



PSY 101- Introduction to Psychology  
Mercer County Community College  
Fall 2012

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**Required Textbook:**

Meyers, David (2011). *Exploring Psychology, Eighth Edition, In Modules*. Worth Publishers

**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](mailto: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 PsychPortal (200 points)**

Each student will be required to register and use PsychPortal which accompanies the course text book. PsychPortal 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 and completing the provided assignments.

### **Reflection Journals (80 points)**

It is crucial in any college-level course, such as this, that students understand how to process the class material in a meaningful way and express, through writing, their critical thinking. In an effort to encourage you to think about psychological topics, you will be required to submit reflection journals. The purpose of this assignment is to process the material and write about what you **THINK**. What you, as a college student, should do in this activity is write about your thoughts, feelings, and experiences with the information you want to discuss and synthesize those personal thoughts with the course material.

Each student will be required to submit **8 reflection journals** each worth 10 points this semester. 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. 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. These reflection postings will allow you the opportunity to integrate your thoughts and opinions with the course material, which is a very valuable skill you need to develop in college. You must include all of the required elements in each reflection to earn full credit. 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.

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.
- How your learning in this course is related to what you're learning in other ways.
- How this material supported or disproved a personal opinion.
- Each time you write your reflective journal, think back over everything you've done since the last time. These journals should be a reflection of you...what concepts did you find most interesting? 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.

**Your reflection journals SHOULD NOT be:**

**-Book reports.** 6th grade is over! You should not be writing book reports on any topic in college! The biggest mistake students make with this assignment is submitting a three paragraph book report which includes every definition they can find about the topic. I already know the definitions....I want to know what YOU think about those topics.

**-Personal stories.** This assignment required you to understand the material enough to personally reflect on it, but it is not limited to your personal thoughts, opinions or anecdotal stories. You MUST integrate the course material into your journaling. This also means you must cite information from the textbook into each entry.

**(REQUIRED) Instructions for writing assignments:**

- Your answers **MUST** combine personal experience/opinion and class material.
- In every reflection you **MUST** cite the textbook. Material cited must be paraphrased, not quoted. There should be no less than three citations per journal. Direct quotes will result in a loss of 1 point per quote.
- You must cite your sources in the body of the paper (in-text citation) and in a corresponding reference at the end of the reflection using APA format (MLA format is not permitted).
- Please include the assignment number at the top of each paper you submit to ensure your scores are recorded accurately!

**Hollywood Film Critique- (20 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 ONE 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 1<sup>st</sup>, you can submit the assignment on October 2<sup>nd</sup> 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](http://www.mccc.edu/student_library_online.shtml). In addition to those provided below, you may select any scholarly article from a peer-reviewed psychological journal for this assignment.

### 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 6<sup>th</sup>. 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"><li>▪ What were the researchers interested in?</li><li>▪ What research question(s) were they trying to answer?</li></ul>
2 points	<ul style="list-style-type: none"><li>▪ Who participated in their research? Describe the characteristics of the participants. Where did they get their participants from?</li></ul>
2 points	<ul style="list-style-type: none"><li>▪ How was the research conducted (describe what the researchers did)?</li><li>▪ 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?</li><li>▪ If it was an experiment, what variables were manipulated? What variables were measured, recorded or observed?</li></ul>
2 points	<ul style="list-style-type: none"><li>▪ What did the researchers find? What were the results?</li><li>▪ What conclusions do the researchers make?</li></ul>
2 point	<ul style="list-style-type: none"><li>▪ Correct APA citation of the article</li></ul>

### 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.

### Keep track of your Reflection Journal Scores:

	Possible Points	Earned Points
Reflection Journal 1	10	
Reflection Journal 2	10	
Reflection Journal 3	10	
Reflection Journal 4	10	
Reflection Journal 5	10	
Reflection Journal 6	10	
Reflection Journal 7	10	
Reflection Journal 8	10	
	<b>Total Points</b>	

