

# Basic Principles of Psychology

PSY 111C    Fall 2022    SCC 137    MWF 1:20-2:30pm

Dr. Rachel N. Thomas, PhD (she/they)    [thomasra@hanover.edu](mailto:thomasra@hanover.edu)    SCC155

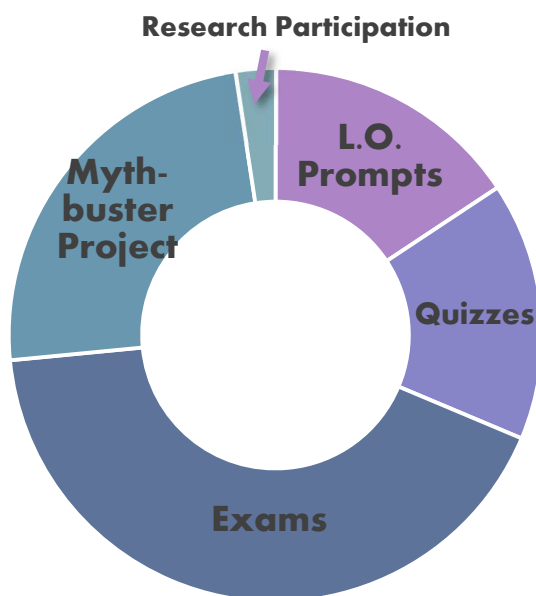
Office Hours: WF 2:45-4:00; By Appointment, click [here](#)



Why do people do what they do? Feel what they feel? Think what they think? What governs human thought, behavior, and emotion? These questions and their answers lie at the heart of social sciences, especially psychological science. The purpose of this survey course is to introduce you to the fundamentals of psychology—a vast and multifaceted field in the social sciences—while engaging you in an active learning experience. With your investment and commitment to learning, you should be able to complete the outcomes listed in the box to the right by the end of the course.

- Describe the multifaceted nature of psychological science.
- Identify and explain basic concepts, theoretical perspectives, historical trends, and empirical findings in psychological science.
- Identify and evaluate psychological concepts in real-life settings.
- Understand and interpret psychological phenomena and information about psychological phenomena in scientific ways.

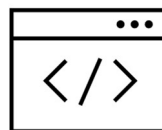
## Course Requirements



## Course Materials



Spielman, R.M., & Jenkins, W. J. (2020). [eTextbook] Psychology 2e. OpenStax. Accessible for FREE [here](#).



Moodle

<https://moodle.hanover.edu/>



You will need regular access to an internet-accessible device that supports Moodle & Microsoft Office.

## Research Participation

Want first-hand experience with psychological research of various methods and designs? You've got it! (Whether you want it or not, actually.) You'll receive up to 20 points for your participation in psychological research projects over the course of the semester. Many of these are designed and managed by your senior psychology major peers – watch for study advertisement around campus. Other studies can be found here:

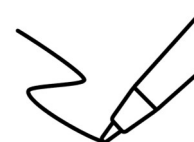
<https://psych.hanover.edu/research/exponnet.html>. Online studies will earn 4 points each and in-person studies will earn 5+ points each, depending on the amount of time/effort required. You may complete one additional study beyond 20 earned points for up to 5 points extra credit.



20 points

## Learning Objective Prompts

Want to enhance your communication skills while simultaneously practicing rehearsal of important content you must know to pass this course? You've got it! (Again, whether you want it, or not.) Your task is to provide written (or sometimes drawn/creative) responses to weekly learning objectives provided on Moodle by Monday of each week. *This means you'll need to read the content required before you come to class on Monday.* Not sure how to answer one of the prompts? That's okay – give it your best shot, because you are required to revise your responses—likely based on our in-class activities and discussions—and resubmit them on Friday each week. Why revise if you've already written them once? For one, revision makes good writing. Additionally, revisiting the material (spaced practice) is an effective way to prepare for assessments. Perhaps your most motivating factor for revision, however, is that you are allowed to use your learning objective responses on weekly quizzes.



