

PSYCH 1100H HONORS PSYCHOLOGY

Instructor: Prof. John Opfer
Office: Psychology 245
Hours: Mondays 2p-3p
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Website: <http://developmentalcognitivescience.org/lab/H1100.html>

OBJECTIVES

General Psychology seeks to introduce you to the problems, methods, and findings of psychologists in order to deepen your explanations of human behavior. To do this, we will cover the functions, mechanics and development of sensing and perceiving, learning and remembering, thinking and using language, getting motivated and feeling emotions, becoming a unique individual capable of dealing with the social world, suffering from the burdens of it all and even overcoming this suffering.

Understanding these processes requires attention both to the scientific evidence and to the logic that unifies these findings. Your grasp of the evidence and logic will allow you to learn more, to apply your knowledge outside the classroom, and to evaluate the funny things people say about people. That knowledge will also be useful on the...

EXAMS

<i>Exam #1:</i>	September 19 (20%)
<i>Essay Quiz:</i>	October 5 (10%)
<i>Exam #2:</i>	October 31 (20%)
<i>Research Paper:</i>	November 30 (10%)
<i>Final Exam:</i>	December 11, 12p, McPherson Lab 1045 (30%)
<i>REP:</i>	see REP Syllabus (10%)

For the first two exams, an optional do-over exam will be offered (Sept 22, Nov 3, 6:55p, PS 35). "Do-overs" may replace the previous exam score, but no do-over scores may replace a zero. There is no do-over for the Final or Quiz. If you experience a verifiable emergency and cannot attend a regularly scheduled exam, you (or someone on your behalf) must contact me by e-mail prior to the exam to inform me of the cause of your absence. Class attendance is required for the first full week of class.

TEXTS

Gray, P. & Bjorklund, D. (2014). *Psychology*. New York: Worth.

Pinker, S. (2002). *The Blank Slate: The Modern Denial of Human Nature*. New York: Viking.

CLASS DATE	GENERAL TOPIC	PAGES
1	22-Aug Scope & History of Psychology	Gray, xv-27; Pinker, 5-29
2	24-Aug Methods of Psychological Science	Gray, 29-55; Pinker, 5-29
3	29-Aug Genetic Foundations	Gray, 57-70, 399-410, 649-654; Pinker, 30-58
4	31-Aug Evolutionary Foundations	Gray, 70-99; Pinker, 30-58
5	5-Sep Functional Neural Anatomy	Gray, 147-193
6	7-Sep Neuronal Communication & Developpr	Gray, 147-193
7	12-Sep Motivation 1: Drives	Gray, 195-242
8	14-Sep Motivation 2: Emotion	Gray, 195-242
9	19-Sep EXAM #1	
10	21-Sep Perception 1	Gray, 245-279; Pinker, 195-218
11	26-Sep Perception 2	Gray, 281-318; Pinker, 195-218
12	28-Sep Learning 1	Gray, 101-144
13	3-Oct Learning 2	Gray, 101-144; 420-438; Pinker, 219-240
14	5-Oct Quiz	
15	10-Oct Psycholinguistics	Gray, 442-457
16	17-Oct Memory 1	Gray, 321-366
17	19-Oct Memory 2	Gray, 321-366
18	24-Oct Concepts & Reasoning 1	Gray, 369-391
19	26-Oct Concepts & Reasoning 2	Gray, 369-391
20	31-Oct Exam #2	
21	2-Nov Personality	Gray, 573-614
22	7-Nov Social Cognition 1	Gray, 438-442; 503-536
23	9-Nov Social Cognition 2	Gray, 438-442; 503-537
24	14-Nov Social Behavior 1	Gray, 461-501; 539-571
25	16-Nov Social Behavior 2	Gray, 461-501; 539-571
26	21-Nov Social Behavior 3	Gray, 461-501; 539-571
27	28-Nov Psychopathology	Gray, 617-693
28	30-Nov Psychopathology 2	Gray, 617-693
29	5-Dec Self-Esteem & Happiness	Gray, 483-492
	11-Dec FINAL EXAM: 12P, McPherson Lab 1045	

Sexual misconduct/relationship violence: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <http://studentconduct.osu.edu>

Disability Services: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall,

General Education Goals and Expected Learning Outcomes

Social Science

Goals: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Individuals and Groups

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups.
2. Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function.
3. Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

Diversity

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Social Diversity in the United States

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

TAG Learning Outcomes

1. Describe psychological theories, principles and concepts relevant to the following topics: (a) Biological (biology of behavior, sensation, consciousness), (b) Cognitive (memory, cognition, perception, intelligence), (c) Developmental (learning, lifespan development, language), (d) Social and Personality (social, personality, emotion, multicultural, gender, and motivation), (e) mental and physical health (abnormal, health, therapies).
2. Describe and evaluate various methodologies used in psychological research.
3. Apply basic psychological principles to human history, current events, and daily human experience.
4. Recognize diversity and individual differences and similarities (e.g, gender, ethnicity, and race) in a variety of contexts.
5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.
6. Recognize ethical consideration as applied to conducting research and professional conduct.

For information on how this course meets these requirements, please see supplemental syllabus at <http://developmentalcognitivescience.org/lab/H1100.html>