I. Introduction

This course is designed to give the beginning student an overview of the field of Psychology as a science and profession. It is intended to be comprehensive, that is, to cover the major areas of psychology without undue emphasis on specialized topics. In particular, the course seeks to provide an up-to-date and balanced coverage of psychology, giving consideration to both established areas and new developments.

Psychology is a scientific and academic discipline. As such, its focus is on the experimental and theoretical analysis of human cognition, emotion, and social behavior. Psychology is not a self-help field, although, applications to one's personal life are many. The serious student of psychology gains rich rewards: an appreciation of psychology as an ongoing scientific endeavor, and ability to apply multiple psychological perspectives to the analysis of behavior, and a deeper understanding of one's own thoughts, emotions, and behaviors.

This course is designed around several objectives: First, to teach students what it means to explain or understand behavior and how and why psychologists rely on the scientific method for studying human behavior. Second, to explore the causes of human behavior from various perspectives: the neurobiological and physiological foundations of behavior, the role of social-psychological intellectual processes, and an examination of how such processes develop and change over time. Finally, and perhaps most importantly, an important objective of this class is to help the student gain an appreciation of psychology, in particular, and of all the sciences, in general, by focusing as much on the discovery process of science as on the results.

II. Text

Students are required to obtain a copy of the basic text below. It is available for sale in the Butler bookstore and many other places. Most of the required reading and study material will be from this basic text. Additional reading and study material will occasionally be distributed in class, placed on reserve in the library, or available from other sources including on line.


III. Course Requirements

A. Reading and Study Assignments: Assignments are from the basic text and are listed in Section IV of this syllabus. It is the student’s responsibility to adhere
to the prescribed assignments. The most serious error a student can make in this course is to not meet these assignments on a regular basis. This means not only reading, but studying and assimilating the material to the point of thorough understanding. **CLASS LECTURES AND PRESENTATIONS WILL, AT BEST, PARALLEL THE TEXT MATERIAL AND ARE INTENDED TO SUPPLEMENT, NOT REPLACE IT.**

**B. Examinations:** There will be four examinations during the 16 week session including a comprehensive final exam. The first three exams are each mutually exclusive. The exams will be composed of completely objective (multiple choice) type questions. Students are required to **bring a no. 2 pencil** to all examination sessions. These can be purchased from the university bookstore. Exams will be given on the dates specified (see Section IV) in the assigned classroom. The exams will contain items drawn from the basic text as well as items drawn from the lectures, films/videos, supplements, and other class presentations.

**C. Class Attendance:** Class attendance and **PARTICIPATION** is mandatory if the student is to grasp complex psychological phenomenon and principles. No more than three absences are expected without **SERIOUS GRADE DETERIORATION.** For more information see Section VII of this syllabus. **YOU MAY NOT ATTEND ANY OTHER SECTION OF THIS COURSE OTHER THAN THE ONE FOR WHICH YOU ARE REGISTERED.** You will not be considered in attendance if you attend an alternate section. Students should be ready to start work immediately at the beginning of class. Students should not be reading newspapers, textbooks or materials for other classes, or otherwise occupied during class time. **TURN OFF CELL PHONES BEFORE CLASS.** Class sessions will usually begin with an opportunity for the students to ask questions concerning the content of the reading assignments or lectures. In-class participation is an important part of the learning experience and will be considered when computing final grades. **NO MAKE-UP EXAMINATIONS** are allowed. If you are unable to attend a scheduled examination, appropriate arrangements must be made with the instructor **IN ADVANCE.**

**D. Discussion Papers:** To help the student really master and understand the material, a set of discussion papers are prescribed. These papers should be **THOUGHTFULLY PREPARED and INTEGRATIVE** of what the student has learned. The papers should be **STAPLED, (no slip covers) NEATLY TYPED IN DOUBLE-SPACED FORMAT, CAREFULLY PROOFREAD** (very important!) and **CHECKED for spelling and grammatical errors.** Macintosh and Windows computers with Microsoft Word® word processing software are available to all students in several locations on campus. Students should make themselves familiar with the location of these resources and their hours of availability in the first week of class. Discussion papers are due at the **BEGINNING OF CLASS** on the dates specified in Section IV. Papers will not be accepted either before or after the respective due dates and times. Discussion paper topics and submission format requirements are described in Section V.

**E. Office Visits:** The student is encouraged to **SEEK HELP** whenever he/she runs into problems with this course. For help over and beyond in class questions, get an appointment with the instructor. The instructor can be reached most easily
via email at rpadgett@butler.edu or occasionally by phone at his office in the Psychology Department, JH 292, at 940-9239 or by calling the main office number 940-9266. **IMPORTANT NOTICE:** Students contacting the instructor by email regarding any Butler related activity MUST send their email from their Butler University assigned email account. The instructor does not read or respond to emails from other sources.

