

**The Science of Psychology
Psych W1001
Spring 2016**

Course and Instructor Information

Instructor	Patricia Lindemann
Course Hours	TH 1:10-2:25
Course Location	501 Schermerhorn
Office Hours	E-mail me to make an appt in office hours - Tues/Thurs 11-12 - or at another time. You can try dropping by during office hours, but I am often booked.
Office Location	358 Schermerhorn
E-mail (preferred)	PGL2@columbia.edu (if I do not answer within 24 hours, feel free to send another message)

Course related Web-content:

- Course website on Courseworks
- Textbook website at <http://www.wwnorton.com/college/psych/psychology8/>

Course Description

This is a survey course, providing an overview of many topics within the discipline of psychology, including the biological bases for behavior, perceptual processes, learning, memory, development, social interaction, psychopathology and several others. You can get a fuller sense of the topics that will be covered by looking through this syllabus, exploring the course web site and/or by examining the textbook. Topics will be presented in class through lectures, demonstrations, and videos.

Why are you taking this course?

People take this course for a variety of reasons, but I want to highlight a few of the most common:

- 1) *Psychology seems interesting and I am considering a major or concentration.* I hope that this course will give you an overview of the field that will both serve as a basis for further study and inspire you to learn more about specific areas within the field. Take a look at the optional readings in areas that interest you and come talk with us about your interests. This course is required for the psychology major, the psychology concentration, and for the neuroscience and behavior major. If you are considering one of these, this course is the right first step to take.
- 2) *I need this course for a science requirement.* For those who consider themselves to be “non-science” people, I hope this course will enable you to expand your self-perspective. Science of Psychology is intended to be challenging, but accessible to all students. I encourage you to keep an open mind about the connections you may discover across disciplines. What you learn here will likely relate to your work in other fields. It may interest you to know that some of your TAs have backgrounds that span both the sciences and the humanities. You can read their bios below.
- 3) *I am pre-med and psych is required for the MCAT.* The new MCAT psychology requirement includes much of the material in the introductory psychology course. The MCAT will cover material from many parts of the course. Here is a link to a page on the MCAT website where you can download a comprehensive listing of the topics covered on the MCAT for Psychology and all other areas of study:
<https://www.aamc.org/students/applying/mcat/map/mcat2015knowledgemapconcepts2/369092/psbboverview.html>

Meet Your Teaching Assistants

Your teaching assistants are here to help. They want to meet you. Your assigned TA is your go-to person for e-mail inquiries. During office hours the TAs would love your company. Make it your business to drop by TA office hours to get to know them, get help, talk about topics that interest you, go over papers, ask questions or just say hi. Visit whichever TA has hours at a time that works for you and/or whose interests best match your own. Tentative office hours are listed here, but please check the home page of courseworks for updated office hours information and locations.

<u>Last name:</u>	<u>Your assigned TA:</u>	<u>TA e-mail:</u>	<u>TA Office Hours:</u>
A - B	Paul Bloom	pab2163@columbia.edu	TBD
C - E	Bruce Dore	bpd2108@columbia.edu	Mon 10:00am-12:pm, 324 Schermerhorn
F - I	Nadia Khayrallah	nlk2122@columbia.edu	TBD
J - K	Brian Silston	bs2684@columbia.edu	Thursdays 4:30-6:30pm, 318C Schermerhorn
L - P	Samantha Ting	tt2497@columbia.edu	TBD
Q - Z	Shannon Zhou	ssz2106@columbia.edu	Mondays 8:30-10:30 in Butler Library Cafe Lounge (Room 214)

Paul Bloom

I am a junior at Columbia College majoring in Psychology, and I also study jazz piano through the Columbia-Juilliard exchange program. I am originally from Needham, Massachusetts, and currently work as a research assistant in the Metacognition & Memory Lab. In the future I hope to focus on research in music cognition. Please don't hesitate to reach out to me with any questions, and I am excited to work with you all this semester!

Bruce Dore

I am a Psychology PhD candidate interested in the regulation of positive emotion in health and psychopathology. In my research, I use behavioral, neuroimaging, and large-scale observational methods to ask questions about the motivational, cognitive, and brain processes that determine how we respond to and recover from emotional events.

Brian Silston

I am a graduate student in the Psychology department working with Dr. Dean Mobbs investigating the effect of affective processes on learning, memory, and behavior. I focus on ecological and multidisciplinary approaches to probe these processes in humans, including paradigms that reflect decisions, contexts and situations in which we find ourselves in everyday life. Prior to joining the PhD program I spent 16 years working in investment banking, private equity as an investor and principal, and consulting; created a startup that designed and built a social music game; and more recently earned a masters in Neuroscience and Education from Teacher College. I completed my undergraduate work at Brown University, where I studied business economics and philosophy.

