
OVERVIEW

SS510-Psychology is an introduction to psychology, the science of behavior and mental processes. The course emphasizes fundamental principles and research findings as well as their applications to everyday life situations. Successful completion of SS510 provides a foundation of knowledge for advanced courses in psychology.

ACADEMIC RESPONSIBILITIES

Students are expected to attend each class and arrive on time. Excessive absences or repeated lateness will impair students' ability to learn the material. Furthermore, arriving late is distracting to the professor and classmates alike. Students should come prepared with pens, pencils, and notebooks. Bringing the textbook to class is optional. Students are expected to read the assigned textbook material, be attentive in class, and participate with questions or relevant comments, and study for exams.

CLASSROOM BEHAVIOR

An effective college learning environment requires that certain rules be observed. It is expected that you will behave in an adult manner and in a way that is appropriate for a college classroom. Therefore:

*Radios, CD, i-pods, and other electronic devices should be SHUT OFF once class begins.
*Cell phone use is strictly prohibited, except in an emergency. Social calls are not emergencies.
*Students should not parade in and out of class once class begins. Except in an emergency, you should attend to phone calls and other personal needs before class begins.
*Conversations and other socializing/romancing with classmates should end when class begins.
*Disruptive or inappropriate behavior will not be tolerated. This includes, but is not limited to, sleeping in class, clowning around, shouting comments, foul language or racial/ethnic/sexist/religious slurs, combing hair, putting on or fixing makeup, doing homework from another course, communicating with friends in the hall, or showing vacation or party photos. Chronic disruptive/inappropriate behavior may result in penalty, ejection, or withdrawal from class.
*Use of tape recorders requires my permission.
*In the current climate of heightened security, visitors/guests are not permitted in class.
ACADEMIC INTEGRITY

Anyone caught plagiarizing (copying) on a report, from either the source material or another’s work, or cheating on an exam will receive an “F” for that assignment/exam. Repeat offenders will receive an “F” for the course. During exams, cell phones and other electronic devices should be shut off and out of sight. Use of dictionaries, electronic or print, is not permitted during exams.

EXAMS

Three (3)-1 hour exams-100 points each. The arithmetic average of the 3 scores makes up your final grade. Exams consist of class and text materials in the form of 50 multiple choice and true-false type questions. You must bring your own #2 pencils and scrap paper, if you need it, to the exam. Makeup exams will be given only if you miss an exam due either to illness or religious observance (see QCC catalog/Student handbook). To qualify for a makeup due to illness you must present a medical excuse on official stationary. Makeup Exams will consist of 4 essays.

GRADING

<table>
<thead>
<tr>
<th>Final Grade</th>
<th>Final average</th>
<th>Total points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>(278-300)</td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td>(269-277)</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>(263-268)</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
<td>(248-262)</td>
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<tr>
<td>B-</td>
<td>80-82</td>
<td>(239-247)</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td>(233-238)</td>
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<tr>
<td>C</td>
<td>73-77</td>
<td>(218-232)</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>(209-217)</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
<td>(203-208)</td>
</tr>
<tr>
<td>D</td>
<td>63-67</td>
<td>(188-202)</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>(180-187)</td>
</tr>
<tr>
<td>F</td>
<td>below 60</td>
<td>(below 180)</td>
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</tbody>
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IMPORTANT: I DO NOT CHANGE GRADES UNLESS I MAKE A MISTAKE.

ATTENDANCE

Attendance counts toward your final grade. If you have 7 or more UNEXCUSED ABSENCES (15% of classes), 5 points will be deducted from your final average. If you have an 80 average, for example, 5 points will be deducted and you will end with a 75 average. An unexcused absence is one for which you do not produce either a medical or religious observance excuse.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>CHAPTER</th>
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<tbody>
<tr>
<td>INTRODUCTION TO PSYCHOLOGY</td>
<td>1</td>
</tr>
<tr>
<td>BRAIN AND BEHAVIOR</td>
<td>2</td>
</tr>
<tr>
<td>SENSATION AND PERCEPTION</td>
<td>4</td>
</tr>
</tbody>
</table>

