

# Psychology 101: General Psychology

## University of Washington

Autumn 2016 | Monday-Friday 12:30-1:20 | Kane 130



**Professor** Tabitha Kirkland ([tabithak@uw.edu](mailto:tabithak@uw.edu))

Office hours:	Monday	3:30-4:30	Guthrie 222
	Thursday	3:30-4:30	Guthrie 222

### Teaching Assistants (TAs)

Tanner DeLawyer ([delaw005@uw.edu](mailto:delaw005@uw.edu))  
Wednesday 2:30-3:30 Guthrie Annex 1, Room 138

James Rae ([jamesrae@uw.edu](mailto:jamesrae@uw.edu))  
Thursday 1:30-2:30 Guthrie Annex 1, Room 138

Megan Ramaiya ([mramaiya@uw.edu](mailto:mramaiya@uw.edu))  
Tuesday 11:15-12:15 Guthrie Annex 1, Room 138

**Website:** <http://canvas.uw.edu>

**Required textbook:** Myers, D.G. (2010). *Exploring Psychology* (9<sup>th</sup> edition). New York: Worth Publishers. Copies of this book are available on library reserve.

This syllabus is your guide to the class. If you have questions, **read the syllabus first.**

### ABOUT THIS COURSE

Psychology is the scientific study of mind and behavior. This course will survey the major concepts, theories, and research findings in psychological science. Through readings, lectures, and discussion, you will learn about the basic subject matter of psychology, various subfields and theoretical perspectives, how psychologists study behavior, and how psychological knowledge has been applied to improve the quality of life.

This course is a prerequisite to more advanced psychology courses. The topics covered in this class are explored more fully in these advanced classes. Thus, if you are thinking of majoring in psychology or just want to learn more about it, this course can help you decide what areas of psychology are most interesting to you and, therefore, which advanced courses you might want to take.

### LEARNING GOALS

- Knowledge of Psychology:** The most directly measurable goal in this course is to increase your knowledge of psychology. This goal includes enhancing your knowledge and understanding of: a) major psychological approaches to the study of behavior; b) major issues in psychology; c) concepts, basic terminology, research findings, and applications of psychological work; d) the research process and its limitations. Your progress on this goal will be measured by performance on the exams.
- Scientific Values and Skills:** I hope that this course will stimulate your intellectual curiosity about human behavior, increase your appreciation of the scientific method, help you recognize faulty or biased research, and increase your ability to critically evaluate scientific information. You can reach this goal by attending regularly, participating fully in activities, and visiting office hours.
- Everyday Life:** I hope the information in this course will increase your understanding of other people's and your own behavior, help you to appreciate the complexity of human behavior, and promote an intelligent skepticism about accepting psychological "facts" and "truths" that you come across in everyday life (e.g., in news reports and "pop" web articles, on TV and radio talk shows). You can reach this goal by attending regularly, participating fully, and talking with people in your life about the ideas in this class.

## EXPECTATIONS

### My Role as Instructor

I am here to guide you in exploring this fascinating material. I will do my best to make class time interesting, engaging, and enjoyable for everyone. I will use on a variety of methods to promote learning, including videos, discussions, and activities. I will create and enforce a learning atmosphere that is safe, comfortable, and respectful for everyone. I will communicate my expectations clearly and hold all learners to equitable standards. I will welcome questions, comments, and suggestions, and I will adapt to individual needs whenever possible. I may modify this syllabus as needed to accommodate your learning.

### Your Role as Learner

Students learn best when they are actively engaged and involved in the learning process. This is an active and interactive course in which you will often learn by discussing and/or doing. You are expected to observe the world, read, discuss, and participate. I think of our classroom as a *collaborative learning community* wherein we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you'll enjoy it.

If this is one of your first college classes, please know now that college works quite differently from high school. There is less structure, time, and guidance, and more independent learning is required. **You are responsible for keeping yourself on schedule, knowing due dates, and planning ahead.** Be an active participant in your own education: frequently study concepts you don't understand and contact me right away if any circumstances arise that interfere with your ability to participate fully in class.

## COURSE REQUIREMENTS

### Reading

Class lectures and activities highlight, supplement, reinforce, and clarify knowledge you have acquired from a thorough and careful reading of the textbook. Attending lectures is not a substitute for reading and studying the course material on your own. As a general guideline, you should plan to spend about 15 hours per week reading and studying the material (3 hours per class credit is a good rule of thumb in most classes). Please complete all reading before the first day of class during which that reading is covered so you may participate more fully in class. You can expect to see material on the exams covered in reading but not lecture.

