

Hanover College
Department of Psychology
PSY 111A: Basic Principles of Psychology
Fall 2022

Instructor	Class Meeting Hours and Location
Anjali Mishra, Ph.D. Email: mishra@hanover.edu Phone: 812-866-7238	MWF 9:20 AM to 10:30 AM in Science Center 107
	Student Meeting Hours and Location
	MW, 1:30pm to 2:30pm (or by appointment) in Science Center 150

Required Text: Gross, J. J., Schmader, T., Hard, B. M., Anderson, A. K., & Morling, B. (2020). *Interactive psychology: People in perspective* (1st ed.). Norton. The textbook is available with code access at the bookstore. If buying online, follow the steps below:

1. Go to digital.wwnorton.com/interactivepsych
2. Click the button on the right that says “Purchase Options”
3. Choose “Ebook for Interactive Psychology: People in Perspective” 360-day access worth \$39.95.

If you wish, you are free to choose other options for a more engaged learning experience.

COURSE DESCRIPTION

Basic Principles of Psychology is designed to provide an overview of the field of psychology. Each day we engage in some insight or question about why people behave the way they do, how contexts shape our behavior, how we shape our contexts, what defines normal and abnormal behavior, how early development matters, how emotions and motivation help us survive, when is stress good or bad, how malleable is the physiology of the brain, and so forth. This course will introduce you to the science behind such topics. After taking this course you'll be able to demonstrate an understanding of major theories and research in psychology. You'll be assigned quizzes and assignments throughout the semester to help develop a conceptual understanding and make progress in your reading comprehension. The primary goal of this course is to promote mastery of the concepts and theories described in both the text and lectures. The course will provide a proper foundation for psychology courses and enable a better appreciation of other relevant courses at Hanover College. The assessment philosophy adopts the view that learning is an important and a cumulative endeavor. During your learning process, active participation and consideration for others will be expected throughout to create a constructive learning environment for everybody.

COURSE OBJECTIVES

1. Summarize basic theories, concepts and principles of the field of psychology, and how they are influenced by various factors, such as biological, cognitive, developmental, environmental, and social processes.
2. Describe the empirical nature of scientific inquiry and summarize basic research procedures used in the field of psychology.
3. Summarize key ethical issues encountered in conducting research and making use of research findings.
4. Recognize the key components of critical thinking and apply critical thinking skills to scholarly and popular media.
5. Recognize the historical and cultural influences on basic psychological processes, research findings, and psychological theories.
6. Identify factors that affect individual and group behavior in social contexts. Additionally, identify factors that lead an individual or group to adopt a particular stance on social and behavioral issues.
7. Describe the relevance and practical application of psychological knowledge to their everyday lives.

Add/Drop Dates

Students are responsible for registering for classes and for verifying their class schedules. Students can introduce changes to their schedule with their academic advisor's approval by using the add/drop form available on My Hanover or by following the steps detailed in the email sent by the Registrar's Office. Any changes to the schedule are allowed during the first five days of the term (first two days in Spring). In case the course is full, you will need permission from the instructor to add the course. According to the Course Catalog (CC), the instructor has full discretion to accept a course add request (CC 19-22). For important dates, including add/drop dates, please see the 2022-2023 academic calendar: <https://www.hanover.edu/academics/calendar/>

Accessibility Services for Students

Hanover College offers accessibility services to students with documented physical, visual, hearing, learning, or psychiatric disabilities. Any Hanover student is eligible for special services or accommodations if: 1) The student self-identifies that they have a disability and needs accommodation; 2) The student provides appropriate and verifiable documentation of the disability; and 3) The student provides notification in a timely fashion. For accessibility services, Email Accessibility Services or call 812-866-6836. Occasionally, learning difficulties are recognized once college education begins. Please feel free to meet during student hours if you find yourself struggling during class and we can decide together if accessibility services may be an eventual option for you. The Accessibility Services (AS) office is in the Gladish Center for Teaching and Learning on the first floor of Duggan Library.

Student Attendance

Attendance and punctuality are strongly expected. Your class participation will ensure better progress. Most exam questions make better sense if you attend class. You'll also retain information better by learning in various ways and together as a group. If you anticipate being too late or depart early frequently, let me know. If you need to take a phone call or leave early due to emergency purposes, it is convenient to sit near the door.

Make-Up Policy

There are NO make-up examinations, quizzes or late assignments without written administrative excuse and *prior* consent from the instructor. In the event of a university-wide closure (i.e., covid-related disruptions, snow day, etc.), on a day that an exam or assignment is due, that exam will be administered at the NEXT scheduled class meeting.

