General Information

Instructor          Patricia Lindemann
Course Hours        Tues/Thurs 10:35-11:50
Course Location     501 Schermerhorn
Office Hours        Tues/Thurs 12:00-1:00, or by appointment
Office Location     354 Schermerhorn Extension
E-mail (preferred)  PGL2@columbia.edu
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Course Web-site on courseworks
Textbook website at www.worthpublishers.com/gray

Teaching Assistants

Diana Keith         Barbie Huelser
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Please feel free to stop by during any of our office hours. If you would like to make an appointment with any of us, it is usually best to contact us by e-mail, or you can try to check in with us before or after class.

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.

Readings

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

  - Note that an e-book version of the text is available at a substantially reduced cost. Go to: http://ebooks.bfwpub.com to purchase.
- iClicker (not a “Reading”, but required for class, see below) (Required)
- Study Guide to accompany Gray’s Psychology text (Optional)
- Annual Editions Psychology 09/10 (Optional)
Important tips for the 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.
• Much of the material in the textbook will NOT be covered in class. The exams will cover ALL of the assigned textbook material INCLUDING TOPICS NOT COVERED IN CLASS, though we will not expect the same level of mastery for topics that we do not touch on in class.
• Most of the readings that are not in the text are taken from the Annual Editions book. These readings will all be available on-line at the course website on courseworks. You can access them through the on-line syllabus section of courseworks or through the Class Files section under Supplementary Readings.
• Take a look at the Study Guide available in the bookstore to see if you think it will be useful for you. Some students find it very useful. Others do not. If you have difficulty with multiple-choice testing, it may be useful to you as it has practice multiple choice questions based on the text.
• Optional reading is optional. It will not be covered on exams. These are articles that are easy to read and may be of interest to you. Some of these articles will be on the list of focus articles for the short written assignments (see “Written Assignments” below).

Course Requirements

Class Attendance

Regular class attendance is an important part of this course. In addition to lecture material, classroom presentations will include videos and demonstrations. Lecture notes will be available on-line (posted on the afternoon of the related lecture), but these notes will not be a substitute for classroom attendance. Half of each exam will be short answer questions that are based on lecture presentations. Some of this material will also be covered in the text and some will be presented only in lecture. If you miss a class, be sure to review the lecture slides and get notes from a friend. Then follow up with one of the TAs to clarify any points of confusion.

Class Participation with iClickers

iClickers will be used in class every day as a teaching/learning tool. They are very easy to use. With them, you can answer multiple choice questions in real time so that both you and I can get immediate feedback. This is useful for learning because it promotes active thinking about the material and gives students a way to assess their level of understanding. As an instructor, I can use student responses to clicker questions to know when the class needs more (or less) work on a particular topic, and I can adjust accordingly. The clickers can also be used 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. Using the clickers in class will count towards a classroom participation grade. We will begin counting clickers towards your grade in the third class period (Jan. 26), but please bring them starting on the first day, if you have them.

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 these 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.
Classroom participation grades will be calculated as the percentage of days you participated in class with your clicker, beginning in the 3rd class period (up to 100% participation). You will receive participation credit for a day if you respond to 70% or more of the questions given that day. (Note that 70% is approximate. The exact percentage will vary depending on the number of questions used on a particular day). Most days, 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. Everyone is allotted 3 free absences, so if you have to miss class a few times for illness or personal reasons, this will not be a problem.

**Exams**

There will be three exams. Each exam will cover 1/3 of the course material. The third (final) exam will be administered during the final exam period scheduled by the Columbia University registrar. 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. On each exam, Part One will be made up of multiple choice questions taken from a test bank produced by the textbook publisher that cover the textbook readings. Part Two will be made up of short answer questions, written by myself and your TAs, covering the material presented in class. Each part is worth 50% of the exam grade. There is overlap between topics presented in the text and topics presented in lecture. When studying for exams, it will be helpful to know that we expect a deeper mastery of the textbook material for topics that are discussed in class than we do for topics that are not covered in class.

**Exam Schedule:**

- Exam 1 – Thursday, Feb 18
- Exam 2 – Thursday, Apr 1
- Exam 3 – Tuesday, May 11, 9:00-12:00

If you will be unable to attend any of the exams, please let me know as soon as possible. Vacation travel plans are not 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 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.

**Experiment Participation**

In this course, we will focus on psychology as an active scientific discipline with a growing body of knowledge. An important element of the course will be learning about the ways that psychologists conduct research – both by learning about long-established research paradigms and by learning about current investigations.

One way to learn about current research is by participating in ongoing research 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 graduate 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. Also, if you object to participating in research for personal and/or ethical reasons, please speak to me about an alternate assignment.

**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). The other two papers will focus on supplementary readings on topics in psychology. The details for these written assignments will be included in a separate handout.

Written assignments are due at the start of class. Points are taken off for lateness. Papers are due on the following schedule:

- Reading Analysis 1 – Tuesday, Feb 16
- Reading Analysis 2 – Tuesday, Mar 30
- Reading Analysis 3 – Thursday, Apr 29

**Grading**

Your average for this course will be calculated as follows:

- Exams – 75%
- Written Assignments – 15%
- Experimental Participation – 5%
- Class Participation (clickers) – 5%

In this course, approximately 35% of students will receive A’s and approximately 45% of students will receive B’s.