### Exams [120 points]

Three multiple-choice exams will be given in class, each with 40 questions worth 1 point each. The third exam is held during finals week. Please bring a pencil, purple scantron sheet, and ID card. You can purchase scantrons at the UW Bookstore or in the undergrad library (OUGL). We do not supply scantron forms in class. If you are unable to take an exam at the scheduled time, notify us as soon as possible before the exam. A short-answer make-up exam can only be scheduled for valid and documented reasons, such as health issues or personal emergencies, and are given at instructor's discretion.

### Class Participation [50 points]

In-class discussion and activities will be facilitated through PollEverywhere, our free classroom response system software which collects responses sent electronically and shows them in real time. **You will need to sign up for PollEverywhere by visiting [polleverywhere.com](http://polleverywhere.com) and logging in with your UW email address and the temporary password PSYCH101.** You should change your password to something more private after your first login. You will be graded on your own rate of participation (how many items you responded to divided by the total number of items presented over the quarter). Points will be awarded according to the scale shown on the right.

Participation Rate	Points
80%+	50
75-79%	45
70-74%	40
65-69%	35
60-64%	30
55-59%	25
50-54%	20
45-49%	15
40-44%	10
35-39%	5
0-34%	0

**Online Discussions [10 points]**

Each week, you will contribute to an online discussion forum composed of a subset of your classmates. This forum will be the online equivalent of an in-class discussion group, with questions for thought and/or activities posed by your instructor, TAs, and/or peers. Each thoughtful discussion post is worth a maximum of 1 point per week. Additionally, posting a substantive response (one paragraph or longer is a general guideline, but quality > quantity) to at least two of your peers each week can earn you up to 5 extra points throughout the quarter. (Yes, these are extra credit points.)

**Extra Credit: Participation in Research**

Extra credit points can be earned by participating in research approved by the Department of Psychology for that purpose. You will receive more information in class. The *Psychology Subject Pool homepage*

<http://www.psych.uw.edu/psych.php?p=467>

contains information and is the place where you register to participate in the extra credit program, search for available experiments, and sign up to participate in them. For every 2 hours of research participation your grade point will be raised by 0.1, up to a maximum amount of 6 hours / 0.3 grade points. These extra credit points are added on top of your course total to produce your final course grade. There is an alternate option available if you do not wish to participate in research; please contact the Subject Pool Manager at [psypool@uw.edu](mailto:psypool@uw.edu) for more details.

**GRADES**

Your course grade will be calculated out of 180 points: Exams (120) + Class Participation (50) + Online Discussions (10). Any extra credit earned will be added on to your final total. **It is your responsibility to earn the grade you want, starting on the first day of the quarter. I do not give individual extra credit opportunities to make up for poor performance.** The UW uses a numerical grading system ([https://www.washington.edu/students/genclat/front/Grading\\_Sys.html](https://www.washington.edu/students/genclat/front/Grading_Sys.html)). The following scale will be used to assign final grade points in the course, with corresponding letter grade equivalents for your reference. Please be aware that 0.7 is the lowest passing grade used at the UW. Any grade below that is a 0.0.

Points	Percentage (%)	Grade Points	Letter Grade Equivalent
171-180	95-100	4.0	A
169-170	93.9	3.9	A
167-168	92.9	3.8	A-
165-166	91.9	3.7	A-
163-164	90.8	3.6	A-
161-162	89.7	3.5	A-
159-160	88.6	3.4	B+
157-158	87.6	3.3	B+
155-156	86.5	3.2	B+
153-154	85.5	3.1	B
152	84.4	3.0	B
150-151	83.3	2.9	B
148-149	82.3	2.8	B-
146-147	81.2	2.7	B-
144-145	80.2	2.6	B-
142-143	79.1	2.5	B-
140-141	78	2.4	C+
138-139	77	2.3	C+

Points	Percentage (%)	Grade Points	Letter Grade Equivalent
136-137	75.9	2.2	C+
134-135	74.8	2.1	C
133	73.8	2.0	C
131-132	72.7	1.9	C
129-130	71.7	1.8	C-
127-128	70.6	1.7	C-
125-126	69.5	1.6	C-
123-124	68.5	1.5	C-
121-122	67.4	1.4	D+
119-120	66.4	1.3	D+
117-118	65.3	1.2	D+
115-116	64.2	1.1	D
114	63.2	1.0	D
112-113	62.1	0.9	D
110-111	61.1	0.8	D-
108-109	60	0.7	D-
0-107	0-59	0.0	F

**Incompletes**

Only students with special circumstances beyond their control who have obtained permission from Dr. Kirkland are eligible for a grade of Incomplete. Incompletes will not be given out at the end of the quarter to escape a poor grade.

## COURSE POLICIES

### Canvas: The Course Website (<http://canvas.uw.edu>)

Canvas will be used for participating in discussion, downloading materials, viewing lecture recordings, and so forth. Plan to check it regularly. Our course home page can be accessed on the main dashboard or from the *Courses* menu on the left menu. To correspond with your professor and TAs about the course, please use the *Inbox* link on the left menu. Alternately, you can email one of us at our UW email; please set the subject heading as PSYCH 101. We will respond to all messages within 24 hours on weekdays. Weekend responses may take longer; please plan accordingly.

