**JOHN JAY COLLEGE OF CRIMINAL JUSTICE**

**City University of New York**

**524 West 59th St, New York, 10019**

**PSY 101-01 [42251]: Introduction to Psychology**

**Instructor: Melanie Fessinger**

**Email: mfessinger@jjay.cuny.edu**

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| **Quick Reference Information** |
| **Class Meetings:** | Mondays and Wednesdays 8:00am – 9:15am (TBA).  |
| **Office Hours:**  | Mondays 9:15am-10:15am in my office (NB 10.63.25) or by appointment.  |
| **Required Textbook:**  | Grose-Fifer (2018). Introduction to Psychology: A Textbook for PSY101. Open access and available from: https://tinyurl.com/p7aartvk.  |
| **Supplemental Textbook:**  | Hock, R. R. (2013). Forty studies that changed psychology: Explorations into the history of psychological research (7th Edition). New York, NY: Pearson. ISBN: 0205918395.  |

## **BASIC COURSE INFORMATION**

## **Course Description**

This course is a survey of the scientific study of the mind and behavior. Topics to be covered include research methods and applications in psychology’s major areas of study: thought, memory, learning, perception, personality, social processes, human development, psychological disorders, and the biological bases of behavior.

## **Course Structure**

This course will meet twice per week in person unless otherwise announced. I strongly urge students to attend all class sessions because I will cover topics in more depth than the textbook and I will provide practice examples that are not otherwise available. If you miss a class session, I recommend you borrow notes from a classmate to learn about what you missed.

## **Course Objectives**

Students should be able to define psychology; describe major sub-fields in psychology (e.g., social, cognitive, developmental, clinical, forensic) and differentiate between major psychological perspectives; demonstrate a basic knowledge of the history of psychology, research methods (e.g., advantages and disadvantages of various scientific research methods), and applications and careers in psychology. Students will also demonstrate the ability to assimilate information relating to psychology from a variety of sources; demonstrate the ability to think critically in their approach to psychological topics in a writing assignment; demonstrate their ability to reason using evidence to support their conclusions in a writing assignment; demonstrate knowledge of psychological theories and methods; demonstrate knowledge of contextual influences on human behavior and diversity of perspectives, including those related to race, class, gender, sexuality, disability, nationality and culture; and demonstrate knowledge of APA ethical principles and codes of conduct for psychologists.

# **GRADING & ASSIGNMENTS**

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| **Assignments** | **Points** |
| Lecture Questions | 100 |
| Course Activities | 50 |
| Unit Exams | 600 |
| Final Paper | 150 |
| Research Experience | 100 |
| **Total** | **1000**  |

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| **Letter Grade Assignments** |
| **A** | 93.0 - 100.0% | **C** | 73.0 - 77.0% |
| **A-** | 90.0 - 92.9% | **C-** | 70.0 - 72.9% |
| **B+** | 87.1 - 89.9% | **D+** | 67.1 - 69.9% |
| **B** | 83.0 - 87.0% | **D** | 63.0 - 67.0% |
| **B-** | 80.0 - 82.9% | **D-** | 60.0 - 62.9% |
| **C+** | 77.1 - 79.9% | **F** | < 60.0% |

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## **Lecture Questions (10 points each, 100 points total)**

I will randomly administer unannounced lecture questions during class throughout the semester. The lecture questions are intended to motivate students to attend class, arrive on time, pay attention, and complete the assigned readings. Lecture questions will contribute to 10% of your final grade. You will not be allowed to answer lecture questions if you miss class or if you arrive after or leave before the questions have been distributed. However, you will only be graded for 10 sets of lecture questions (out of 12 total) so you can miss up to two sets of lecture questions and still receive full credit.

**Course Activities (10 points each, 50 points total)**

I will assign small activities throughout the course. These activities include occasional short quizzes on important topics or applications of course materials. I will provide detailed instructions for each course activity when I assign them. They will be graded on the accuracy and thoroughness of your responses. They will be due on the date indicated in the course calendar below.

## **Unit Exams (150 points each, 600 points total)**

## There will be four exams throughout the semester which are each worth 150 points. Exams will consist of multiple choice questions. They will not be cumulative. There will be no final exam.

