

# PSY 210: Introduction to Psychology

PSY 210-006  
MR 1:00 PM CKB 317  
3 credits, Spring 2024

John Wolf, Ph.D.  
208E Cullimore Hall  
jwolf@njit.edu

## I. Course Description

Introduction to the study of human behavior. Topics include motivation, perception, learning, cognitive development, personality and emotion, individual difference, and biological basis of behavior, as well as methodology in psychological research. This course can be used to satisfy either the three-credit 200 GER in History and Humanities or the three credit GER in Social Sciences, but not both.

## II. Learning Outcomes

Primary learning outcomes (*do/create/decide*):

- Explore psychological instruments and data that seek to investigate, explain, or analyze some aspect of human behavior.
- Conceptualize and analyze test theoretical and empirical methods of investigation that are rooted in the psychological sciences.
- Become familiar with and use basic statistics to analyze data, contextualizing findings in relation to class lecture, readings, and discussions.

Secondary learning outcomes (*believe/feel/know*):

- Display a satisfactory undergraduate-level understanding and awareness of key psychology introductory terms, ideas, and theories.
- Understand how statistical data can relate to and provide empirical evidence for making claims about the relationship between psychology and human behavior.
- Be able to think critically about issues in the field of psychology, contextualizing them in terms of social norms and cultural memes.

## III. Textbook & Readings

There is one required textbook for the course:

- *Psychology: A Concise Introduction, 6th Ed.*, Griggs, Worth Publishers, 2019.

The textbook is available for purchase through the NJIT bookstore, although you are welcome to purchase copies of the books (whether new or used) from third party sellers (e.g., Amazon). **All readings are required and should be completed in tandem with lecture for which they are assigned.** Readings are meant to supplement class lectures and discussions. Thus, while I may not directly engage every concept covered in the readings, it is my expectation that you have completed the reading for every lecture.

## IV. Attendance

The information presented in class is important and unique to each course session. Attendance and final grade are highly correlated; thus, students who attend class and are active in the class

tend to do very well, while students who miss class tend to do worse (especially as the total number of classes missed increases). Hence, students must be present at all classes. All excused absences must be validated by submitting a [Request for Absence Verification form](#), which is administered by the Office of the Dean of Students. After three unexcused absences, a student may receive a failing grade in the course.

## **V. Assessment**

You will be assessed regularly throughout the semester using assignments (25%), short papers (25%), in-class participation (20%), and a final exam (30%). The submission deadlines for assignments are listed on the Canvas course site and should be observed strictly. It is important that you stay on top of the assigned work and that you plan ahead.

### **Assignments (25%)**

A range of assignments will be used to evaluate and assess your learning and understanding of course materials throughout the semester. The assignment criteria will be provided in advance via the Canvas course page. *In total, assignments will comprise 25% of your final grade in the course.*

### **Short Papers (25%)**

You are required to write five short papers throughout the semester. Topics for each paper will be made available by clicking on the assignment link for each short paper. Papers should be critical in nature and should reflect your understanding of lecture materials/readings. Papers should adhere to the criteria provided for each short paper assignment, including but not limited to, stated word-length minimums, the proper use of citations/references, etc. A rubric for how papers will be scored will be provided. *In total, short papers will comprise 25% of your total grade in the course.*

### **In-Class Participation (20%)**

Although this is an introductory course, I run it as a seminar-style course, meaning that it is driven by discussion and other forms of active learning in which students guide and cultivate the learning process. A seminar requires student participation in order to operate properly, thus, active participation through contribution to in-class discussions is a critical component of assessing your performance in the course. *In total, in-class participation will comprise 20% of your final grade in the course.*

### **Final Exam (30%)**

A final assessment in the form of a final exam will be used to evaluate your understanding of course materials at the conclusion of the course. *In total, the final exam will comprise 30% of your final grade in the course.*

## VI. Assignment Deadlines

Regarding assignment deadlines: it will be common for me to indicate that a given assignment or quiz is “due by the end of the day” and/or “due by the end of the week.” For the purposes of this class, “end of the day” is 11:59 PM on the day being referenced (thus, “end of the day on Friday” means “by 11:59 PM on Friday”) and “end of the week” refers to Sunday for the week being referenced (for example, “end of Week #2” means “by Sunday, January 28”).

All deadlines are given in Eastern Time (five hours behind Coordinated Universal Time when in standard time, and four hours behind when observing daylight saving time). Thus, if you are traveling, it is up to you to ensure that you submit assignments on time (this may be especially germane for those of you who have out-of-town engagements, athletics, etc. planned throughout the semester).

