

**PSYCHOLOGY 101 C/F: INTRODUCTION TO PSYCHOLOGY**  
**CLASS SCHEDULE AND READING ASSIGNMENTS**

<b>DAY</b>	<b>DATE</b>	<b>TOPIC</b>	<b>REQUIRED READINGS (Timetable on web)</b>
Wed	9/24	Introduction	Syllabus; Study Advice (web: course home page)
Thu	9/25	Psychology: Scope & Perspectives	Chapter 1 (All)
Fri	9/26	Psychology: Scope & Perspectives	
Mon	9/29	Studying Behavior	Chapter 2 (All)
Tue	9/30	Studying Behavior	
Wed	10/1	Studying Behavior	
Thu	10/2	Studying Behavior	
Fri	10/3	Brain & Behavior	Chapter 3 (pp. 65 – 73) & Chapter 4 (All)
<b>MON</b>	<b>10/6</b>	No Lecture: <b>ACTIVITY #1 DUE, 5 p.m.</b>	
Tue	10/7	Brain & Behavior	
Wed	10/8	Brain & Behavior	
Thu	10/9	Brain & Behavior	
Fri	10/10	Brain & Behavior/Sensation & Perception	Chapter 5 (pp. 129 – 136 top; 154 – 170)
Mon	10/13	Sensation & Perception	
Tue	10/14	Sensation & Perception	
<b>WED</b>	<b>10/15</b>	<b>EXAM #1 (Covers 9/24 to 10/14)</b>	
Thur	10/16	States of Consciousness	Chapter 6 (All)
Fri	10/17	States of Consciousness	
Mon	10/20	States of Consciousness	
Tues	10/21	States of Consciousness	
Wed	10/22	Learning	Chapter 7 (All)
Thur	10/23	Learning	
Fri	10/24	Learning	
Mon	10/27	Learning	
<b>TUES</b>	<b>10/28</b>	No Lecture: <b>ACTIVITY #2 DUE, 5 p.m.</b>	
Wed	10/29	Memory	Chapter 8 (All)
Thur	10/30	Memory	
Fri	10/31	Memory	
<b>MON</b>	<b>11/3</b>	Memory/Human Development	Chapter 12 (All)
Tues	11/4	No Lecture: <b>ACTIVITY #3 DUE, 5 p.m.</b>	
Wed	11/5	Human Development	
Thur	11/6	Human Development	
Fri	11/7	Human Development	
<b>MON</b>	<b>11/10</b>	<b>EXAM #2 (Covers 10/16 to 11/7)</b>	
Tues	11/11	HOLIDAY: Veterans Day	
Wed	11/12	Behavior in a Social Context	Chapter 17 (All)
Thur	11/13	Behavior in a Social Context	
Fri	11/14	Behavior in a Social Context	

DAY	DATE	TOPIC	REQUIRED READINGS
Mon	11/17	Behavior in a Social Context	
Tues	11/18	Personality	Chapter 13 (All)
Wed	11/19	Personality	
Thur	11/20	Psychological Disorders	
Fri	11/21	Psychological Disorders	
Mon	11/24	Psychological Disorders	Chapter 15 (All)
Tues	11/25	Psychological Disorders	
<b>WED</b>	<b>11/26</b>	<b>No Lecture: ACTIVITY #4 DUE, 5 p.m.</b>	
Thur	11/27	HOLIDAY: Thanksgiving	
Fri	11/28	HOLIDAY: Thanksgiving	
Mon	12/1	Therapy	Chapter 16 (All)
Tues	12/2	Therapy	
Wed	12/3	Therapy	
Thur	12/4	Therapy	
Fri	12/5	Therapy/Wrap-Up	

**MON 12/8 EXAM #3 (Covers 11/12 to 12/5) Time: 2:30 - 3:30, ARC 147**  
**EXAM #3 cannot be given at an earlier date/time for any reason. You need to be here on 12/8 for exam 3.** Don't make plans to start winter break until after the final. Exam 3 starts at 2:30 p.m. Like Exams 1 and 2, it is not cumulative, has 40 items, and lasts 50 minutes. **Your "My UW" page may show the exam as 2:30 to 4:20. This is incorrect. Because Exam 3 is a regular exam, we're only using the first 50 minutes of our official time slot.**

