

INTRODUCTION TO PSYCHOLOGY
PSYC110.59
(DISTANCE LEARNING)
SUMMER 2003 SEMESTER

INSTRUCTOR: Dr. William F. Ford

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TEXT: Wood, S.E. & Wood, E.G. (2000). *The essential world of psychology*. Boston: Allyn & Bacon.

VIDEO: *Discovering Psychology*. The Annenberg/CPB Collection.

ORIENTATION Thursday, May 29, 2003
SESSION: 4:30 to 6:00 p.m. **OR** 6:30 to 8:00 p.m.
Gateway 203

I. ABOUT YOUR INSTRUCTOR

A. Professional Data:

I received my Bachelor of Arts in Psychology from The Catholic University of America in 1972. My graduate studies were completed at Lehigh University, where I received a Master of Science (1974) and a Doctor of Arts in Psychology in 1976.

The focus of my graduate training was the teaching of Psychology. Although I consider myself a generalist, I have particular interests in research methods, social psychology, cognition, and philosophy. I have been a member of the psychology faculty at Bucks County Community College since 1976, and I constantly marvel that there are people in this world that would actually pay me for doing something that is so much fun: teaching.

I have worn a number of "hats" while at the College. I served as Chairperson of the Department of Behavioral and Professional Sciences from 1982 to 1989. In the 1989-1990 academic year I served as Interim Director of Development (a fund raising position) and Grants Coordinator for the College. In 1990 I returned to full-time teaching. Most recently, I led the College's institutional Self-Study for reaccreditation by the Middle States Association of Colleges and Schools. I have worked with just about every office in the College and know just about everyone. If you ever find yourself wondering where to go or who to talk to at the College to get something done, don't hesitate to ask me for assistance.

B. Personal Data:

I am one of the few people you are likely to meet who claims Washington, D.C. as a hometown (as opposed to temporary residence.) I live in Doylestown with my wife (Barbara--who is the Coordinator of Transfer here at the College), and (on and off) three daughters (Beth, Jennifer, and Eileen.) I enjoy warm weather pursuits, such as swimming, sailing, and water skiing. I love to read, and enjoy listening to my growing collection of jazz recordings.

At heart I am a perpetual student, and I think that teaching is the best way to learn. I find human behavior to be an endlessly fascinating subject for learning; I am looking forward to sharing that fascination with you this semester.

C. Philosophy of Teaching and Learning:

I think of myself as a "**Provocateur**" of Psychology (as opposed to "professor".) The most common meaning of provocateur is "one who incites others to riot or revolution". However, I am not interested in starting riots in the classroom. The Latin root of the word, *provocare*, which means "to call forth", is closer to what I see as my role in the classroom. My job is to call forth the knowledge within you and encourage you to add to that knowledge by asking **provocative** questions. You will be asked many questions in this course, some factual and some reflective. All of the questions have one purpose, to prompt you to make the knowledge of Psychology **personal** by giving your **voice** to it.

A lot of the things that I do in this course will make much more sense to you if you understand the assumptions that I operate from. In no particular order they are:

1. The teacher is not responsible for the student's learning, the student is.
2. The teacher is responsible for **facilitating** the student's learning by:
 - providing the appropriate resources.
 - managing the learning experience.
 - providing the student with frequent feedback.
 - encouraging the student to reflect on and assess his or her own learning.
3. **THERE IS NO FREE LUNCH.** Learning requires a sufficient investment of time and effort.
4. Learning proceeds most efficiently when the students know what they should know and how they are doing. Learning is difficult enough without having to play "guess what the teacher wants me to know".

II. COURSE OBJECTIVES

A. Core Curriculum Objectives:

1. Critical Thinking and Reading
 - You will be able to use methods, concepts and theories in new situations.
2. International Cultures
 - You will be able to articulate and apply international or multicultural perspectives to relevant psychological topics.

B. Specific Course Objectives - by the end of the course you will have:

- Mastered the vocabulary, basic methodology, and some of the basic research findings and theory of the major areas of inquiry in psychology.
- Learned to think critically about your behavior and the behavior of others.
- Acquired a greater insight (and acceptance of) your own behavior and the behavior of others.
- Had your curiosity aroused sufficiently so that you will be motivated to continue your study of psychology.

More generally, **and most importantly**, it is my intention that by taking this course you will have gained an additional way to think about the questions that most concern you. More than likely these questions have to do with understanding yourself and your place in the world around you. Psychology does not have all the answers. But, psychology can give you a useful set of concepts and ideas for searching out the answers. In this way, psychology takes its place along with history, literature, philosophy, the natural sciences, and the other disciplines as one tool in the tool kit of the life-long learner. Welcome to the journey!

