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Psychology

Ψ 100

General Psychology

Fall, 2016

M – Th 11 am class

Instructor

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Instructor's Office

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		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK	MONTH					
1	Sept.	26 Fall Quarter classes begin	27 Begin Ch 1: Intro & Research Methods	28 Syllabus Quiz due	29 Photo due for extra credit	30 No class
2	Oct.	3 Plagiarism Certificate due	4 chapter 1 Quiz on Canvas due by 10pm	5	6 Test 1: Chapter 1 & Appendix A	7 No class
3	Oct.	10 Begin Ch 2: Neuroscience & Behavior	11 split corpus callosum dvd	12	13 Begin Ch 3: Sensation & Perception Extra credit if research assignment in	14 Professional Faculty Day No Classes
4	Oct.	17 sensation/perception video	18 chapters 2 & 3,4 Quizzes on Canvas due by 10 pm	19 Ch 4, pp. 132 - 156: Consciousness, Sleep, Dreams, & Sleep Disorders	20 Test 2: Chapters 2, 3, & pp. 132 - 156 Research assignment due	21 No class
5	Oct.	24 Begin Ch 5: Learning	25	26 Begin Ch 6: Memory	27 chapters 5 & 6 Quizzes on Canvas due by 10 pm	28 No class
6	Oct/ Nov.	31 Test 3: Chapters 5 & 6	Nov 1 Begin Ch 9: Lifespan Development	2	3	4 No class chapter 9 Quiz on Canvas due by 10 pm
7	Nov.	7	8 Test 4: Chapter 9	9 Begin Ch 12: Social Psychology	10	11 Veteran's Day Holiday College Closed
8	Nov.	14 chapter 12 Quiz on Canvas due by 10 pm	15	16 Test 5: Chapter 12	17 Begin Ch 11: Personality	18 <i>Last day to officially withdraw from Fall classes</i> No class
9	Nov.	21 chapter 11 Quiz on Canvas due by 10pm	22 Ch 7, p. 294: Principles of Test Construction	23 Test 6: Chapter 11 & p 294	24 & 25 THANKSGIVING HOLIDAY College Closed	
10	Nov./ Dec.	28 Begin Ch 14: Psychological Disorders	29 chapter 14 Quiz on Canvas due by 10 pm	30	Dec. 1 Test 7: Chapter 14	2 No class
11	Dec.	5 Begin Ch 15: Therapies	6 chapter 15 Quiz on Canvas due by 10 pm	7	8 Test 8: Chapters 15 & 13	9 No class
12	Dec.	12 Review for final	13 FINAL EXAMS BEGIN  No class	14 Final for 11 am class	15	16

FALL 2016

CLASS SCHEDULE

Any changes will be announced in class (and on web site)
(NOTE: Canvas quiz due dates are not listed here. They are due 2 weekdays before each test or see calendar.)

DATES	ASSIGNMENTS & READINGS
9/26 – 10/5	Chapter 1: Introduction and Research Methods
9/28	Syllabus Quiz due
9/29	Photo due for extra credit
10/3	Plagiarism Tutorial Certificate Due
10/6, Thursday	Exam #1 (<i>Chapter 1 & Appendix A</i>)
10/10 – 10/19	Chapter 2: Neuroscience and Behavior Chapter 3: Sensation & Perception Chapter 4: Consciousness, Dreams, & Sleep Disorders only (132-156)
10/13	Extra credit if research assignment in
10/14	Professional Day: No classes at HCC
10/20, Thursday	Exam #2 (<i>covers Chapters 2, 3, & pp 132 - 156</i>)
10/20	Research assignment DUE
10/24 – 10/27	Chapter 5: Learning Chapter 6: Memory
10/31, Monday	Exam #3 (<i>covers Chapters 5 & 6</i>)
11/1 – 11/7	Chapter 9: Lifespan Development
11/8, Tuesday	Exam #4 (<i>Chapter 9</i>)
11/9 – 11/15	Chapter 12: Social Psychology
11/11	Veteran's Day Holiday: College Closed
11/16, Wednesday	Exam #5 (<i>covers Chapter 12</i>)
11/17 – 11/22	Chapter 11: Personality Chapter 7: Test constructin (p. 294 only)
11/23, Wednesday	Exam #6 (<i>covers Chapter 11 & p. 294</i>)
11/24 – 11/25	Thanksgiving Holiday: College Closed
11/28 – 11/30	Chapter 14: Psychological Disorders
12/1, Thursday	Exam #7 (<i>covers Chapter 14</i>)
12/5 – 12/7	Chapter 13: Stress, Health, and Coping Chapter 15: Therapies
12/8, Thursday	Exam #8 (<i>covers Chapters 15 & 13</i>)
12/12, Monday	Review for FINAL
12/14, Wednesday	11:00 a.m. Final (<i>comprehensive</i>)

Course Description:

In this course, you will learn that psychology is a science that attempts to answer some age-old questions about the human experience by using rigorous empirical methods to study people's actions and thoughts. An important aim of this course is to give you the critical thinking skills necessary for dealing with psychological issues and evaluating the many "pop psych" claims appearing in the media.