Nadia Khayrallah

I am a Columbia College junior majoring in Psychology and Dance, and I'm generally interested in the connection between psychology, movement, and language. You might also find me writing, making films, and dancing in public places. I also enjoy teaching and have worked as an academic tutor for middle and high school students for several years. I'm excited to work with you all this semester--please feel free to stop by my office hours to ask a question or just chat!

Samantha Ting

I am a Columbia College junior majoring in Psychology and the Special Concentration in Business Management. I currently work in Professor Higgin's social psychology lab on projects studying shared reality. In the future, I hope to look further into social media's effects on social relationships from a psychological point of view. I hail from the sunny island of Singapore, where I've previously organized science workshops for students from elementary to high school ages and also worked as a private tutor. I'm really excited to be working with you this semester, so don't be shy to swing by office hours with any questions you may have about class or majors, or just to chat about life!

Shannon Zhou

I'm a junior in Columbia College studying political science and psychology. Though I'm originally from Alabama, I studied at an international high school in Beijing, China. I'm especially interested in the relationships between learning and motivation, and am interning at a small organization called America Needs You this semester to focus on helping first-generation college students transition to higher education. I love writing, running, and talking, so please feel free to stop by during my office hours to ask questions or just chat. I look forward to working with all of you!

Readings

The following items will be available for purchase at the Columbia University bookstore.

Required

- Gleitman, H., Gross, J., Reisberg, D., (2011). *Psychology* (8th ed.). W. W. Norton & Co. New York, NY. (Note that an e-book version of the text is available at a substantially reduced cost. Go to: <http://www.wwnorton.com/college/psych/psychology8/ebook.aspx>)
- iClicker (not a “Reading”, but required for class, see below)

Optional

- Annual Editions Psychology (46th edition)
- Study Guide to accompany Psychology text

Important tips for the required (textbook) reading:

- Keep up with the textbook reading. It is challenging and will probably take more time than you expect. You will not be happy (and you will probably not do as well) if you try to read several chapters just before an exam.
- You are expected to read all of the assigned material, including accompanying figures.
- The exams will cover ALL of the assigned textbook material INCLUDING TOPICS NOT COVERED IN CLASS, though test questions will be easier for topics that we do not discuss in class.
- Check out the textbook web-site. Among other helpful study aids, it has electronic flash cards that you can use to review vocabulary.

Schedule of Classes/Readings

This course is intended to provide you with an overview of all of the major areas of psychology. Because class time is limited, we cannot cover all of the topics in the text during class. I believe it is important for you to be exposed to all the major topic areas, even if we cannot delve into everything during class. Required textbook readings are listed in conjunction with related lecture topics. Sometimes we will cover much of the material from the reading in class. Other times, we will cover little, if any. You are advised to keep up with the reading!

In addition to the required textbook readings, I have provided you with a list of supplementary readings from the Annual Editions Psychology book. These are contemporary articles from scientific journals and the popular press that you may find interesting. If you find a topic of particular interest, I encourage you to explore these readings. These readings and additional supplemental readings will be available to you on-line on courseworks.

Date	Topic	Required Reading (Gleitman)	Optional Reading (Annual Editions) See courseworks for links to these articles and more readings from other sources.
Jan 19 & 21	Research Methods	Chapter 1	AE#1- Science vs. Pseudoscience
Jan 26 & 28	Neuropsychology	Chapter 3	AE#7 – Reflection on Mirror Neuron AE#9 - Brain Structure and Winners
Feb 2 & 4	Sensation	Chapter 4	AE#11 – Uncanny Sight in the Blind
Feb 9 & 11	Perception	Chapter 5	AE#12 - Corporeal Awareness.. AE#13. - Do not Talk about Fight Club...
Feb 16	Consciousness Paper 1 Due Feb 16	Chapter 6	
Feb 18	Exam 1		

