



PSY 101- Introduction to Psychology
Mercer County Community College
Fall 2011

Professor Heather Jennings

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Tuesday 1:00-2:00 pm (WW)

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Required Textbook:

King, Laura (2011). *The Science of Psychology: An Appreciative View* (2nd edition).

New York: McGraw-Hill. ISBN-13: 9780073532066

Textbook website: <http://connect.mcgraw-hill.com/>

Books that Can Really Help You!

- Perrin, R. (2004). *Pocket guide to APA style*. New York: Houghton Mifflin Company
- *American Psychological Association Publication Manual*, Sixth Edition. (2010).
- Gelfand, H., Walker, C., American Psychological Association. (2001). *Mastering APA Style: Student's Workbook and Training Guide*.

Welcome to Psychology 101!

This class will provide you with the basic principles of psychology. 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

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.

Texting Policy:

As a student in this class you are expected to maintain college-level etiquette, which includes respectful conduct inside and outside the classroom. Texting or use of phone during this class will not be tolerated by any student, there are NO exceptions. Should any student violate this policy the following penalties will be enforced:

1. The first time you are seen texting in class **20 points** will be taken from your final grade.
2. If you are seen texting a second time **50 points** will be taken from your final grade.
3. If you are seen texting a third time **you will be dropped** from the course

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.

Online Quizzes via *Connect* (100 points)

Each student will be required to register and use Connect, which accompanies the course text book. Connect is an all-digital learning platform for students in higher education. This program is designed for students to connect with the course material through engaging, interactive content for more effective learning. You will be assigned various activities throughout the semester. Each graded activity will have a due date. Once the deadline has passed, you will not be able to earn points for that assignment. You are responsible for logging into the following your online class section (provided below) and completing the provided assignments.

Tuesday/Thursday 9:00 am (Reference # 96770)

http://connect.mcgraw-hill.com/class/h_jennings_tues_thurs_900_am_ww

Saturday 9:00 am (Reference # 96929)

http://connect.mcgraw-hill.com/class/h_jennings_fall_sat_jkc

Reflection Journals (25 points)

Each student will be required to submit 5 short (1-1/2 page) 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.

Instructions for writing assignments:

- Your answers must combine personal experience/opinion **and** class material.
- In every answer you MUST cite the textbook. Material cited must be paraphrased, not quoted.
- You must cite your sources in the body of the paper (in-text citation) and in a corresponding reference page.
- The reference page must be its own separate page.
- All sources must be cited using APA format (MLA format is not permitted).
- Each answer must be typed and 1-2 pages (double-spaced, 12-point font, 1-inch margins).

REFLECTION QUESTION ANSWERS: EACH WORTH A MAXIMUM OF 10 POINTS

Quality of Answer	
3 points	Answer nicely addressed question asked incorporated personal opinion and class material (class material supports/justifies personal opinion); Class material discussed accurately
2 points	Answer adequately addressed question asked incorporated personal opinion and class material (class material supports/justifies personal opinion); Flaws in the discussion of class material
1 point	Attempted to answer the question asked but the personal opinion was not adequately explained by class material; Flaws in the discussion of class material.
0 points	Answer addressed the question asked but the personal opinion discussed was not supported/justified by class material or Answer did not address the question asked
In-Text Citations – References In the Body of the Paper	
1 point	Paraphrased and correctly cited sources(in APA format) with body of the paper
0 points	Paraphrased both sources but incorrectly cited source(s) within body of the paper or directly quoted and/or incorrectly cited the source(s)
APA Format – Reference Page	
1 point	Correct APA citation of sources
0 point	Incorrect APA citation; more than one mistake or no reference page provided

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 where your class meets.** The Testing Center is located at the West Windsor campus in LB 209 and at JKC in KC 311. 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

An **optional final exam** will be available at the end of the semester. This exam will replace a low or missed test grade. This exam will be cumulative and available at the testing center.

West Windsor Campus

Fall and Spring Semesters		tests collected
Monday - Thursday	9 a.m. - 7:30 p.m.	8:45 p.m.
Friday	closed	3:45 p.m.
Saturday	9 a.m. - 2:30 p.m.	1:45 p.m.
Sunday	closed	

James Kerney Campus

Fall and Spring Semesters		tests collected
Monday – Thursday	10 a.m. - 9 p.m.	8:45 p.m.
Friday	10 a.m. - 4 p.m.	3:45 p.m.
Saturday	9 a.m. - 2 p.m.	1:45 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.

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)
 - 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)
- 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: (10 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.

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.

