

## General Psychology 01:830:101:04

Sakai site: <https://sakai.rutgers.edu/portal/site/f64fd9d7-bfc1-4462-ab78-badfbba47663>

### CLASS INFORMATION:

**Fall 2012**

**Monday/Thursday**

**8:40-10:00 am**

**Lucy Stone Hall Auditorium**

On line schedule of classes <http://www.acs.rutgers.edu/soc>

### INSTRUCTOR:

**Lyra Stein, Ph.D.**

**Email:** [Lyra@rci.rutgers.edu](mailto:Lyra@rci.rutgers.edu)

**Office:** Tillet 313 <http://rumaps.rutgers.edu/?q=tillett+Hall>

**Office Hours:** Monday & Wednesday 5:00-6:30 pm or by appointment

### TEACHING ASSISTANT:

**Elyse Mallimo**

**Email:** [emallimo@rci.rutgers.edu](mailto:emallimo@rci.rutgers.edu)

**Office:** Psychology Building 232 <http://rumaps.rutgers.edu/?id=C70904>

**Office Hours:** Wednesday 1:00-2:00 or by appointment

### COURSE DESCRIPTION:

Introduction to the psychological bases of behavior in motivation, learning, memory, development, personality, perception, abnormal behavior, psychotherapy, attitude change and group behavior.

### COURSE OBJECTIVES:

- Demonstrate facility and familiarity with the basic terminology and theories of psychology.
- Demonstrate understanding of scientific methodology as it applies to psychology and related disciplines, and recognize potential pitfalls in evaluating scientific data.
- Differentiate products of pseudo-psychology from products of scientific psychology.
- Apply psychological findings and principles to the understanding of themselves and others.
- State important historical contributions to the field, and identify pertinent research findings that support or refute current theory and principles.
- Demonstrate increased self-understanding and acceptance, show increased tolerance and appreciation of individual and group differences, and exhibit awareness of the personal and environmental forces that affect behavior, cognition, emotions, and development.

### LEARNING GOALS:

This course has been certified as satisfying the Social Analysis (SCL) Learning Outcome Goal of the SAS Core Curriculum

#### Core Curriculum Learning Goals Met by this Course

Specifically, students will be able to:

- a) Explain and be able to assess the relationship among assumptions, method, evidence, arguments, and theory in social and historical analysis (subgoal i);  
and
- b) Apply concepts about human and social behavior to particular questions or situations (subgoal n).



For list of Core Curriculum learning goals, see:

[http://sas.rutgers.edu/component/docman/doc\\_download/413-summary-of-new-core-curriculum-learning-goals](http://sas.rutgers.edu/component/docman/doc_download/413-summary-of-new-core-curriculum-learning-goals)

For a list of Core Certified courses by learning goal, see [sasundergrad.rutgers.edu/core](http://sasundergrad.rutgers.edu/core):

<http://sasundergrad.rutgers.edu/academics/requirements/core?layout=blog>

### CURRENT ACADEMIC INTEGRITY POLICY:

<http://academicintegrity.rutgers.edu> Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.

General Academic Integrity Link:

<http://academicintegrity.rutgers.edu/>

Resources for instructors (and students) can be found at:

<http://academicintegrity.rutgers.edu/resources>

Take a 20 minute interactive-tutorial on Plagiarism and Academic Integrity,

<http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html>

### LEARNING RESOURCES:

James W. Kalat (2011)

Introduction to Psychology, Ninth Edition

(Either custom 9th edition for this course or standard 9th edition book acceptable)

ISBN: 9781133191704. Website for book resources:

<http://login.cengagebrain.com/cb/register.htm?method=loadRegistrationForm&nr=y> enter code

**E-TWQNY9EE5GBHT**

TurningPoint wireless Response Card

(RF-LCD model recommended,

older RF model acceptable )

ISBN: 9781934931400

<http://bookstore.rutgers.edu/index.shtml>

### TEACHING PHILOSOPHY:

My bias is to explore content areas in depth, as opposed to giving superficial coverage to many areas. If time becomes a limiting factor, changes in the schedule will reflect that bias. Thus, topic areas and readings may be dropped or added, depending upon time constraints. I believe education is a cooperative enterprise in which you have an active role. Therefore, I want to encourage an active participation on your part during the course. Please don't hesitate to respond, question, and challenge. To facilitate this process, I will occasionally ask you to take part in experiential exercises or discussion groups. I hope these experiences will allow you to apply the material we cover to your own lives.

