

**Psychology 85-102**  
**Introduction to Psychology**  
TTh: 1:30 – 2:50, Doherty Hall 2210

**Professor:**

Dr. Kody Manke  
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Office: Baker Hall 344  
Office Hours: After class Tues. (or by appt.)

**Sections:**

Sec C	Fri. 10:30 – 11:20, Baker 340A
Sec E	Wed. 12:30 – 1:20, Baker 340A
Sec H	Fri. 1:30 – 2:20, Baker 340A
Sec I	Wed. 3:30 – 4:20, Baker 336A
Sec K	Wed. 6:30 – 7:20, Baker 340A

**Teaching Assistants:**

Muhammad Ali (*Head TA*)  
[muhammal@andrew.cmu.edu](mailto:muhammal@andrew.cmu.edu)  
Section H  
OH: F: 2:30-3:00 (BH 336D)

Jaelyn Zois  
[jzois@andrew.cmu.edu](mailto:jzois@andrew.cmu.edu)  
Sections C & K  
OH: W: 4:30-5:30 (BH336D)

Mikahla Vicino  
[mvicino@andrew.cmu.edu](mailto:mvicino@andrew.cmu.edu)  
Sections E & I  
OH: M: 12:30-1:30 (Hunt Lib)

**Course Overview:**

How does the science of psychology help us understand the thoughts, feelings, and behaviors we see and experience in everyday life? What are the main disciplines within psychology? What are the different questions each discipline seeks to answer?

This course will serve as an introduction to the field of psychology and its many different areas and applications. You will learn about the central methods, findings, and unanswered questions of these areas, as well as how to interpret and critically evaluate research findings. The course, overall, will attempt to foster interest in psychology as well as scientific curiosity in an engaging, supportive, and intellectually stimulating environment.

**Course Goals:**

By the end of this course:

- Students will be familiar with the considerable body of information about the principles of psychology, its methodologies, contributors, and terminology.
- Students will be familiar with the distinctions between the main sub-disciplines within psychology.
- Students will be able to understand how psychological processes are at play in many different domains of everyday life.
- Students will understand the basic concepts of the scientific method and how it is used to examine psychological processes.

**Textbook:**

*Psychology* by Gleitman, Gross, & Reisberg, 8<sup>th</sup> Edition (Norton, 2010). ISBN: 978-0393932508. The textbook can be purchased at the bookstore, or on Amazon.com (where you can purchase the textbook used and re-sell it online).

## Course Requirements:

### Readings:

You are expected to have finished the readings *before* coming to class, so that you can be prepared to actively engage in the lecture, contributing your own thoughts and questions that came up during your readings. Reading before lecture has also been shown to improve learning, because the lectures then reinforce material that you're already familiar with! Lectures are meant to complement the text's content by highlighting important concepts, theories and studies. Accordingly, lectures will often contain information not found in the text; similarly, there will be material in the text that is not covered explicitly in lecture. Thus, both completing the readings and attending lecture will be essential to understanding the material.

### Attendance/Participation:

You are required to attend both lecture and section. However, since life can get in the way at the most inconvenient of times (e.g., your car doesn't start or the burrito you ate is having a serious disagreement with your stomach about whether or not it should be digested), you can miss one lecture and one section without any negative effects to your grade. You are also expected to participate in class – listen to the lecture and your classmates' questions, ask your own questions, and generally engage in the learning experience.

In section, your TA will take attendance each day. In lecture, we will measure attendance and participation is using "exit tickets". At the end of class, every student will hand in one or two questions or ideas that occurred to them during lecture – something you found interesting, something that wasn't clearly explained, or an unanswered question about the material. We will use these to mark your attendance, as well as as an opportunity to clear up any confusion at the start of the next lecture.

