Overview of the Course.

The field of psychology seeks to explain the complexities of human behavior and cognition. Our goal is to show you the breadth of what psychology has to offer and how the different areas of psychology fit together as a science.

Your three professors for this course approach psychology from an experimental point of view, but each of us studies different aspects of the field and uses different research methods. Because of these differences, we will often examine topics from multiple perspectives. In this way, we hope to illustrate that while psychology covers diverse topics, these topics are not completely distinct, but rather integrate to make up the general field.

As we explore the exciting realm of human behavior and cognition, bear in mind that it is likely that we will uncover even more questions than answers. We hope that this will lead to interesting debate and discussion and that, ultimately, you will see the world in a new way.

Course Objectives.

This course contributes substantially to the overall curricular objectives of the majors offered through the Department of Psychology, as described in the Arts and Sciences Learning Objectives. By taking this course students will:

1. Understand core psychological concepts and processes.

2. Critically examine theories and empirical findings across subfields of psychology.

3. Compare, contrast, and synthesize empirical and theoretical perspectives related to the study of behavior and thought using evidence-based reasoning.

4. Apply theoretical models of behavior and thought to real life settings and skills (e.g., clinical, educational, organizational context).

Time: Tues & Thurs
Section A: 10:30 am-11:45 am (D+)
Section B: 12:00 pm-1:15 pm (F+)

Location: ASEAN Auditorium, Cabot
Website: http://trunk.tufts.edu
Assignments.

Exams: There will be three exams during the semester. There will be no final exam during finals period.

Missing one of these exams will cost you a huge number of points towards your final grade, so set two alarm clocks and schedule a wake-up call if you need it.

If you have questions or problems related to exam grading or the final grades for the course, please contact your TA for assistance. Professor Shin will address any questions or problems that are not resolved by the TAs.

Writing Assignments: The purpose of the writing assignments is to have you apply your knowledge of psychological science to the real world in a creative way. Details concerning these assignments will be provided later in the semester. The writing assignments will be graded on a 20-point scale; any writing assignment turned in after its due date will be penalized 1 point (out of 20) for each day it is late.

If you have questions or problems related to the writing assignment, please contact your TA for assistance. Professor Urry will address any questions or problems that are not resolved by the TAs.

Nota bene: The dates for the exams and the writing assignment are listed at the end of this syllabus—mark them in your calendars right now! Neither make-ups nor extensions will be given except for unavoidable emergency circumstances that are fully documented (i.e., with official correspondence from your associate dean). To contact your dean, see http://students.tufts.edu/academic-advice-and-support/academic-advising/meet-your-advising-team.

Required Textbook.

- We will place the textbook on reserve for in-house use at Tisch Library.
- An electronic version is available for purchase on the publisher’s website at the following URL: https://digital.wwnorton.com/psychsci5

Final Course Grade.

Your grade for the course will be based on three exams (worth 25% each) and two writing assignments (worth 12.5% each). These assignments are addressed at the left. There is also an experimental requirement, which is addressed on the next page.

Letter grades will be assigned as follows:

- A+ 97-100%, A 93-96.9%, A- 90-92.9%, B+ 87-89.9%, B 83-86.9%, B- 80-82.9%,
- C+ 77-79.9%, C 73-76.9%, C- 70-72.9%,
- D+ 67-69.9%, D 63-66.9%, D- 60-62.9%,
- F 59.9% and below. Final course percentages will not be rounded up.

If you are unsatisfied with the grading of an exam or the writing assignment, please first discuss the issue with your TA. If discussion with your TA does not resolve the concern, you may submit a request for reconsideration of grading by email to the appropriate professor. Indicate your rationale for the request and (if applicable) a textbook page # or lecture date as supporting evidence. The appropriate professor is identified in the Assignments panel to the left. Requests for reconsideration may be made no earlier than 24 hours and no later than 2 weeks after the grade was posted on Trunk.
The Experimental Requirement.

In order to help you better understand the field of psychology as a science, you are asked to fulfill an experimental research requirement.

This requirement involves either of the following:

1. Contributing to research as a “participant” in 6 hours of ongoing experiments conducted by members of the Psychology Department (typically 1-2 hours for each experiment)

   or

2. Writing a 7-page research paper on a pre-approved topic.

A separate handout outlining the specifics of this requirement will be posted on Trunk. Failure to complete this part of the course will result in an incomplete grade for the semester.

If you have questions or problems related to the experimental requirement, please contact your TA. Professor Sommers will address any questions or problems that are not resolved by the TAs.

