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INSTRUCTOR'S RESOURCE MANUAL

to accompany

PSYCHOLOGY AN EXPLORATION

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Prentice Hall

Upper Saddle River London Singapore
Toronto Tokyo Sydney Hong Kong Mexico City



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Contents

Preface iv

Introduction & Teaching Tips vi

Chapter 1 The Science of Psychology 1

Chapter 2 The Biological Perspective 84

Chapter 3 Sensation and Perception 144

Chapter 4 Learning 208

Chapter 5 Memory 269

Chapter 6 Consciousness and Cognition 326

Chapter 7 Development Across the Life Span 383

Chapter 8 Motivation and Emotion 447

Chapter 9 Stress and Health 522

Chapter 10 Social Psychology 593

Chapter 11 Theories of Personality and Intelligence 662

Chapter 12 Psychological Disorders 754

Chapter 13 Psychological Therapies 821

Appendix A The Interactive Classroom 880

Appendix B Industrial Organization Instructor Materials 918

Appendix C Instructor Resources Frequently Asked Questions 1153

INSTRUCTOR'S RESOURCE MANUAL PREFACE

Why a New Format for the Instructor's Manual?

The Ciccarelli/White *Instructor's Resource Manual* is delivered in a format created with direct feedback from teachers. We spoke with a range of instructors—from those who have been teaching only a couple of semesters, to those who have been teaching for many years. Overwhelming the response we received around potential changes to the instructor's manual involved accessibility and ease of use. Many instructors lamented the “telephone books” they have received from various publishers and how these large volumes make it difficult to know what exactly rests inside. Concerns arose around paper usage—printing thousands of these manuals which end up sitting on shelves seems a waste when we are all trying to conserve resources. With these concerns in mind we asked a number of instructors what the ideal instructor's manual would be like. Here is what they said:

Integration of resources—what goes where?

For the Ciccarelli/White text we created **Lecture Guides** for each chapter—using the chapter outlines to integrate the suggested lecture discussions, activities and other resources directly into the appropriate sections. In addition we included brief notes synthesizing the key information for that section. Instructors can easily see the key points of each section of the text, as well as the resources they have available.

Click and view—seeing the resources

The advantage to reviewing the Instructor's Manual on your computer is the ability to link to specific sections/documents. Lecture discussions, activities and other resources are integrated in the Lecture Guide. By **clicking** on the hyperlinks, you can easily jump to the section/page you want to review (note with the Word document, press **CTRL + click**). Hotlinks are provided at the end of each section, **► Return to Lecture Guide** so you can easily jump back to where you were, or back to the start of the chapter **▲Return to Table of Contents**.

Print what you want, when you want

Many instructors expressed a desire to print off only portions of the Instructor's Manual—not the whole thing. With our new Lecture Guides and the ability to click on relevant resources, instructors can print and bring to class those resources they find useful. Of course if any instructor would prefer to have the whole instructor's manual printed and available in hard copy—this can be arranged. Please just ask your local Pearson sales representative. To locate your rep, go to www.pearsonhighered.com/relocator.

Access to the “best of” materials

Pearson Education publishes a number of introductory psychology texts and the instructors we spoke with recommended we review all of our introductory psychology instructor's manuals, pull the best lecture, classroom activities and assignments found in each and use these resources to ensure each Pearson

introductory text offers instructors the “best of” experience. We listened—and thank you to Debra Hollister and Diane Ashe (both from Valencia Community College) for their help in completing the huge job of reviewing and pulling “best of” materials for us to use in the second edition of Ciccarelli/White.

Accessing the Instructor’s Manual in a variety of ways

The instructors we spoke with wanted to be able to access their resources in a variety of ways—so the Ciccarelli/White Instructor’s Manual is available for download from www.pearsonhighered.com/irc in addition to being available on in Instructors Resource DVD (ISBN 0132302837).

We are grateful to the participants of numerous focus groups who helped guide the revisions for different elements of the integrated package, as well as those instructors and students who reviewed the supplements and provided wonderful feedback. In addition to the feedback on the Instructor’s Manual, instructors helped guide the changes on all of our other support materials. Please see the **Frequently Asked Questions Appendix** for a list of some of the key questions we were asked by instructors. Click on the questions to see our responses.

INTRODUCTION & TEACHING TIPS

▲ TABLE OF CONTENTS

To access the resource listed, click on the hot linked title or press **CTRL + click**

To return to the Table of Contents, click on click on **▲ Return to Table of Contents**

To return to a section of the Lecture Guide, click on **► Return to Lecture Guide**

► RESOURCES

- [Ten Tips for Successful Teaching](#) (p. vi)
- [General Resource Texts](#) (p. ix)
- [Supplementary Texts](#) (p. ix)
- [Accessing Resources](#) (p. ix)
- [Sample Syllabus #1](#) (p. xi)
- [Sample Syllabus #2](#) (p. xiii)
- [Sample Syllabus #3](#) (p. xv)
- [Sample Syllabus #4](#) (p. xvii)
- [Sample Syllabus #5](#) (p. xix)

FIRST WEEK OF CLASS ACTIVITIES

- [Ice-Breaker Activity](#) (p. xxi)
- [Learning Students' Names](#) (p. xxi)
- [First Week of Class Discussion Questions](#) (p. xxi)
- [Assignment: Exploring Psychology Through Art](#) (p. xxiii)
- [Assignment: Psychology and the Media](#) (p. xxiii)
- [Assignment: Observational Research in the Dining Hall](#) (p. xxiv)
- [Assignment: Using Psychology Databases](#) (p. xxiv)

TEACHING TIPS

Teaching Tips: Ten Tips for Successful Teaching

For most students, the introductory psychology course will be the only psychology course they will ever take. While a good text and helpful ancillaries certainly contribute to a successful introductory course, it is the teacher who often makes the difference between a bad or a good class, or between a good class and an outstanding one. Personal variables such as the respect you show for the subject matter, the concern you show for students' understanding of psychology, and the care with which you prepare your class presentations, are critical factors that will influence your students' impressions of psychology throughout

the term and beyond. Your classroom behavior also has important practical implications since it will determine whether or not some of your students enroll in other psychology classes or become psychology majors. In sum, you are a representative of psychology as both a science and a career, and as such, your actions reflect the field's professional values and standards. Below are ten tips that we have found to be helpful in our own teaching of introductory psychology. We hope that you will find them useful in yours, too.

