



PSY 101- Introduction to Psychology
Mercer County Community College
Spring 2014

Heather Jennings, Ph.D.

Email: jenninh@mccc.edu

Phone: 609-586-4800 ext.3450

Office: LA 132

Office Hours: Tuesday and Thursday 1-2:30 pm, Friday 12-1:00 pm and by appointment

Webpage: www.mccc.edu/~jenninh

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.

It will be the student's responsibility to arrange an accommodation. If you are a student with a disability or special need, please advise me 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 (100 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 our online class section and completing the provided assignments located in the *ASSIGNMENT CENTER*.

| PSYCH PORTAL Assignments | | Deadline |
|---------------------------------|---|-----------------|
| Topic 1: Modules 1-2 | The History and Scope of Psychology and Research Strategies: How Psychologists Answer Questions | 2/03 |
| Topic 2: Modules 3-4 | The Biology of Mind | 2/17 |
| Topic 3: Modules 5-7 | Consciousness and the Two-Track Mind | 2/24 |
| Topic 4: Modules 17-19 | Learning | 3/10 |
| Topic 5: Modules 20-21 | Memory | 3/03 |
| Topic 6: Modules 10-13 | Development | 3/26 |
| Topic 7: Modules 30-31 | Personality | 4/16 |
| Topic 8: Modules 32-34 | Psychological Disorders | 4/28 |
| Topic 9: Modules 37-39 | Social Psychology | 5/05 |
| Topic 10: Modules 14 and 16 | Sensation and Perception | 5/07 |

Reflection Journals (30 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 **3 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. 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 synthesize of your personal thoughts with psychological content and practice APA style

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 the material is relevant to your personal life or past/future experiences. Did you learn something that will shape your behavior outside of this class?
- 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!
- ALL papers must be at least 1 ½ pages in length and be **STAPLED**. Unstapled papers will not be accepted.

Reflection Journal Assignment

Each reflection journal has an assigned topic. You may select from the following topics and write about any are covered within that topic. Please be sure to write the correct assignment number on the top of your paper for every journal. Each assignment has a due date listed on the course schedule. **You MUST submit three (3) reflection journals** for the course; you decide which topics to submit from the choices below. Papers must be submitted by deadline listed on course calendar.

| Assignment # | Module | Topic |
|--------------|-----------|---|
| Reflection 1 | Module 2 | Research Strategies: How Psychologists Answer Questions |
| Reflection 2 | Module 4 | The Biology of the Mind: The Brain |
| Reflection 3 | Module 18 | Learning: Observational Learning |
| Reflection 4 | Module 20 | Memory: Forgetting, Memory Construction, and Improving Memory |
| Reflection 5 | Module 32 | Psychological disorders: Basic Concepts and Mood Disorders |
| Reflection 6 | Module 38 | Social Psychology: Social Influence |

Exams

Your final grade will be based, in part, on **THREE** 50 question multiple-choice/true-false exams, each question worth 1 point. All exams will be administered in class on designated testing days provided in the course schedule (See below). It is the student's responsibility to take the exam on time. Make-up exams are not an option in this course.

- Should you miss an exam, you will have the option of taking **EXAM 4**, a cumulative final exam, which will replace your lowest exam grade. Exam 4 will be available during the final exam period.

Textbook Quizzes (20 points)

Throughout the semester there will be weekly in-class quizzes which test your knowledge of the assigned chapter readings. These quizzes will be at the start of class and consist of 1 question related the course material that should be covered in your weekly reading. There will be twenty-five (25) quizzes available this semester, five can be used as extra credit. Please be sure to arrive on time, if not early, to class so you can complete these quizzes. If you are late to class and miss the quiz, you cannot make it up.

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" which was sent to your Mercer email account on the first day of class. 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. 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.

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 no later than May 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 |

Psych Portal Assignments

Within each topic, there are extra credit assignments that you can complete for extra credit. Each assignment is worth between 1-4 points. These assignments must be completed by the topic deadline to earn the extra credit. Check the psych portal *ASSIGNMENT CENTER* for more details.

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 |
|---|-----------------|-----------------------------|
| Total Online Activities via PsychPortal | 100 | |
| Total Reflection Journals | 30 | |
| Textbook quizzes | 20 | |
| Exam 1 | 50 | |
| Exam 2 | 50 | |
| Exam 3 | 50 | |
| | | |
| Extra Credit Assignments | Possible Points | Earned Points |
| Exam 4 (OPTIONAL Final Exam) | 50 | |
| Total Flashcards | 4-12 | |
| Journal Article Review | 10 | |
| Additional Psych portal assignments | 30 | |
| Attendance Bonus | 2 or 4 | |
| Total Points: | 300 | Total Earned Points: |

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 | |

Helpful Tips for Success

Student success is not given at the end of the semester as a letter grade, begins on the first day of the semester and earned through persistence. Will you be successful in this class? Each semester many students register for this class and fail...why? Mostly because they did not come to class understanding what it takes to succeed. High school is over...you will not pass this class just by showing up, it will take effort. YOU must care about your success in this class from the very beginning.