It is important that you read each chapter before the session at which it will be discussed. If you find anything unclear or difficult, be sure to bring your questions to class or come see me about it. The emphasis in this course is on critical and creative thinking, not just the passive memorization of facts.

Student Learning Outcomes:

By the end of the course you should be able to:

- Describe key concepts, principles, and overarching themes in psychology
- Apply psychological principles to personal and social issues
- Use scientific reasoning to interpret psychological phenomena
- Demonstrate information literacy in psychology
- Apply ethical standards to evaluate psychological science and practice

Prerequisite: English 101 Placement eligibility, or 2.0 or higher in English 101.

Required Textbook:

Hockenbury, S.E., Nolan, S.A, & Hockenbury, D.H. (2015) *Psychology* (7th edition). NY: Worth

Optional: Launchpad access to accompany Hockenbury, Nolan, & Hockenbury. The url for this class is: <http://www.macmillanhighered.com/launchpad/hockenbury7e/3706267>. [Copies of the textbook are on reserve in the Highline Community College Library. They can only be checked out for 2 hours at a time.]

Tests: 8 at 300 points each = 2400 possible

There will be nine tests (including the comprehensive final). Your eight highest test scores will count toward your grade in the course. Therefore, you may miss one test without penalty, or drop your lowest score. Since you may miss one test without penalty, **no make-up tests will be given for the first test you miss**. If you should have to miss more than one test, please call or see me as soon as possible. You will need to make up the second missed test on a day designated by me. A score on a make-up test may not exceed the average of tests you have taken on scheduled class days. The final exam will be equivalent in length to the weekly tests and will be taken at the time scheduled for the final. You will NOT be allowed to begin the final after the first person has left the class.

A study guide (known as my “You should Know” or YSK list) will be passed out at the start of each new section of material. The study guide contains all the concepts that you are required to know for the tests (though you have to know all the ins and outs of each of those concepts and how to use them, to do well). The YSK lists will also be posted on my web site.

Tests will be worth 300 points, consisting of 30 multiple-choice questions, (the final will be worth 300 points as well, but will include a few short answer/essay questions, in addition to multiple-choice questions). You do NOT need a Scantron form for the tests, but you will need a piece of paper. Test questions will come from both lectures and the text, though the majority will be based on the lectures. Each test will last approximately 40 minutes. The test answers will be discussed following the test, so that you will know immediately how you did. You receive credit only if you turn in both your answer sheet and the test itself (though **only the answer sheet is scored**). No cell phones will be allowed on desks on test days (and they MUST be turned to SILENT).

Assignments:

Syllabus Quiz: 10 points

Due: September 28, 2016

Attached to the end of this syllabus is a short quiz to make sure you read and understand the information in this syllabus. Please complete the quiz, tear off the page, and turn it in on Wednesday, September 28. **Points will be subtracted for late submission of quiz.**

Plagiarism tutorial: 10 points

Due: October 3, 2016

Please go to the following web site: <http://www.indiana.edu/~istd/> and go through the tutorial on plagiarism. Answer all (10) questions on the **certification test** [Click on “I’m an undergraduate student or advanced high school student”. Enter an email address (carefully) at which you can receive the certificate. When you have answered at least 90% correctly, you will receive a certificate (via email). Please print out the certificate. This certificate is due in class on Monday, October 3. **Points will be subtracted for late submission.**

Some students in the past have taken quite a few times to complete the certificate successfully. If you have tried at least 3 times, and have gone through the tutorial, please come to my office & I will help you go through the test.

Note: Since the tutorial was designed by Indiana University, the policies are their policies. However, Highline’s policies are very similar.

Papers: 2 at 300 points each = 600 points

There will be **two papers**, each equal in weight to a test (**300 points**). These assignments are referred to below and described in detail in handouts attached to the end of the syllabus.

For each 300 point assignments:

- Make copies of all papers, in case of loss.
- Do not turn in to the box outside Bldg. 11 without telling me.
- If you turn in to bldg. 11, be sure to sign the homework sign-in sheet
- Be sure to ask for a reply email if you send anything over email.
- **If you email a paper, please include your name and the time of the class on the paper itself** (and in the text of the email) and **attach in “Word”** (after the file name, it will say .doc or .docx). I cannot open other word processing programs. If you do not have Microsoft Word, however, you can try to send your paper saved as a pdf (should have .pdf after document name) and I can usually read these.
- Papers can be submitted in class, via email (attachment) or via Canvas (with attachment).
- Please use size 12 font or slightly larger (my eyesight seems to be getting worse). **ALL ASSIGNMENTS MUST BE TYPED, DOUBLE-SPACED.** (This syllabus is NOT double-spaced). Please use **1” left and right margins** at least.
- Use full sentences and proper English. They will count!!!
- If you like, you can turn in a paper early, receive feedback and a grade on it, and revise it, **if you resubmit the original paper with its feedback. Papers turned in early should be considered final copies, however. They should be typed and proofread by YOU** (I will not be editing your paper). If you resubmit the paper (with the original attached) for more points, it will **not earn extra credit on any version received after the due date for extra credit.** Papers turned in early may NOT be resubmitted after the due date for the assignment has passed. I reserve the right to limit the number of revisions you submit. I would be happy to speak with you in person and go over rough drafts of the paper or answer any questions you have about it. But again, **do NOT submit rough drafts to me (bring them in to go over with me).**
- **All papers are due on the due date by end of the class period. Thirty points (10%) will be subtracted for each day a paper is late (including weekends).**
- I recommend keeping a copy of your papers until the quarter is over at least, in case of any questions about grades.

Research assignment: Assignment attached to syllabus, beginning on p. 14. Due: October 20 (extra credit if in by October 13).

Concept application: Assignment attached to syllabus (p. 18).

Canvas quizzes: 10 quizzes, 20 points each = 200 points

I am ONLY using Canvas this quarter for a few things:

- Announcements
- Short online quizzes to be taken 2 weekdays before each in-class test.
- Panopto recordings (see section on Panopto class recordings)
- Email alternative (you can send through Canvas or directly to my email address)
- Pages (a few handouts will be posted there, including a copy of this syllabus with assignments attached)

In order to get any announcements I might send out in a manner you'd prefer, after you sign into Canvas, be sure to set your Preference for Notifications!!! You can choose to be notified of things by email, by text, by Facebook, Twitter, LinkedIn, etc. A student orientation course, that includes a segment on setting up how you want to be notified, can be found at: <https://highline.instructure.com/courses/898400>.

The Canvas quizzes will help let you know if you are ready for the in-class tests. AND they earn you points.

The Canvas quizzes are given by chapter (although chapters 3 & 4 are combined). Each quiz has 10 questions (& each quiz is worth 20 points). Unlike the in-class tests, they are untimed, and also unlike the in-class tests, you may use any resources at your disposal, including your book and your friends (though for best assessment of how much you know, AND to use it as a study device, it's best to try it on your own). The Canvas quizzes may ask questions about some topics that are not on the You Should Know list – they are based on the particular chapter in the textbook. But they should give you a good idea of how well you know the material IF you use them without looking up the answers (until you finish the quiz). They will also help you prepare for a test (one of the best study techniques is self-testing).

Do your best to answer the questions without looking up the correct answer. The more you have to mentally exert energy to respond, the more likely the information will stick with you when you take the “real” test in class.

You may retake each Canvas quiz up to three times. The highest score will be recorded as your grade for this assignment. I recommend giving yourself time to retake the quizzes, since if you did not score as well as you'd like on a quiz, you want to give yourself time to study the material before retaking it.

How to turn it in: Sign into Canvas (canvas.highline.edu) with your MyHighline account. Click on the quiz you wish to take and click Submit quiz at the end of it. Be sure to take BOTH quizzes the times 2 are due on the same day.

Due: Due by **10 pm** on the due date listed on the course calendar. Each quiz (or set of quizzes) is due 2 class days before the in-class test.

Accepted late? No (so plan ahead – if you try to take the quiz for the first time the hour before it is due, and your internet goes down, you will earn no points for that quiz).

Extra Credit

There are 5 different ways to earn extra credit in this class.

1. Bring in a current photograph of yourself, by Thursday, September 29, on an index card provided by me (color coded for the class you are in). (5 points)
2. You can earn up to 16 points by answering questions about the NY Times article "Forget What You Know about Good Study Habits" by October 13. I will pass out the questions the day after the first test, but they are on my web site, if you'd like to start early.
3. Each of the 2 papers will be given 10 extra credit points if handed in by a date specified on the assignments (so a total of 20 points can be earned this way).
4. Throughout the quarter you can earn 5 or 10 extra credit points for correct answers to pop quizzes given during the first 3 minutes of a class.
5. You can earn up to 20 bonus points by visiting Alison DeBoer (see Writing Help section below; there may be a second Writing associate for the class, as well) and attaching the form she uses to help you with your writing to any (or each) of the papers in the course. (10 points per visit/paper – with form as proof of each visit) You can only submit one form per paper, but feel free to visit her as much as you'd like for help with your writing.