### Email Communication

Please use standard professional guidelines for all written communication, including using a formal greeting, writing in complete sentences, and signing your name. Please set the subject heading as PSYCH 101. Here is a general template that will go over well with me or any professor (full details at <http://bit.ly/2ceflXU>):

*Subject: PSYCH 101*

*Dear Dr. Kirkland,*

*This is a polite line that recognizes our common humanity (e.g., I hope you are enjoying the weather / had a great weekend / etc.).*

*I'm in your Class Name, Section Number that meets on This Day. (Any other identifying details you include will be helpful in helping me figure out who you are.) This is the question I have or the help I need. I've looked in the syllabus and at my notes from class and online and I asked someone else from the class, and I think This Is The Answer, but I'm still not sure. (This shows you did your homework before contacting me, which gains you instant respect.) This is the action I would like you to take.*

*Thank you,  
Favorite Student*

### Guidelines for Discussion

- When the class is engaged in lecture and whole-class discussion, please raise your hand to ask questions or otherwise contribute. Side comments and conversations are distracting. If you feel tempted to whisper comments to a classmate, either participate in the whole-class discussion instead or write your comments to share privately.
- If you contribute frequently, I may call on other people instead to get a variety of perspectives.
- In an academic setting, everyone has the right to express different views in a respectful atmosphere. Please be considerate of your classmates.

### Technology in the Classroom

- Mobile phones should be *silenced* and put away before class. Unless we are actively engaged in a participation activity, **do not use your phone during class**. Limit the temptation to check your phone by keeping it in your bag.
- For your own sake, I strongly suggest that you *do not* use your laptop during class. Scientific research has shown that **typing notes in class causes worse learning of the material compared to writing** – and not just because of their potential for distraction. If you must use your laptop to take notes, please sit in the last two rows.
- Our lectures are live-streamed by Panopto Recordings and posted on Canvas. Feel free to use these as a resource.
- If you are learning English, you are welcome to use an electronic dictionary during class. Please note that you may only use a paper dictionary during exams and that you must sit in the first two rows to do so.

**Punctuality**

- Please be on time for class. Arriving late or leaving early breaks the flow of the class and can be a cause for distraction. If you *must* occasionally arrive late or leave early, please take a seat near the door.
- Please wait until class ends to pack your things. I will always end class on time. Packing early invariably causes a “domino effect,” which is distracting to everyone and may result in your missing important information.

**Attendance**

- If you miss any class session, consult the schedule to see what topics were covered. You are responsible for obtaining notes and information on any in-class announcements from peers. Do not contact me to ask what you missed. If you have questions concerning the missed class that you are unable to answer yourself after reviewing a classmate’s notes, please see one of us during office hours for clarification.

**RESOURCES FOR SUCCESS****Follow These Study Tips**

- Research shows that when we do more than one thing at a time, we’re not actually doing them simultaneously. Instead, we’re shifting our attention from one thing to another. During that shift, we lose focus, and it takes effort to refocus on the new task. In fact, some research shows that the more often we “multitask,” the more distracted we are by irrelevant information, and the worse we are at concentrating. *Limit the temptation to multitask* in class and when studying by putting away any distracting materials.
- Study in frequent, short, focused sessions (e.g., 15 minutes), with periodic breaks. Research shows that we learn best by absorbing information over time. This will also give you more opportunities to review difficult concepts. “Cramming,” or attempting to study a lot of material in a single session, results in very weak learning and retention of the material. This strategy is a poor use of your valuable time.
- Test yourself when studying. Complete the review section at the end of each chapter, create multiple-choice questions for yourself, or use flashcards to quiz yourself on terms and their examples (check out [quizlet.com](http://quizlet.com)).
- Talk to people about what you learn in class, and think about examples of the class material from your own life. Research shows that we learn best when we connect new ideas to the things we already know.

**Find Study Buddies**

I strongly encourage you to form a study group with 2-3 of your classmates. Successful study groups meet about once per week to review the material together, quiz each other, and help each other avoid procrastination. Plus, studying with other people is way more fun than studying by yourself, and can help you find more community in a big class.

**Attend Office Hours**

These hours (listed at the top of the syllabus) are a specific time your instructor and TAs set aside specifically to talk with students. We are *always* available during office hours – no appointment needed. Just stop by! Come to office hours with questions, comments, or topics for debate. We are also happy to talk about other [psychology](#)-related topics, such as getting involved in research or applying to graduate school. Please correspond with us via email or on [Canvas](#) if those times don’t fit your schedule.

