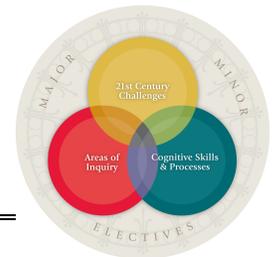


**Sec 03. Tuesdays & Thursdays
HCK 138 at College Ave Campus
2:15 pm – 3:35 pm**

Professor: Sarah Carton, Ph.D.
E-mail: sc2081@rutgers.edu
Office: 223 Tillett Hall, Livingston

Office Hours in 223 Tillett Hall
Mon: 1:30 - 3:30 pm, open OH's
Tues: 12 - 1 pm, by appointment only
Other times by appointment

Sec 03 Grad TA: Mark Versella
Office Hours: Tues, 9-10 am
515 Tillett Hall, Livingston Campus
e-mail: mvv30@scarletmail.rutgers.edu



Course Description

In this class you will learn about the science of psychology and the study of human behavior. You will be exposed to a broad range of topics in the field of psychology, including research methodologies, neurophysiology, perception, cognition, development, learning, consciousness, intelligence, and social-personality psychology. This class will highlight how major discoveries in psychology were achieved using the scientific method and we discuss what we can conclude about the mind, the brain and behavior based on these facts. This course satisfies the General Education requirements for the Social Sciences needed to fulfill the undergraduate degree. The goals of a liberal arts education is to have a well balanced spread of coursework to improve students' competencies in the following categories of academic knowledge: critical thinking, effective expression, systematic and scientific inquiry, information literacy, and ethical reflection.

Course Goals

- This course will provide students with a scientific basis for understanding human behavior, how it develops or emerges, and what parts of the brain may be involved.
- Students will learn about research from the past and present that was conducted to study human behavior, internal mental processes, personality development, and social dynamics.
- Students will be exposed to a broad range of scientific facts, theories, research methodologies and major psychological phenomena that they will be able to relate to everyday life.

Student Learning Objectives

By the end of this course, students will be able to:

- Describe the different types of research methods for observing and evaluating behaviors and psychological processes involved in various perceptual, cognitive, and social phenomena in humans and other non-human animals.
- Differentiate between the various behavioral and neuroscience methods used with humans vs. non-human primates and other animals.
- Develop analytical thinking skills and gain experience with reading and evaluating scientific research articles.
- Identify key regions of the brain and distinguish structure-function relationships (e.g., knowing which parts of the brain serve particular perceptual, cognitive, linguistic, and motor functions).

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).

Grading

25%	Participation (Choose 5 online Discussion Forum Questions on Canvas page)
15%	Homework (Choose 3 of 5 HW Articles, Answer Questions, Submit Online)
40%	Midterm Exams (2 non-cumulative midterms, worth 20% each)
20%	Cumulative Final Exam

Letter Grades

A	= 90 – 100
B+	= 86 – 89.9
B	= 80 – 85.9
C+	= 76 – 79.9
C	= 70 – 75.9
D+	= 66 – 69.9
D	= 60 – 65.9
F	= < 59

Required Textbook & Homework Readings

Zimbardo, P.G., Johnson, R.L., & McCann, V. (2010). *Psychology: Core Concepts*, 7th ed. Pearson. (ISBN-10: 0-205-18346-8).

- There is a PDF of the textbook available to view and download on our Canvas course page. You can also purchase a copy of the textbook at the bookstore or online wherever available.
- Two copies of the textbook will be available for short-term loan at Course Reserves Desk in Carr Library at the Livingston Campus.
- *Lecture summaries, study guides, practice quizzes, optional extra credit, video clips, practice test questions, and readings will all be available for you online in our course page in Canvas.*

Requirements and Expectations

To do well in this course, you will need to engage in approximately 4-6 hours of time outside of class each week for reading and/or writing. For optimal performance, it is highly recommended that students attend class on a regular basis, complete assignments and exams as scheduled, and keep up with weekly self-quizzes and readings. Optional extra credit will be available, stay tuned. All students should complete the online course evaluations for this class at the end of the semester.

Homework Readings and Question Sets

The required reading assignments will typically involve a textbook chapter and a supplementary homework reading in the form of a primary research article from a scientific journal. There will be a question set for each of the readings. These articles will be available as PDF's for you to download on Canvas. You must complete THREE to earn full homework credit.

The homework assignments will help you learn at a deeper level about particular topics in psychology. Homework will include your responses to a set of guiding questions in a short answer format and each written assignment will be approximately 2 pages in total length. All written work should be submitted on time in Canvas. Late work is accepted for partial credit (i.e., 1 point deduction). Choose any 3 of the 5 homework assignments to complete on the due dates.

