

## Honors General Psychology Spring 2015

Psychology 101:H2  
Section H2 meets TUESDAYS and THURSDAYS, 3:20 pm - 4:40 pm  
Room 230, Tillett Hall, Livingston Campus

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Office hours: Wednesday, 11 am - 1:30 pm, Friday 10:30 am - 12Noon  
There is no TA for this class



**Read the syllabus all the way to the end.** It contains important information. On the first day of class, please ask questions about anything you do not understand. Your continued enrollment in the course implies your understanding and acceptance of the information and requirements in the syllabus. The syllabus is essentially a contract. That is why it is so long. Some content is included because it is required.

The primary format of the class is that of a seminar. I will introduce a topic, based on the text and assigned readings, and present a point of view. This may be a reflection of my point of view or a strawman for you to dissect and argue against. It is essential that you do the assigned readings in advance of class meetings, except for the initial class. Your roles as participants in a seminar will include that of article presenter, active listener and discussant. An involved discussant asks questions of me or the presenter, and brings in relevant outside material.

**Required Text:** Gazzaniga, Heatherton & Halpern, *Psychological Science*, fourth or fifth edition. You are extremely unlikely to do well in the course if you do not read the textbook. The bookstores - Barnes & Noble and NJ Books - sell a loose-leaf version. Speak to me about less expensive purchase options. You are responsible for knowing material in the text book even if we do not cover it in class. There are **required** online chapter quizzes drawn from the textbook. Exams will include multiple choice questions derived from the textbook and essay questions derived from both readings and the text.

**Required Readings:** Associated with each chapter will be one or more readings outside of the text.

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).

### Objectives of the course

1. Students will develop a broad understanding of major topics in contemporary psychology.
2. Students will begin to develop the skills to critically evaluate media reports about behavioral research findings.
3. Students will be introduced to principles of learning and to meta-cognitive skills important for success in life-long learning.
4. Students will be exposed to applications of psychological knowledge and principles in family, social, clinical, educational, and business settings.

**Exams:** There will be two cumulative exams. The second exam is the final. The final exam will place greatest emphasis on more recently covered material. Percent correct scores on the exams contribute a maximum of 100 points each to your point total.

**Presentation of readings in class:** You may volunteer to summarize a reading and present your questions and conclusions to the class. If you don't volunteer, you will be assigned at least one reading. Your presentations and your participation in discussions about the readings will contribute a maximum of 100 points to your point total.

**Term paper:** An approximately 15 page paper exploring the scholarly psychological literature on a topic of your choice is required. Papers must be submitted online, by midnight, Monday, December 7. By the end of the sixth week of class, you should have a preliminary definition of your topic and at least four references (you will need more). You will upload your description of your topic and your preliminary bibliography through Sakai. You may explore the history of a topic or the relatively current status of the topic. Drafts and final papers will be submitted on-line, through Sakai, and will be automatically submitted to Turnitin.com for analysis. Your final paper must have a similarity index of less than 15%, after the bibliography and direct quotations are excluded. The paper should be written in APA style. There are many websites that summarize APA style. APA's website has a useful tutorial on its style at <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>. Purdue's English department has another very good guide at <https://owl.english.purdue.edu/owl/resource/560/01/>.

**Academic integrity:** Sanctions for cheating in any form can result in failing the course or, for more severe violations, temporary or permanent separation from the university. Familiarize yourself with the university's policies on academic integrity by visiting the following website <http://academicintegrity.rutgers.edu/> and reading the material for students. I take violations of the academic integrity policies very seriously and have taken action and will take action against students who violate the policies. Keep in mind that cheating on an exam or a paper can completely derail your future plans and ambitions. A history of an academic integrity violation will keep you out of law school, medical school and most graduate programs.

**Required On-line quizzes:** There are required quizzes on the Sakai site. Quizzes are required and are part of your grade. Your scores on quizzes will be expressed as percent correct and averaged. Your two lowest scores will be dropped before the average is computed. On-line quizzes have deadlines and cannot be made up.

**Before coming to classes** read the assigned materials. Your contributions to discussions, as a presenter and a discussant, are a part of your grade. My BS detector is very sensitive. It will be obvious if you have not read the material.

**Research participation units (RPUs).** Participation in research is required, resulting in accumulation of Research Participation Units (RPUs). You are required to accumulate at least 5 RPUs. There are two options for satisfying this requirement (described below). These are NOT EXTRA CREDIT. Failure to earn 5 RPUs LOWERS YOUR GRADE. Departmental policy requires that General Psych students either participate in experiments or write two reports summarizing published scholarly research papers. **Failing to get your RPU requirement completed can ruin a good grade.** Follow this link for more details: <http://researchpool.rutgers.edu/>. (Ignore the dates for option 2). If you are under 18, you are exempt from this requirement (in fact, you cannot participate in experiments because you cannot give consent), but you must document your age.