This paper can be submitted at any time during the semester however, it **MUST** be submitted by December 6th. 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
Online Quizzes via <i>Connect</i>	100	
Exam 1	50	
Exam 2	50	
Exam 3	50	
Reflection Journals	25	
Film critique	25	
Extra Credit Assignments	Possible Points	Earned Points
Final Exam (Optional)	50	
Total Flashcards	4-12	
Journal Article Review	10	
Attendance Bonus	2 or 4	
Total Points:	300	Total Earned Points:

The final grades can be computed as follows:

Points	Letter Grade	Percentage
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.

Course Schedule

August 30 th	----	Welcome, Course Overview & Introduction
September 1 st	Ch. 1	What is Psychology?
September 6 th	Ch. 2	Psychology's Scientific Method Reflection #1 Due today
September 8 th	Ch. 2	Psychology's Scientific Method
September 13 th	Ch.3	Biological Foundations of Behavior
September 15 th	Ch.3	Biological Foundations of Behavior Reflection journal #2 Due today
September 20 th	Ch.3	Biological Foundations of Behavior
September 22 nd	Ch.3	Biological Foundations of Behavior
September 27 th	Ch. 6	Learning
September 29 th	Ch. 6	Learning Reflection journal #3 Due today
October 4 th	Ch. 6	Learning
Exam 1 (Ch. 1, 2, 3 & 6) available in the testing center: Tuesday 10/11-Tuesday 10/18		
October 6 th	Ch. 7	Memory
October 11 th	Ch. 7	Memory
October 13 th	Ch. 7	Memory
October 18 th	Ch. 9	Human Development
October 20 th	Ch. 9	Human Development
October 25 th	Ch. 9	Human Development Reflection journal #4 Due today
October 27 th	Ch. 9	Human Development
November 1 st	Ch. 12	Personality
November 3 rd	Ch. 12	Personality
Exam 2 (Ch. 7, 9 & 12) available in the testing center: Tuesday 11/8- Tuesday 11/15		
November 8 th	Ch. 15	Psychological disorders
November 10 th	Ch. 15	Psychological disorders Reflection journal #5 Due today
November 15 th	Ch. 15	Psychological disorders
November 17 th	Ch. 13	Social Psychology
November 22 nd (Thursday schedule)	Ch. 13	Social Psychology Reflection journal #6 due today
November 24 th		THANKSGIVING RECESS- NO CLASSES 11/24-27 th
November 29 th	Ch. 5	States of Consciousness
December 1 st	Ch. 5	States of Consciousness Reflection journal #7 Due today
December 6 th	Ch. 4	Sensation and Perception
December 8 th	Ch. 4	Sensation and Perception Reflection journal #8 Due today
Exam 3 (Ch. 4, 5, 13 & 15) available in the testing center: Tuesday 12/6- Tuesday 12/13		
December 13 th	Final class meeting!! Return of exam scores and graded assignments.	
Optional Final Exam (All course chapters) available in the testing center: Tuesday 12/6- Wednesday 12/14		

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Reflection Journal Due Dates

One of the course objectives is the ability to apply psychological concepts to your own life. In order to encourage you to see the connections, you will be required to submit five (5) out of eight possible reflection journals. Each journal must incorporate your personal opinion/experience and its relation to class material. To reference to material that you are reflecting upon, APA format should be used as you cite information. Keep in mind that this assignment is not a research paper that should be filled with various citations, but a simple reference to the material when appropriate. This will allow you to practice APA style and the synthesis of your thoughts with psychological content.

Remember this is a reflective process in which you should think about how that topic impacts your life. You can also reflect upon any questions or challenges you had while learning the material. By reflecting on what you have learned, you can track the progress you've made. There is no specific question I am expecting you to answer. This is a self-guided process in which you are authoring. Write about an area that was significant or challenging to you. This experience will also allow you, as the learner, to notice the gaps in your knowledge and skills. Each journal entry will be worth 5 points.

Please include the assignment number at the top of each paper you submit to ensure your scores are recorded accurately!

Assignment Number	Due Date:	Chapter and/or Topic:
Reflection #1	September 6 th	Ch.1 What is Psychology or Ch.2 Research in Psychology
Reflection #2	September 15 th	Ch. 3 Biological Foundations of Behavior
Reflection #3	September 29 th	Ch. 6 Learning or Ch. 7 Memory
Reflection #4	October 25 th	Ch. 9 Human Development
Reflection #5	November 10 th	Ch. 12 Personality or Ch.15 Psychological Disorders
Reflection #6	November 22 nd	Ch.13 Social psychology
Reflection #7	December 1 st	Ch.4 Sensation and Perception or Ch. 5 States of Consciousness
Reflection #8	December 8 th	Final reflections on your learning

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 of 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 provide 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

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 to get involved!

The Top Ten Questions You Shouldn't Ask Professor Jennings!

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.
- Complaining about the workload in class, stating "you know, this isn't the only class I'm taking."

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 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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