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Note: Responses to emails will be typically be within 48 hours, Mon-Fri during regular daytime hours.

Virtual Office Hours

(Available Online via WebEx/Zoom, Email, Phone)

Tues: 1 - 2 pm, EST (Open to All Enrolled Students)

Thurs: 1 - 2 pm, EST (Private, by Appointment Only)

Course Website and Class Materials are Available on Canvas (<https://canvas.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 methods, 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 goal 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.

This is an "asynchronous remote" course and we will be using Canvas (<https://canvas.rutgers.edu/>) as our online learning platform. This course contains self-paced weekly learning modules for students to gain knowledge of fundamental concepts in psychology, meaning that students will be working at their own pace each week. After an initial adjustment period you will be able to cultivate your self-study skills and manage expectations about the ideal amount of time to invest each week for maximal levels of continuous learning.

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 reading and evaluating scientific research.
- 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:
 - Explain and be able to assess the relationship among assumptions, method, evidence, arguments, and theory in social and historical analysis (subgoal i)
 - Apply concepts about human and social behavior to particular questions or situations (subgoal n).

Grading

| | |
|-----|--|
| 30% | Discussion Board Participation (Respond to 10 DBQ's Online in Canvas) |
| 20% | Homework (Pick 2 of 3, Read Articles, Answer Questions, Submit Online) |
| 50% | Quizzes & Exams (Online in Canvas, Dates To Be Determined) |
| 10% | Optional Extra Credit Writing Assignment (To Be Announced) |

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 |



Recommended Textbooks & Homework Readings

"This course has received an 'Open and Affordable Textbooks' award from Rutgers University Libraries. The OAT Program supports textbook affordability at Rutgers by encouraging courses to adopt educational materials that are freely available, available at a low cost (compared to similar courses), or part of Rutgers University Libraries' electronic collections, and thereby free of charge to Rutgers University students. As a student in this course, you will be asked to provide feedback on this initiative at the end of the semester."

YOUR TEXTBOOKS ARE FREE (Yes, FREE, available online for free at no cost to you!)

Full PDF Textbook Option 1.

Kearns, T. & Lee, D. (2015). *General Psychology: An Introduction*. U. of Georgia. Open Access Textbook Online. Download from:

<https://open.umn.edu/opentextbooks/textbooks/general-psychology-an-introduction>

Full PDF Textbook Option 2.

Spielman, R.M., Dumper, K., Jenkins, W., Lacombe, A., Lovett, M., & Perlmutter, M. (2014/2019). *Psychology*. OpenStax, Open Access Textbook Online.

Download from: <https://openstax.org/details/books/psychology>

ISBN-10: 1-947172-07-7

ISBN-13: 978-1-947172-07-4

Supplementary Chapter on Social Psychology

Excerpted from Myers, D.G. & DeWall, C.N. (2018). *Exploring Psychology in Modules*, 12th ed. Worth/MacMillan Publishers.

Lecture slides

Lecture summaries, study guides, practice quizzes, optional extra credit, videos, practice test questions, and homework readings are all available online through our course page in Canvas (<https://canvas.rutgers.edu/>).

Course Requirements and Expectations

This is an online course. We will be exclusively online. Students must have access to a stable reliable internet source for weekly readings, writing assignments, and exams. All of the course materials are provided on Canvas, including links to a free open-source textbook and lecture slides.

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/>.

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 regular required reading assignments will typically involve a textbook chapter and a supplementary 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 to download on Canvas. You must complete TWO to earn full homework credit. You choose which two to do.

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, or early, online in Canvas. Please be mindful of due dates. Late work is not accepted. Homework must be completed and submitted online on or before the due dates.

- **Homework (Choose TWO). These assignments are posted on <https://canvas.rutgers.edu/>.**

Homework Assignment #1. 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.

Homework Assignment #2. Learning and Operant Conditioning (5 pts)**Homework Assignment #3. 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).

Policy on Written Assignments

- Honor Pledge: All of your written work must be done by you and written in your own words using your own thoughts and ideas. Please type your responses directly in the Word file provided on our Canvas page. Remember to cite your sources of information in the references.
- All work must be typed and uploaded to Canvas as per instructions on or before the due dates.
- E-mailed assignments will **NOT** be accepted and will NOT receive credit.
- Do not email your work to the Professor or to the TA.
- Students are expected to submit all assignments on or before the given due date.
- Late work will NOT be accepted and will NOT receive credit.
- All work must be completed and submitted prior to the due date (see syllabus schedule for all due dates). Assignments are expected to be submitted online in Canvas and due dates for submissions are pre-programmed in Canvas. Extensions will NOT be permitted.

Discussion Board

- Discussion Board Questions (CHOOSE 10 DBQ's). These are posted on Canvas in the "Discussions" and "Assignments" links in the main menu: <https://canvas.rutgers.edu/>

**** The DBQ's have a weekly due date of Thursday. Every Thursday the weekly DBQ is due! ****

Everyone has to complete DBQ #1. Then you may choose any 10 of the 14 remaining topic DBQ's. You can do any ten of them, and you can skip four of them. Late DBQ's will not be accepted.

