

PROVIDENCE COLLEGE

Course: 222.11 - Psychology I: Fundamentals
Credit: 3 Hours
Session: Fall Semester 2008
Instructor: Dr. Morgan Mulenga, Associate Professor of Psychology
Tel.: (204) 433-7488 ext. 283
E-mail address: morgan.mulenga@prov.ca
Office Hours: (# 2A20) **Mon:** 8:30 - 11:30; 1:00 - 4:00; **Tue:** 3:00 - 4:00 & **Fri:** 12:30 - 1:30.
Class: **Tuesdays:** 9:50-11:05 & **Fridays:** 3:20-4:35, in the Lecture Theatre.

SYLLABUS

A. COURSE DESCRIPTION

The course is “an introductory” survey of the methods and findings of modern scientific psychology aimed at providing a general overview of this field by introducing students to the basic concepts of psychology and to the many areas that comprise this field. Topics to be covered include defining, describing and explaining such basic substantive concepts as sensation, perception, learning, and memory as well as considering the historical foundations of psychology, human development, and the biological bases of behaviour. In addition to learning basic content information about psychology, students will also learn how psychologists ask questions, evaluate evidence, and communicate with each other and to others.

B. COURSE OBJECTIVES

The major objective of this course is to give students a broad introduction to the field of psychology. By the end of the course, students will be expected (through exams, quizzes, class discussions, and written assignments) to:

1. Demonstrate knowledge and comprehension of the wide range of subjects studied by psychologists.
2. Describe the field of psychology (e.g., the major subfields, discuss what psychologists do and the kinds of information they consider to be important, as well as the methods of study they utilize).
3. Have an understanding of issues on which psychologists debate (e.g., the “nature versus nurture” debate).
4. Define and describe the basic concepts and principles of psychology.
5. Apply the information provided in this course to real-life situations.

C. COURSE TEXT(S) AND SUPPLEMENTARY RESOURCES

Text: Myers, D. G. (2007). *Psychology (1st Canadian ed.)*. New York: Worth Publishers.

American Psychological Association. (2002). *Publication manual of the American Psychological Association (5th ed.)*. Washington, DC: Author. **(Found in the Reference Section of the William Falk Library)**

Useful Site: <http://bcs.worthpublishers.com/myerscanadian/default.asp>

Special Note to Students:

It is your responsibility to retain course syllabi for possible future use to support applications for transfer of credit to other educational institutions.

D. COURSE REQUIREMENTS

Readings: You will be expected to come to class prepared by having read the listed chapter of the text for that day's topic. **The Prologue and chapters 1 to 9, will be covered in this course.**

The final course grade will be based on pop quizzes, 3 exams, and 3 written assignments.

Quizzes: Brief quizzes based on the assigned reading material for the day will be given. NO prior notification will be given for these quizzes. Questions for the quizzes will typically be short and basic. As long as you have read the material, you should have little trouble answering the quiz questions. There will be several quizzes given throughout the semester. In calculating your final grade for these quizzes, I will drop your **two (2) lowest scores.**

The quizzes will be given either at the beginning or the end of class. It is your responsibility to be in class on time. **THERE WILL BE NO MAKE-UP QUIZZES.** This includes missed quizzes due to illness, being at an official school related event, came to class late (**at least 5 minutes from the start of the quiz**) or left the class early. **If a quiz is given at the end of the class and you were not in class that day, but decide to just come for the quiz, you will not be permitted to write it. You have to have attended that day's class to be eligible to take it.**

Exams: Three non-cumulative exams are scheduled for the semester. Exams will typically cover the assigned reading materials, lectures notes and any demonstrations used in class, such as videos. The basic format will be that of **multiple-choice** and **short-answer questions.**

Assignments: You will be required to submit **THREE** type-written assignments. All three assignments are to be double-spaced and be **between 4 and 6 pages long.** Provide a cover page for all your assignments. The cover page must contain (a) your full names; (b) student number; (c) the name and number of this course; (d) the name of the institution; (e) the name of the professor; (f) the due date of the assignment; and (g) the title of the assignment (*the cover page must look exactly like the example given at the end of this syllabus, with the same font and font size as the rest of the paper*).

Assignment # 1: Review a Journal Article. (10% Due September 26)

The goal of this assignment of reading and reviewing a journal article is to teach you the skills of looking up information in a [psychological] journal and being able to comprehend what research was done, how it was done, and what the findings were, etc.