Feb 23	Motivation and Emotion	Chapter 12	AE#25 – Women at the Top: Leaders AE#26 – Resisting Temptation AE#27 - What Does Guilt Do? AE#28 - Need Motivation? Declare ... AE#29 - Self Efficacy in the Workplace
Feb 25 & Mar 1	Learning	Chapter 7	AE#17 - Will Behave For Money AE#19 - Incentives for Drivers
Mar 3 & 8	Memory	Chapter 8	AE#21 - Epidemic of Multitasking AE#5 - A Scientific Pioneer
Mar 10	Thinking	Chapter 9	AE#22 - Pigeons Behave Irrationally AE#6 - That's So Random AE#23 - The Executive Brain
Spring Break - Have fun!			
Mar 22 & 24	Social Psychology Paper 2 Due Mar 24	Chapter 13	AE#40 – Replicating Milgram AE#24 - Impact of Facebook AE#41 - Power of False Confessions AE#45 - Twitter Impacts Relationships
Mar 29	Exam 2		
Mar 31	Genes, Evolution and Behavior	Chapter 2	
Apr 5 & 7	Intelligence	Chapter 11	AE#16 – Perils and Promises of Praise AE#35 – Evolution and Intelligence AE#38 - How Good are the Asians?
Apr 12 & 14	Development	Chapter 14	AE#30 – The Mind at Midlife AE#33 - Teach Kids to Tell the Truth AE#34 - Little Children Acting Mean
Apr 19	Personality	Chapter 15	AE#37 - Birth Order Effects
Apr 21 & 26	Psychopathology	Chapter 16	AE#18 - Phobias: Rationale behind ... AE#48 - Bringing Life into Focus ADHD
Apr 28	Treatment Paper 3 Due Apr 28	Chapter 17	AE#2 - Comprehensive Soldier Fitness AE#51 - Yes, Recovery is Possible AE#52 - Addiction Interaction AE#53 - Post-Prozac Nation AE#54 - Ways to Treat Depression
May 10, 1:10	Final Exam		

Be forewarned. **NO EXCEPTIONS** will be made for travel plans. The final exam will not be administered early under any circumstances

Course Requirements

Grading

Before describing each of the components of the course, it is helpful to see how each one fits into your final course grade. Below is the breakdown, followed by a description of each component.

Exam Average – 75% (weighted average of your three exams – lowest counts 20%, middle and highest 40% each)
Written Assignment Average – 18% (weighted average of your three papers - lowest 20%, middle and highest 40%)
Experimental Participation – 3%
Class Participation (clickers) – 4%

In this course, approximately 35% of students will receive A's and approximately 45% of students will receive B's. If the final grade distribution falls short of this breakdown, a curve on the final course grades will be used. When exams and papers are returned, we will let you know how you are doing and give you an approximate letter grade equivalent of your numerical exam and paper grades.

Class Attendance

I hope you will find the lectures to be informative and interesting. Classroom presentations will include videos and demonstrations. If you miss a class, check on courseworks for power-point slides, an audio recording of the lecture and any videos shown in class (note that some videos will not be available on-line). If you miss a class, be sure to review the on-line materials. Then follow up with one of the TAs to clarify any points of confusion.

Class Participation with iClickers

iClickers will be used in class as a teaching and learning tool. With them, you can easily answer multiple choice questions in real time so that both you and I can get immediate feedback. This promotes active thinking about the material and gives you a way to assess your own level of understanding. In addition, I can use student responses to clicker questions to know when the class needs more (or less) work on a particular topic. I can also use clickers to anonymously poll the class on sensitive topics and to collect data for classroom demonstrations. You will need to bring your clicker to class every day. Clicker participation will "count" towards your grade as of the third class period.

How to register your clicker:

You can purchase a clicker at the university bookstore. In order to receive credit for your classroom participation with the iClicker, you will need to register it. To register your iClicker, follow the following steps:

1. Go to <http://www.iclicker.com/registration/>
2. Enter your first and last names as they appear on your Columbia ID
3. For "student id" enter your **UNI** (NOT your Columbia id number)
4. For "remote id" enter the code that appears on the back of your iClicker
5. Finally, enter the security code as it appears on the screen and press Enter.

Clicker Grades:

Classroom participation grades will be calculated as the percentage of days you participated in class with your iClicker, beginning on the third day of class. You will receive participation credit for a day if you respond to all but one of the questions for the day. In other words, you can miss one question and still get credit for the day. Sometimes, class will begin with a clicker question, so if you arrive late, you will not get credit for the first question, but that doesn't mean you won't get credit for the day.

Absences/Missing your clicker:

The clickers are only effective if everyone brings them to class and participates. For this reason, we make them a required part of the class that counts towards your grade. So come to class with your clicker.

Everyone is allowed 3 free absences. Further absences will detract from your participation grade. These 3 free absences include:

- Illness
- Personal events (weddings, etc.)
- Religious holidays
- Missed class for any reason
- Forgetting your clicker (Note: we do NOT give attendance "credit" if you are in class, but missing your clicker because this defeats the purpose of using the clickers.)

