

**GENERAL PSYCHOLOGY (830:101:B2)**  
**SUMMER 2018**  
**MON, TUES, WED, THURS | 10:30AM – 12:25PM**  
**TILLET HALL ROOM 230**

**Instructor:** Janna Kline, Rutgers Department of Psychology  
**Contact:** janna.kline@rutgers.edu  
**Office Hours:** By appointment.  
Please contact me via e-mail or after class to set up a meeting.

**Course Description:**

Why are people nervous on first dates? Why is it so hard to stay committed to a goal? Do violent video games lead children to be more aggressive? Will taking notes *really* help me do better on tests? In the study of psychology, we apply the scientific method to systematically address common questions about human thinking and behavior. During this course you will receive a broad introduction to the science of psychology, from the earliest history of the field and its major advances, to the latest research on topics such as learning, memory, sensation and perception, lifespan development, the physiological basis of behavior, personality, social psychology, psychological disorders, and therapy. We will also discuss the various perspectives within psychology, including cognitive, developmental, personality, social, and abnormal psychology. Throughout the course, we will focus on the scientific process that psychologists use to investigate the mind. We will also seek to apply course topics to everyday life and to broader societal issues. Upon completion of the course, I hope you will understand (and be excited about!) how psychology can inform and improve our understanding of human nature.

**Course Objectives:**

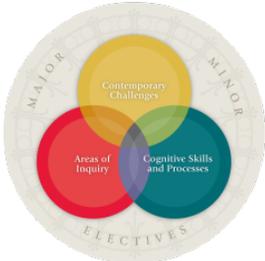
Upon successful completion of this course, students will:

- Demonstrate an understanding of the foundational research studies that have shaped the development of psychology as a field.
- Identify and distinguish from the major fields and subtopics within psychology.
- Understand and apply scientific methods to design psychological research studies.
- Apply and connect psychological theories and principles to everyday experiences.

**SAS Core Learning Goals:**

This course also satisfies the social analysis goal of the School of Arts and Sciences (SAS) Core Curriculum, fulfilling the following course objective:

- Student will employ tools of social scientific reasoning to study particular questions or situations, using appropriate assumptions, methods, evidence, and arguments.



**Course Structure & Information:**

We will meet Monday through Thursday for two hours each day. Classes will primarily consist of lectures, activities, videos, and discussions. Since this is a summer class, an entire semester worth of material is condensed into six short weeks and we will cover a LOT of material each day. As such, attending each class is imperative and required. Yep, it's a long class, but we can do this if we stick together and stay committed. Don't worry, we'll be sure to take a break or two during each class.

Course Website:

If you are properly registered for the course, you have access to the course website through Sakai. You are responsible for all the information contained in this syllabus, posted on the course Sakai site, and discussed in class. This includes any changes to the course schedule or assignments. Please make a habit of checking these resources regularly and touching base with me if you have any issues.

Required Textbook:

*Introduction to Psychology* by Meaghan Altman, Top Hat Publishers (ISBN: 978-1-77330-095-5)

This textbook is available as an online interactive text. You may also download the text. The text costs \$66 if you purchase directly from TopHat, and you will have unlimited access to it. We will be using the textbook feature only. To sign-up for and purchase access to the text, use the following site and join code:

**Course Site:** <https://app.tophat.com/e/954756>

**Join Code:** [954756](#)

If you have any issues accessing or utilizing the textbook, you can contact support@tophat.com or call TopHat support at 1-888-663-5491. You may also contact me with any issues.

Readings:

Do the readings, watch the videos, and engage with the interactives and online quizzes that are provided within your TopHat account. My lectures will review what is covered in the text, but I cannot possibly cover all of it. I will also expand upon those topics and introduce new concepts and ideas. If the terms and topics are already familiar to you when you get to class, you will get the most out of any class activities.

