

**Introduction to Psychology**  
**PSY 1001 – Fall 2014**  
**Online**

**Contact Information**

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**Office Hours:** Mondays 1:30-2:30 on Skype (erin.eatough) or by appointment

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\*\*please include "PSY1001" in your subject line

**Course Description:** Introduction to Psychology offers an introduction to the science of psychology and psychological phenomena. The course will present the scientific theories and methods used by psychologists as well as a broad survey of the various areas of psychology. This course is designed to provide an overview of the scientific field of psychology and to relate that knowledge to life. By exploring the contributions of psychology to the human experience, we can develop better relationships with ourselves, others, and the world around us. Within each topic area, students will not only learn the core concepts and theories, but will also be exposed to the historical underpinnings, issues of diversity and culture, and the ethical concerns in each area of psychology. The course is designed for both psychology majors and non-majors. This course is offered in an online format.

**Prerequisite:** None

**Course Objectives:**

The student who successfully completes this course will be able to:

1. Describe psychology as an empirical science
2. Describe the evolution of psychology within a socio-historical context
3. Evaluate psychological research studies and design basic research studies using appropriate research design and measurement
4. List and describe the major theories and theorists in psychology
5. Define and use psychological vocabulary and language
6. Describe the various fields of psychology, the critical questions within each area, and their research methodologies
7. Discuss how psychology relates to everyday life
8. Identify ethical issues in psychology and psychological research
9. Demonstrate critical thinking about behavior and mental processes

**Required Text:** Schacter, Gilbert & Wegner, *Introducing Psychology*, 2nd ed., 2013. Worth Publishers. ISBN-13: 978-1-4292-4230-1

**Required: LaunchPad Access**

**Additional Information:** You can find the hard copy of the textbook in the Baruch Bookstore or online from vendors like Amazon.com and BarnesandNoble.com. Please note, when you buy the hard copy book it comes with LaunchPad access (there is a special code inside the book that you use to register on the LaunchPad). However, you can also just purchase the LaunchPad if you want. Do this at: <http://www.worthpublishers.com/launchpad/schacterbrief2e/>

If you do this, you would have to do all your readings from the LaunchPad's e-book. If you purchase the hard copy book with LaunchPad access, you have the convenience of reading from the hard copy book OR the e-book. Whichever route you choose, when you go to gain

access on the LaunchPad at <http://www.worthpublishers.com/launchpad/schacterbrief2e/> I have uploaded specific instructions for gaining access to the LaunchPad in the “Start Here” button on Blackboard. In addition, I have uploaded instructions for gaining free temporary access to the LaunchPad if you are having trouble. The textbook will be on reserve at the library as well.

**Required Online Access and Communications:** You are expected to have appropriate internet access capabilities for this course. All course materials will be posted on Blackboard (<http://www.baruch.cuny.edu/bctc/blackboard>). Additionally, I will communicate with you through the email address that is tied to your Blackboard account (usually your Baruch e-mail address unless you have specified otherwise). Please check both Blackboard and your e-mail regularly (at least 2 times/week).

**Blackboard Website:** Many course materials will be presented in Blackboard. The syllabus, assignments, grades, and other course-related materials and announcements will be posted on the Blackboard website. You can access this site at (<http://www.baruch.cuny.edu/bctc/blackboard>). It is expected that all students will have access to this site.

**Requirements and Evaluation:** Each week, you need to log on to Blackboard and view that week’s folder. Weekly folders will open at 12:01am on Mondays. Inside the folder you will find the information you need to complete that unit’s work.

Taking an online class requires discipline and consistent engagement. To help you be successful in this fully online course, I have taken special care with the design of the course. Consistency each week is key, both with your habits for logging on and completing the work and with the design of the course. Thus, each week, my expectations of you are similar. Each week you are expected to complete the readings, watch the lecture for that unit, participate in the discussion board, and complete an assignment from the LaunchPad (the book’s companion website). These tasks will be expected of you each week and should take approximately the same amount of time each week. I hope this consistency will help you in that you can expect the same format each week and can plan accordingly in terms of your time management. In addition to the weekly tasks, you will have 3 exams as major assessment components for your grade. These 3 exams are additional aspects of the course which you will need to budget for in your time management.