Students are expected to participate in the Discussion Board every week for each topic-specific DBQ's in each weekly module. There are a total of 14 module topics this semester, and each weekly topic has a set of discussion board questions (DBQ's). Each weekly DBQ has an activity or video associated with the topic of the week, and a set of questions. Students have to choose one question to respond to in the forum by creating a "thread" with their responses. Typical responses are about 1 or 2 paragraphs, and you get to choose which question to answer. This weekly activity counts as 30% of your total grade for the participation component of the class.

Quizzes & Exams

There are TWO exams that will all be "unit-based" and that means they are non-cumulative exams. Questions on these exams will focus evenly on topics covered in the weekly slides from each module. 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.

This is an online course, and the Exams will be administered online in Canvas. They will be timed. There will be a specified due date and the link to the online exam will be available on Canvas for the 24-hour period of that specific date, e.g., from 12:00 am until 11:59 pm on the specified date. Students must complete the exam on the specified calendar date within the specified amount of time, typically 80 minutes that is representative of a real class period. Exams will be pre-programmed with a timer that begins as soon as you click on the link. You will **not** be able to pause and start again, so plan accordingly. You will need to complete the test all in one sitting.

NOTE: Please take advantage of the practice quizzes at the end of each chapter in the textbook and some pre-test questions will be posted on our Canvas page to test your knowledge on each topic. Practicing your test-taking skills with self-quizzes are an important part of the learning process and will help you do well in general in all of your courses.

Attendance and Participation Policy

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

Exams are to be taken during the scheduled date during the allotted duration of what would have been a typical class period if we had actually met in person. Please make note the quiz and exam dates on your personal calendar. Ideally you should speak to the Professor during the first two weeks of the semester if you anticipate a problem. We typically cannot schedule alternative exam times for students who have conflicting personal 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 possible. As soon as you are able, you would need to present documentation certifying the legitimacy of your urgent absence during an established exam period. That means you need to show evidence that your emergency really happened. In addition, 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.

We have an established schedule in this course, and students are able to choose a subset of the written assignments. This way you can choose which ones to complete, and some you can skip. Please be mindful of exam dates and mark your calendars. Sometimes emergencies happen, and if so, we need to be sure that there is indeed a serious and compelling reason for missing an exam.

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. Due dates are firm. This work is optional, it is not required. Late work will not be accepted and extensions will not be permitted.

Research Participation Units

Participation in research activities in the psychology department is typically required of students enrolled in introductory psychology courses (PSY 101). Departmental policy recommends that Psych 101 students either participate in experiments (many are offered as online surveys) or write a report summarizing published scholarly research papers, which will result in accumulating Research Participation Units (RPUs). You are required to accumulate at least 5 RPUs. Go to this link for more details: <https://rutgers-researchpool.sona-systems.com/Default.aspx?ReturnUrl=%2f>

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>, Tel: (848) 445-6800.

Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854

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.

Rutgers Library

Rutgers University offers a rich collection of resources online and materials in their physical library locations. Our course will have links to some readings, videos, documentaries, textbook resources, etc., that will be posted in our Canvas course page. Please be familiar with the RU library system (<https://www.libraries.rutgers.edu/>) and log in with your net ID to search and access these materials.

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/>

Student Evaluations of Instruction

We value student feedback. You are responsible for completing the Student Evaluations for this course and for all your courses with an enrollment of five or more students. 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.

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.

Summary of the Current Academic Integrity Policy at Rutgers University:

<http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

[http://nbacademicintegrity.rutgers.edu/home-2/academic-integrity-policy /](http://nbacademicintegrity.rutgers.edu/home-2/academic-integrity-policy/)

Resources for Students:

<http://nbacademicintegrity.rutgers.edu/home-2/for-students/>

Honor Pledge:

All students will need to sign the Rutgers Honor Pledge on every major exam, assignment, or other major form of assessment as follows:

On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment, paper, quiz, etc.).

Preliminary Schedule of Weekly Topics and Assignments
(posted on August 20, 2020)

