

General Psychology

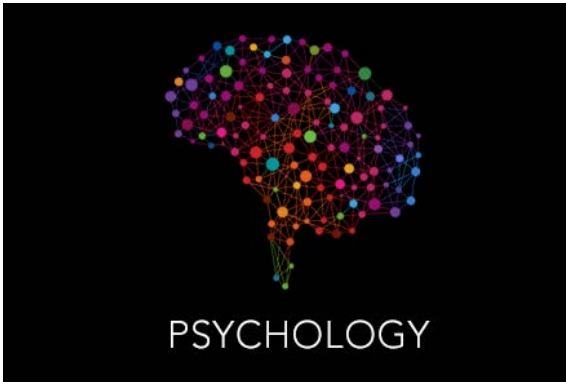
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Fall 2017 Tuesday/Thursday 2:15-3:35

Hickman 138

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

Instructor and TAs



Instructor:

Lyra Stein, PhD

Email: Lyra@psych.rutgers.edu

Office: Tillet 221

<http://rumaps.rutgers.edu/location/tillet-hall>

Office Hours: Wednesdays 12-1 pm and Thursdays 12:30-

1:30 -feel free to come by to talk about anything feel free to come by to talk about anything psychology related!

Graduate TA:

Janna Kline

Email: janna.kline@rutgers.edu

Office: Tillet 639 <http://rumaps.rutgers.edu/location/tillet-hall>

Office Hours: By appt.

UNDERGRADUATE ASSISTANTS:

Feel free to contact your TA for tutoring. Please locate your TA by your last name.

Alexander Bai (A-G)

alexanderbai15865@gmail.com

Shruthi Nair (H-L)

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Anuj Thakkelapally (M-R)

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Parissa Venouss (S-Z)

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Course Description and Objectives

Let's have fun this semester studying motivation, learning, memory, development, personality, perception, abnormal behavior, psychotherapy, attitude change and group behavior. By the end of this course, you should be able to:

- 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

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

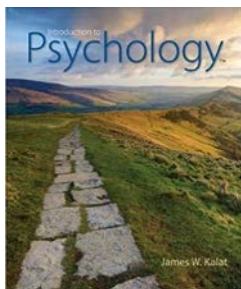
b) Apply concepts about human and social behavior to particular questions or situations (subgoal n).



For list of Core Curriculum learning goals, see: http://sas.rutgers.edu/component/docman/doc_download/413-summary-of-new-core-curriculum-learning-goals

For a list of Core Certified courses by learning goal, see sasundergrad.rutgers.edu/core:
<http://sasundergrad.rutgers.edu/academics/requirements/core?layout=blog>

Instructional Resources



Required:

1) Kalat, J.W. (2015). *Introduction to Psychology: Eleventh Edition*. WW Cengage.



2) iclicker (or iclicker2 or iclicker+) ISBN: 9781464120152

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 (**or challenge me!**). 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.



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. This will be out of 100 points (I will present about 190-200 points worth of questions, therefore I am accounting for missed days). I will give you an extra credit point for every 10 points received above 100 points.



The 2nd and 3rd lectures will count as practice. 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, 5-10 questions per class.

Make sure to any address clicker issues within a week after the class in question. It is your responsibility to make sure your clicker points show up on Sakai within a week of each class period. Please do not contact me with clicker concerns more than a week old.

Please register your clicker on the **Sakai site** (tab iclicker), not the iclicker website.

ATTENDANCE POLICY:

You do not need to bring me a note if you miss class, you only need 100 clicker points. If you have an extended absence, please talk with me.

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 more than 6 classes, please go to the Deans Office <http://deanofstudents.rutgers.edu/> and present your evidence of absence and bring the Dean's note

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>

IN THE CLASSROOM :

Do not leave lecture early: Besides distracting your fellow students, when I hear people leaving or packing their bags, I become very distracted. I end up losing my train of thought and will have to stop the lecture until the noise ceases. [P.S.: I understand that occasionally people must miss part of a class. **If you intend to do so, please sit close to the door** so you won't distract everyone

Syllabus & Sakai Site: This contains everything you need to know about the course; keep this in your notebook and refer to it often. I reserve the right to change this syllabus in writing or by announcement.