III. Course Activities and Deadlines

Activities	Submit By
1. <u>Orientation Session: Mandatory – choose one session</u>	
Date: Thursday, May 29, 2003	
Place: Gateway 203	
Time: 4:30 to 6:00 OR 6:30 to 8:00 P.M.	
2. <u>Unit I: Introduction/Research Methods/Memory</u>	
Read: Text – Chapters 1 & 6	
View: Video Program #1: "Past, Present, and Promise"	
Video Program #2: "Understanding Research"	
Video Program #9: "Remembering and Forgetting"	
Submit: Video #1 Reflection Paper	6/4
Video #2 Reflection Paper	6/9
Collaborative Project #1: "What's Wrong With This Experiment?"	6/11
Video #9 Reflection Paper	6/13
3. Week for Exam #1: Chapters 1 & 6	6/16 – 6/21
4. <u>Unit II: The Biological Foundation of Behavior</u>	
Read: Text – Chapters 2 & 3	
View: Video Programs #3 and #4: "The Behaving Brain", "The Responsive Brain"	
Video Program #7: Sensation and Perception	
Submit: Video #3 & 4 Reflection Paper	6/20
Collaborative Project #2: "Lesion Lesson"	6/25
Video #7 Reflection Paper	6/27
5. Week for Exam #2: Chapters 2 & 3	6/30 – 7/5

Activities	Submit By
6. Unit III: <u>Learning</u>	
[Note: Begin Concept Paper--Self-Observation]	
Read: Text -- Chapter 5	
View: Video Program #8: "Learning"	
Submit: -Video #8 Reflection Paper	7/5
-Collaborative Project #3: "Lighter Side of Classical and Operant Conditioning"	7/9
-Concept Paper #1: "Conducting a Self-Observation"	7/11
7. Week for Exam #3: Chapter 5	7/14 – 7/19
8. Unit IV: <u>Thinking and Intelligence</u>	
Read: Text – Chapter 7	
View: Video Program #10: "Cognitive Processes"	
Video Program #16: Testing & Intelligence	
Submit: Video #10 Reflection Paper	7/16
Video #16 Reflection Paper	7/21
Thursday, July 17: DEADLINE FOR COURSE WITHDRAWAL	
9. Week for Exam #4: Chapter 7	7/23 – 7/29
10. Unit V: <u>Motivation and Emotion</u>	
Read: Text – Chapter 9	
View: Video Program #12: "Motivation and Emotion"	
Submit: Video #12 Reflection Paper	7/25
11. Suggested Week for Exam #5: Chapter 9	7/31 – 8/6

Activities**Submit By**

12. Unit VI: Social and Abnormal Behavior

Read:	Text – Chapters 12 & 14	
View:	Video Programs #19 & #20: "The Power of the Situation" and "Constructing Social Reality"	
Submit:	Video Program #21: "Psychopathology"	
	Video #19 & 20 Reflection Paper	7/30
	Collaborative Exercise #4: "Diagnosing Maladaptive Behaviors"	8/1
	Video #21 Reflection Paper	8/6

13. **Submit:** Final Exam (essay assignment) 8/11

14. **Week for Exam #6** 8/11 – 8/16

NOTE: Final grades will be submitted on 8/19. Exam #6 must be completed by Saturday, August 16.

IV. ASSIGNMENTS

A. Unit Exams:

There will be **six** exams during the semester. By preparing for and taking the exams you will be focused in your reading of the text and challenged to demonstrate your understanding of Psychology's basic concepts by writing about them in your own words. Each exam will require you to write answers in response to 5 short-answer essay questions. You should allow approximately 60 to 90 minutes to complete each exam. The questions will be randomly selected from a set of questions prepared for each assigned chapter in the textbook. (**Please Note:** there are no questions that are taken exclusively from the Video Programs.) These questions will ask you to do a variety of kinds of thinking: give definitions of basic concepts and terms; explain concepts and give examples; apply concepts and make connections to your own personal experience.

THERE WILL BE NO SURPRISE QUESTIONS ON THE TESTS. That is, I will only ask questions which you have been told about and have had an adequate opportunity to prepare answers for. A complete and thorough preparation for each exam will involve being prepared to give a complete and accurate answer to any of the questions contained in the set of chapters for that exam. **The question set will be distributed at the orientation session.**

If you wish to cut down on your trips to testing centers you may **take up to two tests in one sitting.** (However, I recommend that you take one at a time.)

