

# Psychology 100: Foundations of Psychology

Spring Semester 2023, MW 11:30-1:00pm, Founders 202

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**A personal note from your professor:** *Welcome to Foundations of Psychology! I am very excited to spend a semester with you learning about this fascinating field. Here is a little bit about me: I completed my Ph.D. in Personality-Social Psychology at UC Berkeley in 2000, and I have been teaching at Haverford since 2006. I live in Havertown, PA with my husband and 14-year-old son. I have taught Psych 100 almost every single Spring semester since 2006! I love teaching this course because I never tire of introducing smart and curious students like yourselves to the scientific study of human behavior and all of the many applications of the field of psychology to our lives. It is my mission to try to get to know each of you as well as possible so that I can help you grow as a student and explore how psychology may enrich your developing interests. I am committed to creating an inclusive and welcoming environment for all students in my classroom. As a starting point, I will be sending out a Google Form in the first week of class so that you can share what you would like me to know about you!*

## **Professor**

- Jennifer Lilgendahl
- Office: Sharpless 422
- Student hours: TBA (see details on course Moodle page)
- Contact info: jililgend@haverford.edu

## **Course Overview**

The purpose of this course is to provide students with an appreciation for the scientific approach to the study of human behavior, and to expose students to the range of topics that comprise modern scientific psychology. We will investigate human thought and behavior from a variety of different theoretical perspectives, including biological, cognitive, social, and developmental perspectives. We will also consider the history and methodology of the science of psychology and conclude with an integrative examination of selected topics in psychopathology and health. Specific learning goals of the course include the following:

- To gain exposure to key concepts, discoveries, and theories of the major sub-disciplines and approaches within the field of psychology
- To apply psychological concepts to real-world and everyday situations
- To learn about the main research methodologies of the field and to think critically and analytically about the empirical results they produce
- To gain “information literacy” in the field of psychology; that is, to gain competence in using the PsycInfo database and citing primary literature using APA style
- To begin to learn to communicate about psychological research, both in written and oral forms; to develop one’s writing and oral presentation skills in the context of scientific psychology

## **Readings**

The assigned readings for this class involve a textbook, a memoir called *Brain on Fire* and a small number of articles from the scientific literature and the popular press. All supplemental articles are (or will be) posted on Moodle. You are expected to have completed the readings assigned for each day prior to class and to be prepared to actively summarize, evaluate, apply, discuss, etc. their contents in class. The assigned readings will be central to each class.

- Textbook: Franzoi, S. (2014). *Essentials of Psychology, 6<sup>th</sup> Edition*. BVT Publishing, Redding, CA.
  - Options for purchasing or renting either hard copy or digital versions are available through the book store. Several copies are also available on reserve in the Science Library for two-hour sign out.
- Cahalan, S. (2012). *Brain on Fire: My Month of Madness*. New York: Simon & Schuster.
  - New and used hard copies are available for purchase and rental through book store. Also can easily purchase on Amazon for \$9.40.
- All other readings are available for download on our course Moodle page.

### **Course Requirements and Grading**

Your final grade will be determined by your performance on the following course requirements and my overall impression of your participation in the course. First, your points will be totaled and an initial grade will be determined (94-100% = 4.0; 90-93% = 3.7; 87-89% = 3.3; 83-86% = 3.0; 80-82% = 2.7; 77-79% = 2.3; 73-76% = 2.0; 70-72% = 1.7; 67-69% = 1.3; 63-66% = 1.0; 60-62% = .7; 59% or below is a failing grade). Second, I will evaluate this initial grade in the context of my impression of your participation, including attendance patterns, in class participation and attitude, effort put forth, and whether or not your performance displays a pattern of improvement. Depending on my assessment of these factors, I may adjust your grade one step upward or downward. Participation factors may be especially influential when your grade is on the border between two grade levels.

- Exam 1 = 30%
- Exam 2 = 30%
- Homeworks = 15%
- Paper (Article summary and critique) = 20%
- Research participation = 5%

### **Exams (2 x 30% = 60%)**

There will be two exams, both of which will be non-cumulative, take-home, closed-book, and self-timed. Exams will involve a combination of multiple choice, short answer, and paragraph explanation questions. The exams will be electronically administered, with dates provided in the schedule below. More detail regarding format and content of the exams will be provided in class as the exams approach.

### **Homework assignments (3 x 5% = 15%)**

There will be four homework assignments over the course of the semester (due dates on schedule) and you are required to complete 3 of the 4 (you can choose which one you skip). These homework assignments, which will involve brief writing assignments about applications of course concepts, are designed to promote your intellectual engagement with the course material. They will be graded purely in terms of whether or not they are completed (i.e., you get full credit if you do it, with a reasonable level of effort put forth) and will be administered electronically via Moodle. More details for each will be provided in a timely fashion in class, but each will be due via Moodle upload by midnight the night before the class during which we will cover the relevant material in class.

### **Research Paper (20%)**

There will be one formal writing assignment in this course. This assignment will involve selecting an empirical article from the primary research literature in psychology on a topic of interest to you and writing a summary and critique of the article. Details and guidance regarding this paper assignment will be provided in class.