Grading

Your eight highest test scores will be totaled, along with your scores from your 2 papers, 10 Canvas quizzes, syllabus quiz and the plagiarism tutorial, to determine your course grade. Grades will be determined on a percentage of **3220** total possible points, as follows:

%	GRADE	%	GRADE	%	GRADE
95	4.0	83	2.8	68	1.6
94	3.9	82	2.7	67	1.5
93	3.8	81	2.6	66	1.4
92	3.7	80	2.5	65	1.3
91	3.6	79	2.4	64	1.2
90	3.5	78	2.3	63	1.1
89	3.4	77	2.2	62	1.0
88	3.3	75	2.1	61	0.9
87	3.2	73	2.0	60	0.8
86	3.1	71	1.9	59	0.7
85	3.0	70	1.8		
84	2.9	69	1.7		

Percentages below 59% do not satisfy minimum course requirements for credit, and earn a 0.0. To earn credit for an AA (or AS), you must earn at least a 1.0 in a course.

Note: The GRADE APPROXIMATOR on the Psych. 100 page of my web site can help you estimate your grade throughout the quarter. **Be sure to follow instructions carefully.** (<http://people.highline.edu/mmanber/f16gradeapproximator.htm>)

Writing Help

If you need advice with any stage of drafting or revising your writing assignments, visit the Writing Center, which is part of the Highline Tutoring Center in Building 26, Room 319. Writing consultants can help you brainstorm for ideas, develop thesis statements, organize your writing, learn to edit your papers, and more! Stop by and make an appointment with a student who's been where you are now and knows how to succeed.

In the writing center, while any consultant can respond to your writing, Writing Associates are Writing consultants (in the Writing Center) who have taken this class before and are familiar with the writing expectations of the course and instructor. We have a Writing Associate for this class this quarter whose name is Alison DeBoer. Students last quarter found her very helpful. We may have a second Writing Associate as well. See the extra credit section to see how visiting the Writing Associates for help with writing your papers can earn you bonus points for the course, in ADDITION to helping your writing.

Tutoring and Extra Help

There should be at least one tutor available for help with the content of this course in the tutoring center. If you go to the tutoring Center (Bldg 26, room 319) and request a tutor for Psychology 100, they will help you get started with this free service. Please let me know if you are having any problems getting this arranged (or having any problems with the tutor).

Panopto Class Recordings

I will try to record the classes using Panopto. As a warning, once in a while the system does not work. You can access the recordings if you need to miss a class or if you want to go over something that we discussed in class again. To access the class recordings, go to Canvas, sign in as you would normally, and then click on the link for Panopto in the left column in our class. Recordings should be listed by class date & time.

Ethics

The worst academic offenses in western culture are cheating and plagiarism. The Plagiarism tutorial will help you understand specifically what is meant by this term. In general terms, plagiarism is the theft of someone else's work. When you copy someone else's writing without attributing the material and citing the source, whether it is a book, a newspaper, a journal or a magazine, it is plagiarism. When you cut and paste information from a web site that you visit without attributing the material to that source, whether it is an entire paper or just a paragraph or sentence, that is plagiarism. When you use a photo that you find on the web without referencing it, that is plagiarism. When you paraphrase someone else's writing and don't give credit to the original source, that is plagiarism. For this class 1) Don't turn in an assignment someone else wrote; 2) Don't

copy phrases or sentences from a book, someone else's paper, articles or the Internet into your papers without citing them; 3) Don't copy from someone else's test or allow someone else to copy from yours; and 4) Don't use unauthorized notes on a test.

Out in the world, plagiarism is punishable by civil law. **If you engage in academic dishonesty, you will receive, at a minimum, a grade of zero for that assignment.** You will **not** have the option of redoing a plagiarized assignment. **All incidents of academic dishonesty will be reported to Highline Community College's Associate Dean for Students/Student Judicial Affairs Officer.** Additionally, there may be other sanctions as permitted or required by college policy (See College Catalog and the Students Rights and Responsibilities Handbook). In addition, cheating or plagiarism is just plain not going to help you understand psychology. Since you are in college to learn to think, stealing someone else's thoughts wastes your time and mine. In addition to the Plagiarism tutorial there are **several links on my website that detail what is and is not plagiarism.** (See Highline's Student Rights and Responsibilities site for more information: <https://studentservices.highline.edu/srr.php>)

Other Important Odds and Ends

You are responsible for making arrangements for material you miss in class. To this end, you should make a point of obtaining the phone numbers of at least one or two students in class, so that you can arrange to copy notes and/or find out anything you missed, should you be unable to attend class (and unable to access Panopto; I also often start Panopto after early announcements in class). You should also contact me as early as possible about any extra help you need.

If you stop attending class, please be certain to officially withdraw from the class, so as not to incur a 0.0 grade, which will remain permanently on your transcript. It is very hard for your grade point average to recover from such a grade. November 18th is the LAST day to officially withdraw from Fall Quarter classes. I cannot withdraw you after that date.

