**143:030:014– HONORS ELEMENTARY PSYCHOLOGY**

Fall Semester 2014

11:30 a.m. Monday E104 SSH

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**Twitter:** @svecerauiowa  
**Office Hours:** 2-4 Tu, 1-2 W in Currier Conference Room (S06) or by appointment

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**COURSE GOALS AND OVERVIEW**

This first year seminar provides an in-depth discussion of topics in the discipline of psychology, the scientific study of behavior. The seminar is intended to complement the Elementary Psychology (31:001) lecture and discussion course, taught by Prof. Vecera. Students will explore topics in psychology with the professor in greater detail than is feasible in the lecture course. Weekly activities will include reading original sources (typically journal articles) and in-class demonstration and discussion of psychological phenomena. Student outcomes include learning to evaluate research presented in the popular press, learning to read original journal articles, and developing critical thinking about behavior and empirical research findings.

This course is approved as part of the Honors Program curriculum.

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**PROBLEMS**

Students having class-related problems first should see Professor Vecera. You may also contact Professor Jodie Plumert, Department Chair, E11 SSH, 335-2405, for matters involving this class. If the matter cannot be resolved at the departmental level, you will be referred to the Associate Dean for Academic Programs, 120 SH, 335-2633.

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**PLEASE NOTE: YOU ARE RESPONSIBLE FOR ALL INFORMATION CONTAINED IN THIS SYLLABUS.**

This document can be downloaded and viewed from the class ICON site:  
http://icon.uiowa.edu/

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**COLLEGIATE POLICIES**

This course is given by the College of Liberal Arts and Sciences (CLAS). This means that class policies on matters such as requirements, grading, and sanctions for academic dishonesty are governed by the College of Liberal Arts and Sciences. Students wishing to drop this course after the official deadline must receive approval of the Dean of the College of Liberal Arts and Sciences. Details of the CLAS policy of cross enrollments may be found at:

http://www.clas.uiowa.edu/faculty/governance/epc/undergrad_outside_college.shtml

CLAS and University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Please use your uiowa account when corresponding with the instructor and TAs.

Academic Honesty. Academic dishonesty of any form will not be tolerated in this class. Any instances of cheating or plagiarism will result in an automatic failure in the course, and the incident will be reported to the university. Academic misconduct can result in disciplinary probation, suspension, or expulsion from the university. Academic misconduct can also become part of your permanent record. See Section X in the Student Academic Handbook: http://www.clas.uiowa.edu/students/

Ignorance is not a defense for cases of plagiarism and cheating. See the Student Academic Handbook for definitions of plagiarism and cheating.

**Special Needs/Students with Disabilities.** Reasonable accommodations will be made for anyone with a disability that may require some modification of seating, testing, or other class requirements. Students must contact Student Disability Services (3015 Burge Hall, 335-1462; http://www.uiowa.edu/~sds/) and obtain the appropriate paperwork. These SDS documents will specify what course accommodations are judged reasonable for that student.

Any student with a documented disability which may require special arrangements for exams or any aspect of class, please see Professor Vecera and your Administrative (Lecture) TA (listed above) as soon as possible. This will give us time to prepare any accommodations that you may need.

**Understanding Sexual Harassment.** Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. Visit http://www.sexualharassment.uiowa.edu/ for definitions, assistance, and the full policy.
SCHEDULE OF TOPICS