## **Research Participation (5%)**

It is a longstanding tradition for students in Psychology 100 to participate in a few studies being conducted in our psychology department, as a way to learn what it is like to be a participant in psychological research and to support the thesis research of psychology majors. The exact number of studies (2-3) and alternative ways to fulfill this requirement will be discussed in detail within the first two weeks of class.

## **Course Policies**

- **Attendance:** Consistent, in-person attendance is expected in this course. While I understand that everyone misses a class occasionally, it is best to email me to let me know ahead of time if you are going to miss class because you are sick or have some kind of conflict. Legitimate reasons to miss class are feeling sick, being deemed a close contact with someone who has Covid, some types of sanctioned school activities that directly conflict with class (e.g., athletic contests, going to a conference, etc.), and family emergencies. I will send around a sign-in sheet during each class meeting so that I have an objective way of keeping track of attendance and to note if missing class becomes a pattern for anyone. In these cases, I will reach out to check in and to support you in getting back on track. It is good practice to identify someone in class from whom you can get class notes for days that you miss, and to take advantage of student hours with me as well in order to review course material (zoom is always an option for meeting with me outside of class). I always post my lecture slides on Moodle, but lectures will not be recorded. If you must miss several classes due to isolating after testing positive for Covid, we will work together to make sure you are able to stay current with the course.
- **Course masking policy:** My official policy for this course is that masking is optional. I do not plan to mask while I teach and each student can make their own personal choice about what is right for them. Additionally, I do also want each of you to understand that I value your input and take it seriously. If you have specific health issues that cause you to be concerned about this course's optional masking policy, please do not hesitate to reach out to me to talk about it. I am certainly flexible. Finally, if general covid-related circumstances change in a major way, either on campus or in the broader community, I could change our policy to fit those circumstances at any time.
- **Conduct and tech use in class:** In-class activities will involve a combination of lecture and discussion and will focus heavily on the assigned readings for the day. My expectation is that you will come to class having completed the readings (and any other preparations I've asked of you) and ready to participate and be fully engaged during class time. While I do not ban laptops in my classroom, I assume and expect that you will use your laptops appropriately (i.e., for taking notes, looking at the readings) and not for emailing, doing social media, shopping, etc. If that is how you would like to spend your time, please do not come to class!
- **Deadlines/late work/extensions:** You are expected to complete work on time. However, if you anticipate major difficulties with getting your work complete by the established deadlines, please communicate with me as soon as possible. It is always better to communicate earlier rather than later if you are struggling in any way. Timely communication gives me the best opportunity to support you in completing your work and being as successful as possible in this class. At the same time, I encourage you to do your best to meet deadlines whenever possible. It is an important life skill, and will benefit you to be able to check things off your list in a timely fashion. My specific policies regarding the grading of late work are as follows:
  - **Exams:** The exam will have a fairly large window for completion (i.e., multiple days between when the exam is made available and when it is due). Within those windows, you can decide when to sit and take your two-hour exam. Given this flexibility, I

expect that you will get your exam in by the deadline. Exceptions will only be made in serious circumstances and with timely communication. Please email me as soon as possible if you anticipate having trouble getting your exams in by the deadline.

- **Research Paper:** The deadline for the research paper is Sunday, 4/2 by midnight. We will discuss this assignment several weeks before it is due, and I will provide ample opportunity to ask questions about it both in class and in student hours. If you anticipate having trouble turning in your research paper by the deadline, you should email me about your situation as soon as possible. Depending on my evaluation of the circumstances and the timing of your communication, I may grant a short extension, or I may grant an extension but with a grade reduction.
- **Homeworks:** The homework assignments are more informal in nature, but they are meant to be done within the established timeframe in order for them to be useful for class discussion and your mastery of the topics being covered at that time. Because these assignments are not formally graded (marked complete/incomplete) and you get to skip one (four opportunities to do three), I strongly encourage students to get them done on time. However, if there are circumstances that make it difficult to meet the deadline, reach out to me and limited extensions may be arranged. I will not give credit for late homework if you do not email me before the deadline about needing extra time.
- **Email correspondence:** I will always do my best to respond to emails as quickly as possible. However, my days and evenings are sometimes extremely busy, so my guarantee is within 24 hours. If something is urgent, you may note that on the subject line!
- **Plagiarism/academic dishonesty:** It goes without saying that any form of plagiarism or academic dishonesty will not be tolerated. If I suspect any such behavior may be occurring, I am obligated to report such suspicions to the Haverford Honor Council. It is very important, particularly in the age of the internet, to educate yourself on what constitutes plagiarism. A detailed discussion is available on p. 86 of the Haverford Student Guide (<http://www.haverford.edu/deans/files/studentsGuide1011.pdf>), and I am available to talk at any time if you have any questions or concerns about this very important issue.
- **Permissions:** All of the materials made available to you in this course, including the syllabus, all handouts, the exams, and the PowerPoint slides, are my intellectual property as the professor of this course and should not be shared with anyone or posted anywhere without my permission. Also, lectures should not be recorded without my permission.