Please respect others in class and **turn off (or set to non-auditory setting) electronic devices** (phones, laptops, tablets, etc.) **while in class. It is especially important to make sure your devices are silent during tests!**

If you need a grade check form filled out, you will need to give me at least one day to complete it. Forms requiring information about only attendance can be filled out the same day I receive them.

My web site contains useful information for the course (follow the link to the Psychology 100 page). If you lose a "You Should Know" list, you can find it on the site. This syllabus, calendar and all assignments are on the site. And there are links to information from the textbook publisher as well as sites relevant to course material. In addition, the Grade Approximator can help you estimate your grade at any time throughout the quarter.

I want to encourage you to ask questions and make comments at any time during class. I will also be available for comments, questions, or just chatting during office hours. Please make arrangements with me if these times are not convenient.

EMERGENCY PROCEDURES:

If a campus emergency occurs, please follow the instructions of your Instructor. Do not exit the classroom until instructed to do so. If evacuation is required, quickly and safely exit the classroom and building. If possible, take your keys and valuables because you may not be permitted to reenter the building. If you will need assistance to evacuate, please notify me today. As the last person to exit, I will secure the classroom door. Please study the evacuation map on the last page of the emergency placard in the classroom. Follow the evacuation route and go to the assembly point shown on the evacuation map so that I may account for your presence and safety. Do not leave the assembly point unless told to do so by me or other College or emergency officials.

You are strongly encouraged to subscribe to HCC Alert, a text message service that will inform you of emergencies at the College. You may subscribe at this website: <https://bob.highline.edu/hccalerts/>. Information about College closures is also posted at <http://www.schoolreport.org/>.

Accommodations

If you have a health condition or disability that may require accommodations in order to fully participate in this class, please contact me after class or contact Access Services in Building 99-180, by phone (206) 592-3857, or email access@highline.edu. Information about disability will be regarded as confidential.

Honors Option

This course is available for an honors option. If you are interested in exercising this option, speak to me about a special project by the end of the third week of the quarter (October 13). This option is available to any student earning a 3.5 in the class.

Faculty Advising

Highline College instructors are a wonderful resource for students at any stage of the academic process. Many Highline faculty have career experience, are knowledgeable about campus resources, and can assist students in reaching their educational goals through degree planning. If you have an advising question, feel free to approach your instructor. If your instructor cannot answer your question, she/he will help you find someone who can.

Study Hints

Below (and on the next page) are practices that have lead to success in this Psychology class. Throughout the quarter, see if you can answer “yes” to each of the items:

1. I read the Preview Key Questions to help me organize the material in the textbook.
2. I read the assigned chapter **the day before** we go over the chapter in class
3. I allow several hours for reading each assigned chapter, so that I can read it slowly and thoughtfully.
4. I read to find out “why?” in addition to “what?” because I really want to know how to be an effective student.
5. I take all the practice quizzes in the textbook & look up afterwards whether I understood each question.
6. I use the “You Should Know” list for each exam to focus my studying.
7. I think up examples (especially from my life) for each of the concepts on the “You Should Know” list.
8. I attend class **regularly and am rarely or never late** and I do not close my notebook and get ready to leave five minutes before the end of class.
9. I pay attention in class and do NOT text or use other social media while in class.
10. I sit near the front of the class, so that I feel like a participant, not merely a passive observer.
11. I take notes on virtually everything that is said or discussed in class (by hand – research shows taking notes on a laptop is not as helpful).
12. I ask questions in class until the concept under discussion is clear in my mind. This also helps me feel a part of the class, instead of an observer watching others learn.
13. I have organized a study group of 3 or 4 friends with whom I review the readings and class lecture/discussion material a day or two prior to the exam.
14. I test myself on material while covering up the material tested on.
15. I get a good night’s sleep (8 hours) prior to the day of the exam (**and regularly**).

If your answer to one or more items is “no,” you might want to fine-tune your study approaches to incorporate these methods and strategies. Additional help may be obtained at the Tutoring Center or Reading Lab (Bldg. 26), or stop by my office for a visit.

In addition, on my web site are links to other sites that cover study skills that will help you in the course. If you are not doing as well as you would like, please check out these sites, including the NY Times article on study habits that has extra credit questions associated with it (as well as the one written by an instructor at another college, called “How to Avoid the 6 hour D”). The library also has an excellent book I’d recommend, based on psychological studies of effective learning strategies, called “Make it Stick: The Science of Successful Learning” by Peter Brown. And please don’t hesitate to come by my office for help!!!

One more tip: Ellen Bremen (of Highline’s Communication Studies Department) has a wonderful book called: “Say This, Not That to Your Professor” about navigating around colleges and instructors. You might check that out for general college help (and how to ask for it successfully).

