

General Psychology

MW10:30-12:20 pm

Instructor: Lyra Stein, PhD
Email: Lyra@psych.rutgers.edu
Office: 221 Tillett Hall
Office Hours: By appointment

Required Materials:

1) Kalat: Introduction to Psychology 11th edition

2) TopHat Monocle in class response system

When you register for TopHat, make sure to use your full name as it appears on the roster.

Top Hat course name: General Psychology

Direct URL: <https://app.tophat.com/e/499321>

6-digit course code: 499321

Goals of this class:

Psychology is the scientific study of behavior and the mind. As such it is a diverse field dealing with everything from biology/physiology to learning development to social interaction. This is an introductory course and we will only be able to skim the surface of as many topics allowed in 6 weeks. The goal of this course is to give you an overview of each subfield of psychology so you can leave with a basic understanding of psychology. In addition, I hope to expose you to the scientific study of psychology to help you evaluate issues that you will read about in the popular press and encounter in everyday life.

Office Hours:

Office Hours will be held by appointment after class at my office on Livingston Campus in Tillett Hall, room 221. Feel free to set up an appointment to discuss the course material or any questions you may have about courses and careers in psychology.

In the Classroom

My philosophy of education includes active participation in class as I don't want to have to lecture for 2 hours. In my experience, this format only works when everyone puts effort into being prepared for class and actively participating in discussions. When it does work, it is similar to the kinds of interaction which will help you in your courses and your careers. You are fortunate to be registered for this class in the summer when the class is small and can facilitate open discussion.

In Class Responses

The TopHat response system will allow for interactive class participation. When a question is presented on the PowerPoint during lecture, you will answer and receive 1 point for each question answered whether correct or not. You will receive another 1 point for correct multiple-choice questions and another 2-4 points for correct discussion questions. Your grade for in class responses will be out of 155 points. I will give you an extra credit point for every 5 points received above 155 points.

Discussion Posts

Communication:

For general questions about the course, policies, etc., and clarification questions that other students could benefit from, post in the General Discussion Forum. For personal questions and issues, e-mail one of us directly. We will respond to your e-mail within 24-48 hours.

Make sure to read your e-mail and all the announcements on Sakai. This is a fluid class and there may be changes in pacing. There may be important changes in assignments and important clarifications; you are responsible for all changes announced.

Discussion board: Discussion Boards give you opportunity to share your ideas and get feedback from others in class. The discussion board questions are related to the week's assignments.

You will be divided into groups for the remainder of the semester. However, you should read posts in all groups.

Your participation in the discussion boards requires at least three posts: one original post and two responses to your fellow students—one in your group and one in another group (all things being equal, try to respond to someone who has not had a response yet).

Specific instructions will be posted each week for that week's discussion. You are also required to respond to questions or comments addressed directly to you by the professor or a classmate.

Your original post should be at least 150 words in length. Your replies to your peers should be at least 75 words. Responses to comments can be any length.

Your initial post will be due on the date posted at 11:59 p.m., and your response to a peer in your group and a different group is due 24 hours after the due date for the initial post.

You should respond to all comments within 48 hours after your responses.

Example: If a discussion is post is due Wed.. 7/12 at 11:59pm

- Your initial post will be due Wed. 7/12 at 11:59 p.m.
- Your response to a peer in your group and another group is due Thursday. 7/13 at 11:59 pm
- Your responses to your comments are due Monday 7/17 at 11:59 p.m.

You can find the rubric for grading discussion posts in Sakai Resources.

NETIQUETTE: A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect. A key distinguishing feature of an online course is that communication occurs solely via the

written word. Because of this, the body language, voice tone, and instantaneous listener feedback of the traditional classroom are all absent. These facts need to be taken into account both when contributing messages to a discussion and when reading them. When corresponding with your instructor and classmates through email or on the discussion forums, please take the time to be grammatically correct and use a positive tone. Please also refrain from using all CAPITAL LETTERS, as this is often interpreted as shouting. Treat your instructor and fellow students with respect at all times, and in all communication.

Citations and Other Etiquette Sources. See infographic below for 15 rules of netiquette: <http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>

The Core Rules of Netiquette, excerpted from the book *Netiquette*, by Virginia Shea. The Core Rules of Netiquette can be accessed at <http://www.albion.com/netiquette/corerules.html>.

Further information was taken from Arlene H. Rinaldi's *The Net: User Guidelines and Netiquette*, which can be found at <http://courses.cs.vt.edu/~cs3604/lib/Netiquette/Rinaldi/>.

Discussion guidelines: - Posts should have a conversational tone; they should not sound like essays.

