GENERAL PSYCHOLOGY SPRING 1997

Instructor: Dr. Lorraine Sutton
Office: Muenzinger D251E
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PSYC 1001 Section 100
Lecture: T & R 11 - 12:15
MUEN AUDITORIUM E050

Teaching Assistants: Scott Brown
Office: to be announced
Phone: 444-8070
Office Hours: 9-11 R or by appt.
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Mike Brezsnnyak
MUEN D320B
492-8805
Administrative Asst. - by appt.
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Recitation Sections and Instructors:

<table>
<thead>
<tr>
<th>Sect.</th>
<th>Time/Day</th>
<th>Room</th>
<th>Instructor</th>
<th>e-mail</th>
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</thead>
<tbody>
<tr>
<td>R110</td>
<td>9-9:50 M</td>
<td>Muen E417</td>
<td>Janele Bazuik</td>
<td><a href="mailto:bazuikj@ucsu.colorado.edu">bazuikj@ucsu.colorado.edu</a></td>
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<tr>
<td>R111</td>
<td>1-1:50 M</td>
<td>Muen E432</td>
<td>Heather Schmidt</td>
<td><a href="mailto:schmidhs@ucsub.colorado.edu">schmidhs@ucsub.colorado.edu</a></td>
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<td>R112</td>
<td>10-10:50 T</td>
<td>Muen E432</td>
<td>Danika Brown</td>
<td><a href="mailto:danika.brown@colorado.edu">danika.brown@colorado.edu</a></td>
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<td>R113</td>
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<td>Scott Brown</td>
<td><a href="mailto:sbrown@clipr.colorado.edu">sbrown@clipr.colorado.edu</a></td>
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<td>Muen E417</td>
<td>Athena Fentress</td>
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<td>K. Craig-Campbell</td>
<td><a href="mailto:Koko007@aol.com">Koko007@aol.com</a></td>
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<td>Muen E417</td>
<td>Scott Brown</td>
<td><a href="mailto:sbrown@clipr.colorado.edu">sbrown@clipr.colorado.edu</a></td>
</tr>
</tbody>
</table>

Recitation Instructors: Office hours will be announced at the first meeting of each recitation. TA office is located in MUEN D352A. TA mailboxes are located in MUEN E213.

e-mail: Note that e-mail addresses have been provided for Dr. Sutton and all teaching assistants. THIS IS A TERRIFIC WAY FOR YOU TO COMMUNICATE WITH EACH OF US. If you do not already have an e-mail account, now is a good time to obtain one. You have already paid for these services in your student fees. Contact your TA for info on how to get on e-mail.

Small group meetings: Fed up with large, impersonal lecture halls where you never have the opportunity to connect with your professors? Feeling like a small fish in a big pond? This does not have to be a part of your experience in General Psychology. Throughout the semester, I will be holding a series of small group meetings that will be scheduled as brown bag lunches or late afternoon get-togethers. I enjoy meeting with small groups of students to talk about psychology, life, or whatever comes up. Opportunities for these meetings will be announced in lecture.


COURSE OBJECTIVES

Welcome to General Psychology. This is a lower division survey course designed to introduce you to a breadth of issues and topics encompassed by the rich field of the science of human and sub-human behavior. A fundamental objective of this course is to provide both psychology majors and non-majors alike with information that you will find useful in your professional and personal lives, regardless of your academic or career pursuits. A related and important goal will be our effort to encourage you to think critically about the concepts, theories, and experimental data presented to you throughout the course. The development of critical thinking skills will serve you well throughout your academic career and beyond.

COURSE CONCEPTUALIZATION

Many students are surprised when they first encounter the syllabus for General Psychology. If you are expecting 16 weeks of studying Sigmund Freud, mental illness, and deviant behavior, you may be disappointed by the course content presented here. Psychology is a broad field of study that extends far beyond phobias, Freud, and fetishes. Thus, the organization of material to be covered this semester is framed within seven basic categories that relate to and build upon one another.