Required Assignments	Possible Points	Earned Points
Total Online Activities via PsychPortal	200	
Total Reflection Journals	80	
Film critique	20	
Extra Credit Assignments	Possible Points	Earned Points
Final Exam (Optional)	50	
Total Flashcards	4-12	
Journal Article Review	10	
Attendance Bonus	2 or 4	
<b>Total Points:</b>	<b>300</b>	<b>Total Earned Points:</b>

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 28 <sup>th</sup>	----	Welcome, Course Overview & Introduction
September 4 <sup>th</sup>	Module 1	The History and Scope of Psychology
September 6 <sup>th</sup>	Module 2	Research Strategies: How Psychologists Answer Questions
September 11 <sup>th</sup>	Module 2	Research Strategies: How Psychologists Answer Questions <b>Reflection #1 Due today</b>
September 13 <sup>th</sup>	Module 3	The Biology of the Mind: Neural and Hormonal Systems
September 18 <sup>th</sup>	Module 3	The Biology of the Mind: Neural and Hormonal Systems <b>Reflection #2 Due today</b>
September 20 <sup>th</sup>	Module 4	The Biology of the Mind: The Brain
September 25 <sup>th</sup>	Module 4	The Biology of the Mind: The Brain <b>Reflection #3 Due today</b>
September 27 <sup>th</sup>	Module 7	Consciousness: Drugs Consciousness: Dual processing, Sleep and Dreams <b>Reflection #4 Due today</b>
	Module 5	
October 2 <sup>nd</sup>	Module 17	Learning: Classical Conditioning
October 4 <sup>th</sup>	Module 17	Learning: Classical Conditioning
October 9 <sup>th</sup>	Module 18	Learning: Operant Conditioning
October 11 <sup>th</sup>	Module 18	Learning: Operant Conditioning <b>Reflection #5 Due today</b>
October 16 <sup>th</sup>	Module 20	Memory: Information Processing
October 18 <sup>th</sup>	Module 20	Memory: Information Processing
October 23 <sup>rd</sup>	Module 20	Memory: Forgetting, Memory Construction, and Improving Memory <b>Reflection #6 Due today</b>
October 25 <sup>th</sup>	Module 10	Developing Through the Life Span: Prenatal Development and the Newborn
October 30 <sup>th</sup>	Module 11	Developing Through the Life Span: Social Development
November 1 <sup>st</sup>	Module 11	Developing Through the Life Span: Cognitive Development <b>Reflection #7 Due today</b>
November 6 <sup>th</sup>	Module 30	Personality: Classic Perspectives on Personality
November 8 <sup>th</sup>	Module 31	Personality: Contemporary Perspectives on Personality <b>Reflection #8 Due today</b>
November 13 <sup>th</sup>	Module 32	Psychological disorders: Basic Concepts and Mood Disorders
November 15 <sup>th</sup>	Module 33	Psychological Disorders: Schizophrenia
November 20 <sup>th</sup> (Thursday Schedule)	Module 34	Psychological Disorders: Other Disorders <b>Reflection #9 Due today</b>
November 22 <sup>nd</sup>		<b>THANKSGIVING RECESS- NO CLASSES 11/22-25<sup>th</sup></b>
November 27 <sup>th</sup>	Module 37	Social Psychology: Social Thinking
November 29 <sup>th</sup>	Module 38	Social Psychology: Social Influence <b>Reflection #10 due today</b>
December 4 <sup>th</sup>	Module 14	Sensation and Perception: Basic Concepts and Vision
December 6 <sup>th</sup>	Module 16	Sensation and Perception: Perceptual Organization and Interpretation <b>Reflection #11 Due today</b>
December 11 <sup>th</sup>	Final class meeting!! Return of graded assignments.	

## Hollywood Film Critique Assignment Grading Rubric Professor Jennings

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### **An “A” level paper will receive 17-20 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 13-16 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 9-12 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 5-8 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 0-4 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?

**ONE MORE THING!**  
**What to do if class is cancelled**

In the event that class is cancelled you will be assigned an activity through our PsychPortal course page. If class is cancelled I will send a class-wide email through the MCCC email system, as well as through PsychPortal, to notify students of the cancellation. A new assignment will appear in your assignment page with instructions.

And, of course, ENJOY the day off ☺