

Honors Intro Psych

HONS 163-01

Dr. Cindi May

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55 Coming, Rm 103

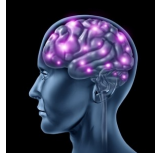
Why take this course? 3 good reasons:

1. Students will demonstrate the ability to create and communicate analytic arguments supported by evidence.

For example, you will use evidence to consider...

Why did some people refuse to get the COVID vaccine?

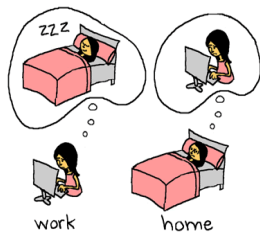
What role does the brain play in anxiety and depression?



Is driving while talking on a cell phone any more distracting than conversations with other passengers?



How do sleep and stress affect your everyday functioning?



2. Students will analyze and synthesize information within and/or across disciplines.



If you were on the school board, could you evaluate different reading programs? If your mom were diagnosed with Alzheimer's, could you read and understand research on treatment? Will you get your children vaccinated? Could you persuade others with your understanding of the information?

3. Students will participate in research that generates empirical knowledge about human behavior.

How do scientists convey their findings in ways that are understandable and compel societal change? Come and see for yourself!



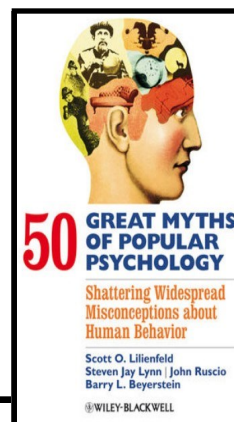
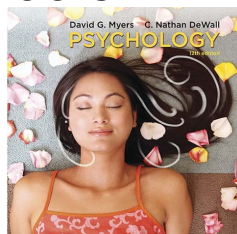
Required Reading/Tools

Psychology (13th Ed)
by Myers & DeWall

Ebook + portal required;
hard copy optional

See PG 2 for instrux to purchase

PLUS—Podcasts on Oaks



Office Hours

Tu/Th 1:00—2:00

Or by appt

Calvin Widholm

widholmc@cofc.edu

W 11:00—12:00

Library Rm 228

Helpful Links

Writing Support

[Improve APA writing](#)

[APA format support](#)

[Online APA support](#)

[Writing Lab](#)

CofC Resources

[Student handbook and Honor Code](#)

[Center for Student Learning](#)

[Library](#)

Prerequisites: NONE

HOW DO I ACCESS MY TEXTBOOK, QUIZZES, AND HOMEWORK?

READ BELOW TO FIND OUT!

ALL of your course materials will be accessed through OAKS (aka D2L). The textbook, homework, and quizzes are located in a module called LAUNCHPAD, which can be found in the CONTENT tab. You should BUY and ACCESS your textbook and other supportive materials (in one bundle) through the LAUNCHPAD module on Oaks.

You can get to LAUNCHPAD by logging into your HONS 163 course on Oaks (lms.cofc.edu), and clicking on the CONTENT tab.

Be sure your popup blocker is turned off!

Once in CONTENT, click on tab that says “click here to enter LAUNCHPAD.” When you first access that link, you will purchase your text and resources. After that initial registration, the tab will take you directly into LAUNCHPAD whenever you click on it.

The LAUNCHPAD bundle includes:

- ebook
- mandatory quizzes
- mandatory homework assignments PLUS so much more!!

You MUST purchase access to LAUNCHPAD for this course.

NOT SURE YOU WANT TO STAY IN THE COURSE AND DON'T WANT TO BUY LAUNCHPAD YET? Please use the FREE TRIAL for the first two weeks so you don't fall behind. But don't forget to purchase if you stay in the course.

Once you have registered an account, you can redeem an access code or purchase access (or use trial access for 14 days). If you do not register through Oaks, your LaunchPad grades will not report properly.