- Be organized and prepared. There is simply no substitute for knowing your subject matter. Contrary to popular opinion, freshmen and other introductory students are very perceptive. A teacher who is ill-prepared to discuss the subject material or to field students' questions will soon be discovered, resulting in large-scale apathy. Beyond knowledge of the subject matter, it is also important to schedule enough time for adequate preparation. A teacher cramming for a presentation is likely to meet with the same result as a student cramming for an examination failure, if you plan to use audiovisual aids, get to class a few minutes early to make sure the equipment is working properly, that the slides are right side up, that the microphone is working properly, etc. Students resent your taking class time for such preparation. Similarly, it is unwise to "fill" class time because you are not adequately prepared to lecture. Your presentations should always be substantive and informative.
- Know your students. Most students appreciate and, indeed, welcome personal contact with their instructors. You may wish to arrive a few minutes early to class each day and visit with the students who are present. You will become more familiar and comfortable with them, and they will become more familiar and comfortable with you. Even if you are teaching a very large class and cannot get to know every name, you can make efforts to get to know some of them and assure them that you are available and concerned about their performance. You could email the students who performed especially well to congratulate them, or email those who failed to encourage them to come see you. The more comfortable students feel with you, the more likely they will be to make valuable contributions to classroom discussions. Beyond knowing some (hopefully most) of your students personally, being aware of campus and other local issues that concern students allows you to incorporate meaningful examples into classroom presentations. Other than the students themselves, the best sources of information on these matters are campus and local newspapers.
- Be consistent. Students appreciate instructors who keep their word with respect to course policies and class assignments. If your office hours are from 10 to 12 on Tuesdays and Thursdays, you should be there. If an emergency comes up, leave a note to that effect on the door. If a student poses a question, and you reply with, "That's a very good question. I don't know the answer at present, but I will do some research on it today and let you know tomorrow," be sure to keep your promise. Your credibility as a teacher will be enhanced by your ability to follow through.
- Accept criticism with good grace. Each time a new teaching term begins, you acquire a new set of critics. Students may evaluate your style of dress, your manner of speaking, your sense of humor, and a variety of other things that may or may not relate to your ability to convey information about introductory psychology. If only one or two students in a class of, say, forty to fifty students make similar criticisms about a particular aspect of your technique, you may or may not want to take the criticism seriously. However, if several students have similar criticisms, it would be to your advantage to pay attention to their comments and take steps to remedy the situation.
- Express your respect for students. Students, like everyone else, appreciate being treated with common courtesy. They appreciate a friendly "Hi" when you pass them in the hall. When responding to students' questions in class, do so with kind regard for both the students and the

questions. If you are challenged by a student, remain calm and do your best to handle the situation gracefully. Invite the student to stay after class for a few minutes and talk the problem over. If the situation persists, discuss the matter with a colleague.

- Keep your message simple. In addition to having a sound understanding of your subject matter, it is also important to know your audience. Your presentations should be geared to their level. Keep in mind that you are not delivering an address to your peers at a professional conference, but are presenting new ideas and concepts to an audience of young people. Seek to challenge them by first discovering their level of understanding and then teaching slightly above that level. In preparing your classroom presentation, keep in mind that it is very easy to overload students with information. There is a definite limit to how much information students can receive and understand in one class period. Keep your lecture clear and simple. Build it around three or four major points and use plenty of thoughtful and representative examples.
- Be enthusiastic. Your level of enthusiasm for the subject matter will be obvious on the first day of class and will determine the tone for the entire term. More importantly, your attitude will have a strong influence on your students' attitudes about the course. Your enthusiasm for psychology can make any topic engaging.

[▲Return to Table of Contents](#)

General Resources

Teaching Tips for the New Instructor (0136143172)

This guide by Fred W. Whitford helps new instructors or graduate teaching assistants to manage the myriad complex tasks required to teach an introductory course effectively. The author has used his own teaching experiences over the last 25 years to help illustrate some of the types of problems that a new instructor can expect to face. The guide has been completely revised and updated from the former *Teaching Psychology: A Guide for the New Instructor, Fourth Edition* to include content applicable to a number of disciplines with introductory courses.

Movies as Illustrations for Introductory Psychology (0131455109)

This teaching guide by Steven R. suggests 45 different movie scenes, several for each chapter of a typical introductory psychology textbook that can be used to spark discussion and clarify concepts covered in class. Includes Scene Notes, which summarize the scenes and provide context; Topic Notes, which tie in the movie scenes to topics likely covered in introductory psychology classes, and Discussion Questions, which suggest ways of engaging the class in conversation about the scene.

▲Return to Table of Contents

Supplementary Texts Available to Package with Ciccarelli/White *Psychology: An Exploration*

Ciccarelli/White's *Psychology: An Exploration Study Guide with Concept Notes* (ISBN 0132302845) by Brenda Fonseca (Mesa Community College) includes a chapter summary and practice exams structured around the chapter learning objectives. An innovative study hints section help students with the most difficult to understand concepts from the chapter. Each of the chapter's visual summaries is included; section level concept maps and key illustrations are provided to students along with a notes page so they can follow along with an instructor's lecture, see the relevant text content and take notes alongside.. The second edition Study Guide is perforated and three-hole punched so students can pull out and use what they need.