If you have a serious situation that will keep you from class (illness, or personal emergency), please let us know. We will consult with your dean and handle these situations on a case by case basis. If you have your clicker, but discover the batteries are dead, let us know. We usually have extra batteries you can use for the day.

Exams

There will be three exams. Each exam will cover 1/3 of the course material. The third exam will be administered during the final exam period. It will focus on last third of the course material, but will also include some questions that require you to incorporate concepts from the earlier sections of the course. Each exam will have two parts. Part One will be made up of multiple-choice questions covering the textbook readings. Part Two will be made up of short answer questions covering the material presented in class. Each part is worth 50% of the exam grade. There is substantial overlap between what is in the textbook and what is presented in lecture, but many topics will be presented only in the text and some topics will only be presented in lecture.

Exam 1 – Feb 18

Exam 2 – Mar 29

Exam 3 – May 10, 1:10 - 4:00pm

TIPS ON STUDYING FOR EXAMS:

1. Review lecture notes on courseworks.
2. Review the extra credit assignments (even if you didn't do them) especially the ones with answer keys. Some similar questions often appear on the exams.
3. Complete the vocabulary sheets as you go along with the textbook reading. They are available in "class files" on courseworks. You NEED to know the vocabulary in order to talk about these concepts.
4. When reviewing textbook material, focus MOST on topic areas discussed in class. Those are the topics we will ask harder questions about. We will ask some multiple choice questions on topics from the readings that we do not touch on in class, but they will generally be easier.
5. Attend a review session. Submit questions to your TAs concerning topics you are confused about prior to the review session.
6. Use the on-line textbook review materials. Students have reported these materials are very helpful. Go to: <http://www.wwnorton.com/college/psych/psychology8/>
7. Take a look at the textbook study guide in the book store and purchase it if it looks helpful to you. Students who use the study guide diligently often report that it is helpful.

EXAM ABSENCES:

If you will be unable to attend any of the exams, please let me know as soon as possible. Vacation travel plans are never an acceptable reason for missing an exam. If you miss an exam due to illness, you will be permitted to take a make-up exam with permission from me and your dean. You must contact me with your intention to take a make-up exam as soon as possible (preferably on or before the day of the exam). In any case, you MUST notify me within one week of your absence from the exam to be eligible for a make-up exam.

EXAM GRADING POLICIES

Exams will be returned during class generally within 2 weeks of the exam date. You will be able to briefly review them. You will not keep the exam, but will return it to your TA before leaving the classroom. If you would like to review your exam in greater detail (which we encourage you to do), please make an appointment with one of the TAs. Each section of the exam is graded by a specific TA. Though all of the TAs will be familiar with the exam content, if you have detailed questions about a section, it is generally best to contact the grading TA for clarification. Occasionally there are errors in grading. If you suspect a grading error has been made, you may submit a written explanation to me within 2 weeks of when the exams are returned. I will then review your exam and make changes if appropriate. TAs cannot make grade changes.

Experiment Participation

Psychology is an active scientific discipline with a growing body of knowledge. You can learn about this in the classroom, but you can also learn about it by participating in on-going research studies conducted by faculty, graduate students and advanced undergraduates in the Columbia psychology department.

Experimental participation is a part of this course. Your participation is both a learning experience for you and a tremendous help to the faculty and students who could not complete their research without your assistance. In order

to facilitate your learning from this experience, one of the short written assignments will focus on your experience as a research participant (see “Written Assignments” below).

A member of the psychology department will be visiting our class to explain the details of the Columbia University Introductory Psychology subject participation requirement.

NOTE: If anyone enrolled in this course is a minor (under 18), please speak with me about this requirement as you are not legally eligible to participate in these research studies until your 18th birthday.

Written Assignments

There will be three short (2 page) written assignments. The papers will focus on applying concepts learned in this course. You will apply course concepts in two contexts. One of your papers will focus on your participation in an ongoing research study (see “Experiment Participation” above). One paper will focus on supplementary readings on topics in psychology. The third paper can be of either type. The details for these written assignments will be on a separate handout available on courseworks. There will also be a grading rubric that is intended to help you understand how your papers will be evaluated. Your assigned TA will be happy to review a draft of your paper to verify that you are approaching the assignment in an appropriate manner. These drafts are optional and feedback will be limited to “You are on the right track” or “This is not the best approach because ...”. If you would like to complete a draft of the paper, e-mail it to your TA by the date/time shown below. Papers are due at the start of the class period prior to each exam. Drafts are due by 5pm 3 days prior to the due date:

Short Paper 1 – Feb 16 (optional draft due by 5pm on Feb 13)
Short Paper 2 – Mar 24 (optional draft due by 5pm on Mar 21)
Short Paper 3 – Apr 28 (optional draft due by 5pm on Apr 25)

WRITTEN ASSIGNMENT GRADING POLICIES

Papers will be graded according to the grading rubric. Graded and commented papers will be returned during class along with the exams. You can keep your papers and we hope that you will find the TA's comments to be helpful. If you would like further feedback, please speak with the TA who graded your paper during their office hours or make an appointment to see them at another time. If you think a grading error has been made, you can submit your paper to me for review within 2 weeks of when the paper was returned. I will then review your paper and make changes if appropriate. TAs cannot make grade changes.

