

STATISTICS AND EXPERIMENTAL DESIGN I: Syllabus for PSYC 211

Dr. Shawn P. Gallagher, sgallagher@millersville.edu Office: 210B Luek, Telephone: 871-7271

Office hours: Monday and Tuesday: 1:00-3:00pm, Wednesday 8:00-9:00am, 1:00-2:00pm

Meeting Times: Lecture: MWF 9:00-9:50 (Luek 202), Lab Tuesday 1:10-3:10pm (Luek 109)

Prerequisites: ENGL 110, PSYC 100; MATH 130

IF YOU HAVE NOT MET THE PREREQUISITES, YOU WILL NOT RECEIVE A GRADE FOR THIS COURSE

Course Description: The first in a two-course sequence designed to introduce students to the statistics and research methods most commonly applied in psychology and the behavioral sciences.

Required Texts: *Research Methods and Statistics: A critical thinking approach* by Sherri L. Jackson, 4 or 5th Edition. Thompson/Wadsworth. Link to access: <http://www.cengagebrain.com/course/2666839>

Recommended Text: *A short guide to writing about psychology* by Dana Dunn, 2nd Edition. Pearson/Longman.

Required Materials: Calculator, graph paper.

Course Objectives: By the end of this course, you should be able to:

1. Describe the basic scientific methods employed in psychology
2. Research and evaluate the scientific literature
3. Organize raw data and present descriptive statistics
4. Calculate basic inferential statistics (employing basic algebraic skills)
5. Write a literature review paper in APA style and summarize your results in a short oral presentation

“Lecture” meetings: These meetings will review and expand on the topics covered in the text. Please read the assigned chapter and attempt the chapter exercises before the lecture session so that you will be prepared to contribute to class discussions and ask questions. Quizzes will be frequent and typically given at the beginning of class. The lowest quiz grade will be dropped (see below for final grade information). I also expect you to work through ALL the problems at the end of each chapter on your own (except for rare cases in which we do not cover every topic in a chapter) so that you can monitor your understanding of the material. Work through the problems neatly and keep your work so that you will be able to identify your weaknesses. This log of your work will also be helpful when and if you seek help from me or my graduate assistant. I will not grade this log but my graduate assistants have been instructed to give tutoring priority to students who have taken the initiative to do so.

The lectures will review and expand on the topics covered in the text. Please read the assigned chapter **before** the lecture session so that you will be prepared to contribute to class discussions and ask questions.

Laboratories: One purpose of the labs is to familiarize you with the basics of research. We will also be using spreadsheet software to demonstrate the concepts covered in class. Most assignments will be submitted via D2L. When hard copies are submitted, assignments *must be stapled*. **Unstapled assignments will be graded on the content of the first page only, regardless of what is submitted.** Unless otherwise stated, each lab assignment will be due **according to the posted D2L deadline. It is your responsibility to track these dates.** Each assignment will have a due date that provides more than enough time for completion. Many assignments can be completed during the allotted lab time (i.e. they won't take a week to complete) and missing class on an assignment's due date is not an excuse for submitting it late. **Late assignments will not be graded.** The lowest assignment grade (only one) will be

dropped from the final grade calculation. **The course policy of dropping the lowest quiz and lowest assignment grade is designed to provide flexibility for those unforeseen events that may pop up through the course of the semester. Use your drops judiciously.**

Attendance: Please attend all classes punctually. If you are not present when I take attendance, you will be considered absent for that day, regardless of when you arrive. Five percent of your final grade will be for class participation and those who are not present should not expect the same class participation grade as those who are. Additionally, those who are present but don't contribute should not expect the same grade as those who do. You may miss up to three classes without adversely affecting your class participation grade. **Missing more than three classes will also disqualify you from receiving extra credit.** Your class participation grade will also be adversely affected each time you use a cell phone or electronic device for communication in class (including computers). I would appreciate notice if you expect to miss class due to athletics or unusual circumstances but you remain responsible for reviewing what you missed and scheduling an appointment with me or a graduate assistant to assess the impact of your *excused* absences. Please note that because of the tight schedule in campus computer labs and because some exercises will be group-based, I often cannot accommodate those who **have** valid reasons for missing lab. In short, make up opportunities are rare.

Missed exams cannot be made up unless you miss for a VALID reason. If the circumstances are validated with documentation, the make-up exam will be a computer-based one-hundred question multiple choice exam drawn from the textbook's question bank for the assigned chapters.

Special Accommodations: I am willing to work with anyone facing unusual challenges or disabilities. However, I must know about your situation as soon as possible if you are to fully benefit from the course. It is your responsibility to meet with me during the first week of class to discuss your concerns and needs. I expect to meet and get to know each of you throughout the semester, so please feel free to stop by my office to discuss the class or anything else, even if you are **not** worried about an upcoming exam or grade.

GRADING

Exams (60% of final grade): Each exam will focus on the material covered since the previous exam, but the material is cumulative (i.e. Your ability to understand material in chapter 12 will be enhanced by understanding chapter the material in Chapter 3). They will typically be 50% multiple-choice/matching and 50% analysis questions that may require you to perform calculations, analyze a graph or table or critique a piece of written work.

Quizzes and Assignments (20% of final grade): Quizzes will be given frequently and focus on material previously covered in class but may include some questions related to the material to be covered on that day. Quizzes will be worth 25 points. Quizzes, when given, will be at the start of class in order to encourage punctuality. ***Quizzes will be unannounced and, therefore, need to be taken in class.*** I cannot provide advance notice and unscheduled quizzes are an effective, scientifically valid tool for motivating students to independently follow the material. Quizzes ***cannot be made up*** but the lowest one will be dropped at the end of the semester. Additionally, any extra credit points will be applied to your quiz grade total.

Assignments will also be worth 25 points and many will contribute to the class final project (see below). By the end of the semester, there will typically be a total of approximately 500-600 points. Your final quiz and assignment grade will be calculated by the total points earned divided by the total points possible, minus 50 (for the dropped quiz and assignment). Extra credit points will be applied only to the Lab/Quiz point total.

Final Project (15% of final grade): Each of you will complete a written literature review and research proposal that you will present at the send of the semester. This paper should be in APA format and describe an experiment that you would like to conduct based on research that you have reviewed.

Class Participation. This portion of your grade will be based on attendance and *class participation*. Attendance alone will not result in full credit and more than five absences will most likely result in no credit. Habitual phone use during class will most likely result in no class participation credit.

Calculation of final Grades: Ex. 1 (20%), Ex. 2 (20%), Ex. 3 (20%), Labs and Quizzes (35%), Class Participation (5%). The letter-grade cutoffs are as follows: A 93.3%, A- 90.0%, B+ 86.7%, B 83.3%, B- 80.0%, C+ 76.7%, C 73.3%, C- 70.0%, D+ 67.7%, D 63.3%, D- 60.0%, F below 60%

Academic Integrity: Ethical conduct is the obligation of all students and faculty. Any involvement with academic dishonesty will be reported to the Dean's Office and can result in expulsion from the university. Please review this policy. It is your responsibility to understand what constitutes plagiarism. I would add that sharing *any* resources, such as calculators, during exams also constitutes academic dishonesty. I encourage you to review the [university policy](#).

On-Line resources: I will use D2L to organize course materials and send announcements. Please check it at least once a day (except weekends) during the semester.

HELP! I hold office hours and I have graduate students waiting and willing to help you. If you are concerned about your grade, GET HELP by e-mailing me or my graduate assistant. If you are unable to meet with me, I will put you in contact with graduate assistants who are willing to help individuals and coordinate study groups.

