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## Department of Psychology

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### Fall 2011 830:101

## General Psychology

### Section 9

Tuesday & Friday Noon – 1:20 PM  
Lucy Stone Hall Auditorium

**Gary Brill, Ph.D., Tillett Hall Room 221** : [gbrill@rutgers.edu](mailto:gbrill@rutgers.edu)  
*Office Hours: Tuesday & Friday 2:00 - 3:00 PM*

**Elizabeth Salib (Teaching Assistant):** [esalib@rci.rutgers.edu](mailto:esalib@rci.rutgers.edu)

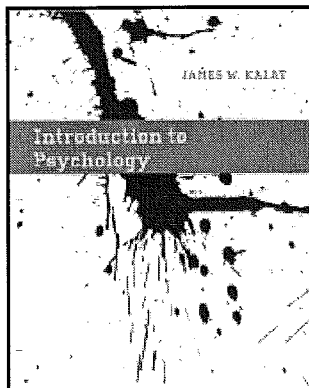
**Supplemental Instruction Tutor:**  
**Rebecca Fickas** : [rfickas@eden.rutgers.edu](mailto:rfickas@eden.rutgers.edu)

**Quick Links:**

<a href="#">Course Schedule</a>	<a href="#">Sakai</a>
<a href="#">Downloading Class Slides</a>	<a href="#">Frequently Asked Questions</a>
<a href="#">Human Subject Pool System</a>	<a href="#">Textbook Web Site</a>

In addition to this web site, there will be a course web site with class announcements, downloadable viewgraphs, grades, and web links at <http://sakai.rutgers.edu> . You will use your Rutgers netID and password for this web site.

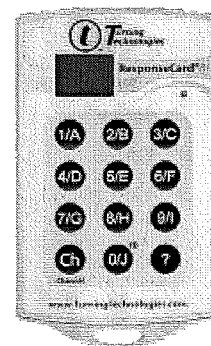
For more information, see [Frequently Asked Questions about the course web site](#).



#### Required Textbook and Classroom Response Device:

*James W. Kalat (2011)*  
*Introduction to Psychology, Ninth Edition*  
*(Either custom 9th edition for this course or  
standard 9th edition book acceptable)*

*TurningPoint wireless Response Card*  
*(RF-LCD model recommended,  
RF model acceptable)*



#### Introduction:

Welcome to Psychology 101. This course will introduce you to the various topics and issues in the scientific exploration of mind and behavior. By the end of the semester, you should be well prepared to go on to study more advanced course in our department. Along the way, you will discover what psychologists have learned that can enrich your studies, your relationships, your health, and other important aspects of your life.

This course satisfies the following SAS Learning Goals:

II.B.i: Explain and be able to assess the relationship among assumptions, method, evidence, arguments, and theory in social and historical analysis.

II.B.n: Apply concepts about human and social behavior to particular questions or situations.

This course also satisfies the following Psychology Department Learning Goals:

- Students will know the leading terms, concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Students will apply psychological concepts and content to become engaged citizens.
- Students will use critical thinking, skeptical inquiry, and, when possible, the scientific approach to ask, answer and understand questions related to behavior and mental processes.

Please read the information on this web page carefully. The crucial things you need to know are presented on this page. There are more details on particular topics on the "[Frequently Asked Questions](#)" page.

Feel free to ask me questions before the class begins, during class, or immediately after class. You may also send me email, but *I may not answer email questions if the questions have already been answered in class, on this web page, or in the Announcements section on the course web site.*

Appropriate accommodations are available for students with disabilities. Please see web site of the [Office of Disability Services for Students](#) for more information.

The policies found in the Rutgers [Academic Integrity Policy](#) apply to this course, along with specific policies concerning the use of wireless transmitters (clickers) in the classroom (see below).

### **The Sakai Course Web Site**

There is also a Sakai site for this course with class announcements, downloadable class slides, podcasts, grades, and web links at <http://sakai.rutgers.edu> . You will use your Rutgers netID and password for the Sakai site.

For more information, see [Frequently Asked Questions about the Sakai course web site](#).

### **Research Participation Requirement:**

Research is an essential part of the field of psychology. It is important for students to be exposed to either actual participation as a subject in an experiment, or at the very least, to learn from technical articles how research is done. Therefore, all sections of General Psychology require either **5 "Research Participation Units"** of experiment participation **or** an alternative assignment of writing 2 papers describing psychological research.

The psychology department's [Human Research Student Requirements](#) web page explains exactly what you must do.

To sign up as a subject for experiments, to cancel an appointment you have already made, to find out how many Research Participation Units you've earned so far, or to contact a researcher for any reason, go to the [Human Subject Pool System](#) web site.

If you choose to write the 2 papers instead of participating in experiments, you must submit the first paper **on or before the midpoint of the course** and you must submit the second paper **on or before the last lecture date**.

See the [Human Research Student Requirements](#) web page (scroll down to the **Option 2** section) for the specific requirements for the papers (including how you must format your papers, what journals are acceptable as sources for your articles, etc.).

