[Course Title]: PSY 111: INTRODUCTION TO PSYCHOLOGY

**[Instructor’s Name] Instructor**: Prof. Mayuko Nakamura

**[Class location] Class time and location**: MW from 9am to 9:50am DeGarmo Hall 208, F from 9am to 9:50am Online

**Lab time and location**: Tu from 9am to 9:50am DeGarmo Hall 039

**[Contact Information] Instructor email and phone**: [mnakamu@ilstu.edu](mailto:mnakamu@ilstu.edu), 309-438-2628 (please leave a message if I don’t answer).

**[Office Hours] Student Support Hours** – I’ll be in my office in 341 Williams Hall on Tuesdays, Noon-12:50pm to answer your questions, help you with course content, or chat about academic opportunities in person or via zoom. But it may be more convenient for you if you make an appointment with me for a quick in-person or zoom meeting. Please e-mail or call to schedule an appointment.

**[Course or Personal Zoom Link] Zoom Link**: <https://illinoisstate.zoom.us/j/91518154371> (Course Zoom link, also available via Canvas Course site)

**[Course Site] Course Site**: [Canvas course site](https://canvas.illinoisstate.edu/courses/281) You can [log in the courses](https://help.illinoisstate.edu/technology/support-topics/canvas/canvas-student-resources/logging-into-canvas) on the computer or the App.

**[Required Reading, Tools and Software] Required Textbooks**:

* Spielman, R. M., Jenkins, W., & Lovett, M. (2020). *Psychology 2e*. Available free at [Psychology 2e - OpenStax](https://openstax.org/details/books/psychology-2e)

Author of “Biased…”– Dr. Jennifer Eberhardt, image credit [Author Jennifer Eberhardt of 'Biased' Discusses Hidden Prejudice - Videos - NowThis (nowthisnews.com)](https://nowthisnews.com/videos/news/author-jennifer-eberhardt-of-biased-discusses-hidden-prejudice)

* Eberhardt, J. L. (2020). *Biased: Uncovering the hidden prejudice that shapes what we see, think, and do*. Penguin: New York, NY. You can buy it from your favorite online store. Used copies are fine.

***“Living with diversity means getting comfortable with people who might not always think like you, people who don't have the same experience or perspectives. That process can be challenging. But it might also be an opportunity to expand your horizons and examine your own buried bia*s.”   
Dr. Jennifer Eberhardt**

# [Course Description] Overview – “What is this class about?”

Have you ever thought about why people do what they do? If you have, you’re already thinking like a psychologist! In this class, we will be thinking like a psychologist and examining our own minds and the minds of people around us. As an introduction to the scientific study of the mind and behavior, this class will discuss everything from how people learn to how to cope with stress, as well as the scientific methods that researchers use to make psychological discoveries (Please look at the actual topics in the schedule section of this syllabus). Throughout the semester, we will apply our psychological knowledge to our own lives and the world around us. The skills you learn from applying the concepts to real life will be your assets as you undertake any careers and establish good relationships with family and friends.

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# [Learning Objectives] Course Learning Objectives – “What will I be able to do by taking this course?”

The Psychology Department has established the following goals for this course:

1. Understand the various perspectives, theories, and content in the field of psychology.
2. Critically evaluate claims about human behavior using knowledge of psychology and the scientific method.
3. Apply theories and principles of psychology to everyday behavioral issues.
4. Widen your appreciation for multiple perspectives in a multicultural society.

# Course Organization and Structure - “What happens during the class sessions and how to prepare for them?”

First, I’m so excited to be with you in this class and I hope to learn from you as much as you learn from me about our incredible minds! As you already know as a psychology major, it is super interesting and important to study psychology, but learning may not be always fun and easy. In this course, we have to work hard to learn various concepts of psychology because humans are complicated and there are so many theories, perspectives, and principles to explain our behaviors. There are times you may struggle to understand some concepts. The struggles and mistakes are very important for all of us as we strive to succeed and I’m more than happy to help you overcome the struggles or provide you with reasonable accommodations and adjustments as you work through the struggles.

This class meets MWF and an additional lab section on Tuesdays. Here are regular class schedule looks like

* Monday – lecture and in-class activities on Psychology 2e textbook
* Tuesday – student success lab and activities
* Wednesday – lecture and in-class activities on Psychology 2e textbook
* Friday – online “biased” book discussion (during the class session time, 9-9:50am) and weekly class lecture reflection (due by the end of the day)

**QUICK TIP for prepping for class**: For Monday and Wednesday lecture sessions, I would like you to come prepared to participate in the class discussion. Please make sure to read the assigned reading before the class sessions. When you’re reading for this course, please look for “big ideas” in the chapters (instead of trying to read word-by-word). We’ll practice reading for “big ideas” at the beginning of the semester. For Tuesday’s lab, there is nothing to do before the class– you can come to the classroom to learn new skills for your academic success. For Friday’s online class, please read the assigned reading before 9am, post or reply to the discussion thread during class time (9-9:50am) and then you can use the remainder of the class time to do the weekly class lecture reflection assignment.

