

Instructor: **Randolph Schutz, MD**
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1 Introduction

A. Course title & Brief description

PSY 1101 Introduction to Psychology

Methodology, history and theories of psychology; brain and behavior; neuropsychology; socialization; motivation; emotion; perception; learning; thinking; intelligence; personality and the adjustment processes; and social psychology.

B. Text

Philip G. Zimbardo, Robert L. Johnson, Vivian McCann: *Psychology: Core Concepts* ISBN#9780205985449; Publisher: Allyn & Bacon; Copyright: 2012. The text is available through the school bookstore but you can obtain the text from any source. **Edition is not important; neither is format.** [\$158.44]

I have prepared comprehensive notes ('Presentation Notes') for each topic which are posted on the *Blackboard*. I may post additional materials of interest there as well during the course. Study Guides for the various tests and Homework assignments are also on the Blackboard.

C. Communication with Professor

RSchutz@citytech.cuny.edu; ProfSchutz@gmail.com

(917) 544 2236

When you call if you don't get me directly please leave a voicemail message. Make sure to leave your **full name** and tell me **which class you're taking**.

Please don't call me after 8PM. You may well wake me and I will be in a bad mood, but even if you don't I make not make sense at that time of day. On the other hand, feel free to call any time from 6AM on.

D. Office hour

My Office Hour is Tuesdays 10:00AM—11:00AM other times by special arrangement. Call me at the phone number listed if you do not see me in the Adjunct's Office, or at other times to pose questions or

make other arrangements.

2 Resources

A. Text

As noted above.

B. Presentation Notes

A comprehensive set of Presentation Notes are posted on the Blackboard in the Course Documents section. Feel free to download them and use them for your own purposes. Because this will not be a lecture course (see below) these notes will serve as outlines and background for our work, but will not be used directly to structure classes.

C. Articles on Psychology

There is a set of articles on psychology posted on the Blackboard. They are grouped into the basic Topics of the course and also some allied topics, such as Sexuality and Gender, that we will not be able to properly address in this course.

We will decide how to utilize these articles during class discussions. In the interim, please acquaint yourself with what is there.

D. Guides to Making Observations of Psychological Phenomena in Everyday Life

The Blackboard has a folder containing Guides to Making Observations of Psychological Phenomena in Everyday Life. These will serve as guides for the research that students will engage in that will form the core of this class. We will discuss this project and the structure of the course at length in class.

E. Articles on Psychology

A selection of Articles on Psychology has been provided on the Blackboard. These are arranged into folders which correspond to the major Topics we will be discussing in the course, but include topics, such as Sexuality and Gender, that lie beyond what we can normally address in an introductory course.

We will discuss how these Articles might be used in class and decide there what to do with them. They can be used as Alternative Assignments to Homework but if more creative ideas are developed we will go with them.

F. Homework, Part 1 and Part 2 and Alternative Assignments

[1] There are Homework assignments provided on the Blackboard. There are thirteen Homeworks and each Homework has two Parts.

- Part 1 consists of ten multiple-choice questions, for 10 points in all.
- Part 2 consists of ten short-answer questions, for 10 points in all.

[2] There are Alternative Assignments provided on the Blackboard. These consist of reading and providing summaries and reflections on the articles posted on the Blackboard.

[3] For this course, neither Homeworks nor Alternative Assignments are strictly required. We will decide in class how to use the Assignments. The object is to provide students with means for receiving feedback about their own performance, how well they have absorbed and learned to use the concepts of psychology and provide appropriate means, at end, for the professor to produce grades commensurate with the amount of time and effort students have invested in the course.

G. Links

Links on selected topics pertinent to the course are provided on the Blackboard.

3 *Communication*

Information on contacting me is provided above.

I'm happy to answer your questions and you should feel free to pose any and all questions to me. It has been said that *there are no dumb questions but it can be dumb not to ask a question.*

I will answer any and all questions and if you're having trouble and can't figure out what question to ask, let me know that, too, please!

The easiest, most direct way to contact me is through email. I check all my email accounts at least once daily, but the best account to use for this course is the NYCCT account:

rschutz@citytech.cuny.edu

Please send me an email in the first week of classes

- To prime the system;
- To make sure you can contact me when you wish to, and
- To make sure that I can contact you when I need to.