Follow these instructions for help registering into LaunchPad:

<https://macmillan.force.com/macmillanlearning/s/article/Students-Register-for-LaunchPad-Writer-s-Help-2-0-courses-via-your-school-s-LMS-Part-1>

For assistance, please visit: <https://macmillan.force.com/macmillanlearning>

Course Assignments

There are six general course requirements, each designed to achieve one or more of the educational goals outlined above. The six requirements are:

- | | |
|-------------------------------------|------------------------------|
| (1) Assigned readings | (4) Myth Busters Project |
| (2) LaunchPad HW & quizzes | (5) Tests and the Final Exam |
| (3) Discussion/Challenge activities | (6) Research participation |

Details about each of these course requirements is provided below.

1. READINGS. Readings for this course will include both your Meyers text and PsychPortal activities. Follow the syllabus carefully, as chapters may not follow sequential order, and assignments include readings from multiple sources. Items are DUE on the date listed below.

Calendar of Reading Assignments

August & September

TUES

Welcome and Introduction 8/23

Methodology continued 8/30

Myths: #6 - Playing Mozart's music...

Complete Quiz 1

Answer discussion questions

THURS

Psychology: Science and Method 8/25

Read the syllabus AND Myers
Prologue + Chap 1

Homework: PsychSim—Descriptive
Statistics (video + quiz)

Social Psychology 9/1

Read Myers Chap 13

LP: PsychSim Tutorial –
Everybody's Doing It

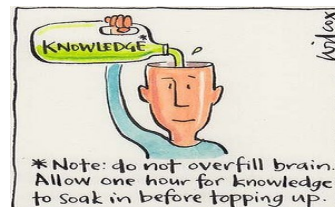
LP: *Replicating Milgram* (video)



"All those in favor say 'Aye.'"
"Aye."
"Aye."

"Aye." "Aye." "Aye."

September & October



TUES

THURS

Social Psychology 9/6 Answer discussion questions	Social Psychology continued 9/8 LP: <i>Whom do we help?</i> (video) Myths: #27 - Opposites attract...
Myth Busting Introduction 9/13 Complete Quiz 13 Podcast: The Influence You Have	TEST 1 9/15
Behavioral Neuroscience 9/20 Read Myers Chapter 2 LP: Neuroimaging: Assessing what's cool (video) LP: Planning, Life goals, frontal lobe (video)	Behavioral Neuroscience 9/22 Answer discussion questions
Myths: #5 Subliminal messages... 9/27 Complete Quiz 2	Sensation and Perception 9/29 Read Myers Chapter 6; LP: Blindsight: Seeing without awareness LP: Pickpockets, placebos & pain (video)
Answer Discussion questions 10/4 Complete Quiz 6	Test 2 10/6



