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## PSYC 150-03, Foundational Issues in Psychology, Spring 2008

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| Item Type     | Syllabus   |
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| Publisher     | Memphis, Tenn. : Rhodes College, Memphis, TN   |
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**PSYC 150: Foundational Issues in Psychology**  
**Tues/Thurs 9:30-10:45 OR 11:-12:15**  
**FJB**  
**Spring 2008**

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Office Hours: Wednesdays 9-11 OR by appt.

**Required Texts:** 1) *Psychology: Themes and Variations – Briefer Version* (7<sup>th</sup> Edition) by Weiten  
2) *Forty Studies that Changed Psychology* (5<sup>th</sup> Edition) by Hock

**DISCLAIMER: I will not answer any question (in person, by phone, or via e-mail) if the answer to that question resides within this document. READ YOUR SYLLABUS!!!**

### Course Objectives

1. To give students a broad overview of the major theoretical approaches in the field of psychology. This should facilitate students' understanding of psychological research methods, specific topics of inquiry in the many subfields of psychology, major experimental advances in psychology and their relationships to social, educational, and judicial systems, and to perhaps spur an interest for further study into the broad domains of human behavior and mental processes.
2. 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 systematically evaluate research and will be exposed to methodological, ethical, and theoretical issues underlying scientific research conducted with human (and sometimes nonhuman) participants. In addition, we will discuss the societal and institutional implications of the research findings.
3. To encourage the development of critical reading skills through required research readings. Students should be prepared to read classic works in the field and then to write critical reaction papers pertaining to any of a broad range of topics including theoretical underpinnings, methodology, results, implications, and interpretation of the original work.

### Course Structure

The format of this course consists primarily of structured lectures, but I do encourage class discussions. I want to make it very clear that I want you to feel free ask questions at any time. Do not be afraid to interrupt me if you would like clarification or if you have a relevant insight/comment to add. All outlines and overheads will be available in PowerPoint form in my public folder (although I cannot promise that they will be available BEFORE class time.)

## Reading Assignments

The reading assignments are clearly outlined on the final page of this document. I expect that you **will have read the assignments BEFORE class** and that you will be prepared to take part in any class discussions that may arise.

## Writing Assignments (see hand-out)

You will be required to write two papers in this class (one before Spring Break, and one after). The content of these papers will be derived from the required supplemental readings from Hock's book. Each paper is worth 50 points. There are 14 required readings, and you will write papers over **ONLY TWO** of the 14 readings (you must **READ** all 14, you only write papers pertaining to 2 of them). **Each student must SIGN UP for two readings over which they would like to write papers. The sign-up sheet will be passed around class on Tuesday, January 15<sup>th</sup> – so be sure you have reviewed the articles so that you may make your choices.**

The papers are due at the beginning of class on the day the article is assigned for reading. The due dates for the papers are indicated on the last page of this document. You will receive a set of guidelines to help you when writing these papers. **READ GUIDELINES THOROUGHLY** or your grades will likely suffer. You may not "hand in" papers over email – hard copies are required. Papers must be stapled. Late papers will not be accepted.

## Hock Quizzes

It is often the case that there is little time during class to discuss the readings from the Hock book. As such, I will administer short quizzes over most of the Hock readings. There will be ten quizzes (each worth 5-points). There are 14 readings – so for four of the readings, you will not be quizzed. The quizzes will be administered at the beginning of class on the day the reading is scheduled. So – be sure to read the Hock articles on time – these quizzes will be worth at total of 50 points toward your final grade. THERE ARE NO MAKE-UPS FOR THESE QUIZZES FOR ANY REASON.

## Examinations – You need to know your student ID # for exams

In-Class Exams. Three exams will be given during the semester (the final will be discussed later). Each exam is worth 100 pts. These exams will consist of multiple choice, fill in the blank, matching, short answer, labeling, and short essay questions. Exam items will be taken from material from all assigned readings, class lectures, and discussions.

Make-up exams will be given if one of the following applies:

- Illness
- Athletic or other extracurricular travel (you **MUST** notify me **in ADVANCE** and in most cases I require you to take the exam **BEFORE you leave town**)
- Family emergency

If you become ill or if an emergency arises, you **MUST contact me as soon as possible**. I understand that other situations may arise that necessitate a make-up examination and I will consider these on a case-by-case basis. Make-up exams must be taken **PROMPTLY**. I prefer that make-ups be administered **BEFORE** the following class period. **If you do not CONTACT ME regarding missed examinations, I am not obligated to administer a make-up exam to you.**

Final Exam. The final exam will consist of *two parts*. The first part of the final will cover new material only (the fourth section of the material); it will be identical in form to the in-class exams and will count 100 points. The second part of the final will be comprehensive covering all course work. The questions on the comprehensive portion of the final will be multiple choice only. The comprehensive final concentrates mainly on the 1<sup>st</sup> ¾ of the course; however, a few questions over “new material” will be included. The comprehensive portion will count 100 points (so the entire exam is worth 200 points).