### IV. Course Schedule and Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug-30</td>
<td>What is Psychology? What is Science? The history and scope of Psychology</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Sep-06</td>
<td>Psychological Research Understanding generality and variability Psychology in the News and Everyday Life</td>
<td>Chapter 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Discussion Paper #1 Due: Sep-10</strong></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sep-13</td>
<td>Neurobiological Mechanisms of Behavior</td>
<td>Chapter 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>First Exam, Sep-17</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sep-20</td>
<td>Evolution and Genetics Developmental Psychology</td>
<td>Chapter 11 (pp. 425-455)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Discussion Paper #2 Due: Sep-24</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Sep-27</td>
<td>Learning Mechanisms Theories of Learning</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>6</td>
<td>Oct-04</td>
<td>Cognitive Mechanisms of Behavior Models of Human Memory</td>
<td>Chapter 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Discussion Paper #3 Due: Oct-8</strong></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Oct-11</td>
<td>Applied Issue: Memory Research and Modern Human Problems</td>
<td>Readings on Reserve</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Second Exam, Oct-13</strong></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Oct-18</td>
<td>Mechanisms of Sensory Experience</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>9</td>
<td>Oct-25</td>
<td>Human Perceptual Processes</td>
<td>Chapter 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Discussion Paper #4 Due: Oct-29</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Nov-01</td>
<td>Understanding Unconscious Experience: Human Sleep and Dreaming</td>
<td>Chapter 5 (pp. 180-196)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Discussion Paper #5 Due: Nov-05</strong></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Nov-08</td>
<td>Psychological Testing and Human Intelligence</td>
<td>Chapter 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Third Exam, Nov-12</strong></td>
<td></td>
</tr>
</tbody>
</table>
V. Discussion Paper Requirements

The discussion papers, as described in Section III of this syllabus, are due at the beginning of class on the dates listed in Section IV. The student will find doing these projects very interesting and integrative of what she/he has learned if she/he starts on them early and puts considerable effort and serious thought into them relative to the material covered in the course. The best approach to these papers is to start with a good idea or source and discuss how the source material is related to the concepts presented in the course as appropriate.

A. Format: You may write the papers in any stylistic format within the guide lines specified. A paper could be a letter to a friend, a brief commentary, a diary entry, or a more typical discussion paper. The student is encouraged to use whatever style she/he will do the best job with and would find the **MOST FUN** to write to get the points across.

B. References: All sources you use must be appropriately referenced. Outside references (e.g., sources for your topic) should be footnoted and placed at the end of the paper (do not put on a separate sheet of paper). It is the student's responsibility to be familiar with the Butler University policy on Academic Integrity (see the Butler University Student Handbook); it will be **STRICTLY ENFORCED**. The instructor files reports with Student Affairs for all infractions and will impose penalties as specified in the policy. Penalties can include failing a student in the course and possible suspension or expulsion from the university.

C. Submission Requirements: As specified in Section III, the papers must be neatly typed in a standard typeface (e.g., Times, or Helvetica, Bookman in 12 point font) and double-spaced format on standard paper and **MUST BE BETWEEN 350 AND 650 WORDS** in length. The word count applies only to the body of the discussion paper. The submitted document should not exceed two pages including references (if any) The student’s **name**, paper number, and word count must appear on the **top right corner of page one**. The student’s name should also appear on the top of page 2 of the paper. The figure below is an example of the way headers should be typed on page one of all submitted papers. The submitted papers will be held by the instructor throughout the semester. Students must also submit a copy of their papers electronically. Electronic papers (in Microsoft Word format) must be submitted on the due date via the online paper submission system at http://blue.butler.edu/~rpadgett/ps101. Please visit the site (**IN ADVANCE**) to learn how to submit papers. Students will receive credit only for papers submitted via electronically and in print and only if submitted by the due dates.
**D. Discussion Topics:** For each paper, the student is asked to pick some "real world" event or story that they have come across and write a description and evaluation of the story. **The goal of these projects is to help the student become more critically aware of the role of psychological theories and principles beyond the classroom.** By being more aware the student will learn to be more "critical" consumers of psychology. Everyday in newspapers, magazines, television, the movies, and in our daily interactions with others we come across examples of human behavior and the factors which guide and control it. Many topics and ideas are possible. For example, *Sports Illustrated* might have an article about a basketball team hiring a sports psychologist, A soap opera character might have a case of amnesia, ABC's 20/20 news magazine might have a segment on child abuse, *Newsweek* might have an article about how early (prenatal) detection of birth defects might lead to some difficult choices for expectant parents, or the newspaper might have an article about changing divorce rates or lowering SAT scores. The topics, however, do not have to come from the media. Perhaps something happened while you were out one night with some friends in a crowded place, maybe you could discuss some aggressive episode you witnessed at a ball game, you could also analyze the memory strategies of your roommate, maybe someone you know had a difficult choice to make and then showed signs of cognitive dissonance, or maybe you could describe some behavior that a younger brother or sister did recently that you now have more insight into because of something presented in class. **All of these sources, and many others, are open for discussion.** While the student is not strictly required to pick a topic which is related to the material currently being covered, the student will find that such a paper will be **MUCH EASIER TO WRITE.** For the first paper, for example, a student might discuss a television commercial they saw which used some "research design" like a survey or taste test and describe the design using material presented in class.