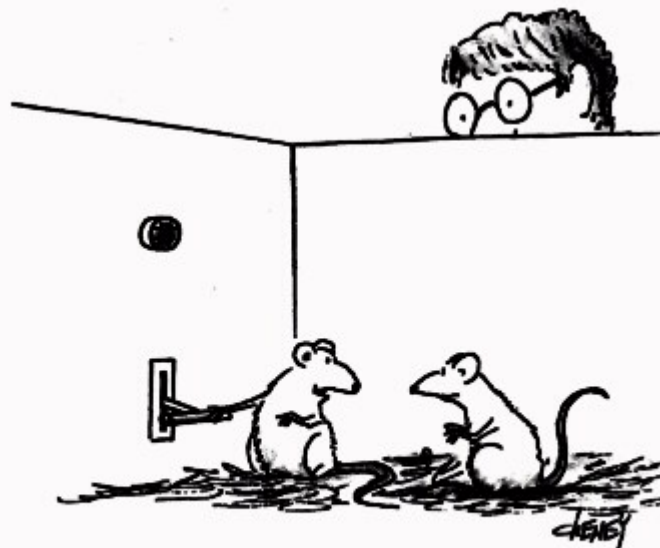
October & November



TUES

THURS


Memory 10/11 Read Myers Chapter 8 LP: Can you trust your memory? Podcast: The Night that Lasted a Lifetime	Memory 10/13 Answer discussion questions Take Quiz 8 Myths: #16 - If you're unsure of your answers...
Learning 10/18 Read Myers Chapter 7 LP: Reinforcers and Punishers	Learning 10/20 Answer Discussion Questions Podcast: Fee for service monster
10/25 Myths: #18 - Students learn best.. Take Quiz 7	TEST 3 10/27
Stress and Health 11/1 Read Myers Chapter 12 The search for happiness (video)	What is stress? 11/3 Answer Discussion Questions Take Quiz 12 Myths: #24 - Happiness is determined...



It's a rather interesting phenomenon. Every time I press this lever, that post-graduate student breathes a sigh of relief.

November & December

TUES

FALL BREAK	FALL BREAK	11/8	Psychological Disorders	11/10
			Read Myers Chapter 15 & 16; PsychSim: Classifying disorders Podcast: In the heat of the moment	
Answer Discussion Questions		11/15	Therapy	11/17
Take Quiz 15			Myths: #44 - Criminal profiling	
Take Quiz 16		11/22		11/24
Myth Busting Projects Due				
Myth Busting Presentations		11/29	TEST	12/2
			Note: Final Exam: Dec 8th, 10:30 am	

2. How to access LaunchPad Activities and Quizzes (web portal)

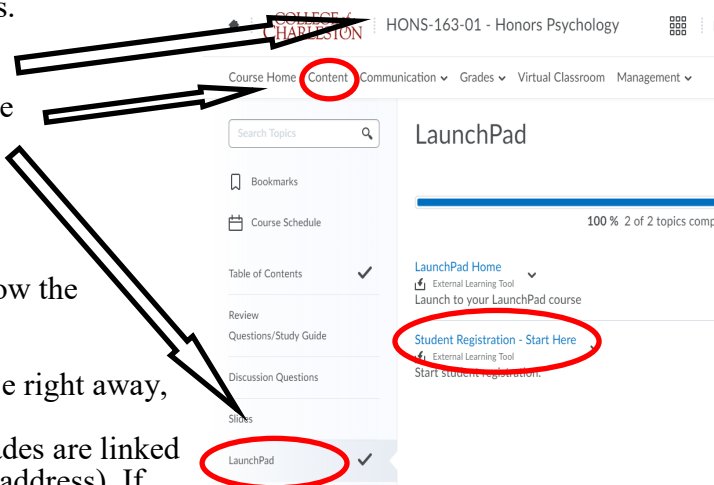
Course assignments include brief videos, demonstrations, and quizzes located on the Launchpad Web Portal. These assignments are due by 9 am on the date listed. Follow the syllabus carefully!

Follow these steps to get started. If you need additional guidance, consult the [support site](#), and be sure to use one of the recommended browsers.

1. First, go to Oaks and select our course.
2. Second, click on CONTENT and go to the LAUNCHPAD module.
3. On your FIRST visit, click STUDENT REGISTRATION - START HERE.

Click "I want to purchase access" and follow the instructions.

If you need to start working but can't purchase right away, select "I want temporary access" and follow the instructions. Please note: Your grades are linked to your Launchpad account username (email address). If you use temporary access, make sure you purchase or register your code using the same email address for your paid access.



If you have problems registering, purchasing, or logging in, please contact Customer Support.

You can reach a representative 7 days a week by phone at (800) 936-6899.

4. Once you have registered, you can access LaunchPad through Oaks.

Life-College Balance and Self-Care

Whether it is family and relationship problems, working nearly full-time, depression, anxiety, problems related to alcohol or other drug use, sexual assault and/or the death of family and friends, I am aware of and sympathetic to the fact that college students experience these and other challenges that make it difficult to focus on academics.

If you experience one or more of these things during our class and you are struggling to complete coursework, please communicate with me. Feel free to make an appointment, drop by office hours, or email me. There are numerous resources that I can recommend to you and, to an extent, I can work with you on deadlines.