Review only ONE from the following 2 journal articles: (BOTH ARTICLES ARE ON RESERVE IN THE LIBRARY)

1. Bassett, R.L., Mowat, G., Ferriter, T., Perry, M., Hutchinson, E., Campbell, J., & Santiago, P. (2002). Why do Christian college students abstain from premarital sexual intercourse? *Journal of Psychology and Christianity, 21*, 121-132.
2. Timmermann, T.A. (2002). Does sin make us happy? *Journal of Psychology and Christianity, 21*, 132-140.

In your paper be sure to address the following issues:

- i. What was the problem the author(s) was/were investigating? That is, what is the main purpose of the article or what is the main issue or problem the author(s) was/were focusing on in this article?
- ii. What was/were the author(s) hypothesis(es)?
- iii. How did they go about investigating their hypothesis(es)?
- iv. For the study, who were their participants (subjects)?
- v. What materials did they use to conduct their study?
- vi. What did the participants (subjects) have to do, if anything?
- vii. Were there any independent and dependent variables? If so, what were they?
- viii. What did they do to analyze the data?
- ix. What were their findings and how did they relate to their hypothesis(es)?
- x. What were the conclusions drawn from this study?
- xi. Did they discuss the implications of their study? If so, what did they discuss about the importance of this study?
- xii. Did they identify any weaknesses in their study? If so, what were they?
- xiii. Did they offer any suggestion on how to improve upon their study for future researchers? If they did, what were they?

Assignment # 2: Interaction Assignment. (10% Due October 24)

For this assignment, you will need to find a relevant example that best illustrates any psychological principle discussed in one of the assigned chapters. The examples may come from any source, including, but not limited to, the following: (a) Psychology Journals, (b) TV shows, (c) Newspaper article, (d) The Bible, (e) Your personal and/or others' experience(s). If your example comes from the Bible, be sure to mention the book of the Bible, chapter and the verse(s) that you use.

Below is the format you should strictly adhere to in writing your interaction assignments:

1. Provide a psychological principle, the book chapter and page number where it came from.
2. Give its definition, either the text definition or your own paraphrase. **NB: direct quotes from the text are only worth 0.5 out of a possible score of 2.**
3. Provide an example that defines this psychological principle (**do not use examples that have already been given either in class or textbook**).
4. Explain how this example demonstrates the definition.

As in all assignments, provide a reference or references according to the **APA style**. Refer to the **APA Publication Manual in the library**.

The following is an example of an interaction assignment on the Psychological Principle of **“Barnum Effect”**:

Barnum Effect: Chapter 11, Page 441 (*Huffman's Book*)

Definition: Barnum Effect is a phenomenon named after P. T. Barnum (1810-1891), an American showman, who believed that a good circus had “a little something for everybody.” Currently, this term is used in psychology to refer to a tendency for people to accept very general, ambiguous, vague and broad descriptions or statements as uniquely applicable to themselves and take them to be accurate without realizing that the same statements or descriptions could be applied equally well to just about anyone. This phenomenon most often manifests itself in horoscopes, palm reading, and crystal ball gazing.

Example: **Today's Horoscope [Libra (Sept. 23 - Oct. 23)]:** “You have a need for other people to like and admire you, and yet you tend to be critical of yourself. While you have some personality weaknesses you are generally able to compensate for them. You have considerable unused capacity that you have not turned to your advantage. Disciplined and self-controlled on the outside, you tend to be worrisome and insecure on the inside. At times you have serious doubts as to whether you have made the right decision or done the right thing. You prefer a certain amount of change and variety and become dissatisfied when hemmed in by restrictions and limitations. You also pride yourself as an independent thinker; and do not accept others' statements without satisfactory proof. But you have found it unwise to be too frank in revealing yourself to others. At times you are extroverted, affable, and sociable, while at other times you are introverted, wary, and reserved. Some of your aspirations tend to be rather unrealistic ”.

Explanation: The information given in this horoscope can be used to describe just about anybody. Because the information given is so general, many people might at least see one or two things that they can relate to. In other words, this horoscope does not in any way give a description of just one particular unique individual who neatly fits the category of information given. It is too vague and too broad. It has something for everyone. Notwithstanding this, horoscopes have many satisfied customers who are convinced about their accuracy. A significant number of people cannot even make major decisions before consulting their “stars”.

References: Huffman, K. (2006). *Living Psychology*. New York: John Wiley & Sons.
Fichten, C. S., & Sunerton, B. (1983). Popular horoscopes and the “Barnum Effect.” *Journal of Psychology*, 114, 123-134.

