

General Psychology 101 -- Section 5
M/W 6:10 - 7:30 SC 123

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 Drop in office times:
 see Announcements on Sakai

Course grader: Evan Alvarez
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My Goals:

- 1) To develop and improve critical thinking skills and learn how to think like a psychologist.
 - critical thinking is the dispassionate examination of factual evidence
- 2) To develop and improve writing and communication skills.
- 3) To acquire a basic understanding of the major areas in the study of psychology and how they interact to explain human thoughts, feelings, and behavior.

SAS Core 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).

Psychology Department Learning Goals:

This course also satisfies the following Psychology Department Learning Goals:

- 1) Students will know the leading terms, concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- 2) Students will apply psychological concepts and content to become engaged citizens.
- 3) Students will use critical thinking, skeptical inquiry, and, when possible, the scientific approach to ask, answer and understand questions related to behavior and mental processes.

Your Text: Whatever you buy, with the caveat that it must be cheap.

Your Work: Your grade will be determined based on the points you earn from assignments and exams. Each of these will be discussed more fully during class. Average work earns you an average grade of C, only truly excellent work will earn an excellent grade of A.

Source	Count	% of Grade
Favorite Terms	12	20%
Term Integrations	3	10%
Section Exams	3	60%
Final Exam	1	10%
Research Participation	7	--

A = >92% B+ = 87-92% B = 82-87% C+ = 76-82% C = 70-76% D = 60-70% F = <60%

Important Notes

- 1) No late homework/paper is ever accepted. Ever.
- 2) If you miss class I will not spend time catching you up without a valid documented reason.
- 3) Class discussion is an integral part of this course. I expect true discourse, which means disagreement, but done in a respectful manner. Insulting language will not be tolerated.
- 4) You may be tested on anything you read, anything I say, or anything your classmates say.
- 5) Take notes on what you read. Highlighters are a complete waste of time. Throw them away.
- 6) If you cheat, which includes plagiarism, you will fail the course. Not the assignment, the course.
- 7) Electronic devices are forbidden. First offense is removal from that class, second offense you fail.
- 8) If you are not performing as well as you would like it is your responsibility to meet with me. Grades can still change dramatically up to mid-semester, but have less chance to change after the second exam. Do not put off a meeting in the hope that you can fix your grade yourself. I am here to help you learn.

Academic Integrity: Integrity is the quality of being honest and having strong moral principles (Oxford English Dictionary, 2016). Any form of cheating, fabrication, or plagiarism violates university rules as well as expectations for human decency.

<http://academicintegrity.rutgers.edu/integrity.shtml>

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students (Rutgers Policy 10.2.13). Even minor violations of the Academic Integrity policy allow me to fail you for the course. And I will. (See <http://policies.rutgers.edu/PDF/Section10/10.2.13-current.pdf> for specifics)

Any instance of cheating or plagiarism will earn you an "F" for the course. It is that simple.

Academic Accommodations: Should you require academic accommodations (e.g., additional testing time, special testing conditions), you must file a request with the Office of Disability Services (Kreeger Learning Center 151 College Avenue, Suite 123, disabilityservices.rutgers.edu). It is your responsibility to self-identify with the Office of Disability Services and to provide me with the appropriate documentation from that office at least two weeks prior to any request for accommodations.

Study habits that you should adopt

Discipline Definitions: Define, *in your own words*, the terms from each discipline. These definitions should be concise but complete and written to be understood by anyone (write them for your relatives). By putting a definition in your own words, you have processed it more deeply.

Discipline Mapping: Create an image of the material based on how *you* organize the info for that discipline. Your map will be most effective if you develop your own categories rather than simply follow a book. Develop an image that you can use to envision the information for organization and recall.

Section Mapping: Create a map of all the disciplines included in a section of the course. These maps should focus on links across disciplines. Section maps that are simply an amalgam of discipline maps are not effective, you need to integrate the information across disciplines.

Assignments and Exams

Research Requirement: Psychology is a scientific discipline that employs numerous research methods. You will read about some of these methods in the assigned articles. You will also be exposed to some of these methods first-hand by participating in research studies of your choice, or by writing papers.

-- All students in Introductory Psychology **must** participate in research --

<https://rutgers-researchpool.sona-systems.com>

Option 1: You can participate in a few experiments by putting in 3 1/2 hours of your time outside of class to earn research credits, which are called an "RPU". You must earn a total of seven (7) "RPU's" (1 RPU for each 1/2 hour of your participation in lab experiments). Participating in web-based or online studies gives you 1/2 RPU per 1/2 hour of online study participation (i.e., half credit) for a maximum of only one hour. In other words, you can earn only 1 RPU from online studies and the rest of the RPUs are earned by participating in 3 hours of in-person participation.

