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2021

Psychology 102: Introductory Psychology

Susan Austin
CUNY York College

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YORK COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
School of Arts and Sciences
Department of Behavioral Sciences

Fall 2021

Psychology 102 XX: Introductory Psychology
Days/Time

Instructor: Dr. XXX XXXXXX
Email: XXXXX@york.cuny.edu

Office Hours: *Tuesday and Thursday 12-1 p.m.*, or by email.

I hope that you will feel comfortable reaching out to me if you have questions or concerns. Just a few words about email: remember sending an email to your professor isn't the same as sending one to a friend. Please be mindful of spelling and grammar! When you email me, please type the course number and section in the subject line (e.g., PSY 102 XX). Why? Well, I teach numerous classes and it's easier for me to reference the class that way. I will try to respond to you within 48 hours, however, there are times when that will not be possible, particularly on the weekend. As the semester progresses and assignments come due, I will set specific parameters about emails.

Course Description

3 hours, 3 credits; no prerequisite

Basic concepts and methods of contemporary psychology emphasizing the biological basis of behavior, learning, cognition, consciousness, development, stress and personality, abnormal behavior, group behavior, and social interaction.

Course Objectives & Student Learning Outcomes

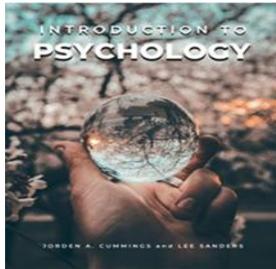
- **Objective 1:** Introduction of **basic terms used in psychology**
 - *Learning outcome: Demonstrate a command the discipline's vocabulary.*
- **Objective 2:** Introduction of **research methodology** in psychology
 - *Learning outcome: Identify the methods used to investigate human behavior and understand the ways that psychological theories are used to describe, predict, and modify behavior.*
- **Objective 3:** Overview of the **different subfields in psychology**, and introduction of key concepts and theories within each
 - *Learning outcome: Differentiate among the major perspectives of human thought and behavior.*
- **Objective 4:** Discussion of how course concepts may **explain "real world" phenomena**



- *Learning outcome: Recognize the application of the discipline's theoretical models to every day settings.*

Required Text

Introduction to Psychology, by Jorden A. Cummings and Lee Sanders (University of Saskatchewan). This introductory text has been created from a combination of original content and materials compiled and adapted from a number of **open educational resources (OERs)**.



<https://openpress.usask.ca/introductiontopsychology/>

How much time do you need to invest in this class each week?

Research findings vary but the typical 3-credit course requires a minimum of three hours of reading, studying, completing homework, for each credit. In other words, expect to spend about 9 hours each week for each course you take. Of course, it's likely to be less if you keep up with the reading and assigned tasks. Finally, do not wait until an exam is two days' away to open the textbook. There is too much material to process and the chance of being successful diminishes significantly.

