

**General Psychology (830:101:B6)**  
**Summer 2012**  
**Tuesday & Thursday 6:00pm – 9:40pm; LSH A143**

**Instructor**

Dr. Vivian Hsu  
Office Hours: T 4:00 – 5:30pm or by appointment  
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**Course Description/Learning Outcomes:**

This course will provide you with an overview of the field psychology. We will be concentrating on the psychological basis for the understanding of human behavior, specifically learning, motivation, cognition, personality, abnormal behavior, development and social psychology. The approach will emphasize recent research relevant to present day society. We will focus on a number of different areas (1) theories pertaining to cognitive development, (2) underlying processes in areas of physical, emotional, social, and language development, (3) consider the role of culture and environment on development, and (4) critically discuss applications of present day research.

**Textbook and Additional Readings**

King, L.A. (2010). Experience Psychology. McGraw Hill Publishers

Additional readings will be added throughout the semester. I will provide the articles via Sakai. It is important that you keep up with the readings so that you will be able to ask questions and participate in class discussions. I understand that there will be a considerable amount of reading; however, I firmly believe that you will get more out of this class if you have read the material beforehand.

**Course Content Areas:**

Psychological Theorists and Theories: Darwin, Freud, Erikson's Psychosocial Theory, Pavlov's Classical Conditioning, Skinner's Operant Conditioning, Piaget's Cognitive Developmental Theory, Vygotsky's Sociocultural Theory

Research: Hypothesis, Experiments, Correlations, Descriptive, Longitudinal, Cross-Sectional, Independent Variable, Dependent Variable, Confounding Variables, Ethics, Research Flaws

Human Development: Germinal, Embryo, Fetus, Teratogens, Childbirth, APGAR, Newborn Reflexes, Sensory Capabilities, Neuron and Brain Development, Piaget's Assimilation, Accommodation, Object Permanence, Infantile Amnesia, Vygotsky's Sociocultural Theory- Zone of Proximal Development, Scaffolding, and Private Speech, Language Development, Emotions, Temperament, Attachment

Emotional Development: Emotions, Temperament, Attachment, Personality, In-Group vs. Out-Group Perception, Bandura's Observational Learning, Erikson's Stages of Social Development

**Evaluation**

**Exams/Quizzes:** There will be 1 midterm and a final exam based on text and lecture materials. Each exam is worth 100 points. Additionally, you will be given 10-point multiple choice quizzes throughout the semester. I will count your highest scoring 5 quizzes for a total of 50 points. **Your maximum exam/quiz point total is 250 points.**

IMPORTANT!! Scheduled midterms or final exam *will not* be postponed unless you have spoken to me (in person) *at least* 24 hrs prior to the exam. *Make-up exams will be essay format.*

**Article Summary (in/out of class):** I will upload research articles as supplemental material to your text reading. You will be required to choose one article from the reading list and write a *short 1-paragraph* (no more than 3-5 sentences total) critique. Specifically, I want to know what **you think** the important take-home message is (1-2 sentences) and how you would either modify or enhance the research presented (2-3 sentences). There will also be 2 additional questions to answer pertaining to the specific article you choose. You are required to complete **6 critiques** throughout the entire semester. **Each critique is worth 20 points for a total of 120 points.** *Any additional critiques will be added as 1 point bonus to your final grade with a maximum of 5 bonus points. All article assignments are due June 28, 2012 in your Drop Box on Sakai.*

**This Academic Integrity Policy:** *Academic dishonesty is any attempt by the student to gain academic*

*advantage through dishonest means, to submit, as his or her own, work which has not been done by him/her or to give improper aid to another student in the completion of an assignment. Such dishonesty would include, but is not limited to: submitting as his/her own a project, paper, report, test, or speech copied from, partially copied, or paraphrased from the work of another (whether the source is printed, under copyright, or in manuscript form). Credit must be given for words quoted or paraphrased. The rules apply to any academic dishonesty, whether the work is graded or ungraded, group or individual, written or oral.*

In summary, here is the breakdown of the grading strategy:

<b>Highest Scoring 5 Quizzes</b>	<b>50pts</b>
<b>Midterm Exam</b>	<b>100pts</b>
<b>Final Exam</b>	<b>100pts</b>
<b><u>Article Summaries (6 total)</u></b>	<b><u>120pts</u></b>
<b>Total:</b>	<b>370pts</b>

**Extra Credit:** There are two extra credit options available, each worth 2 points. You can submit a maximum of 2 extra credit assignments for a total of 4 extra credit points. Submissions into your DropBox must be made on Sakai *prior* to the final exam and *points will be added to your final exam/quiz total*. **Final extra credits are due June 28, 2012.**

- (1) Comic/Cartoon Video– Find a comic or cartoon video (Youtube/Hulu) pertaining to a topic involving infant/child development. Write a *brief* (1 paragraph) summary explaining the concept presented and how it relates to what you have learned in class. Submit both comic and summary via Sakai.
- (2) Experimental Project – Design an experiment that you would be interested in carrying out that pertains to a topic we have discussed. Write a 1-2 page summary explaining how you would carry it out and how it relates to what you have learned. Submit via Sakai.

### **Class Schedule**

<u>Date:</u>	<u>Topic:</u>	<u>Readings:</u>
5/29	The Science of Psychology; Approaches to Psychology; Scientific Method	Ch. 1
5/31	The Brain and Behavior; Nervous System Brain and Functioning; Brain Plasticity	Ch. 2
6/5	Sensation and Perception Visual System; Auditory System	Ch. 3
6/7	States of Consciousness; Sleep and Dreams; Psychoactive Drugs	Ch. 4
<b>6/12</b>	<b>MIDTERM</b> Learning; Classical/Operational Conditioning; Observational Learning	Ch. 5
6/14	Memory Storage and Retrieval Intelligence Tests; Language Development	Ch. 6;7
6/19	Human Development: Child Development, Adolescence, Adulthood)	Ch. 8
6/21	Theories of Motivation; Emotion Development Personality, Attachment	Ch. 9;10
6/26	Social Psychology Development of Self	Ch. 11
6/28	Psychological Disorders Anxiety; Mood; Eating Disorders	Ch. 12
<b>7/3</b>	<b>FINAL EXAM</b> Wrap-up	