I check my email accounts regularly, at least once daily. I will respond within 24hrs to all communications. Therefore, if you send me an email and don't get a response within that time frame assume that it has gone astray and re-send it! I cannot know that you have sent me something that I have not received so students must be responsible for making sure that I have it!

When I write to you I will do so through the Blackboard, which uses your NYCCT email account

unless you have changed it. Please make sure that

- The address listed there is functioning properly and
- You check your NYCCT email account regularly.

4 Office Hour

My Office Hour, as listed above, is Tuesdays from 10:00-11:00AM.

I may be found in the Adjunct Office, Namm Room 600, at that time. If you don't see me there, call me at (917) 544 2236. I am pleased to make myself available at other times—please just let me know works for you and we'll make arrangements.

5 Blackboard and Web Support

A. Use of the BLACKBOARD

You need to access the *Blackboard* early, regularly and often.

Presentation Notes, Homework Assignments, Articles, Links and a variety of other materials are posted for the entire course. Other material of interest may be posted during the course of the semester.

I will use the Blackboard to post **Announcements** and to communicate with students individually, as groups and as a class.

This system can be used to communicate with me and fellow students as well. ***It is imperative that you know how to use the Blackboard and make yourself comfortable doing so.***

If you need help with this the NYCCT IT Department will be glad to help. There are formal seminars offered for free to anyone who wishes or needs a more structured introduction, but members of the department will be happy to answer your questions individually as well.

Make sure that you have access to your NYCCT email account. I will communicate actively through your email accounts, using the accounts registered with the Blackboard. You are responsible for information sent via email. Make sure to check your NYCCT email account regularly.

Accessing the Blackboard

The Blackboard is accessible through the NYCCT website: <http://www.citytech.cuny.edu>. Use the Portal Log In. You will need your NYCCT Portal username and password. Fill these in and Log In. A window will come up with a section labeled 'Blackboard Gateway', at the bottom of which is a link entitled 'Blackboard Courses'. Click this and navigate to this course.

B. Web Support

If you have difficulty you can access websupport 1 for a “Beginners Guide to BlackBoard” online. To access this site:

1. Go to the NYCCT site [<http://www.citytech.cuny.edu>]
2. Scroll down, and on the left-hand side of the page, click on “additional resources.”
3. Scroll down to “Websupport 1.”
4. Click on “Instructional Technology.”
5. Scroll down to “Beginners Guide to BlackBoard,” and click.
6. Click on “Beginners Guide to BlackBoard Course Info.”

6 Course Description, Objectives and Philosophy of Teaching

A. Formal Course Description and Objectives

[1] This is a survey course on psychology. The primary objectives are

- To acquaint you with the breadth of psychology as a field and to give you a way to think about how the field works and what it has to offer;
- To provide an opportunity to deepen and extend your understanding of and thinking about the human mind, human beings in general and yourself as a person;
- To provide an opportunity to learn how to use your own mind more effectively.

[2] Educational Objectives

1. To develop an appreciation and understanding of the enormous complexity and diversity of human mentality;
2. To introduce the major research discoveries, principles, and theories in psychology through lectures, assigned readings, in-class activities and homework assignments;
3. To develop the ability to analyze problems from a psychological perspective and to apply appropriate psychological principles to problems encountered in real life;
4. To acquaint students with the research methods and procedures used in psychological research;
5. To facilitate the development of critical thinking and expression of ideas through class discussions and activities, and written assignments; finally, and by no means last
6. To enhance and extend your ability to use the mental equipment you as a human being possess yourself, that is, your own mind.

B. Nature and Structure of the Course

Evaluating progress in learning new material and acquiring new skills, whether one's own or that of others (for the professor, those of students) is a fraught and difficult business. As is often the case, we tend to know more about what does not work than about what does work. Standardized multiple-choice tests, for instance, certainly gauge how well a person has committed to memory certain information at a

certain time. But if what seems important is how well the person has learned to use the material, or how well they are able to use it when needed, is a different matter—in fact, things learned by rote for passing tests usually disappears from people's minds quite rapidly and is rarely useful.

What does work? Since we're still learning how to do this, no single or simple answer can suffice. That is one reason I have set up a number of different options on the Blackboard, but we will explore others as the course develops. The ones we start with are almost surely not the best. Is it better to have students work on traditional evaluation means—like doing homework—in non-traditional ways (for instance, working collaboratively)? Or to create entirely new or different ways? What might those be?

