PSYC 101-002 Introduction to Psychology

Psychology Department

Instructor:	Albert Alford	Term/Semester:	Fall 2023
Office:	N/A	Class Meeting Days:	TuTh
Phone:	718-270—4988	Class Meeting Hours:	8:00AM-9:15AM
E-Mail:	aalford@mec.cuny.edu	Class Location	Hybrid: Tue: B2021 Thu: Online
Website: N/A	N/A	Lab Location:	N/A
Office Hours:	Thursday: 9:15AM-9:30AM Online. By Appointment.		

I. Welcome and Announcement

Welcome to Introduction to Psychology. This course is an organized and exciting "journey through psychology" for each student. It is designed to "engage, inform, and inspire" you. Furthermore, it provides opportunities for "exploration and self-discovery" as you actively take part in "critical thinking exercises," examine "self-testing features," and develop projects based on sound theories and evidenced-based materials. Much will be gained for personal application and enrichment and sharing with peers and others.

During Fall Semester 2023, this class will be taught in person and online. It is called hybrid teaching/learning. The class sessions will be organized in online and in-person meetings, involving the use of Blackboard Collaborate Ultra. During the semester, all class sessions

require you to meet with the professor on scheduled dates and times online and in the physical classroom. Per best practices, the instructor creates mandatory opportunities for live interactions with and among students. You have to follow a strict schedule to be present and engage in online and in-person sessions. I will post on Blackboard (Bb) all your course weekly activities (e.g., quizzes, discussions) materials, and other components (e.g., syllabus, readings, PowerPoint slides, videos, etc.). *Assignment deadlines and exam days/times are included in the class syllabus and in the modules in Bb.*

II. University Course Catalog Description

This course is an introduction to several areas of study within psychology, specifically including concepts of perception, motivation, personality, learning, abnormal behavior, and social psychology.

III. This course fulfills the following General Education Requirements: YES

□ Foundation Cluster X Required Core
□ General Knowledge Cluster □ Flexible Core

College Option:

Socio-Cultural, and Diversity Cluster □

Integrated Knowledge Cluster: □ Social Sciences
□ Humanities & the Arts
□ Natural Sciences & Mathematics

IV. Course Overview

This course is an introduction to several areas of study within psychology, specifically including concepts of perception, motivation, personality, learning, abnormal behavior, and social psychology. The exercises and lectures of the course will help you distinguish psychology as a science from pop psychology. Furthermore, you will learn about different theories and research methods of psychology and their relevance to you in different areas of your life.

V. Course Objectives / Student Learning Outcomes (SLOs)

Students will gain a basic understanding of the topics below, as demonstrated by examinations, quizzes, assignments, class exercises, and class participation. By the end of this course, students will be able…

1. to know and explain what psychology is and how it continues to be useful.
2. to find ways to use psychology by making meaningful connections between textbook material and their personal real-life experiences.
3. to dispel their common myths of psychology by broadening their reading knowledge of the field of psychology.
4. to compare and contrast the major theories in the study of psychology.
5. to demonstrate the usefulness or value of research findings in psychology.

6. to understand the link between human thinking, emotions, and behavior using research findings, basic concepts, and theories.
7. to use technology as an instrument of learning, problem-solving, completing assignments, and organizing, synthesizing, and sharing information.
8. to demonstrate their critical thinking skills in engaging in class discussions and efficiently completing exams/other assignments.

9. to show basic understanding and application of terms, concepts, and psychology principles through writing, project, or other exercises.
10. to identify and describe how psychologists acquire empirical knowledge.
11. to utilize APA style and format in presentations or writing exercises.

VI. Course Prerequisites

Co-requisite: ENGL 112

VII. Course Credits

3 course credits

VIII. Required Textbook

Spielman, R. et al. (2020). *Psychology* (2e). OpenStax, Rice University.

https://openstax.org/details/books/psychology-2e

- Please access this textbook **(PDF download)** by clicking the link immediately below and then follow the instructions. You will be asked for a small donation "to help support learners."

  https://openstax.org/details/books/psychology-2e?Book%20details

- You may also choose to order **a print copy** of the textbook. Just click any of the links immediately below.

  https://openstax.org/details/books/psychology-2e

  https://www.amazon.com/Psychology-OpenStax-hardcover-version-color/dp/1975076451/ref=as_li_ss_tl?ie=UTF8&linkCode=sl1&tag=openstax00-20&linkId=d7ceedaba0e9c5e2c3655cfcbe1bf07e&language=en_US

LEARN ABOUT THIS TEXTBOOK: Psychology 2e. is afforded by OpenStax and comprehensively addresses the core components of the course. This most recent edition provides evidence-based revisions and improvements in some content areas, along with useful and fitting illustrations. Another highlight of the textbook is its detailed treatment of diversity in psychology.