I. The Science of Psychology: General  
   History of Psychology (Introduction)  
   Critical Analysis and Evaluation (Ch. 1)  
   Ethics in Research and Clinical Practice (Ch. 1)  
   Research Methods (Ch. 1) and Statistics (Appendix A)

II. The Science of Psychology: Biology  
    Neuroscience, Biology, and Behavior (Ch. 2)  
    Sensing Your World (Ch. 5)  
    Perception (Ch. 6)

III. The Human Animal  
     The Developing Child (Ch. 3) and Adolescence and Adulthood (Ch. 4)  
     *Intelligence (Ch. 11)  
     Personality (Ch. 14)

IV. Why Do We Do What We Do?  
    Learning (Ch. 8)  
    Motivation (Ch. 12)  
    Emotion (Ch. 13)  
    *States of Consciousness (Ch. 7)

V. Psychopathology  
   Psychological Disorders (Ch. 15) and Therapy (Ch. 16)  
   Stress and Health (Ch. 17)

VI. Cognition  
    Memory (Ch. 9) and *Thinking & Language (Ch. 10)

VII. Beyond the Individual  
     Social Psychology (Ch. 18) and *Diversity & Community (Ch. 19)  
     *covered exclusively in recitation
COURSE REQUIREMENTS

Recitations: The purposes of recitation vary from amplification of lecture material to coverage of material that is not discussed in lecture. Students frequently complain that recitation content does not "match up" with lecture. Recitations are NOT designed to always correspond with lecture.

Our goal for difficult or challenging material is for recitation to deepen your understanding of the topic. However, particular chapters will be covered exclusively in recitation. These will include: 6 (Perception), 7 (States of Consciousness), 11 (Intelligence), and 19 (Diversity & Community). These topics were selected for recitation because they are best covered in a small group setting. As such, recitation will often correspond to main lecture but will often deal with a topic that is unrelated to main lecture.

Attendance and participation in recitation sections are mandatory for successful completion of this course. There will be graded assignments in recitation meetings and these will comprise a total of 100 points (or 20% of your final grade). Details of the content of recitations and assignments will be provided at your first recitation meeting (which begin the second week of classes).

Your recitation instructors have been carefully selected to represent a broad variety of backgrounds in psychology. Office hours for these instructors will be announced at the first recitation meeting. These folks are exceptionally well-versed in the material and can provide you with important resources to aid you in your learning process.

Exams: There will be a series of four unit exams and you are required to take each of these. You will NOT have the opportunity to drop a low test score in this course. All exams will be given equal weight toward your final grade. No make-up examinations will be given except under extreme, documentable conditions. You will receive a grade of zero for each exam not taken. The final exam is NOT comprehensive.

Each unit exam will be multiple choice format and worth 100 points each. The material covered on each exam will be drawn from both lecture and reading assignments. Each lecture will contain information NOT covered in your textbook. As such, in order to perform well on the exams, regular attendance at lectures is strongly recommended. You are responsible for all reading materials on exams, regardless of the coverage that the topic received in lecture.

Since lowest test scores cannot be dropped in this course and the first exam by any new professor is a general mystery and source of anxiety, the following will be provided to aid you in your exam preparation. Approximately one week prior to each unit exam, a practice exam will be available for purchase at the C.U. Bookstore at the U.M.C. (The average cost of these practice exams is roughly 40c) The practice exam will be a sampling of the types of questions asked on the real exam. This procedure will provide you with some valuable information. First, you will be able to preview the types of questions that you will be asked. Second, these practice exams will serve as a general "study guide" by directing you to general topics and concepts that will appear in some other form on the unit exam.
GRADING

Your final grade will be computed from:
1. Your unit exam grades: four exam scores worth 100 points each for a total of 400 points. This comprises 80% of your final grade.
2. Your recitation grades: various assignments totaling 100 points or 20% of your final grade.

Your final letter grade in the course will be assigned in the following manner. A reference score (RS) will be calculated by taking the mean or average of the top 5% of the class' total semester points attained. This calculated RS replaces 100% as the theoretical "best possible score." This compensates for any possible imperfections that might be present in the exams. Your grade will be determined by how well you perform in comparison with the reference score. For example, suppose that the top 5% on the first exam were as follows:

100, 98, 98, 98, 96, 96, 96, 96, 94, 94, 94, 94, 92

The sum of these scores is 1440. The mean of these scores is 96. Therefore, the RS = 96.

