

YORK COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
Department of Behavioral Sciences
Spring 2025
Psychology 102-EC11: Introductory Psychology
Room: AC-1C05
Mon-Fri/11:00AM-12:20PM

Instructor: Professor DeShawn Nelson
Email: dnelson3@york.cuny.edu
Office Hours: Wednesdays 11:00AM-12:00PM (by appointment)

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/>

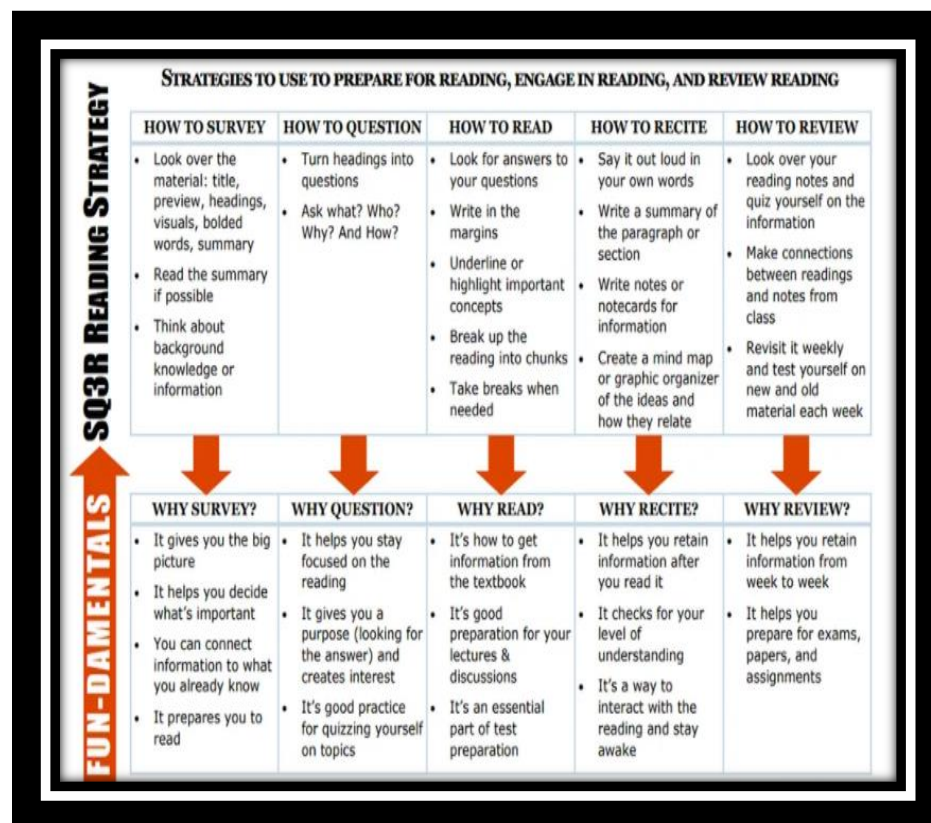
How much time do you need to invest in this class each week?

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 **Survey**, how to **Question**, how to **Read**, how to **Recite**, and how to **Review**. It will take you longer to get through the chapters, however, because you will be 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)



Brightspace

To log onto Brightspace you must first register your CUNY portal account using this address: <https://brightspace.cuny.edu>

Once inside the portal, you will click on the link for our course PSY253 M3.

You must use the Brightspace site and you must set your York College Email as your preferred email in your CUNYFirst account. See the student helpdesk if you need to activate your York email account. You must check your York email to keep it active.

You can access our Live LMS Support Room from the CTLET link on **My Courses > Organizations** tab in your Brightspace home page. The hours are: Mondays - Thursdays 9 AM - 5 PM, Fridays by appointment via email lmshelp@york.cuny.edu.

On campus in-person LMS Support is available during the weekday working hours.

Use of York Email

All students ***MUST*** use their York email. Without it, you can't access Brightspace, 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 Brightspace, 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 Brightspace.