130 points

## Quizzes

Although you might not enjoy weekly quizzes, they provide a means of spaced practice and active recall, creating great opportunities for longer-term learning (and accountability for reading and responding to the learning objective prompts). Each week, usually on Friday, you will complete a short in-class quiz to assess your learning.



130 points

## Exams

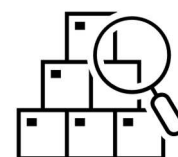
Want a way to determine how well you're learning about psychology longer-term, at various points across the semester? Maybe not, but you've got it! You will complete 3 exams across this semester: 2 unit-based and a comprehensive final exam during final exam week.



350 points

## MythBuster Project

Figuring out why people do what they do is intriguing to many people – some psychologists would argue that every person tries to figure people out! Consequently, many psychological concepts and ideas have been popularized and often altered or exaggerated from their science-based origin. Unfortunately, plenty of popular psychology myths are available for your consumption (and to consume your resources, i.e., take your money), whether in bookstores, online, or elsewhere. You must be a critical consumer of popular psychology information, so this project will help you hone that skill. Your task in this group project is to analyze a book, website, magazine or other popular psychology information source against the premises of psychological *science* (theories, constructs, evidence) and “bust” the myths you find within the source.



200 points

# COURSE POLICIES

All assignments must be turned in on time. No late work will be accepted without prior approval. If an emergency or extenuating circumstance arises, including unforeseen illness, please contact me as soon as possible. Extensions may result in grade penalties for lateness.

## *Make-Up & Late Work*

Your regular participation, engagement, and timeliness are important to your academic success. Each student is expected to engage and participate in each class session. If you feel you cannot make it to class in person, please contact Dr. Thomas and make arrangements for alternate participation/engagement. Attendance will be taken at each class session. Multiple unexcused absences may result in grade reduction.

## *Attendance & Engagement*

As stated in the Hanover College Principles, students, faculty, staff, and trustees of Hanover College seek to promote academic, personal, and moral growth within a safe, challenging, and responsive community. This includes a commitment to academic integrity. Violations of academic integrity have a broad impact on the College and will result in College review and action.

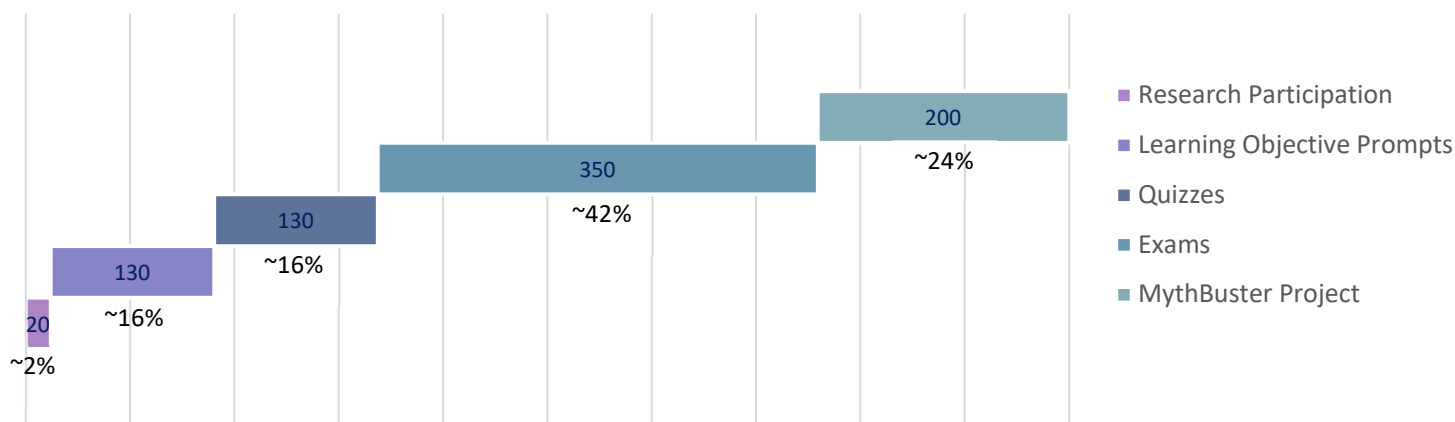
Academic dishonesty includes any action with the intent to deceive in order to obtain an unfair advantage, as well as any act of aiding and abetting academic dishonesty. Cheating and plagiarism are the most common forms of academic misconduct. The Hanover College statement on academic dishonesty may 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.

