

Unit 01: Psychology: Foundations of Human Behavior Overview

Content Area: **Social Studies**
Course(s):
Time Period: **Semester**
Length: **Overview**
Status: **Published**

General Overview, Course Description or Course Philosophy

The primary instructional goal of Psychology 205 is to provide students with information regarding major areas of psychology such as learning, memory, cognition, bio-psychology, development, personality, psychopathology, and social psychology. Students will learn the basic principles, concepts, and research findings in psychology and will become acquainted with psychological research methods and procedures by conducting various research exercises. Students will be presented with opportunities to discuss current topics, events, real life experiences, and applications of psychological theories and research. Furthermore, students will learn the organizational and study skills important to succeed in college courses, as well as develop their oral and written communication skills as they write and present research findings. Students also will be exposed to exercises, demonstrations, and video presentations designed or selected especially for this course.

SYRACUSE UNIVERSITY PROJECT ADVANCE

SUPA Psychology (Psychology 205) is an introductory psychology course created by the Psychology Department at Syracuse University. The course offers instruction in the fundamental topics in psychology while guiding students through a psychology research project. Students will also be exposed to exercises, demonstrations and video presentations designed or selected especially for this course. The SU faculty has provided teaching and learning aids for each chapter topic, in addition to the materials provided by the instructor. In addition, SU professors visit every class to work with the students each semester, and they also communicate with teachers several times each semester. The aim is to give this course a Syracuse University signature, ensuring that each class is similar to the campus course in design, quality, coverage, and rigor.

COURSE OBJECTIVES

There are multiple objectives in this course. We list each below and discuss ways in which the objectives can be met.

Students will demonstrate an understanding of theoretical perspectives in psychology, research methods used to test hypotheses, and key terms, concepts, and principles associated with major topics in psychology.

- **Performance Indicator:** This objective concerns most of the content in the course textbook. To meet this, objective students will need to read the textbook, outline the material, and/or take notes, actively attend class, and participate in exam review sessions. Additional learning resources as well as are available via Classroom. Evidence of proficiency in this objective will stem largely from examination performance.

Students will learn to access, critically read, and evaluate in writing, a journal article of a psychological study.

- Performance Indicator: In class, students will be taught how to find an article of interest and critically read the article. Then students will possibly be given an article to read prior to a quiz that asks questions about the article. In addition, students write an article critique to build skills for the research project benchmarks. Later, students will conduct a group research study in which they will once again need to read and evaluate research articles.

Students will complete at least 10 pages of written work and will receive written and oral feedback on both psychological content and technical aspects of writing.

- Performance Indicator: To meet this objective, students will write several 1-2-page essays, and a 4-7 page research report. Also, students are encouraged to turn drafts in early to get constructive feedback. Other research options include an article review or a research review paper.

Students will learn how to conduct psychological research.

- Performance Indicator: Students will be required to be part of a research team that conducts a psychological study. Through these means students will have considerable exposure to different research questions and methods. Students will be taught to summarize literature, formulate hypotheses, develop methods to test hypotheses, define and measure key variables, collect, and analyze data, and write a research report on the findings.

Students will critically evaluate issues presented in class and the text.

- Performance Indicator: A major purpose of the recitation section is to share ideas with one another, such that you critically analyze multiple viewpoints and weigh research evidence regarding behavioral science knowledge. Students will meet this objective through active discussion in the recitation classes and via written essays in response to “critical thinking” questions.

Students will analyze psychological issues using multicultural perspectives.

- Performance Indicator: This objective will be addressed in all aspects of the course, including lecture, readings, class discussions, and writing assignments (i.e., essay questions). Students are encouraged to enrich the course with information from and about various cultures. There are modules in Classroom that can be used to foster discussions of individual differences.

REQUIRED MATERIALS

Weiten, W. (2016). Psychology: Themes & Variations (10th edition; or 9th edition). Cengage Learning.

Supplementary Resources to be provided by the instructor.