## **Final Paper (150 points)**

## You will select one topic that we covered in the course about which you want to learn more. You will use skills that you have developed throughout the semester to write a 5-page paper (not including title page or references) in which you describe the topic, explain why it interests you, find and summarize a peer-reviewed article in PsycInfo on that topic, and describe a way in which that topic applies to the real world. For example, imagine you decided to write your paper about conformity. You would first describe what conformity is, why conformity interests you, find an article on conformity (e.g., a Milgram study) and describe its methods and findings, and explain a way in which you have observed conformity occur in the real world. I will provide more detailed guidelines for the paper later in the semester. Late submissions will not be accepted.

## **Research Experience (100 points)**

## Psychology, like other sciences, is based on research. Exposure to research is a vital component of this class. John Jay College requires that all PSY101 students complete 20 Research Experience Program (REP) credits which is equivalent to 10 hours of participation. The purpose of this requirement is to provide you with experience with the methods of psychological research. It is best to complete the research requirement early in the semester as there tend to be fewer opportunities later in the semester. All REP credits must be earned by the last day of class: May 16 at 8:00am. Late participation will not be accepted. You can earn REP credits in two ways:

**Option 1: Participate in psychological research**

One way you can earn research experience credits is by volunteering as a participant in psychological research studies. Every thirty minutes of research participation is worth 1 REP credit. Therefore, a total of 10 hours of research participation will give the 20 REP credits required for this course that are worth 100 points toward your course final grade. Note: No more than 10 credits can be earned by participating in online studies. You must also complete half of the required studies (10 credits) during the first half of the semester (i.e., before March 15 at 11:59pm). You will find the studies on the psychology department’s REP website (<http://jjay.sona-systems.com>). If you are under the age of 18, please see me for a consent form that you will need to fill out in order to participate in the research program.

* In the first few weeks of the semester, you will receive an email from the REP coordinator with instructions on how to login. Try your login details early in the semester. Students who can’t log in after accounts are created should email rep@jjay.cuny.edu. You will not be able to login until the REP coordinator creates an account for you.
* If you have issues with SONA, email rep@jjay.cuny.edu. You should use your John Jay email and include your full name, professor name, and class/session number when emailing the REP coordinator. Do not email the REP coordinator about login details in the first few weeks of the semester. It will take a few weeks to sort out students’ usernames and passwords.
* If you find out you cannot make an appointment you have made, please cancel your appointment at least 24 hours in advance.  You may cancel the appointment by visiting the REP web site.
* Researchers are responsible for reporting your participation to me throughout the semester.  However, mistakes do happen.  Therefore, it is in your best interest to keep your own records of the studies in which you have participated (e.g., time and date of participation, name of study, name of researcher).  If there is a discrepancy between your records and the psychology department records, first try to resolve the issue with the experimenter.  If that does not work, you can come to me and I will use your records to investigate the discrepancy.  If you do not keep records of your participation, I cannot guarantee that I will be able to confirm your participation with the researcher.

**Option 2: Summarize psychology research studies**

Another way you can earn REP credits is to summarize research studies presented in the supplemental text *Forty Studies that Changed Psychology*. It is currently in its 7th edition, but you are welcome to use earlier editions. Copies of this book are available on reserve in the library. The book can also be purchased on-line for about $10. The assignment is to pick one of the studies in the book, read it, and prepare a summary of about four typed double-space pages that includes a description of the research problem, the theory being tested, the methodology of the study, the findings or results of the study, and why the study was important for the study of psychology. Each summary should be about four typed double-spaced pages. The papers are intended to take you two hours to complete; so for each paper that adequately summarizes a study, you will receive 4 points. Therefore, a total of 5 papers will give the 20 REP credits required for this course that are worth 100 points toward your course final grade. Papers must be written in your own words (see college policy on plagiarism).

You need to accumulate 20 points of research experience during the course of the semester. This can be done by participating in 10 hours of research (2 credits per hour), summarizing 5 studies (4 credits per paper), or a combination of participation and papers.

# **CLASS POLICIES**

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**Attendance**

I expect students to attend lectures and to learn the material presented in class. I also expect students to arrive on time and to remain throughout the entire class period.