Homework:

Homework Assignment #1. Students' Study Strategies and Retention of Learning (5 pts)

Dunlosky, J., Rawson, K.A., Marsh, E.J., Nathan, M.J., & Willingham, D.T. (2013). Psychologists identify the best ways to study. *Scientific American*, 24(4), 1-4. (published online Aug 8, 2013).

Homework Assignment #2. Perceptual Integration and Synaesthesia (5 pts)

Ramachandran, V. S., & Hubbard, E. M. (2003). Hearing Colors, Tasting Shapes. *Scientific American*, 288(5), 42-49.

Homework Assignment #3. Infant & Child Cognitive Development (5 pts)

Mischel, W., Shoda, Y., & Rodriguez, M. L. (1989). Delay of Gratification in Children. *Science*, 244, 933-938.

Homework Assignment #4. Learning and Operant Conditioning (5 pts)

Homework Assignment #5. Brain Abnormalities and Personality Disorder (5 pts)

Raine, A., Buchsbaum, M., & LaCasse, L. (1997). Brain abnormalities in murderers indicated by positron emission tomography. *Biological Psychiatry*, 42(6), 495-508.

Policy on Written Assignments

- All of your written work must be done by you and written in your own words using your own thoughts and ideas. Please remember to cite your sources of information in the references.
- Written work must be typed and uploaded to Canvas as per instructions.
- E-mailed assignments will **NOT** be accepted. Do not email your work to the Professor.
- Students are expected to submit all assignments on time at the beginning of class on the due date. Late work will be accepted but will receive only partial credit (i.e., 1 point reduction).
- Late homework will receive partial credit. (Whether it is one week or one month late).
- All work must be completed and submitted prior to the conclusion of our final class period of the term (see syllabus schedule for dates). Assignments are online and due dates for submissions are set in Canvas. Extensions beyond those dates will not be permitted.

Exams

There are three exams. Two of the exams are "unit-based" non-cumulative exams, and the final exam is cumulative. Questions on the final exam will focus evenly on topics covered across the two midterms. All exams will be comprised primarily of multiple choice, fill-in the blanks, and matching questions. Materials covered both in lecture and homework readings will be included on exams. You are responsible for all assigned readings, whether or not they are discussed at length in class.

NOTE: Please take advantage of practice quizzes to test your knowledge on each topic. Practicing test-taking with self-quizzes are an important part of the learning process and will help you do well.

Attendance Policy

Attending class sessions and being on time are valuable and important components of the college experience and in life more generally. Your participation in the class is an integral part of a successful classroom format. If you are unable to attend a class session on an exam day due to an unforeseen emergency, you must notify the instructor as soon as possible.

Exams are to be taken during the scheduled date during class period. Please make note of the midterm and final exam dates and speak to the Professor during the first week of class if you anticipate a problem. We cannot schedule alternative exam times for students who have conflicting examination schedules, travel plans, etc. An unexcused absence on a scheduled test date will result in a grade of "F" on that exam. To be excused from an exam in the event of a medical or family emergency, please notify the Professor prior to the exam if that is possible. As soon as you are able, you would need to present written documentation certifying the legitimacy of your urgent absence during an established exam period. Please note that the University strictly limits situations in which a grade of "Incomplete" can be granted.

If you do miss an exam, there are two steps involved to verify your legitimate, valid, urgent situation:

- (1) Please have your doctor write a letter explicitly stating that you were barred from taking the exam that day due to your urgent medical condition.
- (2) Bring the physician's letter with you to the Dean of Students or your Academic Advisor and have them write a memo on your behalf excusing you from the exam and asking me (the faculty member) to pardon you from the test period and grant you additional time on account of your personal emergency or urgent medical condition.

Discussion Forum Questions (DFQ's)

Students are expected to engage in the topic specific DFQ's each week. Each of the 11 module topics has a set of discussion board questions, and students have to choose one question to respond to in the forum by creating a "thread" with their response. Typical responses are about 1 paragraph, and you get to choose which question to answer. This weekly activity counts as 20% of your total grade for the participation component of the class. Choose any 5 of the 11 online DFQ's

Research Participation Units (Required)

Participation in research activities in the psychology department is required of students enrolled in introductory psychology courses (PSY 101). Departmental policy requires that Psych 101 students either participate in experiments or write two reports summarizing published scholarly research papers, which will result in accumulating Research Participation Units (RPU's). You are required to accumulate at least 7 RPU's. Go to this link for more details: <http://researchpool.rutgers.edu/>

Classroom Courtesy Policy

Please note that we would like to have a classroom environment that is conducive to learning. As a courtesy to the instructor and fellow students, please remember to turn off cell phones and social networking devices during class period as these can cause distractions for you and other students sitting nearby. All text messaging, chatting and cell phone use should take place outside of class. Students who engage in distracting activity (i.e., texting, chatting) in class may be asked to leave. If you like to snack during class, students should try to avoid eating extremely odorous and /or noisy meals. We are a large group of people in a classroom with little ventilation. Therefore, noisy and smelly food items are most likely going to be highly distracting for the professor and students alike.