This assignment is required of each person in class. It is equal in weight to one test (300 points), but unlike a test score, it may not be dropped. It is due no later than in class, Thursday, October 20. Points will be subtracted for late assignments. Thirty points will be deducted for each day late (including weekends). (Note also: Papers turned in by class time on Thursday, October 13 will be given 10 extra credit points.) Please remember that **all assignments must be typed, double-spaced**. I give 40 points for your writing quality in this assignment, so be sure to write carefully and proofread your paper. Also be sure, as usual, that all work is your own.

NOTE: There are **TWO** different parts to this assignment:

Part I:

Pick any **ONE OF THE FOLLOWING HYPOTHESES**:

1. Being told a puzzle is difficult before attempting to solve it, affects puzzle-solving ability.
2. Complimenting a person before requesting they take a survey affects whether he or she takes the survey.
3. Listening to opera music while studying leads to better memory for the material studied.
4. Hearing a joke before taking a test affects test performance.
5. Amount of caffeine consumed shortly before driving affects how fast a person drives.
6. How a person is dressed affects whether someone offers their seat for the person on a bus.*
7. Eating oatmeal leads to better health.
8. The jewelry a customer wears affects the service jewelry clerks offer that customer.*
9. Brand of pretzels eaten affects how many pretzels are consumed.
10. A female is more likely to give a male her phone number if he uses a corny pickup line.*

For your chosen hypothesis, answer the following 5 questions (worth 110 points of the 300 for this assignment) in complete sentences. An example of Part I follows the instructions for Part II (on p. 16).

1. Tell me which hypothesis you chose (you do NOT need to change the words of the hypothesis here).
2. Propose how you would test the hypothesis. Describe exactly what you would do to test the hypothesis. Include any specific stimulus material if appropriate. (30 points) **You are NOT to conduct the study** – JUST DESIGN IT. Make sure it is clear enough that if someone wanted to, they could replicate your study. Ideally, you will not include any confounding variables.
3. Identify your independent variable. Remember that it must be a VARIABLE, not a constant. Specify the 2 (or more) conditions of it. (10 points)
 - a. Describe how each condition of your independent variable would be operationally defined. (20 points)
4. Identify your dependent variable (10 points)
 - a. How will your dependent variable be operationally defined? (20 points)
5. Describe any ethical issues that your study needs to address. Be sure to include how you would address ethical issues all studies must address, as well as any specific issues that might be more relevant to your proposed study. (20 points)

* Note: Be sure to carefully consider who the research participants are.

Part II

The following contains a brief description of a hypothetical research study in psychology. Read the description and respond to the questions that are posed (for 150 points out of the 300 for this assignment).

A psychologist interested in the acquisition of foreign language skills performed an experiment to assess the effectiveness of new computer software designed to teach Hindi vocabulary and grammar to high school students. From the total of 74 students signed up to take the Freshman Hindi course at Trafalger High School, thirty were randomly selected for inclusion in the research study. The thirty students were randomly assigned to one of two classes: Class C and Class E. The Head of the Foreign Language Department, Ms. Eccle, taught the fifteen students assigned to Class E and this class met Monday through Friday from 9:00 - 9:50 a.m. In addition, Ms. Eccle's class was required to meet in the language lab from 3:00 - 3:50 p.m. on Tuesdays and Thursdays to work with the computer software, the effectiveness of which was the focus of the study. A brand new teacher of Hindi, Ms. Corbin, taught the fifteen students assigned to Class C and this class met Monday through Friday from 1:00 - 1:50 p.m. No additional instruction was given to Ms. Corbin's class, and the students were never exposed to the computer software. At the end of the semester the experimenter administered a standard test of Hindi vocabulary and grammar to each class. The average percentage score for Class E (Ms. Eccle's class) was 84%, with a high of 99% and a low of 72%. The average for Class C (Ms. Corbin's class) was 75%, with a high of 87% and a low of 56%. This result led the investigator to conclude that the computer software was extremely effective and reported this to the software manufacturer. The manufacturer decided to immediately mount an advertising campaign directed at public schools, using the results of this research to tout the effectiveness of its software.

1. Identify the independent variable in this experiment and tell me the 2 conditions of it. (20 points)
2. Identify the dependent variable in this experiment and tell me how it is measured. (20 points) [Note this is NOT asking you to identify the results]
3. In a paragraph or two, describe why the researcher **randomly assigned** the foreign language students to the C and E classes, rather than **the researcher** assigning them any other way. Be specific in what the random assignment does for this particular experiment (what specific **relevant** biases it avoids). Think about what reasonably might happen to confound the experiment if random assignment was NOT used and discuss why/how the specific confounding variables are avoided by random assignment. (30 points)
4. Write **a paragraph or two** describing **two** separate alternative explanations to the conclusion of the experimenter. (Look for confounding variables that exist and then **describe** the alternative explanations they present, **and why**.) Be sure to **use evidence** given in the paragraph above. (40 points)
5. Also, write a paragraph or two describing specifically how you would change the experiment so as to rule out each of the alternative explanations that you provided in #4 above. In other words, redesign the study. (40 points)

Example of Part I:

1. Example Hypothesis (this is **not** one from the list you have available):

Watching comedies will improve the sense of social support among inpatients diagnosed with schizophrenia. *

2. Description of design:

Fifty people with schizophrenia living in institutions will be randomly assigned, by flipping a coin, to watch either comedies or a mixed set of movies with no comedies (dramas, romance, action). Each patient will watch movies individually, in his or her own room. A different film will be shown in the morning, each of five days a week, for a month. The films will be shown in a different, random order to each participant. At the end of the month, each patient will be asked questions about the social support he or she feels from staff and the social support felt from their families.