**Diversity and Inclusion**

In an ideal world, science should be objective. However, much of science is historically built on a small subset of privileged voices. Integrating a diverse set of experiences is important for a more comprehensive understanding of science, and we will discuss issues of diversity in psychology during this course. I would like to create a learning environment that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) As a start toward this practice, your classmates and I will make every effort to use your preferred name and pronouns. Also, if anyone (including me) says or does anything in class that makes you feel uncomfortable, please try and talk to me about it. I will also provide opportunities for you to provide anonymous feedback about our classroom climate.

**Late Assignment Policy**

I expect students to submit all work by the deadlines provided. Most assignments cannot be turned in late or made up (i.e., lecture questions, unit exams, research experience). For course activities, I will deduct 10% of your score for each day that an assignment is late (up to a maximum of 50%). Do your best to make sure assignments are turned in on time.

**Email**

Please make sure to regularly check your email. All course emails will be sent to the email address you have listed on Blackboard. You can check which email address that is in your personal information settings that you can find by clicking on your name in the top right corner of Blackboard. Make sure to check this before the start of the semester so that you do not miss important class announcements.

**Incomplete Grades**

It is within my discretion whether to give an Incomplete Grade for this course. Generally, I will only give an incomplete if: 1) you cannot complete the remainder of the course requirements due to an unforeseen circumstance, and 2) you would otherwise get a passing grade if you were to satisfactorily complete the rest of the course requirements. An Incomplete Grade does not allow you to retake the class next semester or redo any assignments you have already turned in. I will follow all CUNY policies regarding incomplete grades.

**Extra Credit**

I will provide a few opportunities for you to earn extra credit points during the term. I will provide more information about the extra credit assignments during the applicable weeks. Extra credit will be due as announced.

**Academic Dishonesty**

I adhere to John Jay’s procedures regarding instances of cheating, plagiarism, and any other form of academic dishonesty as described on page 307 of the Undergraduate Bulletin. I will not accept as an excuse that you were unaware that your behavior constituted plagiarism. Familiarize yourself with the concept of cheating and plagiarism stated in the Undergraduate Bulletin. Plagiarism or other cheating may result in automatic failure in the course. Do not share your assignments or papers with other students in the class. If they copy parts of your assignments or papers, you will both fail the course.

Cheating is “the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include but are not limited to: copying from another student during an exam or allowing another to copy your work, copying from another student on a take home assignment or allowing another student to copy your work, unauthorized collaborating on a take home assignment or examination, using unauthorized notes or electronic devices during a closed book exam, taking an exam for another student, asking or allowing another student to take an exam for you, changing a corrected exam and returning it for more credit, submitting substantial portions of the same paper to two classes without consulting the second instructor, or allowing others to research and write assigned papers, including the use of commercial term paper services.”

John Jay defines plagiarism as “the act of presenting another person’s ideas, research or writings as your own." The following are some examples of plagiarism, but by no means is it an exhaustive list: copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source; presenting another person’s ideas or theories in your own words without acknowledging the source; using information that is not common knowledge without acknowledging the source; failing to acknowledge collaborators on homework and laboratory assignments.

Sanctions for academic dishonesty will range from a zero on the assignment or test in question to failing the entire course. I will report instances of suspected academic dishonesty to the Student Affairs Office. Just avoid cheating and plagiarism at all costs. It is not worth it. I will use SafeAssign to check all submitted assignments for unoriginal content against other assignments from class, across sections, from other semesters, and from the internet.

# **RESOURCES**

**Disabilities/Special Needs Accommodations**

Students with disabilities may be eligible for a reasonable accommodation to enable them to participate fully in courses at John Jay. If you feel you may be in need of an accommodation, please contact the Office of Services for Students with Disabilities at (212) 237-8031 (<http://www.jjay.cuny.edu/johnJay/johnJayDisability.asp>).

**Writing Center**

Make use of John Jay College’s Writing Center if you have any difficulties with college level writing for any reason. I cannot stress enough how important and helpful this resource is to have. Not only is it recommended, it is expected for you to use it if needed. You can make an online appointment at <http://jjcweb.jjay.cuny.edu/writing/Writing%20Center%20Online.htm>.

**Counseling Services**

If you feel that you need counseling and/or emotional support, please contact the Counseling Services Department at (212) 237-8111 (<http://www.jjay.cuny.edu/counseling>).

