

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
City University of New York

PSY 100H.1200 Introduction to Psychology - Honors
Spring 2021
Blended – Meeting Wednesday 12:30-1:45 pm & online

Instructor Information:

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Office Hours: Wednesday 10:30-12pm and Thursday 1-2:30 pm. via Zoom

Description: In this course, the contributions of such historically important social scientists as Sigmund Freud, B. F. Skinner, and Jean Piaget will be analyzed and evaluated. Students will learn about the goals and methods used in the field of Psychology, and will explore some of the major questions about human behavior and how the social environment relates to human behavior. An additional goal of this course is to foster the development and use of critical thinking skills, and to encourage active learning of the course material. Active learning is encouraged in class with discussions of course material and related research in psychology, and web-based assignments.

REQUIRED COURSE MATERIALS

This course uses digital course materials designed using open educational resources (OER) instead of a traditional textbook. You can access all readings, videos, quizzes and other activities through course site in our Blackboard course site. On the left toolbar, each week, click Modules to find the list of materials to be completed.

This course is different from most other courses in these ways:

- **There is no separate textbook.** Everything you need is here in your learning management system. No online access code is required.
- **Learning outcomes are clear throughout the course.** Every learning activity is linked directly to something you need to know or do to succeed in this course.
- **Students receive guidance on where to focus their attention.** As you complete self-check questions and quizzes, you'll get feedback on which areas need more attention.
- **You can take graded quizzes twice.** Quizzes can help you learn. If you don't like your first quiz score, you can keep studying and retake it. The higher score counts.
- **Instructors can see where students are struggling.** Learning data make it easy for me to see problem areas and offer individualized help.
- **The more you use the course materials, the more I can help.** When you participate, it provides information to help me help you succeed in the course.

COURSE BLACKBOARD SITE

This course will be fully online. On the course Blackboard site, in the left toolbar, you will find a button labeled "Modules." Each module is labeled with a date that corresponds to dates listed in the Course Calendar in the syllabus (p. 6-7). Each week, to remain on track with the course, please complete the tasks listed for that week. For continuity, I have put the dates to correspond with our previous class meeting dates, Monday and Wednesday. Tasks do not have to be submitted exactly on those dates, but be sure to complete all work by the designated dates. Please note the due dates for assignments, listed in

the Course Calendar. All exams and assignments will be submitted via Blackboard and the McGraw Hill Connect site.

TIPS FOR ONLINE LEARNING

1. Make sure you have reliable internet access.
2. **Read the syllabus and course materials very carefully.** Make sure you're fulfilling all requirements, are familiar with course policies, know the deadlines, etc..
3. **Create a calendar with due dates, study times, etc.** Best way to do this is program the dates in your phone.
4. Traditionally, a student is to study 3 hours outside of class for every hour in it. Our in-class hour is the equivalent of your reading the online lecture notes. Thus, for a 3-credit online class, you are expected to devote a minimum of 12 hours a week to it; many students will need more time.
5. **Check the course website and your college e-mail a minimum of three times a week.** I sometimes post important notes on the front page. Also watch any informational videos that I may post as well.
6. **Work continually throughout the week as you would for a face-to-face class.** If you try to do all the work for the week in one day you will fail. If you ignore the class for weeks at a time you will fail. If you leave major assignments until just before the deadline you will fail. You must exercise self-discipline to succeed in an online class. For continuity, I have put your learning modules on our regular class meeting dates (Mondays and Wednesdays). You do not have to complete them exactly on those days but by the end of the week, you should have accomplished the work from those two class periods.
9. Use all available resources, both online and on campus. Please contact me if you have questions about what resources are still available (library, computer labs, tutoring, etc.)
10. **Don't be afraid to e-mail me!** I still want to hear from you. Ask for feedback, clarification of instructions, or ask a question. If possible, try to meet with me in real time during my virtual office hours, but if not, please send me an email.