Depending on what you are going through and the extent to which it is affecting your life, withdrawing from the class is sometimes the best option — Friday, October 28th is the deadline for withdrawing from full semester classes

Remember to take
care of yourself.
You can't pour from
an empty cup.



Resources

In addition to the LaunchPad resources, the College of Charleston offers other support. I encourage you to utilize the [Center for Student Learning \(CSL\)](#) for assistance in study strategies, speaking & writing skills, and course content. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at **no additional cost**. The CSL includes **tutors**, a **Speaking Lab** and the **Writing Lab** (Addlestone Library, first floor). Trained writing consultants can help with writing for all courses; they offer one-to-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information regarding these services please visit the CSL website at <http://csl.cofc.edu> or call (843)953-5635.



Last but not least, **please check Oaks for a study guide!** Use it from DAY 1 to help you get the most out of this course, and to prepare for your assessments.

General Education Learning

This course satisfies a General Education Requirement (GER). As a part of the GER, students apply social science concepts, theories, and methodologies to explain human behavior, social interactions, and social institutions. This learning outcome will be assessed as a multi-part essay question on a class exam.

3. Discussion Activity: Chew on THIS!

Discussion questions for each chapter will be posted on Oaks. You will work in groups of 3 to answer these discussion questions. On the day we start discussing a chapter, you will have 5-10 minutes at the start of class to meet with your group to review the answers (come to class with your own answers prepared). A different group member should take the lead for each chapter, and will be responsible for putting together the “best answers” after class and distributing them to group members by the following class. Answers will be collected from each group twice at random and will be graded.



Research in Action: The Final Challenge

If a student learns a concept relevant to health or flourishing, but doesn't change any of their behavioral habits, did learning actually occur?

I want to challenge you to use science to improve your life and the lives of others. So when you reach the fourth and final section in this course, I will encourage (but not require) you to continue your discussion questions. Instead of turning in discussion questions, you and the members of your group will select **one** of three challenges to accept for one week. These challenges are designed to help you apply what you have learned in class to improve life. Although you will complete these challenges individually, I want you to select the same challenge as your other group members so that you can support and encourage each other to complete the challenge with integrity. To read more about your three options, follow this [CHALLENGE LINK](#).



4. Myth Busting!

From phony Facebook accounts and untrue tweets, we are bombarded with fake news every day. Some of that fake news appears under the guise of psychological science. Has anyone told you, for example, that you only use 10% of your brain at any one time? Or that you will learn better if your instructor's approach matches your personal learning style? These are just two of the dozens of popular myths masquerading as scientific fact. In this course, we will explore these myths, and you will investigate the research that refutes them.

For your project, you will identify a myth, research ALL the relevant evidence, and prepare both a paper and a short video that busts your myth. You can choose to work alone or with up to two other people on this project. All papers and videos are due on Nov 22nd.

Click [HERE](#) for a detailed rubric. We will discuss more in class.

5. Important Information about Assessments

Please be sure to mark the dates for your assessments on your calendar immediately so that they don't take you by surprise. Students often need to plan ahead to balance multiple assessments or papers due in the same week. Good planning will reduce your stress and improve success.



As indicated on the syllabus, you will take a quiz on every assigned chapter. All quizzes are posted on the Launchpad portal in Oaks. These are low stakes, and are designed to help you master the material in small chunks. Testing yourself is a highly effective way to study, as it gives you practice with the test format and allows you to evaluate what you do and do not know. **You may take each quiz as many times as you want, but must receive a score of at least 90% by the due date to earn credit.** Failure to earn 90% by the due date will result in a 0. A 90% or better receives full credit (10 points/quiz). All quizzes are due by 9 AM the date they are assigned.

If you are an **athlete** and know that you will be out of town for an assessment, please notify me at least one week before the exam so that we can make appropriate arrangements for you to take it.