CURRENT DIRECTIONS IN INTRODUCTORY PSYCHOLOGY, Second Edition:

***READINGS FROM THE AMERICAN PSYCHOLOGICAL SOCIETY* (0137143508)** by Abigail Baird (Vassar College). The 2nd edition of the American Psychological reader, includes over 20 articles that have been carefully selected for the undergraduate audience, and taken from the very accessible *Current Directions in Psychological Science* journal. These timely, cutting-edge articles allow instructors to bring their students real-world perspective—from a reliable source—about today's most current and pressing issues in introductory psychology.

***Forty Studies That Changed Psychology, Sixth Edition* (013603599X)** by Roger Hock (Mendocino College). Presenting the seminal research studies that have shaped modern psychological study, this brief supplement provides an overview of the environment that gave rise to each study, its experimental design, its findings, and its impact on current thinking in the discipline.

***The Psychology Major: Careers and Strategies for Success, Fourth Edition* (0205684688)** by Eric Landrum (Idaho State University) and Stephen Davis (Emporia State University) This paperback text provides valuable information on career options available to psychology majors, tips for improving academic performance, and a guide to the APA style of research reporting.

▲Return to Table of Contents

Accessing All Resources for Ciccarelli/White *Psychology: An Exploration*

For a list of all student resources available with Ciccarelli/White, go to www.mypearsonstore.com, enter the text ISBN (0132302721) and check out the “Everything That Goes With It” section under the book cover.

For access to the instructor supplements for Ciccarelli/White *Psychology: An Exploration*, simply go to <http://pearsonhighered.com/irc> and follow the directions to register (or log in if you already have a Pearson user name and password).

Once you have registered and your status as an instructor is verified, you will be e-mailed a login name and password. Use your login name and password to access the catalogue. Click on the “online catalogue” link, click on “psychology” followed by “introductory psychology” and then the Ciccarelli/Whit *Psychology, Second Edition* text. Under the description of each supplement is a link that allows you to download and save the supplement to your desktop.

For technical support for any of your Pearson products, you and your students can contact <http://247.pearsoned.com>.

[▲Return to Table of Contents](#)

SAMPLE SYLLABUS #1

▲ [Return to Table of Contents](#)

Course Syllabus General Psychology

PSY 1012
3 Credits

Session 2, 2009-2010

Professor:

Office:

Office Hours as posted

Phone:

E - mail:

Textbook: *Psychology: An Exploration* by Saundra Ciccarelli and Noland White

Course Description: Life orientated course in psychology, designed to give the student the factual foundation in techniques and the vocabulary of psychology and general understanding of human behavior. Surveys research and application of psychology in areas of learning, intelligence, motivation, emotion, personality, behavior disorders, mental health and therapy. There will be three class sessions during the semester that class will be conducted on WebCT only. Some of your tests will be on WebCT and some will be in class.

Course Objectives: Upon completion of this class, the student should be able to demonstrate knowledge concerning:

1. The definition of psychology
2. Brain function and how it affects behavior
3. Learning and memory
4. Growth and development principals

Competencies Addressed: This course addresses the **XX COLLEGE** Student Competencies. If you are interested in which of the competencies are addressed, please review the [Course Outline](#) on file in the Departmental Office

Academic Dishonesty: In the event that a student is caught cheating, he/she will receive a grade of zero (0) for that assignment. This is a grade that will not be dropped! If another incident occurs, that student will be withdrawn from class.

Class Attendance: It is the policy of the college that you attend the classes that you are registered to attend. In the event of an absence, it is your responsibility to contact someone to obtain information to make up the loss. **Please note: If you have a pager or a cell phone, make sure that it is set to vibrate prior to entering the classroom...if it rings during class, I will answer it in front of the entire class!**

If your absences in class become excessive, you will be contacted in writing to set up a conference date/time. If you do not schedule an appointment, you will be withdrawn from class and a grade of "W" assigned. Withdrawal deadline for this session is March 20, 2009. **There will be class sessions that will be conducted through WebCT and it will be your responsibility to respond to discussions through**

WebCT for your points for those four classes. The discussions on WebCT will be worth a total of 80 points towards your final grade.

Evaluations: There will be 5 tests throughout the semester including the final. These tests will cover information presented in class and textbook material. The tests may be multiple guess, true/false and/or matching.

The tests will be scheduled as follows:

- Following Chapter 1, 2, 3
- Following Chapter 4, 5, 10
- Following Chapter 6, 8, 9
- Following Chapter 7, 11
- Following Chapter 12, 13

Grades: Individual test grades may be assessed on the following scale:

- A = 45 - 50
- B = 40 - 44
- C = 35 - 39
- D = 30 - 34
- F = 29 and below

You will also be required to write one **critique** covering a journal article or an article from the Internet. This article must deal with an aspect of psychology that is of interest to you. You may choose your article out of these reserve journals or you may be able to find another article of interest to you that will meet the criteria. The Internet offers many journals on line. There is a book at the reserve desk titled **Writing Papers in Psychology** that will answer your formatting questions. **You must have your name and class time on the title page.** If you have questions about the article, please see me. The article will be worth 40 points. It will be due on February 18, 2009. Your paper will be due on your normal class meeting day! The paper may be turned in early. Please make sure your name and class time are on these papers. Your paper **must be APA formatted with a works cited page!** Points will be deducted if the paper is not in this format or is turned in late!

Each test will be worth 50 points. **There are no Make - Ups.** If you miss a test you will receive a score of 0 for the missing grade. Four test grades (possible 200 points), four response answers on WebCT (possible 80 points total) and one critique (possible 40 points) will constitute your final grade. You will drop your lowest test score and your final test score will fill in for that test. You may not drop the final test unless you have an "A" going into the test and you have attended all classes.