- End every post by signing your name. When responding to others, address them by name. **Include your name in the subject of your initial post.**
- Brevity is best: Be as concise as possible when contributing to a discussion; posts should be on-topic, concise, and to-the-point. Web-based courses require a lot of reading, and your points might be missed if hidden in a flood of text. Break up long sections of text into paragraphs to aid in readability.
- Posts should be original and introduce new information. Do not duplicate someone else's post.
- Post early. Do not wait until the last minute. Posting at the last minute does not give students adequate time to respond to your posts, and will not earn maximum points.
- Tone down your language and keep a straight face: given the absence of face-to-face clues, written text can easily be misinterpreted and come across as harsher since there are no physical gestures or voice inflections to give clues. Avoid sarcasm, strong language, and the excessive use of exclamation points.
- The recorder is on: Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.
- Condescending, derogatory, and otherwise "inflammatory" posts will not be tolerated. If you disagree with someone, do so respectfully and without insulting the person.
- Test for clarity: messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it--even better.
- Offer evidence-based support (of own experience and/or cited research) at least once per thread.

- Apply normative English and grammar (you are not texting or on social media).
 - Focus on meaningful discussion - adding meaningfully to the thread - rather than number of posts. Otherwise, it becomes clear that you are posting just to try to meet the requirements.
 - Change the subject line as necessary to reflect the nature of your post.
 - Make sure that your post contains some reference back to the original discussion question - do not go off on tangents. Stay on track by referring back to the original question.
 - Be forgiving: if someone states something that you find offensive, mention this directly to the instructors. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructors.
 - Here are some suggestions for meaningful contribution: suggest solutions, point out problems, *respectfully* disagree, discuss an issue on which you would like some feedback, offer a different perspective about an idea, share a personal experience related to the subject, discuss how you have applied the concepts to your personal/professional life.
 - Netspeak: Although electronic communication is still young, many conventions have already been established. As mentioned above, **DO NOT TYPE IN ALL CAPS**. This is regarded as shouting and is out of place in a classroom.
- The rubric used for discussion forums has been uploaded to Resources. Please read it carefully so you know what is expected.

Quizzes

There will be 5 quizzes which will consist of 20 questions each. You will have 1 hour to complete each quiz and will only have one chance to take the assessment. **Please make sure not to miss the closing date as I will not be able to open the quiz once it has closed.**

Examinations

There will be two hourly examinations, each consisting of 50 multiple-choice questions and a final consisting of 75 multiple-choice questions. You will also have 5 online quizzes. Dates of these exams are listed on the class calendar. Exam questions will cover material reviewed during class, online and assigned reading. You are responsible for all material in the chapters assigned unless otherwise indicated.

Make up exam policy:

You need to provide both (1) advance notice of your absence to me (via email) AND (2) acceptable documentation for the absence (e.g., an excuse from a doctor, a death notice, obituary, or funeral notice, a police report, etc.). Unless both of these criteria are met, you will not be permitted to take a make-up. Make-up exams will be in essay format.

Studying:

Inevitably every semester there are students who are not happy with their grades and seem to not be concerned until the day before the final. Please do not put yourself in that position and make sure that you keep up with the class through out the semester. I know

that the summer is tough since the class is compressed into less than 6 weeks and you would rather be outside basking in the sun. The following are some tips on how you should study for the exams:

If you want to learn the subject matter well, read the assigned material before the lecture review the material after the lecture, quickly go over it again a day or two later, and then re-read the notes and the chapter for a few days before the exam. Memory researchers have established that you will understand and remember something better by studying it several times spread out over days than by studying the same amount of time all at once. Also, of course, the more total time you spend studying, the better.

When you study, don't just read the text and lecture notes but stop and think about the material. The more actively you use the material, the better you will remember it. Also test yourself using flashcards. Go through the lecture notes and write the name of the concept on the front and the definition on the back. Don't worry about memorizing the definition word for word as it would be better to try to use each word in a sentence or think of examples for each term.

Research requirement:

You are required to participate in research over the semester. However, you will have the option of

(1) participating psychology research as a subject ("experimental participation credits")
OR

(2) B) Find a short journal article to read (see Psychological Science if logged into a Rutgers computer: <http://www.blackwell-synergy.com/loi/PSCI?cookieSet=1>). Write a brief description of the study that identifies the research question, the dependent variable, the independent variable, and design type (correlational and/or experimental). If there are many DVs and IVs then just report the most important ones. Then turn in both the first page of the article and your description. (2), confer with me for approval of your selected article, and for format, content, and length requirements. (The summary will count as extra credit if you also participate in a study)

Additional credit:

There will also be many opportunities for extra credit throughout the semester in addition to extra response questions in class.

1) You will also have opportunities to participate in ongoing research in the psychology department and in addition to the one required study you may participate in any other studies for 2 extra credit points each.

