Psychology may be defined as the scientific study of mind and behavior. This definition is meant to be quite broad, because many diverse topics are a part of psychology. The purpose of this course is to provide a general survey of the subject matter of psychology. For some of you this may be your only exposure to studying psychology, but for others this course will lay the groundwork for more advanced courses. It is difficult to cover the many topics of psychology in a survey course. If your curiosity is not satisfied with regard to some specific topic -- and often it will not be -- there is usually an advanced course that you can take.

The syllabus and related course materials will be posted on the Blackboard website. This site will allow you to check your grades and will also contain other helpful information pertaining to the course. All PowerPoint slides will be posted on Blackboard periodically during each unit of material.

Format of the course. The three class meetings each week are usually devoted to lectures on topics listed on the course outline, but may also include demonstrations and videos. Your performance will be evaluated on the basis of three tests (and an optional final examination).

Textbook. The textbook for the course is *Psychology in Modules* by Myers & DeWall (11th Edition), available at the bookstore and other sources.

Attendance. You are responsible for everything presented in class, including lectures, videos, remarks of guest speakers, and announcements. ALL MATERIAL ON THE EXAM WILL COME FROM INFORMATION PRESENTED IN LECTURE. There WILL be material covered in class that is NOT in the textbook. A tentative schedule of events is listed in the course outline below. You are expected to attend EVERY lecture. If you are unable to attend class, it is your responsibility to obtain notes from someone in class. Please note that the Assistants to Instructors cannot provide notes for you.

Tests and Final Examination. Your knowledge will be evaluated by three tests and an optional *cumulative* final examination. The dates, rooms, and times are listed below. The final exam will be on Tuesday, December 20th, 3:30 p.m. Each test will be worth 50 points and will be composed of multiple choice questions. **The final exam will be worth 50 points and will be cumulative.**

<table>
<thead>
<tr>
<th>Exam</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>Monday, Oct. 2</td>
<td>In class</td>
<td>Classroom</td>
</tr>
<tr>
<td>Test 2</td>
<td>Friday, Nov. 3</td>
<td>In class</td>
<td>Classroom</td>
</tr>
<tr>
<td>Test 3</td>
<td>Friday, Dec. 8</td>
<td>In class</td>
<td>Classroom</td>
</tr>
<tr>
<td>Optional Final</td>
<td>Tues. Dec. 19</td>
<td>3:30 pm</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Anyone who misses one of the regularly scheduled examinations for any reason other than a University-sponsored event **MUST** take the final examination. **There are no make-up examinations**
in this course, other than absence due to attending a University-sponsored event. If you will be attending a University-sponsored event you must notify one of the professors or the Assistant to Instructor NO LATER THAN September 25th about an absence for ANY EXAM—NO EXCEPTIONS. This notification must be in the form of a written note or email explaining which exam you must miss and the University event that you will be attending. In addition, we will need an email from the official University representative for this event (e.g., coach, faculty advisor, etc.).

You may also elect to take the final examination to improve your score in the course. If you elect to take the final examination and your score on the final is higher than one of the three regularly scheduled exams, we will replace the lowest exam score with your score on the final exam. If your score on the final exam is lower than any of the regularly scheduled exams, then we will base your final grade on the three exam scores. Note that this means that taking the final cannot hurt your grade in any way; it can only improve your score. THE FINAL EXAM WILL BE GIVEN ONLY ON THE SCHEDULED DATE. DO NOT MAKE TRAVEL PLANS FOR WINTER BREAK THAT HAVE YOU LEAVING BEFORE THE SCHEDULED DATE IF YOU MIGHT TAKE THE FINAL EXAM.

Research participation. As part of the requirements for this course, you are to participate in 6 hours of posted experiments. This is akin to a laboratory requirement in other sciences, and serves to acquaint you with the methods and issues of contemporary psychology. Each hour of experimental participation is worth 1 point, for a total of 6 maximum points. Information about registering and signing up for experiments is available on Blackboard. Every activity associated with participating in research, including checking how many experiment credits you have earned over the course of the semester, will be handled through our subject pool website.