The Schedule of Events on the previous pages lists a one-week period within which to schedule and take each of the unit exams. Using the schedule of testing times at the locations listed below, schedule a time during this week to sit for the exam. You have a one-week “grace period” in which to complete the exam. After that time, the exam will no longer be available. Exams may be scheduled at the following locations:

ON CAMPUS:

- BCCC OFFICE OF TESTING AND RETENTION (Library 214)
Testing is given on a walk-in basis; no appointment is necessary. Consult your *Distance Learning Handbook* for the most recent schedule of testing days/times.

OFF CAMPUS SITES:

Testing is available at the following sites:

- BRISTOL CENTER - 1200 New Rodgers Rd (Rte. 413)
- UPPER COUNTY CAMPUS (Perkasie)

Testing is given on a walk-in basis; no appointment is necessary. Consult your *Distance Learning Handbook* for the most recent schedule of testing days/times.

Please note: I will drop your lowest exam score. Your final grade will include only your five highest exam scores.

B. Final Exam:

The final exam will consist of two essay questions that will ask you to think about the information in this course rather than have you re-memorize and regurgitate that information one more time. These questions will test your understanding of the concepts, theories, and research that you will be learning this semester by asking you to:

1. recognize and identify them in particular applications. AND/OR
2. evaluate them or describe how they might be applied to your own life situations. AND/OR
3. give examples from your own experience or from published accounts in magazines or newspapers.

C. "Discovering Psychology" Video Reflection Papers:

For each of the assigned video programs in the "Discovering Psychology" series, you will submit a brief (1 - 1 and 1/2 pages) essay. The purpose of the essay is to prompt your active response to what you are watching and to integrate the content of the video program with the corresponding chapter(s) in the textbook. There are 11 of these assignments. You will be required to submit any 9 for credit. You may submit the additional 2 for extra credit.

D. Concept Papers:

These assignments involve a more extensive (approximately 3 to 4 pages) written reflection on selected topic areas from the course. Each concept paper is designed

to take the theory from a given area of research in Psychology and make it more personal by describing its practical application or connecting it to your own personal experience. There is **one** of these assignments indicated in the "Course Activities" schedule ("Conducting a Self-Observation.") One additional concept paper is included in your assignment package and may be submitted for **extra credit** at any time up to the date the Final Exam is due.

E. Collaborative Projects:

To encourage the development of a **learning community** within this course, all students are encouraged to collaborate with several others on four projects. A class roster will be distributed to all students to facilitate the formation of work groups. These assignments are intended to be challenging and to provide practice in applying your understanding of some key concepts in the course.

Collaboration is encouraged but voluntary. If you wish to do these on your own, you may do so.

V. Grading

ASSIGNMENTS	APPX. WEIGHT	MAXIMUM CREDIT
Unit Exams	63%	250 points.
Final Exam	12%	50 points.
Collaborative projects	10%	40 pts. (10 ea.)
Video Reflection Papers	11%	45 pts. (5 ea.)
Concept Paper	4%	15 pts.

Total Points = 400

Your final grade will be determined by the total number of credit points that you have accumulated at the end of the semester. Letter grades will be awarded according to the following schedule:

A = 360 and above	C = 280 - 307
B+ = 348 - 359	D+ = 268 - 279
B = 320 - 347	D = 240 - 267
C+ = 308 - 319	F = 239 and below

A midterm grade of "**S**" (Satisfactory) will be recorded if you have maintained a C average (70% of the total possible points) in all of the assignments completed by the middle of the semester.

VI. Miscellaneous

- A. On Withdrawal. If you decide not to complete the course, it is **your responsibility** to notify the college of your intention to withdraw before the deadline. (The last day for student withdrawal is indicated in the "Course Activities and Deadlines.") You may withdraw by filling out the appropriate form in the Office of Admissions and Records or by mailing a written notice of your intention to withdraw. An online copy of this form can be obtained at: <http://www.bucks.edu/forms/withdrawform.html>. **DO NOT ASSUME THAT THE INSTRUCTOR WILL INITIATE THE WITHDRAWAL FOR YOU!!!**

I will, however, at my discretion, withdraw from the course at midterm those students who have indicated, by their failure to contact me and/or to submit assignments in a timely fashion, that they do not intend to fulfill the obligations set forth in this syllabus.