Schedule for Fall 2017

Week	Lab	Monday	Wednesday	Friday
8/28	APA Manuscript (Ch. 15)	Psychology as Science (Ch. 1)		
9/4	Recruiting Participants	Labor Day	Research and Ethics (Ch. 2)	
9/11	Validity in the Literature	Data and Validity (Ch. 3)		
9/18	Data Collection and Bias + Review	Descriptive Statistics (Ch. 4)		
9/25	Exam 1	Organizing Data (Ch. 5)		
10/2	Graphs and Tables	Correlation (Ch. 6)		
10/9	Fall Break	Fall Break	Hypothesis Testing (Ch. 7)	
10/16	Probability, Conducting an Experiment	Inferential Statistics (Ch. 8)		
10/23	Two-Group Designs + Review	True Experiments (Ch. 9)		
10/30	Exam 2	Two-Group Designs (Ch. 10)		
11/6	Placebos vs. No-Treatment Controls	Multi-Level Des. (Ch. 11)		
11/13	Factorial Designs	Complex Designs (Ch. 12)		
11/20	Thanksgiving Break	Non-Exp. (Ch. 13)	Thanksgiving Break	
11/27	The Value of Descriptive Research	Preparation for Presentations		
12/4	Presentations	Presentations		
12/11	Review	Final Exam as Scheduled		

The University Attendance Policy defines excused absences as those arising from:

- Personal illness,
- Death or critical illness in the family,
- Participation in a University-sponsored event (e.g., academic conference, sporting event),
- Jury duty,
- Military duties, or
- Religious holidays

With the exception of unforeseen illness, students must notify me at least one week prior to missing class in order for an absence to qualify as excused. Notification must be in writing (either hard copy or via email). In the case of unforeseen illness, students must furnish a doctor's excuse upon returning to class in order for the absence to be excused. It should include all dates covered by the excuse, be signed by the doctor, and conform to HIPAA standards. That is, the excuse must simply state that the student missed class due to a medical reason and be signed by a medical doctor (or psychologist). Students and doctors are not required, under any circumstances, to divulge to me the reason(s) for their absences either verbally or in writing. If you do not have a primary care provider, full time students may make an appointment with Health Services (<http://www.millersville.edu/healthservices/>; appointment line 872-3250) to obtain a doctor's excuse. Health Services does not require you to have health insurance for routine examinations. Please note that all absences will be verified by the instructor or graduate teaching assistant.

Statement on Coursework Expectations: Success in this 4 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course for instruction and preparation/studying or course related activities for a total of 180 hours. This averages to approximately 12 hours of classwork per week (lecture = 3h, lab = 2h, out of class = 7h).

Exam-Specific Policies: If calculators are necessary for chapter quizzes or the final exam, a regular calculator must be used in place of a smart phone or other similar device. Baseball caps may be worn, but must be turned around so that they are facing backwards. Headphones may not be worn during chapter quizzes or the final exam. Sharing resources - including but not limited to calculators and tables - during exams is forbidden.

Copyright Notice: Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred to any other person, whether or not that individual is enrolled in the course.

This syllabus may be modified at any time during the course of the semester. Any changes will be announced in class and posted on D2L.

Millersville University and its faculty are committed to assuring a **safe and productive educational environment** for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq., and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University's Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.

Information regarding the reporting of sexual violence, and the resources that are available to victims of sexual violence, is available at <http://www.millersville.edu/socialeq/title-ix-sexual-misconduct/index.php>.

Academic Integrity. Ethical conduct is the obligation of all students and faculty. Academic dishonesty will be reported to the Dean's Office and can result in expulsion from the University. I encourage you to review the university's policies here:

<http://www.millersville.edu/admissions/undergrad/files/newlyadmit/honesty-dishonesty.pdf>

Last Updated: 23 August 2017

STATISTICS AND EXPERIMENTAL DESIGN II: Syllabus for PSYC 212

Dr. Shawn P. Gallagher, sgallagher@millersville.edu Office: 210B Luek, Telephone: 871-7271

Office hours: Monday and Tuesday: 1:00-3:00pm, Wednesday 8:00-9:00am, 1:00-2:00pm

Meeting 212.0: MWF 10:00– 10:50am (202 Luek), Lab T 8:00-10:00 am (109 Luek Lab)

Meeting 212.1: MWF 11:00– 10:50am (202 Luek), Lab T 10:00-12:00 am (109 Luek Lab)

IF YOU HAVE NOT MET THE PREREQUISITES of C– or better in PSYC 211, YOU WILL NOT RECEIVE A GRADE FOR THIS COURSE

Course Description: The second in a two-course sequence designed to introduce students to the statistics and research methods most commonly applied in psychology and the behavioral sciences. Although we will review much of what you learned in PSYC 211, emphasis will be placed upon the mathematical foundations of commonly used statistical procedures.

Required Text: (1) *Essentials of statistics for the behavioral sciences* by F. J. Gravetter and L.B. Wallnau, 8th Edition. Thompson/Wadsworth. (**6th and 7th Editions are acceptable!**)

Required Materials for EVERY class meeting: TEXTBOOK, Calculator, Graph Paper.

Course Objectives: By the end of this course you should be able to

1. Develop hypotheses and choose appropriate statistical methods to test them
2. Apply appropriate statistical methods (i.e. perform calculations) to raw data and interpret the results of inferential tests
3. Present your results in tables, graphs, or prose according to APA standards
4. Evaluate and understand the statistical methods employed in published research

“Lecture” meetings: These meetings will review and expand on the topics covered in the text. Please read the assigned chapter and attempt the chapter exercises before the lecture session so that you will be prepared to contribute to class discussions and ask questions. Quizzes will be frequent and typically given at the beginning of class. The lowest quiz grade will be dropped (see below for final grade information). I also expect you to work through ALL the problems at the end of each chapter on your own (except for rare cases in which we do not cover every topic in a chapter) so that you can monitor your understanding of the material. Work through the problems neatly and keep your work so that you will be able to identify your weaknesses. This log of your work will also be helpful when and if you seek help from me or my graduate assistant. I will not grade this log but my graduate assistants have been instructed to give tutoring priority to students who have taken the initiative to do so.

The lectures will review and expand on the topics covered in the text. Please read the assigned chapter **before** the lecture session so that you will be prepared to contribute to class discussions and ask questions.

Laboratories: One purpose of the labs is to familiarize you with the basics of research. We will also be using spreadsheet software to demonstrate the concepts covered in class. Most assignments will be submitted via D2L. When hard copies are submitted, assignments *must be stapled*. **Unstapled assignments will be graded on the content of the first page only, regardless of what is submitted.** Unless otherwise stated, each lab assignment will be due **according to the posted D2L deadline. It is your responsibility to track these dates.** Each assignment will have a due date that provides more than enough time for completion. Many assignments can be completed during the allotted lab time (i.e. they won't take a week to complete) and missing class on an assignment's due date is not an excuse for submitting it late. **Late assignments will not be graded.** The lowest assignment grade (only one) will be dropped from the final grade calculation. **The course policy of dropping the lowest quiz and lowest assignment grade is designed to provide flexibility for those unforeseen events that may pop up through the course of the semester. Use your drops judiciously.**

Attendance: Please attend all classes punctually. If you are not present when I take attendance, you will be considered absent for that day, regardless of when you arrive. Five percent of your final grade will be for class participation and those who are not present should not expect the same class participation grade as those who are. Additionally, those who are present but don't contribute should not expect the same grade as those who do. You may miss up to three classes without adversely affecting your class participation grade. **Missing more than three classes will also disqualify you from receiving extra credit.** Your class participation grade will also be adversely affected each time you use a cell phone or electronic device for communication in class (including computers). I would appreciate notice if you expect to miss class due to athletics or unusual circumstances but you remain responsible for reviewing what you missed and scheduling an appointment with me or a graduate assistant to assess the impact of your *excused* absences. Please note that because of the tight schedule in campus computer labs and because some exercises will be group-based, I often cannot accommodate those who **have** valid reasons for missing lab. In short, make up opportunities are rare. (See University Attendance Policy below).

Missed exams cannot be made up unless you miss for a VALID reason. If the circumstances are validated with documentation, the make-up exam will be a computer-based one-hundred question multiple choice exam drawn from the textbook's question bank for the assigned chapters.

