



INTRODUCTION TO PSYCHOLOGY (PSY 111)
DR. RACHELLE TANNENBAUM
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INTRODUCTION

Welcome to PSY 111! Psychology is an interesting and fun subject that touches every aspect of our lives. In this course, you'll learn how the wonders of the human mind and the complexities of human behavior are studied scientifically. We will survey the vast array of topics studied by psychologists ranging from brain development to the behavior of social groups, all while introducing you to the field's central principles and discoveries. At the end of this course, you'll have an appreciation what psychological science can contribute to your happiness, your success, and your understanding of other people.

By the time you complete this course, you will:

1. understand basic psychological terminology.
2. be able to describe how psychological evidence is acquired through the use of the scientific method.
3. understand how differences in human behavior are shaped by biological, social, personal, and cultural background and experiences.
4. have an increased ability to critically analyze behavior and information in order to develop informed opinions.

HOW TO CONTACT ME

Email: retannenbaum@aacc.edu, or you can email me in Canvas

Phone: (410) 777-2060

Office: CRSC 154

Mailbox: CRSC 131

Office hours: MW 12:30-2; TuTh 10:45-12:15. I invite you to visit at these times without appointment; if these times don't work, call or email to set up an appointment.

PREPARING FOR CLASS

PSY 111 is one of the toughest Psychology courses offered. Students frequently underestimate the depth and breadth of the material covered in this course, or the time it will take to be successful. Other students may not have learned effective study skills. **Studying is not the same as reading. It is an active and involved process, not a passive one.** Here are some steps that will help you succeed in this course:

- Read the assigned material before coming to class. You may not remember or understand it all the first time through, but you *will* be in a much better position to ask informed questions in class, and everything we do in class will make a lot more sense.
- Take notes in class. Don't just copy down what's on the screen, as that is only a small portion of what we actually discuss. Instead, you need to focus on what I'm saying to pull out other important details—supporting details, examples, clarifications, etc.

- After class, review your notes and the book. No matter how well you understood it the first time you heard it, *repetition is key*, and *cramming never works*.
- Engage in review testing! **Research shows that review testing is one of the most effective and efficient methods for improving understanding and retention.** That's because if your “studying” just consists of re-reading the book and/or notes, then you're likely to become overconfident. The material is familiar, and therefore you assume that you understand it. So review tests can be a good reality check to see if you really understood the material as well as you thought you did. You will receive more information about MyPsychLab and other resources for testing yourself.
- Make sure you plan your time! You'll need about **6-9 hours per week, in addition to classroom time**, if you hope to be successful. These should be times when you are awake, alert, and free of distractions (e.g., phone, TV, kids).

CLASS SCHEDULE (APPROXIMATE)

The reading assignments listed below should be completed *before* you come to class.

<u>Dates</u>	<u>Topics</u>	<u>Reading</u>
August 26, 28, September 2	Psychology and scientific thinking	Chapter 1
September 4, 9, 11	Research methods	Chapter 2
September 16, 18	Memory	Chapter 7
September 23	Consciousness	Chapter 5
September 25	Exam 1	
September 30, October 2	Biological psychology	Chapter 3
October 7, 9, 14	Learning	Chapter 6
October 16, 21	Thinking, reasoning and intelligence	Ch. 8 (pp. 290-299 only), Ch. 9
October 23, 28	Human development	Chapter 10
October 30	Exam 2	
November 4, 6	Emotion and motivation	Chapter 11
November 11, 13, 18	Social psychology	Chapter 13
November 20, 25	Personality	Chapter 14
November 27	Thanksgiving—no class	
December 2, 4	Psychological disorders	Chapter 15
December 11	Exam 3, 10:15-12:15	

COURSE MATERIALS

Text: *Introduction to Psychology*, by Scott O. Lilienfeld et al. ISBN: 978-1-269-43482-9

You will need to have access to the book starting right at the start of the semester. You can buy it, borrow it, share it, or get it on reserve at the AACC Truxal Library.

MyPsychLab: This is an online program that goes with our book. It is optional, but you should definitely take advantage of it if you got an access code with your book. It includes an e-book, audio book, review quizzes, videos, and more. To create a MyPsychLab account and log into the site, go to <http://www.mypsychlab.com> **You will need a Course ID, which is tannenbaum16949** For more help with the registration process, see <http://www.mypsychlab.com/support/student-get-started.html>

COURSE REQUIREMENTS

Attendance

I do not specifically grade you on attendance. In other words, there are no points given for merely being a body in a seat. However, regular attendance *is* critical if you intend to take this course seriously. Students who think they can just read the book wind up overestimating their understanding of course material, and this hurts them on exams and other assignments. When you come to class, I'm not just repeating what's in the book. I'm explaining information in a new way, clarifying frequently-confused points, adding new information to help you integrate and apply course material, and offering specific hints on how to do well on papers or what will be on the exam. If you miss class frequently, you'll miss out on all this. That will hurt your grade, *and* you won't get as much return on investment on your tuition money.

