



**National Taiwan University of Science and Technology**

**2019 Summer Program**

**PSY 101 Introduction to Psychology**

**Course Outline**

**Term: July 01-August 02,2019**

**Class Hours: 14:00-15:50PM (Monday through Friday) Lecture + Weekly Discussion Sessions**

**Course Code: PSY 101**

**Instructor: Renee Michalski, Ph.D.**

**Home Institution: Baylor University, Waco, Texas**

**Office Hours: 11:00-12:00 & by appointment**

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**Credit: 4**

**Class Hours:** According to the regulations of Minister of Education, R.O.C, 18 class hours could be counted as 1 academic credit in all universities in Taiwan. This course will have 72 class hours, including 40 lecture hours, professor 10 office hours, 10-hour TA discussion sessions, 2-hour review sessions, 10-hour extra classes.

**Course Materials:**

**Required:** Meyers, David G. & DeWall, Nathan C. (2015). Psychology. (11th Edition). New York: Worth. ISBN: 1-4641-4081-2 or e-book \$72.07 on Amazon.

**Optional:** The publisher's website with 'LaunchPad'. Note you have three options to enroll in LaunchPad: you can purchase direct access, you can buy an access code, or you can get **free 21 day access while deciding**. LaunchPad is NOT required and no assignments will be made on LaunchPad. However, LaunchPad will provide you with an electronic version of the text, as well as learning units, videos, supplemental content and practice quizzes.

To register for LaunchPad, go to: <http://www.macmillanhighered.com/launchpad/myers11e/3662906>

PLEASE bookmark the page to make it easy to return to. To navigate and start using LaunchPad please consult the [Get Started guide](#) and/or [view this video](#).

If you have problems registering, purchasing, or logging in, please contact Customer Support. You can reach a representative 24 hours a day, 7 days a week: through the [online form](#); by [chat](#); or by phone at (800) 936-6899 (Monday through Thursday 7:00 a.m. to 3:00 a.m.; Friday 7:00 a.m. to 11:00 p.m.; Saturday 11:30 a.m. to 8:00 p.m.; Sunday 11:30 a.m. to 11:00 p.m.).

### **Course Description:**

This course serves as an *introduction* to and *overview* of areas within psychology including neuroscience, sensation and perception, learning and memory, development, personality, social psychology, motivation, intelligence and others. It will introduce major methods of study and research in psychology and provide some insight into how and why people think, feel and act as they do. I hope attending this course will spark your interest in and enthusiasm for the field of Psychology.

### **Course Goals:**

The student will develop a comprehensive understanding of the issues and methods in Psychology, become familiar with current scientific theories and research in the major topic areas of Psychology, discover the personal relevance of course material in their everyday and professional lives, develop the skills necessary to evaluate and think critically about information concerning psychological phenomena obtained from research, the general public, and the media; and be well prepared for advanced courses in Psychology

### **Attendance:**

Attendance at class meetings is essential to academic success. It is expected that each student will commit fully to the assignments and readings required and develop personal responsibility for class attendance. Exams will cover the required texts as well as material presented or discussed in class. The student bears the responsibility for the effect which absences may have upon class participation, announced and unannounced examinations, written assignments, reports, papers, and other means of evaluating performance in a course. In the event of serious illness, accident, or death in the family, students should contact their professors as soon as they are able.

**To earn course credit, a student must attend at least 75% of all scheduled class meetings. Any student who does not meet this minimal standard will automatically receive a grade of “F” in the course.**



For a summer class this means missing **6** or more class periods (including test days), *whether excused or unexcused*, will lead to an automatic "F" for the course. Being present for any class means that you are present, awake and attending to the presentation during the entire class period. *Leaving early or arriving late, sleeping in class; working on and/or reading material* not related to the class, excessive time spent on electronic devices not related to the course, and *excessive talking or other behaviors disruptive to classmates or instructor* are examples of class behavior that may be counted as an absence.

Recording attendance. Attendance may be taken by calling names or by using row sign-in sheets. You may not sign on another day or sign in for another person (or ask them to do so for you). Because credit for a course is dependent in part upon attendance, signing in for another person or having someone sign in for you, or signing in on another day, is a reportable violation of academic honesty and will be handled in the same manner as any episode of cheating.

