

INTRO PSYCHOLOGY

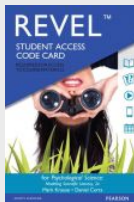
Class Times: W/F 10:10-11:30am in RKC 103 | **Office Hours:** W 2:15-3:15pm/F 1-2pm/by appointment

Instructor

Dr. Justin Hulbert
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phone: x4390
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(preferred contact)

Course Materials

Krause & Corts
(2015). Revel for
Psychological
Science—Digital
Access (2nd ed.).
Pearson. ISBN:
9780134225982



Additional materials will be posted on **Moodle** (see footer for URL & access code).

Prerequisites

A scientific interest in what makes individuals tick.

Assessment

- Exams (3): **300pts**
- Papers (3): **150pts**
- REVEL activities: **100pts**
- Exp. participation: **30pts**



Course Overview

How does the mind create the reality we perceive? How do experiences shape the brain, and how do processes in the brain influence thought, emotion, and behavior? This course investigates these and related questions by studying the science of the human mind and behavior. The course covers topics such as attention, memory, perception, development, psychopathology, and social behavior. A particular emphasis will be given to the biological, cognitive, and socio-cultural roots that give rise to human experience. In so doing, we consider how behavior differs among people and across situations. Even if you do not intend to pursue the academic discipline further, the scientific literacy skills modeled throughout the course are designed to support your ability to think critically and transfer knowledge effectively, no matter where life takes you.

Joint Responsibilities

Achieving the broad aims of this course requires commitments from instructor and students alike. Below you will find an outline of



Learning Objectives

Coming out of this course, you should have:

- A critical understanding of how it is that human beings think, feel, and behave, including biological and environmental influences.
- Developed a basic appreciation for the primary research methods and theories used to study psychology empirically.
- Honed your written, visual, and verbal communication skills, supporting the ability to work effectively both individually and in groups.
- Improved your ability to make connections between topics within psychology and across disciplines (e.g., biology and sociology).
- Established a solid foundation for further study of psychology (e.g., moderation, upper-level courses, and Senior Projects) or other courses in the sciences.

some of those responsibilities.

- **Your instructor agrees to...**

- a) Make himself available outside of class during posted office hours (and by appointment, as necessary) to answer questions, provide extra help, and discuss matters related to the course of study.
- b) Respond in a timely fashion (typically by the end of the next school day) to email queries. In the event that more time is required to fully address the student query, the instructor will acknowledge receipt of the email and provide the student with an estimated response time or suggest meeting in person.
- c) Facilitate a thoughtful, considerate, and engaging learning environment.
- d) Make available on Moodle a skeleton of lecture slides, suitable for downloading/printing prior to class. Note that these skeletons are intended to supplement note-taking (e.g., by providing important/complicated figures) but are *not* a replacement for attending and participating in class, as they will lack critical information presented only in class.
- e) Provide adequate time to complete assignments, minimize changes to the published schedule/assignments, and immediately notify students about any such changes.
- f) Provide comprehensive and fair assessments of materials presented or assigned. Assignments, with a level of feedback commensurate with the nature and aims of the task, will be returned to students in a timely fashion.
- g) Create and welcome opportunities for students to provide feedback on the course/teaching throughout the semester.

- **You are responsible for...**

- a) Showing up to class regularly, on time, and prepared. Your attendance is critical to your learning



Best Practices

To make the most of office hours, it is recommended that you:

- Avoid waiting until the last minute (before an exam/due date) to attend. Seeking help well in advance of deadlines will leave you plenty of time to act on advice discussed.
- Email the instructor in advance or bring with you a concise list of topics/questions you wish to discuss, if possible. Itemizing in this way helps ensure all your questions are addressed and saves you time in the long run. That said, *dropping by for a spontaneous, broader chat is also most welcome*. Tea and/or coffee will be available.

When emailing the instructor, keep in mind that:

- Taking time to draft a concise message with proper spelling/punctuation is expected and will be met with a similarly considered reply.

Writing/other academic help is available through [Bard Learning Commons](http://moodle.bard.edu/heuristicsF19) (lc@bard.edu).