Although people engaged in teaching are still learning, themselves, what are the best ways to evaluate the effectiveness of their teaching and the performance of students, a few things seem clear.

One is that students should be actively involved in the process. Both in terms of creating the material of the course, and in terms of creating the means for evaluating progress made in the course.

Another is that the more hands-on students' experience is, the better it is likely to work and the more they are likely to enjoy doing the work.

But no doubt there are others. Work is always work and learning new things can actually be quite disconcerting—perhaps especially in a course like psychology which challenges some of our basic notions of who and what we are, what we can and cannot do and how best to proceed into the future.

Working in teams and providing means for active feedback and reassurance in class seems helpful, maybe necessary for bridging the difficult spots, providing support when needed, mobilizing resources people don't always realize they have and monitoring the effects of projects and plans. An observation made long ago by Jean Piaget, renowned for his work on child development, is that children learn better from other children than from adults. Adults are clearly important—even crucial—in the process, but they may play a different role than usually thought, and certainly they cannot transfer their knowledge, no matter how great or real it may be, directly to children. I suspect the same is true for students, who may learn more from working with other students, and to whom, in any case, professors cannot simply transfer knowledge directly.

To such ends I have set up a series of small-scale research projects for students, which form the core of our course. We'll use what you discover to fuel deeper discussions in class and to extend understanding of the principles and processes involved, but the research itself is part of the experience of learning psychology, so we will discuss what students learn about doing such research as well.

Along the way we'll discuss how to translate such experiences into more effective means for providing feedback. Thus the course will evolve and by end, if we are successful, may become something different from what any of us expected at first.

7 Requirements for the Course

A. Structure of Course

As noted, this is designed to be a course that develops and evolves as students work together on the material, with the professor acting as guide, consultant, instigator, and collaborator. Therefore certain parts of the course are deliberately left vague, such as what to do about homework and other assignments, on the one hand, and midterm and final evaluations, on the other.

But all things must start somewhere. Since student-based research and active learning processes are things that have proven value in the business of learning we will start with small-scale, student-led research into the major topics of psychology that we need to cover in this course.

Research—especially *good* research—is hard to do. But I am confident that all students in this class are able to do what is needed because all normal human beings—and I do count my students as all being normal human beings—have already made, more than once, the kinds of observations needed for this class. It is no doubt true that many students will not realize they have been doing research and more will find it difficult at first to describe what they have observed and understand what is it they did to make the observations. It is one thing to do something, another to know one has done it and still another to know how it is one learned how to do it. But since you all have done the first thing, and the second and third are what, in a nutshell, an introductory course in psychology is all about, I have full confidence that every one of you has what it takes to do the project.

In fact, the discrepancy between what people do do, what they can do and what they know about what they do, is, in significant part, what a course like this is about, so there is as much to learn from the experience of dealing with the difficulties of research as there is from the results of the research itself.

B. Beginnings

On the second day we meet I'll divide the class into groups of 4-5 people. These will be your team mates for the remainder of the semester. We'll spend some time in class working out how to work effectively with groups. In general people find it difficult to work in groups, but there is a way in which that is really odd, since there is never a moment in human life when we do not need to deal with other people and all of us having been doing so with at least reasonable effectiveness since we were kids.

I presume some groups will work better than others, but I also presume that there are ways to prevent groups working well that we can identify and attempt to forestall, and some things we do know about how to get groups working better that we can put to use and develop. Since perfection is not the goal and groups, like other living things, can grow and develop, I am confident you do what it takes to make your group work adequately, too.

C. Main Course of the Course

The other major structuring for the course is the set of small-scale research projects you will be

undertaking, starting at the beginning of the third week of classes. We will of course discuss how to do these in class, but there is nothing like experience, so we will use class time to discuss what you have observed and learned about how to do such research as we go along and you will get better at doing such things as we do.

The goal of this course is to make the subject of psychology relevant and pertinent to students in their ordinary, everyday life. The premise is that if psychology has something important and worthwhile to tell us about human beings and human life then it must apply to people's lives as they go through them day by day.

Most people know many of the basic terms used by psychologists, such as 'memory' and 'intelligence', and many refer to such things as they go through daily life. Psychologists argue that there are advantages to pushing at such ideas and studying them more explicitly and intensively. If they are right we ought to be able to demonstrate that by looking more closely at what real people do in real life and seeing what psychologists have to offer in addition to the ideas that people usually use to understand other people and themselves.