Other College-related policies can be found on the course website.

## *Academic Integrity*

# Course Policies

## Grading



Course communications will occur via Hanover email, Moodle announcements, and/or Microsoft Teams. Students are expected to log in to Moodle and check their Hanover email/Microsoft Teams regularly. To contact Dr. Thomas, please send an email to [thomasra@hanover.edu](mailto:thomasra@hanover.edu). (Check out tips for professional email communication below!) Dr. Thomas typically responds to messages within 24 hours, excluding weekends and holidays.

### Professional Email 101

<p><b>Subject:</b> PSY 220 autobiography assignment</p> <p>Hi Dr. Smith,</p> <p>I have looked through the syllabus and Moodle and have a question about how to report a chi-square. Would this be reported in-text or in a table?</p> <p>Thank you, Emily</p>	<p>← Always include a subject in your email. <b><u>Identify the course (e.g., PSY 220) in the subject line.</u></b></p> <p>← Always include a salutation in your email. Always address your professor by using their professional title (e.g., Dr. Smith or Professor Smith). You should not address a professor by their first name unless they have told you that they prefer to be addressed this way. <b>Similarly, the following titles are inappropriate to use when addressing your professor: Mr./Ms. (unless explicitly stated as preferred), Mrs., Miss, and “hey”.</b></p> <p>← Be sure to read the syllabus and course documents carefully before emailing your professor. You might find the answer to your question in the syllabus.</p> <p>← Keep your email concise. Do not use all-caps, multiple exclamation points (including “?!?”), or text-speak (e.g., omg, duh, lol).</p> <p>← Always include a closing in your email. Examples of professional closings include the following: <i>thank you, best, best wishes, respectfully, and sincerely.</i></p> <p>← Always send emails from your Hanover email account.</p> <p>← Allow up to 24 hours for a response, and 48 hours over the weekend.</p>
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## Communication

# Campus Resources

Your success in this course and throughout your college career depends heavily on your personal health and wellbeing. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. Feel free to talk with me about any difficulty you may be having that may impact your performance in this course as soon as it occurs and *before it becomes unmanageable*. Please also know that there are a number of other support services on campus that stand ready to assist you; e.g., [Gladish Center for Teaching and Learning](#), Accessibility Services, Counseling Services, Health Services (x-6102), Chaplain, [Levett Career Center](#), Campus Safety. Resources and scheduling/contact information are available by logging in to [MyHanover](#).

Hanover College is committed to creating an inclusive, accessible learning environment for all students. If you anticipate or experience any physical or academic barriers to learning in this class related to a documented disability, contact the instructor and [Accessibility Services](#) office located in the Gladish Center for Teaching and Learning in the Duggan Library, by emailing [seaver@hanover.edu](mailto:seaver@hanover.edu) or phone 812-866-6836 to schedule an appointment.

