**The Science of Psychology (PSYC S1001)**

**Summer Session I 2023 (5/22-6/30)**

**Course and Instructor Information**

Course Hours: Mon/Tues/Wed/Thurs 9:00-11:05am

Location: XXXX

Instructor: Quincy C. Miller, Ph.D. (she/her)

Email: qm2175@columbia.edu

Office Hours: XXXX by appointment (on zoom? XXXX)

**Teaching Assistant Information**

Teaching Assistant: XXXX

Email: XXXX

Office Hours: XXXX (on zoom? XXXX)

**Course Description**

Broad survey of topics in psychological science including sensation and perception; learning, memory, intelligence, language, and cognition; emotions and motivation; development, personality, psychopathology, and social behavior. Discusses relations between the brain, behavior, and experience. Emphasizes science as a process of discovering both new ideas and new empirical results.

**Course Goals**

* Establish a knowledge base in psychological science.
* Develop scientific reasoning and critical thinking skills.
* Maintain ethical and social responsibility in a diverse world.
* Develop communication and professional development skills.

**Learning Outcomes**

* Identify basic concepts and research findings, as well as give examples of psychology’s integrative themes.
* Apply psychological principles to everyday life.
* Draw appropriate, logical, and objective conclusions about behavior and mental processes from empirical evidence.
* Evaluate misconceptions or erroneous behavioral claims based on evidence from psychological science.
* Design, conduct, or evaluate basic psychological research.
* Describe ethical principles that guide psychologists in research and therapy.

**Textbook**

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| --- | --- |
| Lilienfeld et al. (2017). *Psychology: From Inquiry to Understanding*, 4th edition, Pearson.Earlier editions are acceptable. Access code not required.  | Macintosh HD:Users:amycapparelli:Desktop:Screen Shot 2017-07-20 at 12.32.34 PM.png |

**Course Material**

**Think-Pair-Share Activities**

There will be 5 think-pair-share activities administered in class on the dates listed below throughout the semester (each activity is worth 10 points). The purpose of this activity is to give students the opportunity to reflect on various class materials. You will be given a few minutes to reflect on various topics and write it down on a paper. Then you will share your thoughts and perspectives with a peer in class, as well as with the class. At the end of the activity, you will hand in your written reflection for grading.

**Papers**

There will be two papers assigned on the dates listed below throughout the semester (each paper is worth 25 points).

**Paper 1:** Choose a scientific article in a psychology journal that interests you (contact the TA and/or the instructor for help selecting an article, then send the article to the TA for approval). Write a 1-page summary of the article addressing each of the points listed below. To receive full credit, students must:

* identify the purpose of the study (why did the authors conduct this study?)
* state the hypotheses of the study (what did the authors expect to find?)
* summarize the methodology of the study (sample, procedure, materials)
* describe the results and general conclusions of the study (what did the authors find?)
* describe your reaction to the research

**Paper 2:** Throughout the semester, students should keep a running list of discrepancies between popular myths in psychology and empirical/research findings (what did you previously believe that you now know not be true)? Write a 1-page reflection paper describing how the course informed your perspective. To receive full points, students must address each of the points listed below:

* identify (one or more) popular myth in psychology (e.g., humans are either left-brained or right-brained, childhood maltreatment increases risk for teen pregnancy)
* summarize how empirical research contradicts the previously mentioned myth
* describe your reaction to this knowledge

**Exams**

There will be four non-cumulative exams administered in class on the dates listed below throughout the semester (each exam is worth 50 points). Exams will consist of multiple choice and short answer questions. Exams will cover materials presented in the lectures, think-pair-share activities, and assigned readings.

**Make-Up Policy**

No make-up think-pair-share activities, papers, or exams will be admitted unless the student contacts the instructor **within 48 hours** of the missed assignment and provides a medical certificate or other documentation to exclude the absence. If the student foresees that they will be absent for an assignment, please email the instructor at least one week in advance. If the absence is justified, necessary arrangements will be made to make-up the assignment. If a student fails to contact the instructor within the allocated time (i.e., 48 hours) and/or the absence is not justified, the student will be given a 0. Make-up assignments will be scheduled with the instructor and administered outside of regular class hours. Make-up assignments must be competed within 1 week after the schedule assignment.