3. Independent Variable:

The independent variable is: Type of films watched. There will be 2 conditions of the independent variable: The experimental condition will be comedies and the control condition will be mixed, noncomedy films (dramas, romance & action).

a. Participants in the comedies condition will watch the following 20 films:

The Holiday, Borat, Stranger than Fiction, Little Miss Sunshine, The Devil Wears Prada, Talladega Nights, The Break-Up, Click, Failure to Launch, Rumor Has it, The Family Stone, Fun with Dick and Jane, In Her Shoes, Wedding Crashers, Must Love Dogs, Monster-In-Law, Sideways, Spanglish, Napoleon Dynamite, & The Terminal.

b. Participants in the mixed, non-comedies condition will watch each of the following 20 films:

Blood Diamond, The Queen, The Lake House, Pirates of the Caribbean: Dead Man's Chest,

The Upside of Anger, Tristan & Isolde, Superman Returns, Mission Impossible III, Babel, Laws of Attraction, The Pursuit of Happiness, The Prestige, The Departed, Along Came Polly, Pride and Prejudice, The Illusionist, The Guardian, Munich, Crash, & Inside Man.

4. Dependent variable:

The dependent variable is: Perceived social support

a. Operational definition of dependent variable: Perceived social support will be measured by asking participants to fill out a questionnaire on the Monday following the final movie watched. The questionnaire will be 10 items long. Questions will ask about the number of family members perceived as supportive, the number of staff members perceived as supportive, and ask for ratings of the perceived supportiveness (on a 1 – 7 scale) of different staff and family members. Higher numbers on the questionnaire (of people perceived to provide support and rankings of supportiveness) indicate more perceived social support.

5. Ethics:

Participants will all need to sign consent forms, informing them about the number and type of movies they might watch. No names of participants will be used. Participants must be told that they are free to withdraw from the study at any time, or not watch a movie if they do not feel comfortable doing so. Everyone will be debriefed afterwards and told the true purpose of the experiment. Participants who are upset about any of the movies will be provided with counseling.

*Based on a revision of the following:

Gelkopf, M., Sigal, M., & Kramer, R. (1994). Therapeutic use of humor to improve social support in an institutionalized schizophrenic inpatient community. *Journal of Social Psychology, 134*(2), 175-182.

Concept Application Paper

This assignment is required of each person in class. It is equal in weight to one test (300 points), but unlike a test score, it may not be dropped.

Choose one concept or theory that we have covered in class or is covered in your textbook. Some examples of concepts or theories are: classical conditioning (including how taste aversions apply to it), operant conditioning, interference in memory, Piaget's stages of cognitive development or Erikson's stages of psychosocial development, stages in loss/grief, factors important in interpersonal attraction, Freud's theory underlying defense mechanisms (along with defense mechanisms), reciprocal determinism in social-cognitive theory, or a particular psychological disorder. These are only a few examples. **Topics from the last section** we cover in class: therapy and stress, however, **may not be used** for this assignment. If you are unsure of what I mean by a concept, be sure to talk with me about it.

First, describe the concept or theory you have chosen, **in your own words**. In other words, first describe the concept as you would to someone who is unfamiliar with it. (This does not mean that you should state your opinion of the concept or theory, nor does it mean you should use the book's description (or a web site's) and change a word or two in every sentence; **remember the tutorial on plagiarism**.) Use the proper psychology terms and define them in your own words. Do NOT use quotes from other sources (if you use quotes, I do not know if YOU understand the material). Your description should NOT include your personal example. The personal example will come next. Be sure to thoroughly describe your concept so as to give a real "feel" for it.

And be sure to use all the related sub-concepts (e.g., if you use operant conditioning, you should describe all types of reinforcement and punishment and might touch on generalization, discrimination, and extinction). Make sure to include details and make your description clear enough so that someone unfamiliar with the terms and concept would understand them.

Second, apply the concept or theory to your own life. How **specifically** does the concept relate to your life? Give an example from your life that exemplifies the concept. **Be specific** in your application. **Relate** your application to your description of the concept (if need be, distinguish it from other concepts). Again, include details of both your example and how each part of your example relates to the concept. If the concept does not perfectly apply, describe a problem with the concept in describing or explaining your own personal life.