Your final grade will be determined on the following scale:

- A = 288 - 320
- B = 256 - 287
- C = 224 - 255
- D = 192 - 223
- F = equal to or less than 191

Expected Student Conduct

Disabled Students:

******This syllabus is subject to change******

[▲Return to Table of Contents](#)

SAMPLE SYLLABUS #2 (SHORT SEMESTER)

[▲ Return to Table of Contents](#)

Course Syllabus General Psychology

PSY 1012
3 Credits

Session 2, 2009-2010

Professor:

Office:

Office Hours as posted

Phone:

E - mail:

Textbook: *Psychology: An Exploration* by Sandra Ciccarelli and Noland White

Course Description: A short semester life orientated course in psychology, designed to give the student the factual foundation in techniques and the vocabulary of psychology and general understanding of human behavior. We will cover the same amount of information as is covered during a normal semester long course. Surveys research and application of psychology in areas of learning, intelligence, motivation, emotion, personality, behavior disorders, mental health and therapy. There will be three class sessions during the semester that class will be conducted on WebCT only. Some of your tests will be on WebCT and some will be in class. There is much reading for you to do and we will cover many chapters in this short semester – be ready to work!

Course Objectives: Upon completion of this class, the student should be able to demonstrate knowledge concerning:

1. The definition of psychology
2. Brain function and how it affects behavior
3. Learning and memory
4. Growth and development principals

Competencies Addressed: Please review the [Course Outline](#) on file in the Departmental Office

Academic Dishonesty: In the event that a student is caught cheating, he/she will receive a grade of zero (0) for that assignment. This is a grade that will not be dropped! If another incident occurs, that student will be withdrawn from class.

Class Attendance: It is the policy of the college that you attend the classes that you are registered to attend. In the event of an absence, it is your responsibility to contact someone to obtain information to make up the loss. **Please note: If you have a pager or a cell phone, make sure that it is set to vibrate prior to entering the classroom...if it rings during class, I will answer it in front of the entire class!**

If your absences in class become excessive, you will be contacted in writing to set up a conference date/time. If you do not schedule an appointment, you will be withdrawn from class and a grade of "W" assigned. Withdrawal deadline for this session is March 20, 2009. **The discussions on WebCT will be worth a total of 80 points towards your final grade.**

Evaluations: There will be 5 tests throughout the semester including the final. These tests will cover information presented in class and textbook material. The tests may be multiple guess, true/false and/or matching.

The tests will be scheduled as follows:

- Following Chapter 1, 2, 3
- Following Chapter 4, 5, 10
- Following Chapter 6, 8, 9
- Following Chapter 7, 11
- Following Chapter 12, 13

Grades: Individual test grades may be assessed on the following scale:

A = 45 - 50

B = 40 - 44

C = 35 - 39

D = 30 - 34

F = 29 and below

You will also be required to write one **critique** covering a journal article or an article from the Internet. This article must deal with an aspect of psychology that is of interest to you. You may choose your article out of the reserve journals or you may be able to find another article of interest to you that will meet the criteria. The Internet offers many journals on line. There is a book at the reserve desk titled **Writing Papers in Psychology** that will answer your formatting questions. **You must have your name and class time on the title page.** If you have questions about the article, please see me. The article will be worth 40 points. It will be due on March 18, 2009. Your paper will be due on your normal class meeting day! The paper may be turned in early. Please make sure your name and class time are on these papers. Your paper **must be APA formatted with a works cited page!** Points will be deducted if the paper is not in this format or is turned in late!

Each test will be worth 50 points. **There are no Make - Ups.** If you miss a test you will receive a score of 0 for the missing grade. Four test grades (possible 200 points), four response answers on WebCT (possible 80 points total) and one critique (possible 40 points) will constitute your final grade. You will drop your lowest test score and your final test score will fill in for that test. You may not drop the final test unless you have an “A” going into the test and you have attended all classes.

Your final grade will be determined on the following scale:

A = 288 - 320

B = 256 - 287

C = 224 - 255

D = 192 - 223

F = equal to or less than 191

Expected Student Conduct

Students with disabilities

****This syllabus is subject to change****

[Return to Table of Contents](#)

SAMPLE SYLLABUS #3 (SHORT SEMESTER w/MyPsychLab)

[▲ Return to Table of Contents](#)

**Course Syllabus
General Psychology**

**PSY 1012
3 Credits**

Session 2, 2009-2010

Professor:

Office:

Office Hours as posted

Phone:

E - mail:

Textbook: *Psychology: An Exploration* with MyPsychLab by Sandra Ciccarelli and Noland White

Course Description: This is a short semester life orientated course in psychology, designed to give the student the factual foundation in techniques and the vocabulary of psychology and general understanding of human behavior. However, we will cover the same information that s covered during a regular semester long class. We will be covering a chapter every day that we meet. Surveys research and application of psychology in areas of learning, intelligence, motivation, emotion, personality, behavior disorders, mental health and therapy. Some of your tests will be on WebCT and some will be in class.

Course Objectives: Upon completion of this class, the student should be able to demonstrate knowledge concerning:

1. The definition of psychology
2. Brain function and how it affects behavior
3. Learning and memory
4. Growth and development principals

Competencies Addressed: Please review the [Course Outline](#) on file in the Departmental Office

Academic Dishonesty: In the event that a student is caught cheating, he/she will receive a grade of zero (0) for that assignment. This is a grade that will not be dropped! If another incident occurs, that student will be withdrawn from class.