(and course grade), as the in-class demonstrations, activities, movie clips, and other outside materials won't necessarily be covered in your readings or the posted lecture slides. Formal attendance will not be taken; however, you are responsible for any and all material covered in classes missed. Note also that any and all material contained in the assigned readings would be considered fair game on exams (even if it had not been covered directly in class).

Your outside readings are intended to provide a solid foundation for class discussions, activities, and advanced lectures. For that reason, it is critical you keep up with the readings and ask (your peers and/or your instructor) if something from the reading is unclear. Review guides will be offered before exams to help focus your studying.

- Checking your **Bard email** regularly for important messages about the course.
- Keeping up with the assignments and readings. As the required text is now completely digital, you can access the material on your computer or smart device from anywhere. You can even have the text read aloud to you as a refresher! But keep in mind that there is no substitute for a deep and focused consideration of the material, spaced out over time and viewed interactively through multiple lenses.
- Substantively participating in class discussions (in class and/or online via Moodle). This could, for instance, involve asking/answering questions related to the offered course materials. If you participate online, your identity should, at the very least, be visible to the instructor in order for you to receive credit. Note that a top-notch level of participation *does not necessitate responding to every question* raised in class or online; active or passive efforts to welcome contributions from everyone in the class are also looked upon favorably. Though you are welcome to challenge your fellow students' or your



instructor's thoughts and conclusions, please do so in a fashion that is respectful. Challenge ideas, not the person raising them.

- e) Keeping distractions to a minimum in class. Phones should be turned off or set on vibrate (and kept out of sight unless they're being used for a designated class activity). *Written permission to use laptops in class for note-taking must be obtained in advance through the instructor.*
- f) Submitting assignments on time, digitally via Moodle (unless prior arrangements have been made with the instructor). *A late assignment will immediately be subject to a 10% penalty, with an additional 10% penalty leveled against that assignment's score for every 24 hours it remains late. The only extensions/make-ups that will be granted involve documented cases of medical or family emergency.* Students requiring alternative testing or course accommodations (e.g., due to disability) should contact the instructor privately as early as possible after the first class meeting.
- g) Upholding academic integrity. Plagiarism (e.g., copying other's words or ideas without proper citation) will not be tolerated. You are expected to work independently on each graded assignment, unless explicitly instructed otherwise. When in doubt as to what constitutes plagiarism within the confines of this course, you are encouraged both to consult the student handbook (<http://www.bard.edu/dosa/handbook/index.php?aid=1201&sid=705>) and to contact the instructor for further guidance. There is absolutely no penalty for asking for clarification; however, failing to abide by Bard's standards for academic integrity can result in failing the course.

Assessment Details

- **Exams** (3 in-class exams, each worth 100 points for 300 points in total) will involve some combination of multiple-choice, fill-in-the-blank, matching, graphing, and short-answer/essay questions. The second exam will assess your handling of material introduced after the first exam.

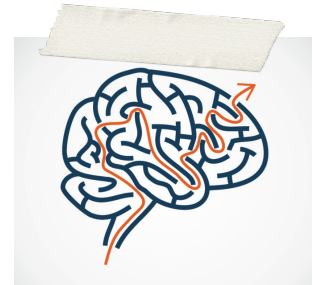
The final exam will be cumulative, but the majority of the tested material (~75%) will come from topics introduced after the second exam. Study guides will be posted on Moodle in advance of each exam.