The student-based research around which this course is structured will serve as a first step towards re-appropriating the concepts of psychology. If the project is successful students will learn about the relevance of psychology through direct experience of using its concepts for themselves.

D. Evaluations and Feedback

There will be two ways to earn points towards midterm and final grades:

- Observations-and-Reports of student-based research
- Midterm and Final Evaluations
 - The form of these Evaluations will be decided in class through class discussions. Options include
 - Traditional Examinations
 - Individual or Group Projects whose precise form will be determined through class discussions

7 Outline of Class Sessions

Below is a schedule of classes, topics & assignments for 1101-D808, Fall 2016.

Week	Dates	Day	Subject	Text	L/PN	HM 1&2
1	08/25/16	1	Introduction 1	C: 1	L/PN: 1...	
2	08/30/16 09/01/16	2 3	Introduction 2 Introduction 3			# 1
3	09/06/16 09/08/16	4 5	Learning 1 Learning 2	C: 4	L/PN: 2...	# 2
4	09/13/16 09/15/16	6 7	Cognition 1 Cognition 2	C: 6	L/PN 3B...	# 3
5	09/20/16 09/22/16	8 9	Neuroscience 1 Neuroscience 2	C: 2	L/PN: 5...	# 4
6	09/27/16 09/29/16	10 11	Memory 1 Memory 2	C: 5	L/PN: 3A...	# 5
7	10/04/16 10/06/16		NO CLASS NO CLASS [Monday schedule]			
8	10/11/16 10/13/16 10/14/16	12 13	NO CLASS Intelligence1 Intelligence2 [Tuesday schedule]	C: 6	L/PN: 3C...	# 6
9	10/18/16 10/20/16	14 15	Development 1 Development 2	C: 7	L/PN: 4...	# 7
10	10/25/16 10/27/16	16 17	Midterm Evaluation			
11	11/01/16 11/03/16	18 19	Emotion 1 Emotion 2	C: 9	L/PN: 8A...	# 8
12	11/08/16 11/10/16	20 21	Motivation 1 Motivation 2	C: 9	L/PN: 8B...	# 9
13	11/15/16 11/17/16	22 23	Personality 1 Personality 2	C:10	L/PN: 9...	#10
14	11/22/16 11/24/16 11/25/16	24	Social Psychology 1 NO CLASS [Thanksgiving] 1 NO CLASS [Thanksgiving] 2	C:11	L/PN: 10...	#11
15	11/29/16 12/01/16	25 26	Social Psychology 2 Psychological Conditions 1	C:12	L/PN: 11...	#12
16	12/06/16 12/08/16	27 28	Psychological Conditions 2 Treatment 1	C:13	L/PN: 12...	#13
17	12/13/16 12/15/16	29 30	Final Evaluation			

Key L/PN = Lecture & Presentation Notes [Blackboard]
 Text = Textbook [Zimbardo, et al: *Psychology*]
 C = Chapter in textbook

xxx = Professor out of town
 xxx = Special Schedule
 xxx = Holiday; No Class

HM 1&2 = Homework [Blackboard]
bold = Due dates for HM 1&2

8 Course Requirements

A. SUMMARY OUTLINE

[1] Requirements for this course are:

- Reports of Observations, 12 at 20 points each [240]
- Midterm Evaluation [100]
- Final Evaluation [100]

[2] Note that Groups all of whose members submit Reports for any reporting period (roughly one per week) will have their scores doubled

[3] Whether there will be traditional **Midterm** and **Final Examinations** in this course depends on the quality of the work students do during the first section of the course.

9 Learning Outcomes and Assessments

The class has been organized to provide students with multiple and varied means for assessing their own progress and receiving feedback about their progress with the material.

Note that for each of the methods of assessment provided students will have time and opportunity to get direct feedback from the professor, to pose questions, argue points and hear what other students are thinking.

I am happy to meet with students after class, during my office hour and at other times of mutual convenience. Contact me directly to make arrangements.