Option 2: You can opt-out of experimental participation by following Option 2, which consists of writing two summaries of research journal articles. More information about both options are located here: <https://psych.rutgers.edu/academics/undergraduate/general-psych-requirement/189-human-research-student-requirements>

Favorite Terms: From the terms for that day, define your 5 favorite terms, each in your own words. Then provide a sentence or two of why each is a favorite term.

APA Content Brief: For each section of the course you will type a one page brief that captures the core content of a research article we are reading for that section. Each brief will cover different areas of an APA paper, and will be described to you in class.

Exams: The exams will cover material from assigned readings and class discussions. Exams will be multiple choice. In these exams you must be able to apply what you have learned to issues and areas that we have not explicitly discussed in class. Knowing a definition is not enough, knowing how to apply knowledge to real world scenarios is also required. Exams will be given during class time. Students who miss a scheduled exam for reasons other than **severe** illness or **extreme** emergency will receive zero credit and have no opportunity to take the exam.

All Course Material is Copyrighted

As the instructor for this course, I own the copyright for all material that I create related to the course. This includes any handouts, templates, instructions, exams, or any other materials provided to you whether in written or electronic form. This also includes the syllabus. Posting any material from this course on any website, ANY website, is a violation of federal law. I repeat: posting any material from this course anywhere on the web is a violation of federal law. Photocopying or printing any material from this course to provide to another individual is a violation of federal law. I repeat: providing any material from this course to anyone, in any form, is a violation of federal law.

Empirical Article Readings

Section 1

Sloutsky, V. M., & Fisher, A. V. (2004). When development and learning decrease memory.

Psychological Science, 15, 553-558.

Belsky, J., Spritz, B., & Crnic, K. (1996). Infant attachment security and affective-cognitive information processing at age 3. *Psychological Science, 7*, 111-114.

Section 2

Macrae, C. N., & Lewis, H. L. (2002). Do I know you? Processing orientation and face recognition.

Psychological Science, 13, 194-196.

Kushlev, K., & Dunn, E. W. (2015). Checking email less frequently reduces stress. *Computers in Human Behavior, 43*, 220-228.

Section 3

Schellenberg, E. G. (2004). Music lessons enhance IQ. *Psychological Science, 15*, 511-514.

Shih, M., Pitinsky, T. L., & Ambady, N. (1999). Stereotype susceptibility: Identity salience and shifts in quantitative performance. *Psychological Science, 10*, 80-83.

Felmingham, K., Kemp, A., Williams, L., Das, P., Hughes, G., Peduto, A., & Bryant, R. (2007). Changes in anterior cingulate and amygdala after cognitive behavior therapy of posttraumatic stress disorder.

Psychological Science, 18, 127-129.

Psych 101 -- Fall 2019 Schedule*^{††}

Wk	Date	Topic/Terms	Readings	Due
1	Sep 2	--	--	--
	Sep 4	Welcome to my world (can I get you a drink?)	--	--
2	Sep 9	What is Psych		Favs
	Sep 11	Motivation & Emotion		Favs
3	Sep 16	Memory		
	Sep 18	Forgetting	<i>Sloutsky & Fisher (2004)</i>	APA Brief 1a
4	Sep 23	Development: Methods & Bio		Favs
	Sep 25	Methods and Analyses		
5	Sep 30	Development: Cog & Soc	<i>Belsky et al. (1996)</i>	APA Brief 1b
	Oct 2	--> EXAM 1		--> EXAM 1
6	Oct 7	Stress		Favs
	Oct 9	Biopsych: Nervous System		Favs
7	Oct 14	Biopsych: Brain		
	Oct 16	Sensation		Favs
8	Oct 21	Perception	<i>Macrae & Lewis (2002)</i>	APA Brief 2a
	Oct 23	Consciousness		Favs
11	Oct 28	Learning: Classical		
	Oct 30	Learning: Operant	<i>Kushlev & Dunn (2015)</i>	APA Brief 2b
10	Nov 4	--> EXAM 2		--> EXAM 2
	Nov 6	Cognition		Favs
11	Nov 11	Intelligence	<i>Schellenberg (2004)</i>	APA Brief 3a
	Nov 13	Social: Self & Cognition		Favs
12	Nov 18	Social: Groups & Influence	<i>Shih et al. (1999)</i>	APA Brief 3b
	Nov 20	Personality		Favs
13	Nov 25	Abnormal		
	Nov 27	Slaughter O' the Fowl		
14	Dec 2	Abnormal	<i>Felmingham et al. (2010)</i>	
	Dec 4	Therapy		Favs
15	Dec 9	Therapy		
	Dec 11	--> EXAM 3		--> EXAM 3

Final Exam: Dec ??? @ ???

*Course ends December 11, 2019. Void where prohibited. ^{††}Schedule subject to change without notice. For further information see your instructor.