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**National Taiwan University of Science and Technology**

**2020 Summer Program**

**PSY 101 Introduction to Psychology**

**Course Outline**

**Term: June 01-July 03,2020**

**Course Code: PSY 101**

**Instructor: Sherry D. Molock, Ph.D.**

**Home Institution: The George Washington University**

**Office Hours: by appointment**

**Email: [smolock@gwu.edu](mailto:smolock@gwu.edu)**

**Credit: 4**

**Course Description:**

Psychology 101 provides you with an introduction to the study of human behavior. It examines the “ABC’s” of people: Affect – why we feel the way we do; Behavior – why we act the way we do and Cognition – why we think the way we do. Psychology studies how the mind and the body work together. Psychology can improve our relationships by helping us understand how people think and behave; this knowledge also helps us communicate better. Psychology teaches us how to use research to better understand ourselves, members of different communities and people from diverse cultural backgrounds. It can also help in the identification, treatment, and prevention of mental disorders.

**Required Texts:** Kalat, J (2016). Introduction to Psychology. New York: Wadsworth Publishing

**Course Philosophy:**

You and the other students are an important factor in this course, probably more than you currently realize. You can learn a great deal from each other and this course will provide you with the opportunity and encouragement to do so. In fact, you and your classmates will do much of the teaching/learning yourselves.



As your instructor, I will act more like a coach of an academic team than a traditional teacher. Consequently, you will become (if you aren't one already) an independent learner and begin your progress toward becoming a critical thinker and college graduate. Accordingly, I have several expectations that you must meet:

- You will come to class having read the material and be ready to participate.
- You will complete the critical thinking questions that are on the classroom slides in class. These questions are designed to help you think about the concepts and also to clarify any questions you may have about your reading.
- When asked a question in class, make an effort to answer it; we are all here to learn so there is no such thing as a stupid comment. Everyone should have read the material and should be able to attempt to answer the question; besides, a wrong answer can often help clarify another student's misunderstanding of the concept.

As I mentioned earlier, as leader of this academic team, I will also come to class highly prepared and eager to assist your learning. I will provide you with real-life examples and experiences and expect the same from each of you. I will clarify any and all concepts that may be confusing. I will help you both in and outside of the class, when needed. I want, you to succeed and I am certain that you will. However, do not expect me to teach the test, because I won't! Since you are now in college, you will be expected to rise to even a higher level of personal commitment to your learning. I want you to learn, not simply regurgitate memorized terms, and that requires a focused effort on your part. Class will be both informative and fun. Yes, fun! I will ask a lot of questions and I hope you will do the same. This course will be a great experience in learning, I guarantee it!!

### **Helpful Hints to Learning**

- o Read the material before coming to class, answer all questions at the end of each chapter and provide answers to critical thinking questions on the class slides.
- o Make notes about confusing concepts/material, as well as personal experiences to discuss in class.
- o Get enough sleep! Sleep is essential for success. All-nighters seldom help, they generally hinder academic performance.
- o In a 5-week summer session, students are expected to spend a minimum of 2-3 hours/day reading and studying the material. Because the summer semester meets every day for 5 weeks, the course progresses at a faster pace than courses that you typically take during the regular semester. This means you must engage and review the material daily to have the best learning experience. You will not do well in the class if you do not read before coming to class. You will not do well in the class if you try to "cram" or study the material at the last minute. To do well in this class, you must study the material every day. Do not make the mistake of thinking you can wait until the



last minute to cram for exams, IT DOESN'T WORK. Do not fall prey to the idea that you cannot and will not study on weekends.

- o Attend Class. Not a problem given university policy.
- o I really am here to help. We are a team and I want my team to be the best!

### **Course Policies**

**Email**- Please check your email every evening. All correspondence with the class outside of normal hours will be through email.

**Unrestricted Joint Effort**- For any assignment presented in this course, excluding in-class examinations, you may work with anyone and use any outside sources. However, the final product must reflect your own work and ideas. Any exceptions must be duly noted through proper documentation techniques.

