

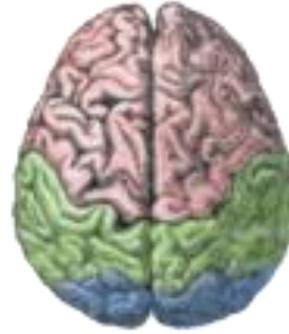
General Psychology – Spring 2013

830:101:01:46951 SC-135 MW 2:50-4:10

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Required Textbook:

Kalat, J. W. *Introduction to Psychology* (9th Ed. ISBN 9781133191704)

There are several sections of General Psychology—be sure to purchase the correct book for *this* section!

Learning Goals:

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

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).



The learning goals of this course also contribute to the more general goals of the Department of Psychology and the American Psychological Association. Students who successfully complete this course will develop:

- the ability to think logically about behavior and to critically analyze the origins and lawfulness of behavior;
- an understanding of the physical and biological features of the natural environment that shape our behavior;
- an understanding of the basic methods and history of scientific inquiry;

- the ability to apply evidence-based decision making to complex problems by using the results of objective observation, measurement and experimentation;
- an appreciation for importance of creating and disseminating new knowledge;
- a better understanding of both the differences and the commonalities of human behavior in different cultural and societal contexts; and
- the ability to become independent lifelong learners.

About the Course:

Overview. This course will introduce you to the scientific study of behavior. In some parts of the course, this may seem straightforward and natural; in other parts, this approach may challenge some of your long-held personal views of the world and force you to think about issues that you have never before confronted.

Many students find the material in this course to be surprisingly challenging not only because of the new approaches to understanding behavior, but also because the methods of psychology incorporate concepts and terminology from such diverse fields as computer science, biology, mathematics, sociology, and medicine—to name a few.

The reward however is a better understanding of yourself and the people around you. I hope that you set this better understanding as one of your primary goals for the semester. My own personal goal is to make this one of the best courses that you will take at Rutgers.

The purpose of my lectures is to provide you with overviews of important topics in psychology. The lectures are **not intended to summarize the material that is presented in the textbook!** Sometimes, the lectures will cover material that is also in the assigned readings from the textbook, but in other instances, the lecture might range far afield to bring in a point of view or example that may provide you with a perspective that differs from the material in the text. **You need to learn both the text and lecture material** in order to have all the information that you need for the exams.

Good Students. Students who do well in this course (and other courses) tend to have a common set of behaviors. Here is what they do:

- **Successful students** devote at least 2-3 hours of study for each hour of class time. For a standard 15-hour course load, that works out to about a 45- to 60-hr work week. That's how long mastery takes and it averages out to only about 10 pages of text per hour of studying. (Hint: If you are working in an outside job for more than 15 hours per week, you may be squandering your tuition dollars.)
- **Successful students** go to class! *Every class!* They actively engage in the material and take detailed notes that go well beyond the summary PowerPoint® slides.

- **Successful students** begin studying for the first exam on the first day of classes, and build steadily on this foundation to avoid last-minute cramming. For each unit, they read through all of the assigned material to become familiar with the range of topics, then they systematically go back through the material to learn the details.
- **Successful students** study for each exam as though it were going to be a detailed essay exam. This approach works best, even for multiple choice exams.
- **Successful students** learn to like the course. If they find that they are not eager to go to class and eager to read the next chapter of the textbook, then they know they are in the wrong class.
- **Successful students** work with others and talk to somebody about the course material on a regular basis. This may seem silly, but *talking* is one of the best predictors of success in a course.

Most students who behave in other ways languish at the bottom of the class and dislike their entire academic experience—you snooze, you lose.

Support Services. The course Sakai site (sakai.rutgers.edu/portal) will allow you to see course assignments, current grades, notes for upcoming lectures and other materials.

Some Contractual Obligations. The examinations will be multiple-choice format with electronic scoring. You must **bring your own #2 pencil to all exams**. Any course-related materials turned in to the instructor's mailbox must be initialed and dated by one of the secretaries. Staff hours are 8:30-12:00 and 1:00-4:30. Elevators and stairwells are locked at 4:30pm.

All records will be kept using your 9-digit RUID number; you should memorize the number and/or carry your ID card with you at all times.

If you have not already done so, you should download the free Adobe Acrobat® software to permit reading of files in *.pdf format: <http://get.adobe.com/reader/>

Research Participation. All *General Psychology* sections require either research participation or an alternative paper assignment (Paper 1 due by 07MAR and Paper 2 due by 25APR). The vast majority of students elect to participate in experiments because it is more fun and it benefits your understanding of the research process. Check the research participation web site regularly to make certain that you will have an opportunity to complete the requirement well in advance of the end of the semester. Descriptions of experiments and sign-up opportunities are all done via on-line registration:

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

Grading. Course grades will be based on the following:

Unit 1 Exam (20FEB)	50 pts
Unit 2 Exam	50 pts
<u>Final Exam</u>	<u>100 pts</u>

TOTAL Exam points 200 pts
(plus up to 20 bonus points)

Grading scale:

A	180-200
B+	170-179
B	160-169
C+	145-159
C	130-144
D	100-129
F	<100

You can earn up to 20 bonus points by completing class exercises (mostly in-class). These bonus points are added after grade cut-offs are determined and can sometimes elevate you to the next higher grade category.