Course Considerations

- ✓ You will have to read, and know, every assigned chapter in the textbook as well as the material presented during class lectures.
- ✓ Most of the reading in this class will be done outside of class for an effective use of the class time for further learning and discussions.
- ✓ On a related note, previous academic preparation (e.g., reading ability, writing skills, motivation) will affect your performance in this course. In order to get the most from this course, and a decent grade, you need to be realistic with the degree of time and effort you are willing to extend to succeed academically.
- ✓ Any help from me will work only when you will care about your performance in this course. Seek out assistance early and often. Get to know your instructor during student hours. See page 1 for student hours.
- ✓ You are expected to arrive on time. For any individual issues, you can come up and talk to me ten minutes before class or right after class.
- ✓ All students are expected to adhere to <https://www.hanover.edu/about/principles/>. The instructor strictly reserves the discretion of assigning a grade of "F" to any student involved in ANY instance of cheating or plagiarism. Please read the information under Academic Integrity for further guidelines.
- ✓ While not anticipated, changes in this syllabus may be needed to accommodate various events. Should such changes be needed, they will be made with the consultation of the class and for compelling reasons.

MEET YOUR INSTRUCTOR

Hello! My name is Anjali Mishra. You can refer to me as Dr. Mishra during class. I was born and raised in New Delhi, India until age 18. I came to the United States in 2003 to complete my undergraduate education in psychology (BA, 2003-2006, George Mason University) after which I went on to pursue my doctoral education in social-personality psychology (PhD, 2007-2013, University of California, Davis). Before coming to Hanover College in August 2022, I taught at James Madison University (2018-2019), at Northern Arizona University (2013-2018), and as a graduate student at UC Davis (2012-2013). My most recent degree is in conflict resolution (MS, 2019-2021, Carter School for Peace and Conflict Resolution). I admire authenticity in individual expression which is why I see the best in people regardless of political, religious, sexual, or cultural orientation.

Let's Talk

My job is to help you learn the course material. I am happy to answer questions outside of class. I strongly encourage you to meet me in my office at some point during the semester, particularly if you think you might be struggling in the course. Doing so early on, rather than much later, in the semester should give us enough time to help you succeed. You can also seek help by sending me an email. If you email me a question that requires an elaborate answer. I'll get back to you as soon as I can, but please allow at least 24 hours for a response.

How to Email Your Professor: If you want to enhance the probability that I will get back to you quickly, please use this basic email template, filling in the information in brackets. Please note that I expect you to always look in the syllabus, your notes, your text, or a friendly classmate before you come to me.

Make sure to use the subject line **PSY 111A [Class/Exam] Question** to make your message easily identifiable.

Hi [Dr. Mishra],

I'm in your PSY 111A class. [This is the question I have or the help I need.] I have tried to find the answer [in the syllabus/my notes/the text/from classmates], and I think [this is the answer], but I'm still not sure. [This is the action I would like you to take.]

Thank you,

[Full name]

POLICIES

Classroom Climate

Your focused presence during class is your key to success in this course. Think of class meetings as planned time for learning something new and an opportunity for intellectual interaction. This way you will find in-class activities, active notetaking, and discussions during class time much more engaging. Excessive talking, arriving late to class, sleeping, or reading non-course material will be counted as disruptive classroom behavior. You may be requested to stop any such behavior by the instructor if it begins to hamper the attention of your class members. Behavior that is threatening or dangerous can result in your removal from class in accordance with the principles of Hanover College (See <https://www.hanover.edu/about/principles/> for more information). You are expected to keep your cell phones off during lecture. If you are awaiting an urgent call, please make sure to sit near the door so that you can walk out of class easily without causing much disruption. You can also check your phones during class-breaks. Students are allowed to take notes on tablets or laptops, but you are not allowed to use those devices for checking email, browsing the internet, or any other function other than note taking during lecture. Research has demonstrated that students who use cell phones or browse the internet during lecture typically earn grades that are 5% lower than those who do not use them. Moreover, inappropriate use of technology is distracting to both peers and the instructor.

Academic Integrity

Please do not cheat. If I suspect you have cheated (including plagiarism), at the very least you will receive a zero on the assignment or exam. In an event of academic dishonesty, detailed procedures are specified at CC 27-28, FM II-10 and Appendix E of the Faculty Manual (FM) and the College Catalog (CC). Depending on the severity of the act, you may receive an “F” for the course.

I expect you to submit independent work. Obtaining, distributing, or communicating assignment or exam materials without my consent; providing information to or obtaining information from another PSYC 101 student on an assignment or during an exam; submitting a poll when you are not in class or quiz on behalf of another student; and falsifying medical or other documents to petition for excused absences all are forms of academic dishonesty.

