Fall 2018

STS 210-101: General Psychology

Richard Khan

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Instructor: Dr. Richard Khan  
Phone: 646-526-3357 (emergency only)  

Semester: Fall 2017  
Office Hours: By Appointment (before or after class)  
Email: rkhan@njit.edu  

Room: Cullimore Hall, RM 111  
Time: Wednesdays: 6:00 – 9:05 p.m.  

Start/End Date: 09/06/17 – 12/13/17  

Credit Hours: 3.0  
Contact Hours: 3.0  
Lecture: 3.0  
Lab: N/A  
Other: N/A  

Recommended Text: The Elements of Style: Everything you need to know to write by William Strunk Jr. (2009); ISBN: 978-1557427281

Course Description: This introductory course examines the history, methodology, definitions, and ideas relating to such concepts as personality formation, self-concept, defense mechanisms, emotions, and conditioning. Emphasis is placed on the relationship of these concepts to the student’s understanding of self and others in everyday interactions.  

Course Goals: Upon successful completion of this course, students should be able to do the following:  
1. Apply critical thinking guidelines to assess claims and make objective judgments on the basis of well-supported reasons and evidence rather than emotion and anecdote;  
2. Identity the different research methods in psychology, as well as their advantages and disadvantages;  
3. Differentiate the activities of psychologists who conduct basic or applied psychological research from those who practice psychology;  
4. Identity the major and minor psychological perspectives that predominate modern psychology, with particular attention devoted to the terms, definitions, and theories associated with the learning, sociocultural, and psychodynamic perspectives;  
5. Differentiate the central areas of human motivation;  
6. Determine how psychologists define and study personality; and  
7. Identify the symptoms of various psychological disorders and discuss how they are diagnosed and various therapeutic approaches of treatment.  

Methods of Instruction: Instruction will consist of, but not be limited to, a combination of lectures, class discussion, demonstrations and exercises, and media/audiovisual or educational videos. Specific choice of instructional methods is left to the discretion of the instructor.
Outcomes Assessment: Quiz (if applicable) and exam questions are blueprinted to course objectives. Checklist rubrics are used to evaluate non-test type assessment instruments, such as reaction papers, theme papers, and projects, for the presence of course objectives. Data collected will be analyzed to provide direction for the improvement of instruction, viability of class assignments, relevancy of assigned literature, and evaluation of instructional time spent on specific topics.

Course Requirements: All students are required to:

1. Maintain regular and prompt attendance to all class sessions.
2. Participate in class discussions.
3. Complete all assignments and take all quizzes (if applicable) and exams that are scheduled.
4. Follow any specific class requirements mandated by the instructor.

Methods of Evaluation: Final course grades will be computed as follows:

<table>
<thead>
<tr>
<th>Grading Component</th>
<th>% of final course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Class Participation</td>
<td>(10%)</td>
</tr>
<tr>
<td>Reaction paper is a 2-3 page written exercise in which students detailed their reactions to the videos shown. They are to discuss their emotional reactions to the content in general, characters portrayed, and themes within the video(s). Students are expected to use critical thinking guidelines to access claims made by incorporating information from the designated chapters in the textbook.</td>
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<tr>
<td>Two Exams @ 40% each (Mid-term &amp; Final)</td>
<td>(80%)</td>
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<td>Exams will provide evidence of the extent to which students have mastered and synthesize course material and have met course objectives.</td>
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</table>

Final grades are based on the following percentages of the total points that are possible (which may vary from above):

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>85-90%</td>
<td>B+</td>
</tr>
<tr>
<td>75-84%</td>
<td>B</td>
</tr>
<tr>
<td>70-74%</td>
<td>C+</td>
</tr>
<tr>
<td>62-69%</td>
<td>C</td>
</tr>
<tr>
<td>55-61%</td>
<td>D</td>
</tr>
<tr>
<td>0-54%</td>
<td>F</td>
</tr>
</tbody>
</table>

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**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

- plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
- cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
- interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
- Fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from NJIT, and even expulsion.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the NJIT student handbook for more specific information about the University’s Code of Conduct and attendance requirements.

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Areas/Topic</th>
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</table>
| 1 – 09/06 | **Introduction** – History of psychology, demographics of the discipline, major psychological perspectives  
*Review of Syllabus* |
| 2 – 09/13 | **Research Methods** – Descriptive (e.g., case study, naturalistic observation, tests, and surveys), correlational studies, experiments, statistical methods for evaluating research methods, ethics in conducting research with animals and humans |
| 7 – 09/20 | **Learning** – Classical conditioning, operant conditioning, social-cognitive theory |
| 8 - 09/27 | **Social** – Behavior in Social and Cultural Context |
| 10/04 | **Essay I (No Class)**  
**Motivation** – Chapter 12  
Types: Primary, social or learned  
Approaches: Instinct, drive-reduction, incentives, arousal, cognitive, Maslow’s Hierarchy of Needs  
Motivational Systems: Hunger and eating, sexual, achievement and work  
Miscellaneous: Attachment, affiliation, power |
11-10/11  **EMOTION** - The biology of emotions, the function of emotions, cognition and emotions, theories of emotion, emotions across cultures

10/18  **Exam Review**

10/25  **MIDTERM EXAM**

13 - 11/01  **Maturity** - Development over the Life Span

14 – 11/08  **PERSONALITY** –
Approaches: Psychoanalytic (Freudian and/or Neo-Freudian), trait, learning/social-cognitive, humanistic, biological
Personality Assessment

15 – 11/15  **PSYCHOLOGICAL DISORDERS** – Defining abnormal behavior/mental disorders, classification and diagnosis, disorders (anxiety, somatoform, dissociative, psychophysiological or stress-related, mood, substance-related, schizophrenia, personality)

11/22  **NO CLASS (Friday classes meet)**

16 - 11/29  **THERAPY** – Psychoanalysis/psychodynamic therapy, behavioral and cognitive therapy, humanistic and existential therapy, biomedical treatments, effectiveness of biomedical and psychotherapy

12/06  **Final Exam Review**

12/13  **Final Exam**

12/20  End of class wrap-up

**Reaction Paper Breakdown**
- Briefly summarize the main topic(s) discussed in the video presentation (*1 paragraph*)
- Identify and discuss your emotional response to the movie, i.e., the emotions provoked from/while watching (*2-3 paragraphs*)
- Summarize your discussion (*1-paragraph*)

**NB:** It is expected that you will incorporate information from the text and/or lectures to support your discussion.