

General Psychology 101 -- Section 4 -- LSH Aud MTH 8:40am

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My Goals:

- 1) To develop and improve critical thinking skills and learn how to think like a psychologist.
 - critical thinking is the dispassionate examination of factual evidence
- 2) To develop and improve writing and communication skills.
- 3) To acquire a basic understanding of the major areas in the study of psychology and how they interact to explain human thoughts, feelings, and behavior.

SAS Core 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).

Psychology Department Learning Goals:

This course also satisfies the following Psychology Department Learning Goals:

- 1) Students will know the leading terms, concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- 2) Students will apply psychological concepts and content to become engaged citizens.
- 3) Students will use critical thinking, skeptical inquiry, and, when possible, the scientific approach to ask, answer and understand questions related to behavior and mental processes.

Your Text: Licht, D., Hull, M., & Ballantyne, C. (2017). *Psychology (2nd ed.)*. New York: MacMillan.

Your Work: Your grade will be assigned based on the points you earn from brief papers and exams. Each of these will be discussed more fully during class. Average work earns you an average grade of C, only truly excellent work will earn an excellent grade of A.

Source	Count	% of Grade
Favorite Terms	14	5% - 10%
Term Integrations	3	5% - 10%
Section Exams	3	60%- 70%
Final Exam	1	10%- 15%
Research Participation	7	--

A = >92 B+ = 87-92 B = 82-87 C+ = 76-82 C = 70-76 D = 60-70 F = <60

Important Notes

- 1) No late homework/paper is ever accepted. Ever.
- 2) If you miss class I will not spend time catching you up without a valid documented reason.
- 3) Class discussion is an integral part of this course. I expect true discourse, which means disagreement, but done in a respectful manner. Insulting language will not be tolerated.
- 4) You may be tested on anything you read, anything I say, or anything your classmates say.
- 5) Take notes on what you read. Highlighters are a complete waste of time. Throw them away.
- 6) If you cheat, which includes plagiarism, you will fail the course. Not the assignment, the course.
- 7) Electronic devices are forbidden. First offense is removal from that class, second offense you fail.
- 8) If you are not performing as well as you would like it is your responsibility to meet with me.
Grades can still change dramatically up to mid-semester, but have less chance to change after the second exam. Do not put off a meeting in the hope that you can fix your grade yourself. I am here to help you learn.

Academic Integrity: Integrity is the quality of being honest and having strong moral principles (Oxford English Dictionary, 2016). Any form of cheating, fabrication, or plagiarism violates university rules as well as expectations for human decency.

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

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students (Rutgers Policy 10.2.13). Even minor violations of the Academic Integrity policy allow me to fail you for the course. And I will. (See <http://policies.rutgers.edu/PDF/Section10/10.2.13-current.pdf> for specifics)

Any instance of cheating or plagiarism will earn you an "F" for the course. It is that simple.

Academic Accommodations: Should you require academic accommodations (e.g., additional testing time, special testing conditions), you must file a request with the Office of Disability Services (Kreeger Learning Center 151 College Avenue, Suite 123, disabilityservices.rutgers.edu). It is your responsibility to self-identify with the Office of Disability Services and to provide me with the appropriate documentation from that office at least two weeks prior to any request for accommodations.

Assignments and Exams

Research Requirement: Psychology is a scientific discipline that employs numerous research methods. You will read about some of these methods in the assigned articles. You will also be exposed to some of these methods first-hand by participating in research studies of your choice, or by writing papers.

-- All students in Introductory Psychology **must** participate in research --

Option 1: You can participate in a few experiments by putting in 3 1/2 hours of your time outside of class to earn research credits, which are called an "RPU". You must earn a total of seven (7) "RPU's" (1 RPU for each 1/2 hour of your participation in lab experiments). Participating in web-based or online studies gives you 1/2 RPU per 1/2 hour of online study participation (i.e., half credit) for a maximum of only one hour. In other words, you can earn only 1 RPU from online studies and the rest of the RPUs are earned by participating in 3 hours of in-person participation.

Option 2: You can opt-out of experimental participation by following Option 2, which consists of writing two summaries of research journal articles. More information about both options are located here: <http://psych.rutgers.edu/undergrad/rpurules>

Favorite Terms: For each chapter you will list your 3 favorite terms, then define each term in your own words. You will then provide a relationship for 2 of the terms. These assignments must be typed in 12pt Times font, with one inch margins on all sides (you will need to change the defaults).

Term Integrations: For each section of the course you will provide relationships for your favorite term from each chapter from that section. Each chapter term will be listed and defined, then related to every other chapter term. This results in 6 different integrations when there are 4 chapters.

