



General Psychology
PSY 110 Honors
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Course Description:

Survey of the field of psychology. Major principles, theories, and methods, and their application to the study of human behavior. Topics include the history and fields of psychology, the scientific method and statistical applications, the neural system, sensation and perception, consciousness, learning and memory, intelligence and cognition, maturation, emotion, personality and social influences.

Behavioral Objectives:

Through your work in this course, you will:

- show that you know the major concepts, theoretical perspectives, empirical findings and historical trends in psychology;
- describe and explain behavioral phenomena and the theories that try to explain them;
- show that you understand basic psychological research methods and can approach and solve problems using them;
- think critically about science, especially popular reports of psychological research;
- communicate effectively about psychological issues; and
- apply psychological concepts to a variety of real world settings.

SUNY Broome Honors Program:

Honors Course Philosophy

Honors courses are designed to move beyond the traditional lecture format and require students to take a more active role in their education. Honors courses emphasize active and reflective learning, where teaching and learning responsibilities are shared with students. Courses are discussion-oriented and reading- and writing-intensive such that the instructor designs and frames the subject matter while the students are the driving force in their educational endeavors. Students are encouraged to use primary resources to synthesize their own ideas and opinions on topics and problems with cross-disciplinary implications and apply the learned material to broader social contexts.

Honors Program Outcomes

- Effectively communicate (including making use of information and ideas);
- Analyze and synthesize a broad range of material;
- Define problems, formulate hypotheses, research those problems, draw conclusions about them, and produce original work through a creative process;
- Think critically when discussing an issue or idea; while
- considering the consequences of your ideas, for yourself, others, and society.

Class Meetings:

Classes will be organized discussions that may branch out on various tangents, as interest dictates. We'll also engage in experiments and demonstrations. It's really important for you to attend class on a regular basis so that you can participate and fully understand what was covered. If you miss a class, you are responsible for everything we discuss, materials provided, and announcements. You cannot make up any in-class activities. If you need testing or learning accommodations, please alert me as soon as possible. It is important to note that simply being in the room will not count for attendance. You must be an active member of the class.

Textbook and other readings:

Our textbook is *Psychology: A Concise Introduction* (5th Edition) by Richard A. Griggs (2017), published by Worth Publishers (ISBN: 1-319-05836-1). I may recommend other readings during the course of the semester. Copies of the book are on reserve at the College Library. Read the assigned work for a chapter before that unit is discussed in class.

Formal writing in this class will conform to the style set forth in the *Publication Manual of the American Psychological Association*. This is available for your use at the SUNY Broome Community College Writing Center. If you plan a career in psychology you may wish to purchase a copy, but this isn't required. A shorter, less expensive but useful reference is the *Pocket Guide to APA Style*, by Robert Perrin.

Classroom Etiquette:

Please observe these rules, so everyone will have the best chance to participate and excel:

1. You can bring food or drinks to class, but don't bring anything that will be distracting, such as strong-smelling cheeses or foods that create a lot of noise.
2. Electronic communications devices (e.g., cell phones) must be turned off. The only exception is if you must monitor a child or medical situation. In such cases, please let me know at the beginning of class, set your phone to vibrate rather than ring, and sit near the door so that you can leave to receive your call.
3. Video and audio recording of the class are not permitted.

SUNY Broome Community College is committed to creating a civil learning environment.

Find more information at

https://www.sunybroome.edu/c/document_library/get_file?uuid=32369ca4-996f-45ab-ae14-b37fc7dc5d16&groupId=39972.

Assignments:

Examinations:

There will be two exams, covering material from the textbook and lectures. If you miss an exam due to extraordinary circumstances (illness, etc.), you may arrange a make-up. If you know ahead of time that you'll need to miss a scheduled examination, see me to arrange an alternate exam BEFORE your absence. All exams must be made up within one week of the original test date.

Team Research Project:

Design, carry out, and report on the results of one in-class experiment.

Article Critiques:

Read and critique four current research articles. A format for the critique is online at <http://williamaltman.info/Paper%20Writing%20Stuff/HowtoCritiqueJournalArticles.pdf>.

Discussion Leader:

Lead a short class discussion about a current research article (that I'll supply).

In Class Writing Exercises (ICWE):

At the beginning of each class you'll write a short response to something I provide. This *advance organizer* helps center your thoughts on the day's topic. At the end of each class you'll write a short reaction to the day's discussion. You can also use this as an opportunity to write any questions or comments for me. The ICWE at the end of class helps you to solidify your learning, gives me an opportunity to evaluate how well you're getting the course material, and indicates how I might improve my teaching.

Evaluation:

Grades in this course are based on your accomplishments. There is no curve. Common expectations of collegiate level work will be applied to all evaluations.