#### *Classroom conduct.*

Students should:

1. Arrive on time for class and clear early departures with the instructor.
2. Turn off all cell phones and other noise-making devices during class.
3. Refrain from reading the newspaper, talking to their neighbors, sleeping, texting or engaging in any non-class related activity on phone or computer device, or engaging in other activities during class that are distracting to the instructor or other students.
4. Know they are responsible for all lecture material, presentation material (films, videos, etc.) and all in-class announcements whether any absence is excused or unexcused. Experiencing the class presentation in addition to your preparation for class makes learning the material easier. Material may be presented in class that is not covered in the reading assignments.
5. Sign the attendance sheet each day of class they are present. If arriving late, come up to the front of the classroom and sign the sheet at the end of that particular class period. If you find you are going to be late to class, I would rather have you come to and benefit from part of the lecture (even if it means coming in after class is underway) than stay away entirely because your fear your entrance will be disruptive.

#### **Readings:**

You should go over the assigned material (see lecture schedule) before you come to class to facilitate comprehension, retention and note taking. It may also help you formulate questions you might want to ask. The lectures may cover the readings, focus on interesting or difficult areas or introduce new material not covered in the text. **You are responsible for all of the assigned reading material, whether or not it is covered in class.** The best way to study for an exam, after you have attended class, taken notes, and re-written and cleaned up those notes, is to use the study guides provided on and to write out the answers. In

the past, *students who have done well* in the course are the ones who *took the time and expended the effort to fill out the study guides* as the course progressed.

### **Aids to Studying:**

FIVE kinds of study aids are available.

*First*, basic lecture outlines are provided; they will allow you to follow the lecture more easily and will reduce to amount of note taking needed. The intent of these outlines is to provide you with a rough structure for the lecture and some of the content, thereby making it easier to take notes. These outlines are only a general guide; the lecture may deviate from them and they are not intended to be a substitute for coming to class.

*Second*, condensed study guides for each exam consisting of a list of topics and terms will be posted (many times page numbers are provided). Many of the questions on the exams are based on these study guides. *Most students who do well in this course write-out the answers to the study guide for each exam and do so weekly, progressing as the material is covered in class*. Writing out the answers to the topics listed will not only help prepare you for the unit exam but also for the comprehensive final.

*Third*, your assigned TA is available to handle your individual questions as well as lead the Friday discussion groups. Take advantage of these more ‘informal’ class sessions to sharpen your understanding of the material.

*Fourth*, the publisher’s LaunchPad site contains flash cards, topic summary/study guides, diagrams to label and other resources for each chapter. You may take advantage of these materials.

*Fifth*, and finally, professor conferences should be scheduled any time you make less than a passing grade (or lower than you would like) on any exam, *starting with the first exam*; or if you feel you are struggling or desire clarification of the material. This provides an opportunity to ask questions, clarify course material, discuss your study habits and explore anything that might be interfering with your performance in the class. You will conduct an individualized review of your exam with the professor during this conference. Professor conferences may also be scheduled at anytime during the semester when you feel this would aid your understanding and learning of the course material.

### **Quizzes:**

There will be 10 quizzes throughout the course. Most quizzes will be given in class but occasionally one may be given in a take-home format. Quizzes will make up 8% of your course grade. Quizzes may be multiple choice or short answer.

### **Exams:**

4 Regular exams: Exams are multiple-choice and/or matching and are taken on 882 scantron forms provided. **You should bring one or two #2 pencils with a good eraser**. The tests will contain material from the classroom discussion, videos and from the assigned readings. Any material presented or discussed in

class may appear on the test (including multi-media presentations). Any material from the text that was included in the assigned reading may also appear on the test, regardless of whether or not it was discussed in class.

*Summer school post-exam lecture:* After the scheduled exam given during a 50 minute time period, there will be a 10 minute break; lecture will resume for the rest of the class period.

*Exam review policy:* Each exam is available for review only up until the next exam is given. Therefore, you may review exam 1 until exam 2 is given, then you may review exam 2 until exam 3 is given, etc. Exam 4 will only be available for review during class time on the day it is given. One-on-one review time with the professor may be scheduled within these time constraints. Students are not allowed to take notes during exam reviews. You will not be able to review exams ‘en mass’ during the day before finals.

*The final exam:* The final is **comprehensive**, includes all assigned readings and classroom material from the entire semester and will be given during class time at the end of the term.

*Missed exam policy:* If a student misses an exam, the score for that examination is zero and will count as the drop grade *unless* the student has an approved absence and provides written documentation to the instructor at the first class meeting attended after the absence. Written documentation for an excused absence should consist of one of the following: a) a note from a physician stating explicitly that the student could not have taken the exam on the date listed in the syllabus, b) notification that there has been a death or serious illness or injury in the family, or c) a note from a university official in the case of a university-sponsored event. If the student fails to provide written documentation immediately upon his or her return to class, the absence will be considered unexcused and the student will not be allowed to make up the exam.