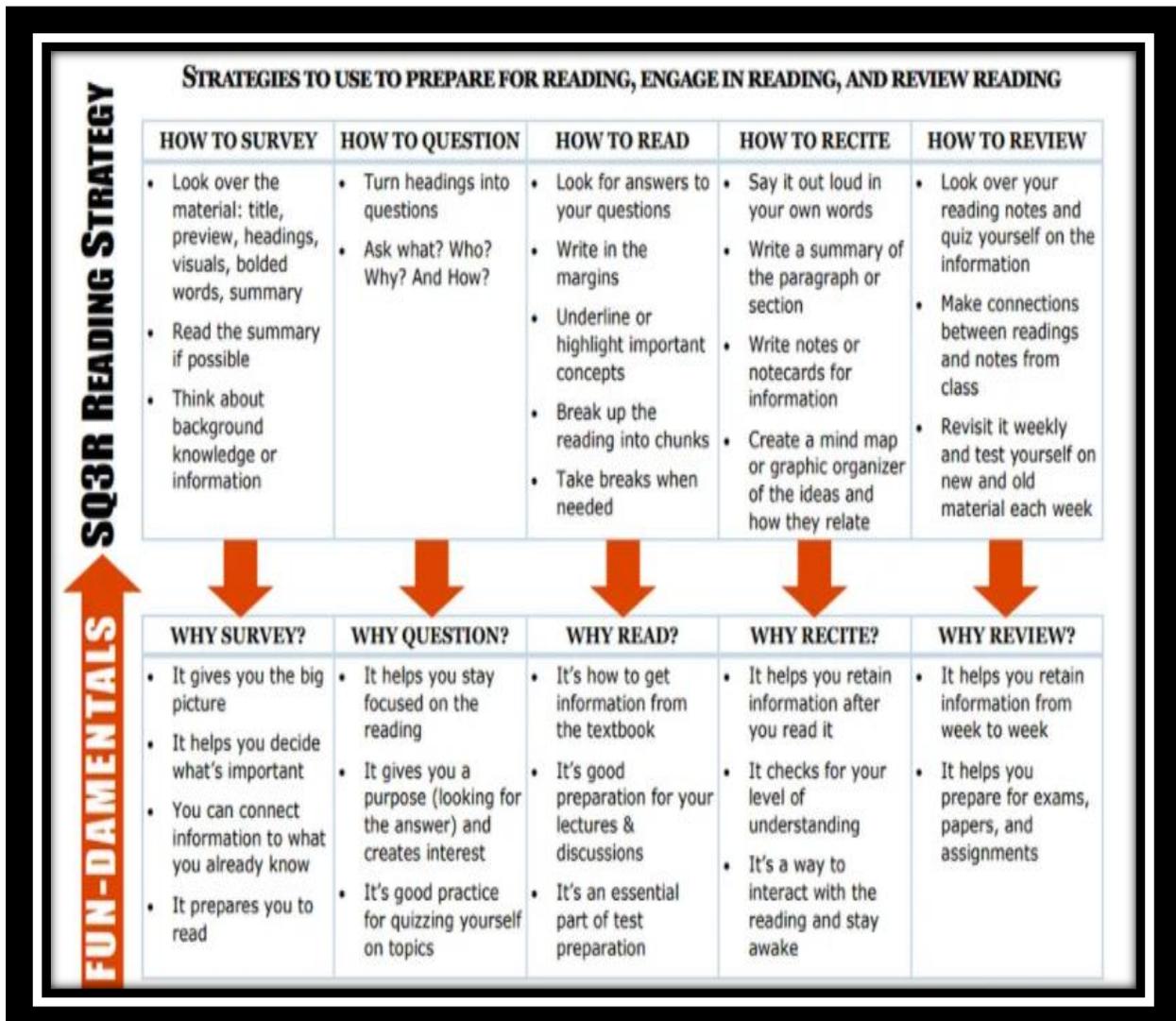
In today's online age, you rarely need to remember anything—you can always look it up. You will, however, want to **understand information and know how to apply it**. If you are memorizing key words as your way of studying for a quiz or exam, you probably will not do well on them. Many individuals read passively, that is, without thinking about the meaning of material. In reading and studying textbook-type material, you must read actively and, as a result, somewhat slowly. Take notes on what you've read. Although I provide PowerPoint slides and chapter outlines for you, that's not enough. Bullet-point items merely provide an outline and not a deeper level of processing.

If you tend to read your textbooks and then find you have no idea what you have just read, it is for a very good reason. The brain does not store information in long term memory unless you “rehearse or work with it.” I have included a video that will show you how to “read to remember.” This technique utilizes the **SQ3R** reading strategy which shows you how to **S**urvey, how to **Q**uestion, how to **R**ead, how to **R**ecite, and how to **R**eview. It will take you longer to get through the chapters, however, because you will be



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storing it in long term memory, you will know the information for a quiz, an exam, and beyond. (See: https://www.youtube.com/watch?v=0dhcSP_Myjq)



Technology required for this course

Students need access to a **computer** with an anti-virus program installed and a reliable/secure internet connection (especially when taking exams). You will also need a current **word processing** program. Additionally, you can **download the Blackboard Student app** on your phone. You can go on the Blackboard site for instructions. It is strongly advised that you ***not use your phone while taking an exam.***

A benefit of being a CUNY undergraduate is **free access to *The New York Times app***. No more excuses for not reading the paper! See College website for more information.