Content-Related Learning Outcomes and Assessment Methods

Learning Outcomes	Assessment Methods
[1] Demonstrate an understanding of classic and contemporary theories of psychology.	Class Discussions, Quizzes, Homework Assignments, Preparation of class materials, Experiments and Examinations
[2] Demonstrate an understanding of the different research methods that psychologists use.	Class Discussions, Quizzes, Homework Assignments, Preparation of class materials, Experiments and Examinations
[3] Demonstrate an understanding of the different areas within psychology, along with their terms and concepts.	Class Discussions, Quizzes, Homework Assignments, Preparation of class materials, Experiments and Examinations
[4] Demonstrate an ability to apply psychological concepts to real world situations.	Class Discussions, Quizzes, Homework Assignments, Preparation of class materials, Experiments and Examinations

Notes:

[1] Class Discussions are part of every class.

While no specific grade is given for class performance or participation the opportunity to share thinking, pose questions and mold the classroom discussion provides multiple and varied opportunities to assess your own comprehension and to receive feedback, both direct and indirect, indicating how well you have apprehended the material.

In addition they afford me the opportunity to get to know and understand you as a student and this information will have an effect as I consider the interim and final grades.

- In brief, if I know from class discussions that you have been making a real and concerted effort to master the material I will be disposed to give the benefit of the doubt when it comes to the final score.

If I *don't* know anything about you, I will inevitably have to work up the final score based only on the objective criteria offered by grades on the Homeworks, projects and Examinations.

[2] Homework Assignments provide the most direct and regular feedback. They are scheduled to be approximately one per week. Assignments are designed to give opportunities to test out and observe more directly subjects discussed and presented in class.

[3] Examinations provide the most formal periodic feedback, allowing students to assess their overall comprehension of the key ideas, factual base and intellectual arguments of the field of psychology. We will go over the first examination in class.

General Education Learning Outcomes & Assessment Methods

LEARNING OUTCOMES	ASSESSMENT
<i>KNOWLEDGE:</i> Develop an introductory knowledge of psychology methodology and concepts	Exam items, assignments, in-class discussion, in-class activities, Discussion Board
<i>SKILLS:</i> Develop and use the tools needed for communication, analysis and productive work	Exam items, assignments, in-class discussion, in-class activities, Discussion Board
<i>INTEGRATION:</i> Work productively within and across disciplines	Exam items, assignments, in-class discussion, in-class activities, Discussion Board
<i>VALUES, ETHICS, AND RELATIONSHIPS:</i> Understand and apply values, ethics, and diverse perspectives in personal, civic, and cultural/global domains	Exam items, assignments, in-class discussion, in-class activities, Discussion Board

#10 Calculation of Grades

A. General

- I use my own spreadsheets to calculate grades.
- The only grades that appear in the Blackboard are those that derive from doing the Homework Assignments and other Assignments submitted through the Blackboard. Since midterm and final grades include other work done by students the Grade Center will *not* provide a good guide to students' overall grades.

- Students interested in their overall grades and how they are calculated should apply directly to the Professor. I will be glad to go over such matters and explain how specific grades were determined.
- I will post the grades calculated for the Midterm to the Blackboard.
- I will *not* post final grades to the Blackboard.

B. Calculation of the Midterm Grade

[1] Components

C. Calculation of the Final Grade

[1] Components

• Score from Student-based Research	[SR]	[240]
• Score from Bonuses on Student-based Research	[Bonus SR]	[240]
• Score from Midterm Examination	[E#1]	[100]
• Score from Final Examination	[E#2]	[100]

[2] Calculation

The sum of the above sources of points will be the denominator. The actual scores received by the student will constitute the numerator. Thus

$$\text{Grade} = \frac{\{\text{score}[\text{SR}] + \text{score}[\text{Bonus SR}] + \text{score}[\text{E\#1}] + \text{score}[\text{E\#2}]\}}{\{240 [\text{SR}] + 100 [\text{E\#1}] + 100 [\text{E\#2}]\}} \times 100\%$$

[3] Final Letter Grade

Final letter grade is determined by the following Table:

A	(93-100%)
A-	(90-92.9%)
B+	(87-89.9%)
B	(83-86.9%)
B-	(80-82.9%)
C+	(77-79.9%)
C	(70-76.9%)
D	(60-69.9%)
F	(<59.9%)

Please note that for certain courses of study a minimum passing grade may be a C.

D. Communication about grades

I will be glad to answer questions about grades at any time during the semester. Once the semester is finish I won't communicate about grades either directly in person or indirectly by email or voice with students. Review of grades, exams, papers, or other course materials for the course can take place by appointment at the start of the following semester.