Textbook Students Resources: The textbook for this course provides supports (e.g., relevant examples, notetaking, key terms and definitions, section summaries, review tests, critical thinking questions, and personal application questions) designed to help you learn the book contents and perform well in the course. For each chapter, there are web resources that you will find very useful in enhancing your critical thinking, knowledge, and understanding of the materials. I urge you strongly to make use of them. *You will be given quizzes and assignments taken from these resources.*

IX. Supplementary (Optional) Text(s) and Materials

Huffman, K., Dowdell, K., and Sanderson, C. (2018). *Psychology in Action* (12th. Ed.). Hoboken, NJ: John Wiley Sons.

Myers, D. and Dewall, C. (2021). *Psychology* (13th. Ed.). Macmillan Learning, NY: Worth Publishers.

Other supplementary materials include psychology-related articles, videos, images, and other materials from reliable or credible sources. These materials will be posted on Blackboard.

Here are some websites of professional psychological organizations that you will find useful:
http://www.apa.org: American Psychological Association website

http://www.mentalhealth.com/: Provides information on various psychological disorders

http://www.nyspa.org/links/links.htm: New York State Psychological Association Links: Links to important psychological issues.

X. Basis for Final Grade

Assessment

Percent of Final Grade

First exam	25%
Final exam	30%
Quizzes	30%
Writing assignments	15%
	100%

Grading Scale (%)	
97 – 100	A+
93 - 96.9	A
90 - 92.9	A-
87.1 - 89.9	B+
83 – 87	B
80 - 82.9	B-
77 - 77.9	C+
70 - 76.9	C
67.1 - 69.9	D+
63 – 67	D
60 - 62.9	D-
0 - 59.9	F

*Please be aware that a grade of "D" is **not** acceptable toward a degree at Medgar Evers College. I expect that you all will perform within the top percentile of the class.

The Outline of the Course - how to navigate it

The course is organized into modules that are related to the selected textbook chapters and other materials. In each module, all assignments, activities, exams, and due dates/times are indicated. See the *Course Schedule* below.

- Chapters and other readings are presented. It is good practice to attend to the assigned readings, especially in preparation for your quizzes and exams.
- To access the instructions and activities in each module, just click the module in Blackboard**.**

- For each module topic, PowerPoint slide presentations and videos will be useful modes of teaching.
- You will have to complete activities for different sessions that include assessment quizzes, and exams.
- At the completion of each activity, your score will be posted in Grade Center in Bb.
- You will post course-related questions and responses to one another, using the Students' Q/A Forum.
- I will assess your weekly activities in a timely manner. For each activity, I will clearly define the criteria and what is expected from you.

REMEMBER you must not wait until the last minute to ask for clarification about the activities or instructions of the course. Ask questions in class. Email them to me or make an appointment to see me during office hours. You may even communicate with other students using the Students Q &A forum on the Discussion Board.

Tips to help you get a good grade in the course

1. Read the assigned chapters and other materials before they are discussed in class.
2. Keep up with your assignments. Don't put them off until the last minute.
3. Ask for help, including communicating your challenges to your professor.
4. Study for exams and quizzes days or weeks in advance.
5. Make connections (friends) in class and form or join study groups in person or using your digital devices.
6. Complete the practice quiz at the end of each textbook chapter before or after class.
7. Attend closely to the "study tips" presented in class.
8. Be attentive in class. Control all distractions internally and externally.
9. Ask questions in class if you do not clearly understand any part of the discussions.
10. Implement in your daily life what you learn in class.
11. Practice taking notes during class lectures and when studying in groups or alone.
12. Actively take part in class discussions and other activities.