## Health Services

Christy-Ownbey, CPNP-PC, Director of Health Services  
866-7082 or [ownbey@hanover.edu](mailto:ownbey@hanover.edu)

## Counseling Services

Catherine LeSaux, LCSW, Director of Counseling Services  
866-7399 or [lesaux@hanover.edu](mailto:lesaux@hanover.edu)  
Sara Crafton, LMHC, Staff Counselor  
866-7074 or [crafton@hanover.edu](mailto:crafton@hanover.edu)

## Chaplain's Office

Reverend Catherine Y. E. Knott, Th. M.  
866-7087 or [knott@hanover.edu](mailto:knott@hanover.edu)

## Gladish Center for Teaching and Learning

Katy Lowe Schneider, Director & Associate Dean for Student Success  
866-7215 or [lowe@hanover.edu](mailto:lowe@hanover.edu)

## Levett Career Center

Margaret Krantz, Senior Director of Career & Professional Development  
866-7126 or [krantzm@hanover.edu](mailto:krantzm@hanover.edu)

Hanover College is committed to providing equal access to its educational programs, activities, and facilities to all otherwise qualified students without discrimination on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or any other category protected by applicable state or federal law. An Equal Opportunity employer, the College also affirms its commitment to nondiscrimination in its employment policies and practices. In compliance with Title IX (20 U.S.C Sec. 1681 et seq.) Hanover College prohibits sex discrimination, including sexual harassment. For student related disability discrimination concerns, contact the Gladish Center for Teaching and Learning at 812-866-6840. For other discrimination complaints, including any arising under Title IX, contact the Title IX Coordinator at 812-866-6740 or the Deputy Title IX Coordinator at 812-866-7097.

A final note from Dr. Thomas...

The field of psychology is broad and full of multidimensional perspectives. It lends itself to interdisciplinary scholarship and practice, but in order to obtain a comprehensive grasp on psychology, you must approach it with an understanding that a multiplicity of voices and views comprise it. You will learn the most and best synthesize your learning when you approach it expecting *new* and *varied* information.

In this course, new and varied information may include discussion of sensitive topics such as mental illness, child abuse, sexual violence, eating disorders, oppression of minoritized identities, suicide, and more. If you discover that this subject matter introduces emotional distress, please contact Hanover College Counseling Services for further support.

<https://www.hanover.edu/studentlife/services/counseling/>

Not only in discussions of sensitive topics, but in every class session, you are expected to interact professionally. To effectively interact with others in a professional capacity requires an awareness of self and others; this course offers opportunities for you to gain greater insight into your own personal and professional experiences as well as the experiences of others. Class activities, interactive lectures, and discussions are intended to provide a space for you to reflect, share, and develop deeper understanding of human experience through the lens of psychology. Consequently, it is very important that you remain open to differing views, actively participate in class sessions, and demonstrate respect for the diverse experiences of others.

As your professor I commit to honoring diverse human experience in our course, and that includes your lived experiences. I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity and expression, national origin, ethnicity, religion, social class, age, sexual orientation, political background, body shape and size, and physical and learning ability. I strive to make our class sessions and meeting space a safe place for you and your classmates, and I hope you do as well. If you notice ways that I can improve, please let me know.

Here's to a fantastic semester! If you've read through all of this, thank you, and congratulations, you've just earned an opportunity for extra credit. Email me the code words "funky syllabus information overload," using the tips for professional emails herein for 5 extra credit points. I'm excited to have you in class this semester! My office is a safe space.

Sincerely,

A handwritten signature in black ink that reads "Dr. Thomas". The script is cursive and fluid, with the first letters of "Dr." and "Thomas" being capitalized and prominent.

