

# INTRODUCTION TO PSYCHOLOGY

PSYC 1001 FALL 2023

Wednesday 4:00 pm, Sabin 002

Professor Catherine DeSoto, Ph.D.

## Course Description:

Survey of basic principles in psychology including cognitive, emotional, social, developmental, and biological processes, and the scientific research methods used to learn about these processes. Course requires participation in psychological research; or an alternative acceptable to both students and the department which provides a similar educational experience.

## Text:

King, L. A. (2022). Experience Psychology, 5th Edition. McGraw Hill. ISBN: 978-0-07-786194-4 (available from library for two-hour check out)

## Course Objectives:

Students, upon successful completion of this course, will:

1. Describe some of the major research that has been done in the field of psychology
2. Distinguish various research techniques used in psychology
3. Discuss how and why various research techniques are used to study behavior
4. Apply major terms and concepts in psychology to situations you might encounter in everyday life.
5. Use knowledge base to interpret psychology topics as they appear in the media
6. Be able to matriculate into more advanced courses
7. Recognize various kinds of influences that shape the development of an individual.

## Course Requirements:

1. Attending the lectures is crucial for success. Missing class harms your learning and your grade. If you miss a class, you should: **First** get and review the notes and **then** check in with your TA and professor. If you miss an in-class quiz or written activity, you should make it up (as detailed below).
2. A midterm and final exam will be given. Each test will consist of multiple choice, matching, short answer, and True/False questions. Each exam is recorded as a the percentage of questions correct (out of 100%).
3. Focus on understanding lecture material. Class notes and memory of lecture content will be the most important study tool in preparation for tests.

4. In-class quizzes/class activities and outside class quizzes/activities that involve writing will be given to reward attendance, to help students focus on key ideas, and assess their comprehension and readiness for tests. The purpose of the quizzes/outside assignments is to help you assess your comprehension and get to make it easy to get individual help if needed for key concepts. These quizzes are also important opportunities for (bonus) points on the next exam (they may be worth 1, 2, or 3 percentage points individually, but will add to a max of 10 percentage points). If you miss an in- class quiz/activity you may make up the points by typing a one-page summary of the quiz/activity topic (be sure to accurately reflects the content of the class lecture), due within two weeks of the missed class/quiz.
5. The comprehensive final will be given during final exam week.
6. UNI Psychology Department asks all Introduction to Psychology students to be directly exposed to psychology research. Students must either participate as a subject in psychology studies or summarize psychology research articles.

Makeup Exam Policy: Students who must miss for a school sponsored, military related event, or COVID-19 quarantine can arrange for a makeup to be given prior to the exam. Other make-ups for regular exams are at the discretion of the professor. Students who are otherwise making satisfactory progress may be granted a make-up which will be partly short answer and fill in the blank. Students who are doing poorly in the class and/or who miss many classes, **have missed more than half of the quizzes without making them up, usually are not allowed a make-up exam if they miss the test day.**

Student Evaluation: The purpose of the grade is to provide an indication of how well a student mastered the course material. Final grades will be determined according to the following criteria:

Test 1	100
Test 2	100
Total pts. available:	200 points*

(\*the extra credit quizzes and work will add to an additional 20 points)

Final grades will be determined based on the number of available points you have earned at the end of the semester. This is the same as your average. The following scale will be used to assign final course grades:

<b>A = 90% of points possible</b>	(180 or more points)
<b>B = 80-90%</b>	(160 – 179 points)
<b>C = 70-79%</b>	(140 – 159 points)
<b>D = 60-69%</b>	(120 – 139 points)
<b>F = less than 60%</b>	(less than 120 points)

If you are within **2 percentage points** of the next higher grade, you will get a “plus”.  
 If you are within **2 percentage points** of the next lowest grade, you will get a “minus”.