Classroom LMS

COURSE TOPICS

1 *The Evolution of Psychology, History*

2 *The Research Enterprise in Psychology, Research Methods*

3 *The Biological Bases of Behavior, Biological Bases*

4 *Sensation and Perception, Sensation and Perception*

5 *Variations in Consciousness, Consciousness*

6 *Learning, Learning*

7 *Human Memory, Memory*

8 *Language and Thought, Language and Thought*

9 *Intelligence and Psychological Testing, Intelligence and Psychological Testing*

10 *Motivation and Emotion, Motivation and Emotion*

11 *Human Development Across the Life Span, Development*

12 *Personality, Personality*

13 *Social Behavior, Social Psychology*

14 *Stress, Coping, and Health, Health and Stress*

15 *Psychological Disorders, Psychological Disorders*

16 *Treatment of Psychological Disorders, Treatments of Psychological Disorders*

*****Topics indicated in bold are core topics that will be covered. Additional topics will be covered at the discretion of the instructor and if time allows.***

GRADING PROCEDURES

Embrace the challenge! This is a college course. You need to practice productive study habits in order to achieve the excellence in this course. All work will be graded using Syracuse University expectations and rubrics. Only college level excellence will earn an “A”. Dedication and a strong work ethic will be necessary.

Your grade is determined by performance across the following assignments: Exams, writing assignments, class participation, and the options for research participation. Each class requirement is worth a specific number of points that will be summed to give you a final grade. The following scale shows each class assignment and the **maximum** number of points they are worth.

ASSIGNMENTS	WEIGHT
Each marking period is 50% of the overall grade and will be broken into two weighed categories:	100%
Summative Assessments (85%)- Tests, quizzes, alternative written assessments, projects, research project benchmarks, article reviews, Final Research Project (200 summative points)	
Formative Assessments (15%) - homework, classwork, participation, minor quizzes, and assignments	

Upon completion of this course, your numerical grade will be converted to a letter grade for Syracuse University's records. See the conversion chart below.

LETTER	NUMBER	LETTER	NUMBER
A	>92%	C+	72-75%
A-	88-91%	C	68-71%
B+	84-87%	C-	64-67%
B	80-83%	D	60-63%
B-	76-79%	F	<60%

Exams or Alternative Written Assessment

There will be **(5 or more)** exams in this course. These will be multiple-choice exams that cover one-three chapters. Most questions will be on topics that are covered both in class and in the book. Each test will be a 100-point summative grade.

Essay Quizz(es) or Alternative Written Assessment

(1 or more) in-class essay quizz(es) will be completed. The content of the first exams will be based on information from your textbook and class discussion. Each essay should be approximately 1-2 pages in length. You will be told in advance which chapter(s) to study for the quiz, be given articles to read, and you will give you several questions, one of which will be your quiz question. Therefore, it is important to be aware of the topic for your quiz, get a copy of the questions in advance, and be present when they are given. Each essay

quiz is worth (30-50) summative points.

Research

Option One: Group Research Project

The final writing assignment involves a group research project and individual paper. Completion of this paper requires you to be a member of a research group or whole class project. Each group/class will run its own research study. The options for the research paper are located in the last section of this manual. While you will be working in a large group, **each of you is responsible for writing your own paper**. Each group member's paper will be similar, but you each need to put the information in your own words and add your interpretations and critical analysis. **Anyone suspected of plagiarism (or using another person's paper) will be asked to orally defend the content of the paper. Academic dishonesty will result in severe penalties with an automatic zero followed administrative consequences.** Each student will be responsible for gathering and reading literature, discussing, and refining the research hypothesis and methods, analyzing data, discussing the findings, and writing the entire project. The data can be collected by the team or will be provided by your instructor, who will assist you with the data analysis. Any statistical manipulations will be kept relatively basic. An outline showing the information required in your group research paper is provided below. This will give you a format and sequence of topics to follow. The paper will be written according to APA style (see guidelines in later section), and it needs to be 7-12 typed pages (double-spaced) in length. This paper is comprised of 4-7 pages of text not counting the title page, graphs and tables, or references. The group research project/paper is worth 200 Summative points of the overall grade, with some of the points allocated for Teacher-directed project activities and the remainder allotted to the final paper. This research paper should be generated on a computer and should be free of spelling and other technical errors. An outline of research paper components is found at the end of this syllabus. For a more complete outline you could consult the APA Publication Manual (6th edition). Each student should write the paper independently.

Option Two: Research Paper

This should be a review of research on an interesting research topic (e.g., how does high school sports participation affect academic grades?). This should not be a "Wikipedia" paper on a topic of a student's choice (i.e., schizophrenia, autism, ADHD, etc.). The paper should be approximately 15 pages and well referenced, essentially reviewing research critically on a particular question, and reaching some tentative conclusions on the bulk of research findings.