Special Accommodations: I am willing to work with anyone facing unusual challenges or disabilities. However, I must know about your situation as soon as possible if you are to fully benefit from the course. It is your responsibility to meet with me during the first week of class to discuss your concerns and needs. I expect to meet and get to know each of you throughout the semester, so please feel free to stop by my office to discuss the class or anything else, even if you are **not** worried about an upcoming exam or grade.

GRADING

Exams (60% of final grade): Each exam will focus on the material covered since the previous exam, but the material is cumulative (i.e. Your ability to understand material in chapter 12 will be enhanced by understanding chapter the material in Chapter 3). They will typically be 50% multiple-choice/matching and 50% analysis questions that may require you to perform calculations, analyze a graph or table or critique a piece of written work.

Quizzes and Assignments (20% of final grade): Quizzes will be given frequently and focus on material previously covered in class but may include some questions related to the material to be covered on that day. Quizzes will be worth 25 points. Quizzes, when given, will be at the start of class in order to encourage punctuality. ***Quizzes will be unannounced and, therefore, need to be taken in class.*** I cannot provide advance notice and unscheduled quizzes are an effective, scientifically valid tool for motivating students to independently follow the material. Quizzes ***cannot be made up*** but the lowest one will be dropped at the end of the semester. Additionally, any extra credit points will be applied to your quiz grade total.

Assignments will also be worth 25 points and many will contribute to the class final project (see below). By the end of the semester, there will typically be a total of approximately 500-600 points. Your final quiz and assignment grade will be calculated by the total points earned divided by the total points possible, minus 50 (for the dropped quiz and assignment). Extra credit points will be applied only to the Lab/Quiz point total.

Final Project (15% of final grade): Students will complete a group project this semester that is designed to give you an experience in collecting, analyzing, and presenting data. In addition to a final exam, the results of these projects will be presented during a poster session which will be open to the "public" during finals week. Grades will be partially determined by the instructor and peer reviews

completed during the session. Therefore, attendance during the full period is mandatory for all students. Failure to attend will result in a "zero" for the entire project. Because students from several sections of PSYC 212 will be participating, the poster session will be held during an evening time period during finals week, **December 14, 6-8pm**. Students who cannot attend due to other academic or work obligations must discuss the issue with me no later than December 1st. If I approve an absence from the poster session, you may make up these points by taking a cumulative final exam.

Class Participation (5% of final grade): This portion of your grade will be based on attendance and *class participation*. Attendance alone will not result in full credit and more than five absences will most likely result in no credit. Habitual phone use during class will most likely result in no class participation credit.

Calculation of final Grades: Ex. 1 (20%), Ex. 2 (20%), Ex. 3 (20%), Final Project (15%), Quizzes and Assignments (20%), Class Participation (5%). The letter-grade cutoffs are as follows: A 93.3%, A- 90.0%, B+ 86.7%, B 83.3%, B- 80.0%, C+ 76.7%, C 73.3%, C- 70.0%, D+ 67.7%, D 63.3%, D- 60.0%, F below 60%.

Academic Integrity: Ethical conduct is the obligation of all students and faculty. Any involvement with academic dishonesty will be reported to the Dean's Office and can result in expulsion from the university. Please review this policy. It is your responsibility to understand what constitutes plagiarism. I would add that sharing any resources, such as calculators, during exams also constitutes academic dishonesty. I encourage you to review the [university policy](#).

On-Line resources: I will use D2L to organize course materials and send announcements. Please check it at least once a day (except weekends) during the semester.

HELP! I hold office hours and I have graduate students waiting and willing to help you. If you are concerned about your grade, GET HELP by e-mailing me or my graduate assistant. If you are unable to meet with me, I will put you in contact with graduate assistants who are willing to help individuals and coordinate study groups.

Course Calendar: Please let me know if you do not use e-mail on a regular basis. All syllabi are susceptible to change and I might need to contact you in the event of an unforeseen event that alters the course plan.

Schedule for Fall 2017

<i>Week Of</i>	<i>Mon</i>	<i>Wed</i>	<i>Fri</i>	<i>Lab</i>
8/28	Intro	1	1	Analysis of Literature
9/4	No Class	2	2	Central Tendency
9/11	3	3	3	Central Tendency & Variability
9/18	4	4	5	Hypothesis Testing
9/25	5	6	6	Exam 1 (1-5)
10/2	6	7	7	Reading and Reporting I
10/9	No Class	8	8	Reading and Reporting II
10/16	8	9	9	(Project Planning/Review)
10/23	9	11	11	No Class
10/30	10	12*	12*	Exam 2 (6-10)
11/6	13	13	13	Analysis of Variance
11/13	14	14	14	Reading and Reporting III
11/20	15	No Class	No Class	Correlation with Excel
11/27	15	15	15	Project Planning
12/4	16	16	16	Project Planning
12/11	Review	Final as Scheduled, Poster Session Dec 14 6:00-8:00pm		

The University Attendance Policy defines excused absences as those arising from:

- Personal illness,
- Death or critical illness in the family,
- Participation in a University-sponsored event (e.g., academic conference, sporting event),
- Jury duty,
- Military duties, or
- Religious holidays

With the exception of unforeseen illness, students must notify me at least one week prior to missing class in order for an absence to qualify as excused. Notification must be in writing (either hard copy or via email). In the case of unforeseen illness, students must furnish a doctor's excuse upon returning to class in order for the absence to be excused. It should include all dates covered by the excuse, be signed by the doctor, and conform to HIPAA standards. That is, the excuse must simply state that the student missed class due to a medical reason and be signed by a medical doctor (or psychologist). Students and doctors are not required, under any circumstances, to divulge to me the reason(s) for their absences either verbally or in writing. If you do not have a primary care provider, full time students may make an appointment with Health Services (<http://www.millersville.edu/healthservices/>; appointment line 872-3250) to obtain a doctor's excuse. Health Services does not require you to have health insurance for routine examinations. Please note that all absences will be verified by the instructor or graduate teaching assistant.

Statement on Coursework Expectations: Success in this 4 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course for instruction and preparation/studying or course related activities for a total of 180 hours. This averages to approximately 12 hours of classwork per week (lecture = 3h, lab = 2h, out of class = 7h).

Exam-Specific Policies: If calculators are necessary for chapter quizzes or the final exam, a regular calculator must be used in place of a smart phone or other similar device. Baseball caps may be worn, but must be turned around so that they are facing backwards. Headphones may not be worn during chapter quizzes or the final exam. Sharing resources - including but not limited to calculators and tables - during exams is forbidden.

Copyright Notice: Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred to any other person, whether or not that individual is enrolled in the course.

This syllabus may be modified at any time during the course of the semester. Any changes will be announced in class and posted on D2L.

*Millersville University and its faculty are committed to assuring a **safe and productive educational environment** for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq., and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University's Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.*

Information regarding the reporting of sexual violence, and the resources that are available to victims of sexual violence, is available at <http://www.millersville.edu/socialeq/title-ix-sexual-misconduct/index.php>.

***Academic Integrity.** Ethical conduct is the obligation of all students and faculty. Academic dishonesty will be reported to the Dean's Office and can result in expulsion from the University. I encourage you to review the university's policies [here](#):*

<http://www.millersville.edu/admissions/undergrad/files/newlyadmit/honesty-dishonesty.pdf>

Last Updated: 27 August 2017

EVOLUTIONARY PSYCHOLOGY

Syllabus for PSYC 246 Spring 2017

Dr. Shawn P. Gallagher, sgallagher@millersville.edu Office: 210B Byerly, Telephone: 871-7271

Office hours: Monday 1:00-3:00, MWF: 11:00am-noon.

Class Meeting Times: MWF 8:00-9:50, 118 Byerly

Prerequisites: PSYC 211, BIOL 100 or BIOL 101

Brief Course Description: The study of human behavior within the context of evolutionary theory.

Recommended Text:

1. Buss, David (2012). *Evolutionary Psychology: The New Science of the Mind*: Allyn & Bacon,
2. Dunbar, Robin (2010). *How many friends does one person need?: Dunbar's number and other evolutionary quirks*. Harvard University Press.

