



PSY 101- Introduction to Psychology (Honors)
Mercer County Community College
Fall 2010

Professor Heather Jennings

Email: jenningsh@mccc.edu

Phone: 609-586-4800 ext.3450

Office: LA 131 (West Windsor)

KC 328 (James Kerney Campus)

Office Hours:

Tuesday 9:30-10:30am and 2:45-3:45pm (WW)

Thursday 9:30-10:30 am and 2:45-3:45pm (WW)

Saturday (JKC) 12:00-1:00pm

Webpage: www.mccc.edu/~jenningsh

Required Textbook:

Carpenter, S., Huffman, K. (2009). Visualizing Psychology 2nd Ed. NY, NY: Wiley Publishers

Textbook website: www.wiley.com/college/carpenter

Books that Can Really Help You!

Perrin, R. (2004). *Pocket guide to APA style*. New York: Houghton Mifflin Company

American Psychological Association Publication Manual, Fifth Edition. (2001).

Gelfand, H., Walker, C., American Psychological Association. (2001). *Mastering APA Style: Student's Workbook and Training Guide*.

Welcome to Honors Psychology 101!

This class will provide you with the basic principles of psychology with some important differences. Although this course covers many of the same topics as the traditional introduction class, it limits the breadth of coverage and emphasizes depth. The materials presented in this class offer a mix of traditional textbook chapters, non-traditional text chapters, primary sources, and various essays exploring topics in psychology in more depth than survey material and allowing us to emphasize class discussions rather than lecture.

For many of you, this may be the only course you take in psychology in order to satisfy your general education requirements or as a general elective. However, some of you will decide to pursue further coursework in psychology by electing psychology as a major.

In this class you will learn what psychology really is, which includes a wide-range of issues relating to all areas of our lives. This course will introduce you to each of the sub-areas of psychology that you can pursue later on in more depth if you wish, such as developmental, cognitive, social, personality, and abnormal psychology. This will allow you the opportunity to decide what specific topics within psychology most excite you.

Whatever your motivation was for signing up for this course, I sincerely hope this will be a wonderful experience for you, as you are introduced to the fascinating, controversial, and always intriguing, field of psychology.

Course format:

This is an honors course, so you can expect the format to differ somewhat from that of a standard introductory course. In addition to covering a broad spectrum of information, we will engage in discussions, demonstrations, and class projects that are designed to develop more detailed knowledge of the course topics. Our weekly class schedule will be divided into instructor-led and student-led presentations. Student presentations will be scheduled for Tuesdays and instructor presentations will be on Thursdays.

These activities will build off of the content that is introduced in the textbook, so it is important that you complete the assigned reading ahead of time to acquire the necessary background knowledge for getting the most out of these activities. This version of PSY 101 is designed to be more thought-provoking and more committed to tailored interests in psychology than the standard course, and it's no less enjoyable.

Academic Integrity

The work a student produces must be their own and should result solely from their own efforts. Plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Student's who violate this policy will receive an "F" for the course. Please refer to the Mercer County Community College Academic Integrity Handbook, or request one from the professor.

Reasonable Accommodations for Students with Documented Disabilities

Mercer County Community College is committed to supporting all students in their academic and co-curricular endeavors. Each semester, a significant number of students document disabilities, which may require learning, sight, hearing, manual, speech, or mobility accommodations to ensure access to academic and co-curricular activities. The college provides services and reasonable accommodations to all students who need and have a legal entitlement to such accommodations.

For more information regarding accommodations, you may visit the Office of Academic Support Services in FA129 or contact them at 609.570.3422 or urbanb@mccc.edu.

It will be the student's responsibility to arrange an accommodation. If you are a student with a disability or special need, please advise the professor within the first 2 weeks of the course so appropriate accommodations can be made.

Attendance and Conduct

As college students you choose to be here. You have elected to register for this course and **YOU** will determine your overall experience in this class. Although I do not expect students to attend every class due to demands of life, attendance is very important and required. If you miss class, it is **YOUR RESPONSIBILITY** to get the information you have missed. Do not expect or request the notes to be supplied by me if you did not attend lecture. Attendance and lecture notes are crucial to success in this class.