Course Objectives

Students will have the opportunity to:

- Recognize the major perspectives or schools in psychology and the scientists associated with them.
- Identify the major changes in development through the lifespan, and the various theorists that have focused on the different areas of development.
- Recognize factors that motivate an individual and understand their interaction with the individual's state and trait characteristics.
- Appreciate the contributions of both genetics and environment in shaping an individual's personality.
- Identify the major symptoms associated with schizophrenia, affective disorders, and personality disorders.
- Discuss the phenomena governing social interactions

| General Education Learning Outcomes | Measurements |
|-------------------------------------|--------------|
|-------------------------------------|--------------|

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|---|---|
| Communication Skills – Students will be able to write, read, listen and speak critically & effectively | A course paper, class discussions, extra credit assignments |
| Social & Behavioral Sciences – Students will be able to apply the concepts and methods of the social sciences | Classroom activities and course material |
| Information & Technology Literacy – Students will be able to collect, evaluate and interpret information and effectively use information technologies | Connect Plus access card to complete assignments, Blackboard for submitting and keeping track of student progress |
| Values – Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibilities | Assessing students’ choice of paper topics, films in the course that are multicultural, additional readings reflecting current topics |

| CUNY COMMON CORE Location | |
|--|--|
| Please check below the area of the Common Core for which the course is being submitted. (Select only one.) | |
| Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences | Flexible <input type="checkbox"/> World Cultures and Global Issues <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input checked="" type="checkbox"/> Scientific World |

| Learning Outcomes | |
|---|--|
| In the left column explain the assignments and course attributes that will address the learning outcomes in the right column. | |
| Scientific World | |
| A Flexible Core course <u>must meet the three learning outcomes</u> in the right column. | |
| Writing assignments and/or class participation and/or exams and/or quizzes | <ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view. |
| Writing assignments and/or class participation and/or exams and/or quizzes | <ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically. |
| Writing assignments and/or class participation and/or exams and/or quizzes | <ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions. |
| A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will: | |
| Writing assignments and/or class participation and/or exams and/or quizzes | <ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies. |
| Writing assignments and/or class participation and/or exams and/or quizzes | <ul style="list-style-type: none"> Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions. |
| Writing assignments and/or class participation and/or exams and/or quizzes | <ul style="list-style-type: none"> Articulate and evaluate the empirical evidence supporting a scientific or formal theory. |
| Writing assignments and/or class participation and/or exams and/or quizzes | <ul style="list-style-type: none"> Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities. |
| | <ul style="list-style-type: none"> Understand the scientific principles underlying matters of policy or public concern in which science plays a role. |

| Honors Courses Goals | Measurements |
|---|---|
| Communicate clearly, knowledgeably, and effectively in written, spoken, visual, oral, and technological modes for a | Research proposal – Design a research proposal that will answer research questions determined by students. |

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| variety of purposes, with different audiences in various contexts, using appropriate formats and technologies. | <p>Students may choose, for example, to design a study that would investigate gender differences in the role of social media in shaping self-image. They will construct research questions, research the topic, formulate hypotheses and design a study that will answer the research questions.</p> <p>Article summaries – gather research articles and commentaries in preparation for the research proposal and summarize and synthesize the findings.</p> <p>Presentation – present the research proposal to the class using technologies such as Powerpoint and web sources and vote on funding for proposed projects.</p> |
| Conceive, plan and execute a high quality (multi) disciplinary research, creative, or applied project, using multiple modes and technologies, including qualitative methods and other modes of inquiry and research. | Research proposal - Design a research proposal that will answer research questions determined by students. Students may choose, for example, to design a study that would investigate gender differences in the role of social media in shaping self-image. They will construct research questions, research the topic, formulate hypotheses and design a study that will answer the research questions. |
| Demonstrate an ability to give constructive criticism and accept feedback as part of the process of peer review. | Peer review – Review other groups’ proposals and provide feedback. Act as funders and decide whether to fund a group’s research project. |
| Use cross-disciplinary higher order thinking skills, select and organize credible evidence, and solve academic problems using discipline-specific strategies. | Article summaries – gather research articles and commentaries in preparation for the research proposal and summarize and synthesize the findings. |

Basis for Student Evaluations:

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|---------------------------|------------|
| A. Module Quizzes | 10 pts. ea |
| B. TED talk assignment | 20 pts. |
| C. Final Project Proposal | 50 pts. |
| D. Midterm | 50 pts. |
| E. Final | 50 pts. |

Grades will be assigned according to the following scale:

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|----|-----------|---|----------|----|----------|
| A- | 90-93.9% | A | 94+ | | |
| B- | 80-83.9% | B | 84-86.9% | B+ | 87-89.9% |
| C- | 70-73.9% | C | 74-76.9% | C+ | 77-79.9% |
| D- | 60-63.9% | D | 64-66.9% | D+ | 67-69.9% |
| F | Below 60% | | | | |

ASSIGNMENTS

Research Project

This semester, you’ll be working on a group research project proposal t in groups of 2 or 3. The work will be evenly distributed across group members and your finished product will be graded according to 1) your individual contribution and 2) the overall quality of the project. We will be discussing this project in more depth over the course of the semester. At the end, of the semester, you will present your findings to the class.