Course Description. This course will introduce you to the *process* of Evolutionary Psychology. Evolutionary psychology is not a branch or subdivision of psychology but, rather, a system or “lens” through which to view all of human behavior. It has opened new avenues of research into topics as varied as emotions, cooperation, decision-making, food preferences and, of course, sexuality, aggression, status, parenting, and family life. Evolutionary Psychology is interdisciplinary in nature, providing a bridge to biology through evolutionary biology, behavior genetics and neuroscience and another to the social sciences by viewing culture and human interaction as a “bottom-up” by-product of individual interactions. In short, no matter what your specific interests in the field of psychology may be, evolutionary psychology most likely offers a thought-provoking avenue of research for you to explore.

Primary Course Objectives: By the end of this course, you should be able to:

1. Describe the basic principles of evolution and natural selection including the significance of sexual (as opposed to asexual reproduction).
2. Describe how evolutionary theory can be applied to all branches of psychology.
3. Describe the philosophical challenges presented by evolutionary psychology. What are the consequences of abandoning the “blank slate” model of the human mind and behavior?
4. Describe the IS-UGHT trap and how it has created controversy for those who study human behavior in an evolutionary framework.
5. Describe how evolutionary psychology has provided new ways of understanding not only the typical “lightning rod” topics of sex and violence, but also topics as varied as phobias, child development, and decision-making.

Concerns Specific to Evolutionary Psychology: (1) This course, and the general approach of Evolutionary Psychology, is and should be challenging. The study of evolution may challenge those with strong Creationist beliefs. This course will view humans – and human behavior – as a consequence of an ongoing natural process. I will never demand that a student alter their personal beliefs for the sake of my course but, if you do hold strong Creationist beliefs, I will expect you, like everyone else in the class, to read and understand the work of those who may not share your beliefs. If you do not think you can do this, then this course is probably not a good fit for you. If you do have strong Creationist convictions and choose to remain in the class, I hope that you find me and your classmates respectful and that you will not hesitate to contact me if you have particular questions or concerns.

(2) We will discuss sex and violence. The book chapters and readings should give you a good idea of what will be discussed in class, but please *let me know if you have any specific concerns about discussing these topics*. Although the references will not be (in my opinion) graphic, I cannot possibly know each of your particular circumstances and, although I will do my best to enforce a respectful classroom environment, I cannot control what your classmates choose to say or volunteer. I will act to immediately redirect discussions if they go beyond my perceptions of appropriate discourse but my threshold might be different than yours. If you ever find that a classroom discussion has made you uncomfortable, please let me know.

(3) Finally, and this should be the most obvious, we will look at all of human behavior as biologically-based. This disturbs many people because they confuse “biologically-based” with “deterministic.” They fear that the study of

Evolutionary Psychology seeks to rationalize things like gender discrimination or violence in the name of self-preservation. Of course, those with an agenda will always embrace narrow interpretations and I cannot possibly read the mind or intentions of every researcher, but I think you will be surprised to see the generally egalitarian side of human evolution. A proper understanding of evolutionary psychology should lead you to appreciate, for example, that there can never be a “master race” since natural selection shapes an individual - rather haphazardly - for a time and a place, not some infinite ideal.

In summary, I expect you to **understand** Evolutionary Psychology, not to conform to it. I hope you will be challenged and, indeed, I hope you expect to be challenged.

General Class Structure: Each meeting will involve either an introduction of a new topic (mostly led by me) and discussions of assigned readings (typically on Mondays and mostly led by you). One book (Buss) reflects the manner in which I will introduce the topics. The second book is a collection of articles written for general audiences and We will also study and discuss other readings that I will provide. Some of these readings will be in the form of on-line PDF documents and I expect that you understand how to utilize basic online resources and perform basic online tasks like accessing journal articles through the library and other websites and downloading Adobe PDF files. I will also be assigning podcasts and videos and expect you to know how to access these materials. I maintain my own webpage for course content but expect all written assignments to be submitted via the D2L Dropbox. Please let me know if you do not know how to do this.

Attendance. I expect you to attend every class and you will not be able to make up missed exams and quizzes or submit late assignments without a legitimate excuse. Assignment due dates will be enforced via the D2L Dropbox. If you foresee any class conflicts, please speak to me as soon as possible. I will accommodate those who miss class due to athletics or unusual circumstances (e.g. family tragedy, illness) as long as the student provides appropriate documentation. If you do not provide this documentation, your lack of attendance will be counted as an unexcused absence. Three unexcused absences will disqualify you from receiving class participation credit. If you miss an exam and **have a legitimate excuse**, the make-up will be scheduled during finals week at the scheduled **final exam time** for one of my other classes.

Academic Integrity. Ethical conduct is the obligation of all students and faculty. Academic dishonesty will be reported to the Dean's Office and can result in expulsion from the University. I encourage you to review the university's policies here: <http://www.millersville.edu/admissions/undergrad/files/newlyadmit/honesty-dishonesty.pdf>

Special Accommodations. I am willing to work with anyone facing unusual challenges or disabilities. However, I must know about your needs as soon as possible if you are to fully benefit from the learning experience. I expect to meet and get to know each of you throughout the semester, so please feel free to stop by my office to discuss the class or anything else, even if you are not worried about an upcoming exam or grade.

EXAMS & GRADING. Your grade will be based on three exams (20% each), one paper (20%), quizzes (15%) and class participation (5%).

- Quiz scores will be totaled at the end of the semester and your grade will be calculated as total points earned divided by total possible. Some quizzes will be conventional in-class quizzes while others may be take-home writing assignments or online via D2L.
- The paper will be a review of at least three articles based on a single topic (of your choice) in evolutionary psychology. This review should be in APA format and will be complimented by a brief (5-minute) presentation that you will give to the class at the end of the semester. Please meet with me before spring break to discuss and approve your topic.
- Finally, you will be graded on class participation in order to encourage everyone to come to class prepared and willing to contribute. ***If you do not contribute on a regular basis, you should expect no participation points.*** Those who frequently miss class should not expect participation credit. The use of electronic communication devices is forbidden during exams and will compromise your class participation grade if it is done during class time.
- Your grades will be posted on D2L and your class grade can be easily calculated throughout the semester. Please do not ask me about your course progress before checking the information already available to you.

The letter-grade cutoffs are as follows: A 93.3%, A- 90.0%, B+ 86.7%, B 83.3%, B- 80.0%, C+ 76.7%, C 73.3%, C- 70.0%, D+ 67.7%, D 63.3%, D- 60.0%, F below 60%

Week	Topic (Text)
1/23	Introduction: Dunbar 1-2, 5, 8-13,
1/30	The New Science of Evolutionary Psychology (Buss 1 & 2)
2/6	The Hostile Forces of Nature: Human Survival Problems (Buss 3)
2/13	Women's Long-Term Mating Strategies (Buss 4 & 5)
2/20	(Exam Mon.) Short-Term Mating Strategies (Buss 6, Dunbar 18-20)
2/27	Challenges of Parenting and Kinship (Buss 7-8, Dunbar 6-7)
3/6	(Paper Topic Due) Problems of Group Living (Buss 9, Dunbar 3-4)
3/13	Break
3/20	Aggression and Warfare (Buss 10)
3/27	Conflict Between the Sexes (Buss 11)
4/3	(Exam Mon.) Status, Prestige, and Social Dominance (Buss 12)
4/10	Evolution-izing Psychology: An Integrated Psychological Science (Buss 13)
4/17	Ethics and Morality (Dunbar 21-22)
4/24	Wrap-up and Review (Dunbar 14-17)
5/1	Presentations
5/8	Review – Exam as Scheduled by Registrar

On-Line resources. Most course content (including extra copies of this syllabus) is available on the D2L site and non-classroom notices will be given via D2L. However, I may need to distribute information to you via e-mail and the easiest way to do this is through the class listserv. If you DO NOT use your university e-mail account, please subscribe to the class list by sending an email to listserv@listserv.millersville.edu. The message BODY should contain the following line (substituting your own names for YourFirstName and YourLastName):

subscribe sp17-psyc-246-01@listserv.millersville.edu YourFirstName YourLastName

Please let me know if you do not use e-mail on a regular basis. All syllabi are susceptible to change and, although I plan to follow this syllabus right now, I might need to contact you in the event of an unforeseen event that alters the course plan.