### ADDITIONAL COURSE INFORMATION

A.	Instructional Staff	Name	Phone	Office	Office Hours
	<b>Instructor:</b>	Michael Passer	685-1814	Guthrie 238	see course website
	<b>T.A. Fellow</b>	Brianna Yamasaki	685-2906	Guthrie Annex 4, Room 103	see course website
	<b>T.A.</b>	Mi-Seon Kong	685-2906	Guthrie Annex 4, Room 103	see course website
	<b>T.A.</b>	Karen Pang	685-2906	Guthrie Annex 4, Room 103	see course website

**WEBSITE** <http://courses.washington.edu/passr101> (Note: That's passr101, **not** passer101.)

**E-MAIL** [passr101@u.washington.edu](mailto:passr101@u.washington.edu)

**MESSAGES, QUESTIONS, & PROBLEMS** See us after class or during office hours. If these times don't work, let us know and we'll try to arrange a time to meet with you. Send messages and questions to the course e-mail account. Daytime Monday through Friday we will check e-mail once or twice per day and try to reply the same day or by the end of the next school day.

#### B. Purpose of Course

This course will provide you with a general understanding of what psychology is about, why it is important, and why many of us find it a fascinating topic to study. 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 simply wish to learn more about it, this course can help you decide what areas (i.e., subfields) of psychology are most interesting to you and, therefore, what advanced courses you might want to take.

C. Learning Goals

1. **Knowledge of Psychology:** My basic goal is to increase your knowledge of psychology. This is the only goal that will be evaluated directly by exams and it 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; and e) psychology's important contributors.
2. **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.
3. **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 T.V. and radio talk shows).

D. Textbook

**REQUIRED:** M. W. Passer & R. E. Smith, 5<sup>th</sup> Edition (2011). Psychology: The Science of Mind and Behavior (Paperback Custom U.W. Edition), Boston: McGraw-Hill.

The U.W. Bookstore sells the paperback *U. W. custom edition*. I have deleted several chapters (Chapters 9, 10, 11, and 14) from this custom edition to reduce the book's price. I do not cover these chapters/topics in my course. There also is a *hardcover national version (5<sup>th</sup> edition, 2011)* that contains all the chapters, but is more expensive. The bookstore doesn't carry it. If you want the hardcover textbook, do an online search of booksellers. An *e-book version* also is available: it has all the chapters, but costs less than the hardcover text or paperback custom text. For the e-book, get an access code card in the textbook section at the U.W. Bookstore or go to <http://www.bookstore.washington.edu>. Either way – if you use a hardcopy version or e-book version – you'll be skipping Chapters 9, 10, 11, and 14 as noted above.

Several copies of the textbook are on 4-hour reserve at the Odegaard Library (OUGL) Reserve Desk. I advise against using an earlier edition of the textbook: see my explanation at <http://courses.washington.edu/passr101/TextbookInfo.html>

E. Relation Between Lectures and Textbook.

Classes will consist of lectures, videos/films, demonstrations, and possibly some guest speakers. Some material covered in the textbook will be covered in lecture, because both the text and I will cover concepts, terms, theories, and research findings that are of central importance in psychology. The amount of overlap will vary depending on the topic. For some topics the lectures and text will overlap a lot; for others they will overlap only a little. ***In general the lectures are not designed simply to repeat or explain the chapters. Rather, lectures will introduce some material that is not in the text, and time will be devoted to films and demonstrations so that you can learn about psychology in ways not possible through the textbook alone. Therefore, as you may find in many of your other college classes, there is a lot of material in the assigned chapters that will not be covered in class, and which you will need to learn on your own. If you are seeking a class that does not require a lot of independent reading (i.e., a class where most of the material covered in the textbook also is covered and explained in class) then do not take this course. There is a lot of independent reading and that text material will be included in the exams.*** We will have office hours and chapter study sessions if you want assistance in learning this material.