If you are a **student registered with SNAP** and qualify for support, please see me at your earliest convenience. I want to support your learning needs, and to do so effectively, **I will need SNAP documentation and the test envelope at least one week prior to an exam.** I also need to know if you need extra time for the online quizzes, so please notify me at your earliest convenience. I need at least 48 hours to change online settings.

If you must miss an exam for any reason, please notify me as soon as you can. Students with an EXCUSED absence may take a make up. Excused absences include 1) university sponsored activities, 2) medical circumstances, 3) death or critical illness of a family member, 4) "other official activities" (e.g., military service, jury duty, court appearance) and 5) extreme personal emergencies (e.g., crime victimization). Students will need documentation, including a written note (with name and phone number) from a physician or government official.

Only students who provide approved documentation may take a make-up exam. All make-up exams will be administered on READING DAY - no exceptions.

Make-up exams are all essay.

Please note that I will do my best to maintain the schedule of assignments and assessments outlined here. That said, dates and other course components may change as a result of weather (e.g., hurricane), pandemic, or other forces beyond my control. I strongly urge all students to get vaccinated (and boosted) so that we can safely maintain the in-person nature of this course.



"You know, if they'd been a little more specific, I never would've signed us up."

Attendance Policy - Use Arkaive APP to Sign In Daily

This course is offered in person, and is designed to involve more intensive student discussion and interaction. Consequently, regular attendance is incredibly important. **Past experience suggests that students who miss very few (or no) classes are most successful in the course.** That said, there may be instances when students miss class. For ALL students, slides will be posted online for you to review. I strongly suggest that students find a partner in the course in case they are absent, so that they can get the notes. **The slides will provide the bare bones of the class discussion, but are not intended to replace class participation.**

Students may miss 3 classes (no excuse needed, except on test days!). To record attendance, **students should login using the free ARCHAIVE app at the start of each class (click [HERE](#) for instrux; use code VKC1).** Students who have more than 3 unexcused absences will receive a 3% grade penalty for *each additional* day missed. Excused absences include 1) university sponsored activities, 2) medical circumstances, 3) death or critical illness of a family member, 4) other official activities (e.g., military service, jury duty, court appearance) and 5) extreme personal emergencies (e.g., crime victimization). Students must have documentation for an excused absence, and I reserve the right to approve or disapprove absences.

Students will not be able to LIVE zoom into class when absent. If you are quarantined due to COVID, email me documentation before 9:00 am and I will try to record the lecture. If you are in class your participation will be recorded and available to other students. *Only students with documented COVID exposure/illness will have access to the recorded class.* Class recordings will not be provided for any other absences, approved or otherwise.

If more than one student is absent for an extended period of time due to COVID, I MAY decide to conduct the class exclusively online for a temporary period. This decision will depend upon the number of students affected, the expected duration of their absence, and the needs of the class. It is my strong hope that you will consider vaccination, and that we can remain together in class.

Student Learning Outcomes for Honors Students

As an Honors course, this class includes three critical learning objectives for students:

1. Students will demonstrate the ability to create and communicate analytic arguments supported by evidence. Preparation of the discussion questions and the myth busting project are both designed to meet this objective.
2. Students will analyze and synthesize information within and across disciplines. The course readings, which draw from multiple sources including the primary literature, will support this objective. Your homework assignments and your myth busting project also align with this objective.
3. Students will design and implement a major research project that reflects a high level of proficiency in methods of inquiry and ways of thinking. This course will put a strong emphasis on the scientific method and the ways in which psychological scientists utilize this method to understand human behavior. Students will participate in the experimental process and learn to critique different methodologies in pursuit of scientific truth.

6.

RESEARCH REQUIREMENT

Students enrolled in Psychology 103 must fulfill a research requirement as part of this course. This research requirement constitutes 5% of your final grade, and may be completed in two ways:

A	AND/OR	B
participating in experiments offered by the Psychology Department		reading and critiquing journal articles online

You should not feel pressured to participate in experiments; you will receive full credit if you successfully complete either alternative for this requirement. You must earn a total of 10 research credits, and can do so by completing experiments, critiquing journal articles, or BOTH. Details about each option are provided below.