Optional Extra Credit

Opportunities for optional extra credit may be offered to students who wish to participate. Stay tuned for announcements and instructions if and when it is available.

Student Evaluations of Instruction

You are responsible for completing the Student Evaluations for this course and for all your courses with an enrollment of five or more students. The Instructors value your feedback and will use it to improve on teaching and planning in the future sections of the course. Please complete the online survey during the open period at the end of the semester.

Accommodations for Students with Disabilities

Our community values diversity and seeks to promote meaningful access to educational opportunities for all students, and the university is committed to providing access to all programs and curricula to all students. If you have a disability that requires an academic accommodation or the use of auxiliary aids and services in the classroom, and/or testing accommodations based on the impact of a disability, please let the instructor know within the first two weeks of classes. You should also contact the Office of Disability Services (ODS) as soon as possible. The ODS determines the specific needs of students with disabilities, and develops and implements programs and policies to meet those needs. Procedures for registering with ODS can be found online at:

<https://ods.rutgers.edu/students/registering-for-services>

The ODS will provide for your instructors an Accommodation Memo verifying the need for accommodations. Assessing and providing services requires advanced planning, and students are encouraged to request accommodations as close as possible to the beginning of the semester.

Student Learning Center (Tutoring)

If you would like tutoring, or to be a tutor for your peers, contact the peer tutoring office on campus. Visit the website for locations and times: <https://rlc.rutgers.edu/student-services/peer-tutoring>

Student Health Services and Psychological Counseling Center

To set up an appointment, visit the website:

<http://health.rutgers.edu/medical-counseling-services/appointments/>

Scarlet Listeners

scarlet.listeners@gmail.com

Career Resource Center

Get helpful assistance building your resume, finding volunteer opportunities and summer internships. Visit the website for more information: <https://careers.rutgers.edu/>

Statement on Academic Integrity

The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity. Scholarship, by its very nature, is an iterative process, with ideas and insights building one upon the other. Collaborative scholarship requires the study of other scholars' work, the free discussion of such work, and the explicit acknowledgement of those ideas in any work that informs our own. This exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited.

In practical terms, this means that, as students, you must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent. Any breach of this intellectual responsibility is a breach of faith with the rest of our academic community. It undermines our shared intellectual culture, and it cannot be tolerated. Students failing to meet these responsibilities should anticipate disciplinary action.

Academic honesty in writing assignments, examinations, and participation is expected of all students in this class. Academic dishonesty is one of the most serious offenses a student can commit in college. Not only does it violate the University's policy, it severely inhibits your opportunity to develop academically, professionally, and socially.

Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to disciplinary action.

Academic dishonesty may be intentional or unintentional. Here are some examples:

- Plagiarism (copying word for word or even paraphrasing illegitimately, without proper citation or acknowledgment, from any other written, electronic, or online source)
- Cheating on examinations (regardless of whether you are on the providing or receiving side)
- Unauthorized collaboration or receiving unauthorized assistance on an assignment
- Submitting work for one course that has already been used for another course
- Unauthorized distribution of assignments and exams
- Forgery (alteration of college forms, documents, or records, or the signing of such forms or documents by someone other than the proper designee)
- Lying to an Instructor or College official
- Obtaining advance knowledge of exams or other assignments without permission

Plagiarism is the representation, intentional or unintentional, of someone else's words or ideas as one's own. Since words in print are the property of an author or publisher, plagiarizing is a form of larceny punishable by fine. When using another person's words in a paper, students must place them within quotation marks or clearly set them off in the text and give them appropriate footnoting. When students use only the ideas and change the words, they must clearly identify the source of the ideas. Plagiarism, whether intentional or unintentional, is a violation of the property rights of the author plagiarized and of the implied assurance by the students when they hand in work that the work is their own.

Cheating is defined as giving or obtaining information by improper means in meeting any academic requirements. Receiving credit for the same work in more than one course without knowledge or consent of the instructor(s) is a form of cheating and is a serious violation of academic integrity.