Alternatives to research. If you would rather not earn credit through participation in research, you have two alternatives. First, you may complete your hours of research by writing short (1 page) papers. Each paper is worth one point and thus each paper can be used to replace one hour of your required experiments. You have the option of writing as few or as many papers as you wish. A list of approved papers for alternative assignments will be posted on Blackboard. Students who turn in papers on an article that is not listed as an approved topic on the website WILL NOT RECEIVE CREDIT. All papers are due on the last day of class by 5pm.

A second option is to attend one of the departmental colloquia. These are one-hour talks that typically are on Mondays, from 4-5 pm. Space for these talks is limited, and you must sign up for these in advance. Please see the following website for more information: http://psychweb.wustl.edu, click on Events & Announcements.

Note that you may use any combination of these activities to earn the 6 points you will need outside of class. You could do 3 experiments, attend 2 colloquia, and write 1 paper to give you 6 points, or some other combination.

Grading. Your grade will be based on (a) 3 exams, each worth 50 points (note that one of these may be the optional final), and (b) 6 points for experiments (or papers or colloquia). Thus, the maximum possible score in the course is 156.

The grading scale is listed below. If you are taking this class Pass-Fail you must earn a C- or better to earn a passing grade.

Grading scale:
A+  97-100%
A  93-96%
A-  90-92%
B+  87-89%
B  83-86%
B-  80-82%
C+  77-79%
C  73-76%
C-  70-72%
D+  67-69%
D  63-66%
D-  60-62%
F  59 or lower

Extra credit. In addition to the 156 points you can earn through exams and other activities, you also have the opportunity to earn 2 additional extra credit points in the following manner.

- 1 extra credit point for completing both the pre-assessment test and survey AND the post-assessment test and survey administered by the Teaching Center. Please note that you must complete BOTH the pre- and post-assessments/surveys to receive 1 extra credit point. You will NOT receive any extra credit point if you only complete the pre- or post-assessment/surveys (i.e., no partial points will be given). More information regarding these assessments/surveys will be described via email and in class during the first week of the semester.

- 1 extra credit point for completing the on-line course evaluation at the end of the semester; The evaluations will be available on-line at the end of the semester at the following website: http://evals.wustl.edu Course evaluations provide an important mechanism for you to express your opinions about course content and instruction. The information received from your evaluations is taken very seriously by your instructors and serves to enhance the future quality of instruction in this course. Thus, it is critical that we receive everyone’s evaluations to get a representative sampling of opinions.

These extra points will be added to your total number of points at the end of the class before we compute your percentages, which will still be based on a maximum of 156 points. That is, we will add your exam grades, your research/colloquia/paper points, and your extra credit point and then divide that total by 156.

PLEASE NOTE: We will round grades up or down to the NEAREST whole number. For example, 92.9 = 93%, 92.5% = 93%, 92.49% = 92%. For example, if you end up with a total of 144.5 points, your percentage will end up being 92.6%, (144.5/156) which will round up to 93%. If you end up with 144 points after adding the extra credit points, your percentage will end up being 92.3% (144/156), which will round down to 92%.

Grade Appeals. If you feel that your grade on some test was unfair, you have the right to appeal. In such cases, use the grade appeal form posted on Blackboard indicating (a) what test item you are questioning and (b) your rationale for the appeal. Send the form to the instructor who administered the exam (Dr. Sommers, Rice, or Duchek). Such appeals MUST be submitted within ONE WEEK in which grades for that exam are posted.

Instructors.

Dr. Sommers (msommers@wustl.edu) Psychology Building 417A Office Hours: Fri. 11-1
Dr. Rice (hrice@wustl.edu) Cupples II, room 104 Office Hours: TTh 12-1
Dr. Duchek (jduchek@wustl.edu) Psychology Building 416F Office Hours: M 11-1
**Assistants to Instructors.** You should see an Assistant to Instructor if you have questions about the content of the course, or about your grades, or any other difficulty related to the course. They are there to help you.

