SONOMA STATE UNIVERSITY
PSYCH 250-003 | INTRODUCTION TO PSYCHOLOGY
FALL 2017 (Class #1096)
MW 8:00-9:15 a.m.
Stevenson Hall 1002

Instructor: Professor Rima Najm-Briscoe; Ph.D.
E-mail: najmbris@sonoma.edu

****** Note: E-mails about general class inquiry (e.g., homework, attachments, exam dates etc..) should be addressed to your assigned TA. Any e-mails regarding class lectures or class material should be addressed directly to me.
Please allow us 2-3 days to respond to your e-mails and only e-mails labeled “Psych 250” will be addressed.

* If you need to e-mail me directly, make sure to highlight your name and the class/section that you are enrolled in.

TA: Megan Conklinm@sonoma.edu
TA: Ester herneste@sonoma.edu
TA: Nicole sumagang@sonoma.edu
A-G
H-N
O-Y

Office Hours: W 5-6 p.m.
Office Location: Stevenson 3057

CLASS POLICIES
- No texting or using your cell phones while in class.
- No headphones or earbuds allowed.
- Be prompt… walking in late leads to distractions.
- Refrain from casually talking during class time.
- Give your undivided attention to each others’ questions and comments.
- Participation in the class is expected and reinforced with participation points (NAME TAGS).
- Laptops and I pads are allowed in the class for note-taking only. However, if perceived that they are becoming a distraction, then the student will be asked to put the device away and resort to a pen and a paper for note-taking.
- The instructor will not provide a copy of the powerpoint slides in the event of a missed class.
- If needed, voice recording the lecture is permissible.
- Unruliness in class is not tolerated, you will be asked to leave. Overall respect in the class is not only expected, but DEMANDED!!!!
- Class is only dismissed when you hear the words “Class Dismissed”.

NOTE: Anything that is assigned as homework must be typed in order to receive credit. Hand-written papers will not be accepted, you will receive a zero on that assignment.
CLASS POLICIES continued..

- "Discrimination and sexual harassment interfere with educational performance and work, and create an atmosphere of intimidation, low morale and hostility that the University will not tolerate." (SSU policy)

- If you are in need of any counseling or therapy, please consult our counseling and psychological services located in Stevenson Hall, 1088. My office hours are not to be used as therapy sessions. Only class related material will be discussed during office hours and/or during class time.

- “The relationship that I have with my students is purely professional. No emotional ties will be encouraged and professional boundaries will be maintained at all times.” (Prof. Briscoe)

- Recommendation letters are only available to students who work with me as teaching assistants.

COURSE DESCRIPTION:
Application of scientific research in understanding biological processes, cognitive processes, behavior processes, social influences and psychological disorders.

COURSE AND DEPARTMENT OBJECTIVES:

- Understand the major concepts, theories, and perspectives in psychology;
- Be able to apply psychological theories, concepts, and principles to individual experience as well as to broader social issues and social systems;
- Reflect on personal experience in light of psychological knowledge;
- Recognize and understand the complexity of cultural diversity, in light of psychological knowledge;
- Understand and apply basic research methods in psychology and the social sciences;
- Demonstrate skills that promote behavioral change at the individual, organizational and community levels.

COURSE CONTENT:

- History of psychology and scientific method
- biological processes: neuroplasticity and addiction
- health Psychology: stress, coping and well-being
- conditioning and therapy
- impact of social roles and expectation on behavior
- memory system
- various psychological disorders and therapy
- ...

METHOD OF INSTRUCTION:
This class will primarily consist of lectures as well as class activities when appropriate. Power point presentation will be the primary source of lectures.
CLASS ACTIVITIES: can be worth between 10-50 pts

Examples of such activities:

- Feedback on lectures
  - As a homework assignment, you will be asked to define key terms or outline content related to an assigned chapter.

  **NOTE IN ORDER TO RECEIVE CREDIT:**
  1) all terms need to be defined
  2) all content needs to be outlined
  3) assignment needs to be turned in on time
  4) assignment needs to be typed

- Class discussion over chapters that will not be lectured on. Under this category, you are expected to look over the assigned chapter and bring in 2 articles (recently published) related to any 2 topics in that chapter. Please be ready and motivated to share and discuss the information that you have researched with your classmates.

