

**Introduction to Psychology**  
**PSY 140 Section 41**  
**Winter 2019**

**Number of Course Credits: 4 CR**  
**Days Class Meets: Tuesdays and Thursdays**  
**Meeting Times: 9:00 AM – 10:50 AM**  
**Location: JNC 107**

**Instructor: Blake Ebright, M.S.**  
**Office: 2331 East Hall, 530 Church St. Ann Arbor, MI 48109**  
**Email: [ebrightblaked@jccmi.edu](mailto:ebrightblaked@jccmi.edu) Please start the subject line with “PSY 140”**  
**Office Hours: By appointment**

**Course Description:**  
PSY 140 INTRODUCTION TO PSYCHOLOGY (4 CR)  
Overview of the field of psychology, including learning, development, emotion, motivation, personality, abnormal behavior and psychotherapy.

**Prerequisite(s):**

- ENG 080 READING ESSENTIALS (4 CR)
- ENG 085 COLLEGE READING (4 CR)
- ENG 090 INTRODUCTION TO WRITING (4 CR)

**General Purpose:** The purpose of our sessions is to develop your understanding of course concepts by introducing them via lecture and text before practicing our understanding through discussions, activities, and assessments. You are expected to be present and participatory in every session. This means you have already read the texts assigned for the week, you have a pen or pencil with you, and you have your textbook and assignments if told to bring them.

**Course Goals:** This course fulfills requirements for a wide range of degree programs. As such, we will have a diverse set of interests present in the room. My instructional goal for the course is to reflect that diversity and cater to the varied needs of students in lectures, discussions, activities, and assignments. If at any point you don't believe the design of this course is preparing you in the way you would like, please reach out to me so we can work together to make your educational experience valuable and applicable to your future.

**Course Objectives:** The course goals and objectives incorporate specific General Education Outcomes (GEOs) established by the JC Board of Trustees, administration, and faculty. These goals are in concert with four-year colleges and universities and reflect input from the professional communities we serve. GEOs guarantee students achieve goals necessary for graduation credit, transferability, and professional skills needed in many certification programs. The GEOs and course objectives addressed in this class include the following:

- CO 1. Evaluate psychological research (that is, theories and/or studies) relevant to psychology.
- CO 2. Discuss the formation and development of gender roles as well as cultural variations therein.
- CO 3. Discuss the relationship between physical change and identity development in adolescence.
- CO 4. Discuss psychosocial, physical, and cognitive challenges in Late Adulthood

- CO 5. Explain to what extent biological, cognitive and sociocultural factors influence development.
- GEO 1. Write clearly, concisely and intelligibly.
- GEO 2. Speak clearly, concisely and intelligibly.
- GEO 4. Demonstrate scientific reasoning.
- **GEO 5. Understand human behavior and social systems, and the principles which govern them.**
- GEO 7. Understand and respect the diversity and interdependence of the world's peoples and cultures.

**Textbook:** Required textbook is Psychology, 12th edition, Myers/Dewall, Worth Publishing Company. Ebook version is acceptable. Other required texts will be provided via JetNet.

**Text Book Zero** - The textbook is available in a digital format and may be purchased in the bookstore.

**Extras:** Binder, notebook, writing utensils in class.

**Electronics Policy:** There is a strict no electronics policy during lectures. If I see you using your device once, I will ask you to put it away. If I stop class and disrupt your classmates' learning a second time, you will lose any points gained from participating that day. Class is less than two hours long and I am confident your devices have a silent mode. In the case of an emergency, you may leave the room to use your electronic device. There is a time and place in which it is appropriate to use electronic devices to supplement your learning – I will let you know when that time is. Otherwise, please handwrite your notes; there is research that supports the notion that handwriting notes positively impacts information retention.

### **Grading Procedure:**

- 1000 course points available
  - Attendance & Participation: 25% (250 points cap, 270 points available)
  - Writing Assignments: 25% (25 points each, 250 total)
  - Course Projects: 25% (125 points each, 250 total)
  - Exams: 25% (70 points, 80 points, 100 points; 250 total)

### **Attendance & Participation**

You will be graded on your participation in this class. Psychological research has shown that it is most beneficial in your learning process to engage with the material in active discussion. In my experience, the students who are active in their discussion section do the best on assessments.

- I guarantee that if you have a question on a particular topic, there is at least one other person in the room with the same question. Ask any/all questions you have.
- Be mindful of the space you occupy in the classroom. If you notice you are speaking a lot, step back to allow less talkative students to take ownership of the classroom and their learning. If you are a less talkative student, acknowledge when those students take a step back in an effort to improve your ability to learn.
- Remember to engage in conversation respectfully and peaceably. Understand that this is a diverse institution comprised of individuals who have diverse sets of experiences, which inevitably lead to different thought processes and different (but nonetheless valid) positions on certain topics. Address the idea when responding,

not the person. Please hold me to these standards as you would any of your classmates and bring up any concerns you may have as soon as they arise.