Class Attendance: It is the policy of the college that you attend the classes that you are registered to attend. In the event of an absence, it is your responsibility to contact someone to obtain information to make up the loss. **Please note: If you have a pager or a cell phone, make sure that it is set to vibrate prior to entering the classroom...if it rings during class, I will answer it in front of the entire class!**

If your absences in class become excessive, you will be contacted in writing to set up a conference date/time. If you do not schedule an appointment, you will be withdrawn from class and a grade of "W" assigned. Withdrawal deadline for this session is March 20, 2009. **The discussions on WebCT will be worth a total of 80 points towards your final grade.**

Evaluations: There will be 5 tests throughout the semester including the final. These tests will cover information presented in class and textbook material. The tests may be multiple guess, true/false and/or matching.

The tests will be scheduled as follows:

- Following Chapter 1, 2, 3
- Following Chapter 4, 5, 10
- Following Chapter 6, 8, 9
- Following Chapter 7, 11
- Following Chapter 12, 13

Grades: Individual test grades may be assessed on the following scale:

- A = 45 - 50
- B = 40 - 44
- C = 35 - 39
- D = 30 - 34
- F = 29 and below

You will also be required to write one **critique** covering a journal article or an article from the Internet. This article must deal with an aspect of psychology that is of interest to you. You may choose your article out of these reserve journals or you may be able to find another article of interest to you that will meet the criteria. The Internet offers many journals on line. There is a book at the reserve desk titled **Writing Papers in Psychology** that will answer your formatting questions. **You must have your name and class time on the title page.** If you have questions about the article, please see me. The article will be worth 40 points. It will be due on February 18, 2009. Your paper will be due on your normal class meeting day! The paper may be turned in early. Please make sure your name and class time are on these papers. Your paper **must be APA formatted with a works cited page!** Points will be deducted if the paper is not in this format or is turned in late!

You must take the quizzes for each chapter in MyPsychLab prior to coming to class the day we are going to discuss that chapter. The score on that quiz will count towards your final grade. If you do not take the quiz, your final grade will suffer! These quizzes will be worth 100 points towards your final grade and they will help you understand the chapter material.

Each test will be worth 50 points. **There are no Make - Ups.** If you miss a test you will receive a score of 0 for the missing grade. Four test grades (possible 200 points), four response answers on WebCT (possible 80 points total) and one critique (possible 40 points) will constitute your final grade. You will drop your lowest test score and your final test score will fill in for that test. You may not drop the final test unless you have an “A” going into the test and you have attended all classes.

Your final grade will be determined on the following scale:

- A = 388 - 420
- B = 356 - 387
- C = 324 - 355
- D = 292 - 323
- F = equal to or less than 291

Expected Student Conduct

Students with disabilities

******This syllabus is subject to change******

[Return to Table of Contents](#)

SAMPLE SYLLABUS # 4 w/MyPsychLab

▲ Return to Table of Contents

**Course Syllabus
General Psychology**

**PSY 1012
3 Credits**

Session 2, 2009-2010

Professor:

Office:

Office Hours as posted

Phone:

E - mail:

Textbook: *Psychology: An Exploration w/MyPsychLab* by Sandra Ciccarelli and Noland White

Course Description: Life orientated course in psychology, designed to give the student the factual foundation in techniques and the vocabulary of psychology and general understanding of human behavior. Surveys research and application of psychology in areas of learning, intelligence, motivation, emotion, personality, behavior disorders, mental health and therapy. There will be three class sessions during the semester that class will be conducted on WebCT only. Some of your tests will be on WebCT and some will be in class.

Course Objectives: Upon completion of this class, the student should be able to demonstrate knowledge concerning:

1. The definition of psychology
2. Brain function and how it affects behavior
3. Learning and memory
4. Growth and development principals

Competencies Addressed: Please review the Course Outline on file in the Departmental Office

Academic Dishonesty: In the event that a student is caught cheating, he/she will receive a grade of zero (0) for that assignment. This is a grade that will not be dropped! If another incident occurs, that student will be withdrawn from class.

Class Attendance: It is the policy of the college that you attend the classes that you are registered to attend. In the event of an absence, it is your responsibility to contact someone to obtain information to make up the loss. **Please note: If you have a pager or a cell phone, make sure that it is set to vibrate prior to entering the classroom...if it rings during class, I will answer it in front of the entire class!**

If your absences in class become excessive, you will be contacted in writing to set up a conference date/time. If you do not schedule an appointment, you will be withdrawn from class and a grade of "W" assigned. Withdrawal deadline for this session is March 20, 2009. **There will be class sessions that will be conducted through WebCT and it will be your responsibility to respond to discussions through WebCT for your points for those four classes. The discussions on WebCT will be worth a total of 80 points towards your final grade.**

Evaluations: There will be 5 tests throughout the semester including the final. These tests will cover information presented in class and textbook material. The tests may be multiple guess, true/false and/or matching.

The tests will be scheduled as follows:

- Following Chapter 1, 2, 3
- Following Chapter 4, 5, 10
- Following Chapter 6, 8, 9
- Following Chapter 7, 11
- Following Chapter 12, 13

Grades: Individual test grades may be assessed on the following scale:

A = 45 - 50

B = 40 - 44

C = 35 - 39

D = 30 - 34

F = 29 and below

You will also be required to write one **critique** covering a journal article or an article from the Internet. This article must deal with an aspect of psychology that is of interest to you. You may choose your article out of these reserve journals or you may be able to find another article of interest to you that will meet the criteria. The Internet offers many journals on line. There is a book at the reserve desk titled **Writing Papers in Psychology** that will answer your formatting questions. **You must have your name and class time on the title page.** If you have questions about the article, please see me. The article will be worth 40 points. It will be due on February 18, 2009. Your paper will be due on your normal class meeting day! The paper may be turned in early. Please make sure your name and class time are on these papers. Your paper **must be APA formatted with a works cited page!** Points will be deducted if the paper is not in this format or is turned in late!

You must take the quizzes for each chapter in MyPsychLab prior to coming to class the day we are going to discuss that chapter. The score on that quiz will count towards your final grade. If you do not take the quiz, your final grade will suffer! These quizzes will be worth 100 points towards your final grade and they will help you understand the chapter material.