Without question, students who attend class perform better than those who do not...make sure you get to class. If you are often absent, it should lead you to ask the question, “**Why did I register for this course?**” You will not hurt my feelings if this class is not for you, but please don’t just disappear- **drop** the class as soon as you realize you don’t want to be here. If you choose to not return without officially dropping the course, you will receive an “F” on your transcript.

Attendance Bonus

Students who attend every class will receive a **4 point bonus**. If you miss only one class, you will receive a **2 point bonus**. Lateness is not acceptable from college students; therefore two lates will be equal to one absence. If you arrive to class after I have taken role, it is **YOUR** responsibility to advise me that you arrived late, otherwise you will be marked as absent. All absences without a doctor’s note will be considered unexcused. It is at my discretion to add additional points for active participation.

Discussion Facilitator (20 points)

Each student will be required to lead a class discussion on a relevant topic of their choice. Each student, in essence, will design and produce the content for one class meeting. A list of topics will be provided from which students may sign up. During this student-led class discussion/presentation you must provide additional resources in addition to the textbook, such as primary or secondary sources, video clip(s), etc... These student-led discussions will take place on Tuesdays during the semester. You will be graded by the instructor, as well as your peers for this activity.

Reflection Journals (50 points)

Each student will be required to submit 10 short journal reflections each worth 5 points. This reflective journal will be a steadily growing document that you write, to record the progress of your learning. Each of these reflections will be personal expressions of your learning. The process of keeping a record of what you learn is an incentive to keep pushing ahead. By reflecting on what you have learned, you can track the progress you've made. This experience will also allow you, as the learner, to notice the gaps in your knowledge and skills. Entries in a reflective journal can include:

- Points that you found specifically interesting in your reading, and would like to follow up in more detail.
- Notes from other material you read as a result of the course - whether this was publications cited in class or relevant material that you happened to read.
- How your learning in this course is related to what you're learning in other ways.
- Thoughts that aren't yet fully formed, but that you want to refine later. This could include your feelings about the course and your progress in it, and theories that are developing in your mind.
- Your reflections on this course and how well it is meeting your needs.

Each time you write your reflective journal, think back over everything you've done since the last time. Which sources did you learn most from? Which did you learn least from, and why was that? (Did you know the material already?) Write a paragraph or two about the sources of your new learning.

Exams

Grades will be based on three 50 point exams, for a total of 150 points. **ALL exams will be administered at the Testing Center on the West Windsor Campus.** The Testing Center is located in LB 209 please check the hours of operation to ensure you arrive during testing hours. All students **MUST** provide a current student ID to take the exams and must know the course number, test number and instructor's name. For further information go to the testing center on the college's website: http://www.mccc.edu/student_services_testing.shtml

Fall and Spring Semesters		tests collected
Monday – Thursday	9 a.m. - 7:30 p.m.	7:50 p.m.
Friday	9 a.m. - 3 p.m.	3:20 p.m.
Saturday	9 a.m. - 2:30 p.m.	2:50 p.m.
Sunday	Closed	

Each exam will be available for a 7- day period (review course schedule for dates). It is the **student's responsibility** to take the exam within the allotted amount of time; therefore failure to complete the exam will result in a zero. Make-up exams are not an option in this course.

Journal Review Assignment (25-30 points)

Each student will be required to review and analyze **ONE** scholarly journal article. Each article review must answer the questions listed in the table below and must be typed (double-spaced, 12-point font, 1-inch margins with indented paragraphs. There are some journals provided below which can be used for the review. However, you may elect to find a journal article of a topic relevant to Introduction to Psychology. The paper will be worth 30 points should be choose to search for your own article. A comprehensive list of online databases is available for Mercer students. Please become familiar with the Social Science databases, PsycArticles and Proquest can be very useful for psychology students. These databases can be found at http://www.mccc.edu/student_library_online.shtml

Articles to choose from (Select One):

- Keen, R. (2003) *Representation of Objects and Events: Why do Infants Look So Smart and Toddlers Look So Dumb?* Current Directions in Psychological Science. 12 (3)79-83.
- Ashcraft, M. (2002) Math Anxiety: Personal, Educational, and Cognitive Consequences. Current Directions in Psychological Science. 11(5) 181-185.
- Loftus, E.F. & Pickrell, J.E. (1995) *The formation of false memories.* Psychiatric Annals, 25, 720-725.