Here are Some Expectations

1. Attend every class session and be on time. Missing classes or arriving late means missing critical course material.
2. Read the assigned chapters and other materials before they are discussed in class. Take notes while you read.
3. Be interactive to ensure your success in this course.
4. Apply yourself and remember I am here to mentor and encourage you.
5. For each module, be prepared for the posted quiz, exam, and other exercises that will be done online (on Bb).
6. Go online (on Bb) at least once per day for this course.
7. Read the weekly schedule carefully. Pay attention to what is due and when.
8. Read the material and listen to any pre-recorded presentation.
9. Ask questions if there is something you do not understand.
10. Read and respond to your classmates' postings.
11. Express your doubts, questions, or difficulties. You can always get help from your group and me.

Remember, "processing information in multiple ways—reading it, writing it, hearing it, talking about it, and applying it—will help you learn most effectively."

XI. Grade Dissemination

All scores or grades for all assignments, quizzes, essays, summaries, and exams will be posted in the Grade Center, on Bb.

XII. Course Policies: Grades

Quizzes: Please note that the quizzes are designed to reinforce learning and to ensure that required readings are done before class begins. There will be frequently announced (or dated

and posted) quizzes drawn from *ALL* assigned readings, session lectures, and other presentations. *Also,* keep in mind *that I can give unannounced quizzes.* So, you must read the assigned materials and review your notes to be prepared for the quizzes. The quizzes are included in the modules. The quizzes will consist mostly of multiple-choice items. The number of items will vary from quiz to quiz. All quizzes are timed and will be completed on Bb, and your scores will be recorded immediately in the Grade Center.

Exams and Policies: There will be two timed exams, a mid-term and a final exam that will consist of a mixture of *multiple-choice* questions and other types of questions drawn from textbook chapters, reading assignments, class lectures, videos, and other presentations during the semester. The final exam will test your knowledge and understanding of materials from all parts of the course—from the start of the course to the end of the course. All exams will be posted and completed on Bb, and your scores will be recorded immediately in the Grade Center. The Course Schedule or Plan below lists the date of each exam or date to be announced (TBA).)

NOTE: Please keep in mind that the *exams* and *quizzes* will test more than the memorization of facts. More importantly, you will be expected to think critically about the information and demonstrate your ability to apply the concepts and principles taught in class.

Make-up Policy: Make-up quizzes can be arranged but with good judgment or discretion. *Make-up final exam will not be given* without providing notification (e.g., evidence of serious illness or family emergency) within 24 hours after the exam. If you do not complete any of the scheduled exams, you will receive 0 (zero) points for the exam. On the date and time of the timed exam, please show up and complete it.

Writing Assignments: All writing assignments (e.g., essays) must be word-processed. Also, all sources used must be cited, following APA style. (See Assignments section below.)

Late Work Assignments: Assignments completed and submitted late will be assessed as a penalty: five points are deducted if an assignment is one session late, and you will receive zero points if it is more than one to two weeks late.

Extra Credit Policy: Use the **c**reated journal (in Bb) to post your assessments or reflections on your weekly progress during the semester. In other words, you will be tracking your own progress. Click on the content area, Tracking My Progress, in Navigation Menu on Bb to access the journal. Progress can be in areas such as your study habit, new knowledge, attention in class, reading before class, completing and submitting assignments on time, taking notes, help received, etc. Keep your weekly journal entries brief—about 1-2 statements.

You will be awarded 10 bonus points for the completion of this writing exercise. Please complete it by the last day of the course.

Grades of "Incomplete" In this course, you are discouraged from earning **i**ncomplete grades.

Revision Policy: You may revise returned assignments (using the professor's feedback or help from the college tutoring/supportive services) and resubmit them for grading.

Group Work Policy: You may be assigned to work in small groups to complete a specific assignment(s).

XIII. Course Policies: Technology and Media

Email: The official mode of communication is MEC email. All completed writing assignments MUST be submitted, using Bb. Please do not email me the completed assignments. (See Blackboard Use below.) However, always feel free to send me questions, problems, or messages. Remember, don't hesitate "to talk up." Please make sure you have a CUNY email address to communicate with me during the course. You are required to get and use only your CUNY email address for the duration of the course. If you are having problems getting a MEC email address, don't hesitate to contact swymore@mec.cuny.edu. **Again, please do not try to communicate with me, using your personal email address.**

Blackboard Use: Blackboard will be used for teaching and learning exercises. For example, **Blackboard** will be used for posting assignments, quizzes, exams, scores, announcements, submission of completed assignments, lectures, etc. Bb Collaborate Ultra will also be used to enhance the teaching and learning experiences. Please log in daily. Remember YouTube video clips can be helpful with the completion of certain assignments (e.g., submission of assignments, using the blog, or journal). If you need assistance accessing and handling Blackboard, please go to Room B2033, dial 718-270-, or click Bb Students Help content area in the Navigation menu.