### INSTRUCTIONAL METHODS:

During our scheduled class meetings you can expect to listen to lectures, work in small-groups, engage in class discussions, and view relevant online and audio-visual materials. You will also be expected to think, read, and write about psychology and how it applies to life! I know that some of you are coming from High School. Let me remind you that college courses are different from secondary education courses in that they require more independent student learning. Class lectures and activities highlight, supplement, reinforce and clarify knowledge you have acquired from a thorough and careful reading of the textbook. Lectures are not a substitute for reading and studying the course material on your own.

**Multitasking in Class:** Research shows that when we do more than one thing at a time, we shift our attention from one thing to another and then back. In that shift, we lose focus, and it takes a little time to refocus on the new task. Multitasking is an inefficient use of time. I am going to do my part to do all I can to provide interesting class sessions so you won't feel the need to shift focus onto something else, and I am going to ask that you help with this by keeping your cell phone where you won't be tempted to check incoming texts. Thanks!

**Do not leave lecture early:** Besides distracting your fellow students, it's tough on my fragile sense of self-esteem if you walk out before lecture is over. I start wondering what I said to offend you, which leads to stammering, drooling, and socially inappropriate behavior on my part. You wouldn't want my public-drooling behavior on your conscience, would you? [P.S.: I understand that occasionally people must miss part of a class. **If you intend to do so, please sit in the back** so you won't distract everyone.

**Missing class:** On the outside chance that you are kidnapped, held hostage and therefore unable to make it to class, I am afraid that you are still responsible for what was covered in class. Ask a trusted classmate for information on the material you missed. If you know you are going to be kidnapped, let a classmate know. People take better notes when they know someone else is going to be using them.

**Syllabus & Sakai Site:** This contains everything you need to know about the course; keep this in your notebook and refer to it often. I will not remind you when quizzes are due; turning your assignments in on time is your responsibility. I reserve the right to change this syllabus in writing or by announcement.

#### **ATTENDANCE POLICY:**

Legitimate reasons for absence include, but are not limited to, death in the immediate family, religious observance, academic field trips, participation in an approved concert or athletic event, direct participation in university disciplinary hearings, and jury duty.

Nevertheless, the student bears the responsibility for fulfilling all course expectations in a timely and responsible manner. If you miss an exam or are absent from class, please go to the Deans Office <http://deanofstudents.rutgers.edu/> and present your evidence of absence and bring the Dean's note to me.

**Self-Reporting Absence Application:** Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. University religious holiday policy is at <http://scheduling.rutgers.edu/religious.shtml>

University attendance policy is at <http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class>

#### **FACEBOOK:**

I created a facebook group for this class called General Psychology at Rutgers <http://www.facebook.com/groups/149219315217433/> Please to join this group or friend me (Lyra Stein-Teaching) and I will add you. I will be posting articles and psychology related issues to enhance your knowledge of the area. Feel free to use this site to communicate with me and other students in the class. I find that many students have the same questions and this is a place for you to clarify any topics which are confusing.

#### **ACCOMMODATIONS:**

Appropriate accommodations will be made for students with disabilities.

Full disability policies and procedures are at <http://disabilityservices.rutgers.edu/>

Students with disabilities requesting accommodations must follow the procedures outlined at <http://disabilityservices.rutgers.edu/request.html>

#### **RESEARCH PARTICIPATION REQUIREMENT:**

Students in General Psychology are **REQUIRED** to earn 5 research participation units (RPU's). However if you choose not to participate in research, you have the option of writing 2 papers describing psychological research.

Please read the description and requirements on the research homepage:

<http://psych.rutgers.edu/undergrad/rpurules>

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 <http://researchpool.rutgers.edu/>

If you choose to write the 2 papers instead of participating in experiments, you must submit the first paper around the 7<sup>th</sup> week of the semester (see course schedule) and the second paper at the end of the semester (see course schedule).

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 the Sakai site.