| Schedule for Fall 2020 | | | | | | |
|------------------------|-------------------------|---------------|--|--|--|--|
| Module | WeekDay (Tu / Th) | Date | Weekly Module Topics (One Topic Per Week in General) | Relevant Readings from Open Access Text #1 | Relevant Readings from Open Access Text #2 | Activity or Assignment Due |
| * | * | * | DBQ = Discussion Board Question HW = Homework | Kearns & Lee (2015) Textbook | Spielman et al. (2019) Textbook | All work should be submitted online in the Assignments Tab in Canvas before 11:59pm on the Due Date. Late work will not be accepted. |
| 1 | Tu | 1-Sep | Introduction to Psychological Science | Ch. 1 | Ch. 1 | |
| | Th | 10-Sep | - Assignment Due in Canvas: Discussion Board Question | | | Module 1 DBQ's Due (submit online in the Assignments Tab in Canvas) |
| 2 | Tu | 8-Sep | Research Methods and Ethics in Psychological Research | Ch. 2 | Ch. 2 | |
| | Th | 10-Sep | - Assignment Due in Canvas: Discussion Board Question | | | Module 2 DBQ's Due in Canvas |
| 3 | Tu | 15-Sep | Social Psychology | Ch. 15 | Ch. 12 | |
| | Th | 17-Sep | - Assignment Due in Canvas: Discussion Board Question | | | Module 3 DBQ's Due in Canvas |
| 4 | Tu | 22-Sep | Personality Theory | Ch. 12 | Ch. 11 | |
| | Th | 24-Sep | - Assignment Due in Canvas: Discussion Board Question | | | Module 4 DBQ's Due in Canvas |
| 5 | Tu | 29-Sep | Psychological Disorders & Treatment | Ch. 13 & 14 | Ch. 15 & 16 | |
| | Th | 1-Oct | Optional Extra Credit "Social Bias" Write Up | see Assignments Tab | | Refer to Module 3 Content |
| | Th | 1-Oct | - Assignment Due in Canvas: Discussion Board Question | | | Module 5 DBQ's Due in Canvas |
| 6 | Tu | 6-Oct | Genes, Neurons, Central Nervous System, & Neural Pathways | Ch. 3 | Ch. 3 | |
| | Th | 8-Oct | - Homework #1 Due in Canvas | | | HW #1 Due in Canvas |
| | Th | 8-Oct | - Assignment Due in Canvas: Discussion Board Question | | | Module 6 DBQ's Due in Canvas |
| 7 | Tu | 13-Oct | Cognitive Neuroscience, Plasticity & Modularity in the Brain | Ch. 3 | Ch. 3 | |
| | Th | 15-Oct | - Assignment Due in Canvas: Discussion Board Question | | | Module 7 DBQ's Due in Canvas |
| Exam 1 | Fri | 16-Oct | Midterm 1 Online (Available from 12 am - 11:59 pm) | Time Limit = 90 min | Access Exam via Canvas | Topic Modules 1 - 7 Only |
| 8 | Tu | 20-Oct | Sensation & Perception | Ch. 4 | Ch. 5 | |
| | Th | 22-Oct | - Assignment Due in Canvas: Discussion Board Question | | | Module 8 DBQ's Due in Canvas |
| 9 | Tu | 27-Oct | Attention | Ch. 7, pp. 190-202 (Section 10) | n/a | Stroop Color-Word Interference Task Online Activity on cognitivedfun.net |
| | Th | 29-Oct | - Assignment Due in Canvas: Discussion Board Question | | | Module 9 DBQ's Due in Canvas |
| 10 | Tu | 3-Nov | Infant & Child Development | Ch. 11 | Ch. 9 | |
| | Th | 5-Nov | - Assignment Due in Canvas: Discussion Board Question | | | Module 10 DBQ's Due in Canvas |
| 11 | Tu | 10-Nov | Learning & Behaviorism | Ch. 5 | Ch. 6 | |
| | Th | 12-Nov | - Homework #2 Due in Canvas | | | HW #2 Due in Canvas |
| | Th | 12-Nov | - Assignment Due in Canvas: Discussion Board Question | | | Module 11 DBQ's Due in Canvas |
| 12a | Tu | 17-Nov | Memory I. Encoding, Storage & Retrieval | Ch. 7, pp. 154-176 (Section 8) | Ch. 8, pp. 253-264 | |
| | Th | 19-Nov | - Assignment Due in Canvas: Discussion Board Question | | | Module 12a DBQ's Due in Canvas |
| 12b | Tu | 24-Nov | Memory II. Problems with Memory & False Memory | Ch. 7, pp. 177-189 (Section 9) | Ch. 8, pp. 265-274 (Section 8.3) | |
| | Wed | 25-Nov | - Assignment Due in Canvas: Discussion Board Question | | | Module 12b DBQ's Due in Canvas - Elizabeth Loftus TedTalk |
| - | Thurs/Fri | Nov 26-27 | Thanksgiving Recess - No Classes | - | - | - |
| 13 | Tu | 1-Dec | Concept Formation & Thinking | n/a | Ch. 7, pp. 217-232 (Section 7.1-7.3) | |
| | Th | 3-Dec | - Homework #3 Due in Canvas | | | HW #3 Due in Canvas |
| | Th | 3-Dec | - Assignment Due in Canvas: Discussion Board Question | | | Module 13 DBQ's Due in Canvas |
| 14 | Tu | 8-Dec | Intelligence | Ch. 10, pp. 255-269 (Section 14) | Ch. 7, pp. 233-252 (Section 7.4-7.6) | |
| | Th | 10-Dec | - Assignment Due in Canvas: Discussion Board Question | | | Module 14 DBQ's Due in Canvas |
| | Th | 10-Dec | Last Day of Classes for Fall Semester! | | | |
| - | Fri - Mon | Dec 1-14 | Reading Period | Review study guides | | Studying/Reading |
| Exam 2 | To Be Determined | TBD | Midterm 2 Online (Available from 12 am - 11:59 pm) | Time Limit = 90 min | Access Exam via Canvas | Topic Modules 8 - 14 Only |
| | | Dec 15-22 | FINAL EXAM PERIOD | | | |