Laptop/Ipad/Tablet/Smartphone Usage: The use of Laptops, Ipads, tablets, and smartphones is allowed to access and use Bb and other class-related materials during the class session. You may even install your textbook (eBook) on your device.

Classroom Devices: The lectures will be done in class, using Bb Collaborative Ultra components to access and share resources like files, applications, etc.

XIV. Course Policies: Student Expectations

Disability Access: In this course, a comprehensively accessible college experience is assured for all students with disabilities. The course's design and teaching will give careful attention to making materials accessible to individuals with disabilities.

Attendance Policy: Punctuality and **a**ttending all class sessions are encouraged. It is in your best interest to attend class sessions and to be on time. Your understanding of the material will be facilitated if you attend each class session. Furthermore, remember that the class session ends at a specified time. So please remain seated and engaged until the professor signals that the session

ends. Packing up your belongings before the signal causes distractions and disruptions. Additionally, if for an acceptable reason you are absent, please notify the professor by email.

Class participation: Class participation includes making relevant inputs in class discussions, asking questions, answering questions, and defending personal viewpoints. Absent-mindedness and passivity are discouraged. During class time sleeping and vaping are not allowed.

Professionalism Policy: If you are in the class session, please show an attitude to engage and learn.

Classroom Etiquette: It is the instructor's responsibility to maintain and enforce the standards of behavior acceptable to preserve an atmosphere for teaching and learning per the College regulations and the course syllabus. Students must respect their classmates' desires to learn in an environment free from distractions and disruptions. In a session, phones and other devices can be used only in connection with the ongoing teaching/learning exercises. Verbal attacks, name-calling, and leaving the class session early (without notification) are not permitted.

Academic Conduct Policy (plagiarism and cheating): In your writing assignments, please feel free to use relevant sources; but you must identify the original author(s) as the source. Also, you are expected to avoid cheating. Although I encourage you to study together, you are to do your own work to be graded. Also, do not submit any work completed by anyone for you. Violation of the Academic Honesty Policy of CUNY is serious and will be reported. Remember that **"b**oth cheating and plagiarism" are grounds for suspension and expulsion from the College." Please find more information about Academic Dishonesty in CUNY by clicking the web link:

https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/

XV. Available Support Services at Medgar Evers College

The Medgar Evers College or CUNY provides support services to students to facilitate their learning experiences. They include Academic Computing Labs, College Learning Center, Writing Center, and Accessibility and Accommodation Services.

Accessibility and Accommodation Services: Because of the American Disabilities Act, "qualified students with disabilities are provided reasonable academic accommodations if they are deemed eligible." Medgar Evers College makes available such services to students with disabilities. Here is contact information: Office of Accessibility and Accommodation Services: **Anthony Phifer** ***Director;*** 718-270-5027; aphifer@mec.cuny.edu

It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

College Learning Center: It provides you with a better understanding of your coursework by utilizing individual and group tutoring. You have access to computer stations for independent

work. Learn more about the Center by visiting: http://www.mec.cuny.edu/the-learning-center/

Writing Center: As a student, you can benefit from tutoring to enhance your writing, reading, and critical thinking skills. Just make regular appointments with a tutor or schedule a visit(s), using http://mecwritingcenter.weebly.com/.

XVI. Important Dates to Remember

Below important dates and times are listed that you must attend. The syllabus is subject to change(s) during the semester. From time to time, I may make changes to the course plan, topics, dates, or sequences of assigned readings, writing assignments, exams, etc.. You are responsible for keeping up with announcements of changes and other course business.

XVII. Course Schedule/Plan

Module & Dates	Assignments	Due Dates	SLO
Module 1: **In-Person Class** **8/29**	**ORIENTATION EXERCISE** **Syllabus Review: Course** structure & expectations **Q & A Exercise** **Introducing APA Style:** Basic features useful for writing assignments. **Video: Welcome to synchronous Learning** https://www.youtube.com/watch?v=9yl1ePWEncQ **Quiz 1: Syllabus Quiz** First, read the syllabus, then go to Module 1 in Bb in the course and complete the quiz. Click on the **Syllabus Quiz tab.**	8/29 @11PM	11 7, 8, 9
Module 2 **Online Class**			

