

General Psychology Fall 2020

Psychology 101:92

Asynchronous Remote



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My Office: 227 Tillett Hall (second floor, not in the classroom section), Livingston Campus, but do to Covid-19, I will almost never be there!

Zoom Office hours: Tuesdays 10:00 am - 11:00 am and by appointment

Zoom chat hours: twice a week, time TBD by student poll

Read the syllabus all the way to the end. It contains important information. As early as possible in the term, please ask questions about anything you do not understand. Some content of the syllabus may change as circumstances in New Jersey, Rutgers, and our nation change. I will post and distribute any changes that occur.

The format of this class includes pre-recorded lectures, readings, participation in discussion boards, completing quizzes and demonstrations of classic experiments, exams, and discussion.

Canvas is the platform I will be using for presentation of course material, activities and assessments. You will need a reliable internet or wireless connection. Resources and assessments can be accessed via Android or iPhone devices, as well as by laptop or tablet devices.

Gazzaniga's *Psychological Science* is required, with Zaps and InQuisitive. Zaps and InQuisitive should be accessed through Canvas (unless I tell you otherwise). If you purchase a low cost used paper copy of the text, you can purchase Zaps and InQuisitive as stand-alone Apps at the link below.

Our text book is Gazzaniga's Psychological Science with ZAPS and InQuisitive.

ISBN: 978-0-393-66442-3. You can purchase it online at [Link](#) for \$71 plus tax.

If you do not have the appropriate technology for financial reasons, please email Dean of Students deanofstudents@echo.rutgers.edu for assistance. If you are facing other financial hardships, please visit the Office of Financial Aid at <https://financialaid.rutgers.edu/>.

Required Readings/viewings: PowerPoints associated with the topic of each chapter are posted in Modules on Canvas. Pre-recorded videos accompany most PowerPoints. (Hint: you can speed up play of the video and still understand, slowing it down when you need to). Any additional required readings will be announced on Canvas on an *ad hoc* basis.

Optional Readings/video links: Journalistic reports relevant to the topic of each chapter, and some scholarly articles may be posted in Modules. Unless otherwise announced, these are optional, but they have been chosen because the content is interesting and will expand your knowledge and understanding.

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).

Objectives of the course

1. Students will develop a broad understanding of major topics in contemporary psychology.
2. Students will begin to develop the skills to critically evaluate media reports about behavioral research findings.
3. Students will learn basic aspects of research design in psychology and be able to distinguish between correlational and experimental research.
4. Students will be introduced to principles of learning and to meta-cognitive skills important for success in life-long learning.
5. Students will be exposed to applications of psychological knowledge and principles in family, social, clinical, educational, and business settings.

Exams: There will be three exams. The second and final exams will place greatest emphasis on more recently covered material. Exams count as 50% of your grade. Exams are open book, but will be timed. These will contain short answer and multiple choice questions.

Participation in threaded discussion: There will be threaded group discussions for response to chapter material (text book, PowerPoint, recorded lectures) and outside readings and video.

Required On-line quizzes: InQuisitive counts as 20% of your grade. Completion of assigned ZAPS counts as 5% of your grade. In general, assigned quizzes and Zaps are due by midnight, the Sunday after these are assigned. Extensions can be granted on an individual basis. InQuisitive consists of formative assessments and is structured so that you can earn a score of 100% on each assessment.

Threaded discussions: Threaded discussions will begin to be graded when Drop/Add is over (last day is Monday, September 14). Your contributions to discussions count as 25% of your grade. Again, in general these are due by midnight, the Sunday after the topic is assigned. Extensions can be granted on an individual basis.