- **Observation-to-Experience Papers** (3 individual papers, each worth 50 points for 150 points in total) take you through designing, implementing, and reporting psychological research. For the first paper, you'll observe and describe a pattern in individuals' behavior. For the second paper, you'll perform a literature review related to the pattern you described in your first paper. Finally, your third paper will consist of an experiment proposal designed to test your theory about the observed phenomenon. Further details about these papers will be posted on Moodle and discussed in class.
- **REVEL** (100 points) is a digital platform built to work on your laptop, tablet, or phone so you can study whenever and wherever you'd like. Replacing a printed textbook, REVEL gives you everything you need for the course—all in one continuous, integrated learning experience. With features like highlighting, note-taking, and a built-in glossary, as well as interactive animations and videos illustrating the content, the platform provides you with a variety of tools at your fingertips to help you learn without getting sidetracked. Digital assignment calendars and progress reports will keep you on track throughout the course. As you read, you'll be prompted to journal your experiences and quiz yourself to review concepts and prep for exams. These important "formative assessments" serve to reinforce your understanding between formal assessments (i.e., exams) while also helping you (and your instructor) identify areas that may require additional attention to achieve mastery. Research from cognitive psychology indicates that repeated testing of studied information improves long-term retention (Karpicke & Roediger, 2008). That's right: Tests and quizzes can be so much more than a stressful final evaluation of your abilities; they can be used as a powerful study technique, pacing learning, cementing your understanding, and (yes) likely improving grades on formal assessments. Rather than take up class time with stressful pop quizzes to achieve these aims, REVEL activities can be completed from anywhere (and at any time before they're due). Note that all REVEL assignments are due by 10:00am on the specified dates (i.e., before that day's class begins). Given that you are able to complete the readings/activities at any point prior to the due date (from the first day of class) and because there are lots of activities sprinkled throughout the course, there will be no make-ups or extensions. So just plan ahead, and there'd be no reason to miss out on earning credit from these activities, which will be converted to a 100-point scale at the end of the course in order to calculate your final grade. There's another benefit: Because you will be prompted to complete the readings and assigned activities regularly, as we move through the course, you won't find yourself needing to cram in



all your reading and studying right before an exam. That means less stress and better mastery of the material!

- Follow the below steps to get started with REVEL:
 1. You must first point your web browser to the following course invite link, which is specific to our class:
 - <https://console.pearson.com/enrollment/kzsre0>
 2. Unless you already have an account/username/password with the publisher (Pearson) for some odd reason, you'll then need to create a new account (using your Bard email address). Following this, you'll need to follow the instructions emailed to you to confirm your address.
 3. From your "My Courses" page, choose how you would like to access the course materials:
 - Redeem a pre-purchased access code (e.g., from the bookstore)
 - Buy access using a credit card or PayPal account
 4. Download the Pearson REVEL app from the App Store or Google Play, on your phone or tablet, for learning on the go. Through the app, you can read, listen to audio narration, take quizzes, make highlights and notes, and set assignment notifications so you never miss a due date. Your progress automatically syncs across all devices (including your laptop or desktop computer), so you can learn as you move throughout your day—wherever you may be.
 5. If you're not using the REVEL App, you can access the platform on your computer throughout the semester by logging in from <http://console.pearson.com>.
 6. If you ever encounter any problems gaining access or using the platform throughout the course (e.g., you disagree with an answer on a quiz), try these helpful resources:
 - FAQ: <https://www.pearsonhighered.com/revel/assets/pdf/REVELFrequentlyAskedQuestionsStudents.pdf>
 - Videos and student guide: www.pearsonhighered.com/revel (click "Student" under "Get Started")
 - 24/7 Support: <https://support.pearson.com/getsupport>
- **Research Participation** (3 credit hours for 30 points in total) offers a great way to experience first hand the basis of psychological science. A lot of exciting research is happening right here at Bard, and much of it involves the participation of college students (i.e., you). For full credit, you can participate in three hours worth of approved psychology experiments (aka three "credits" offered through our online experiment booking system, called "SONA," see below for further



instructions). This could mean participating in six half-hour experiments or a single three-hour experiment, for example. If you are ineligible (e.g., <18 years of age) or do not wish to participate, you may ask the instructor for one or more alternative writing assignments designed to take approximately the same length of time to complete. If you wait until the last minute, there might not be many (or any) study appointments available, and you'll either need to rush to complete the alternative writing assignments (each worth the equivalent of one credit hour) or forego the points entirely. So get started early!