Having said that, I *do* take attendance each day, and report this data to the college. This is to comply with federal guidelines regarding financial aid and veterans' benefits. I will take roll at the start of class. If you come to class late, it is your responsibility to see me after class and make sure that I mark you as present.

Assignments

- *Written assignments:* These will focus on key skills and concepts that will help you better understand psychology as a science, and that will help you throughout your college education: understanding the limits of science, avoiding plagiarism, understanding how research on learning can inform your study habits, and evaluating sources of information.
- *Papers:* These are longer assignments, and require you to go into more depth in terms of course material. For these, I encourage you to turn in a rough draft for review. This is not required, but it's a good idea because you can get feedback on your work and revise it before turning it in for a grade. It takes more discipline, but it is well worth it—most students go up at least one letter grade from the rough draft to the final draft.
- *Exams:* We will have three non-cumulative exams, with multiple-choice questions.

Course grades

Your final grade will be based on a possible 650 points, as follows:

Papers (3 of them, 80 points each)	240 points
Shorter assignments (5 of them, from 10-25 points each)	110 points
Exams (3 of them, 100 points each)	300 points

Course grades as assigned as follows:

- A: 90% or above
- B: 80-89%
- C: 70-79%
- D: 60-69%

Extra credit

The primary extra credit option in this course is service learning. Service learning is a process by which you will learn to recognize and apply psychological principles in the real world, while providing much-needed services to the community. It entails completing 15 hours of service, keeping a journal about your experiences, and writing a paper at the end of the semester. In return, you will earn up to 30 points (almost half a letter grade!) on your final grade.

Throughout the semester, I will offer a few additional opportunities for you to earn extra credit points. **These are the *only* extra credit opportunities.** Note that these will be worth only a few points. One reason that I have so many assignments over the course of the semester is so that you have many chances to accumulate points, and no one assignment can “ruin” you for the semester. If you are not doing well in the course, I will be glad to work with you to improve your study skills, but you need to talk to me when problems arise, not ask for special treatment later on.

GETTING HELP

In addition to asking me for assistance, there are many other ways in which you can get free help in this course:

- The **Writing Center** is in Library 108. More information, including hours of operation, are at <http://www.aacc.edu/writingcenter/>
- The college also offers a **Virtual Writing Center**, which you can access through Canvas.
- **Peer tutors** may be available. For info, <http://www.aacc.edu/tutoring/peertutoring/>

The College is an Americans With Disabilities Act (ADA)/Title 504 compliant institution. For information on AACC's compliance and complaints concerning discrimination or harassment, contact the federal compliance officer at 410-777-2607 or Maryland Relay 711. Students who need services because of a documented disability can request assistance by calling Disabilities Support Services at (410) 777-2307 or Maryland Relay 711, or by going to the DSS office in the Student Services building, room 200. Appropriate and reasonable academic adjustments will also be provided with documentation from DSS. Confirmation of a disability will be required (see College Catalog for complete information). Students with documented special education or physical needs should notify me immediately. More information is at <http://www.aacc.edu/disability/>

ACCESSING INFORMATION ONLINE

Canvas is the platform that the college uses for online and web-enhanced courses. You can log into Canvas through MyAACC, at <https://portal.aacc.edu>. In Canvas you will find a calendar of due dates, copies of course documents, class notes to print out, and a listing of all your grades in the course. This should always be your first stop for information, *before* emailing me with questions. This is also where you will be submitting all of your papers and assignments.

Note: In Canvas you will find, among other things, copies of the PowerPoint presentations I use in class. Some students find it helpful to print these out in advance. *However, the slides I post are only a bare-bones outline of what we actually discuss in class each day.* If you are absent on any given day, you will need to get notes from one or more classmates so that you have a more complete picture of the day's material. Please do not email me for this information—my information is largely in my head, so I don't have written notes that I could give you, even if I wanted to.

If you have problems accessing Canvas, please contact the college help desk (410-777-HELP).

COURSE AND COLLEGE POLICIES

Late work

All assignments are due no later than the start of class, as determined by Canvas's clock. Illnesses and computer glitches are a fact of life, and I expect you to plan ahead. I do know that "life happens" sometimes, which is why I build in a one-time extension for papers (more on that below). But in general, you need to give yourself enough time to anticipate such problems. *Remember, the "due" date is not the "do" date!*

- **Papers and short assignments:** You may turn in any *one* paper or written assignment up to one class meeting late, with no penalty and no questions asked. After that, you will lose 10% per class meeting, up to one week after the due date. Papers and short assignments are not accepted for credit more than one week late, unless you make prior arrangements with me.

