

Introduction to Psychology: 101-02

When:	Fall 2023, Tuesday & Thursday, 9:25 – 10:40am
Where:	Haaren Hall, Room 202, John Jay College
Instructor:	Laurie Hurson (lhurson@gc.cuny.edu)
Office:	Hours: Tues/Thurs 8:45 - 9:15am or by appt; Location: NB 10.67

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.

Learning Outcomes

At the end of the course, you will be able to...

- Assimilate information relating to psychology from a variety of sources
- Think critically in your approach to psychological topics in a writing assignment
- Reason using evidence to support your 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
- Demonstrate knowledge of APA ethical principles and codes of conduct for psychologists
- Define psychology, describe major sub-fields in psychology (e.g., social, cognitive, developmental, clinical, forensic) and differentiate between major psychological perspectives.
- Demonstrate basic knowledge of history of psychology, research methods (e.g., advantages and disadvantages of various scientific research methods), and applications and careers in psychology

Course Website

All class information, readings, and documents will be uploaded to the course website. To access this content visit: cuny.is/psych101fall23

Required Text and Materials

There is no required textbook. This is a Zero Textbook Cost (ZTC) course. We will use remixed versions of the following resources (plus more) for our class:

- *Introduction to Psychology* University of Minnesota Libraries Publishing (CC BY-NC-SA)
- *Introduction to Psychology (A critical approach)* Edited by Jill Grose-Fifer, Ph.D., Professor of Psychology at John Jay College, CUNY
- *Noba Textbook Modules for Psych 101*

Developing our Class Community

I care about you having a successful and meaningful experience in this class.

Students and professors are just people! We are complex human beings with different backgrounds and lives outside of school. I will understand if and when things come up for you outside of the classroom. If you feel you are falling behind or need help please get in touch with me. You can talk to me before/after class or email me. I am committed to always treating you respectfully and will listen to any issues that you may experience that will impact your ability to perform in this class. I hope that you will treat me and your peers in the class with a similar level of respect and understanding.

Together, we can create an environment in which we treat others with respect, compassion, and understanding. Join me in fostering a culture of care in the classroom by...

- Be kind and respectful to everyone.
- Listen to others' ideas and engage with them in considerate ways.
- Cultivate dialogue and understanding even when expressing opposite opinions.
- Look after your peers, and your own! Take care of yourself and others.

Accessibility & Inclusion

This course is intended for all John Jay students. If, at any point in the term, you find yourself not able to fully access the content or course, you are welcome to contact me via email or come talk to me to discuss your needs. You are not required to disclose your specific disability to the instructor (me) or anyone else. Students with disabilities are entitled to confidentiality over disability-related status or details.

Students who believe that they may need an accommodation due to a disability are encouraged to contact the Office of Accessibility Services (OAS) in the New Building, room L.66 (212 237 8031), or accessibilityservices@jjay.cuny.edu. Qualified students with dis/abilities will be provided reasonable academic accommodations if determined eligible by the (OAS). <http://www.jjay.cuny.edu/office-accessibility-services>.

Prior to granting dis/ability accommodations in this course, I must receive written verification from the Office of Accessibility Services (Room L66). It is the student's responsibility to initiate contact with the office to have the accommodation notice sent to the instructor.

Preferred Gender Pronoun and Name: I affirm all forms of gender expressions and identities. Please let me know of your preferred pronouns (or if you prefer not to use one), and if you would rather be called a different name than what is on the class roster.

Course Engagement Opportunities

Task	Points	Opportunities	Total
Attendance	.5 pt / class	24	12 pts
Reading Annotations	2 pts / week	10	20 pts
Reflection Papers	5 pts / paper	4	20 pts
In class activities	1 pt / activity	~10	10 pts
Exams	15 pts / test	4	60 pts
<i>Research Participation</i>	<i>10pts / .5 hr</i>	<i>1</i>	<i>10 pts</i>
		Total	100+

Attendance

There are 25 class meetings over 15 weeks. You will receive .5 point for every class you attend (AKA 1 point per week attended). You will not lose points for missing class, you will earn points for attendance. Be aware: missing class will make it hard to complete the assignments, understand course material, and do we on exam. And also, I love to have you in class!