For more information, see [Frequently Asked Questions about Research Participation](#).

### **Class Participation:**

The wireless classroom communication system will enable every student in the class to respond to questions presented by the instructor. Points will be accumulated by students for answering questions: You will receive 1 point for each question answered, and 2 points for each question answered correctly. At the end of the semester, your class participation percentage will count as 30% of your final score for the course (see table below under the "Grades" heading).

The 2nd and 3rd lectures of the semester will involve practice with the wireless transmitters. It is therefore important that you purchase your transmitter as soon as possible after the first class session. Starting with the 4th lecture of the semester, responses to the in-class questions will count toward your grade. There will be, on average, 10 questions per class (but individual classes may vary in the number of questions).

The lowest 20% of your responses will be dropped. This will give you flexibility with respect to class attendance and with problems with your transmitter pad (you forgot it, you accidentally sent the wrong answer, or technical problems). Classes will start on time and will almost always require the full 80 minutes scheduled, so if you come late or leave early you will probably miss some questions.

**Please note very well: There will be no adjustments to your class participation scores except for documented excused absences. Excused absences include out-of-town athletic events, religious observances, serious illness, or other emergencies. Once you provide documentation for your absence, the questions that you missed because of that absence will be eliminated from the calculation of your total class participation score for the course.** Other attendance issues, punctuality problems, forgetting to bring your transmitter, dead batteries, or technical problems with your transmitter pad together should lead you to miss no more than 20% of the questions for the semester. Note that if your transmitter is not working properly, which is not likely to happen, you can return it to the bookstore for a new unit. Therefore, if you have a non-working transmitter in one class, you can get a new one before the next session. It is your responsibility to review your answers online after each class to make sure that they were received. See the question "How can I confirm that the answers I sent via my transmitter were received properly?" in the [Frequently Asked Questions about the Classroom Communication System](#) for the procedure for reviewing your answers.

Also note you may not send responses from more than one transmitter for any in-class questions. If you are found doing this, both (or all) of the transmitters will be confiscated and both (or all) of the students to whom those transmitters belong will receive 0 for the class participation component of the course.

For more information, see [Frequently Asked Questions about the Classroom Communication System](#).

### Exams:

There will be two multiple-choice exams in the course. Each exam will include 60 multiple choice questions. See the [course schedule](#) for the dates of the exams. Test questions will be taken from both the textbook and material presented in class.

You must take each in-class exam at the scheduled time for the section in which you are enrolled.

**Make-up exams:** You may make up an exam *only* if you provide legitimate documentation verifying that you missed the exam because of an excused absence.

For more information, see [Frequently Asked Questions about Exams](#) and [Frequently Asked Questions about Missing an Exam and Make-Up Exams](#).

### Grades:

Your grade will be the result of the combination of your in-class participation and your exam scores, as follows:

Exams	70%
In-class participation:	30%

The result of the combination of all the above scores will be compared to the following table to determine your grade for the course:

90% or above	A	85-89%	B+	75-79%	C+	60-69%	D
		80-84%	B	70-74%	C	Below 60%	F

**Your grade will be determined solely on the basis of the total of your scores on exams and in-class participation. There will be no form of extra credit in the course.**

*Changing Grades:*

Students sometimes ask professors to change final grades, usually based on the need to achieve a certain grade in order to, for example, get into the business school, retain a scholarship, or avoid academic probation. Although I wish all of you the best of success in your studies, you hopefully can understand how changing one student's grade is unfair to the other students in the class. Therefore, requests for test score or grade changes will not be entertained.

For more information, see [Frequently Asked Questions about Grades](#).

**Supplemental Instruction:**

You can get additional help with this course through Supplemental Instruction sessions provided by the [Rutgers Learning Centers](#). There will be a supplemental instructor dedicated specifically to this course. The schedule for these sessions will be arranged by the supplemental instructor and will be announced in class. The supplemental instructor will work closely with me and will be prepared to discuss the material in this course and answer your questions.

Additionally, there are [academic coaches](#) at the [Rutgers Learning Centers](#) who can provide individualized help with general study and test preparation skills.

For more information, see [Frequently Asked Questions about Getting Extra Help](#).

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# General Psychology:830:101:09 Fall 2011

## Schedule of Classes and Assignments

Gary Brill, Ph.D.: [gbrill@rutgers.edu](mailto:gbrill@rutgers.edu)  
 Elizabeth Salib (Teaching Assistant): [esalib@rci.rutgers.edu](mailto:esalib@rci.rutgers.edu)

Supplemental Instruction Tutor:  
 Rebecca Fickas: [rfickas@eden.rutgers.edu](mailto:rfickas@eden.rutgers.edu)

Supplemental Instruction Schedule:  
 Wednesdays, 4:00 - 5:00 PM  
 Livingston Learning Center