- Grading Scheme: you can earn anywhere from a 0 to a 20 for each session
  - 0 points for exam days and absences
  - 3 points for each session where you are in attendance, but actively disrupt the learning process for other students (i.e., electronic use, talking out of turn, arriving more than 10 minutes late, etc.)
  - 5 points for each session where you are present but not engaged
  - 8 points for each session where you are engaged but not prepared
  - 10 points in each session where you are present, engage in a productive discussion, and prove that you are prepared for class

Note that you can accumulate up to 270 points through attendance and participation out of the 250 maximum outlined in the grading procedure. This means you can miss 2 sessions without an excuse and without penalty. Excused absences require documentation of emergency (discuss with me).

## Writing Assignments

Some days will be devoted primarily to reading discussion/synthesis, others primarily to lectures and activities/demonstrations. Each week you will turn in a writing assignment tailored to the readings assigned for that week. These assignments are due at 9:00 AM and should be printed and shown to me at the beginning of class in hardcopy form. I will use the papers to gauge your understanding of the text and to plan the following class to make it responsive to your interests and concerns.

The writing assignments will count for 25% of your grade. They will be graded as credit/no credit with occasional pluses or minuses for superior or inferior work. Because I need these papers to prepare the Thursday class, late papers are not useful to me, and will not be accepted. \*\*You should plan to revise each of your writing assignments after the material has been covered – they will then function as succinct, appropriate review sheets going into your exams.

## Course Projects

Two (2) research projects are required in this course. Each project will be worth 125 points (for a total of 250 points) and will make up for in-depth experience lecture and the text cannot provide. Projects are designed to provide hands-on experience in the very first stages of the research process, understanding what we already know as a scientific community so we understand what kinds of interesting questions are left to be answered. Critical thinking is a KEY part of these assignments – not all published research is perfect and not all published research is taught in today's textbooks.

Due dates will be assigned at the beginning of the semester based on topic. Details will be provided via documents posted to JetNet.

## Exams

Three (3) exams will be given in class (see Calendar for exam dates). Each exam will consist of 50 questions (mostly multiple choice, some short answer) and will be worth 70, 80, and 100 points in that order for a total of 250 points. These exams are NOT

cumulative. Questions for these exams will be drawn from the readings, class lectures, films, activities, and discussions. Make-up exams will ONLY be given in the event of an emergency and, in the case of illness, a doctor's written excuse will be required.

### **Grading Scale:**

Grading Scale		
4.0	=	900-1000 points
3.5	=	800-899.99 points
3.0	=	700-799.99 points
2.5	=	600-699.99 points
2.0	=	500-599.99 points
1.5	=	400-499.99 points
1.0	=	300-399.99 points
0.5	=	200-299.99 points
0.0	=	0-199.99 points

### **Failure:**

- Students who do not adhere to the academic honesty policy are subject to failure.
- Students who do not turn in the first writing assignment are subject to failure.
- Students who do not turn in 6 of the last 9 assignments are subject to failure.
- Students who do not turn in 6 of the last 9 revisions are subject to failure.
- Students who do not turn in both course projects are subject to failure.
- Students who earn below 125 attendance/participation points are subject to failure.
- Students who do not take all three exams are subject to failure.

### **Academic Honesty Policy:**

Purpose: Academic dishonesty is generally an instructional and teachable opportunity for faculty to guide students and for students to learn from their actions and/or behavior. The Academic Honesty policy provides guidance for determining the level and severity of academic dishonesty, establishes how to track and report violations, and defines consequences to students

Scope: This policy applies to all students, customers and JC employees.

#### Definitions:

Academic Honesty is defined as ethical behavior that includes student production of their own work and not representing others' work as their own, by cheating or by helping others to do so.

Plagiarism is defined as the failure to give credit for the use of material from outside sources. Plagiarism includes but is not limited to:

- Submitting other's work as your own
- Using data, illustrations, pictures, quotations, or paraphrases from other sources without adequate documentation
- Reusing significant, identical or nearly identical portions of one's own prior work without acknowledging that one is doing so or without citing this original work (self-plagiarism)

Cheating is defined as obtaining answers/material from an outside source without authorization. Cheating includes, but is not limited to:

- Plagiarizing in any form
- Using notes/books/electronic material without authorization
- Copying
- Submitting others' work as your own or submitting your work for others
- Altering graded work
- Falsifying data
- Exhibiting other behaviors generally considered unethical
- Allowing your work to be submitted by others

Policy: Faculty members who suspect a student of academic dishonesty may penalize the student by taking appropriate action up to and including assigning a failing grade for the paper, project, report, exam, or the course itself. Instructors must document all instances of academic dishonesty, beyond those of a minor nature, in writing to the Office of the Academic Deans using the attached form.

Proctored Testing: Students who are suspected of cheating during a course exam or during Course Placement will be questioned and reported to the appropriate faculty member or Academic Dean. The proctors are not to stop the exam but document and report the questionable behavior. As in other instances, the faculty member will determine the penalty and appropriate action. If the student is suspected of cheating on Course Placement, the Vice President of Student Services or designee is to be contacted and will determine the next steps.