Dr. Thomas



# C o u r s e   S c h e d u l e

Week	Day	Date	Topic	Reading	Assignment/Assessment
1: Introduction to Psychology	M	8/29	Syllabus & Course Overview	Spielman et al., Ch. 1	
	W	8/31	Intro to Psychology and its History		Week 1 Writing Prompts
	F	9/2	Branches of and Careers in Psychology		Quiz 1
2: Psychology is Science!	M	9/5	Labor Day – No Classes		
	W	9/7	Approaching Research; Ethical Considerations	Spielman et al., Ch. 2	Week 1 Writing Prompt Revisions Week 2 Writing Prompts
	F	9/9	Design, Analysis, Interpretation		Quiz 2 Week 2 Writing Prompt Revisions
3: Biopsychology	M	9/12	Genes & Neurons	Spielman et al., Ch. 3	Week 3 Writing Prompts MythBuster: Topic & HR Plan
	W	9/14	Nervous System		
	F	9/16	Nervous System, continued; Endocrine System		Quiz 3 Week 3 Writing Prompt Revisions
4: Consciousness, Sensation, & Perception	M	9/19	Sleep	Spielman et al., Ch. 4 & 5	Week 4 Writing Prompts
	W	9/21	Sensation vs. Perception; Gestalt Principles		Quiz 4
	F	9/23	Exam 1		Week 4 Writing Prompt Revisions
5: Learning	M	9/26	Defining Learning; Classical Conditioning	Spielman et al., Ch. 6	Week 5 Writing Prompts
	W	9/28	Operant Conditioning		
	F	9/30	Observational Learning		Quiz 5 Week 5 Writing Prompt Revisions MythBuster: Sources in APA format
6: Cognition and Intelligence	M	10/3	Fall Break – No Classes		
	W	10/5	Cognition, Language, & Problem Solving	Spielman et al., Ch. 7	Week 6 Writing Prompts
	F	10/7	Creativity & Intelligence		Quiz 6 Week 6 Writing Prompt Revisions
7: Memory	M	10/10	MythBuster Project Workshop Day	Spielman et al., Ch. 8	Week 7 Writing Prompts MythBuster: Outline
	W	10/12	How Memory Functions & Memory Brain Anatomy		
	F	10/14	Problems with Memory & Enhancing Memory		Quiz 7 Week 7 Writing Prompt Revisions
8: Lifespan Development	M	10/17	Themes & Theories	Spielman et al., Ch. 9	Week 8 Writing Prompts
	W	10/19	Prenatal—Childhood		
	F	10/21	Adolescence—Death		Quiz 8 Week 8 Writing Prompt Revisions
9: Emotion & Motivation	M	10/24	Theories of Motivation; Emotion	Spielman et al., Ch. 10	Week 9 Writing Prompts
	W	10/26	Gender & Sexuality		Quiz 9
	F	10/28	Exam 2		Week 9 Writing Prompt Revisions
10: Personality	M	10/31	Intro & Psychoanalytic Perspectives	Spielman et al., Ch. 11	Week 10 Writing Prompts
	W	11/2	Learning, Humanistic, & Biological Approaches		

	F	11/4	Trait Theories, Culture, & Assessment		Quiz 10 Week 10 Writing Prompt Revisions <b>MythBuster: Rough Draft</b>	
<b>11: Social &amp; Industrial-Organizational Psychology</b>	M	11/7	Intro, Self-Presentation, & Attitudes	Spielman et al., Ch. 12 & 13	Week 11 Writing Prompts	
	W	11/9	Conformity, Prejudice, Aggression, & Prosocial Behavior			
	F	11/11	I-O Psych		Quiz 11 Week 11 Writing Prompt Revisions	
<b>12: Stress and Psychological Wellbeing</b>	M	11/14	Stress	Spielman et al., Ch. 14	Week 12 Writing Prompts	
	W	11/16	Psychological Disorders, Part 1			
	F	11/18	Psychological Disorders, Part 2		Quiz 12 Week 12 Writing Prompt Revisions	
<b>13: Psychological Therapy &amp; Treatment</b>	M	11/21	Therapy & Treatment	Spielman et al., 16.2 & 16.3	Week 13 Writing Prompts <b>MythBuster: Final Paper</b>	
	W	11/23	Thanksgiving Break – No Classes			
	F	11/25				
<b>14: Project Presentations</b>	M	11/28	<b>MythBuster Project Presentations</b>			
	W	11/30				
	F	12/2			Quiz 13 <b>MythBuster: Self and Group Evaluations</b>	
<b>15: Finals Week</b>	TBD; see Moodle		Final Exam		Research Participation due by final day of the semester at 5pm EST	