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Blackboard Support

The mode of communication and instruction for this course will be via Blackboard. Take advantage of ***Blackboard Support for Students*** on the Blackboard platform. Enroll in a **self-paced training module** "Get ready for your online courses!" and follow the instructions to complete the assignments.

A word about Blackboard support: Remember: I teach Psychology not computers! While I can more than appreciate how frustrating computers can be, I cannot help you with tech issues. Additionally, it's your responsibility to learn the ins and outs of Blackboard. We will certainly discuss parts of Blackboard that are relative to the course, but I cannot walk you through how to submit an assignment because you didn't take the time to learn.

Use of York Email

All students ***MUST*** use their York email. Without it, you can't access Blackboard, CUNYFirst, DegreeWorks and you won't receive any campus-wide announcements. If you email me using your personal email (e.g., Gmail, AOL, etc.), I will not respond to you!

Organization of the Course

With the exception of lecture, this course will be delivered via Blackboard, your online learning community where you will interact with your classmates and with me. Within the course site you will be able to access the syllabus, PowerPoint slides, chapter outlines, as well as videos and other relevant ancillary materials. All exams, assignments, etc. will be delivered and collected online using Blackboard. Use Microsoft WORD to create your assignments, DO NOT USE MAC PAGES! Blackboard can't read those documents. You can convert these to PDF files and upload them if you have no access to Microsoft Word.

- **Lecture will be face-to-face.** I expect you to have read the chapter before I lecture; take notes on what you read. As noted previously, reading textbook material is far different from reading the newspaper or a text message. Don't become discouraged if you can't remember what you just read. It's unfamiliar material, so you'll have to read it more than once. I read important material more than once; there's no shame in that.
- **Exams and a variety of class tasks such as assignments, quizzes, and discussion board posts will be asynchronous.** These materials will be **posted on Blackboard** with detailed, fool-proof instructions!! Each task will be contained in a "**Course Materials**" folder with the Chapter topic for that week. Needless to say, it's very important that you check Blackboard frequently. .



Course Requirements

A. Exams

There will be four multiple-choice (and true/false) exams; **three** of which will count. (Each exam will be worth 22% of your grade, 66% in total.) If you are ill or have an emergency that prevents you from completing an exam on time, that will be your dropped score; all other missed exams will count as a zero. There are **no make-up exams under any circumstance**.

B. Assignments

There will be two assignments that relate to content in the text that will vary in nature. (Each assignment will be worth 3% of your grade, 6% in total.) Detailed information about each assignment will be posted separately on Blackboard.

C. Assess Student Knowledge (ASK)

Essentially the “ASK” task is a mini-quiz designed to promote good reading and study habits. They will be unannounced and will take place at the beginning of class. There will be **10** ASK quizzes, **six** of which will count. (Each ASK quiz will be worth 2% of your grade, 12% in total.)

D. Discussion Board (DBP)

There are two discussion board posts that relate to course content. (Each discussion post will be worth 3% of your grade, 6% in total.) There are two components to a post: your post and reply posts to two peers. You will not be able to see a peer’s post until you have posted yours. You cannot submit your post and reply to your peers on the same day; each post must be at least one day apart. The point of a discussion post is to “discuss” what your peers have posted. Waiting until the last minute to respond to a post defeats the purpose of the task. Your post must be at least **60 words** and **two peer responses 40 words each**. You will be given specific instructions along with a grading rubric for the post and responses.