What this does to the grading scale is illustrated below:

<table>
<thead>
<tr>
<th>Normal Grading Scale</th>
<th>Reference Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 90 - 100</td>
<td>A = 0.90 x 96 = 86 - 100</td>
</tr>
<tr>
<td>B = 80 - 89</td>
<td>B = 0.80 x 96 = 77 - 85</td>
</tr>
<tr>
<td>C = 70 - 79</td>
<td>C = 0.70 x 96 = 67 - 76</td>
</tr>
<tr>
<td>D = 60 - 69</td>
<td>D = 0.60 x 96 = 58 - 66</td>
</tr>
<tr>
<td>F = less than 60</td>
<td>F = less than 58</td>
</tr>
</tbody>
</table>

PLEASE NOTE: a RS will be computed for each exam to provide you with information on how you performed on that exam. However, your final grade will be based on an RS for the sum of all exam and recitation scores. Plus and minus grades will be assigned on each unit exam and final course grades.

RESEARCH PARTICIPATION REQUIREMENT

All students enrolled in General Psychology (Psyc 1001) at the University of Colorado at Boulder are required to gain experience with the scientific and experimental aspects of psychology. This requirement may be fulfilled in one of two ways.

Option I. You agree to participate in experimental research conducted by members of the Department of Psychology or by students under the supervision of members of the faculty. A faculty committee reviews all experiments to insure that they do NOT involve invasion of your rights of privacy and do NOT use procedures which are either dangerous or morally or ethically objectionable. You do not have to participate in any experiment which you find, for any reason, unacceptable. However, if you do agree to participate in an experiment, the following conditions will be strictly enforced. If you make an appointment to participate in an experiment, and you are more than 15 minutes late OR you do not cancel your appointment at least 1 hour in advance, you will be penalized by the addition of 1 hour to your participation requirement for each hour you did not cancel.
Option II. You agree to write a critical review of published psychology experiments. The exact nature of your review will be decided upon by discussion between you and your teaching assistant. The quality of the review will NOT affect your course grade.

For those students who select Option I (Research Participation):
Folders containing information for signing up for experiments will be available on tables outside of MUEN auditorium. **Do not wait until the end of semester to start signing up for experiments.** Your options for times, dates, and experiments will be greater earlier in the term than later. Each time you participate as a subject, the experimenter will give you a receipt. **Hold on to your receipts!** These are your only "proof" that you fulfilled your requirements.

These two options require approximately equal amounts of effort. **Students failing to complete either Option I or II by the end of semester will receive a grade of IF for the course.** If either Option I or II are not completed within one year, the grade of IF will be changed to F. You will be given a form early in the semester on which to indicate which option you have chosen to fulfill the research participation requirement.

**SOME WORDS ON PROTOCOL:** My philosophy of teaching is based on the principle that learning can be fun and exciting. My intent is to deliver lectures that you will look forward to attending. My teaching assistants and I hope to create an environment that will enhance the attainment of these goals. You, as students, have some responsibility in this process. As members of this "learning community" we expect that:

* You will make every effort to be on time for class and recitations. If you MUST be late, please enter quietly and with minimal disturbance to those around you.

* You will not sleep or read the newspaper or any unrelated materials while in lecture or recitations. If you want to sleep, stay in bed. If you want to read the paper or anything else not related to the course, there are many lovely spots to do so on campus - but not in our classrooms.

* You will not engage in any behaviors that infringe on the rights of your peers to obtain the maximum learning experience during lectures/recitations. This includes excessive/noisy talking, noisy gum-chewing, or other annoying activities.

* You will deal with any complaints or criticisms in a mature and professional manner. Please communicate your concerns either personally or anonymously to me or one of the teaching assistants.

* You take responsibility for your learning experience. If you are having difficulty with the material, seek help from me or one of the TA's. Form study groups. These groups are a terrific opportunity for sharing ideas, meeting new people, and enhancing your absorption of the course content.

* Your academic performance is based on YOUR honest efforts. Academic dishonesty will be dealt with according the rules of the University.
SOME WORDS ON POLITICAL CORRECTNESS: While it is incumbent upon us all to avoid the use of terms that imply prejudice, racism or sexism of any form, it seems that it is almost impossible to conduct a lecture in the current climate that will not offend at least one individual. Psychology is particularly dangerous territory because we are dedicating an entire semester to the understanding of both human and sub-human behaviors. As such, we will cover a variety of topics that are extremely sensitive and delicate. The instructors in this course will make every attempt to be sensitive with regard to all issues and to present information in an unbiased and non-judgemental fashion. Please forgive us if we do not say "he and/or she" in every sentence or if examples given with regard to behavior tend to show a slant toward the heterosexual experience. Our intent will never be to offend, but if we manage to do so, we ask that you bring it to our attention, either personally or anonymously, in a mature and professional manner. Concerns communicated in this way will be considered seriously and with respect to both the individual and all members of the class.