**Readings:** Each week, you will have a reading assignment that will come from your textbook. Some weeks there may be an additional empirical article or media article that you will also need to read. These reading assignments will be outlined clearly each week on Blackboard in the weekly folders. Please be aware that completing the readings is a mandatory component of this course. Exam items will be created from both the readings and lectures. You may read via the e-book on the Launchpad or via the physical book.

**Lectures:** Each week, you will have a lecture to watch. In order to get the most out of lecture, you should complete the assigned readings before watching/listening to the lecture. Doing so will facilitate your learning and help you better contribute to class discussions. These lectures will be posted on Blackboard in the weekly folders. Viewing and listening to the lecture is a major component of this course delivery so please check to be sure you have the appropriate technology (i.e. Flash player, functional computer speakers) to be able to successfully view and hear the lecture. Lectures will be embedded in blackboard with the option to access the lectures on YouTube. I have done this so you have the ability to access the lectures from your computer, tablet, or phone. Powerpoint slides used in my lectures will be uploaded to the Reference Materials button on blackboard so that you may access them for note taking and study purposes.

Discussion: Each week I will present you with a discussion question that you are to respond to. You are to post an original *written response* by WEDNESDAY each week. This original post is worth 5 points each week. You will also need to do TWO response posts to your classmates by SUNDAY night each week. These responses are worth 2.5 points each, for a total of 5 response post points each week. Thus, every week, you can earn 10 total points for discussion board posts. You will need to check Blackboard each week to view the discussion question for each week and create your posts. Sometimes I may suggest guidelines for you to use *in your response posts* (i.e. "...when responding to your peers' posts, please consider X and Y"), so please read each week's discussion question guidelines carefully. Respect and kindness should be given to others at all times. The discussion boards are intended to foster dialog and learning. Discussion should be conducted with openness and friendliness.

Assignments: Each week I will assign one assignment from the LaunchPad. These assignments will be worth a total of 10 points each week. You will be able to access these assignments via LaunchPad, which comes with your book. You will need to check Blackboard each week to view the assignment and then go to the LaunchPad to complete the assignment. You can also view assignments in the assignment calendar at the end of the syllabus. Assignments will be due on Sundays at 11:55pm. *You are to work independently on the assignments. Note: Late work will not be accepted.*

Exams: There will be 3 exams in this course. Each will be worth 100 points. Exams will be given online (they will be completed online) on the dates designated in the class calendar. Exams will consist of multiple choice, true-false, and essay questions. Content from the lectures, readings, and online forum discussions will be used to create the exams. *You are to work independently on the exams. I have a zero tolerance policy for academic dishonesty.* See the section below on the academic honesty policies for this course.

Research Requirement: As part of your requirements for PSY 1001, you will need to participate in 5 *hours* of research activities out of class to earn a total of 10 points in the course. The purpose of these assignments is to provide you with experience with the methodology of psychological research. It is best to complete the research requirement EARLY in the semester as there tend to be fewer opportunities later in the semester. There are two options for completing this requirement (or you may combine the two options):

- 1) You may volunteer to participate in psychological studies (1 hour of participation = 2 points for your grade). You can sign up for studies on the research pool website (<http://baruch.sona-systems.com/>). Your password for the system will be emailed to your Baruch account within the first two weeks of class. When signing up for experiments, please remember:
  - a. To print the page with the name/date/place/time of the experiment and the experimenter's name (keep this information until the end of the semester)
  - b. To cancel through the website before the scheduled time if you cannot make the study
  - c. To make sure you sign the experiment sheet at the end of your study
  - d. To not sign-up for experiments that take place after the last day of meeting time of the class

If you forget, lose, or never received your password, go to <http://baruch.sona-systems.com/> and use the password recovery link. If you have any disputes about your participation in experiments, you must deal with the experimenter directly. *According to the ethical guidelines, participation is voluntary and individuals may withdraw from an experiment, at any time, without penalty to that individual.*

-Or-

- 2) You may complete an alternative research assignment. The alternative research assignment will be to review research articles. You will follow a specific set of instructions to complete your

review. Each article you review is worth 2 points for your grade. Please speak to me about this option if you wish to pursue it.