Extra Credit

Throughout the semester, I will provide you with brief assignments that are designed to reinforce important concepts and/or to provide you with an opportunity to explore some concepts in greater depth. Turning in these assignments in written form is optional – though you are strongly urged to look at these materials as you do your reading and to review them before exams. Questions similar to those on some of the assignments will appear on the exams.

Completing six extra credit assignments successfully will add approximately 1 point to your average at the end of the course. This means that if you are close to the next letter grade, you will be “bumped up” to that grade (e.g., B+ to A- or B- to B). If you are not close to the next letter grade, the extra credit assignments will hopefully still be beneficial to you. They will help you to reinforce the material and better prepare for exams.

Classroom Decorum

It is important to maintain a classroom environment that is respectful and conducive to learning. To this end, it is useful to set out some basic policies for classroom behavior:

- Arrive on time and stay for the duration of the lecture.
- Do not chat with your neighbor during class. Not only is this inconsiderate and disruptive to your fellow students, but the acoustics of the room are such that I can usually hear you and I find it very distracting.

- Cell phones must be turned off during class.
- Laptops may be used only for note-taking. Though you may think you have the ability to multitask (e.g., checking Facebook while paying full attention to the lecture), doing so is distracting to those around you. TAs will monitor laptop usage to insure respect for this policy. If you violate this policy, we will ask you to stop. If we have to do this more than once, your laptop privileges will be revoked.
- The first five rows on the right side of the classroom (right side when seated) will be designated a "laptop free zone." This area is designated so that students who are bothered by the sound of people on their laptops will have a place in the classroom where they can attend without that distraction.

Note on laptop use: Recent studies have shown that students who take notes by hand retain information better than those who take notes via laptop. There are good reasons to expect this finding related to the greater note taking flexibility of paper and pencil. You may want to go old school for the sake of your learning.

Academic Integrity

"The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity. . . . In practical terms, this means that, as students, you must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent."

From the Faculty Statement on Academic Integrity - <https://www.college.columbia.edu/academics/integrity-statement>.

Cheating on assignments or exams and plagiarism are very serious violations within the academic community. Students are expected to do their own work on all tests and assignments for this class. Students are expected to bring their own clickers to class. Having a friend "click in" for you is considered academic dishonesty. Clicking in for a friend is also considered academic dishonesty. Neglecting to cite sources in a paper is considered plagiarism. You are expected to always act in accordance with the Columbia honor code. Any student found cheating or plagiarizing in this class will be reported to Columbia's Office of Judicial Affairs and Community Standards for evaluation and academic discipline. If you have questions about any aspect of academic integrity at Columbia, please refer to the following link:

<https://www.college.columbia.edu/academics/integrity> and if you have specific questions about sanctions or the judicial process: see <https://www.college.columbia.edu/academics/disciplinaryprocess>

Students with Disabilities:

Students with disabilities who take this course and need disability related classroom accommodations are encouraged to make an appointment to see me as soon as possible. Also, stop by the Office of Disability Services (ODS) on the 7th floor of Lerner Hall to register for support services, if you have not done so already. ODS Phone (212) 854-2388 (Voice/TTY). Students who are eligible for extra exam time should be certain to fill out the appropriate paperwork at the Office of Disability Services. Once I have received confirmation of your status, I will be able to make arrangements for additional exam time. Note that ODS often requires 2 weeks to process an application, so don't wait until midterm week to get in touch with them.

Additional Resources for Students:

Columbia University Writing Center	http://uwp.columbia.edu/writing-center/
Tutoring Service	http://www.studentaffairs.columbia.edu/asp/tutoring/
Health Services	http://www.columbia.edu/cu/health
Go Ask Alice! (answers to health questions)	http://www.goaskalice.columbia.edu
Counseling and Psychological Services (CPS)	http://www.health.columbia.edu/docs/about_us/cps.html 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	http://www.health.columbia.edu/ods
Office of the University Chaplain	http://www.columbia.edu/cu/earl/ouc.html