TED Talk Assignment

Visit the TED Talks website and search for a talk on the subject matter of psychology. Browse the course calendar at the back of the syllabus for topic ideas. Watch one of the talks that interests you, as long as it is at least 5 minutes long. At the top of your response, include the title of the TED Talk, the name of the presenter, when it was filmed, along with a link to the video.

In 2-3 pages, respond to the following:

- Give a summary of the TED talk, emphasizing the speaker's main points
- What did you find most interesting about the talk, and what will you most likely remember from the talk?
- What type of data or evidence did the presenter show to back up his or her information?
- Read the biographical information and do some basic background research on the presenter. What area of psychology do they work in? More specifically, what psychological perspective would you say best fits the type of work they do? Why?
- What other questions would you have for this presenter if you could have a conversation with them? What else would you like to know about the topic?

Quizzes

At the completion of each unit, there is a quiz. These quizzes will constitute homework grades for you. To ensure that you do well on these, I strongly advise that you keep up with the reading and also do the self-check quizzes along the way. Each quiz will be worth 10 points.

I also reserve the right to give in-class quizzes should it appear to me that people are not keeping up with the readings and coming to class prepared. If needed, these quizzes will not be announced and will cover the material from the readings and be worth 5 pts each. The format will vary, using any combination of multiple choice, short answer or short essays. Quizzes will be given at the beginning of the class and cannot be made up except in an emergency that has been cleared with me prior to class. You can keep the quiz monster away by coming to class prepared!

EXAMS

There will be two major exams – a midterm and a final – designed to evaluate your knowledge and understanding of the assigned material. The midterm will cover the first half of the course and the final exam will cover all course material covered after the midterm. Questions are both straightforward “definition” type questions and more complex “application” questions. They will be in a variety of multiple choice, matching, short answer, and essay formats. Exams can be made up only if 1) you inform me prior to the exam and 2) you can present me with a *verifiable* medical excuse on the day you return to school. You will take both your midterm and final exam via our course Blackboard site.

SPECIAL NEEDS ASSISTANCE:

I wish to fully include persons with disabilities in this course. Please let the Office of Disability Services know, as early in the semester as possible, if you need any special accommodations or support services. I will try to maintain the confidentiality of the information you share with me. However, I must receive a letter from Disability Services describing the specific services that I can use to assist you

ACADEMIC DISHONESTY:

Giving aid to or receiving aid from any person during exam time is unacceptable, and you may not use books, notes, study guides, or past exams during exam time. Additionally, you may not look at other students' exams during exam time. However, you may work with others in preparing answers for the study guides. Any material taken from other sources must be referenced according to established APA procedures. **You are subject to the provisions of the CUNY Honor Code. Any violations of the honor code will result in a score of zero on the appropriate assignment.** If you have any questions about this, please see the instructor.

ATTENDANCE & PARTICIPATION

Class Participation

Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student's responsibility to be familiar with and follow the participation policies for each course.

As a hybrid course, this course meets once a week. Attendance is mandatory and expected. Please be on time. Throughout the course, there will also be discussions of films and assigned reading materials. All of these contribute to your participation grade in the course. The discussions may be embedded in a Voice Thread, on the discussion board or using other platforms, like Flipgrid, in addition to our class time. You are expected to actively participate in these discussions. At a minimum, this involves *thoughtfully* (not just "I agree") responding to prompts via voice/video/text (depending on the mode of discussion) and responding to at least one classmate.

RESOURCES

Single Stop www.bmcc.cuny.edu/singlestop, room S230, 212-220-8195, singlestop@bmcc.cuny.edu. If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, come by the Single Stop Office for advice and assistance. Assistance is also available through the Office of Student Affairs, S350, 212-220-8130, studentaffairs@bmcc.cuny.edu.