Your paper should be **typewritten, DOUBLE-SPACED**, using a font of size 12 or larger, with at least one inch margins all around. One to three pages is usually adequate to cover the material well. Grammar, clarity, organization, spelling, and proper English usage will be considered in grading. (Note: If you allow enough time, the Writing Center can help you with your writing problems; remember we have a Writing Associate (Julius) & you can earn extra credit for getting help from him.) Please proofread your paper for spelling and grammatical errors. I prefer you staple your paper together, rather than put it into a folder.

Your paper must be turned in within one week of the test for the chapter your concept is described in. For example, if you choose to apply “factors involved in liking someone”, covered in the section on “Social Psychology” (from chapter 12), to your life, your paper would be due in class by Nov. 23 (one week after the test on chapter 12 on Nov. 16). Thirty points will be subtracted each day (including weekends) for late

assignments. After class on December 8, double points (60) will be subtracted for each day (including weekends) late! If you choose a topic from a chapter we are not covering, you must see me in advance to obtain a due date. If the topic is one in which I think related material has already been covered, and thus would have already been due, you will have to pick another topic.

Ten extra credit points will be earned if papers are handed in by the end of the class period on the day of the test for the chapter your concept is described in. This is **NOT** to be a rough copy. I expect it to be in final form. Remember, if you resubmit the paper (with the original, with comments, attached) for more points, it will not earn the extra credit on any version received after the due date for extra credit. Any revisions (with the original) must be turned in by the day the assignment is due.

This assignment is scored 120 points for your description of the concept, 120 points for your specific application of the concept to an example in your life, including relating it to your description, and 60 points for your writing.

There are copies of papers from previous quarters on reserve in the library (under Manber, Psych. 100 concept papers), if you wish to look at them. You are also welcome to come by my office; I have copies of these assignments you can look at, as well.

Fall, 2016
Psychology 100

Name _____

Class time _____

Syllabus Quiz

Due in class on Wednesday, September 30, 2016
10 points

Instructions: For this quiz you will need both the syllabus and access to my web site (the Psych 100 page).

Please indicate the ONE letter that best answers each question. (Answering more than one letter is automatically incorrect) **Please notice the questions 4 & 5 on the back!!**

1. If you are choosing a concept from Chapter 9 to use for the Concept Application assignment, in which you will apply an example from your life to the concept of a stages of grieving, your paper would be due _____ and would receive extra credit if submitted by _____.
 - a. November 11; November 4
 - b. November 7; November 1
 - c. November 1; November 8
 - d. November 8; November 1
 - e. November 8; November 15
 - f. November 15; November 8
2. Suppose it is November 15. Assume you had the grades described below. Go to the Grade Approximator on the class website and submit the following set of scores: On the Syllabus quiz you received 8 points; you did not submit the Plagiarism Tutorial; you earned 230 points for the Research assignment and you haven't chosen a topic yet for the Concept paper; on Test 1 you earned 250 points; Test 2 earned 240 points; Test 3 earned 250 points, and Test 4 earned 240 points. On the Canvas quizzes you earned the following: Chapter 1: 16, Chapter 2: 18, Chapters 3 & 4: you didn't remember to do this quiz, Chapter 5: 18, Chapter 6: 18, Chapter 9: 16, & Chapter 12: 16. You did not turn in a photo or earn any extra credit. **Be sure to read all Grade Approximator instructions carefully.** The computed grade range **shown on the web** for these scores is:
 - a. 2.0 – 2.5
 - b. 2.2 – 2.4
 - c. 2.3 – 2.7
 - d. 2.4 – 2.6
 - e. 2.5 – 2.8
 - f. 2.9 – 3.1
3. How long will you have to answer each of the 300-point tests?
 - a. approximately 25 minutes
 - b. approximately 30 minutes
 - c. approximately 35 minutes
 - d. approximately 40 minutes
 - e. the entire class session

-turn page for next 2 questions-

4. If you miss a test, what happens? (read all answers carefully)
- a. If it is the only test you have missed, you can make it up, as long as you contact Michele as soon as possible, but the score cannot be higher than your average for tests taken in class.
 - b. If it is the only test you have missed, it will be dropped as your lowest test – there are no makeup tests for a first test missed.
 - c. If it is the only test you have missed, as long as you have a valid reason, you can take up a make up test on the first day you return to class.
 - d. If it is the second test you have missed, you can make it up, as long as you contact Michele as soon as possible, but the score cannot be higher than your average for tests taken in class.
 - e. b and d are correct
 - f. c and d are correct
5. The **Canvas quizzes** are always due by _____, _____.
(Note: quizzes are DIFFERENT from tests)
- a. class time; the day of the test.
 - b. class time; 2 week days before the test.
 - c. midnight; the day of the test.
 - d. 10 pm; the day of the test.
 - e. 10 pm; 2 week days before the test.