How can I succeed in this class?

1. Read the syllabus!!
2. Read the syllabus!!
3. Take responsibility for your performance. YOU will determine your success in this class, not me.
4. Come to class with a good attitude...(or stay home)
5. Come to class on time, prepared and ready to participate.
6. Ask questions and get involved.
7. Complete all assignments on time
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!

Advice from my former PSY 101 Students

Read the syllabus!

Don't save everything for the last minute!

Pay attention in class...it helps a lot!

Keep track of everything that is due to succeed in this class!

Do the Psych Portal assignments- it makes a difference!

Come to class

Learn to manage your time

Do ALL of the extra credit!

The following are behaviors and attitudes not associated with successful college students. I encourage questions of all kinds, both inside and outside of the class, but the following are exceptions. None of your Professors enjoy questions such as these, don't be that student 😊

| The Top Ten Questions You Shouldn't Ask Professor Jennings! | Top Ten Answers You will Receive if you do: |
|--|--|
| 1. I wasn't here last class...Did I miss anything important? | No, we waited for to show and when you didn't we all left. |
| 2. When are your office hours? | Read the Syllabus |
| 3. Where is your office? | Read the Syllabus |
| 4. What chapters are on the exam(s)? | Read the Syllabus |
| 5. When is that paper due? | Read the Syllabus |
| 6. Do you have a stapler I can borrow? | No. |
| 7. Are the exam questions HARD...are you trying to trick us? | No. |
| 8. I forgot to take the test...can I have a make-up? | No, take the optional final at the end of the semester. |
| 9. Do I have to buy the book? | No, but you are setting yourself up for failure if you do not have all the course materials. |
| 10. Do we really need to cite our sources? | No, you are special. Everyone else must cite, except for you. Of course you need to cite your sources! |

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

| | | | |
|---------------------------|----------------------|---|--------------------------------|
| January 21 st | ---- | Welcome, Course Overview & Introduction | |
| January 23 rd | Module 1 | The History and Scope of Psychology | |
| January 28 th | Module 2 | Research Strategies: How Psychologists Answer Questions | |
| January 30 th | Module 2 | Research Strategies: How Psychologists Answer Questions | Reflection #1 Due today |
| February 4 th | Module 3 | The Biology of the Mind: Neural and Hormonal Systems | |
| February 6 th | Module 3 | The Biology of the Mind: Neural and Hormonal Systems | |
| February 11 th | Module 4 | The Biology of the Mind: The Brain | |
| February 13 th | Module 4 | The Biology of the Mind: The Brain | Reflection #2 Due today |
| February 18 th | Module 5 | Consciousness: Dual processing, Sleep and Dreams | |
| February 20 th | Exam 1 | Modules 1-5 | |
| February 25 th | Module 17 | Learning: Classical Conditioning | |
| February 27 th | Module 17 | Learning: Classical Conditioning | |
| March 4 th | Module 18 | Learning: Operant Conditioning | |
| March 6 th | Module 19 | Learning: Observational Learning | Reflection #3 Due today |
| March 11 ^h | Module 20 | Memory: Information Processing | |
| March 13 th | Module 20 | Memory: Information Processing | |
| March 18-24 th | SPRING BREAK! |  NO CLASSES!  | |
| March 25 th | Module 21 | Memory: Forgetting, Memory Construction, and Improving Memory | Reflection #4 Due today |
| March 27 th | Module 10 | Developing Through the Life Span: Prenatal Development and the Newborn | |
| April 1 st | Module 11 | Developing Through the Life Span: Social Development | |
| April 3 rd | Module 11 | Developing Through the Life Span: Cognitive Development | |
| April 8 th | Exam 2 | Modules 17-18, 20-21, and 10-11 | |
| April 10 th | Module 30 | Personality: Classic Perspectives on Personality | |
| April 15 th | Module 31 | Personality: Contemporary Perspectives on Personality | |
| April 17 th | Module 32 | Psychological disorders: Basic Concepts and Mood Disorders | |
| April 22 nd | Module 33 | Psychological Disorders: Schizophrenia | Reflection #5 Due today |
| April 24 th | Module 34 | Psychological Disorders: Other Disorders | |
| April 29 th | Module 37 | Social Psychology: Social Thinking | |
| May 1 st | Module 38 | Social Psychology: Social Influence | Reflection #6 Due today |
| May 6 th | Module 14 and 16 | Sensation and Perception: Basic Concepts and Vision; Perceptual Organization and Interpretation | |
| May 8 th | Exam 3 | Modules 30-34, 37-38, 14 and 16 Final class meeting!! Return of graded assignments. | |