If you do not complete the RPU requirement, your point total will be reduced by half a standard deviation before a grade is assigned. For example, assume you have earned 475 of the available points, which would be an A, and the standard deviation is 60 points. Now assume you have not met the RPU requirement. Your point total is reduced to 445 points. This would reduce your grade from an A to a B. Depending on the distribution of points, and how many you've earned, the impact could be even worse.

The deadline for completing RPUs is the week before classes end. If you choose not to participate in experiments, Option 2 requires two one-page papers, each summarizing a research report published in a

recognized psychological journal (I suggest *Psychological Science*). The RPU-Option 2-papers are due **Monday, November 30**, at the latest. Papers must be submitted electronically via the Sakai website. There are not always enough research slots to accommodate all students. Therefore, if you procrastinate on the RPU requirement, you may miss the date for option 2 and not have the opportunity to obtain 5 RPU credits by participating in research. Being a subject in experiments can be interesting, even fun. If you choose not to participate in experiments as a subject, you may use summaries of journal articles you have found for your paper to satisfy Option 2.

**Behavior in class:** As adults, all students are expected to behave in a manner that is conducive to learning. However, should your behavior be perceived by me to be disruptive to fellow students in the class, I will ask you to leave the classroom, and if this occurs again, then you or any disruptive student may be judged unable to successfully complete the course with a passing grade. Your cell phone ringer should be set to vibrate, you should not be texting in class, and if you are using a laptop or tablet, it should be to take notes. You should not be having off-topic discussions with other students during class, playing games or watching videos.

**Attendance and Absences:** Absences for religious observances and participation in university-sponsored events (such as varsity athletics or performance in a university-sponsored ensemble) will be excused and, if necessary, you will be permitted to make up missed work. Otherwise, you are expected to attend all classes unless you are ill. However, there are no explicit penalties for lack of attendance. You may not make up quizzes or exams that you miss without a valid excuse. If you are seriously ill or injured and miss two or more weeks of classes, you should notify your dean because that is likely to affect your grades and possibly your academic standing.

The university has implemented a system for student self-reporting of incidental absences. If you are going to be absent or have been absent, some professors expect you to report that through the system. I don't. A link to the Student Self-Reporting of Absences system is posted below. **I do not read these, but am required to include this information on the syllabus.**

<https://sims.rutgers.edu/ssra/>

The schedule of class meetings and topic coverage is listed below. I have not yet, as of August 20, selected readings for Chapters 6-15. The syllabus will be updated when I do. The dates for exams will not change, barring the zombie apocalypse, hurricanes, blizzards or other disruptions. **Dates for coverage of chapters MAY change.** Exams will not cover chapters we have not covered, but may cover some material in the book that is not discussed in class and will cover material from the readings. Chapter Quizzes are not listed on the schedule below but are due by 5 pm Friday of every week.

Week	Dates	Honors General Psychology 101 Tillett 230 Sakai Online Quizzes every week; 5 RPU credits OR 2 research summaries; required term paper, participation in class; library work as described below
1	T Sept 1 Th Sept 3	T: Introduction to the course and to each other Th: Chapter 1: Scientific Psychology; Lilienfeld (2012, Public Skepticism of Psychology) in Readings of General Interest folder on Sakai; "Outside Psychologists Shielded US Torture Program" NY Times July 10, 2015 in Various Readings folder on Sakai site
2	T Sept 8 Th Sept 10	T: Monday schedule, so class does NOT meet Th: Chapter 2: Research Methodology. MacKinnon & Fairchild 2009, in Readings of General Interest folder; Wicherts 2011 Psychology must learn a lesson from fraud case, in Various Readings folder.
3	T Sept 15 Th Sept 17	T: Library Work #1; class does not meet. Find 2 references citing MacKinnon & Fairchild and 2 references citing Wicherts - save citation information to a citation manager of your choice. Read through the articles. How do the citing authors use these references? Upload your answers to Sakai Assignments. Include the full citation information in your