Interaction Marking Guide

1. Definition: (a) Your Own	.50	.75	1.00	1.25	1.50	1.75	2.00		
OR (b) Direct quote from text50								
2. Example or Illustration:	1.00	1.25	1.50	1.75	2.00	2.25	2.50	2.75	3.00
3. Explanation:	2.00	2.25	2.50	2.75	3.00	3.25	3.50	3.75	4.00
4. Reference	0.00	.15	.30	.45	.60	.75	.90	1.00	

Possible Maximum Score = 10.00

A direct quote from the textbook is worth 0.5 marks out of a possible mark of 2.00.

For references, marks will range from 0 (no reference) to 1.00 (correctly cited material).

Assignment # 3: Taking Sides. (10% Due November 21)

Write a 4-6 page double-spaced paper on one of the given controversial issues in psychology. You will first need to find and read two opposing arguments on that issue, and then compose a paper based on the different arguments presented about the issue. You should begin your paper with a one page summary of the two positions presented.

In the remainder of the paper, you should take a stand on the issue, using evidence from the two arguments to back up your assertions. Be sure to anticipate and address counter-arguments to the points you make. It's important that you base your arguments on the evidence presented in the articles you read, rather than on personal experience.

Choose one from the following controversial issues:

1. Do genetic factors determine our sexual orientation?
2. Can memories of childhood sexual abuse be recovered?
3. Does viewing television increase a child's aggression?
4. Is abstinence education the best sex education?
5. Is spanking detrimental to children?
6. Should animals be used in research?
7. Is Intelligence Quotient (IQ) determined by genes or can it be changed through education?
8. Should pedophilia be treated as a criminal behaviour, and therefore subject only to the legal system or should it be treated as a mental illness, subject only to the mental health system?
9. Is trans-racial adoption harmful to a child's development?
10. Should same-sex couples be legally permitted to adopt children?

The criteria I will be using to grade your papers are as follows:

- 1. Explanation of Controversy (25 points)**
 - i. Is the topic clearly defined?
 - ii. Are the alternative views from the two papers clearly described?

- 2. Writer's Position (40 points)**
 - i. Is writer's position of the original article(s) clearly articulated?
 - ii. Are specifics from the two papers cited in a way that supports the writer's position?
 - iii. Are too many details that seem unimportant to the writer's position cited?
 - iv. Is the paper organized around the writer's position, rather than providing uncritical reviews of papers?

- 3. Paper Organization (20 points)**
 - i. Is each paragraph organized around a topic that contributes to the flow of the writer's argument?
 - ii. Is there good transition from end of each paragraph to beginning of next?

- 4. Expression (15 points)**
 - i. Are your points clearly made?
 - ii. Are sentences grammatical and words spelled correctly?
 - iii. Are sentences too long and unnecessary words common?

Total Score (max = 100)

Attach at the END of your paper copies of the two articles of the opposing views.

For these assignments, provide a reference or references according to the **APA style**. (Refer to the **APA Publication Manual** for examples).

Your typed assignments must be printed in **black ink**. They must also be double-spaced **with 1 inch margins all round**. Also, use only one font and one font size for your entire document. **Use only "COURIER NEW" with a font size of 12. I Will Subtract Points for Writing Too Much or for Not Writing Enough.**

Be sure to **staple, NOT PAPER-CLIP**, your papers together in the top left corner. **Do not use a folder or cover**. The entire paper should also be **left-justified**. Also, make sure your **pages are numbered**. Please print your assignments only on **white sheets of paper**.

On your reference page, **DO NOT** use the words "**WORKS CITED**", instead use the word "**REFERENCES**".

NB: *Any violation of the instructions given above will result in points being deducted from your paper (1 Point for Each Violation).*

E. **GRADING SUMMARY** (and Percentage to Letter-Grade Breakdown)

Grade	%	G.P.	Grade	%	G.P.
A+	95 - 100	4.0 <i>Exceptional</i>	C+	67 - 73	2.5 <i>Satisfactory/Average</i>
A	88 - 94	4.0 <i>Excellent</i>	C	60 - 66	2.0 <i>Adequate</i>
B+	81 - 87	3.5 <i>Superior</i>	D	50 - 59	1.0 <i>Marginal</i>
B	74 - 80	3.0 <i>Good</i>	F	< 50	0.0 <i>Failure</i>

F. **COURSE POLICIES**

In addition to the policies outlined in the *Student Handbook*, full text to the academic policies, procedures and regulations of providence College can be found online (http://prov.ca/college/ac_pol-proc-reg.aspx) or in the Library, Admissions Office, and the Dean's Office, the following policies will also apply to this course:

1. **Class Attendance Policy**

Although I do not keep a record of class attendance, students are expected to attend regularly and punctually. You disrupt the class when you arrive late. Also, try not to leave until the class is over. If, for some vital reason you must leave class early, please let me know before class starts. I will probably ask you to sit close to the exit so as to not disrupt the class when you leave.