Counseling Center www.bmcc.cuny.edu/counseling, room S343, 212-220-8140, counselingcenter@bmcc.cuny.edu. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits.

Office of Compliance and Diversity <https://www.bmcc.cuny.edu/about-bmcc/compliance-diversity>, room S701, 212-220-1236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu, or twade@bmcc.cuny.edu. If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

Office of Accessibility www.bmcc.cuny.edu/accessibility, room N360 (accessible entrance: 77 Harrison Street), 212-220-8180, accessibility@bmcc.cuny.edu. This office collaborates with students who have documented disabilities, to coordinate support services, reasonable accommodations, and programs that enable equal access to education and college life. To request an accommodation due to a documented disability, please visit, call the office or email.

BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for

plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

COURSE CALENDAR

| | Week | Date | Topic |
|---|------|--------|---|
| Introduction to Psychology | 1 | online | Introduction & Overview |
| | | 2/3 | Psychological Foundations Reading: History of Psychology 1-4 |
| | 2 | online | Psychological Foundations Reading: Careers in Psychology |
| | | 2/10 | Psychological Research Reading: Approaches to Research ****DUE – Psychological Foundations quiz**** |
| | 3 | online | ***DUE – Psychological Research quiz*** |
| | | 2/17 | *****RESEARCH DAY***** Choose topic & Construct Research questions |
| | 4 | online | |
| | | 2/24 | Biopsychology Reading: The Parts of the Brain 1-3 |
| | 5 | online | Biopsychology Reading: Neural Communication 1-2 ***DUE: Research questions*** |
| | | 3/3 | Biopsychology Reading: The Nervous System & Endocrine System |
| | 6 | online | Sensation & Perception Reading: Sensation & Perception ***DUE: Biopsychology quiz*** |
| | | 3/10 | Sensation & Perception, cont'd. |
| | 7 | online | *****RESEARCH DAY***** Discuss articles and formulate hypotheses Watch Brain Games ***DUE: Article summaries*** Sensation & Perception |

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| | | 3/17 | Reading: Vision, hearing & other senses ***DUE: Sensation & Perception quiz*** |
| Learning, Memory & Intelligence | 8 | online | Learning Reading: Classical Conditioning |
| | | 3/24 | Learning Reading: Operant Conditioning ***DUE: TED Talk Assignment*** |
| | SPRING BREAK 3/27 – 4/4 | | |
| | 9 | online | Memory Reading: How Memory Functions 1-4 ***DUE: Learning quiz*** |
| MIDTERM We will not meet but exam will be due by 4/9 DUE: April 9 by 11:59 PM | | | |
| Development of the Individual | 10 | online | Thinking & Intelligence Reading: Intelligence & Creativity 2 & 4 ***DUE: Literature Review*** ***DUE: Memory quiz*** |
| | | 4/14 | Motivation & Emotion Reading: Motivation 1 & 4 ***DUE April 1: Thinking & Intelligence quiz*** |
| | 11 | online | Motivation and Emotion Reading: Hunger & Eating 1-2 ***DUE: Motivation & Emotion quiz*** |
| | | 4/21 | Personality Reading: Psychodynamic Approaches to Personality 1 & 3 ***DUE: Personality quiz*** |
| | 12 | online | Personality, cont'd. ***DUE: Methods Section*** |
| | | 4/28 | Psychological Disorders Reading: Anxiety disorders, OCD & PTSD 1-4 |
| | 13 | online | Psychological Disorders Reading: Mood Disorders 1-3 ***DUE: Psychological Disorders quiz*** |
| | | 5/5 | Social Psychology Reading: Social Psychology & Self-representation 1 & 3 |

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| | | | Group Behavior 1, 2, & 4 ***DUE: Social Psychology quiz*** |
| | 14 | online | Social Psychology Reading: Prejudice, Discrimination & Aggression 1-3 ***DUE: FINAL PROJECT*** |
| | | 5/12 | Watch "Stand and Deliver" |
| EXAM | | | FINAL EXAM Will be made available on Blackboard 5/16 at 7 a.m. DUE: May 22 by 11:59 PM |