**Extra Credit**

Throughout the semester, I will be providing 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.

The extra credit assignments will be used to determine grade adjustments for students whose final averages fall on the borderline between two letter grades. About ¼ of the students in the course will have borderline grades. Students with borderline grades who have completed the extra credit will be “bumped up” to the higher letter grade. To receive extra credit, you will need to complete 6 of the extra credit assignments in written form. A good way to do this is to complete two assignments from each segment of the course. There will be 3 extra credit assignments for each segment of the course. A separate handout will provide more details about this extra credit option.
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.
- Cell phones must be turned off during class.
- Laptops may be used only for note-taking. Though you may be able to multitask, other uses are distracting to those around you.

Policy on Cheating/Plagiarism

Cheating and plagiarism are both very serious violations within the academic community. Students are expected to do their own work on all tests and written assignments. On each exam, you will sign an honors pledge stating that your work is yours alone. Any student found cheating or plagiarizing will be reported to the university for academic discipline.

Students with Disabilities:

Students with disabilities who will be taking this course and may 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) in Lerner Hall, Suite 802 to register for support services, if you have not done so already. 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.

Schedule of Classes/Readings

Readings are listed in conjunction with related lecture topics. The required reading is from the text. Sometimes we will cover much of the material from the reading in class. Other times, we will cover little, if any. Keep up with the reading!

Supplementary readings are available on the course web-site. Most of the supplemental readings are taken from the Annual Editions Psychology book which will be available at the Columbia bookstore soon. Nearly all of these readings are optional. These readings are not likely to be discussed in class. They are included here for your interest and will not be covered on the exams.

Gray = textbook
AE = Annual Editions supplementary readings. These can also be found in the Annual Editions text and on-line on the course web-site.

All other readings can be found on the course web-site. There is a folder for readings in the “Files” section.

Class 1 (Jan 19) – Introduction – Research in Psychology

Reading: Gray, Chapter 2 – Methods of Psychology
Gray, Chapter 1 – The History and Scope of Psychology (Chapter 1 will not be covered in class, but provides an important overview. It will be covered on the first exam.)

Optional Reading: AE #2 – Does Psychology Make a Significant Difference in Our Lives?
Class 2, 3 & 4 (Jan 21 & 26, 28) – Learning

Reading: Gray, Chapter 4 – Basic Processes of Learning


Class 5 & 6 (Feb 2 & 4) – Neuropsychology

Reading: Gray, Chapter 5 – The Nervous System

AE#9 – Extreme States, Steven Koller, Discover, July 2005.

Class 7, 8 & 9 (Feb 9, 11 & 16) – Sensation and Perception

Reading: Gray, Chapter 7 – Smell, Taste, Pain, Hearing and Psychophysics
Gray, Chapter 8 – Vision
NOTE: These chapters are LONG. Leave plenty of time!

Optional Reading: Sight Unseen, Michael Abrams, Discover, June 2002
AE#10 - A Matter of Taste, Mary Beckman, Smithsonian, August 2004 (This is an entertaining article about “supertasters”.)
AE#12 – About Face, Eric Jaffe, APS Observer, February, 2008.

Class 10 (Feb 18) EXAM 1

Class 11 & 12 (Feb 23 & 25) – Motivation, Sleep and Emotion

Reading: Gray, Chapter 6, Mechanisms of Motivation, Sleep and Emotion

**Class 13 & 14 (Mar 2 & 4) – Memory**

Reading: Gray, Chapter 9, Memory and Consciousness


**Class 15, 16 & 17 (Mar 9, 11 & 23) – Higher Level Cognition and Intelligence**

Reading: Gray, Chapter 10, Reasoning and Intelligence

Gray, Chapter 3, Genetic and Evolutionary Foundations of Behavior

Gray, Statistical Appendix

Optional Reading: **Can Animals Think?** Linden, Eugene. *Time*, September 6, 1999.


**Class 18 & 19 (Mar 25 & 30) – Motor & Cognitive Development**

Reading: Gray, Chapter 11, Development of Thought and Language


**Class 20 (Apr 1) - Exam 2**

**Class 21 (Apr 6) – Social Development**

Reading: Gray, Chapter 12, Social Development


Class 22, 23 & 24 (Apr 8, 13 & 15) – Social Psychology

Reading: Gray, Chapter 13, Social Perception and Attitudes
        Gray, Chapter 14, Social Influences on Behavior

        AE#34 – Bad Apples or Bad Barrels? Eric Wargo, APS Observer, August 2006.
        AE#35 – Young and Restless, Afshin Molavi, Smithsonian, April 2006.

Class 25 (Apr 20) – Personality

Reading: Gray, Chapter 15, Personality

        Culture and the Development of Self-Knowledge, Qi Wang, Current Directions in Psychological Science, Vol 15, No. 4.
        AE#31 – Frisky, but More Risky, Christopher Munsey, Monitor on Psychology, July/August 2006.
        Genetic Influences on Human Psychological Traits, Thomas J. Bouchard Jr., Current Directions in Psychological Science, August 2004

Class 26, 27 & 28 (Apr 22, 27 & 29) – Disorders and Treatment

Reading: Gray, Chapter 16, Mental Disorders
        Gray, Chapter 17, Treatment

        AE#40 – We Love to be Scared on Halloween, Richard Hebert, APS Observer, October 2006.

FINAL EXAM - Tuesday, May 11