



Introduction to Psychology

PSY 210 002 Spring Semester 2024

Class Times: Our classes will meet twice weekly on Tuesdays and Thursdays from 10am to 1120am both days

Location: TIER 112

Instructor: Katherine Fenton

Email: Katherine.Fenton@njit.edu

Office Hours: By appointment

Course Prerequisites/Co-requisites: This course does not have any prerequisites or co-requisites.

Delivery Mode: This course will predominantly be delivered synchronously in-person. There will however occasionally be student presentations or lectures delivered online asynchronously (online recordings) as per the class schedule below.

Course Description

This course provides an introduction to the scientific study of the mind and behaviour. Topics covered include methodology in psychological research, the biological basis of behavior, consciousness, perception, learning, cognition, communication, memory, development, emotion, motivation, personality, psychological disorders and therapeutic approaches.

Course Goals

Through a combination of interactive lectures, small-group work and independent reading and reflection, this course aims to:

- Provide introductory training in thinking like a psychologist and understanding the scientific method and research design
- Equip students with knowledge of the major concepts, theories, approaches, historical developments, sub-disciplines in the field of psychology
- Foster an appreciation for and desire to understand the complexity of human behavior.

Learning Goals

Throughout the course, students will have extensive and intensive experience:

- working in small groups to digest new information as well as test and advance their own understanding
- critically evaluating and contextualizing scientific findings

By the end of the course, students will be able to:

- demonstrate familiarity with the major theoretical perspectives and core empirical findings in psychology
- compare different approaches to psychological investigation with respect to measurement, use of statistics, conceptual orientation and implications, and ethical considerations
- demonstrate basic scientific literacy (be able to apply knowledge of the conventions of scientific writing and data presentation in order to read and critically evaluate an original psychological journal article)

Course Materials

- Textbook: Your textbook for this course is available for free online! OpenStax. (2020). Psychology 2e. Houston, TX: Rice University. Available at: <https://openstax.org/details/books/psychology-2e>. You can download a PDF or read the book online. The OpenStax website also contains study guides and other supplementary resources that may be useful to you.

- You will require a PC with internet access to engage with our Learning Management System – Canvas.
- Journal Articles which are free online or available through NJIT library
- Free thought provoking or high quality educational YouTube videos

Methods of Feedback & Assessment

Attendance & Participation (20% of final grade)

0.5% for attendance and participation in each in-person class.

0.5% for attempting each open-book Multiple Choice Question (MCQ) Quiz on Canvas (and learning from any incorrect answers!). After each lecture on a particular Textbook Chapter, a series of MCQ questions will be posted on Canvas for you to revise and test your learning. These are to be completed individually but you have the option of completing these as either open- or closed-book based on your learning style. Canvas will provide immediate feedback. As these questions are to help facilitate engagement with and learning from course content, points will not be deducted for incorrect answers. You will have approximately 7 days following the relevant lecture to complete these.

1% for demonstrating engagement with all group presentations. This may be achieved by posting a brief summary of each experiment (focusing on procedure of original study and their results) or a copy of the notes you made while watching each recording. These may be typed or hand-written.

Attendance will not be recorded for asynchronous lectures but marks will still be allocated for completion of their corresponding MCQs.

3x In-class Exams each worth 20% of final grade

There is no cumulative final for this course. There will be three in-class (closed-book) exams each worth 20% of your final grade. They will cover content as outlined in the assessment schedule below. These exams have been scheduled towards the second half of the term to allow developing critical thinking skills to be applied to important earlier topics. It also allows time for repeated self-guided revision which is helpful for learning and longer-term retention of knowledge. Further information on these exams will be provided closer to the exam dates.

Group Assignment (20% of final grade)

This assignment is to develop your skills relating to teamwork, communication, self-directed learning and peer-teaching, while giving you an opportunity to learn how to perform a database search, literature review, critical analysis and referencing using APA format.

You will be allocated to small groups to perform a deep dive into one of the following famous historical experiments:

- The Milgram Obedience Experiment
- The Stanford Prison Experiment
- The Little Albert Experiment
- Pavlov's Conditioning Experiments
- The Asch Conformity Experiment
- The Stanford Marshmallow Experiment
- The Bobo Doll Experiment
- Harlow's Rhesus Monkey Experiment

Each group will research a different topic – these will be randomly allocated to each group.

As a group you will develop an interesting and engaging 15-20min group PowerPoint presentation to teach the class about the experiment. These presentations should be videorecorded (such as with Zoom) and posted for the class to watch and test their learning asynchronously. Suggested approach:

- Search appropriate databases of journal articles to identify the original article. If the original article is unavailable, you may refer to secondary resources which describe the procedure and experiment in detail.
- As a group read and discuss the experiment in depth – you may wish to elaborate on your understanding of this text by referring to textbook descriptions, YouTube videos demonstrating the procedure, and (where available) documentaries & movies relating to the experiment.