Each test will be worth 50 points. **There are no Make - Ups.** If you miss a test you will receive a score of 0 for the missing grade. Four test grades (possible 200 points), four response answers on WebCT (possible 80 points total) and one critique (possible 40 points) will constitute your final grade. You will drop your lowest test score and your final test score will fill in for that test. You may not drop the final test unless you have an “A” going into the test and you have attended all classes.

Your final grade will be determined on the following scale:

A = 388 - 420

B = 356 - 387

C = 324 - 355

D = 292 - 323

F = equal to or less than 291

Expected Student Conduct

Students with disabilities

******This syllabus is subject to change******

[Return to Table of Contents](#)

SAMPLE SYLLABUS #5 (with MyPsychLab)

Instructor:	
Office:	
Office Phone:	
Office Hours: M 9:30 – 11a, and by appt	
Required Text: Ciccarelli, S. K. & White, J.N. (2009). <i>Psychology: An Exploration</i> . Upper Saddle River, NJ: Prentice Hall.	

PURPOSES: The main course objectives are 1) to gain a general knowledge of the major subfields of psychology, 2) to attain a working understanding of some of the major theories in psychology, and 3) to develop ability for critical thinking. You will also have the opportunity to gain small-group experience. This course is required under Area F for Psychology majors and serves as a prerequisite for the majority of other Psychology courses; it counts in Area E for other majors.

STUDENT'S RESPONSIBILITIES: You are expected to abide by the college's Honor Code. You are expected to attend class promptly, regularly, and to have read all assigned chapters in the textbook plus any additional readings prior to class. Your individual and any group assignments should be completed satisfactorily and on time. There will be **NO MAKEUP EXAMS OR ASSIGNMENTS** without prior permission. You will have the opportunity to demonstrate your attainment of knowledge and understanding of course content by performing satisfactorily on examinations, quizzes (the majority will be on WebCT), PsychXL assignments, and in-class activities. Many activities and assignments will require participation in small groups, designated by the instructor.

This course will have an online homework component via MyPsychLab; you should have an access code bundled with your text. The url for the registration web site is, <http://www.prenhall.com/mypsychlab> and the course code for this section of PSYC 1101 is "XXXXXXX-xxx". For each chapter, you will be assigned MyPsychLab activities (you will need to log into MyPsychLab to complete these). All MyPsychLab activities are due the night before the test on which those chapters appear. You are encouraged to keep up with the work and complete them the week you are assigned to read the corresponding chapter. Your score for each chapter will be based on the average of the "Exit Tests" for that section (max of 10 pts per chapter).

On WebCT there will be a Practice Quiz and a "Test Yourself Exam" for each chapter. You may take the Practice Quizzes as many times as you desire and the highest grade will be recorded. Extra credit for the course will be issued according to the scores you get for each Practice Quiz. For each chapter Practice Quiz that you score 72% or better (18 of 25), you will receive 1 point added to your overall point total (NOT your percentage score) for a maximum of 14 possible extra credit points.

The "Test Yourself Exams" can only be taken once, are timed much more stringently, and are worth 10 pts each. You may use your text for either the quizzes or exams but remain aware of the time limit for the "Test Yourself Exams". You are especially encouraged to read your assigned readings and complete the corresponding MyPsychLab activities before taking the "Test Yourself Exams".

Requests for Modifications: Any student requiring instructional modifications due to a documented disability should make an appointment to meet with the instructor as soon as possible. An official letter from the college documenting the disability will be expected in order to receive accommodations.

Your final grade will be reduced by 10% (one letter grade) for **excessive absences** (excessive = 5 or more) and further reduced by one letter grade for each absence thereafter. If 8 or more absences are recorded, a grade of "F" will be entered on your behalf if you have not already dropped the course (don't wait to drop if you stop attending class). Prior to mid-semester, you will receive feedback on your academic performance in this course.

The use of **cell phones, pagers, or other telecommunication devices** in the classroom during the class period is not allowed; they should be turned off and out of sight. Placing or receiving calls as well as use of any such device during the class period will be considered as disruptive behavior. Possible consequences may include, but are not limited to, a pop quiz for the entire class, the responsible party immediately giving a graded 5-minute oral presentation, or the responsible party being asked to leave and receiving a zero for that day's activities.

GRADES: Your final grade will be based upon the following, at minimum:		
Exam #1	75 pts.	Grading Scale: A = 90 - 100 %
Exam #2	75 pts.	B = 80 - 89 %
Exam #3	75 pts.	C = 70 - 79 %
Final Exam	75 pts.	D = 60 - 69 %
“Test Yourself” Exams on WebCT	140 pts	F = <60 %
PsychXL Activities	140 pts	
Assignments/Activities	30 pts.	
TOTAL	610 pts.	

Exams will cover information from your textbook and lecture. All exams will require a blue NCS answer sheet (Form # 4521) and a standard #2 pencil. We may not cover all text chapters in class. However, you will be responsible for reading and learning the material in the text according to the tentative schedule below.