**Wellness and Student Resources (http://www.jjay.cuny.edu/wellness-resources )**

Students experiencing any personal, medical, financial, or family-related distress, which may affect their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.65 NB). Available resources include Counseling Services, Health Services, Food Bank, and legal and tax aid through Single Stop.

**Lloyd Sealy Library**

The Lloyd Sealy Library provides online resources at no cost to students, including scholarly articles, eBooks, and streaming videos. (See library guide to online resources for options: https://www.lib.jjay.cuny.edu/content/providing-online-resources-students-during-remote-learning). Although books and videos on reserve or on library shelves are not available while the library remains physically closed, librarians are available for virtual reference assistance via email and chat, and they can help students and faculty find alternative resources.

**Health Care (https://www.jjay.cuny.edu/wellness-health-services)**

The Student Health Center is a primary health care facility available to all John Jay students with a valid ID. Most of the services are free of charge.

**Foodbank**

https://www.jjay.cuny.edu/john-jay-food-bank

**Tuition, Financial Aid, Scholarships, Emergency Funding**

http://www.jjay.cuny.edu/tuition-financial-aid

http://www.jjay.cuny.edu/scholarships

https://www.jjay.cuny.edu/emergency-funding

**Resources For Undocumented Students**

http://www.jjay.cuny.edu/undocumentedstudents

**Resources For Students for Whom English Is Their Second Language**

http://www.jjay.cuny.edu/esl-support-services

# **CLASS SCHEDULE**

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| **Week** | **Days** | **Dates** | **Topics** | **Readings** | **Course Activity** |
| **Unit 1: Psychological Building Blocks**  |
| 1 | Wednesday | January 25 | Welcome & Introduction | Syllabus | Introductory Quiz (Due 2/1) |
| 2 | MondayWednesday | January 30February 1 | Basics of PsychologyResearch Methods  | Modules 1 & 40Modules 2-4 | PsycINFO Practice (Due 2/8) |
| 3 | MondayWednesday | February 6February 8 | Neurons & The BrainInfancy & Early Childhood | Modules 9 & 10Modules 11-13 |  |
| 4 | MondayWednesday | February 13February 15 | No Class Adolescence and Adulthood | -Modules 14 & 14a |  |
| 5 | Monday | February 20 | No Class | - |  |
|  | Tuesday | February 21 | Ethics\* | - |  |
|  | Wednesday | February 22 | *Unit 1 Exam* | - |  |
| **Unit 2: Thinking and Perceiving**  |
| 6 | MondayWednesday | February 27March 1 | Health and MotivationLearning Part I | Modules 21, 22, 34, 35Module 5 (pgs. 73- 82) |  |
| 7 | MondayWednesday | March 6March 8 | Learning Part IIMemory Part I | Module 5 (pgs. 83-107)Module 6 & 6a | Learning Activity (Due 3/13) |
| 8 | MondayWednesday | March 13March 15 | Memory Part IISensation & Perception | Modules 7 & 8Module 33 |  |
| 9 | Monday | March 20 | *Unit 2 Exam* | -  |  |
| **Unit 3: Individual Differences** |
|  | Wednesday | March 22 | Intelligence | Module 37 & 38 |  |
| 10 | Monday | March 27 | Personality | Modules 19 & 20 | Personality Assessment (Due 4/3) |
|  | Wednesday  | March 29 | Disorders I | Modules 24-26 |  |
| 11 | MondayWednesday | April 3April 5 | Disorders IINo Class | Modules 27-30- |  |
| 12 | MondayWednesday | April 10April 12 | No ClassNo Class | -- | Final Paper First Draft (Due 4/19) |
| 13 | MondayWednesday | April 17April 19 | Therapies*Unit 3 Exam* | Modules 31 & 32- |  |
| **Unit 4: The Social World** |
| 14 | MondayWednesday | April 24April 26 | Social InteractionSocial Influence I | Module 15Module 16 |  |
| 15 | MondayWednesday | May 1May 3 | Social Influence IIAttitudes & Persuasion | -Module 17 |  |
| 16 | MondayWednesday | May 8May 10 | Stereotypes, Prejudice, and DiscriminationPsychology & Law | Module 18- | Implicit Association Task (Due 5/15) |
| 17 | Monday | May 15 | *Unit 4 Exam* | - |  |
| **Final Paper Due May 23 at 11:59pm.**  |