8/31	**My Lecture:** Chapter 1 Introduction: What is Psychology? **Lecture slides:** CH01 See Module in Bb **Blog Assignment 1:** Introduce yourself in the blog following the prepared outline. Get to know one another. Click on Know Your Classmates in the Navigation Menu of Bb to access the blog. **Assignment 2:** Submit a screenshot of the first page of the course syllabus The screenshot is submitted at the Bb submission site or window. Click the assignment name to get to the site and then follow the instructions. Do not email them. **Watch Video:** Why Major in Psychology? https://www.youtube.com/watch?v=9hOfn0Xj8cs	**9/1 @11:59PM** **9/2 @ 11:59PM**	1, 2, 3, 8 **7** 7 1
Module 3 In-Person Class			
9/5	**My Lecture:** Chapter 1 Introduction: What is Psychology? **Lecture slides:** See Module in Bb **Job Outlook: Click on each of the links below.** **http://openstax.org/l/careers** **https://www.youtube.com/watch?v=dIHTJ-056cc** Quiz 2	9/06 @ 11:59PM	1,2, 3, 8 1, 3 8, 9
9/4	COLLEGE CLOSED		
Module 4 Online Class			

9/7	My Lecture: Chapter 2: Psychological Research Lecture slides: See Module in Bb **Watch these videos:** **Naturalistic Observation** https://www.youtube.com/watch?v=62WHrTyITp0 **Does Ice-cream Cause Drowning?** https://www.youtube.com/watch?v=8B271L3NtAw APA Style Seventh Edition Basics Click Must-See-Videos in Navigation Menu in Bb **Research Assignment:** Naturalistic observational exercise		2, 3, 10 5, 10 11
Module 4 (Cont'd) **In-Person Class**			
9/12	My Lecture: Chapter 2: Psychological Research Lecture slides: See Module in Bb **Watch these videos** **Naturalistic Observation** https://www.youtube.com/watch?v=62WHrTyITp0 **Does Ice-cream Cause Drowning?** https://www.youtube.com/watch?v=8B271L3NtAw APA Style Seventh Edition Basics Click Must-See-Videos in Navigation Menu in Bb **Research Assignment:** Naturalistic observational exercise Quiz 3	9/12@11:59pm	2, 3, 10 5, 10 11 2, 10, 11 8, 9

Module 5 **Online Class**			
9/14	My Lecture: Chapter 3: Biopsychology **Lecture slides:** See Module in Bb **Watch Videos:** Concussion Watch http://www.pbs.org/wgbh/frontline/investigation/the-nfls-concussion-crisis/ How Neurons Work https://www.youtube.com/watch?v=c5cab4hgmoE&t=98s		2, 4, 8 2, 5
Module 5 (Cont'd) **In-Person Class**			
9/19	My Lecture: Chapter 3: Biopsychology **Lecture slides:** See Module in Bb **Watch Videos:** Concussion Watch http://www.pbs.org/wgbh/frontline/investigation/the-nfls-concussion-crisis/ How Neurons Work https://www.youtube.com/watch?v=c5cab4hgmoE&t=98s Quiz #4	9/19 @ 11:59PM	8, 9

Module 6 **Online Class**			
9/21	My Lecture: Chapter 6: Learning Lecture slides **Watch Videos** Learning and Disability http://www.youtube.com/watch?v=iGdHjSyry-A Observational Learning https://www.youtube.com/watch?v=dmBqwWlJg8U Writing Assignment: Classical Conditioning in Real Life	9/24@11PM	2, 3, 4, 8 2, 4, 6 2, 9
9/25	First Day to file for January 2024 Graduation		
Module 6 (Cont'd) **In-Person Class**			
9/26	My Lecture: Chapter 6: Learning Lecture slides **Watch Videos** Learning and Disability http://www.youtube.com/watch?v=iGdHjSyry-A Observational Learning https://www.youtube.com/watch?v=dmBqwWlJg8U Writing Assignment: Classical Conditioning in Real Life	9/24@11PM	2, 3, 4, 8 2, 4, 6 2, 9