Exam #1-Chapters 1,2,4

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>CHAPTER</th>
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<tbody>
<tr>
<td>SLEEP AND DREAMS</td>
<td>5</td>
</tr>
<tr>
<td>LEARNING</td>
<td>6</td>
</tr>
<tr>
<td>MEMORY</td>
<td>7</td>
</tr>
<tr>
<td>INTELLIGENCE</td>
<td>8 pp. 270-300</td>
</tr>
</tbody>
</table>
Exam #2-Chapters 5,6,7,8
PERSONALITY 10
ABNORMAL PSYCHOLOGY AND THERAPY 11
PSYCHOLOGY AND HEALTH 12

Exam #3 (final exam)-Chapters 10,11,12

OPTIONAL EXTRA CREDIT REPORT

You can receive extra credit by summarizing a maximum of two (2) PSYCHOLOGY articles. Each report is worth up to 15 points, added to your exam total (not your final grade). The following style must be used or I will not grade your paper and you will not be given an opportunity to redo it:

1. Typed, double-spaced, 1.5 inch margins all around.
2. 3-4 manuscript pages plus a separate, non-numbered title page on which you indicate:
   a. your name
   b. course
   c. section
   d. title of the article you read,
   e. author’s name, and
   f. article source—including date of publication and page numbers.
3. Paper should not contain any frills, i.e., fancy type, colored ink, drawings, clip art, and the like. This is not fifth grade.
4. Do not plagiarize (copy) and do not quote. You are not reading Shakespeare.
5. Attach a copy of the source article. Attach all with a single staple. No report covers.
6. Proofread for typos, spelling, and grammatical errors.
7. Save your opinion. This is a summary NOT a reaction paper.
8. Keep a copy of your paper and hand in the original.

The first report is due no later than 1 week after the first exam. The second report is due no later than Monday May 14. It is your responsibility to know the due dates. Missing a class for any reason is not an excuse for not knowing the due dates. If you are unsure, just contact me. Finally, you can always submit a report earlier than the due date but you cannot hand it in later!!!

NO DEVIATIONS FROM THIS SCHEDULE OR FORMAT WILL BE PERMITTED

ARTICLES TO SUMMARIZE

The following is a list of articles to choose from. These are the only acceptable sources for your summary. Some of the Scientific American articles are available only in the library. Others, as indicated, are available online at www.sciam.com as well. Special edition articles can only be found in the Reserve Room of the QCC library. On the sciam main page, scroll down and find past issues on the menu. Click on it and find the year and month in which the article appeared.

ARTICLES FROM SCIENTIFIC AMERICAN

Cahill, L. (May 2005). His brain, her brain. (online)

Fields, R. D. (February 2005). Making memories stick. (online)


Kubey, R., & Csikszentmihaly, M. (February, 2002). Television Addiction. (in library)


Ross, P. E. (August 2006). The expert mind. (online)

van Schaik, C. (April 2006). Why are some animals so smart? (online)


Teicher, M. (March 2002). The neurobiology of child abuse (in library)


ARTICLES FROM APA MONITOR ON PSYCHOLOGY

The following articles are available only online at www.apa.org. On the APA home page- click on Monitor on Psychology.

Adelson, R. (July/August, 2002). Detecting deception.

Benson, E. (October 2002). More male than male. (steroids and aggression)

Benson, E. (February 2003). Intelligent Intelligence testing.
Benson, E. (February 2003). Intelligence across cultures.
Carpenter, S. (October, 2001). Sleep deprivation may be undermining teen health.
Carpenter, S. (April, 2002). Hope on the horizon: Behavioral researchers are uncovering new ways to treat chronic pain.
Crawford, N. (October, 2002). New ways to stop bullying.
Daw, J. (October, 2002). Is PMDD (Premenstrual dysphoric disorder) real?
Dittman, M. (April 2003). Sex. Worth the risk?
Huff, C. (January 2004). Teaming up to drop pounds.
Winerman, L. (July/August 2004). Criminal profiling: The reality behind the myth.