**Grading**

|  |  |  |
| --- | --- | --- |
|  | Accumulated Points | Percentage of Grade |
| Think-pair-share activities | 50 | 17% |
| Papers | 50 | 17% |
| Exams | 200 | 66% |
| TOTAL | 300 | 100% |

**Your final grade will be calculated based on the total accumulated points (300 points total):**

|  |  |  |  |
| --- | --- | --- | --- |
| **Letter** | **Total Accumulated Points** | **Letter** | **Total Accumulated Points** |
| A (Above 93%) | 278 and above | C (73-76%) | 218-229 |
| A- (90-92%) | 269-277 | C- (70-72%) | 209-217 |
| B+ (87-89%) | 260-268 | D+ (67-69%) | 200-208 |
| B (83-86%) | 248-259 | D (63-66%) | 188-199 |
| B- (80-82%) | 239-247 | D- (60-62%) | 179-187 |
| C+ (77-79%) | 230-238 | F (Below 60%) | 178 and below |

**Academic Integrity**

Academic integrity means presenting only your own work for your assignment(s). Taking credit for the work of others is a serious violation of the academic community, and this will result in cheating or plagiarizing. If this is the case, the student will receive a zero for that assignment, and will be reported to the University. Information on what constitutes a violation of academic integrity can be found in Columbia’s Undergraduate Guide to Academic Integrity (<https://college.columbia.edu/academics/integrity>).

**Disabilities Services**

In order to receive disability-related academic accommodations for this course, students must first be registered with their school Disabilities Services office. Detailed information is available for both the Columbia and Barnard registration processes. Refer to the appropriate website for information regarding deadlines, disability and documentation requirements, and drop-in hours (Columbia)/intake sessions (Barnard).

**Additional Resources for Students**

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| --- | --- |
| Columbia University Writing Center  | <https://www.college.columbia.edu/core/uwp/writing-center>  |
| Tutoring Service  | <https://www.cc-seas.columbia.edu/csa/tutoring>  |
| Health Services  | <https://health.columbia.edu/>  |
| Go Ask Alice! (answers to health questions)  | <https://goaskalice.columbia.edu/>  |
| Counseling and Psychological Services (CPS)  | <https://health.columbia.edu/content/counseling-and-psychological-services> For appointments, call 212-854-2878. For after-hours assistance, call 212-854-9797 or contact Public Safety at 212-854- 5555.  |
| Office of Disability Services  | Columbia - <https://health.columbia.edu/content/disability-services> Barnard - <https://barnard.edu/disabilityservices>  |
| Office of University Chaplain  | <http://ouc.columbia.edu/>  |

**Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Reading** | **Topic** | **Assignment** |
| **WEEK ONE** |
| 5/22 | CH 1 | Introduction/Psychology and Scientific Thinking  |  |
| 5/23 | CH 2 | Research Methods |  |
| 5/24 | CH 2 (continued) | Research Methods  | Think-pair-share activity #1 |
| 5/25 | CH 3 | Biological Psychology |  |
| **WEEK TWO**  |
| 5/29 | **NO CLASS (MEMORIAL DAY)** |
| 5/30 | CH 4 | Sensation and Perception | Think-pair-share activity #2 |
| 5/31 | **EXAM 1 (CHAPTERS 1-4)** |
| 6/1 | CH 5 | Consciousness |  |
| 6/2 | CH 6 | Learning |  |
| **WEEK THREE** |
| 6/5 | CH 7 | Memory |  |
| 6/6 | CH 7 (continued)  | Memory  | Think-pair-share activity #3 |
| 6/7 | CH 8  | Thinking, Reasoning, and Language |  |
| 6/8 | CH 9 | Intelligence and IQ Testing | Paper #1 due @ 11:59pm |
| **WEEK FOUR**  |
| 6/12 | **EXAM 2 (Chapters 5-8)** |
| 6/13 | CH 10 | Human Development  | Think-pair-share activity #4 |
| 6/14 | CH 11 | Emotion and Motivation  |  |
| 6/15 | CH 12 | Stress, Health, and Coping  |  |
| **WEEK FIVE**  |
| 6/19 | **NO CLASS (JUNETEENTH)** |
| 6/20 | CH 13 | Social Psychology  | Think-pair-share activity #5 |
| 6/21 | **EXAM 3 (Chapters 9-12)** |
| 6/22 | CH 14 | Personality |  |
| **WEEK SIX** |
| 6/26 | CH 15 | Psychological Disorders  |  |
| 6/27 | CH 15 | Psychological and Biological Treatments  | Paper #2 due @ 11:59pm |
| 6/28 | **NO CLASS (READING DAY)** |
| 6/29 | **EXAM 4 (Chapters 13-16)** |

**\*These descriptions and timelines are subject to change at the discretion of the instructor. Changes will be announced in class. You are responsible for all class announcements.**