Helpful Links:

[PBS Glossary of Evolution](#)

[PBS Evolution Series](#)

[U.C. Santa Barbara Center for Evolutionary Psychology](#)

Millersville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq., and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University's Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.

Information regarding the reporting of sexual violence, and the resources that are available to victims of sexual violence, is available at <http://www.millersville.edu/sexualviolence/index.php>.

Last Updated: 22 January 2017

Cognitive Psychology: Syllabus for PSYC 314, Summer 1, 2017

Dr. Shawn P. Gallagher

sgallagher@millersville.edu

Office: 201B Byerly

Office hours: MW 8:00-9:00 (before class) and by appointment,

Meetings: M,W,Th 9:00am-12:00noon in McComsey 235, 1:00-3:15 in Osborn 302

GENERAL INFORMATION: Course Description: A laboratory course designed to examine the nature of human memory, perception, and thought and to provide an introduction to the techniques used to study these phenomena.

PREREQUISITES: A grade of C- or better in PSYC 212 or equivalent course. If you have not met this prerequisite, you will not receive a grade or credit for this course. Because this is a summer course, you may have been able to register for it before your final 212 grade was available. It is YOUR RESPONSIBILITY to determine if you have passed PSYC 212 with a C- or better.

Requirements:

1. Text: Goldstein, E. Bruce. (2015). Cognitive Psychology: Connecting Mind, Research, and Everyday Experience, Fourth Edition. (Third is Acceptable)
2. Text: Corkin, S. (2011). Permanent Present Tense: The Unforgettable Life of the Amnesic Patient, H.M.
3. Graph paper and a calculator.

New copies of the Goldstein text will come with a subscription to CogLab an on-line resource that we will use to run most of our experiments. If you purchased a used copy of the text, you must purchase a stand-alone subscription. Please go to: <http://coglab.cengage.com/help/register.shtml> and set up your student account by using the group ID of **17PSYC314** and group password of **cognition**. You will then need to enter **your own registration code** that you either purchased or received with your book. Please experiment with the site by starting at the main web page: <http://coglab.wadsworth.com/>

You will be able to access course information through D2L. Please familiarize yourself with the platform and be sure to pay attention to announcements and alerts.

It is your responsibility to make sure you have an active MU computer account by the second class meeting. I cannot be responsible for your inability to access the online resources that are an essential part of this class. The Help Desk number is: 871-7777

Class Objectives: By the end of this course you should be able to:

1. Describe the subfields of cognitive psychology including perception, attention, memory, knowledge, imagery, language, problem solving, and decision making.
2. Interpret, describe, and critique research on cognitive psychology.
3. Consider and apply your understanding of cognitive psychology in everyday life.

In fulfilling these objectives, we will read the assigned texts as well as related articles from journals and books. You may also be assigned videos or podcasts. In addition to class lectures and discussion, you will be doing computer-based exercises. These are intended to help you learn some of the basic principles of human cognition by being an experimenter and participant in cognitive experiments. In addition, the labs will serve to emphasize the importance of computers in cognitive research.

Attendance: You are expected to attend every class. Because this is a summer course, we will be covering at least one chapter at each meeting. If you miss two meetings, I will strongly encourage you to drop the course. Habitual tardiness will hurt your class participation grade.

Special Accommodations: I am willing to work with anyone facing unusual challenges or disabilities. However, I must know about your situation as soon as possible if you are to fully benefit from the learning experience.

Lectures: The lectures will review and expand on the topics covered in the text. Please read the assigned chapter *before* the lecture session so that you will be prepared to contribute to class discussions and ask questions. Computer-Based Quizzes/Mini-Exams will be given at the beginning of each meeting. They will focus primarily on material previously covered in class but may include some easy questions related to the material to be covered on that day. Quizzes will be given during the first 15-20 minutes of class. If you choose to arrive late, you will not get additional time to complete the quiz.

Laboratories: One purpose of the labs is to give you first-hand experience with cognitive psychology experiments - as far as possible, they will be related to the preceding lectures. Another is to teach you about experimental methods and data analysis in psychology. Therefore, we require basic statistics (PSYC 211/212 as a prerequisite) and mathematics; e.g. drawing and interpreting graphs, algebra, logarithms etc. Please attend lab classes punctually. Students may not submit assignments based on data they, themselves, did not collect. Your lab assignments will involve formally presenting data in the form of a partial scientific report. In most cases, I will ask you to provide an APA formatted title page, abstract, and figures with captions. I will briefly review APA style but, being psychology majors, you should have an APA writing guide for reference. I will give you details about the expectations for each assignment after the data have been collected. Text portions of your lab assignments must be typed or word-processed, and graphs and tables should be created neatly in Excel. Beware, Excel-generated graphs are often cluttered and full of inappropriate formatting and information. Always review them carefully before submitting. Lab assignments may also involve completing worksheets that I will provide. Unless otherwise stated, each lab assignment will be due at the beginning of the following lab class period, stapled and completed at 1:00pm. You can hand in assignments as you arrive and, if you plan to print assignments with the lab computer, this must be complete before the start of class. I am not responsible for supplying paper or maintenance for the PC Lab printer. I reserve the right to conduct lab exercises during the lecture time and vice versa. You must have the textbook and a registered copy of CogLab by the beginning of the second lab (Wednesday afternoon).

GRADING: Calculation of final grades: 2 Exams (25% each), Quizzes Lab Assignments (40%), Completion of CogLab Labs (5%) and Participation/Attendance (5%)

EXAMS & GRADING: Each of the two major exams will *primarily* cover material since the previous exam. They will consist of multiple choice questions that will be based on the Goldstein text (approx. 60% of grade) and other questions (approx. 40% of grade) based on data from your experiments, assigned readings, or film/video presentations. I will often be draw questions straight from the CogLab manual or the textbook's website (hint, hint).

The letter-grade cutoffs are as follows: A 93.3%, A- 90.0%, B+ 86.7%, B 83.3%, B- 80.0%, C+ 76.7%, C 73.3%, C- 70.0%, D+ 67.7%, D 63.3%, D- 60.0%, F below 60%

Academic Integrity: Ethical conduct is the obligation of all students and faculty. Any involvement with cheating will be reported to the Dean's Office and can result in expulsion from the university.

On-Line resources: If you do not have PowerPoint, a free viewer supplied by Microsoft. Please check with me or the Microsoft website. I will provide access to my lecture slides *after* each lecture. I may distribute information to you via e-mail and the easiest way to do this is through the class listserv. If you DO NOT use your university e-mail account, please subscribe to the class list by sending an email to listserv@listserv.millersville.edu. The message BODY should contain the following line (substituting your own names for YourFirstName and YourLastName):

subscribe su17-psyc-314-93@listserv.millersville.edu YourFirstName YourLastName

Please let me know if you do not use e-mail on a regular basis. All syllabi are susceptible to change and, although I plan to follow this syllabus right now, I might need to contact you in the event of an unforeseen event that alters the course plan.

I reserve the right to lecture during lab and “lab” during lecture time, depending on our progress. The *tentative* calendar is as follows:

Week	Day 1	Day 2	Day 3
5/15	(M) Intro to Cog & the Brain (1&2)	(W) Stats Review/Perception (3)	(Th) Attention (4)
5/22	(M) Short-Term Memory (5)	(W) Long-Term Memory (6)	(Th) Exam 1 am Everyday Memory (7&8)
5/29	Holiday (No Class)	(W) Knowledge (9)	(Th) Visual Imagery (10)
6/5	(M) Language (time permitting) (11)	(W) Problem Solving (12)	(Th) Reasoning (13)

Millersville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq., and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University’s Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member’s reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.