#### CLASS PARTICIPATION:

The clicker system will allow for interactive class participation which is difficult in large classes. When a question is presented on the powerpoint during lecture, you will answer and 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 25% of your final score for the course.

The 2nd and 3rd lectures will count as extra credit to allow everyone to obtain and register their clickers. It is important that you purchase your clicker as soon as possible after the first class session. Starting with the 4th lecture of the semester, responses 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 allow for issues such as missing class, problems with the technology or pressing the wrong answer. Classes will start on time and will almost always require the full class period, so you may miss questions if you arrive late or leave early.

If you are absent and provide a Dean's note for an excused absence, the questions you missed will be dropped from your grade calculation. 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.

**In addition, you will not be allowed to use more than one clicker during the class period.** If you are found using more than one clicker, your transmitter will be taken for the remainder of the class period and you will receive a 0 for participation.

For more information, see the Sakai site.

#### ASSESSMENTS:

There will be three midterms (the best two of these will be averaged into your grade, each worth 20% of your final grade) and one cumulative final exam (25%). I will drop the lowest of the three midterms (the final is mandatory). You will need a #2 pencil for all exams. Test dates noted on the course outline may

be changed if needed; changes will be announced in class and on Sakai. *If for some reason class is cancelled on a scheduled test day, the exam will be given during the next regular class period. Students caught cheating on any exam will get an F for the entire course.*

Each midterm will consist of 50 multiple choice items which will include in class demonstrations, questions from your practice quizzes and questions at the end of each chapter of your text. Please see the exam handout on Sakai. **THERE ARE NO MAKE-UPS FOR THE MIDTERMS UNLESS THEY ARE ARRANGED IN ADVANCE OF THE EXAM. ALL MAKE-UPS WILL BE GIVEN DURING FINALS WEEK.**

There will be eight quizzes (worth 15% of your grade) which will consist of 20 questions each and will cover 2 chapters. Quizzes will be accessible on Sakai and you will have 1 hour to complete each quiz. Please make sure not to miss the closing date as I will not be able to open the quiz once it has closed.

The Six Hour D (20 points toward clicker total)

1. Read "The Six Hour D" by Russ Dewey <http://www.psywww.com/discuss/chap00/6hourd.htm>
2. In one typed paragraph explain how one gets a "six hour D."
3. In one typed paragraph explain how one can avoid a "six hour D."
4. In one to two typed paragraphs discuss what about your study techniques are least effective, what is most effective?
5. In one to two typed paragraphs discuss the changes, if any, you plan to make to your study technique.

The final exam will take place on Dec 17, 2012: 8:00 AM - 11:00 AM <http://finalexams.rutgers.edu/>

#### **EVALUATION:**

Evaluations are based on:

Two hourly exams (50 questions) each worth 20%

Final examination worth (75 questions) 25%

Eight quizzes worth (20 questions each) 15%,

Clicker points and six hour D assignment 20%

A: 90-100%, B+: 85-89%, B: 80-84%, C+: 75-79%, C: 70-74%, D: 60-69%, F: 60%-below

#### **ADDITIONAL CREDIT:**

In addition to your extra credit clicker questions, there will be other opportunities for extra credit during the semester. I will be conducting demonstrations and asking EC questions during lecture.

And you have the opportunity to find an article relating to one of the topics we are studying in the popular press (Psychology Today, Scientific American Mind, New York Times, Time magazine, etc.) and summarize (about 2 pages) the article and relate it to the topic covered in class for 2 extra credit points (limit 2).

### STUDYING:

Inevitably every semester there are students who are not happy with their grades and seem to not be concerned until the day before the final. Please do not put yourself in that position and make sure that you keep up with the class throughout the semester. The following are some tips on how you should study for the exams:

If you want to learn the subject matter well, read the assigned material before the lecture, review the power points after the lecture, quickly go over it again a day or two later, and then re-read the notes and the chapter for a few days before the exam. Memory researchers have established that you will understand and remember something better by studying it several times spread out over days than by studying the same amount of time all at once. Also, of course, the more total time you spend studying, the better.

When you study, don't just read the text and lecture notes but stop and think about the material. The more actively you use the material, the better you will remember it. Also test yourself using flashcards. Go through the lecture notes and write the name of the concept on the front and the definition on the back. Don't worry about memorizing the definition word for word as it would be better to try to use each word in a sentence or think of examples for each term.