In your review, no direct quotes are permitted. Please paraphrase it – put it into your own words. You will lose 1 point for every direct quote in your review. Your review must be at least 1 page in length but no more than 2 pages. At the end of the review make sure to include the full APA citation for the article.

Each article review is worth 25 points	
5 points	<ul style="list-style-type: none"> What were the researchers interested in? What research question(s) were they trying to answer?
5 points	<ul style="list-style-type: none"> Who participated in their research? Describe the characteristics of the participants. Where did they get their participants from?
5 points	<ul style="list-style-type: none"> How was the research conducted (describe what the researchers did)? Does the research fit one of the basic research methods we discussed in chapter 1 - naturalistic observation, survey/questionnaire, case study of single individual, experiment, correlational research? Which? If it was an experiment, what variables were manipulated? What variables were measured, recorded or observed?
5 points	<ul style="list-style-type: none"> What did the researchers find? What were the results? What conclusions do the researchers make?
5 points	<ul style="list-style-type: none"> Correct APA citation of the article

Hollywood Film Critique- (25 points)

A lot of what we see portrayed in movies may not be based in reality, which can lead to confusion about psychological disorders. Select one of the following films and review the film as a Psychology student, not just a movie-watcher. You must provide a summation of the selected movie and discuss it from a psychological viewpoint. You should explain and discuss the mental illness depicted in the film. Based on your knowledge from class and your text, determine if the film accurately depicts the disorder identified or if it is flawed. Be sure to discuss the observable behaviors that are consistent with the disorder. This is a review based on psychological information provided in the textbook and/or lecture. This should be a concise 2-3 page paper, not an overview of what you think about the movie in general. No sources in addition to the textbook are required.

Ψ As Good as it Gets (1997; Comedy, Drama, Romance; Jack Nicholson, Helen Hunt, Greg Kinnear)

- What disorder did Melvin (Jack Nicholson) have in the movie?
- How did this disorder impact Melvin's (Jack Nicholson) relationships with others? How does Melvin behave when his well-established routine is interrupted? What internal feelings might lead to those behaviors?
- What form of treatment did Melvin use in the movie? Is this a successful treatment? Explain.

Ψ A Beautiful Mind (2001 Drama/Mystery; Russell Crowe, Jennifer Connelly).

- What type of schizophrenia does John Nash (Russell Crowe) have? Discuss a scene that depicts the "positive symptoms" of schizophrenia. Discuss a scene that depicts the "negative symptoms."
- Do you think the film implies that a person with schizophrenia can fully recover? Do you think the film implies that a person can recover without medication? Explain and justify your answers.

Ψ Personality Disorders

Select one of the following movies and answer the discussion questions that follow:

- **Girl Interrupted** (1999 Drama; Angelina Jolie, Winona Ryder, Whoopi Goldberg)
 - **Natural Born Killers** (1994 Thriller/Drama; Woody Harrelson, Juliette Lewis)
 - **American Psycho** (1999 Drama/Suspense; Christian Bale)
- Identify the character and the psychological disorder they display.
 - Did the movie accurately portray the symptoms of the disorder? Was this an accurate clinical picture? Explain in detail and provide examples from the movie.
 - Discuss any inaccuracies and misconceptions perpetrated of the disorder in the movie. If the disorder was misrepresented explain how this could be misleading to a typical movie-goer.

Ψ Dissociative Disorders

Select one of the following movies and answer the discussion questions that follow:

- **Me, Myself And Irene** (2000 Comedy; Jim Carey, Renee Zellweger)
 - **Identity** (2003 Thriller; John Cusack, Ray Liotta, Amanda Peete)
 - **Fight Club** (1999 Action/Drama; Brad Pitt, Edward Norton)
 - **Secret window** (2004 Thriller; Johnny Depp, John Turturro)
- Identify the character and the psychological disorder they display.
 - Did the movie accurately portray the symptoms of the disorder? Was this an accurate clinical picture? Explain in detail and provide examples from the movie.
 - Discuss any inaccuracies and misconceptions perpetrated of the disorder in the movie. If the disorder was misrepresented explain how this could be misleading to a typical movie-goer.
 - Many reputable theorists believe DID does not exist. What do you think? Support your thoughts.