  **NOTE IN ORDER TO RECEIVE CREDIT:**
  1) summarize the book content of the desired topic
  2) summarize the content of the related article
    a) include first page of each article.
    b) staple summary paragraphs to the first page of each related article.
    c) summary paragraphs need to be typed.
    d) assignment needs to be turned in on time.

  Name ______ Date __________

  TOPIC __________

  BOOK CONTENT:
  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________

  ARTICLE CONTENT:
  ____________________________________________________________
  ____________________________________________________________
  ____________________________________________________________

These group activities are aimed to reinforce the information discussed in class/textbook, introduce new material that is not highlighted in your book as well as to promote class discussion.

**NOTE:** Attendance is important- NO MAKE-UPS ALLOWED OR LATE PAPERS ACCEPTED!
EXAMS: Students may benefit from certain privileges available during exam time.

PRIVILEGE? a special right, advantage, or immunity granted or available only to a particular person or group of people.

Examples of such class privileges:

1. Students get to use their study guide on the exam.
2. Students get to collaborate their efforts during exam time

The following condition needs to be met in order for the above privileges to be granted:

*** A Perfect Attendance is REQUIRED for each exam period***
That means, you physically attend every class session up to the day of each exam.

IF YOU DON’T MEET THE ABOVE ATTENDANCE REQUIREMENT, YOU WILL RESORT TO THE CONVENTIONAL WAY OF TAKING AN EXAM; WITHOUT THE STUDY GUIDE AND WITHOUT ANY COLLABORATION.

How can my participation help me on the exam?
Class participation points determined on the day of the exam (50 points or more) will help you override 1 absence in order to regain the privilege of using your study guide for a particular exam

NOTE: STUDENTS CAN OVERRIDE ONLY 1 ABSENCE FOR THE ENTIRE SEMESTER

However, if you have 2 or more absences during any exam period, Then you will not be eligible to benefit from any of the above privileges REGARDLESS of how many participation points you have.

FEW STUDENTS MISTAKENLY ASSUME AND CONSEQUENTLY COMPLAIN ABOUT THE MANDATORY ATTENDANCE IN THIS CLASS.

ATTENDANCE IN THIS CLASS IS NOT MANDATORY

FEW STUDENTS COMPLAIN THAT PROFESSOR BRISCOE IS PUNISHING STUDENTS WHO DON’T SHOW UP TO CLASS.

PROFESSOR BRISCOE IS NOT PUNISHING STUDENTS WHO DON’T SHOW UP TO CLASS.
PROFESSOR BRISCOE IS SIMPLY PROVIDING AN INCENTIVE AND REINFORCEMENT TO STUDENTS WHO DO SHOW UP.
Collaborative Group Testing Benefits High- and Low-Performing Students

Mauricio J. Giuliodori, Heidi L. Lujan, Stephen E. DiCarlo
Advances in Physiology Education Published 1 December 2008 Vol. 32 no. 274-278 DOI: 10.1152/advan.00101.2007

ABSTRACT: We used collaborative group testing in a veterinary physiology course (65 students) to test the hypothesis that all students (e.g., high-performing and low-performing students of each group) benefit from collaborative group testing. In this format, students answered questions in the traditional format as individuals. Immediately after completing the exam as individuals, students answered the same questions in groups of two, and, finally, the same questions were discussed by the instructor and students. We measured two learning outcomes for every student: individual and group test scores. Based on individual test scores, students were categorized as “high performing” (students with higher individual scores) or “low performing” (students with lower individual scores). Finally, student evaluations of the format were collected. Collaborative group testing enhanced student performance. Specifically, group scores were higher than individual scores ($P < 0.001$). Importantly, the size of the collaborative testing effect was large for the population and for the low-performing students; however, the collaborative testing effect was small for the high-performing students. Finally, student evaluations of this testing format were very positive. In conclusion, collaborative group testing was beneficial for all students; however, collaborative testing was significantly more beneficial for low-performing students.

- All Exams are non-comprehensive.
- Each exam will consist of 40-50 multiple-choice questions.
- Exam questions will come from both text and lectures (mostly lectures).
- A study guide (composed of various general questions) will be provided for each exam in order to highlight the important concepts that you will be tested on. Note that the exam questions are NOT identical to the study guide questions.

The student is responsible for completing the study guide before the exam. On the exam day, we will spend the first 15 minutes of class reviewing/answering any questions on the study guide and the remaining 60 minutes will be assigned for each exam.