Tentative Schedule		
Week 1	The Science of Psychology; Register for MyPsychLab	Chapter 1
Week 2	The Science of Psychology; The Biological Perspective	Chapter 2
Week 3	The Biological Perspective (cont.); Sensation & Perception	Chapter 3
Week 4	Tues 9/5 Holiday; Thurs 9/7 – No Class	
Week 5	Sensation & Perception; Thurs 9/14 – Exam 1	Chapter 3
Week 6	Consciousness and Cognition	Chapter 6
Week 7	Learning	Chapter 4
Week 8	Memory	Chapter 5
Week 9	Tues 10/10 – Review; Thurs 10/12 – Exam 2	
Week 10	Development across the Lifespan	Chapter 7
Week 11	Social Psychology	Chapter 10
Week 12	Motivation and Emotion	Chapter 8
Week 13	Tues 11/7 – Review; Thurs 11/9 – Exam 3	
Week 14	Stress and Health	Chapter 9
Week 15	Theories of Personality; Thurs 11/23 - No class	Chapter 11
Week 16	Psychological Disorders	Chapter 12
Week 17	Psychological Therapies; Thurs 12/7 - Final Exam, 8 – 10:45a	Chapter 13
NOTE: this syllabus is subject to change; changes will be discussed in class and/or posted to myCATS or WebCT.		
<u>▲Return to Table of Contents</u>		

FIRST WEEK OF CLASS ACTIVITIES

Ice-Breaker Activity: Perceptions of the Professor

This activity is both a good "ice-breaker" for the first class and an opportunity to generate some data for a discussion of impression formation. A basic principle of impression formation is that we form our opinions of others from very limited information (for example, physical appearance, tone of voice, age, occupation). In this activity, you'll have the students in your class share their inferences about you. At the start of the first class, enter the classroom and go through the normal routine of stating your name, the course title and number, and then go over the syllabus in detail. Immediately after discussing the syllabus, ask students to take out a blank sheet of paper and tell them that you are going to ask a series of questions about yourself in order to help them get to know you. Explain that it is their task to write down their best guess about what the answers are, and assure them that you will later give them all the "correct" answers. Then, proceed to ask them several questions that relate to concrete behaviors or characteristics or even about more abstract aspects of your personality. Although the questions may vary from class to class (and may depend on what you are comfortable revealing), potential questions include: How old do you think I am? Am I married? What kind of music do I like? What kind of car do I drive? What are some of my favorite TV shows? What are my hobbies or favorite leisure time activities? Do I like sports? Do I play any musical instruments? Am I liberal or conservative? Am I a Mac user or a PC fan? Am I a vegetarian? Am I an "outdoorsy" kind of person? Did I go to a large university or a small liberal arts college?

You can also give them the opportunity to ask additional questions (with the caveat that you can decline to answer a particular question for personal reasons). Instead of collecting their answers, go through the questionnaire by first asking them to share their answers and then giving them the correct answer. You can then use their answers to discuss impression formation and introduce them to social psychology as a field of study. This exercise, besides being fun for all involved, tends to be effective in "relaxing" the students and encouraging classroom discussion from the outset of the course. Lashley proposed a similar exercise to the one described above using a personality inventory that is designed to assess the class's perceptions of the professor and illustrate aspects of person perception.

Lashley, R. L. (1987). Using students' perceptions of their instructor to illustrate principles of person perception. *Teaching of Psychology, 14*, 179-180.

Adapted from Hill, W. G. (1995). Instructor's resource manual for *Psychology* by S. F. Davis and J. J. Palladino. Englewood Cliffs, NJ: Prentice Hall.

[▲Return to Table of Contents](#)

Activity: Learning Student Names

Often both teachers and students wish to know each others' names for facilitation of classroom learning and activity. Smith (1985) provides a nice exercise in creating mnemonics for students' names, as well as getting students to begin thinking about research methodology. This exercise works well during the first week of class and provides a powerful demonstration of the effectiveness of mnemonics. This works best with a class size between 20 and 40.

Start off by taking attendance, then ask students "Do you think you can remember everyone's name in here...first AND last names?" Usually, the response is "no way." Then briefly discuss the importance of remembering names in a social context. Next ask the students to define a mnemonic and provide examples. Students typically describe the First Letter technique for remember the musical scale, "Every Good Boy Does Fine," or "HOMES" for the Great Lakes. Then clarify the definition of mnemonic as a mental device that aids memory that can include visual and/or auditory information.

Upon meeting someone for the first time, we tend to rely on visual appearance when making a first impression. Visual cues may help in the formation of an image-based mnemonic. Upon hearing someone's name, you might note its acoustic properties and begin thinking of similar-sounding information, such as rhymes.

Tell students that they will work in small groups and generate Name Mnemonics for every person in their group. Give them an example using your own name.

Instructions:

- Divide students into small groups and create Name Mnemonics for each person in the group, first AND last names. (You might do this by having students 'count-off', to avoid friends sitting together in class.)
- Emphasize that each person is to ONLY REMEMBER her or his OWN Name Mnemonic.
- Emphasize that "anything goes" and the more bizarre and creative, the better.
- When they are finished, have students return to their seats, and arrange chairs (if possible) into a circle.
- Next, inform students that they will have to each present their name and mnemonic to the class, and everyone should do their best to try and remember the names because 3 people will be chosen to recall all of the names.
- Each student should then, individually, go to the chalkboard, WRITE their name, SAY their mnemonic, ERASE their name, and sit down.
- Ask for volunteers (so as not to really put anyone on the spot) to recall all of the names. Usually, students get between 85-100% of the names correct! It is quite a feat of memory.
- After about 2-3 volunteers, you should try to name everyone (usually you'll be pressured to do this by students anyway).
- Ask them again, "Do you think you could have named everyone in here without the mnemonics?" Usually, the class states a resounding "NO."

This leads to a discussion about testable hypotheses, and one may choose to further the discussion during a different class period on Research Methods. Highlights of a research methods emphasis include confounding variables (e.g., knowing others in the class beforehand, practice effects during recall) and experimental design (e.g., testing the hypothesis of use of mnemonics vs. no mnemonics).

Smith, S. M. (1985). A method for teaching name mnemonics. *Teaching of Psychology*, 12, 156-158.