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Aug 25</td>
<td>Introduction</td>
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<tr>
<td>Week 2</td>
<td>Sept 1</td>
<td>No class</td>
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<td>Week 3</td>
<td>Sept 8</td>
<td>Clever Hans: How to design an experiment</td>
<td>Muñoz &amp; Hall, 2002</td>
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<td>Week 4</td>
<td>Sept 15</td>
<td>Plasticity of cortex: Brain training</td>
<td>Scientific American summaries</td>
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<td>Week 5</td>
<td>Sept 22</td>
<td>Spreading emotions</td>
<td>Kramer et al., 2014</td>
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<td>Week 6</td>
<td>Sept 29</td>
<td>Putting Pavlov to work</td>
<td>Scientific American summaries</td>
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<td>Shivik et al., 2003</td>
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<td>Week 7</td>
<td>Oct 6</td>
<td>How to detect enemy submarines and breast cancer: Signal detection theory</td>
<td>Swets et al., 2000</td>
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<td>Week 8</td>
<td>Oct 13</td>
<td>Receptive fields</td>
<td>Hubel &amp; Wiesel, 1959</td>
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<td>Week 9</td>
<td>Oct 20</td>
<td>Consciousness</td>
<td>Koch &amp; Crick, 2001</td>
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<td>Tong et al., 1998</td>
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<td>Week 10</td>
<td>Oct 27</td>
<td>Memory encoding and note taking: Implications for your life as a student</td>
<td>Muller &amp; Oppenheimer, 2014</td>
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<td>Week 11</td>
<td>Nov 3</td>
<td>Analyzing language to understand thought</td>
<td>Holtzman et al., 2011</td>
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<td>Week 12</td>
<td>Nov 10</td>
<td>Intelligence: Fixed or flexible, and why your view on it matters</td>
<td>Muñoz &amp; Hall, 2002</td>
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<td>Week 13</td>
<td>Nov 17</td>
<td>Development of self control</td>
<td>Papageorgiou et al., 2014</td>
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<td>Week 14</td>
<td>Dec 1</td>
<td>The no-so-lasting influence of conformity</td>
<td>Huang et al., 2014</td>
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<td>Week 15</td>
<td>Dec 8</td>
<td>Cognitive-behavioral therapy: An example</td>
<td>Wisco et al., 2013</td>
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All assigned readings will be made available on ICON. The complete references appear at the end of the syllabus. There may also be related links posted to ICON, on my twitter account (@svecerauiowa), or emailed to the class. These links and readings will be optional (i.e., not graded), but they’re intended to help you better understand the assigned readings that you’re responsible for.

ASSIGNMENTS & GRADES

First-year seminars are intended to introduce you to new topics and ideas, not to provide another set of midterms that will cause you angst in early October. As such, first-year seminars are not to have typical exams, but to instead engage you with in-class participation, writing assignments, and other activities that stress active and interactive learning.

Your grade in this class will be determined by attendance, participation in discussions and in-class activities, and short writing activities. To participate effectively, you will need to have completed the assigned reading prior to each class session. There are two types of activities/assignments in the class?

Activity 1: In-class, group-based discussion of the following papers (10 point each paper/class)

Shivik et al. (2003) Week 6 (Sept. 29)
Tong et al. (1998) Week 9 (Oct. 20)
Muller & Oppenheimer (2014) Week 10 (Oct. 27)

The purpose of these group discussions is to learn to read and evaluate original research published in a primary outlet (typically a professional journal). To gently ease the class into learning to read journal articles, we will divide into groups, with each group being responsible for a specific section of the paper. But, you need to read the entire paper prior to class because you won’t know what section of the paper your group will be assigned.

During each of these classes, we’ll divide into 8 groups of students of 3-4 students each, chosen as randomly as possible. Two groups will be assigned to summarize the paper’s introduction, two will summarize the methods, two will summarize the results, and two the discussion. Once groups are formed at the start of each class, there will be ~15 minutes for group discussion to pull out the main points for class presentation The remainder of the class will be group-led discussion of the paper. Individual students will be grade on their contribution to their groups during the initial discussion stage.

Activity 2: Three research tweets based on recent original research (50 points total), with the following requirements. Tweets should be emailed to Prof. Vecera for grading and archiving. You can post them if you’d like.
1. The first tweet is to be a modified tweet (MT) from a reputable source of behavioral/psychological science. Suggestions for sources appear below. You should read the web page or other source referenced by the original tweet. Then, you should modify the original tweet to include additional details from the web page/source of the original tweet. If you have questions about the source of your original tweet (if you want to make sure it’s a solid source), check with Prof. Vecera. (10 points; due by Sept. 19)

2. The second tweet will follow the procedure for the first tweet, but you will also identify the original research paper that was used to generate the initial tweet. In addition to the MT, turn in the link to the original research paper and a short summary (typewritten, up to 1 page, single spaced) of the original research study. (20 points, due by Oct. 24)

3. The third tweet will be an original tweet based on an original research paper you have identified (not based on a tweet from another source). In addition to the tweet, turn in a link to the original research paper and a short summary (typewritten, up to 1 page, single spaced) of that paper. (20 points, due by Dec. 12)

Starting points for twitter accounts to follow: @PsychScience @sciammind @NatRevNeurosci @NewsfromScience @APA @HiddenBrain @NewPsychologist

Activity 3: In-class (non-group) discussion of assigned readings (20 points total)

Every student should plan on contributing to the in-class discussion of assigned readings that are not part of the group discussions in Activity 1.

Grades will be based on a percentage of the highest point total in the class. (Grades are not based on the possible number of points because no one might earn the possible 100 points, so it’s not fair to grade you against that standard). Earning 90% or above of the highest point total corresponds to an ‘A,’ 80-89% to a ‘B,’ 70-79% a ‘C,’ 60-69% a ‘D,’ and below 60% an ‘F.’

**READINGS**