**Grading:**

Grades in this course are earned and will be a direct reflection of the amount of time, engagement, and effort put into this course. The breakdown of grades is as follows (subject to minor changes):

Exam 1	20%
Exam 2	20%
Exam 3	20%
In-Class Activities & Participation	20%
<u>Group Research Project</u>	<u>20%</u>
<b>Total:</b>	<b>100%</b>

Final Grades Grading Scale	
A	90% or above
B+	85-89%
B	80-84%
C+	75-79%
C	70-74%
D	60-69%
F	59% or below

Exams:

There will be three total exams administered during class time. The exams will cover readings as well as lectures, videos, and activities from class. Exams will be mostly multiple choice and also include several short essay responses. If you must miss an exam for a very legitimate reason, please contact me in advance. I reserve the right to refuse a make-up if you do not provide proper documentation in advance.

In-Class Activities and Participation:

During most classes, there will be at least one in-class activity or reflection assignment (usually more). These activities are meant to supplement course material, break up lecture, and allow you to apply what you are learning to your real life. For most of these activities, you *should* be able to receive 100% if you are present and actively participating. However, some activities will also be graded or require a written component that you will hand in before leaving class or be asked to finish by the end of the day. Regardless of the assignment, if you are not in class that day, you will not be able to receive credit. Details of each assignment will be discussed in class, so it is extremely important you are present for every class meeting. If there are extreme circumstances that warrant a verified excused absence from the Dean's office, please contact me.

### Group Research Project and Presentation:

As we cover various topics in class, keep in mind: What is most interesting to you? What do you have the most questions about? What seems unusual, confusing, or is the most relatable? What would you love to learn more about? Start thinking about this early!

Together in a group of three students, you will select one theory or topic we covered during class and come up with a research question that you would like to answer. Then, design a hypothetical research project utilizing one of the research methods discussed in Chapter 2 (e.g., experiment, observation). You do not need to actually conduct the research, but you need to imagine that you could—if you had all the time and money available—and design your project around the best way to answer your research question. After designing and planning your study, you will ultimately present your research plans to the class in a seven-minute presentation. Your final presentation must include the following sections:

- 1. Introduction:**  
Engage the audience. What is the problem or question? Be sure to discuss relevant background research that has led to your idea. You must cite at least two resources. One of these resources can be the textbook, but if the book is citing an original author, you must cite those authors as well. The end of your introduction should always end by stating the goals/purpose for your research idea, leading to your...
- 2. Research Question:**  
This transitions from the last part of your introduction. What is the research question you are seeking to answer? What will your study seek to accomplish?
- 3. Methods:**  
Discuss how you would conduct your study. Who would be your participants? How would you define/operationalize your variables (measures)? What would be the procedure?
- 4. Hypotheses:**  
Discuss your hypotheses and your reasoning for why you predict what you do. How would you test your hypotheses and how would you know what to conclude from your data? If relevant, feel free to include a sample graph of what you expect the results would be.
- 5. Discussion:**  
Discuss what the results would mean for your study. Why is this study important? What would the findings suggest about the world or about human behavior?
- 6. Limitations and Future Research:**  
Discuss any potential set-backs or limitations of your study. Can you think of any unforeseen circumstances? Can you think of limitations with what you could or could not conclude, or how you might be able to (or not be able to) generalize your results? How might future research studies be able to address these limitations? What questions would still need to be answered with future research?
- 7. References:**  
Include your full list of references in APA format. (You do not need to present this, but it needs to be included on your slides).

In addition to presenting your slides to the class, you will also upload your presentation to Sakai.

Students are encouraged to seek guidance throughout any and all stages of this project. We will dedicate one full day in class to working on the project with your team. During this time, you will be encouraged to consult me about your idea and your research design. Any additional project time will need to be arranged outside of class time. Be sure to practice your presentation with your group!

### Extra Credit:

Extra credit opportunities such as research participation may be provided throughout the course. If there are any extra credit opportunities, I will notify you via Sakai and make announcements during class.

**Class Etiquette:**

People often learn psychological topics best when they can apply them to their own experiences. Thus, there will often be opportunities to discuss personal experiences and opinions in class and I encourage this participation. Though you will never be *required* to share personal experiences, you will however be required to be respectful towards myself and other students who express diverse opinions and experiences that do not match your own. This class aims to foster a mutually respectful and supportive learning environment, if at any point you feel these goals are not being met, please let me know.