Research Article Reviews

As a precursor to the options above, students learn how to access, read, and analyze a research article from a professional journal. Such articles can be accessed online or through a library and will be used to complete the Article Review Outline provided below (Appendix A). Students will independently process and review **(3)** articles through the course of the semester. At least two articles being reviewed will connect to the class research project(s).

Participation, Homework, Classwork, & Other Measures

Class participation can take on a wide variety of options. Chapter outlines, complete homework assignments, formative quizzes, mini-presentations in class, and classwork. These all prepare the students to build a base of understanding before heavily weighted assessments are evaluated.

ATTENDANCE AND PARTICIPATION POLICY

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- ***Be present, be honest, be safe, set goals, care for self & others.*** Inappropriate behavior will not be tolerated.
- ***Complete each assignment by its due date.*** Late work will be subject to strict point deductions if accepted under the discretion of the instructor.
- ***Notify the instructor of any absences prior to the actual absence.*** You must make any necessary arrangements to ensure that each assignment is turned in on time and that you make up any assignments you were absent for before the next class. Attendance is required regardless if the course is taught traditionally or virtually, or as a hybrid of both. *After 6 class absences (excused or unexcused), you are at risk of failing the course.*
- Students who feel unwell should refrain from attending class in person in adherence to local coronavirus-specific attendance policies. Beyond those expectations, students are expected to abide by the following:
 - Students are expected to attend and participate in class to the best of their ability. This applies to both in-person and online meetings. Attendance and participation are a significant part of your grade.
 - As unplanned contingencies and disruptions are likely to occur during the coming school year due to the Covid-19 pandemic, students and/or their parents are asked to communicate with the teacher whenever a pandemic-related disruption is likely to, or already has, impact(ed) their performance in class.
 - Students who may need special consideration due to a physical or learning disability should speak with the instructor as soon as possible.

SYRACUSE UNIVERSITY POLICIES

ONLINE ETIQUETTE

Students are expected to participate to an equal degree whether attending class sessions in-person in the classroom or remotely online. When this course is online, students are expected to follow the guidelines below:

- Participants should keep their microphone on mute unless they are verbally participating in order to minimize background noise.
- Online instruction represents a class setting and students should respectfully follow standard classroom norms and expectations, taking turns when speaking, respectfully engaging in dialog around the topics in the course, etc.

- Participants should test their audio, video, and internet browser capabilities prior to synchronous sessions. Technical difficulties should be brought to the attention of the school district's ITS Department.

Additionally, you may wish to refer to the 'Netiquette for Students' resource at Syracuse University's ITS Answers page: <https://answers.syr.edu/display/AC/Netiquette+for+Students>.

CLASS MATERIALS, RECORDINGS & COURSE STREAMING EXPECTATIONS

Original class materials (handouts, assignments, tests, etc.) and recordings of class sessions are the intellectual property of the course instructor. You may download these materials for your use in this class. However, you may not provide these materials to other parties (e.g., web sites, social media, other students) or record class sessions and discussions without permission. Doing so is a violation of intellectual property law and of the student code of conduct. Similarly, students participating in live streaming class sessions must assure that sessions remain private and exclusive only to themselves and the other class participants. Therefore, the use of earbuds/headphones is required for live streaming sessions and/or students are asked to be in a private space (if available) while participating. Please contact the instructor if access to these means of privacy is not possible. Violating this policy may result in an academic integrity policy violation.

ACADEMIC INTEGRITY

Syracuse University's academic integrity policy reflects the high value that we, as a university community, place on honesty in academic work. The policy defines our expectations for academic honesty and holds students accountable for the integrity of all work they submit. Students should understand that it is their responsibility to learn about course-specific expectations, as well as about university-wide academic integrity expectations. The university policy governs appropriate citation and use of sources, the integrity of work submitted in exams and assignments, and the veracity of signatures on attendance sheets and other verification of participation in class activities. The policy also prohibits students from submitting the same written work in more than one class without receiving written authorization in advance from both instructors. The presumptive penalty for a first instance of academic dishonesty by an undergraduate student is course failure, accompanied by a transcript notation indicating that the failure resulted from a violation of academic integrity policy. The presumptive penalty for a first instance of academic dishonesty by a graduate student is suspension or expulsion. SU students are required to read an online summary of the university's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. For more information and the complete policy, see <http://academicintegrity.syr.edu>.