# [Assessment Grading] Learning assessments – “How will I be evaluated? How will grades be determined?

Additional information about assessments will be posted on the Canvas course site. We’ll also discuss the assessment instructions in class to help you succeed in these assessments.

## What assessment activities do we have?

### Exams

There are two exams and one final exam. The exams are non-cumulative and cover the chapters preceding the exams. The exams consist of multiple-choice questions and short essay questions. A practice exam (with no points, but with feedback) will be given on the third week so you know your progress in this class and help you prepare for the exams (Learning Objectives 1, 3)

### Class Lecture Reflections

Each week, you will submit a reflection about the content from Monday and Wednesday lecture sessions. Each reflection will be worth 10 points and will count up to 100 points (that means if you miss a few reflections, it won’t hurt your grade). The reflections are due every Friday at 11:55pm (Learning Objectives 1, 2, 3, 4).

### Biased Book Discussion

You will read the assigned chapter for each week and discuss what you find interesting in the chapter. Please make an original post or reply to your classmate for Friday’s online session. All the posts must be made before the class ending time, Friday, 9:50am. Each week’s post will be worth 10 points and will count up to 100 points (that means if you miss a few online discussions, it won’t hurt your grade). (Learning Objectives 2, 4)

### Student Success Lab Experiential Activities

During the lab sessions, you will learn useful ideas and skills that help you prepare as a successful psychology student at Illinois State University. Three times in the semester, you will use one of the ideas and skills for a week and write about your experience (Learning Objectives 3, 4).

## How do we calculate course grades and when are they due?

|  |  |  |
| --- | --- | --- |
|  | Points | Dates/Deadlines |
| Exams | 300 points (2 exams and 1 final, 100 points each) | 2/15, 3/29 |
| Class Lecture Reflections | 100 points (10 pts. each week, up to 100 points) | Submit by 11:55pm on Friday |
| Biased Book Discussion | 100 points (10pts. each online discussion, up to 100 points) | Submit by 9:50am on Friday |
| Student Success Lab Experiential Activities | 60 points (20 pts. for each) | 2/17, 3/31, 5/2 |

Total points for this course: 560 points. The letter grade will be assigned based on the standard grade distribution (A≥90%, B=80-89%, C=70-79%, D=60-69%, F<60%).

# Support and Resources – “How will I be supported to succeed in this class?”

## Support from the instructor

I strive to create the best learning environment for all of us, but I’d like your help. If you have any questions or concerns, please reach me via e-mail, phone, or request for Zoom meetings. Also, if you have any feedback about how I teach, I’d really appreciate it. Your feedback makes me a better teacher and helps you succeed in this class and your future classes.

I hope we will have a fairly “normal” semester, but with COVID and the nation’s mental health crisis, I’d like to work with you if unexpected events occur in your life. I check email frequently on weekdays (but not 9pm- 9am), and less frequently on weekends. You can expect a response from me within 24 hours on weekdays and 48 hours on weekends. Please contact me with any questions or concerns, or just to chat about anything. Regarding assessments and feedback, you can expect to receive feedback and a grade within 10 days of the due date. Sometimes asking for help is the bravest move you can make. Again, I will do everything I can to help you succeed in this course so please reach out to me if you have questions or need help.

Image by [openclipart-vectors](https://pixabay.com/users/openclipart-vectors-30363/?utm_source=link-attribution&utm_medium=referral&utm_campaign=image&utm_content=153094) from [Pixabay](https://pixabay.com/?utm_source=link-attribution&utm_medium=referral&utm_campaign=image&utm_content=153094)

## Campus Support

The following units are ready to help ISU students with various needs. Please contact them directly for more information. A list of additional student support units and resources are available in the module tool in our Canvas course site.

