Attention!
This is a representative syllabus. The syllabus for the course when you enroll may be different.

Use the syllabus provided by your instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email (psychadvising@osu.edu) or phone (614.292.5750).

Thank you!
PSYCH 1100H: Honors Introduction to Psychology
Autumn Semester 2017

Course Description:
This course serves as an introduction to psychology – the scientific study of mental processes and behavior. We will survey the field’s different approaches, major theories, and research methodologies. We will discuss scientific findings to understand the similarities and differences between individuals in terms of the culture in which they live, as well as determining the roles of gender, ethnicity, and socioeconomic status. We will apply these findings to solve real world problems and to recognize the importance of these findings in establishing social policy. Examination of current research and controversial issues in the field will also be discussed.

Transfer Assurance Guide
To promote easy and transparent course transferability between institutions in Ohio, this course is also designed to meet specific Transfer Assurance Guide (TAG) learning outcomes (recommended by the Board of Regents after consultation with faculty):

Learning Outcomes:
1. Describe psychological theories, principles, and concepts relevant to the following topics* (A minimum of two topics under each pillar must be met including the essential topics marked with an asterisk):
   a) Pillar 1: Biological (Biology of Behavior*, Sensation, Consciousness)
b) Pillar 2: Cognitive (Memory*, Cognition, Perception, Intelligence)
c) Pillar 3: Developmental (Learning*, Lifespan Development*, Language)
d) Pillar 4: Social and Personality (Social*, Personality*, Emotion, Multicultural, Gender, Motivation)
e) Pillar 5: Mental and Physical Health (Abnormal*, Health, Therapies)

2. Describe and evaluate various methodologies used in psychological research.*

3. Apply basic psychological principles to human history, current events, and daily human experience.*
4. Recognize diversity and individual differences and similarities (e.g., gender, ethnicity, race) in a variety of contexts.*

5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the Internet.*

6. Recognize ethical considerations as applied to conducting research and professional conduct.

**GE Requirements:**

This course satisfies the GE requirement categories of Social Sciences – Individuals and Groups (SOC SCI-IND/GRP) and Social Diversity in the United States (SOC DIV-US). Listed below are the Expected Learning Outcomes of each of the categories.

**(1) Individuals and Groups Expected Learning Outcomes:**

1. Students understand the theories and methods of social scientific inquiry as they are applied to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students develop abilities to comprehend and assess individual and group values, and recognize their importance in social problem solving and policy making.

- Psychology 1100H fulfills the GE requirements for Social Science by introducing and describing to students the research methodology used in the field and incorporating regular discussions of how those research methods are utilized in different content areas and how those methods are often reported in the popular press. Students are required to participate in psychological research or read research articles. In addition, students must complete an empirical journal article analysis which includes an assessment of methods used to carry out the investigations their articles have employed.

**(2) Social Diversity in the United States Expected Learning Outcomes:**

1. Students describe the roles of such categories as race, gender, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

- Psychology 1100H fulfills the GE requirements for Social Diversity by implementing discussions of similarities and differences between individuals. Students are informed that differences can emerge for multiple reasons - including, but limited to - gender, socioeconomic status (SES), religion, and/or ethnicity. The importance of diversity and psychology’s role in providing information about differences and similarities between humans is examined.

All course, GE, and TAG student learning objectives are assessed through course examinations, participation in research (REP) and the journal article analysis.

**Requirements of the Course:**

All students must be officially enrolled in the course by the end of the third full week of the semester. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.


The text has been placed on 2-hour course reserves in the Thompson Library.

**Evaluation:** Your grade in this course will be based on the completion of its requirements. By successfully completing all the requirements of this course, you can gain a possible total of 505 points. Exams are worth 100 points each, the paper accounts for 75 points and the Research Experience Program (REP) requirement is worth 30 points. All assignments should be completed with honesty and integrity in accordance with the Student Code of Conduct. If you violate the Code, I will report you to the Committee on Academic Misconduct.

**JUST A QUICK REMINDER……..**

*It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest
practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at http://studentconduct.osu.edu

Your final letter grades will depend on the proportion of points you receive for each assignment. The grading scale in this course is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>D</td>
<td>67-69</td>
</tr>
<tr>
<td>D+</td>
<td>60-66</td>
</tr>
<tr>
<td>E</td>
<td>Below 60</td>
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Exams:
There will be four exams during the semester. The exams will be based on lectures and readings from the text. Please be aware that you are responsible for all the assigned text readings whether or not they are covered in the lectures. Exams will be a combination of fill-in-the-blanks, definitions, and short answer items. The final exam is not cumulative and will be the same format as the other three exams during the semester.

Make-up exams will be given under the following circumstances:
1. You were seriously ill and have written documentation on official letterhead from your health care provider.
2. You made arrangements prior to the exam to attend an urgent family affair. In the case of a funeral, you must provide written documentation on funeral home stationary.
3. You had to appear in court, in which case, you must provide written confirmation of a court appearance.

Whatever the case, you must notify me before the day and time of the exam. If you experience an emergency on the day of the exam, you must notify me within 24 hours of the scheduled exam. Otherwise, you will receive a zero for missing the exam. Written documentation of your absence is necessary to take the make-up exam. It is the student’s responsibility to ensure that an exam is made up within one week of the regular exam date.