## VII. Grading Scale

The grade you receive in this course will be based on a tally of your scores on all assignments, quizzes, exams, etc. throughout the term. Letter grades will be assigned using the following scale:

Percent	Letter Grade
> 89.5	A
89.4 – 86.5	B+
86.4 – 79.5	B
79.4 – 75.5	C+
75.4 – 65.5	C
65.4 – 55.5	D
< 55.4	F

*NOTE: As a general rule, I do not give extra credit. Nor do I respond to emails or questions that ask, “Is there anything I can do to get an A or to bump up my grade a few extra points?” Please do not send me emails of this nature, as I will not respond to them.*

## VIII. Email Policy & Communication with Instructor

I will respond to emails as quickly as possible (usually no later than the next business day), but it’s important that you understand my email policy so that you know when you can reasonably anticipate a reply. During non-holiday weekdays (Monday-Friday), it is my policy to check email at least twice daily: once in the morning/early afternoon (usually by or before 1:00 PM) and once in the late afternoon or early evening (usually by or before 6:00 PM). Thus, it may take several hours for me to reply to your email, depending on when you send it. *Please allow 24 hours before sending a second email regarding the same topic.*

If sending emails in the evening or during the late night: I *CANNOT* guarantee you a response before the next business day. Furthermore, you should *NOT* expect a response to emails sent over the weekend (from Friday evening through Sunday) until the following business day

(usually Monday, unless Monday is a holiday). Thus, it will be unequivocally to your benefit to plan ahead and work accordingly!

## **IX. Office Hours**

I will hold office hours weekly on Wednesdays from 12:00 until 1:00 PM or by appointment. My office location is 208E Cullimore Hall (i.e., inside the Office of the Dean of the College of Science & Liberal Arts).

## X. Spring 2024 Semester Schedule

WEEK	DATE	DAY	TOPIC
1	January 15, 2024	Monday	Martin Luther King Jr. Day (no class)
	January 18, 2024	Thursday	Course Introduction
2	January 22, 2024	Monday	The Science of Psychology
	January 25, 2024	Thursday	
3	January 29, 2024	Monday	Neuroscience
	February 1, 2024	Thursday	
4	February 5, 2024	Monday	Neuroscience (cont'd)
	February 8, 2024	Thursday	Sensation & Perception
5	February 12, 2024	Monday	Sensation & Perception (cont'd)
	February 15, 2024	Thursday	Learning
6	February 19, 2024	Monday	Learning (cont'd)
	February 22, 2024	Thursday	
7	February 26, 2024	Monday	Memory
	February 29, 2024	Thursday	
8	March 4, 2024	Monday	Thinking & Intelligence
	March 7, 2024	Thursday	
9	March 11, 2024	Monday	Spring Recess (no class)
	March 14, 2024	Thursday	Spring Recess (no class)
10	March 18, 2024	Monday	Developmental Psychology
	March 21, 2024	Thursday	
11	March 25, 2024	Monday	Developmental Psychology (cont'd)
	March 28, 2024	Thursday	Personality
12	April 1, 2024	Monday	Personality (cont'd)
	April 4, 2024	Thursday	
13	April 8, 2024	Monday	Social Psychology
	April 11, 2024	Thursday	
14	April 15, 2024	Monday	Social Psychology (cont'd)
	April 18, 2024	Thursday	Psychopathology
15	April 22, 2024	Monday	Psychopathology (cont'd)
	April 25, 2024	Thursday	
16	April 29, 2024	Monday	Friday Classes Meet (i.e., no class)
	May 2, 2024	Thursday	Reading Day #2 (i.e., no class)

## **XI. Boilerplate Provisions**

### [University Code on Academic Integrity](#)

The essential quality of this Policy is that each student shall demonstrate honesty and integrity in the completion of all assignments and in the participation of the learning process. Adherence to the University policy on Academic Integrity promotes the level of integrity required within the university and professional communities and assures students that their work is being judged fairly with the work of others. This Policy defines those behaviors which violate the principles of academic integrity, describes a range of appropriate sanctions for offenses, and identifies a method for promoting the principle of academic integrity on campus.

### [Accessibility Resources & Service Accommodations](#)

The Office of Accessibility Resources and Services works in partnership with administrators, faculty, and staff to provide reasonable accommodations and support services for undergraduate, graduate, doctoral, and visiting students with disabilities who have provided our office with medical documentation to receive services. We strive to promote an inclusive environment that encompasses advocacy and access to all campus resources.

### [Flexible Syllabus](#)

This course syllabus is an orderly arranged procedure for structuring the learning process. However, it is open for alteration or change by mutual understanding and agreement, so long as the change is consistent with the stated course goals or objectives.

## **XII. Helpful Links**

### [Office of Academic Advising \(OAA\)](#)

The Office of Academic Advising (OAA) was established in order to assist in the advisement of students who are undecided in their major, transitioning into another major at NJIT, and those students who need additional support to graduate successfully and in a timely manner. OAA is a place where students will get intentional and intrusive advising, by a supportive academic advisor that will enable them to grow developmentally and give them the motivation they need to complete their degree.

### [The Writing Center](#)

The Writing Center, located on the ground floor of CKB, is a free resource which offers on-site tutoring. We provide one-on-one and group tutoring sessions to students from all disciplines, during the fall and spring semesters. During Center hours, tutors are available to work with students on any aspect of their writing, from generating ideas and developing arguments, to working through drafts to their completion and revising effectively.