

General Psychology (830:101:03) – Spring 2014
Monday & Wednesday 1:40pm – 3:00pm; Busch Campus ARC 103

Instructor

Dr. Vivian Hsu

Office Hours: M 10:30am – 12:30pm and W 9am – 11am, Livingston Campus TIL329 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. (2013). Experience Psychology (2nd edition). McGraw Hill Publishers (Older editions accepted) Any additional readings will be added throughout the semester. It is important that you keep up with the readings so that you will be able to ask questions and participate in class discussions.

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

Cognitive 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/Social 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 2 midterms (in class and online) and a final exam (in class) based on the text and lecture materials. Each exam is worth 100 points. Additionally, you will be given 10-point multiple choice online quizzes every week. I will count your highest scoring 8 quizzes for a total of 80 points. **Your maximum exam/quiz point total is 380 points.**

IMPORTANT!! Scheduled midterms/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 and are dependent on instructor/TA scheduling.

Discussion Forums: I will upload 5 newsworthy article or video links related to our current topic in

general psychology. You are required to read/view the posted assignment and respond accordingly with your personal commentary or opinion. Please DO NOT RESTATE what is said, but talk about how it influences your life (whether past, present, or future). **This assignment will be worth 50 points towards your final point tally.**

Writing Assignments (60 points each):

Option 1 - Writing Experience Assignments: There will be 3 writing assignments worth 10 points each in which you will discuss your knowledge and understanding of general psychology concepts. You will have your choice as to which assignments you would like to complete. These assignments will be assessed by an Artificial Intelligence program through the Cengage Learning website. Students submit their answers via an online product and will then be graded by a set of professional graders who review student submissions and assign them "grades" based on the rubric defined for the assignment. That "grade" is then sent back to the student via the same online environment and is used by the AI to help it "learn" how to assess and assign point values to a given assignment submission. *More details to follow...*

Option 2 – Conduct Your Own Mini-Experiment: Putting your General Psychology skills into practice. Come up with your own experiment that you would like to conduct throughout the course of the semester and turn in a final “article-type write-up” discussing your findings. **ALL experiment ideas and methods on how you will conduct your experiment must be submitted via email for approval no later than February 26th.** Remember that you will need to have a well thought out plan of action and ability to collect your data within a reasonable period of time. Your final write-up must be at least 3 pages.

Option 3 – Assess Your RPU Experiment: Based on your participation in the University Research Pool Requirement, put yourself in the shoes of the experimenter and discuss the ramifications for the experiment. What is the methodology behind the experiment and what field of psychology would it enhance? How would you change the experiment or conduct future experiments to further understand the psychology concepts? Your final write-up must be at least 3 pages.

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

Highest Scoring 8 Quizzes	80pts
Midterm Exam I	100pts
Midterm Exam II	100pts
Final Exam	100pts
Discussion Forums (5 total)	50pts
<u>Writing Assignments</u>	<u>60pts</u>
	510pts

University Research Pool Requirement: As General Psychology students, you are required to participate in the University Research Pool. Here is the link to the University system:

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

You will receive 2 extra credit points for final completion. You can either participate in research (for lab studies, 2.5 hours = 5 RPUs) or write two short papers summarizing research articles. You must register under this course – General Psychology 830:101:02 - Hsu. You simply enter your name, a userID of your choice, and a password and follow the instructions from there. For further information regarding the rules of the program go to the following link at your convenience:

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

Extra Credit:

Option 1 You can submit a maximum of 2 extra credit assignments for a total of 4 extra credit points towards your point total. 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. **Submissions must be submitted into the Forum labeled Extra Credit Comic/Caroons by May 8, 2014.**

Option 2 From the “Writing Assignments Category,” you may choose 1 additional assignment to complete for an extra credit 3 points towards your final grade. Remember, if you choose Option 2 – you must follow the same guidelines for experimental design approval. **Submissions must be submitted into your Dropbox by May 8, 2014.**

Disabilities:

It is the policy of Rutgers University to provide reasonable accommodations for all qualified individuals with disabilities. If you need an accommodation to fully participate in this class, please consult with us at the beginning of the semester or at any point necessary during the semester. If you have a learning and/or physical disability, please contact Disability Support Services. Website: <http://disabilityservices.rutgers.edu/> E-mail: dsoffice@rci.rutgers.edu Phone: (732) 932-2848.

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. The university's policy on Academic Integrity is available at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_0_01_2011.pdf

Self-Reporting Absence Application

You are expected to attend all classes, however if unexpected absences arise and you plan on missing multiple classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date(s) and reason for your absence. An email is automatically sent to me, **however I would also appreciate a personal email or speaking to me directly if you have extenuating circumstances.**

Class Schedule

<u>Date:</u>	<u>Topic:</u>	<u>Readings:</u>
Week of 1/19	Welcome and Introduction	
Week of 1/26	The Science of Psychology; Approaches to Psychology	Ch. 1
Week of 2/2	The Brain and Behavior; Nervous System	Ch. 2
Week of 2/9	Brain and Functioning; Sensation and Perception	Ch. 2 cont'd; 3
Week of 2/16	Sensory System; States of Consciousness; Drug Effects	Ch. 3 cont'd; 4
Week of 2/23	EXAM 1 REVIEW/EXAM 1 (2/26)	
Week of 3/2	Classical/Operational Conditioning; Observational Learning Memory Storage and Retrieval	Ch. 5; 6
Week of 3/9	Intelligence Tests; Language Development	Ch. 6 cont'd; 7
Week of 3/23	Human Development: Child Development	Ch. 8
Week of 3/30	Human Development: Adolescence, Adulthood	Ch. 8 cont'd; 9

Week of 4/6	EXAM 2 REVIEW/EXAM 2 (4/9)	
Week of 4/13	Emotion Development	Ch. 9 cont'd
Week of 4/20	Personality/Attachment/Development of the Self	Ch. 10; 11
Week of 4/27	Development of the Self/Psychological Disorders	Ch. 11 cont'd; 12
Week of 5/4	Anxiety; Mood; Eating Disorders All Writing Assignments and Extra Credit Due (5/8)	Ch. 12 cont'd
FINAL EXAM 5/13	12pm – 3pm	