Assignment due before the beginning of the class session listed: (Click on "See Reading Notes," where present, to see information about material in the reading assignment for which you will not be held responsible in this course.)		Date		Topic
		Fri	Sept. 2	Course Overview
Obtain	Clicker & Textbook	Tue	Sept. 6	<b>Clicker practice</b> What Is Psychology? (Part 1)
Read	Syllabus web pages and linked documents			
Take	<b>Enter Your Clicker ID Online Sakai Assignment</b>			
Read	Ch. 1, Module 1.1	Fri	Sept. 9	<b>More clicker practice</b> What is Psychology? (Part 2); Scientific Methods in Psychology (Part 1)
Read	Ch. 1, Module 1.2 Ch. 2, Module 2.1	Tue	Sept. 13	<b>Clicker responses count toward grade</b> Scientific Methods in Psychology (Part 2)
Read	Ch. 2, Module 2.2 Ch. 2, Module 2.3	Fri	Sept. 16	Biological Psychology (Part 1)
Read	Ch. 3, Module 3.1	Tue	Sept. 20	Biological Psychology (Part 2)
Read	Ch. 3, Module 3.3	Fri	Sept. 23	Memory (Part 1)

Read	Ch. 7, Module 7.1 - <u>See Reading Notes</u>	Tue	Sept. 27	Memory (Part 2)
Read	Ch. 7, Module 7.2 Ch. 7, Module 7.3	Fri	Sept. 30	Sensation and Perception (Part 1)
Read	Ch. 4, Module 4.1 - <u>See Reading Notes</u> Ch. 4, Module 4.2 - <u>See Reading Notes</u>	Tue	Oct. 4	Sensation and Perception (Part 2)
Read	Ch. 4, Module 4.3 - <u>See Reading Notes</u>	Fri	Oct. 7	Human Development (Part 1)
Read	Ch. 5, Module 5.1 Ch. 5, Module 5.2	Tue	Oct. 11	Human Development (Part 2)
Read	Ch. 5, Module 5.3 Ch. 5, Module 5.4 Ch. 6, Module 6.1	Fri	Oct. 14	Learning
	Ch. 6, Module 6.2 - <u>See Reading Notes</u> Ch. 6, Module 6.3 - <u>See Reading Notes</u> Ch. 6, Module 6.4 & Study all previous readings	Tue	Oct. 18	Midterm Exam
Hand in	<i>Research Paper #1 (if you're doing Option 2)</i>	Fri	Oct. 21	Cognition and Language (Part 1)
Read	Ch. 8, Module 8.1 - <u>See Reading Notes</u> Ch. 8, Module 8.2 - <u>See Reading Notes</u>	Tue	Oct. 25	Cognition and Language (Part 2)
Read	Ch. 8, Module 8.3	Fri	Oct. 28	Intelligence and its Measurement
Read	Ch. 9, Module 9.1 Ch. 9, Module 9.2	Tue	Nov. 1	Consciousness
Read	Ch. 10, Module 10.1 - <u>See Reading Notes</u> Ch. 10, Module 10.2 - <u>See Reading Notes</u>	Fri	Nov. 4	Motivation
Read	Ch. 11, all modules <u>See Reading Notes</u>	Tue	Nov. 8	Emotions, Stress, and Health (Part 1)
Read	Ch. 12, Module 12.1 Ch. 12, Module 12.2	Fri	Nov. 11	Emotions, Stress, and Health (Part 2)
Read	Ch. 12, Module 12.3	Tue	Nov. 15	Social Psychology (Part 1)
Read	Ch. 13, Module 13.1 - <u>See Reading Notes</u> Ch. 13, Module 13.2 Ch. 13, Module 13.3	Fri	Nov. 18	Social Psychology (Part 2)

		<b>Tue</b>	<b>Nov. 22</b>	<b>No class -</b>
		<b>Fri</b>	<b>Nov. 25</b>	<b>Thanksgiving</b>
Read	Ch. 13, Module 13.4 Ch. 13, Module 13.5	<b>Tue</b>	<b>Nov. 29</b>	Personality (Part 1)
Read	Ch. 14, Module 14.1	<b>Fri</b>	<b>Dec. 2</b>	Personality (Part 2)
Read	Ch. 14, Module 14.2 Ch. 14, Module 14.3 - <u>See Reading Notes</u>	<b>Tue</b>	<b>Dec. 6</b>	Abnormality, Therapy, and Social Issues
	Ch. 15, Module 15.1 Ch. 15, Module 15.2	<b>Fri</b>	<b>Dec. 9</b>	Specific Disorders and Treatment (Part 1)
Read	Ch. 16, Module 16.1 Ch. 16, Module 16.2 - <u>See Reading Notes</u> Ch. 16, Module 16.3 Ch. 16, Module 16.4 - <u>See Reading Notes</u>	<b>Tue</b>	<b>Dec. 13</b>	Specific Disorders and Treatment (Part 2)
Hand in	<i>Research Paper #2 (if you're doing Option 2)</i>			
		<b>Thu</b>	<b>Dec. 22</b>	Final Exam: 8:00 AM - 11:00 AM Beck Auditorium

Last Updated: 12/13/2011

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