* ISU Help Desk: (309) 438-4357, [supportcenter@illinoisstate.edu-](mailto:supportcenter@illinoisstate.edu-) for technical support.
* Student Access and Accommodation Services: (309) 438-5853 (voice) or (309) 438-8620 (TDD) - for special accommodations (including religious accommodations)
* Student Counseling Services (SCS): (309) 438-3655 or <http://counseling.illinoisstate.edu/> - Counseling support for stress or difficult emotions. Services are FREE and confidential.
* Visor Academic Center: (309) 438-3217 or <https://universitycollege.illinoisstate.edu/help/> - Writing assistance, tutoring, and various workshops are available.
* Dean of Students Office: (309) 438-2008 or <https://deanofstudents.illinoisstate.edu/> - for student organizations, events, and services, also for extended absence notification

# [Course Policies] – “What policies would affect my success in this class?”

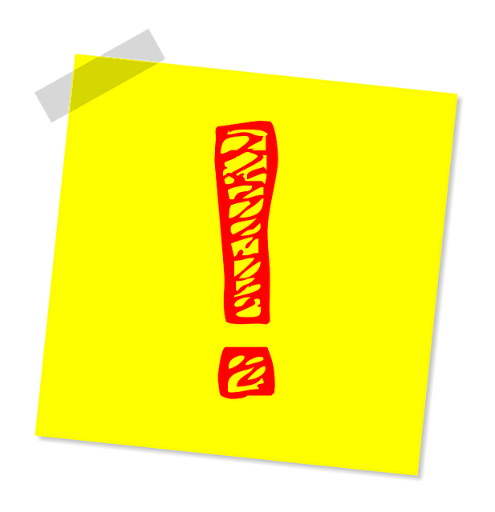
## Student Access and Accommodation Services:

#### Accommodations for Special Needs:

Illinois State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit their website - <https://studentaccess.illinoisstate.edu/>.   
  
Religious Accommodation:

Illinois State University welcomes diversity of religious beliefs and practices, recognizing the contributions differing experiences and viewpoints can bring to the community. There may be times when an academic requirement conflicts with religious observances and practices. If that happens, students may request reasonable accommodation for religious practices. Please contact Student Access and Accommodation Services at the above contact information.

## Assignments and Exams

If you arrange with me prior to the exam dates and assignment due dates, I’ll try to work with you on alternative plans. If you don’t make prior arrangements and miss exams or assignment due dates, please come talk with me as soon as possible so you can recover some points from missing exams and assignments. No late class activity reflections or discussion posts will be accepted because late work on them will not help you learn chapter materials.

## Attendance and Absence

As stated in the Undergraduate Catalog, you are responsible for attending class and completing all academic work. However, if you have to miss a class, please let me know so I won’t worry that you’re not well. If you have to miss classes due to an extended illness (3 or more consecutive class days) or bereavement, the Dean of Students Office can help. Please contact the Dean of Students Office at (309) 438-2008. More information can be found at [Absence Notification | Dean of Students - Illinois State](https://deanofstudents.illinoisstate.edu/contact/absence/)

Image by [SK](https://pixabay.com/users/maklay62-182851/?utm_source=link-attribution&utm_medium=referral&utm_campaign=image&utm_content=1421016) from [Pixabay](https://pixabay.com/?utm_source=link-attribution&utm_medium=referral&utm_campaign=image&utm_content=1421016)

## Respect for Diversity

I hope our classroom will be an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. All of us in this class should respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own. However, it may be sometimes difficult to have class interactions when our opinions are very different. In order to have respectable dialogues in class, we’ll discuss our ground rules on the first day of class.

ISU remains committed to creating and maintaining a working, learning, and living environment that is welcoming, supportive, respectful, inclusive, diverse and free from discrimination and harassment. The Inclusive Community Response Team (ICRT) serves students by fostering an open and inclusive campus and responding to instances of hate and bias. You can learn more about how the team can help and report concerns on the [ICRT website](https://studentaffairs.illinoisstate.edu/who/diversity/icrt/).

## Academic Integrity

You are expected to be honest in all academic work, consistent with the academic integrity policy as outlined in the Code of Student Conduct and any additional syllabus language. All work is to be appropriately cited when it is borrowed, directly or indirectly, from another source. Unauthorized and unacknowledged collaboration on any work, or the presentation of someone else’s work, is plagiarism. Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper attribution or authorization would also be a form of plagiarism. If you are unsure about whether something may be plagiarism or another form of academic dishonesty, please reach out to me to discuss it as soon as possible. Any allegation of a violation of this section may be referred to Student Conduct and Community Responsibilities, a unit of the Dean of Students Office for possible sanctioning. In addition, a grade penalty can also be applied.

## Lecture Recording

To protect the opinions and anonymity of classmates and course materials, students may not photograph or use audio or video devices to record classroom lectures or discussions or visual materials that accompany them (e.g., lecture slides, whiteboard notes/equations). Students with disabilities who need to record classroom lectures or discussions must contact Student Access and Accommodation Services to register, request, and be approved for accommodation.