Information regarding the reporting of sexual violence, and the resources that are available to victims of sexual violence, is available at <http://www.millersville.edu/social eq/title-ix-sexual-misconduct/index.php>.

Contract for PSYC 314 (Cognitive Psychology)

I have read and understand this syllabus. In particular:

1. I have fulfilled the prerequisite of completing PSYC 212 with a C- or better.
2. I am able to attend every class punctually and understand that I have no right to expect special instruction or accommodations on days that I miss or on which I arrive late for any reason. Office hours serve to assist those who attend class and read the course material.
3. I have purchased all of the necessary course materials and understand that, although Dr. Gallagher will often describe and discuss only some material in the books, I am expected to read all assigned chapters and do a lot of independent and peer-based learning.
4. I will bring the materials to class every day.
5. I understand D2L and will pay attention to alerts and notices posted there.
6. I understand how grades are calculated and will not need to ask about my grade during the four weeks of summer Session 1, provided Dr. Gallagher returns all graded material to me and maintains the D2L grade sheet.
7. I understand APA formatting and will complete all assignments in APA format with the exceptions that Dr. Gallagher describes.
8. I will adhere to the Millersville University policy on Academic Integrity.

Signed:

SENSATION AND PERCEPTION: Syllabus for PSYC 315

Dr. Shawn P. Gallagher, sgallagher@millersville.edu Office: 210B Byerly, Telephone: 871-7271
Office hours: Monday: 1:00-3:00 pm, MWF: 11:00-noon. Students with scheduled appointments will have priority over those who drop in.

Meeting Times: Lecture: MWF 9:00-9:50 (315.0), 10:00-11:00 (315.01) in 118 Byerly, **Lab:** Tues 8:00-10:00am (315.01) or 1:10-3:10 (315.0) in Byerly Computer Lab

Prerequisites: C- or better in PSYC 212 - IF YOU HAVE NOT MET THE PREREQUISITE YOU WILL NOT RECEIVE A GRADE FOR THIS COURSE.

Course Description: The study of sense organs, sensory processes and human perception, including theories and experimental methods.

Required Text: (1) "SENSATION & PERCEPTION" by E. B. Goldstein, 8th or 9th Ed. Thompson/Wadsworth.

(2) "Rebuilt: My journey back to the hearing world" by Michael Chorost. Mariner Books.

Required Materials: Bring a calculator and graph paper to each lab meeting.

Course Objectives: By the end of this course, you should be able to:

1. Describe the basic anatomy and physiology of perception (particularly vision)
2. Describe how perception is studied through human and nonhuman animal research
3. Describe how the study of perception facilitates our understanding of disease and the limits of our perceptual abilities
4. Interpret results of published literature
5. Collect and interpret data collected from experiments aimed at exploring perception
6. Write APA style reports to summarize your results

Lectures: The lectures will review and expand on the topics covered in the text. Please read the assigned chapter **before** the lecture session so that you will be prepared to contribute to class discussions and ask questions. Quizzes will be given frequently. They will be short and focus on material previously covered in class but may include some easy questions related to the material to be covered on that day. Quizzes, when given, will be during the first 10-15 minutes of class in order to encourage punctuality. The lowest quiz grade will be dropped from your final grade calculation.

Laboratories: One purpose of the labs is to give you first-hand experience with perceptual phenomena and labs will typically be related to that week's topic. Another is to help you review and refine the experimental methods and data analysis skills you acquired in PSYC 211/212. You should understand basic statistics and know how to draw and interpret graphs. Students may not submit assignments based on data they, themselves, did not collect. Lab assignments will usually require mini-APA write-ups including (1) a figure with a caption, (2) an abstract and (3) a title page. **All lab assignments must be typed or word-processed and submitted via D2L Dropbox. Depending on the exercise, your graphs and figures may be computer-generated, or made with black pen (not pencil) on graph paper and scanned for online submission.** Each lab assignment will have a due date of Friday at 5:00pm but late submissions will not be penalized if they are submitted **before** the start of the following Tuesday lab. ***Any assignment submitted after the beginning of your Tuesday lab class will not be graded.*** Many assignments can be completed during the allotted lab time (i.e. they won't take a week to complete). The lowest assignment grade will be dropped from the final grade calculation. I reserve the right to conduct lab exercises during the lecture time and vice versa.

Attendance: Please attend all classes punctually. If you are not present when I take attendance, you will be considered absent for that day, regardless of when you arrive. Five percent of your final grade will be for class participation and those who are not present should not expect the same class participation grade as those who are. Additionally, those who are present but don't contribute should not

expect the same grade as those who do. You may miss up to three classes without adversely affecting your class participation grade. Your class participation grade will also be adversely affected each time you use a cell phone or electronic device for communication in class (including computers). I would appreciate advance notice if you expect to miss class due to athletics or unusual circumstances but you remain responsible for reviewing what you missed and scheduling an appointment with me in order to assess the impact of your *excused* absences. Please note that because of the tight schedule in campus computer labs and because some exercises will be group-based, I often cannot accommodate those who **have** valid reasons for missing lab. In short, make up opportunities are rare. The course policy of dropping the lowest quiz and lowest assignment grade is designed to provide flexibility for those unforeseen events that may pop up through the course of the semester. **If you miss an exam for any reason, the make-up exam will be a computer-based one-hundred question multiple choice exam drawn from the textbook's question bank for the assigned chapters. Make up exams are taken during the final exam period for one of my other classes.**

Special Accommodations: I am willing to work with anyone facing unusual challenges or disabilities. However, I must know about your situation as soon as possible if you are to fully benefit from the learning experience. It is **your responsibility** to meet with me during the first week of class to discuss formal accommodations.

GRADING

Exams: Each exam will focus on the material covered since the previous exam, but the material is cumulative (i.e. Your ability to understand material in chapter 12 will be enhanced by understanding chapter the material in Chapter 3). They will consist of 30-40 multiple choice questions (approx. 60% of grade) and other questions of mixed format (approx. 40% of grade).

Lab Assignments and Quizzes. Lab assignment and quiz grades will be combined at the end of the semester. Each assignment or quiz will be worth 25 points. By the end of the semester, there will be a total of between 300 and 400 points (this is only an estimate!). Any extra credit points will be applied to this total. This portion of your grade cannot exceed 100%. The lowest quiz grade and lowest assignment grades will be dropped from your final grade. These drops are aimed to address the times when you cannot take a quiz or submit. There will be no quiz or assignment make-up opportunities.

Class Participation. This portion of your grade will be based on attendance and *class participation*. Attendance alone will not result in full credit and more than five absences will most likely result in no credit. Habitual phone use during class will most likely result in no class participation credit.

Calculation of final Grades: Ex. 1 (20%), Ex. 2 (20%), Ex. 3 (20%), Labs and Quizzes (35%), Class Participation (5%). The letter-grade cutoffs are as follows: A 93.3%, A- 90.0%, B+ 86.7%, B 83.3%, B- 80.0%, C+ 76.7%, C 73.3%, C- 70.0%, D+ 67.7%, D 63.3%, D- 60.0%, F below 60%

Academic Integrity: Ethical conduct is the obligation of all students and faculty. Any involvement with cheating *or plagiarism* will be reported to the Dean's Office and can result in expulsion from the university. I encourage you to review the [university policy](#).

On-Line resources can be accessed through D2L. Make sure you are familiar with D2L and regularly check for announcements. In the rare event that I cannot access D2L I may distribute information to you via e-mail and the easiest way to do this is through the class listserv. If you DO NOT use your university e-mail account, please subscribe to the class list by sending an email to listserv@listserv.millersville.edu. The message BODY should contain the following line (substituting your own names for YourFirstName and YourLastName and your section number for XX):

subscribe sp17-psyc-315-XX@listserv.millersville.edu YourFirstName YourLastName

All syllabi are susceptible to change and, although I plan to follow this syllabus right now, I might need to contact you in the event of an unforeseen event that alters the course plan.