### Accommodations for Disabilities

I am committed to partnering with you on your academic and intellectual journey. I also recognize that your ability to thrive academically can be impacted by your personal well-being and that stressors may impact you over the course of the semester. If the stressors are academic, I welcome the opportunity to discuss and address those stressors with you in order to find solutions together. If you are experiencing challenges or questions related to emotional health, finances, physical health, relationships, learning strategies or differences, or other potential stressors, I hope you will consider reaching out to the many resources available on campus. These resources include CAPS (free and unlimited counseling is available), the Office of Academic Resources, Health Services, Professional Health Advocate, Religious and Spiritual Life, the Office of Multicultural Affairs, the GRASE Center, and the Dean's Office. Additional information can be found at <https://www.haverford.edu/deans-office-student-life/offices-resources>.

Additionally, Haverford College is committed to creating a learning environment that meets the needs of its diverse student body and providing equal access to students with a disability. If you have (or think you have) a learning difference or disability – including mental health, medical, or physical impairment – please contact the Office of Access and Disability Services (ADS) at hc-

ads@haverford.edu. The Director will confidentially discuss the process to establish reasonable accommodations. It is never too late to request accommodations – our bodies and circumstances are continuously changing. Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their accommodation letter and make arrangements to meet with me as soon as possible to discuss how their accommodations will be implemented in this course. Please note that accommodations are not retroactive and require advance notice in order to successfully implement. If, at any point in the semester, a disability or personal circumstances affect your learning in this course or if there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to reach out to me.

*It is a state law in Pennsylvania that individuals must be given advance notice that they may be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation from the Director of Access and Disability Services and then must speak to me. Other class members need to be aware that this class may be recorded.*

### Title IX College Statement

Haverford College is committed to fostering a safe and inclusive living and learning environment where all can feel secure and free from harassment. All forms of sexual misconduct, including sexual assault, sexual harassment, stalking, domestic violence, and dating violence are violations of Haverford’s policies, whether they occur on or off campus. Haverford faculty are committed to helping to create a safe learning environment for all students and for the College community as a whole. If you have experienced any form of gender or sex-based discrimination, harassment, or violence, know that help and support are available. Staff members are trained to support students in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more.

The College strongly encourages all students to report any incidents of sexual misconduct. Please be aware that all Haverford employees (other than those designated as confidential resources such as counselors, clergy, and healthcare providers) are required to report information about such discrimination and harassment to the Bi-College Title IX

Coordinator: <https://www.haverford.edu/users/ktaylor4>

Information about the College’s Sexual Misconduct policy, reporting options, and a list of campus and local resources can be found on the College’s website: <https://www.haverford.edu/sexual-misconduct>

## COURSE SCHEDULE

WK	DATE	TOPIC	READINGS
1	1/16	No class; MLK Day	
1	1/18	Overview of course; Intro to the Science of Psychology: History, Methods, Ethics	
2	1/23	Intro to the Science of Psychology: History, Methods, Ethics	Chapter 1
2	1/25	Behaviorism and Learning <b>**Discuss HW #1; due by midnight on 1/31**</b>	Chapter 6
3	1/30	Neurological Basis of Behavior	Chapter 2
3	2/1	Neurological Basis of Behavior	Chapter 2; Moodle reading #1
4	2/6	Neurological Basis of Behavior	

4	2/8	Sensation, Perception, and Attention	Chapter 4
5	2/13	Sensation, Perception, and Attention	Chapter 4
5	2/15	Memory	Chapter 7; Moodle reading #2
6	2/20	Memory	Chapter 7
6	2/22	Language, Thinking and Intelligence / Library Resources presentation <b>**Discuss HW#2; due by midnight on 2/26**</b>	Chapter 8; Moodle reading #3
7	2/27	Review / Discussion of <i>Brain on Fire</i>	
7	3/1	<b>**Exam # 1 will be available for download by 5 pm on 2/28 and due by 5 pm on Friday, 3/3**</b>	
		Spring Break	<i>Moodle readings after Spring Break are TBA</i>
8	3/13	Paper assignment / Social Influences on Behavior	Chapter 14
8	3/15	Social Influences on Behavior <b>**Discuss HW#3; due by midnight on 3/21**</b>	Chapter 14
9	3/20	Personality	Chapter 10
9	3/22	Personality	Chapter 10
10	3/27	Childhood Development	Chapter 3
10	3/29	Childhood Development <b>**Research Papers due by midnight on 4/2**</b>	Chapter 3
11	4/3	Psychological Disorders -- Overview	Chapter 11
11	4/5	Psychological Disorders – Focus on Depression I	Chapter 11
12	4/10	Psychological Disorders – Focus on Depression II <b>**Discuss HW#4; due by midnight on 4/16**</b>	Chapter 11
12	4/12	Viewing of <i>Three Identical Strangers</i>	
13	4/17	Therapy	Chapter 12
13	4/19	Emotion, Stress, and Health	Chapter 13
14	4/24	Review / Discussion of <i>Brain on Fire</i>	
14	4/26	<b>**Exam #2 will be available for download by 5 pm on 4/25 and due by 5 pm on Friday, 4/28**</b>	