Exams: The exams will cover material from assigned readings and class discussions. Exams will be a mixture of multiple choice and short answer questions. In these exams you must be able to apply what you have learned to issues and areas that we have not explicitly discussed in class. Exams will be given during class time. Students who miss a scheduled exam for reasons other than **severe** illness or **extreme** emergency will receive zero credit and have no opportunity to take the exam.

Cumulative Final Exam: The final exam will cover basic information from across the semester. If you follow the study habits below for section outlines, you will be in good shape for the final exam. If you do not create section outlines as the semester progresses, the final exam will be quite difficult.

Study habits that you should adopt

Chapter Definitions: Define, *in your own words*, the terms from each chapter. These definitions should be concise but complete and written to be understood by anyone (write them for your relatives). By putting a definition in your own words, you have processed it more deeply.

Chapter Outlines: Create an outline based on how *you* organize the chapter. Your outline will be most effective if you develop your own categories rather than simply follow the book.

Section Outlines: Create an outline of all the chapters included in a section of the course. These outlines should focus on links across chapters. Section outlines that are simply an amalgam of chapter outlines are not effective, you need to integrate the information across chapters.

Empirical Article Readings

Section 1

Sloutsky, V. M., & Fisher, A. V. (2004). When development and learning decrease memory. *Psychological Science, 15*, 553-558.

Watson, J. B., & Rayner, R. (2000). Conditioned emotional reactions. *American Psychologist, 55*, 313-317.

Section 2

Schellenberg, E. G. (2004). Music lessons enhance IQ. *Psychological Science, 15*, 511-514.

Belsky, J., Spritz, B., & Crnic, K. (1996). Infant attachment security and affective-cognitive information processing at age 3. *Psychological Science, 7*, 111-114.

Section 3

Shih, M., Pitinsky, T. L., & Ambady, N. (1999). Stereotype susceptibility: Identity salience and shifts in quantitative performance. *Psychological Science, 10*, 80-83.

Caspi, A., Taylor, A., Moffitt, T. E., & Plomin, R. (2000). Neighborhood deprivation affects children's mental health: Environmental risks identified in a genetic design. *Psychological Science, 11*, 338-342.

Psych 101 Section 4 -- Fall 2017 Schedule*^{††}

Wk	Date	Topic	Readings	Due
1	Sep 4	--	--	--
	Sep 7	Welcome to my world (please wipe your feet)		
2	Sep 11	What is Psych Memory	Chapter 1 pp. 1-19 Chapter 6	Favs 1
	Sep 14	Memory	Sloutsky & Fisher (2004)	
3	Sep 18	Nervous System	Chapter 2	Favs 2
	Sep 21	Brain		
4	Sep 25	Sensation & Perception	Chapter 3	Favs 3
	Sep 28			
5	Oct 2	Consciousness	Chapter 4	Favs 4
	Oct 5	Learning: Classical	Chapter 5	Favs 5
6	Oct 9	Learning: Operant	Watson & Rayner (1920)	
	Oct 12	--> EXAM 1	-->	Integration 1
7	Oct 16	Research Methods	Chapter 1 pp. 19--44	
	Oct 19	Cognition	Chapter 7	Favs 6
8	Oct 23	Intelligence	Schellenberg (2004)	
	Oct 26	Development: Methods & Infancy	Chapter 8	Favs 7
9	Oct 30	Development: Adolescence & Adult	Belsky et al. (1996)	
	Nov 2	Motivation & Emotion	Chapter 9	Favs 8
10	Nov 6	Gender & Sexuality	Chapter 10	Favs 9
	Nov 9	--> EXAM 2	-->	Integration 2
11	Nov 13	Social: Self and Cognition	Chapter 15	Favs 10
	Nov 16	Social: Interpersonal Influence	Shih et al. (1999)	
12	Nov 20	Stress & Health	Chapter 12	Favs 11
	Nov 21	Thursday classes --> we meet	Stress & Health	
	Nov 23	<i>National Charred Dead Bird Flesh Day</i>		--
13	Nov 27	Personality	Chapter 11	Favs 12
	Nov 29	Abnormal	Chapter 13	Favs 13
14	Dec 4	Abnormal	Caspi et al. (2000)	
	Dec 7	Therapy	Chapter 14	Favs 14
15	Dec 11	--> EXAM 3	-->	Integration 3
	Dec 14	classes end Dec. 13		

Final Exam: Monday December 18 @ 8:30am

*Course ends December 13, 2017. Void where prohibited. ^{††}Schedule subject to change without notice. For further information see your instructor.