Posting Tips

- communicate clearly – spelling and grammar will count; proofread; be respectful and kind; you can disagree with someone respectfully; agree to disagree
- do not use ALL CAPS; it comes across as aggressive
- correction and retraction: if you realize you made a mistake, kindly add a new message acknowledging the error and correct it, promptly!
- written communication can be misinterpreted, so when in doubt, ask the person who posted to clarify his/her point

E. Research Participation - York College Research Pool

The research pool provides students in specified courses in Psychology, Social Work, Sociology and Anthropology an opportunity to take part in actual research studies in these disciplines. Participation is mandatory and is worth **10% of your grade**.



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Information regarding how to complete your participation and all applicable deadlines is available on the website at:

<https://www.york.cuny.edu/academics/departments/behavioral-sciences/research>

- Be sure to register for the correct course section!
 - **PSY 102 X, Instructor: XXXX**
 - You must use your **YORK EMAIL address** when creating a SONA account; no personal email will be permitted.
- **To earn 10% of your grade, you must complete four research credits**
You will ***not*** be given partial credit for research participation. So, if you have an “A” grade from exams but have not completed four research pool credits, your final grade will drop to a “B,” a grade of “B” will drop to a “C,” etc. Please note this is the policy of the department.

All questions about the research pool website are to be directed to the Research Pool Manager, Ms. Karen Manifold at ResearchPool@york.cuny.edu.

Important Dates Regarding the Research Pool

- The research pool will open within the first week of the semester.
- ***The last day for students to create a SONA account is November 1st***
No research credit is given if you haven't created an account by this date!
- ***The last day to complete research is December 8th***
Please be aware that there are separate deadlines for each activity.

Your Grade will be Based on

A. Exams		
	best 3 of 4 (22% each)	= 66%
B. Assignments		
	2 (3% each)	= 6%
C. Assess Student Knowledge		
	best 6 of 10 (2% each)	= 12%
D. Discussion Board		
	2 (3% each)	= 6%
E. Research Pool SONA		
	must complete 4 credits	= 10%
		100%

Late/missed exams and assignment submission

Because you are given at least one week to complete various tasks (e.g., exams, assignments, DB posts, etc.), there are *no makeups* for missed exams or late



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submission of assignments. I will make every effort to have assignments and exams graded within a week.

Withdrawing from Course

The last day to drop without a “W” is Tuesday, September 14, 2021 and with a “W” is Monday, December 13, 2021. If you stop attending the class without having officially withdrawn, you will be issued a WU which carries the same weight as an F.

Other Important Dates for Fall 2021

The complete academic calendar can be found at:

<https://www.york.cuny.edu/registrar/calendar/pdf/fall-2021-undergraduate-calendar.pdf/view>

Policy on Incomplete Grades

An Incomplete (INC) grade is given only with my prior approval and under extraordinary circumstances (written documentation required). All course work with the exception of the final exam must be completed. An Incomplete is **not** given because you are failing the course.

IMPORTANT STUDENT RESOURCES

➤ **The Counseling Center**

Phone: 718.262.2297

Students come to the counseling Center for a variety of concerns. Some include academic problems, relationship issues, family problems, difficulties adjusting to college life, managing stress related to COVID-19, etc. The center is operating remotely. All services including workshops, counseling, and stress reduction will be conducted remotely by telephone, WebEx, or Blackboard and are completely confidential. Counseling services are free for eligible students.

➤ **Disability-Related Needs - Center for Students with Disabilities**

Phone: 718-262-2191

Email: csd@york.cuny.edu

The mission of the Center for Students with Disabilities (CSD) is to ensure that students with disabilities at York College have equal access to programs, activities, and services. CSD facilitates a fulfilling college experience for students with disabilities through education, accommodations, awareness, collaboration, empowerment, and advocacy.

Goals

- Commit to assessment practices that effectively evaluate programs and services offered to students with disabilities.



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- Ensure quality service and delivery of reasonable and appropriate accommodations for students with disabilities.
- Facilitate students with disabilities' personal development and academic success.
- Promote inclusive and accessible programs, services, and activities.
- Provide education to the campus community about disability issues.