Final course grades will be assigned according to the total points earned in the class. The total points available are 550 and will come from the following sources:

Exam 1 = 100 points

Exam 2 = 100 points

Exam 3 = 100 points

Written discussion responses and participation (10 points x 13 questions) = 130 points

LaunchPad Assignments (10 points x 11 assignments) = 110 points

Research requirement = (2 points per hour of research participation x 5 required hours) = 10 points

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Total = 550 points

Final letter grades will be assigned according to the following scale:

Letter Grade	Total Percentage Points
A	93.0–100.0
A-	90.0–92.9
B+	87.1–89.9
B	83.0–87.0
B-	80.0–82.9
C+	77.1–79.9
C	73.0–77.0
C-	70.0–72.9
D+	67.1–69.9
D	60.0–67.0
F	below 60.0

**Class Material:** I will present the course material in a variety of ways including readings, recorded lectures, real world cases or websites, discussions on the discussion board, and relevant videos. In order to get the most out of the lectures, you should complete the assigned readings before watching each. Doing so will facilitate your learning!

**Late work:** *Late work will simply not be accepted.* Only **very** exceptional cases will be considered. Because you have an entire week each unit to complete the required tasks, there are virtually no cases I could imagine in which it would be fair to allow late submissions.

**Attendance:** In accordance with Baruch's policy, instructors reserve the right to give a WU grade to freshman and sophomore students (those with less than 61 credit hours) who incur more than 4 absences. Absence in this class is defined as not participating in the weekly activities (discussion board posts and LaunchPad assignments).

**My Expectations:**

- You will check your e-mail and blackboard regularly for announcements and information
- You will do the assigned readings each week
- You will write your discussion post and responses each week
- You will watch the video lectures each week

- You will encourage fun and lively dialog with your student colleagues
- You will study well in advance for the exams
- When you need support in learning a concept, you will use your resources like the LaunchPad website, your student colleagues, and me!

### **What You Can Expect:**

- Weekly communications from me by e-mail or Blackboard announcements
- Weekly dynamic lecture videos created and delivered by me, integrating videos, examples, podcasts, and traditional powerpoint slides
- Weekly feedback on discussion board posts
- Immediate grading of weekly assignments through the LaunchPad website
- Prompt e-mail responses (with a goal of less than 24 hours)

**Academic Honesty:** Violations of academic honesty are a serious matter. People of principle are scrupulous about conducting themselves with integrity and avoiding even the appearance of being academically dishonest. It is your own responsibility to fully understand Baruch's Academic Honesty policy which can be found at [http://www.baruch.cuny.edu/academic/academic\\_honesty.html](http://www.baruch.cuny.edu/academic/academic_honesty.html)

The following are excerpts from Baruch's policy:

*“Cheating* is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. Examples include copying from another student during an examination or allowing another to copy your work, unauthorized collaborating on a take home assignment or examination, using unauthorized notes during a closed book examination, taking an examination for another student, asking or allowing another student to take an examination for you, changing a corrected exam and returning it for more credit, submitting substantial portions of the same paper to two classes without consulting the second instructor, preparing answers or writing notes in an exam booklet before an examination, allowing others to research and write assigned papers including the use of commercial term paper services.” (My addition: signing another student's name on the attendance sheet).

*“Plagiarism* is the act of presenting another person's ideas, research or writing as your own. For example, copying another person's actual words without the use of quotation marks and footnotes, presenting another person's ideas or theories in your own words without acknowledging them, using information that is not considered common knowledge without acknowledging the source, failure to acknowledge collaborators on homework and laboratory assignments.”