## CONTACT NUMBERS / Emails

<b>Professor's Office</b>	<b>2062 Bartlett Hall</b> (Go in door <i>S3</i> ; my office is up the stairs on the second floor, straight down hall, on the left.)
<b>Professor's Email</b>	<b>cathy.desoto@uni.edu</b>
<b>Professor's Phone</b>	<b>319-273-7475</b> (messages don't work well)
<b>Office hours</b>	Wed 11:30 - 1:30 pm; and other times by appt
<b>Course Web Site</b>	<a href="http://www.uni.edu/desoto/psych1001.htm">http://www.uni.edu/desoto/psych1001.htm</a>
<b>SONA Requirement Info</b>	<a href="https://sites.uni.edu/desoto/researchparticipation.htm">https://sites.uni.edu/desoto/researchparticipation.htm</a>

## **OTHER INFORMATION**

Class periods will usually involve statements by the instructor and a period of note taking. For this class, attendance is truly crucial. Sometimes, a video may be shown to the class or be assigned as required viewing followed by discussion or activity. At the end of some classes there will be a written quiz or activity regarding the day's lecture or topic. These quizzes and activities are mainly to help you determine if you learned what you should have from the lecture content. Quizzes are sometimes in the format of a group composed essay -- and may or may not be open-note.

Because you will be quizzed and/or tested over the material from class, it is in your best interest to ask for clarification of concepts that are unclear to you. Most of the test questions are based on content from the lectures.

It is my view that students who read the text should get a higher grade than those who do not. Thus, there are always 2 or 3 questions just from the text book that are not covered in class at all. Besides these questions, reading the text typically helps students to absorb the lecture information more fully and thus improves test performance as a whole.

Your teacher is available to help you on an individual basis during office hours (11:30 to 1:30 Wed), and other times by appointment. I want each student to do well in this course, however the ultimate responsibility is – truly – yours: You have to learn the content to pass the class. Your grade will reflect how well you have mastered the content of the course as measured by your performance on exams. Be prepared to attend class, to read the text and to study, and I will be prepared to help any student who shows a sincere desire to learn.

**Missing an in-class quiz requires you to get the notes, review them, and type a summary (about one page or a little more) reflecting the content of the missed lecture, with emphasis on the topic of the quiz/activity. Hand it to me as printed hard copy, in-person, before or after class.**

## **Your Responsibilities:**

- Monitor your grades on e-learning, keep track of any missed quizzes -- if there is a problem, let me know within 2 weeks of posting.
- Read your text book as assigned.
- Spend at least an hour after each class reviewing and/or filling in your notes.
- If you are not doing well with the content come to office hours, ask for help early, do not wait.
- Come to class. If you are late, still come. If you miss a class, come the next class and get the notes.
- Listen closely in class, try and focus on the concepts being explained more than writing down the words on the slides.
- Be aware of research participation credit, how the grade is determined, and understand the syllabus.
- If you miss an in class extra credit activity/quiz – know the procedure for making up the points.

Final exam schedule: [final exam schedule](#)

Good info on emailing a prof: [how-to-email-your-professor-without-being-annoying](#)

About your professor: [Catherine DeSoto \(uni.edu\)](#)

Topic Schedule: [https://sites.uni.edu/desoto/calendar\\_psy101.htm](https://sites.uni.edu/desoto/calendar_psy101.htm)

## **..therequiredstandardsyllabusinformation**

All UNI students can take advantage of The Learning Center @ Rod Library (TLC) for assistance with writing (e.g. make-up quizzes) and/or study strategies. Located on the main floor of Rod Library, TLC hours are 10:00 am to 10:00 pm Monday through Thursday. Students are welcome to stop in for immediate assistance or schedule an appointment. TLC tutors and coaches are available to meet with students in-person at Rod Library or via Zoom.

This course meets the Course Credit Hour Expectation outlined in the UNI Course Catalog. Students should expect to work approximately 2 hours per week outside of class for every course credit hour.

Statement of Ethics: Students must observe the Academics Ethics Policies (<http://www.uni.edu/policies/301>). Instances of cheating and plagiarism will be dealt with on an individual basis, but understand that cheating and/or plagiarism are unacceptable and may result in an “F” for the course.

**Office of Compliance and Equity Management** The University of Northern Iowa does not discriminate in employment or education. Visit 13.03 Equal Opportunity & Non-Discrimination Statement (<https://policies.uni.edu/1303>) for additional information.

**Student Accessibility Services** The University of Northern Iowa (UNI) complies with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act, and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. To request accommodations please contact Student Accessibility Services (SAS), located at ITTC 007, for

more information either at (319) 273-2677 or Email [accessibilityservices@uni.edu](mailto:accessibilityservices@uni.edu). Visit Student Accessibility Services (<https://sas.uni.edu/>) for additional information.