Brittany Haus (bhaus@wustl.edu)  
Psych building 208A  
Office Hours: MW 8:30-9:30 am

Laura Tiffin (ltiffin@wustl.edu)  
Psych building 208A  
Office Hours: TTH 10-11 am

Eric Failes (e.failes@wustl.edu)  
Psych building 407B  
Office Hours: F 12-2 pm

Abhilasha Kumar (abhilasha.kumar@wustl.edu)  
Psych building 314  
Office Hours: M 11-1 pm

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**Schedule of Topics**

*This schedule and/or topics to be covered are subject to change. Any changes along with specific reading assignments will be announced in advance in class.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
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</table>
| M 8/28 - F 9/29 | UNIT I  
Course Introduction (Modules 1-2)  
Research Methodology (Modules 3-4)  
Biology & Behavior (Modules 5-7)  
Consciousness (Modules 8-9)  
Sensation & Perception (Modules 18-20)  
No class – Labor Day Monday 9/4 | Dr. Sommers |
| M 10/2 | EXAM I:  
Covers all lecture material and modules | |
| W 10/4- W 11/1 | UNIT II  
Memory (Modules 24-26)  
Learning (Modules 21-23)  
Thinking, Language, & Intelligence (Modules 27, 29-32)  
Motivation & Emotions (Modules 33-34; 37-38 )  
Development (Modules 14-15)  
No Class – Fall Break 10/16 - 10/17 | Dr. Duchek |
| F 11/3 | EXAM II:  
Covers all lecture material and modules | |
| M 11/6- W 12/6 | UNIT III  
Health, Stress & Well-Being (Modules 40-41)  
Social Psychology (Modules 43-45)  
Personality (Modules 46-48)  
Psychological Disorders (Modules 49-52)  
Treating Psychological Disorders (Modules 54-56)  
Thanksgiving Break – 11/22 - 11/24 | Dr. Rice |
| F 12/8 | EXAM III:  
Covers all lecture material and modules | |
| Tues. 12/19 | OPTIONAL FINAL EXAM – 3:30 pm | |
Commonsense etiquette during class

This course is based on a simple principle of mutual respect and politeness. Just as it is important for your instructor to act in a courteous and respectful way toward you, it is equally important for you to extend the same courtesy to your fellow students and also, the instructor. Empirical research shows that the following behaviors are judged to be equally disruptive to students and faculty:

a. **Students talking with their neighbor after the instructor has begun lecturing.** Students rate this as extremely annoying because it interferes with their ability to take notes. It is also distracting to your instructor and will inevitably prevent him or her from presenting the class material. Dr. Sommers, Rice, and Duchek will not repeat portions of their lecture that could not be heard because of others talking or because of other similar disruptions (see below). Thus, when you talk to your neighbor you may well be hurting the grades of others around you (and your grade, too!). *Thus, once the instructor steps to the podium, as a courtesy to your fellow students and to your instructor, this is a signal to stop talking with your neighbor.*

b. **Use of laptops in class.** Laptop use is permitted in class for note-taking purposes only. Any other non-course related use of laptops is prohibited, such as emailing, social-networking, surfing the internet, playing games, etc. Non-course related laptop activities are distracting to both you and your peers and hinder engagement and learning in the classroom. Several research studies (e.g., Fried, 2008) have found that (a) students report laptop use by their peers, as well as their own laptop use, as the most distracting aspects of class; and (b) there is a negative relationship between laptop use and course grade, student attentiveness, lecture clarity and understanding of course material. Please be considerate when using your laptop in class.

c. **Ringing/using cell phones.** Please turn off all phones before class begins.

d. **Coming in late.** Class starts promptly at 10 minutes after the hour. If you come to class late, please select a seat in the back row; do not clamber over other students to find your usual “favorite” seat.

e. **Audio/video recording of class.** You must have the instructors’ permission to record during class.

In order to make the classroom experience enjoyable for all, students are expected to comply with the above commonsense guidelines.

**Inclusive Learning Environment**

The best learning environment is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System [brss.wustl.edu](http://brss.wustl.edu)
**Student Resources:**
Students who are seeking support for a disability or a suspected disability should contact Disability Resources (935-4153) at Cornerstone (http://cornerstone.wustl.edu), located on the South 40 at Gregg Hall. Disability Resources is responsible for approving all disability-related accommodations for WU students, and students are responsible for providing faculty members with formal documentation of their approved accommodations at least two weeks prior to using those accommodations. If you have already been approved for accommodations, we request that you provide us with a copy of your VISA within the first two weeks of the semester.