**Introduction to Psychology**

 **PSY1301**

**Spring 2023 – Al Akhawayn University**

Professor: McDaniel, Steve

Office: Building 6, Room 105

Phone: 2146

Email: S.McDaniel@aui.ma

Office Hours: M W F 10 – 11 am: 12 ­­- 1pm and by appointment after 4pm.

**Text**

Meyers, D.G. 2007. *Exploring Psychology*. (10**th ed**). Worth Publishers. The Myers text will be presented on Canvas one chapter at a time. These chapters will be removed by the Library after a few weeks so don’t be late in your reading assignments.

**Description**

This course is an introductory survey of the major content areas of psychology emphasizing the scientific approach to understanding behavior and applications of psychological principles. PSY1301 is a University Core Curriculum Course for the [BAIS](http://www.aui.ma/VPAA/shss/bais/shss-programs-bais.htm), [BACS](http://www.aui.ma/VPAA/shss/bacs/shss-programs-bacs.htm), [BSHRD](http://www.aui.ma/VPAA/shss/hrd/shss-programs-hrd.htm), [BSGE](http://www.aui.ma/VPAA/sse/sse-academics-undergraduate-bsge.htm), [BSCSC](http://www.aui.ma/VPAA/sse/sse-academics-undergraduate-bscs.htm), [BSEMS](http://www.aui.ma/VPAA/sse/sse-academics-undergraduate-bsems.htm), a Human Resource Development Major Core for the [BSHRD](http://www.aui.ma/VPAA/shss/hrd/shss-programs-hrd.htm), and a Communications Studies Major Core for the [BACS](http://www.aui.ma/VPAA/shss/bacs/shss-programs-bacs.htm).[[1]](#footnote-2)

Psychology provides an important foundation for understanding yourself and others, and for many professional fields. In this course we will introduce the main areas of psychology to develop an overview understanding for your later academic and personal success.

**Objectives**

1. Comprehension of major areas, methods and theories of psychology.
2. **Student will be able to identify the major themes, significant names, and issues involved in psychoanalysis, behaviorism, and cognitive psychology**
3. **Student will be able to give scientific explanations for attacking or defending the methods and procedures used in psychoanalysis, behaviorism, and cognitive psychology.**
4. **Student will be able to explain and discuss the biological, sociological and psychological foundations of cognitive psychology**
5. Understanding of common uses of psychology.
6. **Student will be able to explain the scientific reasons for evaluating the role of cognitive psychology in daily and professional roles as related to their biological, sociological and psychological performance.**
7. **Student will be able to explain case studies involved in the daily or professional roles of humans from a biological, sociological, or psychological perspective.**
8. Critical thinking skill including identifying assumptions, evaluating evidence and truth claims.
9. **Student will engage in 6 critical thinking categories – pattern recognition, practical problem solving, creative problem solving, scientific critical thinking, psychological reasoning, and perspective thinking – and be able to use these skills in evaluating claims in articles and class discussion, and explain these skills on quizzes and exams.**
10. Increased self-awareness and understanding of others.
11. **Student will be able at the end of the course to understand themselves and the reasons why they think and act the way they do from a biological, sociological and cognitive perspective.**
12. **Student will be able to apply their cognitive analytical mind-set to understanding the actions of others and discover how an empirical approach to psychology can help them evaluate competing claims for life’s phenomena.**

**Academic Charge:**

I hope that you learn a lot in this course and that you also learn a lot about yourself. I will try and give you opportunities to ask questions, explore ideas, work creatively, and choose your avenues of research. Learn to listen in class, take notes, but especially listen to your fellow classmates – sometimes they can help you and at other times you may be able to help them.

Stop me if I am ever lecturing too fast or too long. Ask questions. Challenge everything I say that you don’t agree with, but be prepared to search for academic answers and not just opinions.

Read the materials provided on Jenzibar – they are designed to help you ask questions and learn about yourself, your culture, and your world. Pretend that you job is to find the problems in this course and the course materials: be curious, show initiative, be persistent, and lead to pursuit of academic excellence. This course is using up your time and your life: don’t waste it cutting corners and not engaging.