- **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 Brightspace 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 Brightspace frequently.

Course Requirements

A. Exams

There will be three multiple-choice (and true/false) exams (Each exam will be worth 22% of your grade, 66% in total.)

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 Brightspace.

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. 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**.

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 ECI3, Instructor: Nelson**
 - 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
TBA

Your Grade will be Based on

A. Exams	2 exams (20% each)	= 40%
B. Assignments	2 (3% each)	= 6%
C. <u>Assess Student Knowledge Quiz</u>	4 (5% each)	= 20%
D. Discussion Board	2 (3% each)	= 6%
E. Research Pool SONA	must complete 4 credits	= 10%
F. Cumulative Final Exam		= <u>20%</u> 100% + 2 extra points ☺

Late/missed exams and assignment submission

Late assignments will incur a penalty. Some exceptions to this rule are personal or family illness and other communicated emergencies.

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 Brightspace 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.
- 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 “Content” in Brightspace.

REMINDER: Continue to check Brightspace 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:	January 31 Class Introductions, Discussion of the syllabus.
Week 2:	February 3 Chapter 1: Introducing Psychology Chapter 1 Introduction 1.1 Psychology as a Science 1.2 The Evolution of Psychology: History & Approaches February 7 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
Week 3:	February 10 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 Quiz #1 Due February 14 Chapter 3: Psychological Science and Research 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 <u>ASSIGNMENT #1 DUE</u>

Week 4: February 18

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

February 21

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

Week 5: February 24

Chapter 5: Brains, Bodies and Behavior

5.3 The Nervous System and the Endocrine System

5.4 Psychologists Study the Brain Using Many Different Methods

February 28

Chapter 6: Sensing and Perceiving

Chapter 6 Introduction

6.1 We Experience Our World through Sensation

6.2 Seeing

6.3 Hearing

6.4 Tasting, Smelling, and Touching

6.5 Accuracy and Inaccuracy in Perception

Quiz #2 Due

Week 6: March 3

Exam #1

March 7

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

Week 7:

March 10

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

March 14

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

Week 8:

March 17

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

DISCUSSION BOARD POST #1 DUE

March 21

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

Quiz #3 Due

Week 9:

March 24

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

March 28

Chapter 14: Growing and Developing

14.4 Early and Middle Adulthood: Building Effective Lives

14.5 Late Adulthood: Aging, Retiring, and Bereavement

14.6 Gender

Assignment #2 Due

Week 10: April 4

Exam #2

Week 11: April 7

Chapter 16: Personality

Chapter 16 Introduction

16.1 Personality Traits

16.2 Personality Assessment

Chapter 16 Summary, Key Terms, and Self-Test

April 11

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

Spring Break April 12-20

Week 13: April 21

Chapter 17: Defining Psychological Disorders

17.3 Mood Disorders: Emotions as Illness

17.4 Schizophrenia: The Edge of Reality and Consciousness

17.5 Personality Disorders

DISCUSSION BOARD POST #2 DUE

April 25

Chapter 18: Treating Psychological Disorders

Chapter 18 Introduction

18.1 Reducing Disorder by Confronting It: Psychotherapy

18.2 Reducing Disorder Biologically: Drug and Brain Therapy

18.3 Reducing Disorder by Changing the Social Situation

18.4 Evaluation Treatment and Prevention: What Works?

Week 14: April 28

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

May 2

Chapter 15: Culture

Chapter 15 Introduction

15.1 Culture

15.2 Culture and Emotion

Quiz #4 Due

Week 15: May 5

Chapter 11: Emotions and Motivations

Chapter 11 Introduction

11.1 The Experience of Emotion

11.2 Functions of Emotions

May 9

Chapter 11: Emotions and Motivations

11.3 Positive Emotion: The Power of Happiness

11.4 Drive States

11.5 Motives and Goals

May 12

Review for Final

Final Exam: Date TBA