

Honors General Psychology Fall 2019

Psychology 101:H1

Mondays and Wednesdays, 3:20 pm - 4:40 pm
SEC 208, Busch Campus

Dr. Margaret Ingate, mingate@rci.rutgers.edu

My Office: 227 Tillett Hall (second floor, not in the classroom section), Livingston Campus

Walk-in Office hours: Tuesdays 10:00 am - 12:00 pm



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 format of this class includes informal lecture, student (informal) presentations, and discussion. It is essential that you do the assigned readings in advance of class meetings, except for the initial class. Your roles as participants in the class 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, and offers thoughtful, informed answers to questions.

Gazzaniga's *Psychological Science* is required.

Other Required Readings: Some will be noted in the syllabus, others will be determined on an *ad hoc* basis.

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 three cumulative exams. The second and final exams 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 and discussion of readings in class: You may volunteer to summarize a reading OR to be discussion leader for a paper presenting your questions about the paper to the presenter and the class. If you don't volunteer, you may be assigned at least one reading, in one role or the other. If you have extreme anxiety about speaking before a group, please speak to me privately. Your presentations and your participation in class discussions will contribute a maximum of 100 points to your point total.

Term paper and annotated bibliography: An approximately 10 page paper (not including the title page, abstract page or references) exploring the scholarly psychological literature on a topic of your choice (approved by me) is required. You may explore the history of a topic or the relatively current status of the topic. By October 20, you should have a definition of your topic and at least four references (you will need more). You will upload your description of your topic and your preliminary annotated bibliography through Canvas. **The deadline for the annotated bibliography is Friday, November 8.**

Papers must be submitted online, by midnight, Monday, December 2. I strongly suggest that you submit a draft at least a week before the final deadlines. Annotated bibliographies, drafts and final papers will be submitted on-line, through Canvas, and your final paper 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/>. The site also has a useful guide for writing an annotated bibliography at <https://owl.english.purdue.edu/owl/resource/614/03/>

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.

Consult Don't Plagiarize: Document Your Research! For tips about how to take notes so that you don't plagiarize by accident. http://www.libraries.rutgers.edu/avoid_plagiarism
<http://academicintegrity.rutgers.edu/resources-for-students>

Required On-line quizzes: There are required quizzes on the Canvas site. You can take each quiz twice and your higher score will be counted. Quizzes are required and are part of your grade. For final grading, 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 (RPU's). Participation in research is required, resulting in accumulation of Research Participation Units (RPU's). You are required to accumulate at least 7 RPU's. There are two options for satisfying this requirement (described below). These are NOT EXTRA CREDIT. Failure to earn RPU's 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. Assume you have accumulated 550 points, earning an A, and the standard deviation of the point distribution is 60 points. Now assume you have not met the RPU requirement. Your point total is reduced to 490 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 RPU's 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 25**, at the latest. Papers must be submitted electronically via the Canvas 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 7 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 NOT 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 situation is likely to affect all of 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. The dates for exams will not change, barring the zombie apocalypse, hurricanes, blizzards or other disruptions. **Dates for coverage of topics MAY change.** Exams will not cover topics we have not covered, but may cover some material in readings that was not discussed in class.

Weekly Schedule Section H1Monday - Wednesday(This will be updated as readings are added)

Week	Dates	Topics	Assignments
1	M Sept 2 - No class, Labor Day W Sept 4	What is psychology and what is wrong with psychology? (short version)	Read slides on <i>Memory for Knowledge</i> Read Chapter 1; Ch1 Quiz
2	M Sept 9 W Sept 11	How do psychologists conduct research?	Read Chapter 2 Ch2 Quiz
3	M Sept 16 W Sept 18	How does the nervous system produce thought, emotion, and behavior?	Read Chapter 3 Ch 3 Quiz
4	M Sept 23 W Sept 25	Is consciousness a thing or an illusion? Is it meaningful to ask if we have free will?	Read Chapter 4: Read Libet (posted) Ch 4 Quiz
5	M Sept 30 W Oct 2	M: Online Lecture; class does not meet in person Sensing and perceiving: How does information about the world get into our heads?	Read Chapter 5 Ch 5 Quiz
6	M Oct 7 W Oct 9	Exam 1 Topics 1 - 5 W: Online Lecture; class does not meet in person Learning: Pavlov, Thorndike, Watson, Skinner, Garcia, Bandura	Read Chapter 6
7	M Oct 14 W Oct 16	M: Online Lecture; class does not meet in person Memory: From Aristotle to Ebbinghaus, Bartlett, HM, Baddeley, Quiroga, the Mosers and more	Read Chapter 7 Ch 6 & 7 Quiz
8	M Oct 21 W Oct 23	M: Online Lecture; class does not meet in person Intelligence, thinking & problem solving: From Galton to Cattell-Horn-Carrol; Flynn; Kosslyn, Tversky & Kahnemann	Read Chapter 8 Ch 8 Quiz
9	M Oct 28 W Oct 30	Human Development: Freud & Piaget: what they got right, what they got wrong; attachment, core knowledge theories; adolescence; adulthood and aging	Read Chapter 9 Ch 9 Quiz
10	M Nov 4 W Nov 6	Emotion and motivation: James, Ekman, Kagan, Damasio; McClelland, Mischel, Baumeister, Duckworth	Read Chapter 10 Ch 10 Quiz Annotated bibliography due Friday 11/8
11	M Nov 11 W Nov 13	Personality and the psychology of health and happiness	No Reading, No Quiz
12	M Nov 18 W Nov 20	Exam 2 (Topics 1 - 11) Psychological Disorders	Read Chapter 14
13	M Nov 25 W Nov 27	Psychological Disorders NO CLASS	Quiz for Chapter 14
14	M Dec 2 W Dec 4	Psychological Disorders and Treatment	Final version of paper due Monday, 12/2 Read Chapter 15
15	M Dec 9 W Dec 11 Last day of class	Catch up, wrap-up and review	Quiz for Chapter 15
16	F Dec 20 12 pm-3pm Final Exam	Comprehensive Final including Department Core Knowledge	

Grading: Grades will be based on a 600 point system, subject to an important exception, as follows:

Exams: maximum of 100 points each (for a possible total of 300)

Term paper: maximum of 100 points total (up to 10 for annotated bibliography; up to 90 for final paper)

Participation/presentations: 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: 540 points

B+: 510

B: 480 points

C+: 450

C: 420 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, you have to have a documented excuse; a runny nose is not an excuse. Don't miss exams. If you have an unavoidable conflict, let me know ahead of time. In the case of extraordinary circumstances (serious illness, 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. There should be no shame or embarrassment in using an accommodation you to which you are entitled.

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. Some of these are listed on the next page.

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 professionals 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/>

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

Scarlet Listeners

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

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