Communication: This semester we are pleased to offer a newsgroup/list for e-mail subscribers (every fee-paying student receives an e-mail account FREE). You can subscribe to the newsgroup/list by e-mailing the following:

send to > listproc@lists.colorado.edu with the contents of your message reading
> subscribe psyc1001-sutton and then type in your full name

That's all there is to subscribing. Once you have subscribed, you will receive all messages posted to the newsgroup. These will include announcements from me reminding you of upcoming events (such as exams), a food-for-thought "Question of the Week", and other items of interest to the class.

Students can also send a broadcast message to the group by e-mailing to the address: psyc1001-sutton@lists.colorado.edu

Your message will pass through me for content editing prior to being posted to the group. Individuals wishing to respond to a given sender can do so directly.

To unsubscribe from the list, send to > listproc@lists.colorado.edu with the contents of your message reading > unsubscribe psyc1001-sutton. You will want to do this at the end of semester unless you wish to continue receiving our bulletins for the rest of your life.

A Final Important Piece of Information: You may notice some strange things about Dr. Sutton. I have a neurodegenerative disease of the cerebellum, a brain structure that ensures smooth co-ordinated movements. I tell you this because the symptoms of this disease (loss of balance, slurring of speech) look an awful lot like intoxication. While my symptoms are usually not that noticeable, it is important for you to know that, if I appear to be walking crookedly or slopping my words from time-to-time, I have not been drinking bloody Mary's in my office before lecture! This disease also adversely affects my vision. Therefore, if I pass you in the hallway and appear not to recognize you when I should, it is because I have a difficult time discriminating faces as they move past me. I am not being a snob who ignores her students outside of class! Please stop me and get in my face to say hi. This disease is also the reason why I do not go up and down the stairs to get in the faces of my "back row" students in the auditorium during lecture. I tell you all of this so that my behavior is not misinterpreted. It is important for me to know that you understand these minor limitations.
# COURSE OUTLINE

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
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<tbody>
<tr>
<td>T</td>
<td>1/14</td>
<td>Introduction and Course Overview</td>
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<tr>
<td>R</td>
<td>1/16</td>
<td>The Science of Psychology: General History, Critical Analysis &amp; Evaluation,</td>
<td>Introduction Ch. 1</td>
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<td>T</td>
<td>1/21</td>
<td>Ethics, Research Methods, &amp; Statistics</td>
<td>Ch. 1 &amp; Appendix A</td>
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<td>The Science of Psychology: Biology Neuroscience, Biology &amp; Behavior</td>
<td>Ch. 2</td>
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<td>The Science of Psychology: Biology Neuroscience, Biology &amp; Behavior</td>
<td>Ch. 2</td>
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<td>T</td>
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<td>Sensing Your World Vision, hearing &amp; bodily senses</td>
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<td>3/13</td>
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<td>Ch. 8</td>
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<td>T</td>
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<td>Why Do We Do What We Do? Motivation</td>
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<td>Ch. 12</td>
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<tr>
<td>R</td>
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<td><strong>SPRING BREAK - no classes</strong></td>
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T 4/1  Why Do We Do What We Do? Emotion  Ch. 13
R 4/3  Why Do We Do What We Do? Emotion  Ch. 13

T 4/8  EXAM 3: Ch. 8, 12, 13

R 4/10 Psychopathology: Psychological Disorders  Ch. 15
T 4/15 Psychopathology: Psychological Disorders  Ch. 15
R 4/17 Psychopathology: Therapy  Ch. 16

T 4/22 Psychopathology: Therapy  Ch. 16
R 4/25 Cognition: Memory  Ch. 9

T 4/29 Beyond the Individual: Social Psychology  Ch. 18
R 5/1 Beyond the Individual: Social Psychology  Ch. 18

R 5/8  11:30 a.m. Please note: Exam 4 is NOT cumulative
EXAM 4: Ch. 15, 16, 9, 18