Note: A grade of C or better is required as a prerequisite to either the major or minor in psychology.

Attendance. You *should* attend *all* classes in this course and all your other courses. Although the class is too large to monitor attendance, I will make every effort to reward those who attend by including some lecture-only material on each exam and by providing occasional opportunities to earn a few points in class. There is no provision for making up an in-class bonus opportunity—it is exactly that—a bonus.

Absence from a scheduled examination should occur only under the most serious circumstances. Missing an examination for non-medical reasons (e.g., oversleeping, car trouble, etc.) will usually result in a 25-50% deduction from your score on the make-up exam.

University regulations set the time and date of all final examinations and specific guidelines that define conflicts:

<http://sas.rutgers.edu/undergraduate-education-migrated/132-final-exams>

If you have a legitimate medical excuse for missing the exam, you will receive a TF in the course until the make-up has been completed. You should check your entire final exam schedule now so you know what your schedule will be at the end of the semester:

<http://scheduling.rutgers.edu/springfinals.shtml>

Academic Integrity. You are expected to be honest with yourself and fair to your fellow students. I am especially concerned about cheating on examinations, and take special precautions to reduce the opportunity for cheating while increasing the likelihood of successful prosecution of offenders. I am also aware of the growing number of online “services” that frequently cross the line of academic integrity. I will enforce the University’s regulations on academic integrity, and I ask your individual assistance in reporting any suspected violations to me or to the Office of Student Conduct. The University’s regulations are appropriately strict, and if you plan to cheat, you should first read the regulations and the deterrent value of potential consequences:

<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>

Students with disabilities. If you have a disability and need special accommodations of any sort, please contact the Office of Disability Services for Students as soon as possible so they can make the appropriate arrangements:

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

Situational Courtesy. The classroom should be viewed as a formal environment with students and faculty dedicating the 80-minute period to focused attention on the task at hand. Texting, twittering, surfing the internet, playing computer games, and other extraneous activities are inappropriate in the classroom environment because they distract the serious students who are sitting near you. Out of respect for those who are fully engaged in the course, **I will ask students who engage in disruptive behaviors to leave my classroom.**

Fair is fair-- I will not be making phone calls, texting, playing games, or surfing the internet during my lectures.

I consider the course materials used for lecture content and the course web page to be my personal intellectual property. I view the sale, purchase or redistribution of these materials as a violation of copyright laws. © Leonard W. Hamilton 2013

DATES	#	LECTURE TOPICS	CHAPTER
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Unit 1: Evidence-Based Understanding of Behavior			
23-Jan	1	Origins of Behavior	1
28-Jan	2	On Beyond the Beagle	5.1
30-Jan	3	Frog Hearts and Broken Brains	3
4-Feb	4	Inside the Brain	3
6-Feb	5	Clever Hans and the Dawn of Experimentation	2.1&2.2
11-Feb	6	There's More to Vision Than Meets the Eye	4
13-Feb	7	Music to My Ears (and Other Trauma)	4
18-Feb	8	A Scentimental Journey	4
20-Feb		Unit 1 Exam (50 pts)	

Unit 2: Collecting, Processing and Storing Information			
25-Feb	9	Lies, Damned Lies, and Statistics	2.3
27-Feb	10	Pavlov's Dogs	6
4-Mar	11	Thorndike's Cats and Skinner's Pigeons	6
6-Mar	12	Thanks for the Memories	7
11-Mar	13	Memories Lost in Neuro-Space	7
13-Mar	14	Never Try to Teach a Pig to Sing	8.3
		Spring Break (Hurray!)	
25-Mar	15	To Snooze, Perchance to Lose	10.1&10.2
27-Mar	16	As the Twig is Bent	5.2&5.3
1-Apr	17	Good Neighbors and Bad Fences	13
3-Apr	18	Creating a Really Good Life Story	No reading
8-Apr		TBA	No reading
10-Apr		Unit 2 Exam (50pts)	

Unit 3: The Complexity of It All			
15-Apr	19	Different Strokes for Different Folks	14
17-Apr	20	I Run, Therefore I Fear	12 & 16.1
22-Apr	21	<i>Twitch and Shout</i>	Video
24-Apr	22	Riding on a Down Bound Train	16.3
29-Apr	23	Madness and Miracles	16.4
1-May	24	Little Pills to Help You Through the Day	16.2
6-May	25	Capstone	

WED 15MAY **FINAL EXAM [12-3pm in SC-135] 100pts**
 Comprehensive Final (40 pts Unit 3 + 60 pts Review)

You **MUST** take final exam as scheduled unless you have an approved, legitimate conflict.