Furthermore, please stay off your cell phone and unnecessary technology during class. Please come to class on time and wait until class is over to start packing up. I promise to be present and committed to each of you for the duration of the class, and I expect the same respect and attention from you as well. Inappropriate, disruptive, or disrespectful behavior is not acceptable.

**Academic Integrity:**

By participating in this course, you are responsible for upholding the principles of academic honesty. I will not tolerate plagiarism or cheating. For this class, you may consult outside sources (e.g., journal articles, books) provided that you appropriately cite them in your projects (i.e., provide complete and appropriate references and referencing notation). You may not turn in another student's work as your own, represent someone else's idea as your own, or work collaboratively on individual assignments. You may not reference published research without a proper citation. For more information on the Rutgers Academic Integrity Policy, visit <http://academicintegrity.rutgers.edu>. If you have any questions about what is considered plagiarism, please ask me.

**Student Resources:**

*Just In Case Web App*

<http://codu.co/cee05e>

Access mental health information and resources for yourself or a friend in a mental health crisis, includes resources to easily contact CAPS or RUPD.

*Counseling, ADAP & Psychiatric Services (CAPS)*

<http://rhscaps.rutgers.edu/> | (848) 932-7884 | 17 Senior Street, New Brunswick, NJ 08901

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)*

[www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/) | (848) 932-1181

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.

*Scarlet Listeners, Peer Counseling and Referral Hotline -- (732) 247-5555*

Scarlet Listeners is a free & confidential student run peer counseling and referral hotline based out of Rutgers. Basic problem solving, venting, thoughts of suicide, depression, anxiety, eating disorders, self-harm, relationship problems, loneliness, etc.

*Office of Disability Services*

<https://ods.rutgers.edu/> | (848) 445-6800 | Lucy Stone Hall, Suite A145, Livingston Campus

Rutgers University welcomes students with disabilities into all of the University's educational programs. Any student with a documented disability may contact the Office of Disability Services to determine the appropriate accommodations. Students with disabilities requesting accommodations must follow the procedures outlined at <https://ods.rutgers.edu>.

**Course Schedule (subject to revisions)**

Week	Date	Topic	Readings & Assignments*	
1	Tues	30-May	Introduction to Psychology	Ch.1
	Wed	31-May	Research Methods and Introduce Final Research Project	Ch.2
	Thurs	1-Jun	Biology & Neuroscience	Ch. 3
2	Mon	4-Jun	Developmental Psychology	Ch. 4
	Tues	5-Jun	Sensation & Perception	Ch. 5
	Wed	6-Jun	States of Consciousness	Ch. 6
	Thurs	7-Jun	Catch Up and Review for Exam 1	
3	Mon	11-Jun	<b>Exam 1</b>	<i>Exam 1 covers chapters 1-6</i>
	Tues	12-Jun	Learning	Ch. 7
	Wed	13-Jun	Memory	Ch. 8
	Thurs	14-Jun	Language & Intelligence	Ch. 9 & 10
4	Mon	18-Jun	Motivation & Emotion	Ch. 11
	Tues	19-Jun	In-class Work Day (final projects)	
	Wed	20-Jun	Personality	Ch. 12
	Thurs	21-Jun	Catch Up and Review for Exam 2	
5	Mon	25-Jun	<b>Exam 2</b>	<i>Exam 2 covers chapters 7-12</i>
	Tues	26-Jun	Social Psychology	Ch. 13
	Wed	27-Jun	Psychological Disorders & Treatment	Ch. 14 & Ch. 15
	Thurs	28-Jun	Special Topics	
6	Mon	2-Jul	Present Final Projects in Class	Come prepared to present final project with your group.
	Tues	3-Jul	Catch Up and Review Day	
	Wed	4-Jul	<i>4<sup>th</sup> of July - No Class - Happy Studying!</i>	
	Thurs	5-Jul	<b>Final Exam (Cumulative)</b>	<i>Final Exam is cumulative</i>

\*Additional assignments will include in-class activities or short homework assignments which will be discussed in class.