F. Grading Policies

1. **Exams:** There are 3 Exams, each with 40 multiple choice questions, worth 1 point each. Exams are non-cumulative (i.e., each exam covers a different set of lectures and readings). **Exam questions are based on ALL material presented in lecture and ALL material in the assigned chapters (even if the textbook material is not discussed in lecture).**

**ALL 3 EXAMS ARE REQUIRED AND COUNT TOWARD YOUR FINAL GRADE, AS FOLLOWS:**

- a) **Your two highest scores will each count as a full exam (maximum = 40 points EACH)**
- b) **Your lowest score -will count only half as much as each of your better exams (maximum = 20 points)**

**To repeat, the formula for computing your total points from exams is:**

$$\text{Highest Exam Score} + \text{Second Highest Exam Score} + \frac{(\text{Lowest Score})}{2} = 100 \text{ possible points.}$$

2. **Online Activities: (12 points):** There are 4 required online activities, performed outside of class. Each is worth 3 points and promotes one or more of the course Learning Goals. For most students, each one takes about 30 to 60 minutes. Each activity must be completed by its *Due Date*. *No points will be awarded for an activity completed after its Due Date.*

3. **Class Participation Unit (13 points):** A Turning Point Classroom Response System will be used to gauge student participation. You need to purchase (required) a Turning Point response card (i.e., "clicker") and bring it to each class. Turning Point collects student responses to items I will present in lecture (e.g., knowledge check and opinion questions). We will use clickers in most lectures. You will be graded on your own percentage of participation (i.e., over the Quarter, the total # of items you respond to divided by the total # of clicker items presented in lecture), and not by the correctness of your responses. **Points Awarded: ≥ 80% participation rate = all 13 points; 75 to 79% = 12 points; 70-74% = 11 points, and so on, by 5% increments. Less than 20% = 0 points.**

**CLICKER REGISTRATION & ACADEMIC HONESTY:** To receive participation credit, you need to register your clicker online. See the course homepage for detailed instructions. Also see *Section G3 on Page 6 of this syllabus for the academic honesty policy about clicker use.*

4. **Course Grades.** At the end of the term, grade points will be assigned according to the grading scale shown below. This is a "guaranteed minimum grade scale". If you achieve a given point total, your final course grade cannot be lower than the grade on the scale. Your final grade may be higher, as will be explained in the next section (F5: "Back-up Curve"). In sum, there are:

3 Exams (100 pts) + Online Activities (12 pts) + Class Participation (13 pts) = 125 possible points.

**Course Grading Scale**

Point Total	Course Grade	Point Total	Course Grade	Point Total	Course Grade	Point Total	Course Grade
125-119	4.0	110	3.1	100	2.2	90	1.3
118	3.9	109-108	3.0	99	2.1	89	1.2
117	3.8	107	2.9	98-97	2.0	88	1.1
116	3.7	106	2.8	96	1.9	87-86	1.0
115	3.6	105	2.7	95	1.8	85	0.9
114	3.5	104	2.6	94	1.7	84	0.8
113	3.4	103	2.5	93	1.6	83	0.7
112	3.3	102	2.4	92	1.5	82-0	0.0 (F)
111	3.2	101	2.3	91	1.4		

**Note:** Please be aware that 0.7 is the lowest passing grade used at the U.W. Any grade below that is a 0.0 (the grades 0.1 to 0.6 are not used at the U.W.).

**Course Grade Example:** Terry's exam scores are 29, 34, 31. Her lowest score is divided by 2, so  $29/2 = 14.5$ , which is rounded up to 15. So, her total exam points (out of 100 possible points) are  $15 + 34 + 31 = 80$ . Terry gets 12 points for doing all the online activities by their due dates, and 13 points for her clicker participation rate of 89%. Using the grading scale, 105 points = a grade of 2.7.