Before posting in discussions start reading, listening to the assigned materials. Your contributions to discussions are a part of your grade. Explain your understanding of major points. Post your questions about the material AND related questions that you may have. Your classmates may offer responses, and I will answer questions that have not been answered. It will be obvious if you have not read the material. Posts that are made early in the discussion period and reflect that you read/listened to/understood material will receive higher scores. Posts that correctly summarize important concepts, that ask good questions, that correctly answer questions posed by other students will receive better scores than vacuous posts (which are likely to receive scores of 0). Replies that are made EARLIER in the discussion period provide more help to your classmates, and will receive higher scores than response made in the minutes before a deadline. ***Treat the discussion board as a collaborative learning space.***

Research participation units (RPU). Participation in research is required, resulting in accumulation of Research Participation Units (RPU). You are required to accumulate at least 5 RPUs. There are two options for satisfying this requirement (described below). These are NOT EXTRA CREDIT. Failure to earn RPUs LOWERS YOUR GRADE. Departmental policy requires that General Psych students either participate in experiments or write two reports summarizing published scholarly research papers. **Failing to get your RPU requirement completed can ruin a good grade.** Follow this link for more details: https://rutgers-researchpool.sona-systems.com/Default.aspx?ReturnUrl=%2fadd_slot.aspx%3fexperiment_id%3d355&experiment_id=355 If you are under 18, you are exempt from this requirement (in fact, you cannot participate in experiments because you cannot give consent), but you must document your age.

If you do not complete the RPU requirement, your point total will be reduced by half a standard deviation before a grade is assigned. This could reduce your grade from an A to a B, or from a B to a C. Depending on the distribution of points, and how many you've earned, the impact could be even worse.

The deadline for completing RPUs is the week before classes end. If you choose not to participate in experiments, Option 2 requires two one-page papers, each summarizing a research report published in a recognized psychological journal (I suggest *Psychological Science*). There are deadlines for the RPU-Option 2-papers listed in the SONA site. Papers must be submitted electronically via the Canvas website and will be checked for plagiarism. There are not always enough research slots to accommodate all students. Therefore, if you procrastinate on the RPU requirement, you may miss the date for option 2 and not have the opportunity to obtain 5 RPU credits by participating in research. Being a subject in experiments can be interesting, even fun. Completing ZAPS does not count as research participation.

Academic integrity: Sanctions for cheating in any form can result in failing the course or, for more severe violations, temporary or permanent separation from the university. Familiarize yourself with the university's policies on academic integrity by visiting the following website <http://academicintegrity.rutgers.edu/> and reading the material for students. I take violations of the academic integrity policies very seriously and have taken action and will take action against students who violate the policies. Keep in mind that cheating on an exam or a paper can completely derail your future plans and ambitions. A history of an academic integrity violation will keep you out of law school, medical school and most graduate programs.

Consult *Don't Plagiarize: Document Your Research!* For tips about how to take notes so that you don't plagiarize by accident. http://www.libraries.rutgers.edu/avoid_plagiarism
<http://academicintegrity.rutgers.edu/resources-for-students>


Deadlines and "Attendance and Absences": There are no explicit penalties for lack of "attendance". ***If you are seriously ill or injured and miss two or more weeks of assignments or if family problems interfere with schooling for an extended period***, you should notify your dean because that situation is likely to affect all of your grades in all of your courses, and possibly your academic standing.

The university has implemented a system for student self-reporting of incidental "absences". If you are going to be absent or have been absent, some professors expect you to report that through the system. I don't. A link to the Student Self-Reporting of Absences system is posted below. **I do not read these, but am required to include this information on the syllabus.**

<https://sims.rutgers.edu/ssra/>

The schedule of topic coverage is listed below. The dates for exams is unlikely to change, except for hurricanes, blizzards, "second wave pandemic" or other disruptions. **Dates for coverage of topics MAY change.** Exams will not cover topics we have not covered, but may cover some material in assigned readings that was not actively discussed.