- B. On Typing. **ALL PAPERS MUST BE TYPED.** No handwritten copies will be accepted. Page estimates for assignments assume double spacing and one inch margins. (Of course, the exams may be handwritten in the exam booklets that will be provided at the examination sites.)
- C. On Writing. I believe that the abilities to think and write clearly are highly related. Thus, in this course I will be asking you to think about psychology by writing about it. I will assume that every student has a basic command of the mechanics of good writing (grammar, spelling, and punctuation.) Those students with a **WRITING ASSESSMENT SCORE** of 4 or lower are strongly advised to have completed or be currently enrolled in the appropriate writing course if they wish to be successful in this course.
- D. On Work Handed In Late. The dates that assignments and extra credit projects are due are given in the "Course Activities and Deadlines." All work is due on the dates listed. **Procrastination is the biggest single block to success in this course.** To help you avoid this trap (and manage my work-flow), **NO ASSIGNMENTS WILL BE ACCEPTED THAT ARE MORE THAN ONE WEEK PAST THE DUE DATE.** Likewise, examinations will not be available any later than one week beyond the week they are due. Please contact your instructor **AHEAD OF TIME** if you will not be able to meet any of the assignment or examination deadlines.
- E. On Retaining Your Work. All work submitted for credit will be returned. In the event that there is a question about your grade, please save all work returned to you.

- F. On Study Groups. The work for this course lends itself well to collaboration in small study groups. Consider using the students in your collaborative project groups to help you to prepare for the exams. Students who participate in study groups are almost always successful in the course. Here are some of the reasons why you might consider participating in a study group:
1. It helps avoid procrastination. (Your peers are depending on you to do your fair share of the work.)
 2. You will often find that you are not the only one that does not understand something.
 3. When you can explain a concept to someone else, you can be sure that you really understand it.
 4. The more times that you review material, the less likely you are to forget it.
 5. Human beings are SOCIAL. Hard work is always less burdensome when shared with others.
- G. On Extra Credit. I have designed this course so that there should always be enough to do to keep you busy. However, if for any reason you wish to do more, a **limited** number of points might be earned as extra credit toward the final grade. You may submit the two additional video reflection papers and the one optional concept paper for extra credit.
- H. On-Campus Lecture Schedule. You are welcome to "drop-in" on any of my classes at any time if you want to hear the material explained a different way or to talk about the material with other students and me. Call me for time, location, and topics.
- I. College Policy on Cheating and Plagiarism. "The expectation at Bucks County Community College is that the principles of truth and honesty will be rigorously followed in all academic endeavors. This assumes that all work will be done by the person who purports to the work without unauthorized aids. In addition, when making use of language and some idea not his or her own, whether quoting them directly or paraphrasing them into his or her own words, the student must attribute the source of the material in some standard form, such as naming the source in text or offering a footnote." (BCCC Catalog.) Please consult the College Catalog for a full explanation of the policy on cheating and plagiarism. **Please Note:** When you sit for the exams, the proctor will ask you to show some form of picture identification; please do not take offense at this.

VI. Words of Wisdom From Those That Have Come Before You

At the end of the semester I asked my distance-learning students to write some words of advice to you, the students that will be taking the course after them. What follows are their suggestions in their own words. Listen to them.

- *Think of it [the course] as a challenge, to help yourself get through it. Keep up with the schedule outline and prepare for the exams in advance. Find yourself a support/study person to get together with or have phone contact with.*
- *Don't allow yourself to fall behind and stay in touch with the instructor. Don't allow yourself to be overwhelmed by the amount of work assigned at the beginning of the course. Be honest with yourself; if you need help, get it.*
- *Study at least a little EVERY DAY.*
- *Don't get caught up in the grades. If you allow yourself to kick back and think about the assignments you can really learn something that may help you in your life. Also, I would advise answering the essay questions immediately after reading and doing the assignments. This way it avoids a crunch before the test.*
- *Get a calendar and write all of your due dates on it. Plan a day that you will just dedicate to psychology and not be overwhelmed with other class work.*
- *Abide by the chapter that tells you how to study and avoid procrastination. [Chapter 1 "Applications"] ...set aside one evening each week as though it's your night to go to class. Study the book, then look at the videos.*
- *Allot enough time--minimum of 10 to 12 hours each week, every week.*
- *Keep in touch with your work and stay focused. Enjoy the information that you are taking in by truing to apply it to your life. Look for examples of the things you are reading about.*

VIII A Final Word

I have found people and the things that they do to be an endless source of fascination. I am looking forward to sharing my enthusiasm with you this semester. Enjoy!

