

applying her knowledge of psychology to her everyday life, including her interactions with her husband and her 8-year-old daughter.

Attendance Policy

Lectures will clarify and expand upon information provided in your textbook. Attendance records will be kept as required by the university. Attendance is not required and attendance will not officially be factored into your grade (unofficially, of course, if you don't come to class, you won't do well on the exams, so at some level, attendance will make a difference in your grade). Attendance is strongly encouraged, however. Although it will be possible to earn an "A" in this class by reading only the textbooks, it is extremely unlikely. Most students who fail to attend class regularly will find that their grades in the class are quite poor. Students perform better when they attend, take notes on, and actively participate in lectures.

The instructor and the TAs are not responsible for providing you with a mini-lecture to catch you up when you miss class. You are responsible for obtaining the information discussed in class from your classmates.

You will find that I have posted lecture outlines on our class web site. These are OUTLINES and not a substitute for coming to lecture and taking notes. You will find that lectures contain far more information than is contained in the outlines. The outlines are posted so that you may print them out before class and use them to organize your notes; they are not as a substitute for attendance, note-taking, and reading the book. If past history is a good predictor (which it usually is), students who choose to study from the outlines alone will most likely fail the class.

Classroom Behavior

Students are expected to behave appropriately during class. The instructor is the final arbiter of what behavior is appropriate and inappropriate. However, you may use the following principle to guide your classroom behavior: Your behavior should not be disruptive or distracting to the instructor or your classmates. This principle will help you determine appropriate classroom behaviors. This following list is not exhaustive.

1. Come to class on time. Your late entrance is distracting to everyone.
2. Stay for the entire class period. If you must leave early, sit near the exit and leave as quietly as possible.
3. Turn off beepers and cellular phones prior to coming to class.
4. Talk only when you have been given the floor. Talking with the people next to you is distracting to everyone, especially the people around you. If you are asking your neighbor a question about the course, it is likely that everyone will benefit if you raise your hand and ask your question of the instructor. The only truly stupid question is the question that remains unasked and unanswered.
5. Be attentive. You may not realize it but it is distracting to your instructor if you read a newspaper in the back of the classroom or doze off during class. I cannot focus on the information I am trying to convey if I am worried that I am boring you.
6. Be respectful. It is distracting to have your feelings hurt.

If your instructor finds that you are behaving inappropriately, you will be given one warning. The second instance of inappropriate behavior will result in expulsion from the class for the remainder of the day. If inappropriate behavior continues, further disciplinary action will be taken.

Required Text:

Kassin, S. (2005). *Psychology in Modules* (John Jay edition). Upper Saddle River, NJ: Prentice-Hall.

Supplemental Text:

Hock, R. R. (2002). *Forty studies that changed psychology: Explorations into the history of psychological research* (5th edition). Upper Saddle River, NJ: Prentice-Hall.

Internet Resources

Our class has a web page: <http://web.jjay.cuny.edu/~mkovera/intro.html>. The web site contains information about the course, the course schedule, and information about assignments. In addition, the outlines for the lectures in this course are on the web site. You need to check the class homepage regularly for announcements.

Course Evaluation

Exams

Four exams will be administered. The first exam will be on **September 26th**. The second exam will be on **October 24th**. The third exam will be on **November 19th**. The fourth exam will be during Exam Week on **December 17th at 10:15 (please note that the exam starts before our regular class time)**. Exams will not be cumulative and will consist of multiple choice questions. Each exam is worth 100 points. You are responsible for bringing a pencil on exam days.

You will have one-hour and 15 minutes to complete each exam (including the final exam). You should not arrive late. Late arrivals will not be given any extra time to complete the exam. If you arrive to take the exam after the first person leaves, you will not be allowed to take the exam.

I understand that sometimes one's personal life interferes with one's ability to attend an exam. If you have a legitimate reason for missing an exam (e.g., documented illness, death in the family) and can provide documentation, you will be allowed to take a make-up exam IF you contact me immediately before or after the exam you will be missing (e.g., don't come to me two weeks later and ask for a make-up unless you have been in a coma for the intervening two weeks). It is your responsibility to contact me in advance to gain permission to take a makeup. If you have not done so, there will be no make-up exam available for you to take.

Research Experience

Psychology is a science. What psychologists have learned about human (and animal) behavior comes from systematic empirical research. It is important that you have some first-hand exposure to psychological research during your introductory psychology class.

You have two options for obtaining research experience. One option is for you to volunteer as a participant in psychological research. Only those studies that have been approved by the psychology department can be used to meet this requirement. You may visit the psychology department's Research Experience Program (REP) web site (<http://jjay.sona-systems.com>) to learn about the studies that are being conducted and to sign up to participate in studies if you wish. All students will be registered to use the site within the first week of classes. Your username will be your first name and last name separated by a period and your password will be your last name (e.g., John Doe's username would be john.doe and his password would be doe). Once you log on to the site, you can change the password to a password of your choosing.

The system will assign you 1 point for each half hour you spend participating in psychological research. Please do not sign up to participate in research unless you intend to show up. It costs researchers if you fail to show up when you say that you will. Therefore, you will be docked 1 point every time that 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. Please do not argue with researchers if you arrive late. They would accommodate you if they could but once studies start, it is often impossible to allow students to join while a study is already in progress. You may avoid a penalty by canceling your appointment at least 24 hours in advance. You may cancel the appointment by visiting the REP web site.