5. **"Back-up Curve":** If less than half of all students who have taken all 3 exams receive a course grade of 2.5 or above. In this event, everyone's course grade will be curved up until 50% of the class receives a 2.5 or higher. After all the exams are completed, I will determine whether there will be a curve based on the "total points" distribution for the entire class. *If 50% or more of the class is getting a 2.5 or above, then no curve will be used.* Remember, the decision as to whether there will be a curve is made after all 3 exams are completed. A curve IS NOT applied to each exam individually.
6. **Appeal Procedure.** If your answer to an exam question is marked as being incorrect but you feel it is correct, you may contest the question by writing an appeal. The written appeal must be *based on material presented in the book or in lecture (indicating chapter, page, line and specific quote)*; it cannot be based on your personal opinion or experience. Appeals for Exams 1 and 2 must be handed in to one of the T.A.s or the T.A. Fellow (or placed in their mail box) within one week after the answer keys are posted. For Exam 3 (final exam) the answer key will be posted about one to two hours after the exam on Monday, Dec. 8, and appeals must be turned in by noon the next day (i.e., by noon, Tuesday, Dec. 9). We will review the appeal and give credit if appropriate.
7. **Scantron Exam Sheets.** To take an exam, you must have a *purple* scantron form so that your test can be computer scored. Purchase forms at the U.W. Bookstore or the Newsstand at By George in the undergrad library (OUGL). *We do not supply scantron forms in class.*
8. **Exam Score Delays.** If you make an error filling in the "bubbles" on your scantron exam form for your student number, name, or test version, this will cause a delay in getting your exam score to you. For example, when you try to look up your exam score online, there may be no score. To correct such problems you may need to go to one of the T.A. office hours and help the T.A. find your computerized form. Thus, please be careful in filling in this information on your exam sheets.
9. **Incompletes.** Only students with special circumstances beyond their control who have obtained permission from Dr. Passer are eligible for a grade of Incomplete.  
**Please note: Incompletes will NOT be given out at the end of the quarter simply as a way to "take the course over again" in the case of a bad grade in the course. If your grade isn't what you need or want, come to office hours during the quarter and the T.A.s and I will try to assist you and help you learn the material. Don't wait until it's too late.**
10. **Make-Up Policies: EXAMS:** Make-up exams will be granted only under legitimate, unavoidable circumstances (e.g., documented serious illness, family emergency). The standard make-up procedure will be to take a short-answer written make-up exam this quarter. *If you are facing a unique circumstance -- an illness, emergency, or whatever -- that you think may impair your ability to perform well on an exam, contact me or a TA as soon as it arises so that we can discuss whether a make-up or Incomplete will be granted. DO NOT WAIT until after you have taken an exam to tell me that your score was low because of some unique circumstance. ONCE YOU TAKE AN EXAM, THAT SCORE COUNTS NO MATTER WHAT.* Contact us ahead of time.  
**ONLINE ACTIVITIES, PARTICIPATION POINTS:** In general, there are no make-ups for missed activities or participation points. To account for the fact that you might miss some class days due to illness or other reasons, I have already set the participation grading so that you only need a rate of 80% to receive full credit. Absence caused by official university business (e.g., intercollegiate athletics) and *documented* prolonged illness (>1 week) will be handled on an individual basis.

11. **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 later this week or next week. The *Psychology Subject Pool homepage*:

<http://web.psych.washington.edu/subjectpool>

contains information and is the place where a) you register to participate in the extra credit program, and b) you search for available experiments and sign up to participate in them. For each 2 hours of research participation your grade point will be raised by 0.1, up to a maximum amount of 0.3 grade points (i.e., 6 hours of participation maximum). Your point total for the course will be calculated as described earlier, *if necessary* the curve will be used, and lastly, the extra credit grade points will be added to produce your final course grade. So, continuing the grading example from the top of page 5, if Terry has 105 total points from the exams and online activities, and also participated in 6 hours of research, then Terry's grade would increase from a 2.7 to a 3.0. If Terry did 2 hours of research, her grade would increase from a 2.7 to a 2.8.

12. **A Final Note on Grading.** The grading system in this course applies to all students equally. Some flexibility is built into the grading system, namely, your lowest exam score is discounted by 50%: it counts only half as much as each of your two highest exam scores. In addition, you can earn extra credit as a research participant. *Sometimes, a student will ask me if she or he can re-take a test or do some type of additional extra credit (e.g., a report, paper, project, etc). to raise their course grade. My answer will always be "No" because I don't make special grading opportunities available to some students but not to others.* So please, do not even ask. If you are having trouble mastering the course material be sure to take advantage of the office hours and CLUE sessions held each week, and the review sessions held before each exam. We are here to help you learn. *Please don't wait until the end of the quarter to see us. By then it will be way too late.*