Once you select a movie be sure to plan ahead to watch it...students sometimes find it hard to obtain a movie, especially if many classmates plan to rent the same one. Most of the listed movies are available at the MCCC library. The movies available cannot be checked out, but you can watch them in the library.

Late Assignments

All assignments must be completed by the due date listed below in the course schedule. If you miss a due date please do not attempt to submit the assignment, I will not accept late papers. However, you may submit ONE late assignment during the course. The ONE late assignment MUST be submitted with a "late pass" (attached below). This late pass will allow a ONE day extension...not one class...one day only.

For example, if the assignment is due on October 1st, you can submit the assignment on October 2nd without penalty. Once the one day extension has passed the assignment will not be accepted. Therefore, if you want to earn extra credit in this course YOU MUST PLAN AHEAD.

Extra Credit Opportunities

Journal Review

Students will have the option of submitting an additional journal review paper. This extra credit paper will follow the same guidelines as the required assignment. This paper can be submitted at any time during the semester however, it **MUST** be submitted by **December 7th**. This paper will be worth **10 extra credit points**.

Each extra credit article review is worth 10 points	
2 points	<ul style="list-style-type: none">What were the researchers interested in?What research question(s) were they trying to answer?
2 points	<ul style="list-style-type: none">Who participated in their research? Describe the characteristics of the participants. Where did they get their participants from?
2 points	<ul style="list-style-type: none">How was the research conducted (describe what the researchers did)?Does the research fit one of the basic research methods we discussed in chapter 1 - naturalistic observation, survey/questionnaire, case study of single individual, experiment, correlational research? Which?If it was an experiment, what variables were manipulated? What variables were measured, recorded or observed?
2 points	<ul style="list-style-type: none">What did the researchers find? What were the results?What conclusions do the researchers make?
2 point	<ul style="list-style-type: none">Correct APA citation of the article

Flash cards

To encourage good study habits, I will give 4 extra credit points per exam to students who make flash cards of the chapter material. It may not sound like much, but that adds up to **12 extra credits points** which will be added to your overall final points. Take advantage of this opportunity!

Course Grading

Your final grade for this class will be calculated on a point system. Your grade will be based on the total number of points accumulated of the entire semester. The required assignments are worth a total of 300 possible points for the course. Use the chart below to keep track of your cumulative points for all assignments for the semester.

Required Assignments	Possible Points	Earned Points
Exam 1	50	
Exam 2	50	
Exam 3	50	
Final Exam	30	
Reflection Journals	50	
Journal Article Review	25	
Film critique	25	
Class facilitation	20	
Extra Credit Assignments	Possible Points	Earned Points
Total Flashcards	4-12	
Journal Article Review #2	10	
Attendance Bonus	2-4	
Total Points:	300	Total Earned Points:

The final grades can be computed as follows:

<u>Points</u>	<u>Letter Grade</u>	<u>Percentage</u>
279 +	A	93%
270	A-	90%
261	B+	87%
249	B	83%
240	B-	80%
231	C+	77%
210	C	70%
180	D	60%
Below 180	F	

I sincerely hope that you find this subject to be interesting and enjoy this psychology course. It is my goal for each of you to successfully learn in this class, as well as, think critically about issues related to Psychology. Please feel free to contact me at any time during the semester in class, during office hours, by phone or email with any questions.

Helpful Tips for Success

How can I succeed in this class?

1. Read the syllabus!
2. Arrive on time to class...all the time.
3. Come to class with a good attitude...(or stay home)
4. Come to class prepared and ready to participate.
5. Ask questions and get involved.
6. Complete all assignments on time
7. Take responsibility for your performance...please spare me the excuses.
8. Take advantage of the extra credit opportunities.
9. Attend office hours if you are having trouble
10. Be proactive...don't wait until the end of semester

Professor Jennings' top 10 questions NOT to ask!

1. I wasn't here last class...Did I miss anything?
2. Do you have a stapler I can borrow?
3. Can you bring the handouts that I missed to class?
4. I forgot to take the test...can I have a make-up?
5. Are the exam questions HARD...are you trying to trick us?
6. Do we need to cite our sources?
7. When are your office hours?
8. Where is your office?
9. Do I have to buy the book?
10. Can I have an extension?