Additional College Resources

See the website for these support services:

Library	Advisement Center
Student Support Services	Scholarship Center
Office of Career Services	Office of Student Activities

College Writing Center

The College Writing Center provides tutorial writing services (see website).

Policy on Academic Integrity

The CUNY Board of Trustees adopted a revised policy on Academic Integrity. The revised policy is now posted on the [Academic Integrity Officer](#) page.

Definitions and Examples of Academic Dishonesty. The following are some examples of academic dishonesty, but by no means is this an exhaustive list:

- Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.
- Copying from another student during an exam or allowing another to copy your work; unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you. Submitting someone else's work as your own.
- Submitting substantial portions of the same paper to more than one course.
- Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

Plagiarism is 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 this 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.
- Internet 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.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student. The following are some examples of obtaining an unfair advantage, but by no means is this an exhaustive list:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

Grades

Grades will be based on the following scale established by the College:

A+	97- 100	B+	87-89.9	C+	77-79.9	D+	67-69.9
A	93- 96.9	B	83-86.9	C	73-76.9	D	60-66.9
A-	90- 92.9	B-	80-82.9	C-	70-72.9	F	<59

Below is a week-by-week description of the chapters to be covered.

Supplemental materials for each chapter will include an outline and PowerPoint slides. Other materials such as brief articles and videos may be included, depending on the chapter. This information can be found under “Weekly Materials” in Blackboard.

REMINDER: Continue to check Blackboard for Announcements as well as postings of chapter outlines, PowerPoint slides, video; “ASK” Tasks, Discussion Board Posts, Assignments, etc., as well as other postings and due dates!!!