- Research & describe the sociocultural environment, previous studies and schools of thought that lead to this experiment being performed.
- Describe the procedure in the original experiment
- Describe the findings of this experiment
- Critically appraise this experiment, including by commenting on any limitations of the experiment. There are many guides on how to perform critical appraisal available online but you may wish to start with the following resources. (You do not need to perform critical appraisal checklist.)
 - o <https://deakin.libguides.com/c.php?g=558207&p=6505765>
 - o https://www.youtube.com/watch?v=H8Y-yfi3vp4&list=PLKav5fAJIAOJark_WyTcOb_wKIwjNJ35s&index=1
- Describe the implications of the original experiment for human behaviour, culture, etc.
- Perform a literature review to determine how subsequent researchers have built on this work over the years. Where available, you may discuss any discrepancies or controversies in this field. (A literature review involves identifying and summarising a variety of peer reviewed journals on a particular subject.)
- Write 3 questions and answers to allow the audience to test their learning during your presentation
- Write a bibliography using American Psychological Association (APA) formatting. This should be included on the last slide of your presentation.

Course grades will be awarded as follows:

Percentage Letter (description)

90 & above A (superior)

85 – 89.5 B+ (excellent)

80 – 84.5 B (very good)

75 – 79.5 C+ (good)

70 – 74.5 C (acceptable)

60 – 69.5 D (minimum)

59.5 & below F (unsuccessful)

Any extenuating circumstances that could interfere with your ability to complete the requirements for this course should be taken to the Dean of Students. The Dean of Students will discuss your situation with you, assess any relevant documentation, and make the determination of whether any special accommodations will be granted (e.g., late withdrawal from the course, request for a make-up exam, request for an Incomplete, etc).

Academic Integrity

Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at: <http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>.

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu.

Accessibility, Academic Accommodations & Counselling Services

If you anticipate any issues related to the format or materials of this course, or if you would like to discuss any accommodations that might be helpful, please contact me at the start of the semester. If you have a documented disability, or if you think you might have a disability, you should also be in touch with the Office of

Accessibility Resources and Services (OARS), request an official accommodation or to discuss requesting one. More information about OARS is available here: <https://www.njit.edu/accessibility/>.

The Centre for Counselling and Psychological Services (C-CAPS) provides a number of confidential resources for any student interested in seeking help with personal issues, emotional concerns, or stress. Visit <https://www.njit.edu/counseling/> to learn more.

Class & Assessment Schedule

| Week | Date | Topic |
|--------------|------------------------------|-----------------------------------------------------------------|
| 1 | Tues 16 th Jan | Orientation & Chapter 1 INTRODUCTION TO PSYCHOLOGY |
| 1 | Thurs 18 th Jan | Chapter 2 PSYCHOLOGICAL RESEARCH |
| 2 | Tues 23 rd Jan | Chapter 3 BIOPSYCHOLOGY |
| 2 | Thurs 25 th Jan | Critical Thinking Tutorial (Chapters 1-3) |
| 3 | Tues 30 th Jan | Chapter 4 STATE OF CONSCIOUSNESS |
| 3 | Thurs 1 st Feb | Chapter 5 SENSATION AND PERCEPTION |
| 4 | Tues 6 th Feb | Critical Thinking Tutorial (Chapters 4 & 5) |
| 4 | Thurs 8 th Feb | Chapter 6 LEARNING |
| 5 | Tues 13 th Feb | Chapter 7 THINKING AND INTELLIGENCE |
| 5 | Thurs 15 th Feb | Chapter 8 MEMORY |
| 6 | Tues 20 th Feb | Critical Thinking Tutorial (Chapters 6-8) |
| 6 | Thurs 22 nd Feb | Chapter 9 LIFESPAN DEVELOPMENT |
| 7 | Mon 26 th Feb | Group Presentations Due 5pm Monday 26 th Feb |
| 7 | Tues 27 th Feb | Asynchronous Online Group Presentations |
| 7 | Thurs 29 th Feb | Asynchronous Online Group Presentations |
| 8 | Tues 5 th March | Asynchronous Online Lecture: Ch. 10 MOTIVATION & EMOTION |
| 8 | Thurs 8 th March | Asynchronous Online Lecture: Chapter 11 PERSONALITY |
| Spring Break | Tues 12 th March | No classes |
| Spring Break | Thurs 14 th March | No Classes |
| 9 | Tues 19 th March | Critical Thinking Tutorial (Chapters 9-11) & Exam Revision |
| 9 | Thurs 21 st March | In-class Exam on Chapters 1-5 |
| 10 | Tues 26 th March | Chapter 12 SOCIAL PSYCHOLOGY |
| 10 | Thurs 28 th March | Chapter 13 INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY |
| 11 | Tues 2 nd April | Critical Thinking Tutorial (Chapters 12 & 13) & Exam Revision |
| 11 | Thurs 4 th April | In-class exam for Chapters 6-10 |
| 12 | Tues 9 th April | Chapter 14 STRESS, LIFESTYLE, AND HEALTH |
| 12 | Thurs 11 th April | Critical Thinking Tutorial (Chapters 14) & Revision for Exam |
| 13 | Tues 16 th April | Chapter 15 PSYCHOLOGICAL DISORDERS |
| 13 | Thurs 18 th April | Chapter 15 PSYCHOLOGICAL DISORDERS continued |
| 14 | Tues 23 rd April | Chapter 16 THERAPY AND TREATMENT |
| 14 | Thurs 25 th April | Critical Thinking Discussion (Chapters 15 & 16) & Exam Revision |
| 15 | Tues 30 th April | In-class Exam on Chapters 11-16 |

Please note that this syllabus may be subject to change by author during the Spring Semester according to student needs.