

Fundamentals of Psychology Spring Stevens Institute of Technology
Tuesday/Thursday 9:30-10:45 am

Instructor's Contact Information

Name: Caitlin Monahan, MA

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For a faster reply I recommend emailing my Stonybrook email

Student Hours: By appt. via Zoom
Zoom Information:

Join Zoom Meeting
<https://stonybrook.zoom.us/j/7447859761>

Meeting ID: 744 785 9761
One tap mobile
+16469313860,,7447859761# US
+16468769923,,7447859761# US (New York)

Meeting ID: 744 785 9761

You may reach me by email. I recommend emailing my Stonybrook email for faster response times. **I will answer emails within 24 hours during the week. On the weekends I take longer to reply (some weekends I will not have time reply).**

Course Description

Welcome to fundamentals of psychology, a course designed to expose students to theory, research, and applications in the scientific discipline of psychology. The course covers the major content areas in psychology, including contemporary perspectives, biological bases of behavior, sensation and perception, consciousness, learning, memory, motivation and emotion, development, personality, abnormal psychology, treatment models, health psychology, and social psychology. If you have any questions about the course, please ask them in class or come see me before/after class or in my student virtual office.

Course Expectations/Requirements

Students are expected to complete assigned readings before the appropriate class as specified in the syllabus. Attendance and participation are important aspects of this course. Tests will be based on all material covered, including lectures, readings, and classroom discussion.

This is a fast-paced course and we have a ton of material to cover. Given the high volume of emails we all receive, **I will not respond to any emails which can be answered by reading the syllabus.**

Required Textbook:

Nevid, J. S. (2022). *Essentials of psychology* (6th ed.) Stamford, CT: Cengage Learning.

The textbook is out of print at the bookstore. Please purchase online (Amazon, Chegg, etc.). 5th edition is fine as well ☺

The text comes in two versions, an e-version and a printed (looseleaf) version. **You may order either one. You do not need to purchase Mindtap (an interactive e-version of the textbook with quiz prep questions and activities). However, if you'd like to purchase and explore these options you are welcome to ☺**

Course Schedule

Date	Topic	Textbook Chapter	Discussion Post Due Dates
1/19 1/24	Introduction to Psychology	Ch. 1	
1/26 1/31	Biological Bases of Psychology	Ch. 2	
2/2 2/7	Sensation and Perception	Ch. 3	Discussion Post 1 due 2/10
2/9 2/14 2/16	States of consciousness	Ch. 4	
2/21 2/23	Exam 1: Chapters 1-4 Learning	Ch. 5	Exam 1: 2/21 (ONLINE) RECORDED LECTURE- DO NOT COME TO CLASS
2/28 3/2	Memory	Ch. 6	
3/7 3/9	Cognitive Psychology Exam 2: Chapters 5-7	Ch. 7	Exam 2: 3/9 (ONLINE) Discussion Post 2 due 3/10
SPRING BREAK 3/14 + 3/16 NO CLASS	SPRING BREAK	SPRING BREAK	SPRING BREAK
3/21 3/23	Motivation and Emotion	Ch. 8	
3/28 3/30	Human Development	Ch. 9	
4/4 4/6	Health Psychology	Ch. 10	Discussion Post 3 due 4/7

4/11	Exam 3: Chapters 8-10		Exam 3 4/11 (ONLINE)
4/13	Personality	Ch. 11	
4/18 4/20	Social Psychology	Ch. 12	
4/25	Abnormal Psychology	Ch. 13	
4/27 5/2	Methods of Therapy Final Exam Chapters 11-14	Ch. 14	Final Exam 5/2 (ONLINE) Discussion Post 4 Due 5/5

Course Policies

Please be respectful of the instructor and fellow students by arriving on time and turning off all cell phones, pagers, and other electronic devices before entering the classroom. Any cell phone use, including checking for messages or sending text messages is not permitted during class. Please bear in mind that lateness is disruptive to the professor and the entire class. Repeated lateness will not be permitted.

Students may use laptops only to keep notes in class, download class Powerpoints, and take exams. You are on your honor to use your laptop only for academic work, not for Facebooking, tweeting, texting, emailing, gaming, or other personal use. As your instructor I have a responsibility to make sure the classroom is an effective learning environment and need to monitor laptop use to ensure it does not become disruptive of classroom decorum.

Missed Exams

Absences on exam days will only be permitted **WITH PRIOR NOTICE** and only for reasons of illness or family or personal emergency. If you need to miss an exam, you must contact me by email **BEFORE** the exam and indicate the reason for your absence. Medical excuses will need to be documented with a doctor's note. If you fail to give prior notification by email or phone, you may receive a 0 on the scheduled exam.

If you are given an excused absence from an examination, you will need to take a make-up exam **WITHIN ONE WEEK** of the scheduled exam, or you will receive a 0 for the missed exam.

I understand that students may occasionally need to leave class early to make another scheduled appointment. If you need to **LEAVE CLASS EARLY** for a valid reason, let me know before class and please sit in the back of the room so as to be minimally disruptive to the class when you leave. **It is disrespectful to the instructor (and other students) to leave before the end of the class without an explanation.** Class participation (attendance, participating in class) can boost your overall grade to the next highest grade level if you are

within a half point of the next highest grade level. If you leave class without explanation, you will not earn participation points. Grading Criteria

Your grade in the course is based on the following criteria:

Canvas Discussions (20% of final grade)

There are a total of 4 canvas discussions across the course and each discussion post is worth five points. These discussions are meant to encourage critical thinking and apply the course content to “bigger picture” concepts. The due dates are posted on Canvas for each discussion post.

Please answer each question thoroughly (at least 4-5 sentences) for full credit.

In-Class Exams: (80% of grade)

In-class exams are multiple choice exams covering material from lectures and textbook chapters. Each exam will have several questions from lecture material that is not covered in the text, so it is important to come to class regularly (attendance counts).

In-Class Exams Percentage basis of final grade

Exam 1: Chapters 1-4	20%
Exam 2: Chapters 5 – 7	20%
Exam 3: Chapters 8-10	20%
Exam 4 (Final): Chapters 11-14	20%

Your final grade will be based on the following grading scale.

Letter Grade =	Score	Letter Grade =	Score
A =	93-100	C =	73-76.999
A- =	90-92.999	C- =	70-72.999
B+ =	87-89.999	D+ =	67-69.999
B =	83-86.999	D =	60-66.999
B- =	80-82.999	F =	< 60
C+ =	77-79.999		

DIVERSITY STATEMENT:

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Important note: Given the sensitive and challenging nature of the material discussed in class, it is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens

throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.