Journal Article Analysis Paper:
The purpose of this assignment is for you to use critical thinking skills to analyze an empirical journal article on a current topic of research in psychology. You will turn in a photocopy of your article, and write a 4-6 page paper that analyzes the research in the article. The article must
be recent (2010-present) and cannot be a literature review, editorial, or a commentary. If you are unsure of whether the article you have chosen falls into either of these categories, please bring your article to me prior to the due date. Additional information about this assignment can be found on a supplemental handout provided along with this syllabus. Your papers are due on November 7, 2017 by the end of class. Do not email me your papers. Early submissions of papers are welcomed. LATE PAPERS WILL NOT BE ACCEPTED.

Research Experience Program (REP):
You will be required to participate in three (3) hours of research over the course of the semester. If you elect not participate in research, you must read three (3) designated psychological research articles and complete quizzes on each article. More detailed information about the REP is contained in the addendum to this syllabus.

Extra Credit: In addition to the extra credit opportunity offered by REP, you will have the chance to earn up to 30 points toward your total points score. There will be three (3) pop quizzes. They will cover material from the readings and lectures.

Class Policies:
Though this class is in a lecture format, I encourage your participation. When contributing to class discussion, please remember the golden rule to treat the instructor and each other with respect. Disruptive and disrespectful behavior WILL NOT be tolerated and will be subject to referral to the proper authorities.

Electronic Devices: I do not prohibit the use of electronic devices in this class. However, my prior experiences and the recently published research evidence indicate that they can impede the learning process. Please use your devices for class-related tasks because your internet surfing, online shopping, and status updates on social media (and the like) can be distracting to you and your classmates. In addition, I prefer that you make the respectful, mature, and responsible decision to refrain from the urge to use your cell phone in class (I KNOW, I KNOW – THE HORROR!!). If it is necessary to communicate via your cell phone during class, please excuse yourself from the classroom and return when you are done.

Attendance:
Attendance is strongly encouraged. Attending class greatly increases the likelihood of your success in this course. You will be responsible for
ensuring that you obtain any information covered and any announcements made in your absence(s) from a classmate.

Carmen:
I use Carmen to post course materials, lecture slides, announcements and deadlines. The PowerPoint slides will be posted the evening before each class. These slides are not meant to replace class attendance: they are guides for what will be discussed in class and are designed to help facilitate your note-taking.

Accommodations for Students with Disabilities
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

University Policy on Relationship Violence and Sexual Harassment
Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at [http://titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu
If you are experiencing challenges that are impairing your well-being (academic or otherwise), OSU has a resource that may be able to help you. One of the functions of the Counseling and Consultation Service is to provide comprehensive individual and group mental health services to assist students. Students can be seen at two locations: on the 4th floor of the Younkin Success Center, 1640 Neil Avenue and at 1030 Lincoln Tower, 1800 Cannon Drive. For more information, please call 614-292-5766 or visit their website at [http://ccs.osu.edu](http://ccs.osu.edu).

### Course Schedule (subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>8/22</td>
<td>Orientation to Course</td>
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</tr>
<tr>
<td>8/24</td>
<td>Foundations for the Study of Psychology</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>8/29</td>
<td>Methods of Psychology</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>8/31, 9/5</td>
<td>Basic Process of Learning</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>9/7, 9/12</td>
<td>Neural Processes</td>
<td>Chapter 5</td>
</tr>
<tr>
<td><strong>9/14</strong></td>
<td><strong>EXAM 1</strong></td>
<td></td>
</tr>
<tr>
<td>9/19</td>
<td>Sensation and Perception Overview; Pain</td>
<td>Chapter 7</td>
</tr>
<tr>
<td></td>
<td><em>A Life Without Pain</em></td>
<td>pp. 245-253; 264-268</td>
</tr>
<tr>
<td>9/21, 9/26</td>
<td>Mechanisms of Motivation and Emotion</td>
<td>Chapter 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pp. 195-200; 205-216; 218-243</td>
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<tr>
<td>9/28, 10/3, 10/5</td>
<td>Memory</td>
<td>Chapter 9</td>
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<tr>
<td></td>
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<td>pp. 321-330; 334-336; 340-367</td>
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</tbody>
</table>

### Course Schedule, continued (subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
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</table>
10/10     Intelligence                  Chapter 10  
          pp. 391-411

10/12     FALL BREAK – NO CLASS

10/17     Intelligence (continued)

10/19     EXAM 2

10/24     Prenatal Development     Chapter 11  
          pp. 413-425

10/26     Development of Thought and Language  Chapter 11  
          pp. 425-455

10/31     Social Development       Chapter 12  
          pp. 461-468; 474-501

11/2, 11/7** Social Perceptions and Attitudes  Chapter 13  
          pp. 503-518; 522-537

**ARTICLE ANALYSIS PAPERS DUE**

11/9, 11/14 Social Influences on Behavior  Chapter 14  
          pp. 537-560; 568-571

11/16     EXAM 3

11/21     Personality                 Chapter 15

11/23     NO CLASS – HAPPY THANKSGIVING!

11/28, 11/30 Mental Disorders       Chapter 16

12/5     Treatment                   Chapter 17

FINAL EXAM: December 8, 2017