Attendance will be important because much of the lecture material will go well beyond what is covered in the text. Exams will cover both material presented in the text as well as material presented via lectures and any demonstrations, such as videos. Attending class regularly therefore, will be vital to your learning and performance on exams.

Come to class everyday prepared to learn. Please stay silent when others are speaking. This includes when the instructor is speaking AND when other students are asking questions or making contributions to class discussions. Be polite and realize that everyone has the right to ask questions and to be heard.

2. **Late Assignment Policy**

Late assignments will be penalized @ 2.5% per day (**including Saturdays, Sundays and holidays**) up to a maximum of 25% (i.e., 10 days). **I will not accept assignments that are more than 10 days late.** If you need an extension, you may request for one **at least 3 days prior to the due date.** Once an extension has been granted, it is expected that the assignment will be submitted on the extended date, without penalties. **If the assignment is not submitted on the new date, the extension becomes null and void.**

Notwithstanding this policy, I will also consider extensions when you find yourself in circumstances that are beyond your control, such as sickness, (**not the sickness of another person**), or you are involved in an accident.

If your assignment is going to be submitted late, please attach to it the **“Late Assignment Submission Form”**, found at the end of this syllabus. If you ask another person to submit the assignment on your behalf, make sure that they do so on or before the due date, otherwise your assignment will be marked late.

NB: It is your responsibility to back up data. Lost data due to computer crashes, viruses or any other computer/printer-related problem(s) will not be an acceptable excuse for failing to meet the deadlines.

3. Academic Integrity

Issues of academic integrity will be dealt with according to the policies outlined in the Academic Conduct section of the Student Handbook (<http://prov.ca/studentLife/handbook.aspx>), the Providence College document entitled “Academic Dishonesty: The Problem of Plagiarism in Academic Writing,” in the Providence College Academic Formation Guide available in the bookstore, or in the Providence College Policies, Procedures, and Regulations (http://prov.ca/college/ac_pol-proc-reg.aspx). Students are strongly encouraged to familiarize themselves with the policies and with the consequences attached to their violation.

4. Missed Exams

No make-up exam will be given except in the case of extreme circumstances such as a serious illness **on your part**, death in the family or an accident in which you are directly or indirectly involved, etc. Written proof from a physician, in case of an illness, may be required. To qualify for a make-up exam, I must be notified at least 24 hours prior to the scheduled exam, where possible. When permission is granted, make-up exams must be completed within the shortest possible time from the original exam date, **at a time that is convenient for me**.

Requests to write **mid-term** exams earlier or later than scheduled will normally not be granted. However, if there are extenuating circumstances that dictate that the exam be given to you at a different date than scheduled, please talk to me ahead of time, preferably two weeks in advance.

Final Exams: You must write to the Academic Committee informing them of your desire to write an exam on a different date and/or time than originally scheduled, giving sufficient reasons why you deem this necessary. They will make a decision one way or the other, which will be communicated to me, based on the merit or merits of your request.

If there is a scheduling conflict, let me know about it at least 2 weeks in advance.

5. Information and Communication Technologies in the Classroom

Student use of information and communication technologies for purposes other than class note-taking is not allowed in the classroom, as students are expected to give their total attention to class activities. Use of cell-phones or iPods is never appropriate in the classroom, and use of laptop computers to play games, chat with others, browse the internet, or engage material not related to the class is always distracting to classmates and disrespectful to the instructor. Unlike some other post-secondary institutions, Providence has not yet found it necessary to ban laptops from the classroom, or prevent wireless internet access in classrooms. Only judicious use of them will keep it that way.

Course Evaluation	Worth	Due Dates
Assignment # 1	10%	September 26, 2008
Assignment # 2	10%	October 24, 2008
Assignment # 3	10%	November 21, 2008
Exam # 1	15%	October 14, 2008
Exam # 2	15%	November 07, 2008
Exam # 3	20%	December 09, 2008
Quizzes	20%	Any Class Time

