

Instructor	Email	Office
Bruno Sauce	sauce.bruno@rutgers.edu	Busch Psych, room 315

**When and Where:** Mon/Wed, 1:00-5:00 PM, in SEC-208 (Busch campus)

**Textbook:** Carole Wade, Carol Tavris (2016). Psychology, 12th Edition  
(The 11th or 10th versions of the book also do the trick)

**Office hours:** By appointment or if you can catch me inside the Psychology Building  
(For simpler questions, send me an email or ask during class)

### Course Description

This course gives a topographical view of the field of Psychology. It explores how our minds, and other animals' minds, work. How we think, how we perceive, how we behave, how we connect with one another, how we remember, how we learn, and what makes us what we are. To accomplish all this, we will be flying together in many directions: towards Neuroscience, Cognitive Psychology, Social psychology, Developmental Psychology, Clinical Psychology, and smaller city-states in-between.

You might be taking this course because you are a bit crazy and hope to become less crazy. Maybe you want to learn how to study better, or be happier, or improve your romantic life, or avoid getting scammed online, or understand your dog, or win friends and influence people. The study of Psychology has a lot of insights to real world problems, and this course might actually help you out with some of these things.

Regardless of your personal reason, however, I believe everyone should know the principles of Psychology. Both as a way to get well informed citizens in our democracies and as a way to connect humanity with all thinking life on this planet (and perhaps to connect with life on other planets – if there is any). Besides, the field of Psychology has, in my opinion, the extra advantage (and it is not a trivial one) of being awesome!

Welcome and I hope you enjoy the ride.

## Grading

The course has two Multiple Choice Exams (with the final being cumulative), and two other grading criteria: class participation and presentations on Myths in Psychology.

Myths in Psychology: You pick a chapter from our book, and find one famous and/or recent example of myth based on that theme. Then, you need to look for research on this, post one peer-reviewed, scientific article that shows why the claims from the myth are false, and give a presentation to the class. The presentation is about 10 minutes long, and should answer the three following questions: “What is the myth?”, “Why did you choose that myth?”, and “Why are the claims from the myth false?” Your main task here is to myth-bust. Similar to what the MythBusters do on TV, but instead of using explosions (a very inefficient, though entertaining, form of myth-busting), you will use academic search and critical analysis.

**A very good piece of advice now!** Do not simply memorize words and facts for this course. Memorization has its role, of course, but you should focus on understanding the concepts. The easiest path to get a good grade with me is to try to connect the dots and grok what “Psychology” is about (the word “grok” is a sci-fi reference. Look it up). This is the easiest path and also the most rewarding, since the things you will carry after the course will make more sense, and will stay with you longer.

### Grade calculation

The maximum total is 300. After summing all of your points, divide the result by 3 to know your grade in percentage. I will give the final letter grades based on that percentage.

<b>Assignment</b>	<b>Maximum Points</b>
<b>Class Participation</b>	25
<b>Midterm</b>	75
<b>Myths in Psychology</b>	100
<b>Exam</b>	100

### Points needed for each grade

A useful way to keep track of your performance is to think in terms of points below the maximum. For example: if you lose more than 30 points among all assignments, an A will not be possible.

<b>Grade</b>	<b>Points</b>	<b>Percentage</b>
<b>A</b>	270-300	90-100%
<b>B+</b>	255-269	85-89.9%
<b>B</b>	240-254	80-84.9%
<b>C+</b>	225-239	75-79.9%
<b>C</b>	210-224	70-74.9%
<b>D</b>	180-209	60-69.9%
<b>F</b>	0-179	0-59.9%

## Course Schedule

Like any other complex phenomenon, the development of this course has a considerable degree of uncertainty. Therefore, the course schedule might change. Keep up!

Week	Date	Topic	Relevant chapter from book
1	May 31th	Introduction to the course What is Psychology? How psychologists do research	Chapters 1 and 2
2	June 5th	Genes, evolution, and environment The brain and nervous system	Chapter 3 and 4
	June 7th	Body rhythms and mental states Sensation and perception	Chapters 5 and 6
3	June 12th	Learning and conditioning Behavior in social and cultural context	Chapters 7 and 8
	June 14th	Midterm Presentation: Myths in Psychology (part 1)	-
4	June 19th	Thinking and Intelligence Memory	Chapters 9 and 10
	June 21st	Emotion, stress, and health Motivation	Chapters 11 and 12
5	June 26th	Development over the life span Theories of personality	Chapters 13 and 14
	June 28th	Psychological disorders Approaches to treatment and therapy	Chapters 15 and 16
6	July 3rd	Presentation: Myths in Psychology (part 2)	-
	July 5th	Final exam	-

## Additional Stuff

If you want to do extra work in order to get a better grade, do it during the course, not after it is over. Study, ask questions, prepare for the assignments, and get engaged! A grade is not something given to you; it is something you earn.

If you miss any assignment, you need to provide me with a reasonable explanation in order to replace it. Please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.

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>. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Beware of bogus notices on change of classroom! Changes in classroom times and room locations are announced only by me via Sakai. Ignore notices on classroom doors.

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At last, because you had the patience to read this syllabus, here is a scientific article with tips about how to do well in college courses. Some of these tips might be old news to you, but I bet you don't know them all! (And if you do, the article is still useful to give you some confirmation from science.)

<http://journals.sagepub.com/doi/full/10.1177/1745691616645770>