****I reserve the right to make schedule changes due to time constraints and/or the needs of the class.***



Week

Lecture Date and Discussion*

Week 1: August 25

Chapter 1: Introducing Psychology

Chapter 1 Introduction

1.1 Psychology as a Science

1.2 The Evolution of Psychology: History & Approaches

Chapter 1 Summary, Key Terms, and Self-Test

Week 2: August 30

Chapter 2: Introduction to Major Perspectives

Chapter 2 Introduction

2.1 Biological Psychology

2.2 Psychodynamic Psychology

2.3 Behaviorist Psychology

2.4 Humanist, Cognitive, and Evolutionary Psychology

Chapter 2 Summary, Key Terms, and Self-Test

Week 3: September 6

Chapter 3: Psychological Science and Research

Chapter 3 Introduction

3.1 Using the Scientific Method to Guide Research

3.2 Moral Foundations of Ethical Research

3.3 From Moral Principles to Ethics Codes

3.4 Putting Ethics into Practice

3.5 Psychologists Use Descriptive, Correlational, and Experimental Research Designs to Understand Behavior

3.6 You Can Be an Informed Consumer of Psychological Research

3.7 The Replication Crisis in Psychology

Chapter 3 Summary, Key Terms, and Self-Test

Week 4: September 13

Chapter 5: Brains, Bodies and Behavior

Chapter 5 Introduction

5.1 The Neuron Is the Building Block of the Nervous System

5.2 Our Brains Control Our Thoughts, Feelings, and Behavior

5.3 The Nervous System and the Endocrine System

5.4 Psychologists Study the Brain Using Many Different Methods

Chapter 5 Summary, Key Terms, and Self-Test



Week 5: September 20

Chapter 7: States of Consciousness

Chapter 7 Introduction

7.1 States of Consciousness

7.2 Attention

7.3 Sleeping and Dreaming Revitalize Us for Action

7.4 Altering Consciousness with Psychoactive Drugs

7.5 Altering Consciousness without Drugs

7.6 The Unconscious

Chapter 7 Summary, Key Terms, and Self-Test

Week 6: September 27

Chapter 4: Genetics and Evolution

Chapter 4 Introduction

4.1 The Nature-Nurture Question

4.2 Evolutionary Theories in Psychology

4.3 Epigenetics in Psychology

4.4 Is Personality More Nature or More Nurture? Behavioral and
Molecular Genetics

Chapter 4 Summary, Key Terms, and Self-Test

EXAM #1

Week 7: October 4

Chapter 14: Growing and Developing

Chapter 14 Introduction

14.1 Conception and Prenatal Development

14.2 Infancy and Childhood: Exploring and Learning

14.3 Adolescence: Developing Independence and Identity

14.4 Early and Middle Adulthood: Building Effective Lives

14.5 Late Adulthood: Aging, Retiring, and Bereavement

14.6 Gender

Chapter 14 Summary, Key Terms, and Self-Test

DISCUSSION BOARD POST #1 DUE

Week 8: October 11

Chapter 10: Learning

Chapter 10 Introduction

10.1 Learning by Association: Classical Conditioning

10.2 Changing Behavior through Reinforcement and Punishment:
Operant Conditioning

10.3 Learning by Insight and Observation

10.4 Using the Principles of Learning to Understand Behavior

Chapter 10 Summary, Key Terms, and Self-Test



Week 9: October 18

Chapter 8: Remembering and Judging

Chapter 8 Introduction

8.1 Memories as Types and Stages

8.2 How We Remember: Cues to Improving Memory

8.3 Accuracy and Inaccuracy in Memory and Cognition

8.4 Eyewitness Testimony and Memory Biases

Chapter 8 Summary, Key Terms, Self-Test

ASSIGNMENT #1 DUE

Week 10: October 25

Chapter 17: Defining Psychological Disorders

Chapter 17 Introduction

17.1 Psychological Disorder: What Makes a Behavior Abnormal?

17.2 Anxiety and Dissociative Disorders: Fearing the World Around Us

17.3 Mood Disorders: Emotions as Illness

17.4 Schizophrenia: The Edge of Reality and Consciousness

17.5 Personality Disorders

Chapter 17 Summary, Key Terms, and Self-Test

EXAM #2

Week 11: November 1

Chapter 13: Psychology in our Social Lives

Chapter 13 Introduction

13.1 An Introduction to the Science of Social Psychology

13.2 Social Cognition and Attitudes

13.3 Conformity and Obedience

13.4 Prejudice, Discrimination, and Stereotyping

13.5 Helping and Prosocial Behavior

Chapter 13 Summary, Key Terms, and Self-Test

Week 12: November 8

Chapter 16: Personality

Chapter 16 Introduction

16.1 Personality Traits

16.2 Personality Assessment

Chapter 16 Summary, Key Terms, and Self-Test

DISCUSSION BOARD POST #2 DUE



- Week 13: November 15**
Chapter 9: Intelligence and Language
Chapter 9 Introduction
9.1 Defining and Measuring Intelligence
9.2 The Social, Cultural, and Political Aspects of Intelligence
9.3 Communicating with Others: The Development and Use of Language
Chapter 9 Summary, Key Terms, and Self-Test
EXAM #
- Week 14: November 22**
Chapter 11: Emotions and Motivations
Chapter 11 Introduction
11.1 The Experience of Emotion
11.2 Functions of Emotions
11.3 Positive Emotions: The Power of Happiness
11.4 Drive States
11.5 Motives and Goals
Chapter 11 Summary, Key Terms, and Self-Test
- Week 15: November 29**
Chapter 12: Stress, Health, and Coping
Chapter 12 Introduction
12.1 Stress: The Unseen Killer
12.2 Health and Stress
12.3 Stress and Coping
12.4 The Healthy Life
12.5 Positive Psychology
Chapter 12 Summary, Key Terms, and Self-Test
ASSIGNMENT #2 DUE
- Week 16: December 6**
Chapter 12: Stress, Health, and Coping
(continued)
- December 13**
Last Day of Classes
Review for Final
- December 15-21 (Final Exam Week)**
Final Exam TBA





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