**Cell Phones, Electronic Recording Devices, and Computers**- All cell phones are to be turned off. Should a phone ring in class, I will be more than happy to answer that phone and talk to the caller. Anticipated emergency phone calls can be pre-arranged with the instructor, but the call must be answered outside of the classroom. Electronic recording devices for recording lectures must be pre-approved by the instructor. Computers for note taking only are permissible as a reasonable accommodation at instructor's discretion.

**Respect**- Please be respectful of your peers' thoughts and opinions. While active discussions are encouraged, part of the course objective is to learn that people have different beliefs and perspectives. You are responsible for keeping your instructor updated on any information pertaining to you regarding this course. Check your email regularly for instructions.

**Academic Honesty**- I expect nothing less

### **Course Process and Assignments**

I believe the best way to understand psychology is through discussion and hands-on experience. Consequently, I have incorporated several in-class exercises that will require teams to accomplish the assigned task within the time limits given. Furthermore, get your acting skills polished, because I will require students to role-play throughout the semester. You will have two exams and five quizzes during the semester.

### **Course Grading**

**Classroom Attendance & Participation (CAP) Points (150 points)**- (15% of grade) Consists of 2 types of



assignments: Active oral participation in class and critical thinking questions. Participation assignments assess students' understanding of foundational information for the course but also allow students to demonstrate their ability to integrate, apply and critically think about the material they have learned.

**Active Oral Participation (75 points):** These points are awarded at the end of the semester based on how well and how often a student participates in the class or provides items of interest to the instructor that can assist in another student's learning. Active oral participation is essential to do well in this portion of the grading. If you do not come to class, you cannot receive your participation points. Attendance is recorded daily, and the student is awarded a daily score from (0-Slept in class/did not attend, 1-failed to participate/refused to answer a question when called

Upon, or late to class, 2-participated when called upon, 3-active, voluntary participation).

**Critical Thinking Questions: (75 points):** Throughout the semester, you will be asked questions that are designed to encourage you to actively engage in and critically think about the course material for each class. You'll be asked to answer a short answer or multiple-choice question using an index card that will be passed out during class. These questions will be based on material you read in your text. There will be a total of 15 questions asked; they are worth 5 points each; you will receive partial credit (2 points) if you answer incorrectly; if you are absent from class, you will receive a zero (0).

**Quizzes (100 points total; 20 points each):** (12.5% of grade). There will be a total of 5 quizzes (one each week) to assess how students are progressing in the class before you take your midterm and final exams. Quizzes are multiple choice and short answer questions and are similar to the types of questions you will be asked on your exams. Each quiz is worth 20 points; there are no makeup quizzes.

**In-Class, Small Group Activities (150 points)** (18.75% of grade): Small group in-class activities are designed to provide students an opportunity to practice skills on a concept we have learned in our reading. Each student will be assigned to a small group at the beginning of class; each group will have 4- 5 members There will be 10 in-class, small group activities that are worth 15 points each; see Schedule of Learning for additional information.

**Examinations (400 points total):** Two examinations occur during the semester with the following weights:

**Midterm: 200 points (25% of final grade) Final: 200 Points (25% of grade)**

The Final Exam **is not** cumulative. Examinations will be closed book consisting of multiple-choice and short essay questions. Examinations will occur during normal class time. Students with conflicts must take the