### Exams and Quizzes:

There will be three noncumulative exams, and one cumulative final exam. The first three exams are not cumulative, but the second and third test may rely on your knowledge of concepts and theories that you learned earlier in the semester. The final exam is cumulative. All four exams are weighted equally. The first three will be during the lecture meetings on **Feb 21, March 30, and May 2**. The final will be held at during finals week during the scheduled time (TBA). Exams will consist of multiple-choice, short answer, and essay questions, and will cover content from lectures and the accompanying readings. We will have a brief quiz during section a couple weeks before each exam, to both space out studying and to give you an idea of the kinds of material that may be covered on the upcoming exam. We will also host an evening review session before each exam (to be scheduled closer to each exam).

### Writing Assignments:

There will be three writing assignments throughout the quarter. Instructions and guidelines for these assignments will be given during the course, and the assignments will be posted on Canvas. The assignments will be due on **Feb 2, April 6, and May 4**.

## Grades:

Exams	40%
Writing Assignments	25%
Section	25%
Quizzes (30% Section grade)	
Attendance/Participation (50% Section grade)	
Assignments (20% Section grade)	
Lecture Attendance/Participation	10%

## Class Policies:

### Laptop and Technology Policy:

In a bold move to try to increase learning for everyone, we have a no laptop policy. Turns out that students surfing the internet and replying to emails during class disrupts the learning experiences of these students and those around them. I know some of you may be thinking, “But I take notes on my laptop, and it makes me a better learner!” It turns out that science is actually on my side: recent research has found that taking notes on a laptop is less effective and leads to poorer learning than taking them by hand, and also that it can negatively affect the grades of those around you. We can discuss this during class, but if you’re interested in reading the research in the meantime, here it is:

Mueller, P. A., & Oppenheimer, D. M. (2014). The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking. *Psychological Science*, 25, 1159-1168.

Fried, C.B. (2008). In-class laptop use and its effects on student learning. *Computers & Education*, 50(3), 906-914.

### Children at Lecture

I want students to attend every lecture – and I also think that both your family and your education are extremely important. Sometimes unforeseen difficulties arise in finding childcare for the day, or something comes up and your plans fall through. Regardless of the reason, if you need to bring your child with you to class, please feel free to do so rather than missing class.

### Make-up Exam Policy:

You must take exams on the date and time they are scheduled. Make-up exams will not be allowed; if you miss an exam, you should assume you will not be given an opportunity to make it up. There are only two cases in which a make-up exam will be given: (1) if you are ill on the date of the exam, or (2) in case of a University event, including religious observance. If you are ill, you must (a) inform me that you will be unable to take the scheduled exam *prior* to the exam time and (b) obtain a written excuse from a physician. In the case of a university event or religious observance, you must let me know by one week into the quarter that you will be unable to attend a scheduled exam.

### Late Policy:

Without an adequate excuse, late assignments will be penalized 10% each day up to a maximum of 50% off (so a perfect essay handed in at the end of the quarter will receive a grade of 50%).

### Academic Integrity:

***I take academic integrity very seriously.*** While I don't expect cheating to occur, I will have a no tolerance policy. The penalty for cheating will depend on the circumstances, but in almost no case will it simply be limited to a reduction in grade for the item in question. Cheating and plagiarism are

defined in the CMU Student Handbook, and include (1) submitting work that is not your own (2) copying ideas, words, or graphics from a published or unpublished source without appropriate citations; (3) submitting or using falsified data; and (4) submitting the same work for credit in two courses without prior consent of both instructors. Please make sure to familiarize yourself with the University's policies on academic integrity (<https://www.cmu.edu/academic-integrity/>).

## **Help**

We (the course instructional staff) all want you to succeed in this course. We are here to help you learn and if you have any trouble or problems, or have questions or issues you would like to discuss, please let us know--come in, call, email, whatever. You can come in during office hours, or if you aren't available then, make an appointment for another time. Do not simply assume there is nothing that can be done and disappear in one way or another from the course.

## **Students with Documented Disabilities:**

If you have any form of disability that affects your ability to participate in this course, then please let your instructor know as soon as possible so that acceptable arrangements can be made. Students who may need an academic accommodation based on the impact of a disability must initiate the request with the Office of Disability Resources, who will work with you to develop a final Student Individual Accommodation Plan. Students should contact the OAE and send me any Accommodation Plans as soon as possible. This is because we need time to coordinate accommodation, and last-minute notices might not give enough time to make the necessary arrangements.