### **Experiment Participation (see hand-out)**

Students are required to complete 3 hours of research credit. There are two options:

- 1) Students may **participate in ongoing research in the department by volunteering to be participants in experiments** conducted by psychology faculty and students in advanced psychology classes. After completing each study, you will receive a form to fill out. Fill it out promptly. **Keep all of these credit forms until you have 3 hours completed.** Then **staple them** together and hand them in to me.
- 2) An alternative to experiment participation is offered to those students who do not wish to be a research participant or are unable to schedule an experiment. This alternative involves reading multiple research articles and providing detailed information about the research method and results. See the handout for details. The articles are available in my public folder.

**NOTE: Failure to complete three hours of research credit will result in an INCOMPLETE in the course.**

### **Attendance Policy**

I have no attendance policy. You are adults. I WANT you to come to class, but I WILL NOT TAKE RESPONSIBILITY for your class attendance. Be an adult – come to class. **If you miss class and you subsequently perform poorly on an exam – you MAY NOT cry in my office.** The exams are challenging. If you want to do well, come to class.

If you do need to miss the occasional lecture, **DO NOT CALL OR EMAIL ME** to tell me that you will not be in class. I understand that there are days when a student may need to miss class. However, **I am not responsible for ensuring that you receive the lecture notes.** I WILL NOT RE-LECTURE THE MATERIAL TO YOU DURING OFFICE HOURS, ETC. You need to get missed material on your own.

### **My Pet Peeves – Please take note.**

- 1) Students who do NOT take responsibility for their own educational success.
- 2) Any variation of this question: “Do we need to know this for the exam?”
- 3) Students who ask me questions that are easily answered with a little elbow grease
  - a. Textbook
  - b. Syllabus
  - c. Course catalog
  - d. Rhodes Website
- 4) Students who forget their E-mail etiquette  
I don’t have time to answer emails that require lengthy explanations. Besides, I’d much rather explain in person – so come see me.

## Honor Code

As in all courses at Rhodes, students are expected to **act honorably in pursuit of our mutual educational objectives**. Copies of exam or quiz questions from any section of Psych 150 from this term or from any previous term should not be available for study; if you should become aware that any such copies exist, you are required to report this to the professor. Consultation of such material is an honor code violation.

**All work is pledged in this course.** Any violation of honor code will be treated seriously. If I believe a student is in violation of the honor code, I will not hesitate to initiate Honor Council proceedings.

**Plagiarism:** In regard to the writing assignments, you should be careful to properly acknowledge ideas obtained from outside sources (textbooks, lectures, journals, the web, ideas of other students, etc.).

**Ignorance is not an excuse for plagiarism.**

## Grading Policy

|                                   |                           |                            |
|-----------------------------------|---------------------------|----------------------------|
| Exam 1                            | February 7th              | 100 points                 |
| Exam 2                            | February 28 <sup>th</sup> | 100 points                 |
| Exam 3                            | April 8th                 | 100 points                 |
| Final Exam: New Material          |                           | 100 points                 |
| Final Exam: Comprehensive Portion |                           | 100 points                 |
| Papers                            |                           | 100 points (2 @ 50 points) |
| Hock Quizzes                      |                           | 50 points (10 @ 5 points)  |
| <b>TOTAL:</b>                     |                           | <b>650 points</b>          |

## Grades will be assigned according to the following "percentage of total point" cutoff:

|            |   |    |               |   |    |
|------------|---|----|---------------|---|----|
| 93% - 100% | - | A  | 73% - 76%     | - | C  |
| 90% - 92%  | - | A- | 70% - 72%     | - | C- |
| 87% - 89%  | - | B+ | 67% - 69%     | - | D+ |
| 83% - 86%  | - | B  | 63% - 66%     | - | D  |
| 80% - 82%  | - | B- | 60% - 62%     | - | D- |
| 77% - 79%  | - | C+ | 59% and Below | - | F  |

## Special Notes:

If you **need assistance** and 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).