Researchers are responsible for reporting your participation to me throughout the semester. However, mistakes do happen. Therefore, it is in your best interest to keep your own records of the studies in which you have participated (e.g., time and date of participation, name of study, name of researcher). If there is a discrepancy between your records and the psychology department records, I will use your records to investigate the. If you do not keep records of your participation, I cannot guarantee that I will be able to confirm your participation with the researcher. The last day to participate in an experiment is **December 14, 2005**.

Your second option is to summarize research presented in your supplemental text "Forty Studies that Changed Psychology." Copies of the text are available on reserve in the library. Your summaries should be four typed double-spaced pages and should include a description of the research problem, the theory being tested, the methodology of the study, the findings, and why the study was important for the study of psychology. The papers are intended to take you two hours to complete so for each paper that adequately summarizes a study, you will receive 4 points (so, five papers would equal 20 points). You must turn in any papers by **December 3, 2007**, so that we have time to grade them before the end of the semester.

You should complete 10 hours (**20 points**) of research experience during the course of the semester. If you have earned a penalty by failing to show for an experiment, you may have to participate in more than 10 hours to achieve the maximum ten points for this assignment. You may combine points from participating in laboratory research or research summaries to obtain the maximum number of points allowed (i.e., 20 points). Your research requirement will be worth 10% of your final grade.

Grading Policy

The assignments include 4 exams and research experience. The exams will be worth 90% of your grade and the research experience requirement will be 10% of your grade. I will use the following scale to assign grades:

A	93% and up	B	83-86%	C	73-76%	D	63-66%
A-	90-92%	B-	80-82%	C-	70-72%	D-	60-62%
B+	87-89%	C+	77-79%	D+	67-69%	F	below 60%

Academic Misconduct

Instances of cheating, plagiarism and any other form of academic misconduct **will** be prosecuted according to the procedures adopted by John Jay College. I will not accept as an excuse that you were unaware that your behavior constituted plagiarism. Therefore, I highly recommend that you familiarize yourself with the concept of plagiarism and that you approach me if you have any questions.

HOW TO AVOID PLAGIARISM

You must always cite the references you consulted in your research. Failure to do so constitutes plagiarism. A few guidelines for acknowledging sources are noted below (from Northwestern University's "Some Notes on Plagiarism and How to Avoid It"):

A simple principle can be helpful when one is trying to determine whether in a specific case acknowledgment is necessary: If you knew it or held it as your own opinion before you began preparing your paper, it need not be acknowledged (unless you had recently acquired it from your reading). If you got it from some outside source after beginning preparations, it must be acknowledged. . . . Wherever there are specified facts, explanations, judgments, opinions, or hypotheses, their exact source must be given...**such acknowledgment is required even when you present this specific material entirely in your own words.** (p. 4)

Any direct quotation must be placed in quotation marks (or otherwise designated as a direct quotation) **and the source immediately cited (after the quote)**. Some students have the odd notion that it applies only when the quotation is at least a complete sentence and that phrases can be transcribed without quotation or acknowledgment. But any phrase so appropriate and effective as to be taken from the original should be treated this way. (p. 4)

Administrative Information

Any student who has a disability and needs classroom accommodations should notify both me and the Office of Disabled Student Services.

This syllabus is provided for your information and may change as deemed necessary. You are responsible for learning all the material contained in this syllabus as well as any modifications that are made to the syllabus during class time.

COURSE SCHEDULE

Date	Kassin Module(s)
August 27	Psychology, Past and Present
August 29	Methods of Psychological Research
September 5	The Neuron and the Nervous System
September 10	The Brain
September 17	The Brain's Capacity for Change
September 19	Vision
September 24	Perception
September 26	<i>Exam One</i>
October 1	Classical Conditioning
October 3	Operant Conditioning
October 10	Sensory and Short-Term Memory
October 15	Long-Term Memory
	Memories Forgotten and Reconstructed
October 17	Intelligence and Its Measurement
October 22	Nature versus Nurture
	Social Issues in Intelligence and Education
October 24	<i>Exam Two</i>
October 29	Pre-Natal Development, Birth, and the Newborn
October 31	Early Childhood
	Adolescence
November 5	Film: Obedience
November 7	Social Influence and Attitudes
November 12	Social Perception and Attraction
November 14	Social Behavior in Groups
	Stereotypes, Prejudice, and Discrimination
November 19	<i>Exam Three</i>
November 26	Psychoanalytic Theories of Personality
November 28	Alternative Theories of Personality
	Personality Traits
December 3	Outlook on Psychological Disorders
	Anxiety Disorders
	<i>Research Experience Papers due</i>
December 5	Somatoform, Dissociative, and Personality Disorders
	Disorders of Mood and Thought
December 10	Psychological Therapies
December 12	Does Psychotherapy Work?
	Medical Treatments for Psychological Disorders
	<i>Last Day for Research Participation</i>
December 17	<i>Final Exam — 10:15 AM to 12:15 PM</i>