- Here's how to complete your research participation through the SONA system:

- Visit <http://bardresearch.sona-systems.com/> and click on "Request Account" (in red)
- Complete the form using the following required information (entering the wrong information could mean you don't get credit for participating):

- Your Bard email address (you must use your @bard.edu address)
- Link your SONA account to the appropriate course so that you get credit [i.e., "PSY141A-Intro to Psychological Science (Hulbert)"]

- You will receive your login information via email
- Back on the SONA home page, log in with your new credentials
- Select a study in which you are both ELIGIBLE and interested; note that some studies have special restrictions
- Show up at the scheduled time and place to participate--please do not be late or miss your appointment, unless there is an emergency; let the designated experimenter know if there are any questions/issues prior to your scheduled appointment
- Your instructor will automatically be alerted as to whether you attended your appointment or not
- Finally, *submit a brief (paragraph-long) description of the experiment to the "Experiment Participation Summaries" section of Moodle* as soon as possible after participating (this can be found towards the top of the Moodle page). All summaries (or alternative writing assignments) must be turned in via Moodle by 6pm on 12/20 (the final day of class). Late submissions will receive zero credit.
- Extra Credit** Over the course of the semester, there will be a number of psychology-sponsored colloquia (see <http://psychology.bard.edu> and posters for dates and locations). Attending these talks is a great way to hear from interesting people in the field of psychology (and mingle over

some snacks afterwards). It is also a way of earning up to 5 extra course points. To receive credit, attend a talk and submit one original question you would have for the speaker (it can't be a question someone else in the audience asked) to Moodle *within 48 hours of the talk* (see the "Extra Credit Submissions" link at the top of our Moodle site; again, late submissions will not be considered). Attendance and question submission will earn you a total of 2.5 course points for each talk up to the maximum. There is no double-dipping. That applies both to the snacks, as well as the extra credit: You may not receive extra credit from multiple courses for attending the same talk. Play fair!

Planning

Take the time to review all the deadlines and scheduled exam dates below. Transfer them to your personal calendar immediately. Doing so will help you avoid scheduling conflicts (e.g., around Fall Break and Thanksgiving travel) and allow you to carve out the necessary time to perform your best. Remember, outside of accommodations facilitated by Bard's Disability Support Services, the only extensions/make-ups that will be granted involve documented cases of medical or family emergency.

10/9 (w)	Observation paper due
10/11 (f)	Exam #1
11/6 (w)	Exam #2
11/15 (f)	Literature review paper due
12/6 (f)	In-class peer review (bring 2 printed copies of experiment proposal)
12/18 (w)	Exam #3
12/20 (f)	Final experiment proposal paper due
12/20 (f)	All experiment participation credit hours & summaries due

Tentative Course Schedule

Date (day)	#	Topic for Class Assignments
9/4 (w)	1	INTRODUCTION TO...INTRODUCTION TO PSYCHOLOGICAL SCIENCE ▶ In class: Getting-to-know-you survey (https://forms.gle/zXHBiBffn9rSSUj7)
9/6 (f)	2	FINDING YOUR PSYCHOLOGICAL ROOTS • REVEL 1.1-1.2 (reminder: readings/activities always <i>due by 10am, before class</i>) ▶ In class: Discuss Observation-to-Experience paper assignments
9/11 (w)	--	NO CLASS - JUSTIN AWAY @ ECRO CONFERENCE (ITALY) • REVEL 1.3-1.4, Chapter 1 online quiz • Work on Observation study
9/13 (f)	--	NO CLASS - JUSTIN AWAY @ ECRO CONFERENCE (ITALY) • Read: Putnam et al. (2016)–as with other articles, this is available on Moodle (.pdf) • Work on Observation study
9/18 (w)	3	RESEARCH METHODS, DESIGNED BY YOU • REVEL 2.1-2.2
9/20 (f)	4	ETHICALLY SOUND & STATISTICALLY SIGNIFICANT FINDINGS • REVEL 2.3-2.5, Shared writing, Chapter 2 quiz
9/25 (w)	5	AN EVOLVED APPROACH TO PSYCHOLOGY • REVEL 3.1-3.2
9/27 (f)	6	YOU'VE GOT SOME NERVOUS SYSTEM! • REVEL 3.3-3.4, Shared writing, Chapter 3 quiz
10/2 (w)	7	VISUALIZING SENSATION & PERCEPTION • REVEL 4.1-4.2 • Have read: Wolman (2012)–available on Moodle
10/4 (f)	8	A SIXTH SENSE FOR THE OTHER SENSES • REVEL 4.3-4.5, Shared writing, Chapter 4 quiz ▶ Use Moodle's "Exam Review Forum" to post & answer each other's questions
10/9 (w)	9	CATCH UP & REVIEW ▶ Use Moodle's "Exam Review Forum" to post & answer each other's questions ▶ <u>Observation paper due today (by 6pm via Moodle)</u>
10/11 (f)	10	EXAM #1
10/16 (w)	11	[ALTERED] STATES OF CONSCIOUSNESS • REVEL 5.1-5.4, Shared writing, Chapter 5 quiz
10/18 (f)	12	FOR BEST RESULTS CONDITIONING: RINSE AND REPEAT • REVEL 6.1-6.2 • Have read: Siegel (2011)–available on Moodle