#### G. **Exam/Classroom Procedures**

1. **Assigned Seating for Exams.** You will be given an assigned seat for exams and must sit in this seat during all exams. If your seat is vacant during the exam you will receive a zero for that exam. Your seat assignment will be posted on the course website. Prior to making seat assignments we will ask you if you have any special needs (e.g., left-handed desk). The use of assigned seats on exam days allows me and the TAs to verify which students are absent. We will post the assigned seats several days before the first exam.
2. **Materials Needed for the Exams.** Be sure to bring to each exam the following items:
  - a. A purple "SCANTRON" SHEET. It can be obtained from the University Bookstore, HUB, or various cafes on campus (e.g. "By George" newsstand, beneath the undergraduate library, which is called OUGL).
  - b. 2 SOFT LEAD #2 PENCILS WITH ERASER
  - c. STUDENT IDENTIFICATION NUMBER
  - d. SEAT ASSIGNMENT
3. **Academic Honesty.** The following remarks aren't meant to offend anyone's sense of honesty, but it's best to discuss academic honesty up front. It is expected that **during exams** each student will do her or his own work. Looking at other students' exams, using notes or an electronic device, or any other behavior indicating outside assistance constitutes cheating. Similarly, for the **online activities**, you should perform each one by yourself. For **class "clicker" participation**, you may only use your own clicker. Responding for someone else or with someone else's clicker, or asking someone else to respond for you, represents cheating. If cheating occurs a grade of zero ("0") will be given for that exam, online assignment, or the cumulative class participation unit (i.e., you will receive no clicker participation points for the quarter). The campus representative who handles cheating cases will be notified and will determine what further disciplinary action will be taken.

## H. CLUE and Study Skills Assistance

- CLUE: Beginning in Week 2 of the quarter, we will offer one evening study/enrichment session per week at the Center for Learning and Undergraduate Enrichment (CLUE) at Mary Gates Hall. The Center is only open in the evenings. See the CLUE link on our course website.
- If you need help with the material or study techniques, see one of us during our daytime office hours. We can discuss your approach to studying and make suggestions.
- A structured program of improving study skills may be offered by the University Counseling Center at 401 Schmitz Hall (phone number 543-1240). There usually is a fee for this program. If you're interested, contact the Center as soon as possible.
- You can find advice on how to develop good study skills in your textbook. See:  
*How to Enhance Your Academic Performance: pages 26--27;*  
*Using Operant Principles to Modify Your Behavior: pages 236--237;*  
*Improving Memory and Academic Learning: pages 288--289;*  
*Do You Know the Material as Well as You Think You Do? pages 324 --325*

## I. Lecture Outlines, Audio Recordings, and In-Class Films/Videotapes

I don't post lecture notes, but lecture outlines (i.e., topic headings/subheadings) and audio recordings (starting by Week 2) of lectures will be posted on the course website, usually within two school days after the lecture. Audio recordings are useful if you miss a lecture or want to listen to lecture material again. However, *they are not a substitute for regularly attending class*. Students who wish to make their own audio recordings of lectures may do so for personal use. **NOTE:** Stuff happens, and some days electronic gremlins may cause podcasting equipment to malfunction. If so, you'll need to get lecture notes from a classmate. Finally, I will be showing segments of films and videotapes during some lectures. *You will need to be in class to see these films/videos. For several reasons, in a class of 300 students we cannot arrange "individual showings" for students who miss a film or videotape.*

## J. Class Meetings: CELL PHONES OFF, LAPTOP POLICY, and Other Requests

Cell Phones/Texting: Please turn your cell phone off before entering class. Ringing cell phones disrupt the entire class, and texting during lecture distracts classmates near you. If you are expecting a vital call or text that may come during lecture, *then do not come to class that day*. During films and videos, again, please keep your cell phone turned off.

Laptop/Tablet Policy: Some instructors ban all laptop/tablet use in class. Here's my current policy.

- All laptop/tablet users must sit in the last two rows unless they are full, in which case the next closest row (and if full, the row before that) also will be opened to laptop/tablet use. These rows are prioritized for laptop/tablet users. No laptop/tablet use is permitted in any other row. Why?** Data I collected indicate that 50% of students who don't use laptops/tablets in class say they are distracted by classmates who sit nearby and use these devices during lecture.
- There is no laptop/tablet use during films or videos. Please close your device or use sleep mode.**
- If necessary, this policy will be revised during the quarter.

Finally, to establish a class atmosphere in which you can ask questions and in which I can have discussions with the class and perform demonstrations, I ask that if you come to class, please come to learn. If you want to chat with classmates, read the newspaper, eat, drink, etc., then please go elsewhere. These behaviors distract your classmates. Remember, no one is taking attendance or making you come to class. In sum, come to class because you want to learn about psychology. For my part, I will do my best to make lectures informative and interesting. Thanks.

*Michael Passer*