Professor Sommers will also provide the final approval of paper topics and handle all questions concerning the paper option should you opt for it instead of participating in experiments.

Communication: As you may know, there are two sections of PSY 1, one right after the other. This means that it may not be possible for us to handle your questions right before or after class. We encourage you to take advantage of our office hours if you have questions about the lecture and reading material.

Please feel free to use email to arrange alternate meeting times and for other administrative matters. However, please do not use email for questions about material you have missed or need clarification on; seek notes from a classmate or use office hours for these purposes. Also please note that we cannot promise instant turn-around to email messages!

Technology: Please note: laptops, tablets, phones, and their relatives are not permitted in class unless instructed otherwise. This is not an arbitrary rule; the teaching team is not anti-technology – we love it, in fact. But as we will discuss in class, research findings as well as the evaluation responses of your fellow Tufts students have convinced us that we will all have a better learning environment and experience with this 75-minute technology moratorium twice a week.

Trunk: You are responsible for all information that is posted on the course Trunk site or that is sent by email from that site. You are therefore advised to visit the site and check your email regularly. Please be sure your email address is correct on Trunk: http://trunk.tufts.edu.
The Teaching Team

Lisa Shin, Ph.D.
106 Psychology Building
617-627-2251
lisa.shin@tufts.edu
Office Hours: Weds, 10:00–11:30am
or by appointment

Sam Sommers, Ph.D.
227 Psychology Building
617-627-5293
sam.sommers@tufts.edu
Office Hours: Fri, 10:30–12:00
or by appointment

Heather Urry, Ph.D.
126 Psychology Building
617-627-3733
heather.urry@tufts.edu
Office Hours: Mon, 4:00–5:30pm
or by appointment; request times at
http://www.doodle.com/HeatherUrry

Daniel Cummings
Teaching Assistant, Section A
125 Psychology Building
daniel.cummings@tufts.edu
Office Hours: Tuesdays, 5-6pm
or by appointment

Emily Morton
Teaching Assistant, Section B
125 Psychology Building
emily.morton@tufts.edu
Office Hours: Mondays, 12-1pm
or by appointment

The Psychology Building
490 Boston Avenue
Medford, MA 02155
http://campusmaps.tufts.edu/medford/#fid=m021
Dos and don’ts…

• DO arrive on time.
• DO silence/turn off and stow all technology (phones, laptops, tablets, etc.) so that it is out of sight.
• DO feel free to raise your hand if you have a question.
• DO leave notebooks open and belongings stowed until it’s clear that class is over.

Do NOT come to class if you plan to text or chat online with friends, send clever Tweets, Facebook, etc.

…and on exam days in particular…

• Do NOT bring unauthorized materials or information.
• Do NOT engage in behavior that gives the appearance of cheating, such as passing a note to a friend, whispering to another student while the exam is in progress, or looking in the direction of another student’s work.
• Do NOT handle or use any electronic device. The Judicial Affairs Administrator will treat use of electronic devices as an academic integrity violation. That’s why it’s critical that you silence/turn off all technology so that it doesn’t ring or vibrate during an exam.

Social contract.

By deciding to take this class, you enter into a social contract with the teaching team.

• We promise to be enthusiastic, organized, and fair.
• You promise to take the course seriously and complete all assignments with integrity.

We consider cheating and other academic dishonesty to be a violation of this contract as well as a personal insult.

Academic dishonesty is unacceptable. If you are unclear as to what constitutes academic dishonesty at any time, ask us directly. Students are responsible for knowing and abiding by the academic integrity guidelines posted on the Student Affairs website at http://students.tufts.edu/student-affairs/student-life-policies.

Turnitin.com.

As part of this course, we may utilize Turnitin.com in the Trunk learning management system to help determine the originality of your work. Turnitin.com is an automated system which instructors can use to quickly and easily compare each student’s assignment with billions of websites, as well as an enormous database of student papers that grows with each submission. When papers are submitted to Turnitin.com, the service will retain a copy of the submitted work in the Turnitin.com database for the sole purpose of detecting plagiarism in future submitted works. Students retain copyright on their original course work. For more information, see Turnitin.com or review Tufts’ Academic Integrity handbook at http://students.tufts.edu/student-affairs/student-life-policies.