Schedule for Spring 2017

Week	Monday	Lab	Wednesday	Friday
1/23	Introduction	Threshold Measurements	Perception	Perception
1/30	Physiology	Threshold/Physiology	Physiology	Vision
2/6	Vision	Central Acuity (TM Lab Due)	Vision	Visual Cortex
2/13	Visual Cortex	Lateral Inhibition	Visual Cortex	Objects
2/20	Objects	Exam 1 (CA Lab Due)	Attention	Attention
2/27	Attention	Visual Attention	Motion	Motion
3/6	Motion	Motion Perception	Color	Color
3/13	Spring Break - Start Reading Rebuilt!!			
3/20	Color	Color Vision (VA Lab Due)	Depth/Size	Depth/Size
3/27	Depth/Size	Depth Perception	Aud. System	Aud. System
4/3	Aud. System	Exam 2	Sound Loc.	Sound Loc.
4/10*	Sound Loc.	Pitch Perception (Depth Lab Due)	Speech	Speech
4/17	Language	Language	Cutaneous	Cutaneous
4/24	Cutaneous	Cutaneous Thresh. (Pitch Lab Due)	Chemical	Chemical
5/1	Chemical	Two-Point Threshold	Development	Development
5/8	Review Monday - Final Exam will be held according to the Registrar's Schedule			

*You are expected to have the first three chapters of Rebuilt read by April 10 when we begin the discussion of hearing and the auditory system.

Millersville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq., and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University's Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.

Information regarding the reporting of sexual violence, and the resources that are available to victims of sexual violence, is available at <http://www.millersville.edu/sexualviolence/index.php>.

Last Updated: 22 January 2017

COGNITIVE SCIENCE: Syllabus for PSYC 350 Winter 2016/2017

Dr. Shawn P. Gallagher (sgallagher@millersville.edu)

Office: 210B Byerly, Telephone: [871-7271](tel:871-7271)

Office hours: By Appointment

Face to Face Class Meeting Time: Thursdays 6-9:00pm 12/22/16, 1/5/17, 1/12/17, 1/19/17

Course Description: Basic introduction to cognitive science. The course will review attempts to understand cognition in psychology, artificial intelligence, philosophy, linguistics and the neurosciences. We will view the mind as “what the brain does” and study it through the lens of evolutionary biology and, as such, a living, replicating computational system that has allowed us to meet the challenges of our environment.

REQUIRED TEXTS: Ramachandran, V. S. (2011) *The Tell-Tale Brain; A Neuroscientists' Quest for What makes us Human*, W.W. Norton and Company.

Kolak, D., Hirstein, W., Mandik, P. & Waskan, J. (2006). *Cognitive Science. An introduction to Mind and Brain*. Routledge.

PREREQUISITES: ENGL 110, COMM 100 and 60 s.h. in Liberal Arts.

COURSE OBJECTIVES

You should be able to outline the history of cognitive science by giving examples of how the “mind” and human behavior have been explained and studied.

You should be able to explain how contributions from different disciplines (e.g. anthropology, biology, computer science, philosophy, psychology, and sociology) have converged in the discipline of cognitive science. In particular:

- You should be able to explain the basic principles of evolution and how it has led to testable hypotheses that address the evolutionary origins of cognition and behavior.
- You should be able to describe basic neuroanatomy and physiology and explain what neural disease and brain damage can tell us about the normal brain.
- You should be able to compare and contrast the serial processing computers and the parallel processing brain and explain what computers can and cannot tell us about human brains.
- You should be able to give examples of how anthropologists and archeologists can propose theories of how the human mind has changed over time.

Attendance: You are expected to attend each of the class sessions and complete all of the scheduled on-line work. Additionally, you are expected to be familiar with The **Desire 2 Learn (D2L)** online program. Although I will be administering Quizzes and assignments either face-to-face or through D2L links, you will need to post on the discussion boards through D2L and you will also be able to follow your grade using D2L's online gradebook.

Special Accommodations: I am willing to work with anyone facing unusual challenges or disabilities. However, I must know about your needs as soon as possible if you are to fully benefit from the learning experience. I expect to meet and get to know each of you throughout the course, so please feel free to stop by my office (I will still be on campus this winter) to discuss the class or anything else, even if you are not worried about an upcoming exam or grade.

GRADING: Your grade will be based on four quizzes (20%), four computational exercises (20%), four papers (20%), participation in classroom and online discussions (20%), one research paper (10%) and presentation (10%). Once your topics are selected, I will organize you into cooperating groups of students and give you the opportunity to integrate your research presentations. Each student will be responsible for a 10-15-minute classroom presentation addressing one broad topic in cognitive science (intelligence or social behavior) with individual group members presenting their expertise on sub-topics (e.g. language, memory, attention, sex, love, violence, altruism, emotion, culture). Each group member will address one of the following:

- The history of how humans have understood the topic
- Our current understanding (including examples of specific studies) and modern investigative techniques
- Present and future social and cultural implications of modern research

The letter-grade cutoffs are as follows: A 93.3%, A- 90.0%, B+ 86.7%, B 83.3%, B- 80.0%, C+ 76.7%, C 73.3%, C- 70.0%, D+ 67.7%, D 63.3%, D- 60.0%, F below 60%

On-Line resources: I will supplement the book with additional readings **videos** and **podcasts** (I will explain how to access and play podcasts from campus locations if you are unfamiliar with podcasting). **Please monitor D2L for updates and weather-related changes to the course!**

All syllabi are susceptible to change and, although I plan to follow this syllabus right now, I might need to contact you in the event of an unforeseen event that alters the course plan. Below you will find the reading assignment *to be completed* for each week. This means READ BEFORE THE MEETING. Please check D2L for the appropriate assignment.

Date	Topic	Cog. Science	Tell-Tale Brain	Web Assignment Due
12/22	History/Perception	Ch. 1-2	Ch. 1-2	-
12/29*	Perception & Thought	Ch. 3-4	Ch. 3-4	Assignment 1
1/5	Thought and Knowledge	Ch. 5	Ch. 4-5	Assignment 2
1/12	Language	Ch. 6-7	Ch. 6-8	Assignment 3
1/19	Projects and Conclusions	None	Ch. 9	Assign 4, Present

***There is no face-to-face meeting on 12/29**

Assignments: Assignments will be due before 6:00 each Thursday. These will include extra readings, discussions, videos or podcasts. Each Assignment will be posted on D2L.

Pre-presentation (January 12): This should be a warm-up to your final presentation. Each student will make an individual presentation (5 minutes) to introduce your idea to the group and get feedback. During your presentation you must demonstrate that you have done some research, that you can teach your classmates something new, and that you are prepared to get feedback from me and your classmates about how to improve or about anything you do not understand.

Formal class presentation (January 19th): Each student will make an individual presentation (10-15 minutes) but the members of a group should communicate and make their presentations fit together under a common theme.

Format for Research Paper: Your paper will be due at the beginning of the last class, January 19th and will cover the material you presented to the class. It should be 10-20 double-spaced pages in a common 12-point font (Times new Roman, Arial, or Courier). It should include an APA Style title page as well as APA style citations and a list of references. Like your group presentation it should include:

- o The history of how humans have understood the topic
- o Our current understanding (including examples of specific studies) and modern investigative techniques
- o Present and future social and cultural implications of modern research

I can provide assistance to anyone unfamiliar with APA style and formatting. Please let me know if you have questions about any aspect of the course.

General University Policy

Academic Integrity: Ethical conduct is the obligation of all students and faculty. Any involvement with cheating will be reported to the Dean's Office and can result in expulsion from the University. More information can be found here: <http://www.millersville.edu/english/for-faculty/academic-integrity/index.php>

Safe and Productive Environments: Millersville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq., and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University's Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.

Information regarding the reporting of sexual violence, and the resources that are available to victims of sexual violence, is available at <http://www.millersville.edu/socialq/title-ix-sexual-misconduct/index.php>.

