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## PSYC 150-03, Foundational Issues in Psychology, Fall 2004

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# PSYC 150: Foundational Issues in Psychology

T/Th 11:00-12:15, Kennedy 201

OR

T/Th 2:00-3:15, Clough 102

Fall 2004

Professor: Julie Steel, Ph.D.

Office Phone: 843-3516

Office: Clough 125

Office Hours: Wednesday<sup>1</sup>

email: [steelj@rhodes.edu](mailto:steelj@rhodes.edu)

**Required Text:** *Psychology: Themes and Variations* (6<sup>th</sup> Edition) by Weiten  
*Forty Studies That Changed Psychology* (5<sup>th</sup> Edition) by Hock

## Course Objectives

1. To give students a broad overview of topics in the field of psychology in order to facilitate understanding of psychological research methods, specific topics of inquiry in the field, the major theoretical perspectives in psychology, 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.
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 papers describing the four main aspects of the work (theoretical underpinnings, methodology, results, interpretation).

## Course Structure

The format of this course consists mostly 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. 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! Furthermore, discussion participation is strongly encouraged. The class is designed so that you will get involved...SO GET INVOLVED.

## 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 class discussions on the topics covered in the readings.

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<sup>1</sup> I will be in my office most of the day on Wednesdays, so feel free to come by. HOWEVER, to ensure that I am available, make an appointment with me via e-mail.

## 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 13 readings (yes, you must read all 13) you would like to write about. **HOWEVER, YOU MUST WRITE AT LEAST ONE PAPER BEFORE FALL BREAK - THAT IS, YOU MUST WRITE A PAPER OVER 1 OF THE FIRST 5 SUPPLEMENTAL READINGS.** The due dates for these papers are indicated on the last page of this document.

Each paper should incorporate the following sections in this order (see APA handout for format questions):

- I. **Introduction** - this section should address the phenomenon under study including a description of the phenomenon and a discussion of the theoretical underpinnings for the work. What is being studied? What past research led the researcher to begin studying the phenomenon? What are his/her hypotheses? Are there any competing hypotheses?
- II. **Method** - this section should discuss how the researcher tested his/her hypotheses. What did participants DO in the study? Were any independent variable(s) manipulated? If so, what were they? What were the dependent variables? How were they measured?
- III. **Results** - what did the author find? What happened in the experiment/study? What did the data show?
- IV. **Discussion** - what were the implications of the study? Can these results be generalized? Did you notice any methodological or ethical flaws in the study? WAS THE PHENOMENON WORTH TESTING? WERE THE HYPOTHESES WELL GROUNDED? DID THE RESULTS MAKE SENSE? ARE THERE ANY ALTERNATIVE INTERPRETATIONS OF THE FINDINGS? SHOULD OTHER STUDIES BE CONDUCTED? IF SO, WHAT IS THE NEXT STEP IN THE SCIENTIFIC INQUIRY? WHAT DID YOU THINK ABOUT THIS? WHAT ARE YOUR REACTIONS TO THE STUDY? This section should be **longest in length**. This is the section of the paper where you get to express **your thoughts** and reactions - I AM LOOKING FOR YOUR OWN UNIQUE THOUGHTS - SO DON'T JUST REPEAT WHAT YOU HAVE READ. I WANT YOU TO **THINK** ABOUT THE RESEARCH AND TELL ME YOUR PERSONAL REACTIONS!!

DO NOT PLAGERIZE! If you have questions about what is and what is not plagiarism, consult the numerous packets/other literature you were given during Freshman orientation. **If you write something that is not YOUR unique thought/contribution, you must credit the source.** If you take someone's thoughts and regurgitate them, word for word, you must put quotation marks (like these: "blah blah blah") around the words you have taken. IF YOU CHANGE A FEW WORDS OR SLIGHTLY ALTER THE SENTENCE STRUCTURE FROM THE AUTHOR'S ORIGINAL WRITING - THIS IS STILL PLAGERISM.

Papers should be typewritten in **12-point font** (preferably in **Times New Roman**), and **default margin settings** should be applied. The content of each paper should be 3-6 pages in length (not including title page and reference page) and should follow APA style (see APA handout). Also, an APA publication manual is kept on reserve in the Atkinson Reading Room in Clough 111a. Papers must be turned in to me AT THE BEGINNING OF CLASS on the day the paper is due. **Papers turned in late are subject to a penalty (one letter grade deduction if turned in after the class period is over; one more letter grade off if turned in after class time the next day; and so on).**

You have the option to write one additional paper (for a total of 3) as a "replacement paper". If you receive a poor grade on a paper, for instance, you can "replace" that poor grade by completing an additional paper. The two papers you write that receive the highest grades will be counted towards your final grade. **YOU CAN ONLY WRITE ONE REPLACEMENT PAPER - FOR A TOTAL OF 3 PAPERS!**

## Examinations

In-Class Exams. Three exams will be given during the semester. These exams will consist of multiple choice, fill in the blank, matching, short answer, and short essay questions. Exam items will be taken from material from the assigned textbook readings, class lectures and discussions, as well as supplemental readings. Each test is worth 100 points (for a total of 300 points).

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.

Final Exam. The final exam will consist of two parts. The first half 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 half will be comprehensive covering all course work. The questions on the comprehensive portion of the final will be multiple choice only. It will count 100 points.