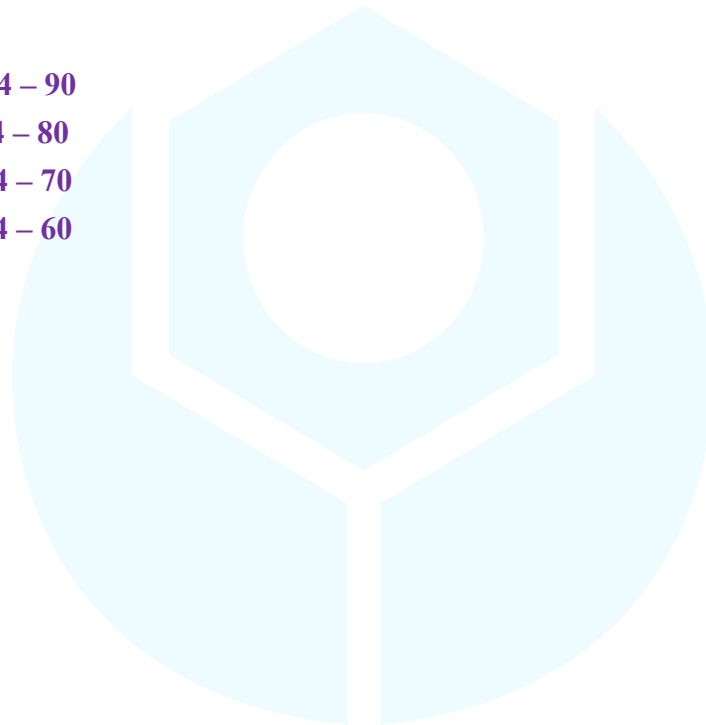


make-up examination as arranged with the instructor. Failure to do so will result in a zero for that examination.

Course Grading Summary	Points	%	Score	Cumulative Total
Class Attendance and Participation	150	18.75	_____	_____
Quizzes	100	12.5	_____	_____
Small Group Activities	150	18.75	_____	_____
Midterm	200	25	_____	_____
<u>Final</u>	<u>200</u>	<u>25</u>	_____	_____
<b>Total</b>	<b>800</b>			

### Grade Distribution

- A+ : 95 - 100
- B+ : 89 - 85
- C+ : 79 - 75
- D+ : 69 - 65
- F : Fail
- A : 94 - 90
- B : 84 - 80
- C : 74 - 70
- D : 64 - 60





Topic	Assignment
<b>Intro to the Course</b>	Chp. 1
<b>What is Psychology</b>	<b>In Class Small Group Activity (SGA): What is Psychology?</b>
<b>Scientific Methods in Psychology</b>	Chp. 2 <b>In Class SGA: Research Methods</b>
<b>Biological Psychology</b>	Chp. 3
<b>TA DISCUSSION</b>	<b>Discuss &amp; Review</b>
<b>Biology Psychology</b>	Chp. 3 <b>Quiz #1: Chs. 1-3</b>
<b>Development</b>	Chp. 5 <b>In Class SGA: Jeopardy Game Chp 5</b>
<b>Learning</b>	Chp. 6 <b>In Class SGA: Classical vs Operant Conditioning</b>
<b>Memory</b>	Ch. 7 <b>In Class SGA: Memory Test</b>
<b>TA DISCUSSION</b>	<b>Quiz # 2: Chs. 5-7</b> <b>Discussion &amp; Review</b>
<b>Cognition &amp; Language</b>	Ch. 8
<b>TA DISCUSSION</b>	<b>Discussion &amp; Review for Midterm</b>
	<b>Midterm Exam: Chs. 1-3; 5-8</b>
<b>Intelligence</b>	Chp. 9 <b>In Class SGA: Measuring Intelligence &amp; Culture</b>
<b>Consciousness</b>	Chp. 10
<b>Motivated Behaviors</b>	Chp. 11 <b>In Class SGA: Why Did You Do That?</b>
<b>Emotions Health &amp; Stress</b>	Ch. 12
<b>Social Psychology</b>	Chp. 13 <b>In Class SGA: Unplugging Prejudice</b>
<b>TA DISCUSSION</b>	<b>Quiz #4: Chapters 10 - 13</b>
<b>Personality</b>	Chp. 14 <b>In Class SGA: Personality Assessment</b>
<b>Abnormal Psychology</b>	Chp. 15 <b>In Class SGA: Case Study</b> <b>Review for Final</b>
	<b>Final Exam: Chapters 9-15</b>