E. Missed Course Work

[1] All Observation Reports are due on the date noted in the Course Outline.

[2] Midterm and Final Evaluations are due on the date noted in the Course Outline.

[3] There are no options for missed coursework.

[4] In cases of true emergency I will consider other options upon presentation of documentation of the emergency. It is solely the student's responsibility to notify me of such emergencies and provide relevant documentation. *Students are responsible for notifying me by email or phone call as soon as any such emergency occurs.*

#11 Other Matters

A. Attendance and Absence Policy

[1] I'm required to take attendance at each class and to make regular reports. All absences from any class period or activity are considered unexcused absences unless the student completes and submits appropriate documentation. Students who arrive more than 10 minutes late will not be permitted to participate in the class. I am required to file an official report if a student misses more than four meetings during the semester.

[2] Please note the following official policy on attendance:

COLLEGE POLICY ON ATTENDANCE/LATENESS

A student may be absent without penalty for 10% of the number of scheduled class meetings during the semester as follows:

Class Meets	Allowable Absence
1 time/week	2 classes
2 times/week	3 classes
3 times/week	4 classes

[3] I will take attendance with a Sign-In Book. I will put the book out when I arrive in the classroom and I will retrieve it **ten minutes** after the official commencement of the class. (Since I plan to start class at the official time of 7AM I will put the Sign-In Book away at 7:10, unless for some reason the class has been unable to start at the official start time.)

Students who come after this time will be officially **late**. Such students will be offered another Sign-In Book in which they can record their names.

Note that there are various penalties for coming late.

- Students who come late will not be allowed to earn bonus points or other rewards that may be offered in class. I will also be less inclined to include them in in-class activities where volunteers are needed.
- The most significant penalty is that it will influence how I think about the student.
 - Although I will make an effort to evaluate work submitted on the basis of its intrinsic value, for instance, whenever there is doubt or ambiguity I will refer to the overall impression the student has made to come to a final decision. Those who come late start out with a strike against them making it less likely, for example, that I will give them a second chance, accept late work, or provide them the benefit of the doubt.

[4] I use the first few minutes of class time to go over business and administrative matters, such as when work is due, what is expected from students, what the current and longer-term agenda for the course is, etc, etc.

If you are late you must find out about such arrangements from classmates. Do not expect that I will systematically repeat myself regarding such matters, so if you are late assume you have missed something important and inform yourself about it.

Keeping informed about such administrative matters is the sole responsibility of the student.

B. Academic Support Services

Support Services are offered to students in improving skills in college-wide core competencies such as reading, composition, math, and science.

C. Policy on Students with Disabilities

Students with Disabilities should contact the *Specialized Resource Center* with their appropriate documentation, to obtain an "Academic Adjustment/Auxiliary Aid" form. When the student presents this completed form to the professor, the professor will then confer with the student on the fulfillment of the adjustments/aids listed on the form.

D. Academic Integrity and Plagiarism

#1 References

For the purposes of this course a '**full citation**' or '**complete reference**' will be deemed to include the following information:

- Author's (or authors') full name(s)
- Title of work from which citation is taken
- Date of publication of work cited (if a journal, year of publication PLUS volume)
- Page (if a book or article) OR
- Location of work (if an internet or website source, complete url or address)

#2 Papers and other Writings

When you are required to submit a paper, other written material or answers involving written English please remember that I cannot give credit for answers that are unintelligible.

- **Proof read** all written materials and answers for adherence to standard orthographic and punctuation rules.
- **Edit** them to assure that your ideas follow appropriately and express your thoughts coherently. In particular please be careful when using new vocabulary and terms to express your ideas that you are using them in appropriate ways that others (especially the professor) will be able to follow.
- If you use technical terms incorrectly I will not be able to give proper credit for your answer. Therefore if you are not sure of a term please explain your ideas in terms you do understand yourself.
- Whenever possible please have someone look over your work before giving it in (this obviously does *not* apply to short answers on examinations!).

I will not take points off for orthographic errors but if *I cannot understand a statement because of spelling errors, grammatical errors, the use of nonstandard grammar, the use of inappropriate terms or the inappropriate use of terms, or other kinds of garbling, then I will not be able to give proper credit for your work.*

Bear in mind when you are writing papers, that I will take into account not only the adequacy of the presentation of your ideas but also how well you have developed them. I will not automatically take off points if you give me a paper briefer than what I have stipulated but if your paper does not adequately develop the ideas it presents I *will* count that against you.