I take academic honesty *very* seriously and I have a keen eye for catching academic dishonesty. Students caught engaging in academic dishonesty will be penalized according to the severity of the infraction in accordance with university guidelines indicated in the Baruch College Bulletin. At a minimum, this will result in a zero for the suspect assignment, and in serious cases, may result in the instructor's recommendation to expel the student from the university.

### **Student Resources:**

Writing Center

- <http://www.baruch.cuny.edu/writingcenter>
- VC 8-185, 646.312.4012

Online resource for writing

- OWL Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/>
- Has information pertaining to grammar, citing sources, etc.

Student Academic Consulting Center

- <http://www.baruch.cuny.edu/sacc/>
- VC B 2-116, 646.312.4830

**Netiquette:** This is a fully online course. As such, it is important to set straightforward expectations about our virtual communications. For the vast majority of you, this paragraph of the syllabus is absolutely not needed. However, my experience has told me it's important to be explicit about this topic at the get-go, nonetheless. Practicing the skills of "netiquette" now is important for your success in the professional world in the future. This is an example of how to address faculty: "Good Morning (or another greeting such as Hello, Dear, Good Afternoon) Dr. Dumbledore, ". In the content of your messages, you should use proper grammar, punctuation, and complete sentences. Remember that e-mails are not text messages. Please consider the tone and language of your writing. Also, if you have a question, be sure a question is included in the e-mail. For example, "I don't have the syllabus" is a statement of fact whereas "I am having trouble locating the syllabus file on Blackboard. Can you please help me find it?" includes a question which one can take direct action on. Note: Showing you have done your own part to try to find the answer yourself beforehand can go a *long* way! Don't forget to conclude your emails with a salutation (e.g. Regards, Sincerely, Best) and a "signature" (your name). These skills are important to practice and use now because *they will matter and impact your future* in the professional world. E-mails I receive which do not meet these common courtesies will, sadly, be sent to the cyberspace graveyard.

In addition, it would help me greatly if you could include "PSY1001" as a part of your subject line. I will make every effort to respond to e-mails as soon as possible; typically within 24 hours. If it is urgent, please use the word "urgent" in your subject line.

**Accommodations in Testing:** If you require special accommodations, then please provide documentation to me as soon as possible so that proper arrangements can be made. Contact the Office of Services for Students with Disabilities about obtaining such documentation.

**Religious Observances:** Students who must miss class due to the observation of a major religious holiday must inform me in writing by the **second week of class**. Students must provide me with a list of the date(s) of the class(es) to be missed and the name(s) of the holiday(s) to be observed.

***Notes and audio and/or video recordings of this class are forbidden unless solely for the purpose of your individual learning and may not be posted, shared, or disseminated outside this class.***

**Introduction to Psychology, PSY 1001, Fall 2014**

**Erin M. Eatough, PhD**

***\*Your learning is the highest priority. If it is in the class's best interest, I may modify the schedule during the semester. If this happens, I will provide an updated calendar to you.***