I am a member of the **Rhodes College Safe Zone Program**. Safe Zones provide safe spaces that are highly visible and easily identifiable to gay, lesbian, bisexual, transgender, inter-sexed, and questioning (GLBTIQ) persons, where support and understanding are prioritized and where bigotry and discrimination are not tolerated. This program was initiated to support the GLBTIQ community specifically, but you should know that I consider my office to be a safe zone to ALL individuals in the Rhodes Community regardless of age, race, gender, social class, ethnicity, sexual orientation, creed, or disability. If you are in need of a faculty advocate for any reason, I am available to you, please do not hesitate to call, email, or stop by.

## Tentative Reading and Test Schedule

| Date  | Day         | Topic  | Reading  | Assignment Due                   |
|---|-------------|--|--|----------------------------------|
| 1/10  | Thur        | Introduction   |  |                                  |
| 1/15  | Tues        | Philosophical Roots  | W1 (Weiten Chapter 1)                                  |                                  |
| 1/17  | Thur        | Research Methods   | W2   |                                  |
| 1/22  | Tues        | Methods/Stats/Ethics   | W Appendix B   |                                  |
| 1/24  | Thur        | The Biological Approach to Psychology  | W3   |                                  |
| 1/29  | Tues        | The Brain  | Hock (Gazzaniga)                                       | Paper ? Quiz ?                   |
| 1/31  | Thur        | Sensation/Perception: Vision   | W4   |                                  |
| 2/5   | Tues        | Perception: Gestalt Psychology   | Hock (Gibson & Walk)                                   | Paper ? Quiz ?                   |
| <u>2/7</u>  | <u>Thur</u> | <u>EXAM 1</u>  |  |                                  |
| 2/12  | Tues        | Learning Theory: Classical Conditioning  | W 6  |                                  |
| 2/14  | Thur        | Learning Theory: Operant Conditioning  | Hock (Watson & Raynor)<br>Hock (Skinner)               | Paper ? Quiz ?<br>Paper ? Quiz ? |
| 2/19  | Tues        | Cognition: Memory  | W 7  |                                  |
| 2/21  | Thur        | Memory Continued   | Hock (Loftus)  | Paper ? Quiz ?                   |
| 2/26  | Tues        | Cognition: Intelligence Testing and the Educational System   | W 8 (pp.250-271 only) ;<br>Hock (Rosenthal & Jacobson) | Paper ? Quiz ?                   |
| <u>2/28</u>   | <u>Thur</u> | <u>EXAM 2</u><br><i>Please Be Advised: No early exams will be administered to accommodate Spring Break Plans</i> |  |                                  |
| <b>Spring Break</b>   |             |  |  |                                  |
| 3/11  | Tues        | Prenatal Development/Reflexes  | W 10 (p. 305-314)                                      |                                  |
| 3/13  | Thur        | Cognitive Development - Piaget   | W 10 (p. 314-337)                                      |                                  |
| 3/18  | Tues        | Moral and Social Development   | Hock (Langer & Rodin)                                  | Paper ? Quiz ?                   |
| <b>Easter Break</b>   |             |  |  |                                  |
| 3/25  | Tues        | Attachment & Parenting   | Hock (Harlow)  | Paper ? Quiz ?                   |
| 3/27  | Thur        | Social Influence   | W 15   |                                  |
| 4/1   | Tues        | Attitudes and Attributions   | Hock (Lapierre)  | Paper ? Quiz ?                   |
| 4/3   | Thur        | Helping and Hurting others: Social Psychology and the Prison System  | Hock (Darley & Latané)                                 | Paper ? Quiz ?                   |
| <u>4/8</u>  | <u>Tues</u> | <u>EXAM 3</u>  |  |                                  |
| 4/10  | Thur        | Personality – Freud  | W 11 (p. 339-349)                                      |                                  |
| 4/15  | Tues        | Personality – Other approaches   | W 11 (p. 349-371), Hock (Friedman & Rosenman)          | Paper ? Quiz ?                   |
| 4/17  | Thur        | Psychological Disorders  | W 13; Hock (Seligman & Maier)                          | Paper ? Quiz ?                   |
| 4/22  | Tues        | Disorders Continued  | Hock (Rosenhan)  | Paper ? Quiz ?                   |
| 4/24  | Thur        | Treatment of Disorders and the Healthcare system   | W 14; Hock (Wolpe)                                     | Paper ? Quiz ?                   |
| <b>FINAL:</b> <i>You may take your final at either of the following times. These are your ONLY options!!!</i> |             |  |  |                                  |
| <b>Monday, 4/28 at 1:00pm in FJB</b><br><b>Saturday, 5/3 at 8:30am in FJB</b>                                 |             |  |  |                                  |
| <i>Take your pick – you don't need to clear your choice with me –just show up at one of the two times.</i>    |             |  |  |                                  |