Academic dishonesty includes any action with the intent to deceive in order to obtain an unfair advantage, as well as any act of aiding and abetting academic dishonesty. The Hanover College statement on academic dishonesty may be found in the Catalog and in the Student Handbook. Any given instance of academic dishonesty is dealt with by the instructor of the course in which it occurs. All instances of academic dishonesty are reported to the chair of the Student Academic Assistance Committee, and repeated instances of academic dishonesty will subject a student to additional penalties up to and including dismissal from the College as outlined in the College Catalog.

Why should you care? The *Merriam Webster* Dictionary defines ‘integrity’ as “conduct that conforms to an accepted standard of right and wrong.” This definition is helpful but is limited in one way. It can stump people in one condition – when many people begin to do wrong, poor behavior can become the norm. You will come across such junctures throughout your life. Cheating does not make you more interesting or smarter than everybody else; and integrity is not a quirk expressed only by nerds, the cognitively inflexible, or dogmatic people. This is usually not spelled out, so I am doing so for you. Integrity makes your life simple and your character strong. This means that you can use your precious lifetime in more efficient ways instead of spending half of this time solving unneeded self-created complexities. Integrity also builds good self-esteem over time. Learning how to maintain integrity in small things is what will eventually help you do so in more complex situations. It is not merely being nice, it is the smart thing to choose.

Integrity usually serves you well in the long run. Problems tend to disentangle on their own, no matter how complex, when you have a reliable code of conduct. I have witnessed this several times in my own life. Also know that you will succeed *and* fail throughout your academic career. See it as a sign of progress. Failure is usually an indicator of poor effort, not of who you are or will be; it can be a blessing in disguise. If you do experience incompetency during an exam, take it as a challenge and give your best shot. During any moments of fear or weakness while completing academic work, remember that you can always and still succeed in keeping your long-term character strong. Eventually, a well-cultivated character is supposed to make your life simpler, authentic, and much more enjoyable for you despite the inevitable challenges. Please talk to me during student hours if you find yourself struggling in the course. Consider the big picture of your life and academic integrity will make better sense.

integrity. 2018. In *Merriam-Webster. com*. Retrieved August 17th, 2018, from [https:// www. merriam-webster. com/thesaurus/integrity](https://www.merriam-webster.com/thesaurus/integrity)

Statement on Self-Care

Psychological well-being and good physical health are crucial for your success. Grades are often a reflection of life circumstances at a particular time than of your potential. If you ever face difficulties during this class, please feel free to let me know on time and use campus resources. Stress can eventually be used to your advantage if managed well and can help you know your abilities better. Appointments with Health Services can be made by calling x-6102. Appointments for Counseling Services can be made online at any time through MyHanover.

Health Services
Sandi Alexander-Lewis, Director
866-7082
or alexanderlewis@hanover.edu

Counseling Services
Catherine Le Saux, Director
866-7399 or lesaux@hanover.edu

Sara Crafton, Staff Counselor
866-7074 or crafton@hanover.edu

Chaplain's Office
Reverend Catherine Knott
866-7087 or knott@hanover.edu

Gladish Center for Teaching and Learning
Kay Stokes, Director
866-7215 or stokes@hanover.edu

Levett Career Center
Margaret Krantz, Director
866-7126 or krantzm@hanover.edu

GRADING and COURSE ASSESSMENT

1) Examinations – (@ 60% of total grade). There will be four (4) examination opportunities in this course. The lowest score out of the first three exams will be dropped. The final exam is compulsory and comprehensive. Exams items may consist of multiple choice, True/False, fill-ins, and/or short essay questions. Questions will come from the textbook and lecture slides.

Exam 1	50 points	} Lowest Exam 1 to 3 score will be dropped Final is compulsory and comprehensive
Exam 2	50 points	
Exam 3	50 points	
Exam 4 (Final)	100 points	

2) Quizzes – (@ 20% of total grade). You will complete one quiz after every three topics. The lowest quiz score out of 5 quizzes will be dropped and the best score of each quiz will be considered. There are no make-ups.

3) Psychology in the Real-World Assignments (RWAs) – (@ 15% of total grade). Announcements with detailed instructions for the assignments will be made available over Moodle and in class.