Reading Annotations

Reading is an important skill that you will continue to develop in college and throughout life. Reading without taking notes is called *passive reading*, and often you don't remember as much. To engage in *active reading* we will use a tool called [Hypothes.is](https://www.hypothes.is/) to take shared notes on the readings. Directions for signing up, and joining our private group are on the website. **Only annotate in our private group.**

In-class Activities

Class will be an active space where you will share your ideas and questions openly. Often you will work with your peers in groups on worksheets, group questions, exit tickets, etc. Even if you are shy, there will be ways for you to participate. At the end of class I will collect the artifact that documents your participation and they will contribute to your final grade.

Research & Reflection Papers

Reflection papers are 500 word (2 page) short essays on a psychological concept from class. In the paper you will describe the concept, apply the concept to your own life, find one research article about the concept, and provide a sentence summary of the research article. Papers will be graded for description of class concept, application of concept to real world, research article summary and citation, and thoughtfulness.

Exams

Four exams will take place throughout the semester. Exams will be multiple choice, fill-in-the-blank and short answer. Exams will not be comprehensive.

Research Participation

You can obtain 10 points of research experience (10 hours) in one of two ways: participate in research studies or write summary research papers. You can combine points from participating in lab research and writing research summaries to obtain the maximum number of points allowed. See below for more information.

A Typical Week

Monday: Read and annotate (if you didn't over the weekend)

Tuesday: Attend class, do activities

Wednesday: Read and annotate

Thursday: Attend class, do activities

Friday – Sun: Read & annotate, write reflection paper, study for exams

Grade	Points Needed
A	93+ points
A-	90 – 92
B+	87 – 89
B	81 – 86
B-	77 – 80
C+	72 – 76
C	63 – 71
C-	60 – 62
D+	53 – 59
D	50 – 52
F	0 – 50

Course Schedule

Week	Date	Class Topic	TO DO LIST
1	August 29	Welcome & Introduction	Annotation
	August 31	Branches of Psychology	Annotation
2	Sept. 5	Research in Psychology	Annotation
	Sept. 9	Learning & Classical Conditioning	Annotation
3	Sept. 12	Operant & Social Learning	Reflection 1 Due
	Sept. 14	Learning & Memory	Annotation
4	Sept. 19	Studying and Memory	STUDY
	Sept. 21	Exam 1	
5	Sept. 26	Forgetting	Annotation
	Sept. 28	The Brain	Annotation

Week	Date	Class Topic	TO DO LIST
6	Oct. 3	Neurons and Nervous System	Reflection 2 Due
	Oct. 5	Consciousness & Sleep	Annotation
7	Oct. 10	NO CLASS	
	Oct. 12	Sensation & Perception	Annotation
8	Oct. 17	Sensation & Perception, Review	STUDY
	Oct. 19	Exam 2	Annotation
9	Oct. 24	Developmental Psych	Annotation
	Oct. 26	Lifespan Development	Annotation
10	Oct. 31	Emotions	Annotation
	Nov. 2	Emotions & Stress	Annotation
11	Nov. 7	Personality – Psychodynamic	Reflection 3 Due
	Nov. 9	Personality – Trait & Social	STUDY
12	Nov. 14	Exam 3	
	Nov. 16	Psychological Disorders	Annotation
13	Nov. 21	Psychological Disorders	Annotation
	Nov. 23	NO CLASS	
14	Nov. 28	Social Psych - Cognition	Annotation
	Nov. 30	Social Psych - Interaction	Annotation
15	Dec. 5	Social Psych - Groups	Annotation
	Dec. 7	Careers in Psychology	Reflection 4 Due
16	Dec. 12	Reading Day	
	Dec TBD	Exam 4	

Plagiarism & Generative AI (ChatGPT, etc.)

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism:

- Copying another person's words without the use of quotation marks and citations;
- Presenting another person's ideas or theories without acknowledging the source;
- Using information that is not common knowledge without acknowledging the sources;

Plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and "cutting and pasting" from various sources without proper attribution. Plagiarism may be intentional or unintentional. It is your responsibility to make sure you cite your sources, and not copy directly from the internet without citing the source.