Weekly Schedule Section 92: Asynchronous Remote

Week	Dates	Topics	Assignments SEE MODULES
1	Sept 1 - 5	How memory works. What is psychology and what is wrong with psychology? (short version)	Read /listen slides on <i>Memory for Knowledge</i> Lecture Read Chapter 1; Ch1 InQuizitive
2	Sept 6 - 12	How do psychologists conduct research?	Read Chapter 2 Ch2 InQuizitive
3	Sept 13 - 14	How does the nervous system produce thought, emotion, and behavior?	Read Chapter 3 Ch 3 InQuizitive ZAPS: Face Perception
4	Sept 20 - 26	Is consciousness a thing or an illusion? Is it meaningful to ask if we have free will?	Read Chapter 4: Read Libet (posted) Ch 4 InQuizitive
5	Sept 27 - Oct 3	Sensing and perceiving: How does information about the world get into our heads?	Read Chapter 5 Ch 5 InQuizitive ZAPS: Ponzo Illusion
6	Oct 4 - 10	Exam 1 Topics 1 - 5 Time TBA	Read Chapter 6
7	Oct 11 - 17	Memory: From Aristotle to Ebbinghaus, Bartlett, HM, Baddeley, Quiroga, the Mosers and more	Read Chapter 7; Ch 6 & 7 InQuizitive ZAPS: Serial Position Effect AND False Memory
8	Oct 18 - 24	Intelligence, thinking & problem solving: From Galton to Cattell-Horn-Carrol; Flynn; Kosslyn, Tversky & Kahnemann	Read Chapter 8 Ch 8 InQuizitive ZAPS: Stroop Effect
9	Oct 25 - 31	Human Development: Freud & Piaget: what they got right, what they got wrong; attachment, core knowledge theories; adolescence; adulthood and aging	Read Chapter 9 Ch 9 InQuizitive
10	Nov 1 - 7	Emotion and motivation Health & Well Being	Read Chapters 10 & 11 Ch 10 InQuizitive, Ch 11 InQuizitive ZAPS: Recognizing Emotion OR Student Stress
11	Nov 8 - 14	Social Psychology	Chapter 12, Ch 12 InQuizitive ZAPS: Implicit Association Test
12	Nov 15 - 21	Exam 2 (Topics 1 - 11) Time TBA Personality	Read Chapter 13 Ch 13 InQuizitive ZAPS: Big Five
13	Nov 22 - 28 	Psychological Disorders Short week due to Thanksgiving!	Read Chapter 14 Chapter 14 InQuizitive
14	Nov 29 - Dec 5	Psychological Disorders and Treatment	Read Chapter 15 Chapter 15 InQuizitive
15	Dec 6 - 10 (last day of classes)	Catch up, wrap-up and review	Practice Final
16	Final Exam Date and Time TBD	Final Exam	

Grading: Grades will be based on a 100 point system (points will be derived by weighting your scores on InQuisitive, ZAPS completion, exams, threaded discussion)

A: 90 points and above
B+: 85 - 89
B: 80 - 84
C+: 72 - 79
C: 64 - 71
D: 50 - 63

Grades: I do not change grades unless a computational error has been made. Begging, crying, attempted bribes will not work. If you need a certain average, to keep financial aid, or just to keep your parents from nagging you, read the assignments, start working on discussion posts, quizzes, ZAPS, RPU's early, take the quizzes on time, and review frequently by testing your memory for the material. **REACH OUT FOR HELP if you run into trouble. I want my students to learn and succeed.** Elaborative encoding, elaborative rehearsal, and distributed review of course material will lead to greatly improved retention of the material and decent grades in this and almost every course.

Missed exams: Don't miss exams. If you have an unavoidable conflict, let me know ahead of time. In the case of unforeseen difficulties that you credibly explain, we can make arrangements for a makeup.

BE ON TIME FOR EXAMS. If you log in late, you do not get extra time.

Special arrangements: If you are entitled to extended testing time or other testing accommodations, provide me with the documentation from the Office of Disability Services, and I will work with them to arrange alternate administration of your exams and online quizzes. Identify yourself early in the term. If you wait until just before an exam, there may be a considerable delay. There should be no shame or embarrassment in using an accommodation you to which you are entitled.

- Students with disabilities requesting accommodations must follow the procedures outlined at <https://ods.rutgers.edu/students/getting-registered>.
- Full disability policies and procedures are at <https://ods.rutgers.edu/>

If things go horribly wrong in this course, other courses, or your life: the University has many resources to help you. The faculty and staff want you to thrive at the University and to succeed academically and socially. Ask for help as soon as you realize there is a problem. If you don't know what resources are available, these are listed below.

The transition to education at a large university--even (or maybe especially) when learning online-- is difficult for many students. You are not alone and there are resources to help you. These include:

Student-Wellness Services: All of these services are being provided remotely during Fall 2020.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ <http://health.rutgers.edu/medical-counseling-services/counseling/>

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals 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.

Crisis Intervention : <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>

Report a Concern: <http://health.rutgers.edu/do-something-to-help/>

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/>

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

Scarlet Listeners

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

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