Faculty members are responsible for making the initial determination of the academic penalty to be imposed in cases of cheating, plagiarism, or forgery and for informing the department chair, the dean and the student in writing of the alleged violation and proposed penalty. The academic penalty may range, for instance, from a reprimand accompanied by guidance about how to avoid plagiarism in the future to failure for the course. The academic dean may request that the Dean of Students send a follow-up letter to the student indicating that they have also been notified of the academic integrity violation and that subsequent violations will lead to judicial action.

If a student has any question about what constitutes a violation of academic integrity, it is that student's responsibility to clarify the matter by conferring with the instructor and to seek out other resources available on the campus.

Schedule of Weekly Topics and Assignments:

Module	Sec 03	Tues/Thurs 2:15-3:30 pm	Topics for Discussion	Assignment Due	Readings
-	Tu	3-Sep	Introduction to Psychological Science	-	
1	Th	5-Sep	Introduction to Psychological Science; Research Methods in Psychology	-	Ch. 1
1	Tu	10-Sep	Research Methods (continued)	<i>Prepare HW 1</i>	HW Article 1
2	Th	12-Sep	Genes, Neurons, the Central Nervous System, & Neural Pathways	<i>HW 1 Due; Mod 1 DFQ's Due</i>	Ch. 2
2	Tu	17-Sep	Cognitive Neuroscience, Plasticity & Modularity in the Brain	<i>Mod 2 DFQ's Due</i>	Ch. 2
3	Th	19-Sep	Sensation & Perception	<i>HW 2 Due</i>	HW Article 2
3	Tu	24-Sep	Sensation & Perception	<i>Mod 3 DFQ's Due</i>	Ch. 3
4	Th	26-Sep	Attention	<i>Do the Stroop Color-Word Task</i>	cognitivedfun.net
4	Tu	1-Oct	Attention	<i>Mod 4 DFQ's Due</i>	Ch. 8
5	Th	3-Oct	Infant & Child Development	<i>Prepare HW 3</i>	HW Article 3
5	Tu	8-Oct	Infant & Child Development	<i>HW 3 Due; Mod 5 DFQ's Due</i>	Ch. 7
-	Th	10-Oct	MIDTERM EXAM 1 (modules 1-5)	Midterm Exam	EXAM DAY
6	Tu	15-Oct	Cognition: Learning	<i>Mod 6 DFQ's Due</i>	Ch. 4
6	Th	17-Oct	Cognition: Learning	<i>HW 4 Due</i>	Ch. 4, HW 4 article
7	Tu	22-Oct	Cognition: Memory	<i>Mod 7a DFQ's Due</i>	Ch. 5
7	Th	24-Oct	Cognition: False Memory	<i>Mod 7b DFQ's Due</i>	<i>Elizabeth Loftus TedTalk & DFQ's</i>
8	Tu	29-Oct	Cognition: Thinking	-	Ch. 6
8	Th	31-Oct	Cognition: Intelligence	<i>Mod 8 DFQ's Due</i>	Ch. 6
9	Tu	5-Nov	Social Psychology	-	Ch. 11
9	Th	7-Nov	Social Psychology	<i>Mod 9 DFQ's Due</i>	Ch. 11
9	Tu	12-Nov	Social Psychology	-	Ch. 11
10	Th	14-Nov	Personality Theory	<i>Mod 10 DFQ's Due</i>	Ch. 10
10	Tu	19-Nov	Personality Theory	-	Ch. 10
11	Th	21-Nov	Psychological Disorders	<i>Mod 11 DFQ's Due</i>	HW Article 5
11	Tu	26-Nov	Psychological Disorders	<i>HW 5 Due</i>	Ch. 12

-	Th	28-Nov	Thanksgiving Recess -- No Classes	-	-
11	Tu	3-Dec	Psychological Disorders	-	Ch. 12
-	Th	5-Dec	MIDTERM EXAM 2 (modules 6-11)	Midterm Exam	EXAM DAY
-	Tu	10-Dec	Course Review (study guide materials)	Practice Quizzes	Review study guides
-	-	Dec 12 - 15	Reading Period	Studying/Reading	Modules 1-11
Monday Dec 16th 8-11am			FINAL EXAM (modules 1-11)	Cumulative Final Exam	EXAM DAY

Final Exam Scheduling Grid:

<https://scheduling.rutgers.edu/sites/default/files/pdf/FALL%202019%20FINAL%20EXAM%20SCHEDULE.pdf>