Example: A paper is due on Tuesday. Because you haven't used your one extension, you may turn it in on Thursday with no penalty. Turn it in by the start of class on Tuesday (one week late), and you'll lose 10%. After the start of class on Tuesday, no credit may be earned.

Once you've used your one extension, then you will simply lose 10% per class meeting, up to one week after the due date.

- **Exams:** There will be no makeups on exams except under exigent circumstances, and only if you notify me *before the start of the exam* that you will be absent. The makeup exam may or may not be the same as the original exam, at my discretion.

Student conduct

The college code of student conduct requires that students “respect the rights of others [and] refrain from conduct or activity which obstructs the work of the college.” In other words, the classroom is an academic setting, and you need to respect it as such. **If you hold side conversations, text message, or engage in other such behavior, you are being disrespectful both to me and to your classmates who are trying to learn.** I do not want to kick students out of class—and I don’t do it often—but I will do so if the situation warrants it. I will work my hardest to help you succeed, but I cannot do that without your cooperation.

Technology and the problem of divided attention

In this course we will learn about attention, and how our brain works when trying to multitask. Research has shown that when people attempt to perform two tasks at once (e.g., following what’s happening in class while checking texts), the brain literally *cannot do it*. The brain has got to give up on one of the tasks in order to effectively accomplish the other. In addition, it takes extra time after sending the text for your brain to re-focus on whatever you were doing before. **Hidden behind all the hype about multi-tasking, then, is this sad truth: *It makes you slower and dumber.*** For this reason alone you should seek to avoid the problem of divided attention when you are in class. But there’s another reason, too: technology often causes us to lose our senses when it comes to norms of polite behavior and, as a result, perfectly lovely people become unbelievably rude. For both these reasons, then, turn off your cell phones when you come to class. **Put simply, text messaging and other similar behaviors will not be tolerated in class.** (Wording adapted, with permission, from Anne Lamott, <http://caraf.blogs.com/caraf/2008/08/the-syllabus-it-is-a-changin.html>)

Class cancellations

In the event that classes are canceled for any reason, we will pick up where we left off once classes resume. So if classes are canceled on the day that an assignment is due or a test is scheduled, you will turn in the assignment or take the test at the next class meeting.

If I need to cancel class unexpectedly, I will post an announcement in CANVAS. I will also send out an email to everybody’s AACC email address.

Learn more about the college’s emergency closing procedures at <http://www.aacc.edu/aboutaacc/inclementweather.cfm> You can also sign up to receive notifications by text or email whenever the college announces a closing or delay.

Withdrawing from the class

The last day to withdraw from this class with a grade of “W” is November 17. After that, withdrawing from the class will result in a grade of “WP” or “F.” To withdraw, file a withdrawal form at the Records and Registration office, use MyAACC, or use the STARS telephone system (410-777-2241). **Please note that if you stop participating in this course and you do not officially withdraw, you will receive a grade of F or FX for this course.**

Academic integrity

Anne Arundel Community College, with a central mission of producing learning and a belief that individuals be given the opportunity to fully develop their potential, is committed to upholding rigorous and fair standards of student learning and achievement. Achieving successful student learning is dependent upon a dedication to academic integrity on the part of all members of the college community. Without academic integrity, students gain unfair advantage over others and impede their own development. In support of this aim, Anne Arundel Community College requires all students to exhibit academic integrity in all their academic work.

A culture of academic integrity, a unifying principle in this and all academic communities, is built upon respect for others' work, commitment to doing one's own work, and intolerance for academic dishonesty in all its forms.

Acts of academic dishonesty include, but are not limited to:

Cheating, which is the use or attempted use of unauthorized material, information, electronic device, implement or study aid in an academic exercise or assignment without the instructor's permission;

Plagiarizing, which is the unacknowledged or improperly cited adoption or reproduction of the ideas, words, data or statements of others, including fellow students and internet sources;

Fabricating or falsifying, which is the unauthorized falsification or invention of any data, information or citation in an academic exercise;

Impersonating, which is assuming another student's identity or allowing another student to do so for the purpose of fulfilling an academic requirement;

Facilitating, which is helping or attempting to help another commit an act of academic dishonesty.

When academic dishonesty is alleged, the student involved shall have an opportunity to admit or deny the allegation. In a timely manner, the instructor shall confer with the student, explaining the reasons why he or she believes that the student has committed the act of academic dishonesty and what academic sanction could be imposed by the instructor. The instructor has the right and obligation to impose a reasonable academic sanction including, but not limited to, the following:

- A. Assign a grade of failing for the assignment;
- B. Assign a grade reduction for the course;
- C. Assign a failing grade for the course; or
- D. Assign an alternative learning experience or activity which shall be completed by the student as specified by the instructor.

You will receive more information about plagiarism later on, in preparation for one of your assignments. Ignorance is *not* an excuse for plagiarism—even if it's unintentional, plagiarism can have extremely serious consequences, including failing the course.