ASSESSMENTS



There will be three midterms (the best two of these will be averaged into your grade-one will be online) and one cumulative final exam. I will drop the lowest of the three midterms (the final is mandatory). You will need a #2 pencil for the in-class exams. Test dates noted on the course outline may be changed if needed; changes will be announced in class and on Sakai. ***Students caught cheating on any exam will get an F for the entire course.***

Each midterm will consist of 50 multiple choice items (75 for the final)

There will be 9 quizzes which will consist of 20 questions each and will cover 1-2 chapter. You will have 1 hour to complete each quiz and will only have one chance to take the assessment. **Please make sure not to miss the closing date as I will not be able to open the quiz once it has closed.**

I will drop the lowest quiz scores therefore your grade will be out of 8 quizzes.

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>

THE SIX HOUR D

If I cannot open your assignment, you will receive a 0.

The required assignment must be uploaded to assignments tab (not emailed) by Tuesday Sept. 26! Be sure to submit before 11:55pm as the assignments tab will close. No assignments and no extra credit will be accepted by email.

The Six Hour D (40 points)

1. Read "The Six Hour D" by Russ Dewey <http://www.psywww.com/intropsych/ch00-chapter-zero/six-hour-d.html>
 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.
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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>

ADDITIONAL CREDIT

For every 10 clicker points above 100, you will be given an extra credit point



Option 1: Engage in a class debate (5 points) I have included 4 debate issues on Sakai along with time slots under the “sign up” tab.

- 1) Read the issue and decide if you would like to participate in the “yes” or “no” arguments.
- 2) Sign up for a time slot under the debate in which you wish to engage. There is a maximum of 3 people for each time slot.
- 3) Read the essay and prepare for a debate on stage with students presenting the other side of the issue.
- 4) You do not need to submit your arguments, but they should be well-thought out and logical.
- 5) **You can only participate in one debate**

Option 2: Article Summaries (4 points)-make sure to include information from the course (use the book as the reference) to expand on the concepts presented in the articles. YOU MUST REFERENCE COURSE MATERIAL.

- 1) Find 2 articles relating to one of the topics we are studying in the popular press (Psychology Today, Scientific American Mind, New York Times, Time magazine, etc.-I will be posting interesting articles on the FB site)
- 2) Summarize (about 1.5 pages each) the article and **be sure to include how it relates to the topic covered in class.**
- 3) Make sure that you include in-text references along with a reference page -in proper APA style.
- 4) The articles do not have to be related to each other.

Due Wednesday 12/6 by 11:55pm

Option 3: Shoot a video to illustrate some psychological concept.

Animals and children often make good subjects for videos, as they aren't particularly self-conscious and they have fun doing it. You might consider filming animal behavior such as the process of teaching one of your pets a trick. And many aspects of a child's cognitive or moral development that could be demonstrated with a video such as object permanence, self-control, conservation, the ability to see things from another's perspective, the application of logical principles, how they think things work, and the reasons why they believe certain behaviors are either right or wrong. Please indicate the psychological concept and how it is illustrated in a double spaced page.

Due Wednesday 12/6 by 11:55pm

INSTRUCTIONAL METHODS:

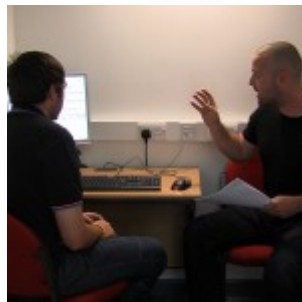
During our scheduled class meetings you can expect to listen to lectures, work in small-groups, engage in class discussions, and view relevant online and audio-visual materials. You will also be expected to think, read, and write about psychology and how it applies to life! I know that some of you are coming from High School. Let me remind you that college courses are different from high school courses in that they require more independent student learning.

Do not leave lecture early: Besides distracting your fellow students, it's tough on my train of thought if you walk out before lecture is over. For some reason, everyone has to look at the person leaving and I become very distracted. [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 unable to make it to class due to dire circumstances, 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 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.