Final grades will be computed as follows:

Two Unit Examinations (2 at 25 % each)	50%
Team Research Project:	
Thesis Statement and Hypothesis	5%
Formal Research Proposal	10%
Final Experimental Research Paper	15%
Article critiques (4 at 2.5% each)	10%
Discussion Leader	5%
In-Class Writing Exercises (ICWE)	5%

Plagiarism, cheating, or any other violations of academic integrity will not be tolerated, and will be treated harshly. One of the most difficult topics for many students to understand is that of plagiarism. You can learn more about plagiarism and how to avoid it at <https://owl.english.purdue.edu/owl/resource/589/01/>. There's quick quiz, so you can be sure that you understand the concepts involved. SUNY Broome Community College's Academic Honesty Policy is at https://www.sunybroome.edu/c/document_library/get_file?p_l_id=142779&folderId=142906&name=DLFE-762.pdf

If you have any questions about your progress in the course, your grade, particular concepts, or any other concerns, I'll be happy to meet with you during office hours, or by appointment. You can get more information about your rights as a student at <https://www.sunybroome.edu/student-academic-appeals-procedure>

Extra Credit:

There are several ways in which you can earn extra credit toward your final grade in this course:

- write an analysis of a film with regard to specific psychological issues or concepts;
- write a critique of an article from a current issue of a refereed psychology journal ([get the format on my website](#)); or
- other possibilities may be announced in class or via email, so be sure to watch your email for special opportunities.

You may do as many as three extra credit projects. If you choose to do more than one, you must pick at least two different kinds. Each extra credit project will raise your final course grade by 1 point on a scale of 100. Thus, if you do three projects, your final grade rises by 3 points. For example, if you do three projects, your final course grade might rise from 88 to 91, translating into a rise in the final course grade from B+ to A-. Extra credit is only available if you already have a passing grade in the course. If you are failing, no extra credit will be counted.

Other Resources:

Make the most of the college's wide range of resources to enhance your understanding of the course material, time management abilities, study skills, and writing skills. For example, you may work with tutors at the [Learning Assistance Center](#) to improve your understanding of course concepts, or hone your test-taking skills.

The staff at the [Writing Center](#) can help you formulate ideas for your papers, and may provide guidance for subsequent drafts. Meeting with them *before you begin* your projects can save you a lot of time and effort at later stages, and help you produce better papers.

The [Writing Tools](#) and the [Research Projects](#) sections of my website provide examples of good and bad papers, tools to help organize your thoughts, and links to other resources. I invite you to see me during office hours for help with the course, writing, or other things.

You may form your own study groups, to provide peer review and study support on a more frequent basis. A major advantage of such a group is that by having a set meeting time every week you encourage each other to complete your work in a timely fashion and to higher standards of quality. You may use the class mailing list to organize study groups.

SUNY Broome Community College is committed to learning environments that are inclusive of and accessible to students with disabilities. If you require reasonable academic accommodations or use of auxiliary aids in class, contact the Accessibility Resources Office at ARO@sunybroome.edu or call 607-778-5150. Please note that in order to receive accommodations in this course, you must present a valid Campus Accessibility Plan and discuss individual needs with the instructor in a timely manner.

Team Research Project Using the Biopac MP40

1. Choose a topic area for your research project.
2. Thesis Statement and Hypothesis Paper
Articulate a research question and a specific hypothesis. You'll need to find 10 sources in the research literature to complete this paper.
3. Formal Research Proposal
Write a formal proposal for your research project. Combine your first paper with a design for an experiment to test your hypothesis.
4. Constitute your research teams, and select an experiment from among those proposed by your group members.
5. Use the Biopac MP40 to test your hypothesis.
6. Analyze your results. (No worries, I'll help with this part.)
7. Final Report: write up your research poster.
8. Present your findings to the class.

Be sure to use APA style for all papers. Karen Pitcher at the Library and I have provided a template to make this easier. You'll find it at http://www.williamaltman.info/Paper%20Writing%20Stuff/APA_Template.doc. In addition, I have provided a set of poster templates at http://www.williamaltman.info/Courses/PSY_110/PSY_110_Research%20Assignments.html.

Students often find an advance critique a tremendous help in writing and editing their papers, and that it makes a big difference with regard to the grade their papers earn. If you'd like me to critique your papers or posters before their respective due dates, please bring hardcopy to my office hours.

Many students have reported that using the grading rubrics available on my website to grade their own papers before turning them in helped them to improve their papers a lot. This resulted in better papers, and of course, in higher grades. Based on their experience, I recommend using this strategy.

It's important to hand in your work on time. Papers handed in after their due dates will lose 10 points per day (this INCLUDES weekend days). Papers over one week late will not be accepted and will earn zero (0) points.

Nota bene: I reserve the right to modify this syllabus at any time. All changes will be announced in class or on the mailing list.