# [Course Schedule] Tentative Schedule

## Lecture Session Schedule – “What are we doing during each lecture session?”

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Chapter and Topic | Monday (DEG208) | Wednesday (DEG208) | Friday (Online) |
| Week 1: 1/16-20 | Chapter 1: Introduction to Psychology | No class on 1/16 for MLK Jr. Day | Course Overview and Intro activity | Biased Book  Discussion: Introduction |
| Week 2: 1/23-27 | Chapter 2: Psychological Research | 2.1 Why Is Research Important?  2.2 Approaches to Research | 2.3 Analyzing Finding  2.4 Ethics | Biased Book Discussion: Chapter 1 |
| Week 3: 1/30-2/3 | Chapter 4: States of Consciousness | Practice Exam  4.1 What Is Consciousness?  4.2 Sleep and Why We Sleep  4.3 Stages of Sleep  4.4 Sleep Problems and Disorders | 4.5 Substance Use and Abuse  4.6 Other States of Consciousness | Biased Book Discussion: Chapter 2 |
|  | Chapter and Topic | Monday (DEG208) | Wednesday (DEG208) | Friday (Online) |
| Week 4: 2/6-10 | Chapter 6: Learning | 6.1 What Is Learning?  6.2 Classical Conditioning  6.4 Observational Learning (Modeling) | 6.3 Operant Conditioning | Biased Book Discussion: Chapter 3 |
| Week 5: 2/13-17 | Checkpoint | Review Session | Exam 1 | Lab Experiential Assignment Due |
| Week 6: 2/20-24 | Chapter 7: Thinking and Intelligence | 7.1 What Is Cognition?  7.2 Language  7.3 Problem Solving | 7.4 What Are Intelligence and Creativity?  7.5 Measures of Intelligence  7.6 The Source of Intelligence | Biased Book Discussion: Chapter 4 |
| Week 7: 2/27-3/3 | Chapter 8: Memory | 8.1 How Memory Functions  8.4 Ways to Enhance Memory | 8.3 Problems with Memory | Biased Book Discussion: Chapter 5 |
| Week 8:3/6-10 | Chapter 9: Lifespan Development  Chapter 5 Sensation and Perception (pp.155-159) | 9.1 What Is Lifespan Development?  9.2 Lifespan Theories | 5.1 Sensation versus Perception 5.6 Gestalt Principles of Perception | Biased Book Discussion: Chapter 6 |
| Week 9: 3/13-17 | Spring Break! | No class | No class | No class |
| Week 10: 3/20-24 | Chapter 10: Emotion and Motivation | 10.1 Motivation  10.2 Hunger and Eating | 10.3 Sexual Behavior 10.4 Emotion | Biased Book Discussion: Chapter 7 |
| Week 11: 3/27-31 | Checkpoint | Review Session | Exam 2 | Lab Experiential Assignment Due |
| Week 12: 4/3-7 | Chapter 11: Personality | 11.2 Freud and the Psychodynamic Perspective  11.3 Neo-Freudians: Adler, Erikson, Jung, and Horney | 11.7 Trait Theorists  11.8 Cultural Understandings of Personality  11.9 Personality Assessment | Biased Book Discussion: Chapter 8 |
|  | Chapter and Topic | Monday (DEG208) | Wednesday (DEG208) | Friday (Online) |
| Week 13: 4/10-14 | Chapter 12: Social Psychology | 12.1 What Is Social Psychology?  12.2 Self-presentation  12.3 Attitudes and Persuasion  12.4 Conformity, Compliance, and Obedience | 12.5 Prejudice and Discrimination  12.6 Aggression  12.7 Prosocial Behavior | Biased Book Discussion: Chapter 9 |
| Week 14: 4/17-21 | Chapter 14: Stress, Lifestyle, and Health | 14.1 What Is Stress?  14.2 Stressors  14.3 Stress and Illness | 14.4 Regulation of Stress  14.5 The Pursuit of Happiness | Biased Book Discussion: Chapter 10 |
| Week 15: 4/24-28 | Chapter 15: Psychological Disorders | 15.1 What Are Psychological Disorders?  15.2 Diagnosing and Classifying Psychological Disorders 15.3 Perspectives on Psychological Disorders  15.4 Anxiety Disorders | 15.5 Obsessive-Compulsive and Related Disorders 15.6 Posttraumatic Stress Disorder  15.7 Mood Disorders  15.8 Schizophrenia  15.9 Dissociative Disorders  15.10 Disorders in Childhood  15.11 Personality Disorders | Biased Book Discussion: Conclusion |
| Week 16: 5/1-5 | Wrap-up | Review Session | TBA | Lab Experiential Assignment Due |
| Final Week | Final Exam date TBA |  |  |  |