RESEARCH PARTICIPATION REQUIREMENT:



Students in General Psychology are **REQUIRED** to earn 7 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/rpures>

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 <https://rutgers-researchpool.sona-systems.com/Default.aspx?ReturnUrl=%2f>

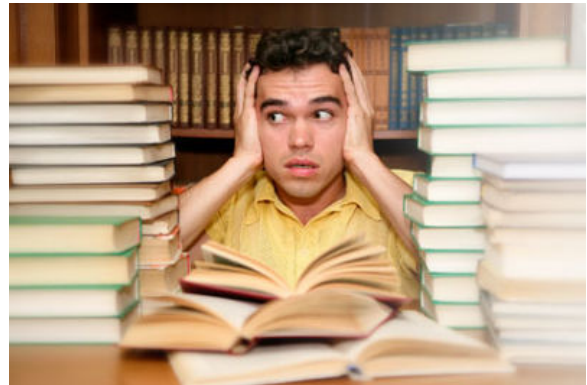
If you choose to write the 2 papers instead of participating in experiments, you must submit the first paper around the 7th week of the semester (see course schedule) and the second paper at the end of the semester (see course schedule).

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.

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! There will be practice questions posted for each in-class exam.



COMMUNICATION:

I created a Facebook group for this class called General Psychology at Rutgers <http://www.facebook.com/groups/149219315217433/> Please to join this group 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.

If you have a private concern, please email myself or Janna. In your email, please include your full name (as it appears on the roster), your class and section. I will try my best to return your email within 48 hours, however feel free to email a TA.

HOW TO DO WELL IN THIS CLASS:

- Attend class and answer the clicker questions.
- Complete every quiz on time.
- Read the assigned material 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. Outline the chapters in your own words with information from the book and lecture.
- Access the materials on Sakai

- 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 undergraduate TA.
- 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 your undergraduate TA 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.
- 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.

EVALUATION

Evaluations are based on:

Quizzes	160 points (8 x 20)
Two hourly exams (50 questions)	200 points (2 x 100)
Final examination worth (75 questions)	150 points
Six-Hour D	40 points
Clicker points	<u>100 points</u>
Total Points possible	650

A: 585-650 points, B+: 553-584 points, B: 520-552 points, C+ 488-519 points, C: 455-487 points, D: 390-454 points, F: 0-389 points

LECTURE TOPICS AND READING:

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

Date	Topic	Reading	Assignments Due (2:15 pm)
T 9/5	Introduction	Ch. 1	
Th 9/7	Scientific Methods	Ch. 2	
T 9/12	Scientific Methods/Biological Psychology	Chs. 2/3	
Th 9/14	Biological Psychology (3-D glasses)	Ch. 3	
T 9/19	Sensation and Perception (3-D glasses)	Ch. 4	Quiz 1 due
Th 9/21	Sensation and Perception	Ch. 4	
T 9/26	EXAM Chapters 1-4-in class		6 hour D due in assignments section Quiz 2 due
Th 9/28	Nature, Nurture & Human Development	Ch. 5	
T 10/3	Nature, Nurture & Human Development	Ch. 5	
Th 10/5	Learning	Ch. 6	Quiz 3 due
T 10/10	Learning/Memory	Chs. 6/7	

Th 10/12	Memory	Ch. 7	
T 10/17	Cognition and Language	Ch. 8	
Th 10/19		Ch. 8	Paper 1 due for research alternative
T 10/24	EXAM Chapters 5-8-online		Quiz 4 due
Th 10/26	Intelligence	Ch. 9	
T 10/31	Consciousness	Ch. 10	
Th 11/2	Consciousness/Motivated Behavior	Chs. 10/11	
T 11/7	Motivated Behavior	Ch. 11	Quiz 5 due
Th 11/9	Emotions, Stress and Health	Ch. 12	
T 11/14	Emotions, Stress and Health	Ch. 12	
Th 11/16	EXAM Chapters 9-12-in class		Quiz 6 due
T 11/21	Social Psychology	Ch. 13	
Th 11/23	NO CLASS		
T 11/28	Social Psychology	Ch. 13	
Th 11/30	Personality	Ch. 14	All Extra Credit by 11:55pm Quiz 7 due
T 12/5	Personality	Ch. 14	
Th 12/7	Abnormality	Ch. 15	Quiz 8 due
T 12/12	Abnormality	Ch. 15	Paper 2 due for research alternative
M 12/18 12-3pm	Final-cumulative emphasis on last chapters		Quiz 9 due

Student-Wellness Services:

[Just In Case Web App](#)

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 /

<https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.