Only students with a completed study guide will be allowed to stay for the review session.

Note: ***Only students with a completed study guide will be eligible to collaborate on the exam.***

If the study guide is not completed, you are to work alone on the exam regardless of your attendance status or participation points.

- Scantron sheets will be used for the multiple choice exams (buy at the bookstore). Make sure that you buy the 4 1/2" X 11" sheet which incorporates 50 questions on each side.
- Exam dates: TBA (depending on the flow of the lecture material; roughly every 3 weeks)

*****Please bring your photo ID with you on the day of the exam in order to verify your identity.

NO EXCEPTIONS!

- **MAKE-UP TESTS**
  - YOU ARE ALLOWED ONLY ONE MAKE-UP TEST PER SEMESTER. Make-up tests WILL NOT be offered (you will receive a "0") if notification was not given on or prior to the day of the exam.
  - Please contact your TA via e-mail and s/he will set up a make-up time that works for all.
  - Your opportunity to make up an exam is lost once the subsequent exam takes place.

Make-ups are to be scheduled during T.A.’s availability
**ATTENDANCE POLICY:** (Last day to add/drop is Tuesday Sept. 5th)

- Attendance in this class is very significant; you earn **5 points** per class session. (20% OF YOUR GRADE)
- A sign-in sheet will be passed around every class session at **8:15 a.m.** Leaving before class is over will result in loss of attendance points. Showing up late to class (i.e., after the attendance sheet circulates back to the TA) will not earn you any attendance points and you will be considered absent.
- It is your responsibility to sign in for every class.
- Signing the attendance sheet for anybody else other than yourself is considered plagiarism (see below).
- A head count will be done every class session to compare the number of signature received that day with the number of people present. If you do end up leaving early, make sure to notify your TA to avoid any discrepancies.
- Overall, if a discrepancy does exist, then my TAs will inform me **10 minutes** before class is over. We will use the remaining class time to highlight the person whose signature was forged by calling out everyone’s name as we dismiss the class one person at a time. This obviously takes away from our lecture time and is not tolerated. Nevertheless, the implicated student is contacted and is required to identify the person who was involved in forging their signature. Both students, the one who forged the signature and the student whose signature was forged, will be charged with plagiarism.

According to the SSU policy, falsification of or misrepresentation on class attendance or role sheets is considered cheating. Students who engage in cheating or plagiarism will be subject to academic sanctions, including a lowered or failing grade in a course; and the possibility of an additional administrative sanctions.

**INTEGRITY POLICY:** moral uprightness!!

**Cheating is not allowed under any circumstances:** Students are expected and are responsible to formulate their own intellectual material (SSU). More specially, any work that you turn in has to be a product of your own motivation and effort (i.e., written by you). Therefore, **Plagiarism: misrepresenting the work of another as your own**, is not allowed under any circumstances. Students who engage in cheating or plagiarism will be subject to academic sanctions, including a lowered or failing grade in a course; and the possibility of an additional administrative sanction, including probation, suspension, or expulsion.

**EXAMPLES OF PLAGIARISM:**

- Dividing up homework assignments is not allowed
- Copying each other’s homework assignments is not allowed
- Copying another person’s study guide answers is not allowed
- Copying a classmate’s final paper and turning that in as your own is not allowed

Keep in mind that you can work together to complete an assignment, however, you are expected to formulate your own intellectual material. Therefore, no identical assignments should be turned in.

**DISABILITY:**

- If you are a student with special learning needs and you think you may require accommodations, your first step is to register with Disability Services for Students (DSS), Salazar 1049, phone 664-2677, http://www.sonoma.edu/dss.

DSS will provide you with the written confirmation of your verified disability and authorize recommended accommodations.
The following letter grades will be assigned for this class.

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<th>Letter</th>
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<tbody>
<tr>
<td>A-</td>
<td>90%-93%</td>
<td>A</td>
<td>94%-100%</td>
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<td>B-</td>
<td>80%-83%</td>
<td>B</td>
<td>84%-87%</td>
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<td>C-</td>
<td>70%-73%</td>
<td>B+</td>
<td>88%-89%</td>
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<td>D-</td>
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**** ************** BREAKDOWN ****************
1) Attendance (20% of your grade)
2) Class activities (5% of your grade)
3) Exams (45% of your grade)
4) Literature review/presentation (30% of your grade)

You are required to complete a literature review on any psychological disorder. For example, you may be interested in researching ADHD, Bipolar Personality Disorder, Schizophrenia, Obsessive Compulsive Disorder, etc... You are free to choose the topic of interest, however only 6 people are allowed to research a particular topic. We currently have 128 students in the class divided by 6 = 21 groups. Therefore, you will have 21 topics to choose from. A list of topics will be made available to you starting the 3rd week of class; Sept 6th (the day after add/drop period is over).