## TENTATIVE\* COURSE CALENDAR

Pages assigned may change -- the projected timing of tests are approximations –midterm exam day will be finalized and announced. If changed it will also be **announced via email to class**

DATE	CLASS INFORMATION
<b>Week 1</b>	Introduction, syllabus, what is psychology? Intro to different perspectives; Understanding correlational research  Start reading <b>Ch. 1, emphasize sections 1-5</b> . Syllabus quiz
	<i>Note: You are unlikely to understand the nuance of correlations versus experimental methods fully, without attending lectures</i>
<b>Week 2</b>	The experimental method, common statistics. Research methods in psychology. Begin Chapter 2 as time permits.
	<i>Dr. D will be presenting at a conference during week 3</i>
<b>Week 3</b>	Video clips: twin studies, brain anatomy and function; and study tips, quiz return and check ins. <b>Ch 2 emphasizes sections 1, 2, 3, 6.</b>
	<i>Note: You are unlikely to understand natural selection and evolutionary psychology without attending the lectures, esp Sept 15</i>
<b>Week 4</b>	Evolutionary Psychology and Natural Selection. Key class content this day. The overlap of environment and genetics.
	<i>Have you missed a class? Have you come to office hours for help? Either way -- Come to the week 4 make-up study session!</i>
<b>Week 5</b>	Start Behaviorism Chapter 5. Classical and Operant Conditioning. Terms and concepts.
	<i>Note: You will not understand behavioral therapy without hearing the lectures</i>
<b>Week 6</b>	Behaviorism (chapter 5 continues) how to use behavioral techniques to change problem behavior.
<b>Week 7</b>	What do we know about memory? <b>Ch 6: Sec 1,2,3, 4.</b> Stages of memory, memory experiments and research
	<i>Note: Some videos can be watched on your own time outside of class, but they are important to view.</i>
<b>Week 8</b>	<b>REVIEW</b> <b>And</b> <b><u>MID TERM EXAM OCT 11</u></b>
	<i>Note: The midterm is likely the Thursday before spring break – do you know the make-up exam policy and the connection to missed work?</i>

<b>Week 9</b>	Begin Intelligence and measurement of intelligence; Language Intelligence, Research on language, critical periods. <b>Chapter 7 sections 2 and 3. and p. 277.</b> Videos (links will be emailed) may be viewed on-line
<b>Week 10</b>	Stress, Mind and health. ( <b>Ch 14 sections 1, 4 &amp; 5</b> )  McGonigal Ted Talk required
<b>Week 11</b>	Research on emotions: <b>Chapter 9, section 4 and 5</b>
	<i>Note: The Hand-Out can really help guide your reading and studying for chapters 8 and 9!</i>
<b>Week 11</b>	Child Development, Cognitive Development <b>Chapter 8 emphasizing Sections 1, 3, and 4</b>
<b>Week 12</b>	Finish Child Development. Short Video clips are required viewing.  Social Influence and Social Cognition. <b>Chapter 11, emphasize Section 1, 2 and 5)</b>
<b>Week 13</b>	Begin Ch 12 and 13.  Emphasize <b>Ch 12 Sect 1, 5, 7, and 8; and Ch 13 sect 1 &amp; 2 &amp; figures 5 and 6</b>

	<i>Note: Have you missed a key class? Come to Week 13 Make up and Study session on Wednesday!</i>
<b>Week 14</b>	Abnormal Behavior, depression, schizophrenia and personality disorders. Defense mechanisms, approaches to psychotherapy: Freudian approaches; Cognitive Restructuring; Person Centered approaches. Note: defense mechanisms are explained on p. 372-373.  <b>SONA Research credits DUE</b>
	<i>Note: Make sure your SOMC research credits are done to avoid an "incomplete" for your course grade!</i>
<b>Week 15</b>	Finish psychotherapy  Review Day and final make-up quiz turn-in opportunity. Final Exam study guide distributed.
<b>Week 16 is Final Exam Week (Comprehensive)</b>	The <a href="#">Schedule for Finals is Set by University...</a> your class meets as a WED evening class in session during 6 pm. Your exam time is 5 – 6:50 pm on WED DEC 13 _

\*\* Again - The course calendar is an approximation, it will be revised as needed. Illness and weather are unpredictable.

Important revisions will be announced in class and emailed.