Top Faculty Pet Peeves

1. Arriving to class late (and especially making a big entrance), and worse, making a habit of it.
2. Shuffling papers, putting books away, and other "end-of-class" behaviors before the professor has ended class.
3. Allowing your cell phone to ring or texting in class.
4. Holding a private discussion with someone during class.
5. Sleeping during class.
6. Asking inane or off-topic questions.
7. Telling the professor you went to his/her office for help, but that he/she is never there.
8. Claiming you did not know an assignment was due, that there was a test, or any other class work that is clearly identified on the class calendar or syllabus.
9. Not completing the assigned reading before class.
10. Complaining about the workload in class, stating "you know, this isn't the only class I'm taking."

Course Schedule

August 31 st	Ch.1	Welcome and course overview
September 2 nd	Ch. 1	Introduction-What is Psychology?
September 7 th	Ch. 1	Research Methods
September 9 th	Ch. 1	Research Methods
September 14 th	Ch. 2	Neuroscience and Biological Foundations
September 16 th	Ch. 2	Neuroscience and Biological Foundations
September 21 st	Ch. 2	Neuroscience and Biological Foundations
September 23 rd	Ch. 2	Neuroscience and Biological Foundations
September 28 th	Ch. 6	Learning
September 30 th	Ch. 6	Learning
October 5 th	Ch. 6	Learning
Exam 1 (Ch. 1,2 &6) available in the testing center: Thursday 10/7-10/14		
October 7 th	Ch. 7	Memory
October 12 th	Ch. 7	Memory
October 14 th	Ch. 7	Memory
October 19 th	Ch. 7	Life Span Development I
October 21 st	Ch. 9	Life Span Development I
October 26 th	Ch. 9	Life Span Development I
October 28 th	Ch. 10	Life Span Development II
November 2 nd	Ch. 12	Personality
November 4 th	Ch. 12	Personality
Exam 2 (Ch. 7, 9 & 10) available in the testing center: Thursday 11/4-Thursday 11/11		
November 9 th	Ch.12	Psychological disorders
November 11 th	Ch. 11	Psychological disorders
November 16 th	Ch. 11	Psychological disorders
November 18 th	Ch. 15	Social Psychology
November 23 rd	Ch. 15	Social Psychology (follows Thursday schedule)
Exam 3 (Ch. 11, 12 and 15) available in the testing center: Thursday 12/2 – Thursday 12/9		
November 25 th	////	Thanksgiving Recess- No class!
November 30 th	Ch. 5	Consciousness
December 2 nd	Ch. 5	Consciousness
December 7 th	Ch. 4	Sensation and Perception
December 9 th	Ch. 4	Sensation and Perception
Final Exam (cumulative All course chapters) available in the testing center: 12/16-12/20		
December 14 th	Final class meeting!! Return of exam scores and graded assignments.	

Introduction to Psychology (PSY 101)
Hollywood Film Critique Assignment
Professor Jennings

An “A” level paper will receive 20-25 points:

The student provides a comprehensive psychological evaluation the selected film. A synthesis of course knowledge and film review is displayed. In this review the student correctly identifies the psychological disorder by providing a detailed description to support the accuracy of the diagnosis. The student successfully examines the features of the disorder and the accuracy of the disorder in terms of presentation to the audience by the actor. The student thoughtfully evaluates the film and identifies any inaccuracies and/or misconceptions of the disorder in the movie. All additional film-specific questions are comprehensively addressed. The paper has less than two spelling errors, is grammatically correct and clearly written.

A “B” level paper will receive 16-19 points:

The student provides a less comprehensive psychological evaluation of the selected film. The student correctly identifies the psychological disorder presented in the film, but does not provided a detailed description of the disorder and/or does not provide characteristics displayed by the character. The student provides an evaluation of the film. The student evaluates the film and identifies some inaccuracies and/or misconceptions of the disorder in the movie. Additional film-specific questions are addressed, but paper lacks complete answers to provided questions. The paper has less than four spelling errors, is grammatically correct and clearly written.

A “C” level paper will receive 11-15 points:

The student submits a paper that meets the requirements of the assignment. Students provided a review of the film, but may not have discussed the film from a psychological perspective. Paper may not have accurately identified the psychological disorder and/or provided evidence to support this disorder. Questions not fully answered which limited to detailed information necessary for thorough review. Paper did not provide a synthesis of course material with the film content. The student has done a satisfactory job with the assignment, but the paper is not as clearly written as an “A” or “B” level paper.