**Grades**

Quizzes (3) 3 X 12% 36%

Chapter Outlines Q&A (3) 9%

Psych Tests - online (4) 6%

Video work(6)– online 6%

Gorilla Summary 5%

Social Media Research 12%

Participation (Attendance) 10%

Final 16%

**Chapter Q&A (9%)** – You will need to review and write up a 900 word summary (10 questions and answers) of each of the Chapters 3,7 and 9. You will need to do this by asking and answering questions that you make up. The goal of this assignment is for you to become familiar with the material in the chapter. Your set of questions will probably not cover all the information in the chapter. I would like for you to ‘personalize’ your questions. For example, in Chapter 3, you might ask the question, “What happens if I don’t get 7 to 8 hours of sleep every night?”. The answer is in the book! Don’t give me your opinions. Just write down the answer that is in the book. We will also discuss these type of questions in class just in case you didn’t cover all the information in the chapter.

**Quizzes (36%):** There will be 3 Quizzes during the semester. These are ‘discussion type’ quizzes and require you to recall from memory materials covering recently discussed topics. Your answers should be thorough and include examples and statistics when possible, thus demonstrating a depth of knowledge. Every Quiz is worth 12% of your total grade.

**Online Psych Quizzes(6%):** There will be 4 psych assignments for your edification.

1. Enneagram Personality Test - Provided on Canvas Module 1 – Determine your number – find 2 class members with your same number – find out 3 things that you have in common according to the Enneagram description. Follow the directions on the assignment – submit on Canvas.
2. Racism Test - Online go to Harvard Implicit Association Test – take the Racism test- Report the following information on Trunitin.com a) what was your score – how do you feel about this – what does this tell you about your unconscious processes. Turn your discussion in on Canvas.
3. Emotional IQ test - Go to psychtests and take the Emotional IQ test that has 346 questions. This should take you about an hour. You need to turn the following info on Turnitin.com: 1) how long did it really take you to take the test, 2) what was your score, 3) answer three questions related to your student ID, ie., if your student number is 72147, then answer and discuss questions 7,21,47. Why did you answer what you did? How does this relate your own understanding of emotional IQ? In case of a strange number like 00 – just add a 1 = 100

4)Sugar – collected data – see assignment on Canvas

**Video Assignments (6%)– 6 videos**

**Go to the link below or you can also find this link on Canvas.**

– each video is 1% of your total grade - watch and answer the questions from our class notes. Videos might change.

Crash course in History of Psychology

<https://edpuzzle.com/assignments/613e08c5cda58341575ec51d/watch>

Biology of Behavior – The Chemical Brain –

<https://edpuzzle.com/video/W4N-7AlzK7s>

Different parts of the brain –

<https://edpuzzle.com/media/60a679cf131b4041858c9348>

 Consciousness – 2 part brain – selective attention

<https://www.youtube.com/watch?v=jReX7qKU2yc&t=513s>

Sensation

<https://www.youtube.com/watch?v=unWnZvXJH2o>

Learning

<https://www.youtube.com/watch?v=qG2SwE_6uV>

https://www.youtube.com/watch?v=128Ts5r9NRE

**Summary -** **Gorilla Summary** – 5% of total grade

This is a 1600 word summary of the article (I will deduct points if your paper is less than 1600 words. Please divide your paper into 4 sections (about 400 words each) that include 1) Literature review (first 400 words) 2) Research hypothesis and test setup, 3) Research results and statistics (for the Simons & Chabris research – please discuss the overall results and the 4 variable pairs), 4) Discussion and conclusions. Submit on Canvas

Font – use Times New Roman – 12 pt – double spaced – no quotes – no personal opinions - cite references (ie., Mack & Rock, Neisser, Simons & Chabris, 1999) and include a separate one page Reference page at back of report using APA formatting.

**Social Media and Depression Research**: - 12% of total grade

This is a 2500-word research paper.

Font – use Times New Roman – 12 pt – double spaced – no quotes – no personal opinions – no dictionary definitions - cite one of your 5 references every time you state facts (thus, your paper should have lots of citations)– provide references on a separate page at back of report using APA formatting. See example below.

You will need to download the following three articles\* (see below) and summarize and compare their results. In ADDITION, you will need to find 2 other peer review articles on the same subject!