<b>Week</b>	<b>Dates</b>	<b>Topic</b>	<b>Textbook Chapter</b>
1	Aug 28 <sup>th</sup> – Aug 31 <sup>st</sup>	Introduction	
2	Sept 1 <sup>th</sup> – Sept 7 <sup>th</sup>	Evolution of a Science	1
3	Sept 8 <sup>th</sup> – Sept 14 <sup>th</sup>	Methods in Psychology	2
4	Sept 15 <sup>th</sup> - Sept 21 <sup>st</sup>	Neuroscience and Behavior	3
5	*Sept 22 <sup>nd</sup> – Oct 5 <sup>th</sup>	Sensation and Perception	4
6	Sept 29 <sup>th</sup> - Oct 5 <sup>th</sup>	Consciousness	5
7	Oct 6 <sup>th</sup> – Oct 12 <sup>th</sup>	Memory; <b>Exam 1 Oct 10<sup>th</sup>(Chapters 1-5)</b>	6
8	*Oct 13 <sup>th</sup> – Oct 19 <sup>th</sup>	Learning	7
9	Oct 20 <sup>th</sup> - Oct 26 <sup>th</sup>	Emotion and Motivation	8
10	Oct 27 <sup>th</sup> – Nov 2 <sup>nd</sup>	Intelligence and IO Psychology	9/TBD
11	Nov 3 <sup>rd</sup> – Nov 9 <sup>th</sup>	Development; <b>Exam 2 Nov 7<sup>th</sup> (Chapters 6-9)</b>	10
12	Nov 10 <sup>th</sup> - Nov 16 <sup>th</sup>	Personality	11
13	Nov 17 <sup>th</sup> - Nov 23 <sup>rd</sup>	Social Psychology	12
14	Nov 24 <sup>th</sup> – Nov 30 <sup>th</sup>	<i>Thanksgiving</i>	
15	Dec 1 <sup>st</sup> - Dec 7 <sup>th</sup>	Psychological Disorders	13
16	Dec 8 <sup>th</sup> - Dec 14 <sup>th</sup>	Treatments	14
16	Dec 16 <sup>th</sup>	<b>Exam 3 Dec 16<sup>th</sup> (Chapters 10-14)</b>	

\* Sept 24-26<sup>th</sup> no classes; you will have until Oct 5<sup>th</sup> to complete the tasks in week 5's learning unit

\* Oct 13<sup>th</sup> no classes

**Introduction to Psychology, PSY 1001, Fall 2014**  
**Erin M. Eatough, PhD**

**LaunchPad Assignment Calendar**

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<b>Week</b>	<b>LAST DATE/TIME POSSIBLE TO SUBMIT</b>	<b>Task</b>	<b>Pts</b>
<b>Week 2</b>	<b>Sun, Sept 7</b>	LearningCurve 1c: The Inner Workings of the Mind LearningCurve 1a: Psychology's Roots	5pts 5pts
<b>Week 3</b>	<b>Sun, Sept 14</b>	LearningCurve 2b: Discovering Why People Do What They Do LearningCurve 2a: Scientific Research: Principles and Observation	5pts 5pts
<b>Week 4</b>	<b>Sun, Sept 21</b>	LearningCurve 3d: Structure of the Brain LearningCurve 3a: Neurons: The Origin of Behavior	5pts 5pts
<b>Week 5</b>	<b>Sun, Oct 5th</b>	LearningCurve 4e: Physical Sensation, Smell, and Taste LearningCurve 4a: Our Senses Encode the Information Our Brains Perceive	5pts 5pts
<b>Week 6</b>	<b>Sun, Oct 5th</b>	LearningCurve 5c: Drugs and Consciousness LearningCurve 5b: Sleep and Dreaming	5pts 5pts
<b>Week 8</b>	<b>Sun, Oct 19th</b>	LearningCurve 7b: Operant Conditioning LearningCurve 7a: Classical Conditioning	5pts 5pts
<b>Week 9</b>	<b>Sun, Oct 26th</b>	LearningCurve 8b: Emotional Communication LearningCurve 8c: Motivation	5pts 5pts
<b>Week 10</b>	<b>Sun, Nov 2nd</b>	LearningCurve 9c: Intelligence LearningCurve 9d: Where Does Intelligence Come From?	5pts 5pts
<b>Week 12</b>	<b>Sun, Nov 16th</b>	LearningCurve 11b: Three Approaches: Psychodynamic, Humanistic-Existential, and Social Cognitive LearningCurve 11a: Personality and the Trait Approach	5pts 5pts
<b>Week 13</b>	<b>Sun, Nov 23rd</b>	LearningCurve 12c: Social Influence: Controlling People LearningCurve 12b: Social Behavior: Reproduction	5pts 5pts
<b>Week 15</b>	<b>Sun, Dec 7th</b>	LearningCurve 13b: Anxiety and Mood Disorders LearningCurve 13c: Dissociative Disorders, Schizophrenia, and Personality Disorders	5pts 5pts