee and participants will be given an opportunity to learn about the findings of the research at the end of the project. We believe that participation as a subject is an excellent way to gain first-hand knowledge and deeper understanding about how psychological research is conducted.

Students need to complete a “research collaboration form” (presented at the time of the experiment) for each experiment that they complete. The form requires the following information: 1) experiment title or the names of the researchers, 2) hours credit, 3) brief statement of the research hypothesis, 4) statement of the IVs & DVs, 5) problems or flaws in the experiment, and 6) personal reaction to the experiment.

An alternative to the experiment participation requirement is offered to those students who do not wish to be a research subject or are unable to schedule participation. This will involve a comparable amount of writing about research that the student will read. A handout will be distributed in class which fully describes what is to be done.

### IV. Use of the Honor Code in Psychology 150

As in all courses at Rhodes, students are expected to act honorably in pursuit of our mutual educational objectives. Because exam questions are often used by multiple professors, copies of Psych. 150 exams are kept by the professors. It is considered a violation of the honor code to possess a copy of a 150 exam or to be aware of copies in the possession of others. For other work, collaboration is encouraged in all out-of-class assignments. Therefore students are free to study together, to share notes, to discuss all assignments with one another or with others outside the class, to proofread and edit one another’s work, and to give each other as much helpful feedback as possible.

### IV. Grading Policy

<u>Point Values:</u>		<u>Grade Cutoff:</u>	
Exam 1 pt 1	50 points	93% - 100%	A
Exam 1 pt 2	50 points	90% - 92%	A-
Exam 2	100 points	87% - 89%	B+
Exam 3	100 points	83% - 86%	B
Exam 4	100 points	80% - 82%	B-
Exam 5	100 points	77% - 79%	C+
Final Exam	150 points	73% - 76%	C
2 Papers	50 points @	70% - 72%	C-
Total	750 points	67% - 69%	D+
		63% - 66%	D
		60% - 62%	D-
		59% and Below	F

**Special Notes:** *If you need assistance at any time during the semester DO NOT HESITATE TO CONTACT ME. Many times students feel that making appointments with professors for out-of-class instruction or clarification is a “bother” to the instructor. This is my job...so, by all means, come and “bother” me.*

*If you have a documented disability and wish to receive academic accommodations, please contact the Office of Student Disability Services as soon as possible (843-3994).*

**Schedule of Assignment and Readings**

	<b>Day</b>	<b>Date</b>	<b>Topic and/or Exam</b>	<b>TW Readings &amp; Exams Schedule</b>	<b>Hock Reading</b>
1	W	<b>August 23</b>	Introducing Psychology		
2	F	25	Themes Within Psychology	TW1	
3	M	28	Research Issues	TW2	Hock (preface)
4	W	30			
5	F	<b>September 1</b>			
	M	4	<i>Labor Day</i>		
6	W	6	<b>Exam 1, pt 1</b> Biological Perspective	(TW chpts 1&2)	
7	F	8	Heredity	TW3	Hock (Harlow)
8	M	11			Hock (Brouhard)
9	W	13	Physiology	TW4	
10	F	15			
11	M	18	Perception		Hock (Rozenweig et al)
12	W	20	Drug action		
13	F	22		Essay 1	
14	M	25	<b>Exam 2</b>	(chpts3,4 & Essay 1)	
15	W	27	Learning Perspective	TW5	
16	F	29	Classical Conditioning		
17	M	<b>October 2</b>	Operant Conditioning		Hock (Skinner)
18	W	4			Hock (Seligman)
19	F	6	Real World Applications		Hock (Wolpe)
20	M	9	Social Learning Theory	TW6	
21	W	11		TW Essay 2	Hock (Langer)
22	F	13	<b>Exam 3</b>	(chpts 5,6 & Essay 2)	
	M	16	<i>Fall Break</i>		
23	W	18	Cognitive Perspective	TW7	
24	F	20	Piaget		
25	M	23			
26	W	25			Hock (Rosenthal)
27	F	27	Memory	TW8	
28	M	30			Hock (Tolman)
29	W	<b>November 1</b>		TW Essay 3	Hock (Loftus)
30	F	3	<b>Exam 4</b>	(chpts 7, 8 & Essay 3)	
31	M	6	Sociocultural Perspective	TW9	
32	W	8	Social Context		Hock (Darley)
33	F	10			Hock(LaPiere)
34	M	13	Cultural Context	TW10	
35	W	15			Hock (Eckman)
36	F	17		TW Essay 4	
37	M	20	<b>Exam 5</b>	(chpts 9,10 & Essay 4)	
	W&F		<i>Thanksgiving</i>		
38	M	27	Psychodynamic Perspective	TW11	
39	W	29	Personality & Freud	TW Essay 5	
40	F	<b>December 1</b>	Other Personality Theorists		
41	M	4	Mental Disorders	TW12	Hock (Rosenbaum)
42	W	6	The Big Picture	TW Essay 6	
Tue Dec. 12 <sup>th</sup> @ 1:00 pm			<b>Exam1, Part 2</b> (chpts 11,12 & Essay 6) & <b>Final Exam</b>		