Finally, when reporting on the work of others you must make appropriate reference(s) to their work and provide credit for it. At minimum this means providing the author's or authors' name(s), the name of the work and the year it was published. In the case of an article you should supply its page numbers. In the case of a specific quotation you must mark the quotation and provide a specific page reference to it. If you are quoting an online resource you must provide the url and page number. In the case of an

article that appears in a collected work you must provide the name of the work that contains it.

Please note that if you are not quoting directly and marking it as such then you must paraphrase the material using your own words. Any direct use of someone else's material without appropriate notation of how you are presenting it is considered plagiarism and will mean your work cannot be considered for grading. Remember that plagiarism is not only incompatible with the purposes of this course and inimical to the process of learning but is both unethical and illegal.

#3 Academic Integrity Policy

Academic Integrity at City Tech

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

“Academic dishonesty” includes any act that is designed to obtain fraudulently, either for oneself or for someone else, academic credit, grades, or any other form of recognition that was not properly earned. Academic dishonesty encompasses the following:

Cheating: Defined as intentionally giving, receiving, using or attempting to use unauthorized materials, information, notes, study aids, including any form of unauthorized communication, in any academic exercise. It is the student’s responsibility to consult with instructors to determine whether or not a study aid or device may be used.

Plagiarism: Plagiarism is intentionally and knowingly presenting the ideas or works of another as one’s own original idea or works in any academic exercise without proper acknowledgment of the source. The purchase and submission of a term paper, essay, or other written assignment to fulfill the requirements of a course, and violates section 213-b of the State Education Law. This also applies to the submission of all or substantial portions of the same academic work previously submitted by the student or any other individual for credit at another institution, or in more than one course.

#4 Karma

I believe in karma. Social psychology teaches us that people cheat in all the ways that cheating can happen, and game theory teaches us that under a great many circumstances cheating is the best thing to do in the short run.

In the long run everything we do (and don't do) costs us something. I believe firmly that the costs of

cheating grievously outweigh the benefits over time, but if you are planning a very short life it may well be wiser to cheat.

In any case I consider it a waste of my time and effort to search out cheating, so I will make no specific efforts to do so. I am confident that anyone who cheats will pay the price for doing so and I am happy to leave it to them to find out just what that price will be.

The principle of karma applies also, in general, to the impression that students make on the professor. Students who come late, disrupt the class or act disrespectfully when in class—if you're not sure what I might mean by that term it would be a good idea to ask around—bias my feeling and thinking, because that is, we now know, how the human mind works by default. Such prejudices in general prescribe our first reactions, conclusions and choices, even though as adults we learn how to counteract them, at least to some degree.

In general, however, students who find themselves having provoked such reactions start out behind the proverbial eightball and are predisposed to not receive second chances or other indulgences for mistakes they may make. In particular, in situations that involve ambiguity or the need to exercise discretion (like bumping a score of 89 from a B+ to an A-) the principle of karma suggests that students who have placed themselves behind that eightball should not expect to receive the benefit of the doubt.

E. Electronic and Other Devices, Cell Phones and Laptops

One of the great lessons of 20th century psychology is that the old ditty our mothers taught us, by which words were supposed to be incapable of breaking our bones the way that sticks and stones can do, is really not true. We humans are programmed to respond automatically (using our so-called 'System One') and do so all the time, and those automatic response systems are deeply and irremediably prejudiced in their modes of operation, not to mention stubborn in changing their minds.

It's true that as adults we acquire the ability (a so-called 'System Two') to review, revise and correct the results of our first, automatic appraisals. But the message is that, on the one hand, we always pass things through those first, prejudiced, short-sighted systems first and, on the other, that we seldom pass them through the second, corrective systems.

The result is simple. If you check your phone, sit with earplugs in or doze off I will notice and I will be offended by it and think you disrespectful and probably also stupid. I presume that some of your colleagues will be offended, too. I can and will make some effort, based on my professional and other training, to apply appropriate correctives, but remember that my first thought will always be what people's first thoughts usually are, and therefore things will be an uphill battle from that point.

Therefore, cell phones and other electronic devices should be turned off during the class unless we decide to use them for specific research purposes.