**E. Assignment:** In the discussion papers, the student should briefly describe the "real world" source they are using. Be sure to give a complete enough description so that others who may not have seen or experienced the event can understand your topic. Following the description, you should **CRITICALLY EVALUATE IT IN LIGHT OF COURSE MATERIAL.** How is the source related to material presented in the course? What does the source tell you about human behavior? What was your reaction to the situation? Was the information presented consistent with similar phenomenon as described in class? For example, if your writing about a soap opera character, did the person act as expected. Was the situation presented accurately? The exact nature of the discussion and evaluation will, of course, depend on your topic but these general questions should provide some initial guidance. The student should be prepared to **DISCUSS THEIR PAPERS ORALLY IN CLASS** on the due dates. These in-class discussions can
make a significant contribution to the student's final participation grade so it is important that you attend these sessions (see section VII for more information).

VI. Optional Research Participation

All students enrolled in this course may gain extra bonus credit toward their final grade through experimental participation opportunities, if and as they become AVAILABLE during the term of enrollment. There are several ends to be gained by experimental participation:

1) It gives the student an opportunity to view on-going research to learn more about the nature of psychological research.

2) Learning more about conducting research may motivate the student to conduct their own research at a later date.

3) The student will be contributing her/his part to the advancement of scientific knowledge in this field.

If Psychology Department approved research is scheduled during your enrollment in this course, you may earn bonus credit for participating. Experimenters may describe their projects in class or contact you by phone. You will receive credit ONLY FOR APPROVED research projects. The description should briefly outline the participant's task in the research and the amount of time the experiment will take. Do not sign up to participate in an experiment unless you really plan to attend. Students who fail to show up or do not at least call their experimenters IN ADVANCE risk loss of credit. Students may earn 3 bonus points for every hour (maximum of 3) they participate for a total of 2.25% bonus credit. See Section VII for more information. A research participation form is attached to the end of this syllabus. BE SURE TO TAKE THIS FORM WITH YOU TO ALL EXPERIMENTS IN WHICH YOU PARTICIPATE AND HAVE IT SIGNED BY THE EXPERIMENTER. Loss of your form may result in loss of credit.

VII. Grading

Performance evaluations will be based on the four exams and discussion papers. Class attendance and participation can also have a substantial effect hence, truancy may lead to serious grade problems.

A total of 400 points may be earned on the exams. The exams have 50 multiple-choice items worth 2 points each. Although the instructor does not grade on a curve, exam scores are scaled based on student performance. The six discussion papers are worth a total of 30 points (5 points each). THE DISCUSSION PAPERS ARE GRADED ON A PASS/FAIL BASIS ONLY. A student either receives the full 5 points or 0 points. Students will be notified if their papers fail to meet the specified requirements.

Students who do any of the optional research projects will have the points added to their total. An additional 9 points may be earned by research participation. Students with excessive truancy may have their final grade lowered one letter
grade. Final grades in the course will be based on the following scale:

A = 90% or more of total points
B = 80% to 89% of total points.
C = 70% to 79% of total points.
D = 60% to 69% of total points.
F = below 60% of total points.

Students in the upper 2% of a range will receive a + added to their final grade while students in the lowest 2% of a range will have a - added to their final grade. For example, 88-89.99% is a B+ and 90-91.99% is an A-. Sorry, the university does not utilize the A+ grade.

VIII. Disclaimer

While every attempt was made to ensure that this syllabus is accurate and complete, some errors or omissions may remain. The instructor reserves the right to make any corrections or adjustments to this syllabus if circumstances dictate its necessity. Any such changes will be announced in class.
Research Participation Form

Student Name: ____________________________

Student ID: ______-____-____

Please take this form to all experiments in which you participate. Have your Experimenter sign this form before you leave. You are responsible to keep this form until the last class meeting, when you should turn it into the instructor. If you loose this sheet with the signature(s) on it, you may loose the bonus credit you earned.

1. Date: ____________________________ Required: ___ Hr(s)
   Experiment Title: ____________________________
   Experimenter’s Name: ____________________________
   Signature: ____________________________

2. Date: ____________________________ Required: ___ Hr(s)
   Experiment Title: ____________________________
   Experimenter’s Name: ____________________________
   Signature: ____________________________

3. Date: ____________________________ Required: ___ Hr(s)
   Experiment Title: ____________________________
   Experimenter’s Name: ____________________________
   Signature: ____________________________

To All Experimenters:

This person is a student in Dr. Padgett’s Psychology class and is eligible for extra credit points by participating in approved research experiments. Students should arrive on time and be credited a minimum of 1/2 hour of participation for every session attended. Please list the title of your project and sign and date the form when the student has completed the experiment. By signing this form, you are assuring me that the above named student actually participated in your Psychology Department approved experiment.