General Psychology 101 -- Section 11
T/Th 6:40 - 8:00   HLL 114

Your Host: Rob Foels, Ph.D.   His Office: 313 Tillett   His e-mail: rob.foels@rutgers.edu
Drop in office times:

Tillett Hall	*outside AB 2225*
M/W 11:00-12:00	M/W 12:30 - 1:00

Assignment grader: Chris Hughes
e-mail: christopher.hughes@gsapp.rutgers.edu

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 determined based on the points you earn from assignments 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	12	20%
Term Integrations	3	10%
Section Exams	3	60%
Final Exam	1	10%
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.

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 Mapping: Create an image of the material based on how *you* organize the chapter. Your map will be most effective if you develop your own categories rather than simply follow the book. Develop an image that you can use to envision the information for organization and recall.

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

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 --
https://rutgers-researchpool.sona-systems.com

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: https://psych.rutgers.edu/academics/undergraduate/general-psych-requirement/189-human-research-student-requirements

Favorite Terms: For each chapter you will define your 3 favorite terms, each in your own words. You will then provide a relationship for 2 of the terms.

Term Integrations: For each section of the course you will provide relationships for a favorite term from up to 4 chapters from that section. You will define each chapter term, then provide a relationship for each pair of terms. This pairing results in 6 integrations from 4 chapters.

Exams: The exams will cover material from assigned readings and class discussions. Exams will be multiple choice. 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. Knowing a definition is not enough, knowing how to apply knolwedge to real world scenarios is also required. 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.

Empirical Article Readings

Section 1
Sloutsky, V. M., & Fisher, A. V. (2004). When development and learning decrease memory. *Psychological Science, 15,* 553-558.

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

Section 2
Macrae, C. N., & Lewis, H. L. (2002). Do I know you? Processing orientation and face recognition. *Psychological Science, 13,* 194-196.

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

Section 3
Schellenberg, E. G. (2004). Music lessons enhance IQ. *Psychological Science, 15,* 511-514.

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

van den Berg, A. E., Maas, J., Verheij, R. A., & Groenewegen, P. P. (2010). Green space as a buffer between stressful life events and health. *Social Science and Medicine, 70,* 1203-1210.

Psych 101 Section 11 -- Fall 2018 Schedule*[††]

Wk	Date	Topic	Readings	Due
1	Sep 4	Welcome to my world (can I get you a drink?)	--	--
	Sep 6	What is Psych	Chapter 1 pp. 1-19	Favs
2	Sep 11	Memory	Chapter 6 pp. 233 - 260	Favs
	Sep 13	Memory	Chapter 6 pp. 260 - 277 *Sloutsky & Fisher (2004)*	
3	Sep 18	Development	Chapter 8	Favs
	Sep 20	Development Methods	*Belsky et al. (1996)* Chapter 1 pp. 19 - 47	
4	Sep 25	Motivation	Chapter 9 pp. 377 - 394	Favs
	Sep 27	Emotion	Chapter 9 pp. 395 - 415	
5	Oct 2	--> EXAM 1	-->	Integration 1
	Oct 4	Stress & Health	Chapter 12	Favs
6	Oct 9	Biopsych: Nervous System	Chapter 2	Favs
	Oct 11	Biopsych: Brain		
7	Oct 16	Sensation & Perception	Chapter 3	Favs
	Oct 18	Sensation & Perception	*Macrae & Lewis (2002)*	
8	Oct 23	Consciousness	Chapter 4 pp. 143 - 167	
	Oct 25	Learning: Classical	Chapter 5	Favs
9	Oct 30	Learning: Operant	*Watson & Rayner (1920)*	
	Nov 1	--> EXAM 2	-->	Integration 2
10	Nov 6	Cognition	Chapter 7 pp. 279 - 302	Favs
	Nov 8	Intelligence	Chapter 7 pp. 302 - 325 *Schellenberg (2004)*	
11	Nov 13	Social: Self and Cognition	Chapter 15	Favs
	Nov 15	Social: Interpersonal Influence	*Shih et al. (1999)*	
12	Nov 20	Personality	Chapter 11	
	Nov 22	*Slaughter O' the Fowl*	---	---
13	Nov 27	Abnormal	Chapter 13	Favs
	Nov 29	Abnormal	*van den Berg et al. (2010)*	
14	Dec 4	Therapy	Chapter 14 pp. 577-584	Favs
	Dec 6	Therapy	Chapter 14	
15	Dec 11	--> EXAM 3	-->	Integration 3
	Dec 13	---	---	---

classes end Wed Dec 12

Final exam Dec. 18, 8pm

*Course ends Wed, Dec 12, 2018. Void where prohibited. [††]Schedule subject to change without notice. For further information see your instructor.