Module 6 (Cont'd) Online Class			
9/28	My Lecture: Chapter 6: Learning Lecture slides **Watch Videos** Learning and Disability http://www.youtube.com/watch?v=iGdHjSyry-A Observational Learning https://www.youtube.com/watch?v=dmBqwWlJg8U Writing Assignment: Classical Conditioning in Real Life Quiz 5	9/24@11PM 9/26@11PM	2, 3, 4, 8 2, 4, 6 2, 9 8, 9
Module 7 In-Person Class			
10/03	My Lecture: Chapter 7: Thinking & Intelligence Lecture slides Watch Video: Thinking & Problem Solving https://www.youtube.com/watch?v=fUa_ZIxsnYw		1, 2, 5, 8 2, 3, 5
Module 7 (Cont'd) Online Class			

10/05	My Lecture: Chapter 7: Thinking & Intelligence Lecture slides: See Module in Bb **Historical Influences of Intelligence** • http://www.intelltheory.com/ • https://www.youtube.com/watch?v=iYgO8jZTFuQ Quiz 6	 10/5@11PM	2, 3, 5 3, 4 8, 9
**Tuesday, Oct. 10	**CLASSES FOLLOW A MONDAY SCHEDULE**		
	.		
Module 8 Online Class			
10/12	My Lecture: Chapter 8: Memory Lecture slides: See Module in Bb **Watch Videos** • http://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory • https://www.youtube.com/watch?v=eZlPzSeUDDw An Application Exercise: Identify and explain the effects of a memory strategy you used for quiz or exam preparation.		2, 3, 5 1, 2, 11 1, 2, 3, 4
Module 8 (Cont'd) In-Person Class			

10/17	My Lecture: Chapter 8: Memory Lecture slides: See Module in Bb **Watch Videos** • http://www.ted.com/talks/elizabeth_loftus_the_fiction_of_memory • https://www.youtube.com/watch?v=eZlPzSeUDDw An Application Exercise: Identify and explain the effects of a memory strategy you used for quiz or exam preparation. Quiz 7	10/18 @ 11PM	2, 3, 5 1, 2, 11 1, 2, 3, 4 8, 9
Module 9 Online Class			
10/19	My Lecture: Chapter 9: Lifespan Development Lecture slides: See Module in Bb **Watch Video Critically** http://www.youtube.com/watch?v=-VqsbvG40Ww **Exercise**: In the Students' Q & A post a critical response (to the video) and read others' reactions.		2, 3, 5, 6 3, 5
Module 9 (Cont'd) In-Person Class			

10/24	My Lecture: Chapter 9: Lifespan Development Lecture slides: See Module in Bb **Watch Video Critically** http://www.youtube.com/watch?v=-VqsbvG40Ww **Exercise**: In the Students' Q & A post a critical response (to the video) and read others' reactions.		2, 3, 5, 6 3, 5
Module 10 **Online Class**			
10/26	My Lecture: Chapter 10: Emotion and Motivation Lecture slides: See Module in Bb Watch Video: Fake smile? https://www.youtube.com/watch?v=7SqlilB1w3g		2, 3,5, 8 6, 3
Module 10 (Cont'd) **In-Person Class**			
10/31	My Lecture: Chapter 10: Emotion and Motivation Lecture slides: See Module in Bb Watch Video: Fake smile? https://www.youtube.com/watch?v=7SqlilB1w3g Quiz 8	10/31 @11:59PM	2, 3,5, 8 6, 3 8, 9
Module 11 **Online Class**			

11/02	My Lecture: Chapter 11: Personality Lecture slides: See Module in Bb This link takes you to the BIG5 http://www.outofservice.com/bigfive/ Assignment: Self-administration of the Big5	TBA	2, 3, 5 8, 6 5, 8, 9
Module 11 (Cont'd) **In-Person Class**			
11/07	My Lecture: Chapter 11: Personality Lecture slides: See Module in Bb This link takes you to the BIG5 http://www.outofservice.com/bigfive/ Assignment: Self-administration of the Big5	TBA	2, 3, 5 8, 6 5, 8, 9
Module 12 **Online Class**			

11/09	My Lecture: Chapter 12: Social Psychology & APA Formatting Lecture slides: See Module in Bb **Watch Video: A helper or a Bystander** https://ocw.mit.edu/courses/brain-and-cognitive-sciences/9-00sc-introduction-to-psychology-fall-2011/social-psychology-i/bystanders-and-helping-the-bystander-effect/		2, 3, 6 9, 10
Module 12 (Cont'd) In-Person Class			
11/14	My Lecture: Chapter 12: Social Psychology & APA Formatting Lecture slides: See Module in Bb **Watch Video: A helper or a Bystander** https://ocw.mit.edu/courses/brain-and-cognitive-sciences/9-00sc-introduction-to-psychology-fall-2011/social-psychology-i/bystanders-and-helping-the-bystander-effect/		2, 3, 6 9, 10
Module 13 (Cont'd) Online Class			