## Experiment Participation (see hand-out)

Students are encouraged to participate (a total of **3 hours**) in ongoing research in the department by volunteering to be participants in experiments conducted by students in advanced psychology classes. All such research will be approved first by the Institutional Review Board (an ethics 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 a deeper understanding of how psychological research is conducted.

When you participate in an experiment you will be given a form documenting your participation and indicating the amount of credit you have earned (in 30 minute increments). You will be asked to identify the hypothesis and the independent and dependent variables on this form prior to handing it in for credit. *You should keep these forms until you have completed the entire three hours; then staple the forms together and hand them in to me.*

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 will involve writing about research articles (see handout for detailed instructions).

*Note that failure to complete **three hours** of research participation or the alternative will result in an **incomplete** in the course.*

## Attendance Policy

There are 24 days of lecture scheduled for this course. I WILL ALLOW YOU TO MISS 12.5% OF THE CLASS LECTURES WITHOUT PENALTY. **HOWEVER, if you miss more than THREE (3) class periods, I reserve the right to deduct 1/3 of a letter grade from your final grade for every additional absence you incur.**

If you do need to miss the occasional lecture, you do not need to call or e-mail me to tell me that you will not be in class. However, **I am not responsible for ensuring that you receive the lecture notes.** You should find a way to get the lecture notes from a classmate.

*\*I DESPISE THE SOUND OF A CELL PHONE DURING CLASS - unless you are (1) anticipating an organ transplant, (2) a Lamaze coach awaiting an imminent birth, or (3) the parent of a sick child - DO NOT BRING CELL PHONES TO CLASS\**

## Honor Code

As in all courses at Rhodes, students are expected to act honorably in pursuit of our mutual educational objectives. All in-class exams and quizzes should be pledged with the standard college honor code: *I pledge that I have neither given nor received help on this exam.* 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.

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.), and you should pledge this work as follows: *This paper is my own work, and the ideas in this report reflect my understanding of and thinking about this material.*

## Grading Policy

Exam 1	100 points	Final Exam (2 parts)	200 points
Exam 2	100 points	Papers	100 points (2 @ 50 points)
Exam 3	100 points		
<b>TOTAL:</b>			<b>600 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:

*I am committed to giving each of my students the opportunity to learn. 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 will not answer any question (in person, by phone, or via e-mail) if the answer to that question may be easily found on this document.**

## Tentative Reading and Test Schedule: Fall 2004

<b>Date</b>	<b>Day</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment Due</b>
8/26	Thur	Introduction		
8/31	Tues	Philosophical Roots	W 1	
9/2	Thur	Research Methods	W2	
9/7	Tues	Methods/Stats/Ethics	W (Appendix B)	
9/9	Thur	Biological Basis of Behavior	W 3	
9/14	Tues		Hock (Gazzaniga)	Paper?
9/16	Thur	The Eye: Perceiving Color	W4	
9/21	Tues	Gestalt Psychology	Hock (Gibson)	Paper?
<b><u>9/23</u></b>	<b><u>Thur</u></b>	<b><u>EXAM 1</u></b>		
9/28	Tues	Learning Theory	W 6	
9/30	Thur		Hock (Watson & Raynor)	Paper?
10/5	Tues	Memory	W 7	
<u>10/7</u>	Thur		Hock (Loftus)	Paper?
10/12	Tues	Intelligence Testing	W 8, Hock (Bouchard et al.)	Paper? (must have 1 paper turned in)
<b><u>10/14</u></b>	<b><u>Thur</u></b>	<b><u>EXAM 2</u></b>		
<b>10/19</b>	<b>Tues</b>	<b>NO CLASS - FALL RECESS</b>		
10/21	Thur	Prenatal Development/Reflexes	W 10 (p. 294-309)	
10/26	Tues	Cognitive Development	W 10 (p. 310-325)	
10/28	Thur	Moral and Social Development	Hock (Langer & Rodin)	Paper?
11/2	Tues	Attachment & Parenting	Hock (Harlow)	Paper?
11/4	Thur	Social Influence	W 15	
11/9	Tues	Attitudes and Attributions	Hock (Lapierre)	Paper?
<u>11/11</u>	Thur	Helping and Hurting others	Hock (Darley & Latane)	Paper?
<b><u>11/16</u></b>	<b><u>Tues</u></b>	<b><u>EXAM 3</u></b>		
11/18	Thur	Personality - Freudian Theory	W 11 (p. 328-336)	
11/23	Tues	Personality - Other approaches	W 11 (p. 337-357), Hock (Friedman & Rosenman)	Paper?
<b>11/25</b>	<b>Thur</b>	<b>NO CLASS - THANKSGIVING RECESS</b>		
11/30	Tues	Psychological Disorders	W 13	
12/2	Thur	Disorders Continued	Hock (Rosenhan) & Hock (Seligman)	Paper?
12/7	Tues	Treatment of Disorders	W 14, Hock (Smith & Glass)	Paper?
<b><u>FINAL EXAM SCHEDULE:</u></b>				
<b><u>11:00 CLASS: TUESDAY (12/14) AT 5:30PM</u></b>				
<b><u>2:00 CLASS: FRIDAY (12/10) AT 8:30 AM</u></b>				