G. BIBLIOGRAPHY

- Ault, R. (1991). What goes where? An activity to teach the organization of journal articles. *Teaching of Psychology, 18*, 45-46.
- Bellquist, J. (1993). *A guide to grammar and usage for psychology and related fields*. Hillsdale, NJ: Lawrence Erlbaum.
- Gelfand, H., & Walker, C. (1990). *Mastering APA style: Student workbook and training*. Washington, DC: American Psychological Association.
- Jolley, J., Keller, P., & Murray, J. (1993). *How to write psychology papers : A student's survival guide for psychology and related field*. Sarasota, FL: Professional Resource Exchange.
- Levine, J. (1990). Using a peer tutor to improve writing in a psychology class: One instructor's experience. *Teaching of Psychology, 17*, 57-58.
- Madigan, R., & Brosamer, J. (1990). Improving the writing skills of students in introductory psychology. *Teaching of Psychology, 17*, 27-30.
- Parrott, L. (1999). *How to write psychology papers*. New York: Longman
- Rosnow, R., & Rosnow, M. (2001). *Writing papers in psychology: A student guide (5th ed.)*. Pacific Groves, CA: Brooks/Cole.
- Sternberg, R. (1993). *The psychologist's companion: A guide to scientific writing for students and researchers*. Cambridge, England: Cambridge University Press.
- Willingham, D. (1990). Effective feedback on written assignments. *Teaching of Psychology, 17*, 10-13.

H. COURSE OUTLINE / SCHEDULE

Dated Course Outline

Date	Topic	Read
Sep. 05 <i>Fri</i>	Course Introduction, Projections, Expectations, etc.	
Sep. 09 <i>Tue</i>	Introducing Psychology	Prologue: The Story of Psychology
Sep. 12 <i>Fri</i>	Psychology as a Science	Chapter 1
Sep. 16 <i>Tue</i>	Psychology as a Science (Contd.)	Chapter 1
Sep. 19 <i>Fri</i>	Research Methods and Statistics in Psychology	Chapter 1
Sep. 23 <i>Tue</i>	Research Methods and Statistics in Psychology (Contd.)	Chapter 1
Sep. 26 <i>Fri</i>	Biological Bases of Behaviour	Chapter 2 Assignment # 1 Due
Sep. 30 <i>Tue</i>	Biological Bases of Behaviour (Contd.)	Chapter 2
Oct. 03 <i>Fri</i>	Nature vs. Nurture	Chapter 3
Oct. 07 <i>Tue</i>	Nature vs. Nurture (Contd.)	Chapter 3
Oct. 10 <i>Fri</i>	Thanksgiving Break - No Class	
Oct. 14 <i>Tue</i>	<i>Exam # 1: The Prologue, chs. 1 - 3, & Lecture/Video Notes</i>	
Oct. 17 <i>Fri</i>	Developmental Psychology	Chapter 4
Oct. 21 <i>Tue</i>	Sensation	Chapter 5
Oct. 24 <i>Fri</i>	Sensation (Contd.)	Chapter 5 Assignment # 2 Due
Oct. 28 <i>Tue</i>	Perception	Chapter 6
Oct. 31 <i>Fri</i>	Perception (Contd.)	Chapter 6
Nov. 04 <i>Tue</i>	Perception (Contd.)	Chapter 6
Nov. 07 <i>Fri</i>	<i>Exam # 2: Chs. 4 - 6, & Lecture/Video Notes</i>	
Nov. 11 <i>Tue</i>	Remembrance Day- No Class	
Nov. 14 <i>Fri</i>	States of Consciousness	Chapter 7
Nov. 18 <i>Tue</i>	States of Consciousness (Contd.)	Chapter 7
Nov. 21 <i>Fri</i>	States of Consciousness (Contd.)	Chapter 7 Assignment # 3 Due
Nov. 25 <i>Tue</i>	Learning	Chapter 8
Nov. 28 <i>Fri</i>	Learning (Contd.)	Chapter 8
Dec. 02 <i>Tue</i>	Memory	Chapter 9
Dec. 05 <i>Fri</i>	Memory (Contd.)	Chapter 9
Dec. 09 <i>Tue</i>	<i>Exam # 3: Read Chs. 7 - 9, & Lecture/Video Notes</i>	<i>TIME: 11:00 A.M.</i>

**Late Assignment Submission Form
Providence College**

Student Information

Name: _____

Student number: _____

Course Number: _____

Course Title: _____

Instructor: _____

Assignment information

Title of Assignment: _____

Assignment Due Date: _____

Assignment Submission Date: _____

Reason for Lateness: *Please provide an explanation for the lateness of the assignment.*

N.B. Please provide all relevant documentation (e.g. Doctor's note)

Student's Signature: _____

Instructors Use Only

Date Assignment Received: _____

Late Penalty Waived / Assessed

Late Penalty: _____%

Faculty Signature: _____

TITLE OF PAPER

BY
FULL NAMES
STUDENT NUMBER
BOX NUMBER
DUE DATE

COURSE NUMBER AND NAME OF COURSE
INSTRUCTOR'S NAME
PROVIDENCE COLLEGE