The literature review paper should be between 8-12 pages long; double spaced and that includes the title and the reference page. A separate form will be provided which will highlight the guidelines and further explains the requirements for this paper. You are to complete this assignment on your own; it should reflect your own INDIVIDUAL EFFORT. (100 points)

***Final paper is Due on Final Examination day (Dec 11-Monday)***

Class will meet from 8:00-9:50 a.m.

Allotted time to turn in paper: 8:00-8:15 a.m.

(TAs will arrive around 7:30 a.m. to collect the final papers)

PAPERS TURNED IN AFTER 8:15 a.m. (LATE PAPERS) WILL NOT BE ACCEPTED!!!!

YOU MUST TURN IN YOUR PAPER IN PERSON (you must sign for it)

YOU WILL NOT RECEIVE CREDIT IF:

a) you e-mail it as an attachment
b) you place it under my office door
c) you drop it in my mailbox
d) you have another person turn it in for you

*****Please bring your photo ID with you on the last day of class. You need to verify your ID when you turn in your paper.
15-MINUTE PRESENTATION on your literature review: (50 points)

***GROUP EFFORT!***

Each group of 6 people who signed up to research a specific psychological disorder will come together toward the end of the semester and present on that specific topic.

Presentations will be given during the last 3 weeks of class:

- **Week 1:** Nov 27 (4 groups) Nov 29 (4 groups)
- **Week 2:** Dec 4 (4 groups) Dec 6 (4 groups)
- **Week 3:** Dec 11 (6 groups)

**YOU MUST BE PRESENT ON ALL PRESENTATION DAYS IN ORDER TO RECEIVE AND KEEP YOUR PRESENTATION POINTS (50pts.)**

- Each group needs to create a powerpoint/Prezi presentation. **All students involved need to contribute by creating the slides that they are responsible for.** Please include your name at the bottom of each slide that you develop.
- E-mail the presentation to your personal e-mail (or bring a flashdrive) in order to access the content from the class computer on the day of the presentation.
- A hard copy of the presentation needs to be turned in to me (your instructor) right before you present.
- Due to the capacity of this class as well as to the time constraint, you will present in teams (6 people per team). Each team will have no more than **15 minutes** to present (that includes presentation and answering questions from the audience).
- Literature review guidelines and the presentation guidelines are the same. A separate form will be provided for further explanation.
- I will be available to answer any paper-related questions during class time, office hours or via e-mail.

**However, questions about how to research databases or how to find information should be addressed to the librarian or to the person at the reference desk.**

**IMPORTANT:** EVEN THOUGH THE PRESENTATION IS A GROUP EFFORT, YOUR LITERATURE REVIEW IS NOT. TURNING IN A PAPER THAT IS SIMILAR IN NATURE TO ANOTHER CLASSMATE’S (because you worked together), OR TURNING IN A PAPER THAT IS IDENTICAL IN NATURE TO ANOTHER CLASMATE’S (because you plagiarized) WILL NOT ONLY RESULT IN AN “F” ON THE PAPER, BUT MAY RESULT IN AN “F” AS THE FINAL GRADE FOR ALL PARTIES INVOLVED.
PEDAGOGY GOALS:

- To promote a stress free environment of learning
- To create opportunities for students to collaborate their efforts
- To reinforce students' commitment and motivation

**MAJOR INCENTIVE FOR COMMITTING TO THE CLASS**

If you, the student, **attend every class,**
complete every assignment,
take every test,
complete your literature review
complete your presentation
and most importantly, **accrue a significant amount of participation points (e.g., over 100 points),**

I, the instructor, will **subjectively** evaluate your grade at the end of the semester.

**TENTATIVE COURSE CALENDAR: FALL 2017**

Since class schedule is subject to change, announcements will be made weekly in regards to homework and/or exams.

- **NO CLASS:** LABOR DAY - MONDAY SEPT 4TH
- **NO CLASS:** THANKSGIVING- WEDNESDAY NOV. 22