Your report should discuss 1) Do the articles agree? 2) In their discussion do they cite research that disagrees? 3) What was their testing methodology? 4) How did they measure depression? 5)Did they all use the same literature review procedure?

Go to Google and type in ‘Social Media and Depression’: These articles should be pretty-close to the top:

 \*De Choudhury et al., (2013) – Predicting Depression via Social Media

 \*Aalbers et al., (2019) – Social Media & Depression Symptoms

 \*Lin et al., (2016) – Association Between Social Media & Depression

All summaries and research papers should have a title page that lists the TITLE of your work, your name, class name, university, and date.

The last page of your paper should list you references in APA formatting in alphabetical order following this example:

Deters, F. G., & Mehl, M. R. (2013). Does posting facebook status updates increase or

decrease loneliness? An online social networking experiment. *Psychological and*

*Personality Science*, 4(5), 579–586.

**Participation** (10% of your total grade) includes your ‘in class’ participation (i.e. – attendance – you must be present to participate) as well as your ability to respond to in-class discussion of assigned articles. Since your participation reflects upon the academic seriousness of our class, your participation or lack of participation will be reflected in your overall class grade. Assume that your participation starts at 100% and each absence for **any reason** (excused or unexcused) will result in a **lowering of your participation (attendance) grade (i.e., you won’t be present to participate). Absences are graded by Canvas. In addition, you are allowed 7 absences (excused or unexcused) per class per semester. Upon your 8th absence, you will automatically and administratively be dropped from the course with a WF. The counting starts from the first day of class.**

**Policies**

Late Work: Late work will be accepted (there is always a reason), but the penalty is stiff. Any assignment turned in after the due date will have the grade lowered 10 points... more than 7 days lowered 20 points, and 10 points for every week after. Any work more than 2 weeks late will receive an automatic zero. Where there are specific due dates for assignments, I expect you to submit your work at the beginning of class or when I collect the assignments. The only exceptions to this would be if you have a university-approved absence that prevents you from submitting your work on time, or if you are participating in athletic events or other group activities sponsored by the university.

Incomplete Grades: Incompletes will be given in extreme circumstances and only with university approval. You must talk to me before the final exam to arrange an incomplete.

Attendance: The university’s attendance policy is clearly stated in the student handbook (please refer to <http://www.aui.ma/DSA/dsa-studenthandbook.pdf> pp35-37). You are expected to follow this policy in this class and will receive a “WF” after seven unapproved absences as per the policy. See participation above.

If you are late to class – if you arrive after I take attendance and call your name, that is ok….I would rather you be late than to not come at all. However, if you are late you are still responsible for making sure that after class I mark you present otherwise I will mark you absent**. Be warned - 3 ‘lates’ = 1 absence (on Canvas a late reduces your attendance by 33%).**

Grading: This course will use the usual grade scale: 95-100%= A+, 90-94.9 = A, 85-89.9=B+, 80-84.9% = B, 75-79.9% = C+, 70-74.9= C, 60-69.9% = D, >60% = F. Course grades may be curved up at the teacher’s discretion.

On papers, I grade on how well the student met the requirements of the assignment. Please talk to me if you feel that your work did not receive the full credit it was due. If you want I will re-grade your paper and the new grade will replace the old one in my records. To be clear, the new grade can be lower than the old one.

**Plagiarism** – you will be allowed to match another student’s paper up to 9% - after that I will deduct points – 10% - 20% matching – I will deduct 10 points, ie., 13% matching= minus 10 points. Then 1 additional point after that – ie., 24% matching = minus 14 points.

Academic Integrity: Be forewarned, I hate cheating. So that you are clear on the university’s policy, I have pasted it here for you (downloaded from <http://www.aui.ma/DSA/dsa-studenthandbook.pdf> August 18, 2007).



Cell phones: Cell phones are strictly prohibited during tests and quizzes.

Disabilities: Any student with a documented disability condition (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations should contact me.