Use of Generative AI and tools like ChatGPT is changing how we teach and learn. When you use AI tools, though you may write the prompts, the AI generated content is not original work- you do not write the words, develop the statements, or generate the ideas. In other words, you did not produce the knowledge; the content is produced by AI and therefore you may learn less in the process. I do not encourage or tolerate the use of Generative AI to complete writing assignments for this class, especially the “Reflection Paper” writing assignments. I want you to write your own words, generate your own ideas, draw on and develop your own stories. You may use AI tools to better understand the concepts, but I expect you to write your own words and create the content of your papers without the use of generative AI. And remember to cite your sources!

Student Resources

Writing Center

The Writing Center, located in room 01.68 New Building, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student and I encourage you to use it. The Writing Center is now virtual and information on how to access services can be found here: <https://jjcweb.jjay.cuny.edu/writing/Writing%20Center%20Online.htm>

Lloyd Sealy Library

The 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.

Department of Counseling (L68.02 New Building)

The Department of Counseling’s mission is to support the college community and it offers individual and group counseling, psychological services, crisis intervention, outreach, and consultation. It provides services for students for support with adjustment to college life, choice of majors, and exploring the special programs. There are also Peer Counseling services, which provide information to students about test anxiety and time management.

Wellness Center

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. <http://www.jjay.cuny.edu/wellness-resources>

Healthcare

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. <https://new.jjay.cuny.edu/student-life/wellness-center/health-center>

Food Bank: <https://www.jjay.cuny.edu/john-jay-food-bank>

Tuition, Financial Aid, 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>

ESL Resources

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

Research Experience and Participation

Psychology is based on research and psychological studies provide us with the knowledge that we learn in this class. Exposure to research is vital to learning how researchers gather information and how they apply this to psychological theory.

You are asked to obtain 20 points of research experience (10 hours) in one of two ways:

participate in research studies or write summary research papers. You can combine points from participating in lab research and writing research summaries to obtain the maximum number of points allowed (20 points). **The research requirement will be worth 10 points of your final grade!**

Option 1. Volunteer as a Research Participant. Only studies that have been approved by the psychology department can be used for this requirement.

1. Go to the psychology department's Research Experience Program (REP) web site (<http://jjay.sona-systems.com>) to find out about the studies being conducted this semester. If you choose to participate in a study, you must sign up here.
 - a. Your username will be your first name, a period, followed by your last name and your password will be your last name (e.g., Jane Doe's username would be jane.doe and her password would be Doe). This is usually the same as your John Jay email address. Once you log on to the site, you can change the password to one of your own choice. **Students who can't log in after accounts are created should email rep@jjay.cuny.edu.**
2. Look up studies that fit your schedule.

- a. Do not sign up to participate in research unless you intend to show up. You may not be able to sign up for future studies if you fail to show up for an appointment that you have made with a researcher, or any time you arrive more than 5 minutes late.
 - b. You may avoid this penalty by canceling your appointment at least 24 hours in advance. You may cancel the appointment by visiting the REP web site.
 - c. Please do not argue with researchers if you arrive late. Once a study has started it is often impossible for a late student to be accommodated.
3. Sign up for and complete the studies to get research credit points
 - a. The system will assign you 1 point for each half hour you spend participating in psychological research. Twenty points of participation = ten hours of participation. If you participate for the full 10 hours, you will receive 10 percentage points added to your final grade.
4. Keep your own record of the studies you participate in.
 - a. In case a problem occurs and they cannot find your study records, you will want to have information about the studies you participated in.
5. The last day to participate in the studies is **Friday, December 8th, 2023**.
 - a. Studies WILL fill up at the end of the semester – get them out of the way early in the semester so you aren't left with no study options.
 - b. Complete studies early in the semester so you can choose studies that fit your schedule and then you do not have to worry about it later.**

Option 2. Write Research Summaries (papers).

6. As an alternative to participating in a research study, you can also summarize the research studies presented in "Forty Studies that Changed Psychology."
 - a. Copies of this text are available on reserve in the library.
7. Each summary should include a description of the research problem, the theory being tested, the methodology used, the findings, and why the study was important for the study of psychology.
 - a. Papers should be written in complete sentences using your own words. ChatGPT and generative AI tools should not be used to write summaries. Plagiarized papers will not be counted.
8. Each summary should be at least **three typed, double-spaced pages**
 - a. One inch margins, 12 pt font
 - b. For each paper that adequately summarizes one of the studies, you will receive 5 points (so 4 papers would equal 20 points).
9. You must turn in papers by **Friday, December 15th, 2023** so that I have time to grade them before the end of the semester