(Here is your team of professors and TAs fulfilling our social contract, complementing each other’s approaches, and functioning as a cohesive unit.)
We reserve the right to modify the content and timing of scheduled topics, readings, and assignments as needed. Changes will be posted on Trunk. Readings noted for a particular day should be read before coming to class that day. The initials in parentheses next to each topic indicate which professor(s) will be teaching/proctoring that day.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading (covered on date assigned)</th>
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<tbody>
<tr>
<td>1</td>
<td>Thu Jan 21</td>
<td><em>Introduction to the Course (LS, SS, HU)</em></td>
<td>Ch. 1</td>
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<tr>
<td>2</td>
<td>Tue Jan 26</td>
<td><em>The Psychology of Studying (LS, SS, HU)</em></td>
<td>TBD</td>
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<td>Thu Jan 28</td>
<td>Research Methods (SS)</td>
<td>Ch. 2</td>
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<td>3</td>
<td>Tue Feb 2</td>
<td>Biology and Behavior I (HU)</td>
<td>Ch. 3 (pp. 75 – 89)</td>
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<td></td>
<td>Thu Feb 4</td>
<td>Biology and Behavior II (LS)</td>
<td>Ch. 3 (pp. 89 – 129)</td>
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<td>4</td>
<td>Tue Feb 9</td>
<td>Consciousness (LS)</td>
<td>Ch. 4</td>
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<td></td>
<td>Thu Feb 11</td>
<td>Learning (LS); Writing Assignment 1 to be assigned</td>
<td>Ch. 6</td>
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<td>5</td>
<td>Tue Feb 16</td>
<td>Thinking, Language, and Intelligence (HU)</td>
<td>Ch. 8</td>
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<td>Thu Feb 18</td>
<td>Tufts Monday – No Class</td>
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<td>6</td>
<td>Tue Feb 23</td>
<td><strong>Exam 1 (LS)</strong></td>
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<td>Thu Feb 25</td>
<td><em>Memory (LS, SS, HU)</em></td>
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<td>7</td>
<td>Tue Mar 1</td>
<td>Emotions and Motivation I (HU)</td>
<td>Ch. 10 (pp. 403 – 423)</td>
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<td></td>
<td>Thu Mar 3</td>
<td>Emotions and Motivation II (HU)</td>
<td>Ch. 10 (pp. 423 – 447)</td>
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<td>8</td>
<td>Tue Mar 8</td>
<td>Stress and Health (LS); Writing Assignment 1 due</td>
<td>Ch. 11</td>
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<td>Thu Mar 10</td>
<td>Personality (HU)</td>
<td>Ch. 13 (pp. 547 – 583)</td>
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<td>9</td>
<td>Tue Mar 15</td>
<td>Cognitive Development (SS); Writing Assignment 2 to be assigned.</td>
<td>Ch. 9 (pp. 357 – 381)</td>
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<td>Thu Mar 17</td>
<td>Social Development (SS)</td>
<td>Ch. 9 (pp. 381 – 399)</td>
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<td>10</td>
<td>Tue Mar 22</td>
<td>Spring Break – No Class</td>
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<td>Thu Mar 24</td>
<td>Spring Break – No Class</td>
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<td>11</td>
<td>Tue Mar 29</td>
<td><strong>Exam 2 (HU)</strong></td>
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<td>Thu Mar 31</td>
<td><em>Psychology and the Media (LS, SS, HU)</em></td>
<td>TBD</td>
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<td>12</td>
<td>Tue Apr 5</td>
<td>Psychological Disorders I (HU)</td>
<td>Ch. 14 (pp. 599 – 611 &amp; pp. 618 – 635)</td>
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<td>Thu Apr 7</td>
<td>Psychological Disorders II (LS)</td>
<td>Ch. 14 (pp. 612 – 618 &amp; pp. 635 – 651)</td>
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<td>13</td>
<td>Tue Apr 12</td>
<td>Treatment of Psychological Disorders (LS)</td>
<td>Ch. 15</td>
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<td>Thu Apr 14</td>
<td>The Self (SS); Writing Assignment 2 due</td>
<td>Ch. 13 (pp. 584 – 594)</td>
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<td>14</td>
<td>Tue Apr 19</td>
<td>Social Influence (SS)</td>
<td>Ch. 12 (pp. 495 – 518)</td>
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<td>Thu Apr 21</td>
<td>Social Cognition (SS)</td>
<td>Ch. 12 (pp. 519 – 541)</td>
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<td>15</td>
<td>Tue Apr 26</td>
<td><em>Psychology and the Real World (LS, SS, HU)</em></td>
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<td>Thu Apr 28</td>
<td><strong>Exam 3 (SS)</strong></td>
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