**Attend Exam Review Sessions**

Before each exam, the TAs will hold one review session. We will poll students in class to determine the best time to hold this session. You can expect a quick refresher lesson on one or more topics followed by an open forum for questions. Please plan to study ahead of time and bring your questions to the review session.

### Get Extra Help Studying

There are many resources on campus to help you improve your study skills, time management, reading speed, and content knowledge. For example, check out the Instructional Center for drop-in tutoring and workshops for several courses in psychology. More info: <https://www.washington.edu/uaa/advising/finding-help/study-centers-and-tutoring/>.

### Stay Healthy

The UW offers a wide array of services for staying physically and mentally healthy, from rec sports to meditation to counseling, crisis intervention, and support groups. Visit <http://www.washington.edu/studentlife/health/>.

### Set Up Disability Accommodations (if needed)

Disability Resources for Students (DRS) serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment, and if you think you may need accommodations in order to be successful in college, please contact DRS as soon as possible. More information: <http://depts.washington.edu/uwdrs>.

## COURSE SCHEDULE AND READING ASSIGNMENTS

Due dates for assignments and exams are listed below, with required reading (chapters in *Exploring Psychology*). Readings should be completed prior to class.

Week	Day	Date	Topic	Required Reading
0	Wed	9/28	Introduction	Syllabus, course website
	Thu	9/29	Principles of Psychology	
	Fri	9/30	Thinking Critically with Psychological Science	Chapter 1
1	Mon	10/3	Thinking Critically with Psychological Science	
	Tue	10/4	Biology of Behavior	Chapter 2
	Wed	10/5	Biology of Behavior	
	Thu	10/6	Biology of Behavior	
	Fri	10/7	Biology of Behavior	
2	Mon	10/10	Biology of Behavior	
	Tue	10/11	Consciousness & the Two-Track Mind	Chapter 3
	Wed	10/12	Consciousness & the Two-Track Mind	
	Thu	10/13	Consciousness & the Two-Track Mind	
	Fri	10/14	Consciousness & the Two-Track Mind	
3	<b>Mon</b>	<b>10/17</b>	<b>Exam 1 (covers 9/28 to 10/14)</b>	
	Tue	10/18	Developing Through the Lifespan	Chapter 4
	Wed	10/19	Developing Through the Lifespan	
	Thu	10/20	Developing Through the Lifespan	
	Fri	10/21	Developing Through the Lifespan	
4	Mon	10/24	Sensation & Perception	Chapter 6
	Tue	10/25	Sensation & Perception Guest lecture: Tanner DeLawyer	
	Wed	10/26	Sensation & Perception	
	Thu	10/27	Learning	Chapter 7

Week	Day	Date	Topic	Required Reading
	Fri	10/29	Learning	
5	Mon	10/31	Learning	
	Tue	11/1	Learning	
	Wed	11/2	Learning	
	Thu	11/3	Memory	Chapter 8
	Fri	11/4	Memory	
6	Mon	11/7	Memory	
	Tue	11/8	Memory	
	Wed	11/9	Memory	
	<b>Thu</b>	<b>11/10</b>	<b>Exam 2 (covers 10/18 to 11/9)</b>	
	Fri	11/11	NO CLASS: Veterans Day	
7	Mon	11/14	Emotion & Motivation	Chapter 10
	Tue	11/15	Emotion & Motivation	
	Wed	11/16	Emotion & Motivation	
	Thu	11/17	Personality	Chapter 12
	Fri	11/18	Personality	
8	Mon	11/21	Personality	
	Tue	11/22	Social Psychology	Chapter 13
	Wed	11/23	Guest lectures: James Rae (Social Cognition) and Megan Ramaiya (Cross-Cultural Psychology)	
	Thu	11/24	NO CLASS: Thanksgiving	
	Fri	11/25	NO CLASS: Thanksgiving	
9	Mon	11/28	Social Psychology	
	Tue	11/29	Social Psychology	
	Wed	11/30	Social Psychology	
	Thu	12/1	Psychological Disorders	Chapter 14
	Fri	12/2	Psychological Disorders	
10	Mon	12/5	Psychological Disorders	
	Tue	12/6	Psychological Disorders	
	Wed	12/7	Psychological Disorders	
	Thu	12/8	Stress, Health, & Human Flourishing	Chapter 11
	Fri	12/9	Stress, Health, & Human Flourishing	
	<b>Thu</b>	<b>12/15</b>	<b>Exam 3: 8:30-9:20am (covers 11/14 to 12/9)</b>	

**Note: Exam 3 cannot be given at an earlier date/time for any reason.** You need to be present in class on 12/15 to take the exam. Do not make plans to start winter break until after the exam. Like Exams 1 and 2, it is not cumulative, has 40 items, and lasts 50 minutes. The MyUW page shows the exam from 8:30-10:20, but because Exam 3 is a regular exam, we will only use the first 50 minutes of our official time slot.