Reporting: The Office of the Academic Deans will record and track students who have been reported for academic dishonesty. If the same student has a second incident, the Dean will enact sanctions appropriate to the level of infraction. The sanction will be selected in consultation with the involved faculty. The Dean can administer consequences up to and including suspension or expulsion.

In the event of a dispute, all parties should follow the Student Complaints/Academic procedure as outlined in the JC Faculty Agreement.

**Course Management:** The I grade will be considered when the student's work is sufficient in quality but not quantity. It is based upon 75% attendance, quality work as determined by the instructor, and a sufficient reason not to complete the course. An I grade may be removed by completing the course requirements prior to the end of the next semester. If the necessary work is not completed on time, the I grade will remain on the student's transcript as a permanent grade.

The W grade is awarded to students who decide to withdraw from the course prior to the end of the semester. You, the student, must officially withdraw by completing a withdrawal form on or before the official withdrawal date.

**Makeup Policy:** Life happens. If you miss an exam for a documented emergency, I'm inclined to make every effort to assess your understanding. Late writing assignments and missing participation points cannot be made up.

**Help:** Please see me or email me right away if you have any concerns about your ability to perform well in this class, especially concerning any accommodations differently-abled students may need when it comes to the way we assess your understanding in this course.

The Center for Student Success is a great resource:

<https://www.jccmi.edu/center-for-student-success/>

\*\*This is an Introductory Psychology course taught by professional researchers in academia. I cannot speak for my colleagues, but I am not a clinician trained or certified to counsel individuals. I can offer guidance in matters related to research and course concepts, but for instances of extreme stress, trauma, financial burdens, relationship issues, and other major problems that necessitate the involvement of mental health professionals, I am happy to help you search out the resources available to you at JC (including but not limited to the Oasis Center).

**Calendar:**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings (due)</b>	<b>Writing Assignments</b>
<b>1</b>	1/14	Course Overview and Psychology IRL	Syllabus and pages xlvi-liii	
	1/16	History of Psychology & Research Methods: (Good) Science	Prologue & Chapter 1	<b>Assignment 1 due</b>
<b>2</b>	1/21	Neuroscience: Neural Anatomy & Biopsychology	Chapters 2 & 3	<b>Assignment 2 due</b>
	1/23	(Altered States of) Consciousness: A Spectrum		
<b>3</b>	1/28	Developmental Psych: Conception through Childhood	Chapters 4 & 5	<b>Assignment 2 revision Assignment 3 due</b>
	1/30	Developmental Psych: Childhood through Adolescence		
<b>4</b>	2/4	Developmental Psych: Adolescence through Adulthood		
	2/6	Exam Review & <i>Special Topic Lecture TBD</i>		<b>Assignment 3 revision</b>
<b>5</b>	2/11	<b>Exam 1</b>		
	2/13	Sensation & Perception	Chapter 6	<b>Assignment 4 due</b>
<b>6</b>	2/18	Sensation & Perception		
	2/20	Learning & Memory	Chapters 7 & 8	<b>Assignment 4 revision Assignment 5 due</b>
<b>7</b>	2/25	Learning & Memory		
	2/27	Thinking & Language	Chapter 9	<b>Assignment 5 revision Assignment 6 due</b>
<b>8</b>	3/4	Thinking & Language		

	3/6	Health and Well-Being Psychology		<b>Guest Lecture</b>
	3/11	Spring Break		<b>No Class</b>
	3/13	Spring Break		<b>No Class</b>
<b>9</b>	3/18	(Measuring) Intelligence	Chapter 10	<b>Assignment 6 revision Assignment 7 due</b>
	3/20	(Measuring) Intelligence		
<b>10</b>	3/25	Exam Review & <i>Special Topic Lecture TBD</i>	Chapters 11 & 12	<b>Assignment 7 revision</b>
	3/27	<b>Exam 2</b>		
<b>11</b>	4/1	Motivation & Emotion		<b>Assignment 8 due</b>
	4/3	Motivation & Emotion		
<b>12</b>	4/8	Intrapersonal Social Psych I: Attitudes & Persuasion	Chapters 13 & 14	<b>Assignment 8 revision Assignment 9 due</b>
	4/10	Intrapersonal Social Psych II: Cognition & Self-Concept		
<b>13</b>	4/15	Interpersonal Social Psych: Social Influence, Groups, & Attraction		
	4/17	Personality: Individual Differences in Context		
<b>14</b>	4/22	Psychological Disorders	Chapters 15 & 16	<b>Assignment 9 revision Assignment 10 due</b>
	4/24	Therapy (Treating Psychological Disorders)		
<b>15</b>	4/29	Exam Review & <i>Special Topic Lecture TBD</i>		<b>Assignment 10 revision</b>
	5/1	<b>Exam 3</b>		

*This syllabus, including the calendar approximation above, is subject to revision. If revisions occur, I will provide a hard copy of the new version at our next meeting and update any electronic locations that may hold the old version.*