2) Summarize a scientific journal article (see Psychological Science if logged into a Rutgers computer) for 2 extra credit points (limit 2).

3) Find an article relating to one of the topics we are studying in the popular press (Psychology Today, Scientific American Mind, New York Times, Time magazine, etc.) and summarize the article and relate it to the topic covered in class for 2 extra credit points (limit 2).

Evaluation:

Evaluations are based on:

| | |
|--|-------------------|
| Two hourly exams (50x2 questions) | 200 points |
| Final examination worth (75x2 questions) | 150 points |
| Five quizzes worth (20 questions each) | 100 points |
| TopHat Questions | 155 points |
| <u>Discussion Posts (15x13 total)</u> | <u>195 points</u> |
| | 800 points |

A: 720-800, B+: 680-719, B: 640-679, C+: 600-639, C: 560-599, D:480-559, F 479-

****Schedule of Reading Assignments and Exams****

**** (All dates are approximate and changes will be announced in class)****

| Date | Material | Due |
|--------------------------------|--|--|
| Monday 7/10 In class | Introduction <u>Chapter 1: What is Psychology</u> <u>Chapter 2: Scientific Methods in Psychology</u> | |
| Tuesday 7/11 | <u>Chapter 3: Biological Psychology</u> | |
| Wednesday 7/12 In class | <u>Chapter 3: Biological Psychology</u> | Discussion Posts for chapter 2 due at 11:59pm |
| Thursday 7/13 | <u>Chapter 4: Sensation and Perception</u> | |
| Monday 7/17 In class | <u>Chapter 4: Sensation and Perception</u> | Discussion Posts for chapter 3 due at 11:59pm Online quiz on chapters 1-4 open from 7/17-7/20 |
| Tuesday 7/18 | <u>Chapter 5: Nature, Nurture, Human Development</u> | Discussion Posts for chapter 4 due at 11:59pm |
| Wednesday 7/19 In class | <u>Chapter 6: Learning</u> | Discussion Posts for chapter 5 due at 11:59pm |
| Thursday 7/20 | | Discussion Posts for chapter 6 due at |

| | | |
|--------------------------------|--|--|
| | <u>Chapter 7: memory</u> | 11:59pm Online quiz on chapters 5-7 open from 7/20-7/23 |
| Monday 7/24 In class | Exam 1 Chapters 1-7 | Discussion Posts for chapter 7 due at 11:59pm |
| Tuesday 7/25 | <u>Chapter 8: Cognition and Language</u> | |
| Wednesday 7/26 In class | <u>Chapter 9: Intelligence</u> | Discussion Posts for chapter 8 due at 11:59pm |
| Thursday 7/27 | <u>Chapter 10: Consciousness</u> | Discussion Posts for chapter 9 due at 11:59pm |
| Monday 7/31 | <u>Chapter 10: Consciousness</u> | Online quiz on chapters 8-10 open from 7/31-8/3 |
| Tuesday 8/1 | <u>Chapter 11: Motivated Behaviors</u> | Discussion Posts for chapter 10 due at 11:59pm |
| Wednesday 8/2 | <u>Chapter 12: Emotions, Stress and Health</u> | Discussion Posts for chapter 11 due at 11:59pm |
| Thursday 8/3 | <u>Chapter 12: Emotions, Stress and Health</u> | Discussion Posts for chapter 12 due at 11:59pm Online quiz on chapters 11-12 open from 8/3 -8/6 |
| Monday 8/7 In class | Exam 2 Chapters 8 -12 | |
| Tuesday 8/8 | <u>Chapter 13: Social Psychology</u> | |
| Wednesday 8/9 In class | <u>Chapter 14: Personality</u> | Discussion Posts for chapter 13 due at 11:59pm |
| Thursday 8/10 | <u>Chapter 15: Abnormal Psychology</u> | Discussion Posts for chapter 14 due at 11:59pm |
| Monday 8/14 | <u>Chapter 15: Abnormal Psychology</u> | Online quiz on chapters 13-15 open from 8/13 -8/16 |

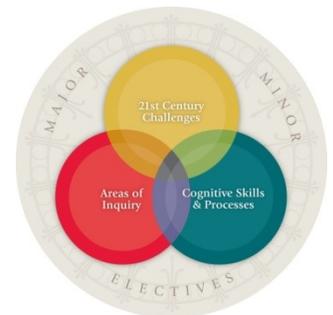
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|----------------|--------------|---|
| In class | | |
| Tuesday 8/15 | study | Discussion Posts for chapter 15 due at 11:59pm |
| Wednesday 8/16 | Final | |
| In class | | |
| | | |

Learning 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).



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 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)

(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/>

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>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

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

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