Option A Experiment Participation within the Psychology Department

Student and faculty researchers in the Psychology Department conduct scientific investigations on many of the topics covered in this course. These studies typically require 30 minutes to 1 hour of your time. You are encouraged to participate in psychological research for several reasons: The experience is educational, allowing you to learn "first hand" about psychological research. In addition, your participation helps to train advanced psychology majors about how to conduct scientific investigations (under faculty supervision). You may sign up for experiments at <http://cofc.sona-systems.com>. **In order to satisfy the research experience requirement for this course and earn these points toward your grade, you will need to earn 10 research credits. At least 4 of these research credits must be earned prior to Oct 22, and 6 credits prior to Nov 14, or you will be penalized a portion of your grade.** You will earn 1 credit for each study that is 30 minutes or less in length, and 2 credits for any study greater than 30 minutes and less than an hour, and so forth. Be sure to attend experiments for which you sign-up or call to cancel ahead of time. Otherwise, you will be penalized by losing 1 credit (in addition to not receiving any credit for the experiment).

How to get started?

Go to <http://cofc.sona-systems.com/>

In the lower left-corner, below "New Participant?", click "Request an account here"

Fill out all of the information. Your "userid" is a name of your choosing.

Be sure to select the correct course, matching your professor's name and the time that your class meets.

You will receive an email with your logon information.

If you are under 18 years of age, you must have a signed parental permission form in order to participate in experiments. See http://psychology.cofc.edu/student-ops/research_requirement/103_docs/under_18.

How to schedule an experiment?

Login at <http://cofc.sona-systems.com/>

Click "Study Sign-Up"

Follow the instructions to view and sign up for any available studies. Note that there are sometimes few are no studies to choose from. If that is the case, check back later.

You will receive an email confirmation of your sign-up.

Option B Journal Article Critique

You may prefer not to participate in psychological experiments. Instead, you have the option of earning your research credits by reading and reviewing approved journal articles on psychological research. Approved journal articles are available through the OAKS portal. After reading an article, complete the Journal Article Critique Form, and turn it in to your psychology professor before the last day of class. Each critique is worth 1 credit. Note that you may choose to fulfill your requirement by any combination of participating in experiments and critiquing journal articles so long as a total of 10 research credits are earned. 4 credits must be earned by Oct 22, and 6 credits by Nov 14. To access the materials for the Journal Article Critique:

- 1) Log on to OAKS (<https://lms.cofc.edu/>)
- 2) Click on the course called "Intro Psychology Journal Article Critique" under the current semester
- 3) Click on the Content icon
- 4) Download the article you want to read
- 7) Download the Journal Article Critique Form.
- 8) Remember that **you must read the entire journal article and answer the questions on the Journal Article Critique Form in your own words.**

Plagiarism and/or simply reading the abstract will not be tolerated.

- 9) Turn in the Journal Article Critique form to your psychology professor before the last day of class.

For additional information about, including your rights and responsibilities as a research participant, see http://psychology.cofc.edu/student-ops/research_requirement/students.php.

GRADING

<u>Assignment</u>	<u>Total Possible Points</u>	
Tests		
100 points/Test	400	
Mastery Quizzes (taken online)	100	Grading Scale
Mean Quiz Score		92%-100% = A
		90%-91.9% = A-
		88%-89.9% = B+
Myth Buster Paper & Project	150	82%-87.9% = B
		80%-81.9% = B-
PsychPortal Activities		78%-79.9% = C+
@ 5 points each	60	70%-71.9% = C-
		68%-69.9% = D+
Challenge reflection	25	62%-67.9% = D
Discussion questions	40	60%-61.9% = D-
		<60% = F
Cumulative Final Exam	150	
Research Requirement	50	
TOTAL POINTS FOR THE COURSE	975	