A “D” level paper will receive 6-10 points:

The student provided an unacceptable or irrelevant review of the film. Student did not demonstrate knowledge of the psychological disorder. Paper did not identify the psychological disorder and/or discuss the features of this disorder. Film-specific questions were not answered which limited to detailed information necessary for thorough review. The paper is poorly written and/or contains many grammatical errors.

An “F” level paper will receive 0-5 points

Class Facilitator Activity (20 Points)

1 = poor; 5 = excellent

Category	4	3	2	1
Quality of content	<i>Information clearly relates to the main topic and adds new concepts, information. It includes several supporting details and/or examples</i>	<i>Information clearly relates to the main topic. It provides at least 1 supporting detail or example</i>	<i>Information clearly relates to the main topic. No details and/or examples are given</i>	<i>Information has little or nothing to do with the main topic or simply restates the main concept</i>
Resources used in presentation	<i>Consistently provides resources in addition to the textbook. Supplemental resources included primary resources.</i>	<i>Occasionally provides resources in addition to the textbook. Resources provided are limited to secondary sources.</i>	<i>Provides resources that are limited to the textbook.</i>	<i>Does not provide Resources, information limited to personal belief</i>
Organization of material	<i>Discussion is extremely well organized. Information is presented in a manner that is very clear and organized</i> <i>Student presents information in logical, interesting sequence which audience can follow.</i>	<i>Generally well organized. Student introduces the purpose of the presentation clearly.</i> <i>Most information presented in logical sequence; A few minor points may be confusing</i>	<i>Discussion is Somewhat organized. Student introduces the purpose of the presentation</i> <i>Student jumps around topics. Several points are confusing.</i>	<i>Discussion has poor or non-existent organization.</i> <i>Student does not clearly introduce the purpose of the presentation</i> <i>Presentation is choppy and disjointed; no apparent logical order of presentation</i>
Knowledge and preparation of presenter	<i>It was clear that the presenter researched the topic and could speak about it in detail. Presenter could accurately</i>	<i>The presenter could discuss some details of the topic. Information provided exceeded basic textbook information, but was not as in depth as</i>	<i>The presenter had limited knowledge of the topic. Most of information provided was expansion of textbook definition</i>	<i>The presenter could not provide any information about the topic in detail. Information was limited to a definition. Could not respond to questions on topic.</i>
Use of Communication Aids (e.g., Transparencies, Slides, Posters, Handouts, Computer-Generated Materials)	<i>Graphics are designed reinforce presentation thesis and maximize audience understanding; use of media is varied and appropriate with media not being added simply for the sake of use.</i>	<i>While graphics relate and aid presentation thesis, these media are not as varied and not as well connected to presentation thesis.</i> <i>Appropriate information is prepared. Some material is not supported by visual aids.</i>	<i>Occasional use of graphics that rarely support presentation thesis</i> <i>Communication aids are poorly prepared or used inappropriately. Too much information is included. Unimportant material is highlighted.</i>	<i>Student uses unnecessary graphics, no graphics, or graphics that are so poorly prepared that they detract from the presentation.</i>

ONE MORE THING!

What to do if class is cancelled

In the event that class is cancelled you will be required to watch a video on a topic related to a current psychological concept. These are streaming videos can be accessed through **Annenberg CPB Videos**. This website is an archive of streaming videos that are “on demand” so students can watch from any computer with an internet connection.

This is a free service that requires registration before accessing the video archives. Follow the link below to register. If class is cancelled I will send a class-wide email through the MCCC email system to notify students of the cancellation. In this email I will provide the link and/or title of the required video. A class discussion will occur in the following class and this information will appear on the next exam.

http://www.learner.org/view_programs/view_programs.html

And, of course, ENJOY the day off ☺

Please cut and staple the “late pass” to the late assignment before
turning in your one late assignment

<p>PSY 101</p> <p>Introduction to Psychology</p>	<p>LATE PASS</p> <p>Name: _____</p> <p>Assignment: _____</p> <p>Original Assignment Due Date: _____</p> <p>Date submitted: _____</p>
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