### READING THE TEXTBOOK:

Reading the text outside of class is essential for success in this course. Since our in-class time is limited, it will be impossible for us discuss all of the relevant information in each chapter. You will, however, be responsible for the material from each chapter which will be listed on the chapter summary. My suggestion is for you to read each chapter before we discuss it in class so that you know what questions you want to ask.

People are fascinating. Why do they do what they do? *I want to help you understand why and how people behave as they do.* Therefore, this course should summarize what is known from the various fields of psychology. The most efficient way to do this is **not** for me to lecture on it, but to let you read the careful summaries in your textbook. This is an excellent book and the material is summarized well, and the textbook author brings out the important points in each chapter. In general, my goal in lecture will **not** be to review the book. I assume that you are able to competently review the book on your own. Rather, I will highlight interesting findings, to breathe life into the experiments mentioned in the text, to provide memorable experiences for you to anchor your learning to.

### HOW TO DO WELL IN THIS CLASS:

- Attend class and answer the clicker questions.
- Complete every quiz on time.
- Always read the assigned material before class. Read it carefully and closely, taking notes in your own words. Stop after each paragraph or two and make sure you understand the important points. You should end up with many pages of notes for each chapter, which are now your study materials.
- At least a week before the exam, begin studying your notes on the readings and your notes from class. Get more information about concepts you do not understand by contacting me or working with your classmates.

- Work actively with the course material: develop your own examples of concepts; explain in your own words how certain topics in psychology are studied; draw models of the concepts; organize the material in each chapter in ways that make sense for you; compare your class notes to the textbook; etc.
- Contact me or Elyse to ask questions or just to talk about the material. I would be happy to look at your notes and study materials to see if I have any advice for you.
- Go to the text website to do additional review or take on-line quizzes to test your knowledge.
- Work productively during class. During class we will actively analyze, apply, and evaluate the text material.
- Use the facebook page to communicate with me and other students in the course.
- Keep a sense of wonder and excitement for studying how people think, feel, and behave.

### LECTURE TOPICS AND READING:

\*\*(All dates are approximate and changes will be announced in class)\*\*

Date	Topic	Reading	Assignments Due (8:30am)
TH 9/6	Course Introduction	Ch. 1	
M 9/10	Scientific Methods	Ch. 2	
TH 9/13	Scientific Methods/Biological Psychology	Ch. 2/Ch. 3	
M 9/17	Biological Psychology- <b>ONLINE</b>	Ch. 3	Quiz 1
TH 9/20	Sensation and Perception	Ch. 4	<b>The Six Hour D assignment in dropbox</b>
M 9/24			
TH 9/27	<b>EXAM Chapters 1-4</b>		Quiz 2
M 10/1	Nature, Nurture & Human Development	Ch. 5	
TH 10/4			
M 10/8	Learning	Ch. 6	
TH 10/11	Learning/Memory	Ch. 6/7	Quiz 3
M 10/15	Memory	Ch. 7	
TH 10/18	Cognition and Language	Ch. 8	
M 10/22			<b>Paper 1 due for research alternative</b>
TH 10/25	<b>EXAM Chapters 5-8</b>		Quiz 4
M 10/29	Intelligence	Ch. 9	
TH 11/1	Consciousness	Ch. 10	
M 11/5	Consciousness/Motivated Behaviors	Ch. 10/11	
TH 11/8	Motivated Behaviors	Ch. 11	Quiz 5
M 11/12	Emotions, Stress and Health	Ch. 12	
TH 11/15			
M 11/19	<b>EXAM Chapters 9-12</b>		Quiz 6
<b>T 11/20</b>	Social Psychology	Ch. 13	



<b>TH 11/22</b>	<b>NO CLASS HOLIDAY</b>		
M 11/26	Social Psychology		
TH 11/29	Personality	Ch. 14	
M 12/3	Personality/Abnormality	Ch. 14/15	
TH 12/6			Quiz 7
M 12/10	Specific Disorders	Ch. 16	<b>Paper 2 due for research alternative</b>
M 12/17	<b>Final-cumulative emphasis on 13-16</b>		Quiz 8