



Psychology 100-01 (General Psychology)

SPRING 2007

MWF 9:00

JONES 102

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Required Text: Psychology in Action by Huffman (8th ed.), Wiley Pubs, (ISBN 0-471-74724-6)

Course Description and Objectives: General Psychology is a course designed to provide the student with an appreciation for the different concentrations within psychology. Emphasis will be placed on the major theories and the experimental methods and findings associated with different areas of psychology. The objective is for the student to obtain a basic understanding of these concentrations and to recognize the scientific basis of psychology.

Evaluation/Grading: There will be three scheduled noncumulative exams and a cumulative final exam. Each exam is worth 100 points and will consist of multiple choice and/or short answer questions and will be based on both the book chapters as well as lectures. I will drop the lowest grade for any exam, including the final. Thus, grades will be based on the average of the three highest exam scores (33.3% each). If a student is content with their grade based on the three noncumulative exams, then that student is not required to take the final exam.

There are ordinarily no make-up exams. If a student misses an exam for any reason, including an emergency, it will count as the drop grade. Often, if a student makes arrangements with me at least one class period *prior to* an exam date, I can accommodate the student so that the student does not miss the exam. Students arriving late for an exam will be allowed to take the exam, but are required to submit the exam at the scheduled end-time. Late arrivals will not be given extra time to finish an exam and may not be allowed to take the exam if another student has exited the exam.

Letter grades will be based on the average of the three highest exam scores. Of the total points possible, students that accrue 100-90% will be graded as A, 89-80% as B, 79-70% as C, 69-60% as D, and 59-0% as F. Plus and minus grades will be assigned based on the final class distribution. I reserve the right to curve the grading scale based on class performance or any unusual circumstances that may arise during the semester.

Honor Code: This course strictly adheres to the standards of conduct expressed in the Tulane University Honor Code, which can be found here: <http://provost.tulane.edu/HonorCode.htm>
If you have concerns, it is better to ask questions before you begin as opposed to after the work is complete.

Special Instructional Needs: If you have any special needs or require accommodations by the Center for Educational Resources and Counseling (ERC), please bring this to my attention during the first

week of the semester. Please bring all required paperwork to me no later than one week prior to an exam or assignment and note that accommodations do not apply retroactively (ERC policy).

Classroom Etiquette and Communications: Attendance is expected and required. Students should arrive on time and conduct themselves in a demeanor appropriate to an academic environment. Feel free to ask relevant questions during lecture. Students that are habitually late or disruptive will be counseled and may be asked to leave. Turn off cell phones and beepers *prior* to class and do not speak on phones during class. If you are expecting an important call, notify me *prior* to class and we can make arrangements. To protect confidentiality, I ordinarily do not report grades by email or telephone. However, if a student makes *prior* arrangements with me, an exception may be made. Unless approved by the ERC or me, audio or video recording of lectures is prohibited. Lecture notes or slides are not available for students. Use of laptops is allowed as space permits.

Extra Credit: There are multiple ways to earn extra credit in this course. They are:

Thought Questions: Throughout the semester I will occasionally give you a ‘thought question.’ You may write a one page response to the question and receive 2 points extra credit towards your point total. Your name and the question should be typed at the top of the page and your typed answer should then follow. Use single space with 1-1.5 inch margins and a standard 12 pitch font size. With the thought questions, please note that just because you submit an answer, it does not insure extra credit. Answers to the thought questions must be typed and meaningful to receive extra credit.

Challenge Exam: You may arrange with the Teaching Assistant to take the ‘challenge exam.’ This exam will consist of questions from Chapters 3, 9, 10, and 12, of our textbook. These chapters are NOT assigned for lecture or the regular exams. For each question you get right, you will receive 1 point towards your cumulative total of points. The number of questions and the dates for the challenge exam will be announced in class.

Participation as a Research Subject: Students will be provided opportunities to serve as research subjects in university-approved psychological experiments. Participation in such an experiment is not required and is voluntary. Students that participate in an approved experiment will receive 3 points towards their point total for each documented participation.

Tutoring: I am available during my office hours and at other times for tutoring. You are encouraged to stop by and see me. Additionally, graduate teaching assistants assigned to this course may be available for unpaid tutoring. Graduate students not assigned to this course may be available for paid tutoring. If you feel you need a tutor, please see me to make arrangements.

The Academic Experience: In regards to your time spent in college, my feelings are very similar to the quote below by the famous psychologist, William James. To a large extent, college is what you make of it. The more you put into it, the more you will receive from it. As someone who speaks from the experience of many years as a student, I urge you to give your best effort in this and all your courses. Please feel free to see me if you are having difficulties with this or any other course.

“Life is what you make it.” William James (1842-1910)

Tentative Schedule of Topics

Date	Topic	Chapter
January 17	Orientation and Syllabus	
January 19	History and Research Methods within Psychology	Ch. 1
January 22	History and Research Methods within Psychology	Ch. 1
January 24	History and Research Methods within Psychology	Ch. 1
January 26	Neuroscience and Biological Foundations	Ch. 2
January 29	Neuroscience and Biological Foundations	Ch. 2
January 31	Neuroscience and Biological Foundations	Ch. 2
February 2	Sensation and Perception	Ch. 4
February 5	Sensation and Perception	Ch. 4
February 7	States of Consciousness	Ch. 5
February 9	States of Consciousness	Ch. 5
February 12	Review	Ch. 1, 2, 4, 5
February 14	Exam 1	
February 16	Return and review results of Exam 1	
February 19	<i>Mardi Gras Holiday</i>	
February 21	Learning	Ch. 6
February 23	Learning	Ch. 6
February 26	Learning	Ch. 6
February 28	Memory	Ch. 7
March 2	Memory	Ch. 7
March 5	Thinking, Language, and Intelligence	Ch. 8
March 7	Thinking, Language, and Intelligence	Ch. 8
March 9	Gender and Human Sexuality	Ch. 11
March 12	Gender and Human Sexuality	Ch. 11
March 14	Review	Ch. 6, 7, 8, 11
March 16	Exam 2	
March 19-23	<i>Spring Break Holidays</i>	
March 26	Return and review results of Exam 2	
March 28	Personality	Ch. 13
March 30	Personality	Ch. 13
April 2	Personality	Ch. 13
April 4	Psychological Disorders	Ch. 14
April 6-9	<i>Easter Break Holidays</i>	
April 11	Psychological Disorders	Ch. 14
April 13	Psychological Disorders	Ch. 14
April 16	Therapy	Ch. 15
April 18	Therapy	Ch. 15
April 20	Social Psychology	Ch. 16
April 23	Social Psychology	Ch. 16
April 25	Review	Ch. 13, 14, 15, 16
April 27	Exam 3	
April 30	Return results Exam 3 and review all scores	
May 6	Final Exam (Sunday 1-5 pm)	