Sexual Harassment: University policy prohibits sexual harassment of all kinds. Complaints about sexual harassment should be reported to AUI student counseling services. (See the Al Akhawayn University Student Handbook, p 38 for more information <http://www.aui.ma/DSA/dsa-studenthandbook.pdf>). **Call 888 if you have been harassed.**

Inclusive Language: It is imperative in this class, as well as important in an education/work setting, that inclusive language be used in both oral and written communication. Inclusiveness refers to the use of language that assumes equality of the sexes and the equal importance of members of all cultural groups.

Gender inclusiveness means that usage such as "he" and "man" as generic references to humanity or people in general are not appropriate. While avoiding such use is sometimes awkward if one's habits to the contrary are deeply ingrained, it is essential and possible to do so. Therefore, I suggest that you use plurals (e.g. "workers…they," rather than "worker…he"), some combination of pronouns (e.g., (s)he, s/he, he/she or alternative words (e.g., "people" rather than "mankind").

Cultural inclusiveness means that classroom discussion (and written materials) will not assume that class members or all members of organizations are from Moroccan culture. Respect for the diversity of the class and the multicultural world in which organizations operate will be expected.[[2]](#footnote-3)

APA style: To avoid plagiarism and adjust to how professionals share and verify each other’s work, you must use APA (American Psychological Association) style for all citations. (Please see the Center for Academic Development – Writing Program <http://www.aui.ma/VPAA/cads/writingcentre/apastyle/cad-wc-apa-styleguidelines.htm> for more information.)

**Advice**

If you have any difficulty at all that affects your learning in this class, please see me immediately. I am here to help you maximize your learning. Anything that limits this is something that I will help you with. If you are new to university life you may find that your study skills (e.g. text reading, note-taking, listening, writing papers, taking tests, managing time) need improvement for you to succeed. I can help you with this. Also the university’s counseling center has many resources available to help you succeed as a student.

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| Week - dates | Topic | Reading | Assignments & Tests |
| 1 – 1/20 | Intro to Psychology |  |  |
| 2– 1/23.25.27 | Thinking Critically | SugarGet LuckyOptimism | Enneagram – 1/22Psych History 1/24Sugar list due 1/26Chem Brain – 1/26 |
| **3** – 1/30 - 2.1,3 | Biology of Behavior | Ch 2Gorilla Sum’ry 2/19Cell phone | **Chap 3 10 Q&A due 2/1**Brain Parts – 1/31Conscious… 2/2Emotional IQ – 2/5 |
| 4 –2/6,8,10 | Consciousness | Ch 3TwinsTV Zombies | Racism – 2/12QUIZ 1 – 2/8 |
| 5 – 2/13,15,17 | Developing | Ch 4Mirror NeurnMusical BrnTeen Brain |  |
| 6 – 2/20,22,24 | Gender and Sexuality | Ch 5Nisbett/CultureSexual Orient. | **Chap 7 Q&A 2/23**Sensation 2/22 |
| **7** – 2/27 -3/1,3 | Sensation, Perception | Ch 6Hearing Colors | Summary **Paper** on Gorilla due 2/19Quiz 2 (MT) 3/1 |
| **2/6-10 SPRING****BREAK** |  |  |  |
| **8** – 3/13.15.17 | Learning | Ch 7Exer & BrnDumbells | **Learning 3/13** |
| 9 – 3/20,22,24 | Memory | Chap 8John Dean |  |
| 10 –3/27,29,31 | False Memory  | Ch 8Asparagus | Chap 9 outline due 3/26 |
| **11 – 4/3,5,7** | Thinking | Ch 9 | **Quiz 3 – 4/5** |
| 12 – 4/10,12,14 | Stress and Health | Ch 11 | Soc Media RESEARCH PAPER due 4/16 |
| 13 – 4/17,19,21\*\*Aid Fitr | Social Psychology | Ch 12 |   |
| 14 – 4/24,26,28 | Personality | Ch 13 |  |
| 15- 5/1,3,5 |  |  |  |
| 16 – 5/8Last day pf class | Final May 15,16,17? |  |

1. Excerpted from Al Akhawayn University Course Descriptions, <http://www.aui.ma/DSA/Courses/course-description-psy.htm> downloaded 8/16/2007. [↑](#footnote-ref-2)
2. . [↑](#footnote-ref-3)