For *any* section of Introduction to Psychology, only one make-up exam will be provided to students with a **university-approved absence**. The second missed exam, *regardless of whether it is excused or unexcused*, will be given a zero. The content of a make-up exam is left to the discretion of the instructor, with the stipulation that the make-up exam should be of comparable difficulty to the original exam.

### **Friday Discussion Sessions:**

Each Friday your assigned TA will lead a more informal discussion session. These sessions are designed to help you get a grasp of the material and discover its personal relevance to you. Additionally, they will provide exercises to explore & review the material.

### **Course Grade**

Your grade will be determined by your performance on 4 regular exams, quiz points, participation points and a comprehensive final. The four regular exams will consist of multiple-choice, labeling and/or matching items and short answer essay. Each exam is worth 100 points. The comprehensive final will be worth 125 points. Quiz points are earned on 10 unannounced pop quizzes given throughout the course,





-You may not wear sunglasses. If worn during an exam, a hat must have the bill or brim worn in the back. The use of headphones or other electronic devices is prohibited and you must turn off all cell phones, remove all smart watches and other electronic devices and place them *in the front* of the classroom. You will be asked to leave backpacks, purses and other personal belongings *at the front or back* of the classroom. Take care of bathroom needs **before** the exam. You will not be able to leave the classroom once the exam has started. *\*Behavioral indicators\** of cheating during tests (looking around the room, appearing to look on someone else's paper, talking to others, excessive fidgeting, tapping hands or feet, etc.) will be *interpreted* as providing or obtaining information about the exam.





Tentative Course Schedule

**PSY 101 – Summer 2019**

**Week 1**

7/1 Mon	Overview & History of Psychology Thinking Critically, Research	Syllabus, Prologue, Timeline Ch. 1 p. 19-50; 1-18
7/2 Tues	Basic Theories of Learning (Classical, Operant, Observational)	Ch. 7 p. 279-299
7/3 Wed	Biological constraints on learning Epistemology & Study Skills/Memory	Ch. 7 p. 300-316 Lecture, xxxi; Prologue p. 12-14
7/4 Thurs	Memory / <i>Making Things Memorable-(Weblinks)</i>	Ch. 8 p. 317-354
7/5 Fri	<u>TA Discussion Session</u>	

**Week 2**

7/08 Mon	<b>Exam 1</b> <u>After exam topic:</u> The neuron/Action Potential	<b>Syllabus, Timeline, Prologue, Ch. 1, 7, 8</b> Ch. 2
7/09 Tues	Biological Psychology/Neuroscience	Ch. 2 p. 51-90
7/10 Wed	Neuroscience cont. / Emotion	Ch. 2 / Ch. 13
7/11 Thurs	Sensation & Perception	Ch. 6 p. 229-277
7/12 Fri	<u>TA Discussion Session</u>	

**Week 3**

7/15 Mon	<b>Exam 2</b> <u>After exam topic:</u> Brain States & Sleep	<b>Ch. 2, 6, 13</b> Ch. 3, p. 84-104
7/16 Tues	Nature: Genetics, Nurture: Natural Selection.	Ch. 4 p. 132-146
7/17 Wed	Prenatal Devel./Early brain development	Ch. 4 p. 165, Ch. 5 p. 180-185
7/18 Thurs	The Competent Newborn / Piaget Intro	Ch. 5 p. 183 & p. 174-182
7/19 Fri	<u>TA Discussion Session</u>	

**Week 4**

7/22 Mon	Developmental Psychology – Cognitive / Piaget	Ch. 5, p. 174-182
7/23 Tues	<b>Exam 3</b> <u>After exam topic:</u> Moral Development	<b>Ch. 3, 4, 5</b>
7/24 Wed	Developmental Psychology – Language	Ch. 9, p. 341-355
7/25 Thurs	Developmental Psychology – Attachment	Ch. 5, p. 182-195
7/26 Fri	<u>TA Discussion Session</u>	



**Week 5**

7/29 Mon	Personality / OCEAN, Freud, Erikson, Marcia	Ch. 13, Ch. 5 p. 190-199
7/30 Tues	Theories of Motivation/IQ	Ch. 10 & Ch. 11
7/31 Wed	<b>Exam 4</b> <u>After Exam Topic:</u> Drugs of Abuse	<b>Ch. 5, 9, 10, 11, 12</b> Ch. 3, p. 113-126
8/01 Thurs	Social Psychology	Ch. 14
8/02 Fri	<b><u>Final Exam</u></b>	<b>Comprehensive</b>