[▲Return to Table of Contents](#)

First Week of Class Discussion Questions

1. What do students hope to get from your class? “*Why are you here, today, in this course? What can you learn about Psychology?*” This is a great way to start class. It gets students involved in issues and ideas that interest them and can illustrate the breadth of the course content.
2. What role does the scientific method play in contemporary psychology? What are the limitations of the scientific method, and are there any better alternatives available? Students are often skeptical of the

scientific method and are eager to point out its flaws, such as the slow incremental progress it generates, its reliance on measurable phenomena, its susceptibility to experimenter biases, and its sterile methodology. Students often fail to realize, however, that, although flawed, the scientific method is the best tool we have to generate valid, reliable knowledge and that it has provided us with a wealth of discoveries.

3. Is the importance of psychological knowledge likely to increase or decrease in our post-modern world? The field of experimental psychology is still young compared to other sciences, only a little more than one hundred years old. Thus, there is incredible room for psychology to grow in terms of both sophistication and diversification. As the speed at which world change increases, humans will be forced to respond to these changes not through slow evolutionary changes, but through rapid psychological adjustments. Evolution via natural selection may no longer operate fast enough to allow us to adapt to the rapidly changing world that we have created. Within this context, psychology, and psychological adaptation, is certain to play a more prominent role.
4. What psychological principles do you see at work in your day-to-day life? Psychological principles permeate advertising, marketing, television, movies, sales, self-help books, fashion, politics, and folk wisdom, to name a few, but students are often unaware of this influence. Pointing out this influence is a good way to keep your students' interest. For example, the concept of "psychological stress," so prevalent in our culture, was rarely mentioned fifty years ago.
5. Ask your students how many of them believe in determinism. Then ask them how many of them believe in free will. Insist that they cannot have it both ways. You will be surprised to find that many, if not most, students believe in free will. This is a terrific discussion starter, because it conflicts with one of the fundamental assumptions of science and psychology, determinism. You might ask your students what science can hope to reveal if the world is not determined. You might also suggest that what feels like free will to us may be thinly disguised determinism. This simple discussion is often enough to change the manner in which students view themselves and the manner in which they view those around them.
6. How would a student establish an appropriate study plan? Have students consider factors related to their own study habits and see if they can develop a realistic time management (study) plan.

▲Return to Table of Contents

Assignment: Exploring Psychology through Art

Maureen Pierce suggests a unique ice-breaking assignment that encourages students to explore their ideas about psychology through the creation of a piece of artwork. After you have discussed the definition of psychology during the first or second class session, ask your students to create a piece of art that expresses and reflects their own ideas about the definition of psychology, some topic in the field of psychology, or something they hope to learn in the course. Tell your students that as long as the object reflects a psychological theme, the choice of materials and media is up to them. They should also include a short (1–2 page) summary statement that describes how the art reflects their understanding or definition of psychology. They should explain how and why they chose the media and materials used as well as how their creation specifically expresses their unique interpretation of psychology. Pierce reports that students are typically very creative in using a wide variety of media (including fabrics, modeling clay, and paints) to create sculptures, mobiles, and collages. She also notes that in addition to the fact that students are enthusiastic about the assignment, it gives them an opportunity at an early stage in the course to think critically, to explore the textbook, and to carefully consider their ideas about psychology.

Pierce, M. C., & Davis, S. F. (1995). Exploring psychology through the visual realm. Paper presented at the 103rd annual meeting of the American Psychological Association, New York, August.

▲Return to Table of Contents

Assignment: Psychology and the Media

Do the media present a distorted image of psychology? The answer to this question is explored in a good first-week assignment suggested by Lester Sdorow (1994). Instruct your students to spend a week or two observing and noting any coverage of psychology in the media (including radio and television, newspapers and magazines, and motion pictures). Place a copy of Benjamin's (1986) article on this topic on reserve in the library, and ask students to write a short (2–3 page) paper discussing the "popular" image of psychology from the perspective of their own observations as well as from those noted by Benjamin. Sdorow suggests that students' papers address the following questions: (a) Do the media present psychology more as a science or more as a form of common sense? (b) Do the media present the diverse fields of psychology or only a few? (If only a few, which are overrepresented and which are underrepresented?) (c) Do the media rely more on psychologists or self-proclaimed experts for information? (d) Do the media present psychological information more in a sober manner or in a sensationalistic manner?

Benjamin, L. T. (1986). Why don't they understand us? A history of psychology's public image. *American Psychologist*, 43, 87–94.
Sdorow, L. (1994). The Frankenstein course: Teaching assistants, laboratory exercises, and papers in introductory psychology. Paper presented at the Southwest Regional Conference for Teachers of Psychology, Fort Worth.

[▲Return to Table of Contents](#)

Assignment: Observational Research in the Dining Hall

Koschmann and Wesp (2001) provide several research activities for observational research, correlational research, and experimental research. One way to introduce students to research methods is to allow them to become more cognizant of their everyday surroundings and fellow classmates' behaviors. Koschmann and Wesp suggest that the college or university dining hall is an excellent "laboratory" to observe human behavior. Merely ask students to observe others during meals in the cafeteria, such as seat selection or food choices. You might encourage student research teams to decide which behaviors they wish to observe. Ask students to record their observations, maintain confidentiality, and "debrief" anyone who asked them what they were doing. During the next scheduled class, ask students to share their findings and to generate discussion about potential hypotheses that may provide a better understanding of the behaviors they observed.

Koschmann, N. & Wesp, R. (2001). Using a dining facility as an introductory psychology research laboratory. *Teaching of Psychology*, 28, 105–108.

[▲Return to Table of Contents](#)

Assignment: Using Psychology Databases

After introducing and demonstrating the process of searching psychology databases such as PsychCrawler, PsychInfo, PsychArticles, etc., the instructor may assign a paper/project that requires students to search the databases and retrieve information on a topic of interest. Ask students what questions they have about human behavior or what is intriguing to them about human behavior. These questions can serve as a basis for their literature searches. Findings may be discussed in class, or submitted as a written assignment.

[▲Return to Table of Contents](#)