11/16	My Lecture: Chapter 12: Social Psychology & APA Formatting Lecture slides: See Module in Bb **Watch Video: A helper or a Bystander** https://ocw.mit.edu/courses/brain-and-cognitive-sciences/9-00sc-introduction-to-psychology-fall-2011/social-psychology-i/bystanders-and-helping-the-bystander-effect/ Quiz 9	11/16@11PM	2, 3, 6 9, 10 8, 9
Module 14 **In-Person Class**			
11/21	My Lecture: Chapter 14: Stress, Lifestyles, and Health Lecture slides: See Module in Bb Watch Videos: Stress & Happiness • https://www.youtube.com/watch?v=RcGyVTAoXEU • http://www.youtube.com/watch?v=qv6xYmh4Y-w		2, 3, 5 5, 6
11-23-11-26	**THANKSGIVING HOLIDAY**		
Module 15 (Cont'd) **In-Person Class**			

11/28	My Lecture: Chapter 14: Stress, Lifestyles, and Health Lecture slides: See Module in Bb Watch Videos: Stress & Happiness • https://www.youtube.com/watch?v=RcGyVTAoXEU • http://www.youtube.com/watch?v=qv6xYmh4Y-w		2, 3, 5 5, 6
Module 16 In-person Class			
11/30	My Lecture: Chapter 15: Psychological Disorders Lecture slides **Watch Video:** https://www.youtube.com/watch?v=7JoR8PyySoc **Self-Defenses:** • http://www-usr.rider.edu/~suler/defenses.html • http://afsp.org/		2, 3, 5 8, 6
Module 16 (Cont'd) Online			

12/05	My Lecture: Chapter 15: Psychological Disorders Lecture slides **Watch Video:** https://www.youtube.com/watch?v=7JoR8PyySoc **Self-Defenses:** • http://www-usr.rider.edu/~suler/defenses.html • http://afsp.org/ Quiz 10	12/05 @ 11PM	2, 3, 5 8, 6 8, 9
12/07 **Online**	Last Class Session: REVIEW		
12/14-12/20	FINAL EXAM	TBA	3, 4, 8, 9

*Note: The schedule is subject to revision. Also, the final exam date and time will be announced when it becomes available.

XVII. Writing and Submitting of Course Assignments

Assignments: Like quizzes, writing assignments are designed to reinforce learning. The assignments aim to give you the opportunity to apply concepts and see psychology "alive" around you. The assignments will be posted on Blackboard (Bb) and the due dates of completion (**Due dates for assignments will be listed in Course Schedule or Plan and on Bb)**. They must be completed and submitted as part of your final grade.

The writing assignments must be done using Microsoft Word and submitted on the due date. They must be double-spaced, size 12 Times New Roman font, submitted on 8.5 x 11-inch, un-ruled typing paper with 1-inch margins. Pay attention to capitalizations, punctuation, and citing of references. Students are encouraged to seek help from the college Writing Center. Please be sure to spell-check and proofread your written work before handing it in. It is also a good idea to have someone else proofread your writing. Keep copies of all written work before submission.

Please use the assignment submission cite, not email, to submit completed assignments. ***(See* Course Policies above for policy regarding late submission of work).** In addition**,** you may click on the link below to take you to the "Blackboard Frequently Asked Questions: Student Issues" page, where you will be instructed on how to submit a completed class assignment. Read the section titled: "How Do I Submit My Class Assignment?"

https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/cis/core-functions/cuny-blackboard/user-guides/student/Blackboard-FAQ-for-Students_05092019.pdf

Again, please practice using the required APA style and format for writing exercises. APA style guides students in presenting "their ideas in a clear and organized manner." It also provides help in citing sources (e.g., works of writers, researchers) students use in their writing. APA Academic Writer provides students with support to improve their writing skills (e.g., formatting, capitalization, punctuation, writing a clear sentence, etc.) So go *http://digitallearning.apa.org/academic-writer*; create an account, and begin using its many features (including tutorials). It helps to "make things easy." Additionally, some helpful videos are posted in the **Must-See-Videos** content area in the Navigation Menu of Bb. You may even find Grammarly very useful. Check them out.