**Guidelines for Writing a Summary**

Initially, summary writing can seem like a challenging task. It requires careful reading and reflective thinking about the article. Most of us, however, tend to skim read without focused reflection. But with time and effort, the steps listed here can help you become an effective
summary writer. These steps will help you include all the essential characteristics of a good summary.

1. Read the Article
2. Reread the Article- Divide the article into segments or sections of ideas. Each segment deals with one aspect of the central theme. A segment can comprise one or more paragraphs. Note: News magazine articles tend to begin with an anecdote. This is the writer's lead into the article, but does not contain the thesis or supporting ideas. Typically, a feature lead does not constitute a segment of thought. Label each segment. Use a general phrase that captures the subject matter of the segment. Write the label in the margin next to the segment. Highlight or underline the main points and key phrases.
3. Write One-Sentence Summaries
   Write a one-sentence summary for each segment of thought on a separate sheet of paper.
4. Formulate the Thesis Statement
   Formulate a central theme that weaves the one-sentence segment-summaries together. This is your thesis statement. In many articles, the author will state this directly. You may wish to take his direct statement of the thesis and restate it in your own words. Note: In news magazine articles, the thesis is often suggested through the article's title and sub-title. In other articles, you may have to write your own one-sentence thesis statement that summarizes this central theme.
5. Write Your First Draft
   Begin with a proper citation of the title, author, source, and date of publication of the article summarized. Combine the thesis statement and your one-sentence segment summaries into a one- to two-paragraph summary. Eliminate all unnecessary words and repetitions. Eliminate all personal ideas and inferences. Use transitions for a smooth and logical flow of ideas. Conclude with a “summing up” sentence by stating what can be learned from reading the article.
6. Edit Your Draft
   Check your summary by asking the following questions:
   Have I answered the who, what, when, why, and how questions?
   Is my grammar, punctuation, and spelling correct?
   Have I left out my personal views and ideas?
   Does my summary "hang together?" Does it flow when I read it aloud?
   Have someone else read it. Does the summary give them the central ideas of the article?
   If your answer is "yes" to all of the above, you are ready for the next step.
7. Write Your Final Draft

Characteristics of a Good Summary

A good summary has the following characteristics:

Proper Citation

The summary begins by citing the title, author, source, and, in the case of magazine or journal articles, the date of publication of the text. This should be on a separate cover page (not numbered or included in the total required pages).

Thesis Statement

The overall thesis of the text selection is the author's central theme. For example, in the article "Easing the Transition to a Four-Year University" (U.S. News & World Report, August 30, 1999), Dan McGraw states that community college students need to plan ahead if they wish to transfer to a four-year university because many institutions restrict credit transfers.
There are several aspects to an effective thesis statement.
1. It comprises 2 parts:
   (a) the topic or general subject matter of the text
   (Ex. transfer from a community college to a four-year university), and
   (b) the author's major assertion, comment, or position on the topic
   (Ex. That transfer is made easier if students plan ahead because of restrictions on transferable credits.)

2. This central theme is summarized clearly and accurately in a one-sentence thesis statement.
3. The thesis statement does not contain specific details discussed in the text.
4. The thesis is stated at the beginning of the summary.

**Supporting Ideas**

The author supports his thesis with supporting ideas. Use the following basic guidelines when summarizing supporting ideas:
1. Cover all the author's major supporting ideas.
2. Show the relationships among these ideas.
3. Omit specifics, such as, illustrations, descriptions, detailed explanations.
4. Indicate the author's purpose in writing: to inform, persuade, or entertain. If the passage is a persuasive piece, report the author's bias or position on the issue;
5. Omit all personal opinions, ideas, and inferences. Let the reader know you are reporting the author's ideas.
   Ex. McGraw observes that....
   Ex. Another point that the author makes is....

**Grammar and the Mechanics of Writing**

Grammar and related concerns ensure that you as a writer communicate clearly to your readers. The following are particularly important:
1. Restate the ideas in your own words as much as possible. Avoid direct quotes.
2. Use transitional words for a smooth and logical flow of ideas.
3. Check your grammar, punctuation, and spelling.
4. Edit and re-write your work.

**Length**

The length of a summary depends generally on how long the original document is. I require 3-4 manuscript pages.