4) Research Participation Pool – (@ 3% of total grade)
Students can participate in 3 research studies to get 30 points (10 points each). Students who sign up for experiments must show up on time or please inform the researcher a day in advance if you'll be absent. If you don't want to participate in research, you can get the same credits by writing a 1-page summary of 3 psychological journal articles. The article summary should essentially be a well-written APA style abstract, only written in your own words. The content should reflect your general understanding of the paper. Please end with some of your own insights (e.g., limitations or why the study was important) to reveal your understanding well. See the links below for directions:

- ✓ Directions for writing the summary: <https://apastyle.apa.org/instructional-aids/abstract-keywords-guide.pdf>
- ✓ Choose PsycInfo under Databases for searching psychology articles. You can pick any written after 1970: <https://libguides.hanover.edu/az.php?a=p>
- ✓ Link to the form to be submitted to me: [Research Participation Form](#)

Note: Students must be 18 years-old to participate in experiments. Students who are not 18 must complete the 3 article summaries option to earn credit. Get this done as soon as possible.

5) Class participation – (@ 2% of total grade) We have 28 students in the class which means you'll be an important part of making the classroom experience a success. Class participation, such as answering open-ended discussion questions during class or engaging in peer-exercises is strongly encouraged. You can also ask or send questions after class if that is your preferred style of learning.

Determining Your Grade

The Family Privacy Act prohibits posting of grades in any way that identifies students. All of your grades will be posted on-line on Moodle in a manner that insures privacy. During the semester, the best gauge of your performance is your exam grades. Your overall grades are based upon straight percentages, with no curve, as shown below:

<u>Grade</u>	<u>Percent Total</u>
A	100% to 93%
A-	< 93% to 90%
B+	< 90% to 87%
B	< 87% to 83%
B-	< 83% to 80%
C+	< 80% to 77%
C	< 77% to 73%
C-	< 73% to 70%
D+	< 70% to 67%
D	< 67% to 63%
D-	< 63% to 60%
F	< 60% to 0%

Grades will not be rounded.

CLASS SCHEDULE

#	Date	Topic	Book Chapters
1	M 08/29	Welcome to PSY111A / Basic Principles of Psychology: An Overview	
2	W 08/31	Basic Principles of Psychology: Thinking Like a Psychological Scientist	Ch. 1
3	F 09/02	Basic Principles of Psychology: History and Evolution of Psychology	Ch. 1
Labor Day Holiday (09/05)			
4	W 09/07	Research Methods in Psychology	Ch. 2
5	F 09/09	Research Methods in Psychology	Ch. 2
6	M 09/12	Brain, Mind, and Behavior	Ch. 3
7	W 09/14	Brain, Mind, and Behavior	Ch. 3
8	F 09/16	Brain, Mind, and Behavior QUIZ 1 DUE	Ch. 3
9	M 09/19	Sensation and Perception	Ch. 4
10	W 09/21	Sensation and Perception	Ch. 4
11	F 09/23	Consciousness RWA 1 DUE	Ch. 5
12	M 09/26	Consciousness	Ch. 5
13	W 09/28	Thought, Language, and Intelligence	Ch. 8
14	F 09/30	Thought, Language, and Intelligence QUIZ 2 DUE	Ch. 8
Fall Break (10/03)			
	W 10/05	EXAM 1	
15	F 10/07	Learning	Ch. 6
16	M 10/10	Learning and Memory	Ch. 6 & Ch. 7
17	W 10/12	Memory	Ch. 7
18	F 10/14	Human Development Across the Life Span	Ch. 11
19	M 10/17	Human Development Across the Life Span RWA 2 DUE	Ch. 11
20	W 10/19	Personality	Ch. 12
21	F 10/21	Personality	Ch. 12
22	M 10/24	Personality QUIZ 3 DUE	Ch. 12
	W 10/26	EXAM 2	
23	F 10/28	Stress and Health	Ch. 10
24	M 10/31	Stress and Health	Ch. 10
25	W 11/02	Motivation and Emotion	Ch. 9
26	F 11/04	Motivation and Emotion	Ch. 9
27	M 11/07	Motivation and Emotion	Ch. 9
28	W 11/09	Social Psychology	Ch. 15
29	F 11/11	Social Psychology QUIZ 4 DUE	Ch. 15
	M 11/14	EXAM 3	
30	W 11/16	Psychological Disorders	Ch. 13
31	F 11/18	Psychological Disorders	Ch. 13
32	M 11/21	Psychological Disorders	Ch. 13
Thanksgiving Holiday Week (T 11/22 – F 11/25)			
33	M 11/28	Therapies and Treatment of Psychological Disorders RWA 3 DUE	Ch. 14
34	W 11/30	Therapies and Treatment of Psychological Disorders	Ch. 14
35	F 12/02	Psychology Matters: In sickness and in health QUIZ 5 DUE	
EXAM 4 (FINAL EXAM) is on Tuesday, 12/06/22 from 2:00pm to 5:00pm			