Here are some related SU links:

Academic Integrity Policy: <http://academicintegrity.syr.edu/academic-integrity-policy/>

Twenty Questions and Answers about the Academic Integrity Policy: <http://academicintegrity.syr.edu/faculty-resources/>

What does academic integrity mean? <http://academicintegrity.syr.edu/what-does-academic-integrity-mean/>

ACADEMIC ACCOMMODATIONS

Syracuse University welcomes people with disabilities and, in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act, does not discriminate on the basis of disability. Students who require special consideration due to a learning or physical disability or other situation should make an appointment with the course instructor as soon as possible to make appropriate arrangements. Syracuse University values diversity and inclusion and is committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are useable, equitable, inclusive, and welcoming. If there are aspects of the instruction or design of this course that results in barriers to one's inclusion or accurate assessment or achievement, any such student should meet with the instructor or appropriate administrator to discuss additional strategies beyond accommodations that may be helpful to the student's success. Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to meet with me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the school district's Special Education Department in this process.

STUDENT WORK

It is understood that registration for and continued enrollment in this course constitutes permission by the student for the instructor to use for educational purposes any student work produced in the course, in compliance with the federal Family Educational Rights and Privacy Act (FERPA). After the completion of the course, any further use of student work will meet one of the following conditions: (1) the work will be rendered anonymous through the removal of all personal identification of the student(s); or (2) written permission from the student(s).

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

COURSE OBJECTIVES

There are multiple objectives in this course. Each is listed below and it explains the ways in which the objectives can be met.

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CONTENT AREA STANDARDS

SCI.9-12.B	Biopsychology
SCI.9-12.C	Cognition
SCI.9-12.DL	Development and Learning

SCI.9-12.IV	Individual Variations
SCI.9-12.SC	Sociocultural Context
SCI.9-12.SI	Scientific Inquiry
SCI.9-12.APS	Applications of Psychological Science

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

STUDENT LEARNING TARGETS

Declarative Knowledge

Procedural Knowledge

EVIDENCE OF LEARNING

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Formative Assessments

Formative Assessments (15%) - homework, classwork, participation, minor quizzes, and assignments

Participation, Homework, Classwork, & Other Measures

Class participation can take on a wide variety of options. Chapter outlines, complete homework assignments, formative quizzes, mini-presentations in class, and classwork. These all prepare the students to build a base of understanding before heavily weighted assessments are evaluated.

Summative Assessments

Summative Assessments (85%)- Tests, quizzes, alternative written assessments, projects, research project benchmarks, article reviews, Final Research Project (200 summative points)

Here are the minimum requirements:

Exams or Alternative Written Assessment

There will be **(5 or more)** exams in this course. These will be multiple-choice exams that cover one-three chapters. Most questions will be on topics that are covered both in class and in the book. Each test will be a 100-point summative grade.

Essay Quizz(es) or Alternative Written Assessment

(1 or more) in-class essay quizz(es) will be completed. The content of the first exams will be based on information from your textbook and class discussion. Each essay should be approximately 1-2 pages in length. You will be told in advance which chapter(s) to study for the quiz, be given articles to read, and you will give you several questions, one of which will be your quiz question. Therefore, it is important to be aware of the topic for your quiz, get a copy of the questions in advance, and be present when they are given. Each essay quiz is worth (30-50) summative points.

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RESOURCES (Instructional, Supplemental, Intervention Materials)

REQUIRED MATERIALS

Weiten, W. (2016). Psychology: Themes & Variations (10th edition; or 9th edition). Cengage Learning.

Supplementary Resources to be provided by the instructor.

Classroom LMS

INTERDISCIPLINARY CONNECTIONS

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Syracuse University welcomes people with disabilities and, in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act, does not discriminate on the basis of disability. Students who require special consideration due to a learning or physical disability or other situation should make an appointment with the course instructor as soon as possible to make appropriate arrangements. Syracuse University values diversity and inclusion and is committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are useable, equitable, inclusive, and welcoming. If there are aspects of the instruction or design of this course that results in barriers to one's inclusion or accurate assessment or achievement, any such student should meet with the instructor or appropriate administrator to discuss additional strategies beyond accommodations that may be helpful to the student's success. Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to meet with me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the school district's Special Education Department in this process.