		answers.  Thursday Chapter 3: Biology and Behavior. James 1879 Are we automata? In Various Readings folder; Libet 1983 in Potential Future Classics folder; Baumeister 2008 Free will in scientific psychology in Various Readings.
4	T Sept 22 Th Sept 25	T and Th: Chapter 3: Biology and Behavior; Readings in Supplements to Chapter 3 folder
5	T Sept 29 Th Oct 1	T: Library Work #2; class does not meet. Find and read an article published within the last ~20 years, in a scholarly journal, that cites James' 1879 <i>Are we automata?</i> , and makes substantive use of James' arguments. How does the author respond to James? Upload your answer to Assignments in Sakai  Th: Chapter 4: Sensation and Perception; Navon 1977 Cognitive Psychology, Forest before trees; Firestone & Scholl 2015 Cognition Enhanced visual awareness for morality and pajamas?
6	T Oct 6 Th Oct 8	T: Library Work #3; class does not meet. <b>Define a preliminary topic for your paper and find four relevant sources.</b> Save the citations to your citation manager. Accompany a statement of your topic with your initial bibliography; export to Word and upload to Sakai, by Friday.  Th: Chapter 5 Consciousness James 1904 Does consciousness exist? Kouider et al 2013 Consciousness in infants. Bhattachargee 2012 Interview with Koch; Block et al 2014 Consciousness science-progress and misconceptions
7	T Oct 13 Th Oct 15	T: Chapter 6: Learning readings tbd Th: Chapter 7: Memory readings tbd
8	T Oct 20 Th Oct 22	T: Chapter 7 Memory continued <b>Th: Exam 1: Chapters 1 - 7</b>
9	T Oct 27 Th Oct 29	Chapter 8: Thinking Language and Intelligence
10	T Nov 3 Th Nov 5	Chapter 9 : Human Development
11	T Nov 10 Th Nov 12	Chapter 11 Health and Well-Being
12	T Nov 17 Th Nov 19	Chapter 12 Social Psychology
13	T Nov 24 Th Nov 26 - No Class	Chapter 13 Personality
14	T Dec 1 Th Dec 3	RPU Option 2 is due by midnight Monday, November 30, if you did not participate in enough experiments to earn 5 RPUs or chose Option 2 T & Th: Chapter 14 Psychological Disorders
15	T Dec 8 Th Dec 10	T & TH: Chapter 15 Treatment of Psychological Disorders <b>THURSDAY IS THE LAST CLASS MEETING FOR THIS CLASS</b>
16	Final EXAM Thursday December 17, 8 am - 11 am	<b>FINAL EXAM Chapters 1 - 15 (emphasis on 8 - 15), + Department Core Content Exam</b>

**Grading:** Grades will be based on a 500 point system, subject to an important exception, as follows:

Exams: maximum of 100 points each

Term paper: maximum of 100 points

Participation: maximum of 100 points

On-line quizzes: Average of weekly percent correct scores, maximum 100 points

The important exception: The paper is an absolute requirement for passing the course. There is a 300 point

penalty for failure to turn in an acceptable paper. Grading standards: Remember points are **DEDUCTED** from your total if you do not complete your RPU requirement with either Option 1 (participating in research as a subject) or Option 2 (two one-page summaries of journal articles). Cut-offs for grades are listed below

A: 450 points  
B+: 426  
B: 400 points  
C+: 376  
C: 350 points  
D: 300 points

**Grades:** I do not change grades unless a computational error has been made. Begging, crying, attempted bribes will not work. If you need a certain average to stay in the honors program, to keep financial aid, or just to keep your parents from nagging you, read the assignments before class every week, attend class regularly, participate, start working on your paper early, submit your paper on time, take the quizzes on time, and review frequently by testing your memory for the material. Elaborative encoding, elaborative rehearsal, and distributed review of course material will lead to greatly improved retention of the material and decent grades in this and almost every course.

**Missed exams:** If you miss an exam, in general you get a zero. Don't miss exams. If you have an unavoidable conflict, let me know ahead of time. In the case of extraordinary circumstances (hospitalization, death in the family) you will have to produce documentation; with acceptable documentation, we can make arrangements for a makeup. Many students claim that a grandparent has died around the time of an exam. You will need to produce a legitimate obituary that lists you as a surviving grandchild in order for this excuse to be accepted.

**BE ON TIME FOR EXAMS.** If you arrive after the first student has turned in an exam, you will not be admitted to the exam and will have to take a makeup.

**Special arrangements:** If you are entitled to extended testing time or other testing accommodations, provide me with the documentation from the Office of Disability Services, and I will work with them to arrange alternate administration of your exams and online quizzes. Identify yourself early in the term. If you wait until just before an exam, there may be a considerable delay.

**If things go horribly wrong in this course, other courses, or your life:** the University has many resources to help you. The faculty and staff want you to thrive at the University and to succeed academically and socially. Ask for help as soon as you realize there is a problem. If you don't know what resources are available, I will refer you.

*The transition to life at a large university is difficult for many students. You are not alone and there are resources to help you.*