(<http://www.cmu.edu/hr/eos/disability/students/>)

## **Taking Care of Yourself:**

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. Counseling and Psychological Services (CaPS) is here to help: call 412-268-2922 and visit their website at <http://www.cmu.edu/counseling/>. Consider reaching out to a friend, faculty or family member you trust for help getting connected to the support that can help. If you or someone you know is feeling suicidal or in danger of self-harm, call someone at CaPS immediately, day or night. You can also call the Re:solve Crisis Network (888-796-8226). If the situation is life threatening, call the CMU police (412-268-2323) or call 911.

## Topic Schedule and Due Dates

Tues, Jan 17	Introduction and Course Overview: What is psychology?
Thurs, Jan 19	Research Methods, Part I: The scientific method <i>Reading: Chapter 1</i>
Tues, Jan 24	Research Methods, Part II: Research ethics <i>Reading: Chapter 1</i>
Thurs, Jan 26	<i>Special Topic: Designing correlational and experimental studies</i> <i>In this session, we will zero in on the difference between correlational and experimental studies, conducting several in-class studies and analyzing our data.</i> <i>Reading: Chapter 1</i>
<b>Tues, Jan 31</b>	The Biological Bases of Behavior <i>Reading: Chapter 2</i> <b>Writing Assignment #1 due on Canvas, 11:59pm</b>
Thurs, Feb 2	The Brain, continued <i>Reading: Chapter 3</i>
Tues, Feb 7	Consciousness & Genetic and Environmental Influences on Behavior <i>Reading: Chapter 2, 3</i>
Thurs, Feb 9	Sensation <i>Reading: Chapter 4</i>
Tues, Feb 14	Perception <i>Reading: Chapter 5</i>
<b>Thurs, Feb 16</b>	<b>Exam #1</b>
Tues, Feb 21	Memory <i>Reading: Chapter 8</i>
Thurs, Feb 23	Learning <i>Reading: Chapter 7</i>
Tues, Feb 28	Thinking <i>Reading: Chapter 9</i>
Thurs, March 2	Intelligence <i>Reading: Chapter 11</i>

Tues, March 7	Language <i>Reading: Chapter 10</i>
Thurs, March 9	Development <i>Reading: Chapter 14</i>
<b>Tues, March 14</b>	<b>Spring Break, no class</b>
<b>Thurs, March 16</b>	<b>Spring Break, no class</b>
Tues, March 21	Motivation <i>Reading: Chapter 12</i>
Thurs, March 23	Emotion <i>Reading: Chapter 12</i>
<b>Tues, March 28</b>	<b>Exam #2</b>
<b>Thurs, March 30</b>	Personality <i>Reading: Chapter 15</i> <b>Writing Assignment #2 due on Canvas, 11:59pm</b>
Tues, April 4	Social Cognition <i>Reading: Chapter 13</i>
Thurs, April 6	Social Influence <i>Reading: Chapter 13</i>
Tues, April 11	Stress and Health – <i>Guest Lecturer: Janine Dutcher, PhD</i> <i>Reading: Chapter 13</i>
Thurs, April 13	<i>Special Topic: Zombie Neuroscience</i> <i>In this session, Dr. Tim Verstynen from CMU psychology will talk about what neuroscience can tell us about zombism.</i>
Tues, April 18	<b>Exam #3</b>
<b>Thurs, April 20</b>	<b>No Class</b>
Tues, April 25	Psychological Disorders <i>Reading: Chapter 16</i>
Thurs, April 27	Therapy <i>Reading: Chapter 17</i>

Tues, May 2

Using Psychology: Psychological Interventions

**Thurs, May 4**

Last day of lecture! Takeaways from introductory psychology  
**Writing Assignment #3 due on Canvas, 11:59pm**