Date (day)	#	Topic for Class Assignments
10/23 (w)	13	MONKEY SEE, MONKEY DO <ul style="list-style-type: none"> • REVEL 6.3-6.4, Shared writing, Chapter 6 quiz ▸ After class: Course feedback survey (online, anonymous)
10/25 (f)	14	IN MEMORY OF... <ul style="list-style-type: none"> • REVEL 7.1-7.2 • Have read: Dittrich (2016)—available on Moodle
10/30 (w)	15	I ALMOST FORGOT! <ul style="list-style-type: none"> • REVEL 7.3-7.4, Shared writing, Chapter 7 quiz • Have read: Loftus (2004)—available on Moodle ▸ Use Moodle's "Exam Review Forum" to post & answer each other's questions
11/1 (f)	16	CATCH UP & REVIEW <ul style="list-style-type: none"> ▸ Use Moodle's "Exam Review Forum" to post & answer each other's questions
11/6 (w)	17	EXAM #2
11/8 (f)	18	TALES FROM THE TOWER OF BABEL <ul style="list-style-type: none"> • REVEL 8.3-8.4, Shared writing
11/13 (w)	19	UNDER DEVELOPMENT <ul style="list-style-type: none"> • REVEL 10.1-10.2
11/15 (f)	20	GROWING OLD IS GROWING OLD <ul style="list-style-type: none"> • REVEL 10.3-10.4, Shared writing, Chapter 10 quiz ▸ Literature review paper due today (by 6pm via Moodle)
11/20 (w)	21	SEEKING ORDER IN DISORDERS <ul style="list-style-type: none"> • REVEL 13.1, 13.3-13.5, Shared writing
11/22 (f)	22	IN TREATMENT <ul style="list-style-type: none"> • REVEL 14.1-14.4, Shared writing, Chapter 14 quiz
11/27 (w)	23	THE SOCIAL PSYCH NETWORK <ul style="list-style-type: none"> • REVEL 15.1-15.2 • Have read: Kassin & Kiechel (1996)—available on Moodle
11/29 (f)	--	NO CLASS - HAPPY THANKSGIVING!
12/4 (w)	24	...WITH A LITTLE HELP FROM MY FRIENDS <ul style="list-style-type: none"> • REVEL 15.3-15.4, Shared writing, Chapter 15 quiz
12/6 (f)	25	IN-CLASS PEER REVIEW OF YOUR EXPERIMENT PROPOSAL DRAFT <ul style="list-style-type: none"> ▸ You are required to read and provide written feedback on at least two other students' papers; bring two printed copies of your draft to class ▸ Use Moodle's "Exam Review Forum" to post & answer each other's questions
12/11 (w)	--	NO CLASS - ADVISING DAY <ul style="list-style-type: none"> ▸ Use Moodle's "Exam Review Forum" to post & answer each other's questions

Date (day)	#	Topic for Class Assignments
12/13 (f)	26	REVIEW SESSION <ul style="list-style-type: none"> ► Use Moodle's "Exam Review Forum" to post & answer each other's questions
12/18 (w)	27	EXAM #3
12/20 (f)	--	NO CLASS - COMPLETION WEEK <ul style="list-style-type: none"> ► <u>Final experiment proposal paper</u> due today (by 6pm via Moodle) ► <u>Experiment participation credits & summaries</u> (or alt. assignments) due by 6pm

Schedule is subject to change to improve pacing and/or accommodate unforeseen events (e.g., severe weather). For planning purposes, every effort will be made to maintain scheduled exam and due dates.