HISTORY & SYSTEMS OF PSYCHOLOGY

Syllabus for PSYC 454 Fall 2016

Dr. Shawn P. Gallagher, sgallagher@millersville.edu Office: 210B Byerly, Telephone: 871-2354
Office hours: Monday, Tuesday 1:00-3:00pm, Wednesday: 8:00-9:00am and 1:00-3:00pm

Class Meeting Times: MWF 9:00-9:50, 201 Byerly

Course Description: The study of the historical development of psychology to a modern science.

Required Texts:

1. Schultz, D.P. and Schultz, S.E. (2015). A History of Modern Psychology. 11th ed. Belmont, CA: Thompson/Wadsworth. (**The 10th Edition is Acceptable!! – the chapter topics are the same**)
2. Hock, R.R. (2012). Forty Studies that Changed Psychology. 7th ed. Upper Saddle River, NJ: Prentice Hall.

Class Objectives. Each meeting will be based on the topics covered in one of the two textbooks. For the sake of variety, we will alternate between the Schultz and Schultz text and the Hock text. One book deals with psychology's development as a modern science. The other book focuses on some of psychology's most significant studies. We will also study and discuss other readings that I will provide. Some of these readings will be in the form of on-line PDF documents. I will also be assigning podcasts from Dr. Christopher Green's website. These podcasts feature experts in the history of psychology who, in most cases, have written books on famous psychologists. Please browse Dr. Green's website as soon as possible and let me know if you need assistance in playing the podcasts. I'll be glad to help you.

Primary Course Objectives: By the end of this course, you should be able to:

1. Name and describe the major systems of psychology
2. Identify significant figures within each system and describe their contributions
3. Demonstrate an ability to conduct archival research and synthesize your findings in a written review.
4. Describe the current state of psychology and explain why some systems have survived, some have vanished, or why some have evolved or been absorbed by other systems.
5. Describe the historical events and scientific discoveries that have influenced psychology and explain how future discoveries might continue to do so.

Attendance. I expect you to attend every class and you will not be able to make up missed exams and quizzes or submit late assignments without a legitimate excuse. If you foresee any class conflicts, please speak to me as soon as possible. I will accommodate those who miss class due to athletics or unusual circumstances (e.g. family tragedy, illness) as long as the student provides appropriate documentation. If you do not provide this documentation, your lack of attendance will be counted as an unexcused absence. Three unexcused absences will disqualify you from receiving class participation credit.

Special Accommodations. I am willing to work with anyone facing unusual challenges or disabilities. However, I must know about your needs as soon as possible if you are to fully benefit from the learning experience. I expect to meet and get to know each of you throughout the semester, so please feel free to stop by my office to discuss the class or anything else, even if you are not worried about an upcoming exam or grade.

EXAMS & GRADING. Your grade will be based on three exams (20% each), one paper (10%) and written exam (10%) on an historical figure of your choice, quizzes (15%) and class participation (5%).

- The **exams** will pertain to the historical evolution part of the class (Schultz and Schultz text and lecture material), whereas the quizzes may cover material from any or all of the assigned readings and podcasts.
- The **quizzes** will *usually* be given on Fridays to encourage you to keep up with the 40 Studies readings and review what we have covered during that week. I expect that students who attend class and keep up with the reading assignments will find the quizzes easy.
- The nature of the **paper** will be determined by the figure you choose. Schedule a meeting with me to discuss your figure and plan an appropriate research topic. Your final paper grade will be based on how well you understand your own work as assessed in the exam described below.
- The **written exam** on the psychologist of your choosing will be taken at the same session as your standard final exam. **Bring a university blue book to the exam.** The questions will be based on your paper and tailored to the material that you have studied. I will give you more details about the grading criteria for the exams later, but please start thinking about possible subjects now.
- Finally, you will be graded on class participation in order to encourage everyone to come to class prepared and willing to contribute. If you do not contribute on a regular basis, you should expect no participation points. Those who frequently miss class should not expect participation credit. The use of electronic communication devices is forbidden during exams and will compromise your class participation grade if it is done during class time.

The letter-grade cutoffs are as follows: A 93.3%, A- 90.0%, B+ 86.7%, B 83.3%, B- 80.0%, C+ 76.7%, C 73.3%, C- 70.0%, D+ 67.7%, D 63.3%, D- 60.0%, F below 60%

Calendar: Please complete the assigned readings **before** each class. Listen to the podcasts by Wednesday's class. HOP = *History of Modern Psychology*; 40 = *40 Studies that changed Psychology*

Week	Podcast	Monday	Wednesday	Friday
8/29	12/4, 9/11, Baker	HOP Ch. 1	HOP Ch 1	HOP Ch. 2
9/5	None	Labor Day	HOP Ch. 2	40 Ch. 1
9/12	4/8, 1/28	HOP Ch. 3	HOP Ch. 3	40 Ch. 2
9/19	11/20, 2/11	HOP Ch. 4	HOP Ch. 4	40 Ch. 3
9/26	1/14	HOP Ch. 5	HOP Ch. 5	Exam 1
10/3	4/1, 10/2	HOP Ch. 6	HOP Ch. 6	40 Ch. 4
10/10	3/25,3/4	No Class	HOP Ch. 7	40 Ch. 5
10/17	8/28, 10/16, 1/7	HOP Ch. 8	HOP Ch. 8	40 Ch. 6
10/24	9/25, 3/11, 10/23	HOP Ch. 9	HOP Ch. 9	40 Ch. 7
10/31	2/18, Little Albert	HOP Ch. 10	HOP Ch. 10	Exam 2
11/7	11/13, 9/18	HOP Ch. 11	HOP Ch. 11	40 Ch. 8
11/14	4/15	HOP Ch. 12	HOP Ch. 12	40 Ch. 9
11-21	Asylums	HOP Ch. 13	Break	Break
11/28	Asylums	HOP Ch. 13 – Film Presentation		
12/5	10/30, 3/18	HOP Ch. 15	HOP Ch. 15	40 Ch. 10
12/12	Review	Final Exam as Scheduled		

On-Line resources can be downloaded from: <http://muweb.millersville.edu/sgallagh/> . Although I will make PowerPoint slides available, they are designed to help me in class and are not intended to make sense out of the context of the classroom. Supplemental readings will also be posted on the webspace. I will have the course website finalized by the end of the first week of class. I may distribute information to you via e-mail and the easiest way to do this is through the class listserv. If you DO NOT use your

university e-mail account, please subscribe to the class list by sending an email to listserv@listserv.millersville.edu. The message BODY should contain the following line (substituting your own names for YourFirstName and YourLastName):

subscribe fa15-psyc-454-01@listserv.millersville.edu YourFirstName YourLastName

Please let me know if you do not use e-mail on a regular basis. All syllabi are susceptible to change and, although I plan to follow this syllabus right now, I might need to contact you in the event of an unforeseen event that alters the course plan.

There are many web resources dedicated to the history of psychology, but I have two favorites: The podcasts and many assigned readings are on Christopher Green's (York University in Toronto) site at <http://psychclassics.yorku.ca/topic.htm>. His podcasts are at <http://www.yorku.ca/christo/podcasts/>

C. George Boeree (Shippensburg University) has another impressive collection of work at: <http://webspaceship.edu/cgboer/historyofpsych.html>

*Millersville University and its faculty are committed to assuring a **safe and productive educational environment** for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq., and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University's Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.*

Information regarding the reporting of sexual violence, and the resources that are available to victims of sexual violence, is available at <http://www.millersville.edu/socialeq/title-ix-sexual-misconduct/index.php>.

***Academic Integrity.** Ethical conduct is the obligation of all students and faculty. Academic dishonesty will be reported to the Dean's Office and can result in expulsion from the University. I encourage you to review the university's policies [here](#):*

<http://www.millersville.edu/admissions/undergrad/files/newlyadmit/honesty-dishonesty.pdf>

Last Updated: 20 July 2016