## Rutgers University

## Introduction to Psychology

50:830:101, section 01/02

Course Syllabus

**Spring 2021**

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**Course Description and Objectives:**

Welcome to Introduction to Psychology!

This course provides students with an overview of the field of psychology. Issues to be addressed include: research methods, social, developmental, cognitive, neuro-biological, personality, health and clinical psychology. Through the discussion of classic and cutting-edge research, students will develop an appreciation for the vast array of complex issues central to psychology. Further, exposure to these topics will prepare students to make informed decisions pertaining to their future education, careers, and day-to-day life.

The learning objectives of this course are consistent with the goals of the department. Course activities are designed to assess these learning objectives. Upon successful completion of this course, you should be able to:

• Identify key theories, concepts, and methods in the study of psychology.

• Critically analyze research in the field and distinguish it from popular (i.e., not empirically based) information.

• Increase personal awareness of your own attitudes and behaviors.

**This class will be conducted entirely online using the webpage Canvas.**

Plan to log into Canvas at least a few times a week to complete activities for this course. I recommend setting a schedule for yourself that involves completing class assignments each week on particular days. This will help you to keep track of assignments and stay in a weekly routine.

As much as possible, we will try to stick with a consistent schedule each week. The below calendar displays the course requirements across the week. Most weeks we will cover a module in the class and each module contains consistent requirements. The below table includes the requirements for each module as they will take place across a week.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Sun** | **Mon** | **Tu** | **Wed** | **Th** | **Fri** | **Sat** |
| **Weekly Module Schedule** |
|  | Complete class readings/ review of supplementary materials for this week | Online lecture (in real time) **section 01:** 11:10-11:40am |  | Online lecture (in real time) **section 01:** 11:10-11:40am | Quiz due (based on synchronous lectures and class readings/materials for each module)  |  |
|   |  | Online office hours available w/ Erika 2-3pm  |  | Online lecture (in real time) **section 02:** 3:35-4:05pm |   |  |
|   |  | Online lecture (in real time) **section 02:** 3:35-4:05pm |  | Online office hours available w/ Sabrina 4:30-5:30pm |   |  |

**Course Module Assignments and Point Values:**

There are 12 modules and each module is worth 10 points.

10 points each module x 12 modules = 120 points (out of 200 points for the entire class)

 \*Readings and supplementary material = aim to read/review on Mon or Tues

 (materials will be available in advanced of each week and available under “modules”)

 \*Synchronous lecture (Tues and Th) = 2 points each day (4 points per module)

\*Quiz = 6 points (6 items worth 1 point each)

**Course Readings:** Each week we will cover a different topic in the field of psychology. Readings are drawn primarily from an online textbook. You do NOT need to purchase a book for this course. You will have a more positive experience in this class if you always prepare for class by reading the assigned readings BEFORE class meets synchronously on Tuesdays and Thursdays. Further, each module includes a quiz, which will be based on course readings (as well as live lectures and other materials).

**Synchronous Class Meetings:** Class attendance for **30 minutes** each Tuesday and Thursday is expected. Zoom links for our meetings will be sent out each week and will also be available in the class modules. Zoom records attendance (when you join the class, when you leave, how many minutes you are present) and you will earn 2 points for each class. Some classes, all you need to do is attend, but some classes you will be asked to work on an assignment to submit. The submission will then serve as record of your attendance. Synchronous class time is an opportunity for me to connect with you, explain concepts that may be more difficult, get feedback from you concerning questions and interests you have, and share my enthusiasm for course topics with you. I look forward to getting to know all of my students each semester and hope that having some time together “live” each week will help me to be the best instructor I can be. Live classes will also offer you an opportunity to connect with your classmates in break-out rooms. So that you can have a small class experience within our class, you will be assigned to a **“pod”** of ~7 people. When we work in break-out rooms, you will self-select into the same pod each time so that you can get to know this small group well. (If there are any problems with cooperation within your pod, I expect you to contact me!) You will complete a brief (5 points) end-of-semester activity with the help of your pod. We’ll review “live class etiquette” the first day of class, but you will not need to use video or necessarily need to worry if you don’t have a quiet space in your home during our class time (this is what the mute function is for!).

**Quizzes:** You will be evaluated on your reading of course materials and class discussions by completing online quizzes for each module on Fridays. Because there will be options to earn extra credit points, excuses for missing a quiz will rarely be accepted. Quizzes are intended to help you prepare for exams and provide credit for reading, participating in synchronous classes, and reviewing other class materials. Quizzes will be available all day Friday (opening at midnight and closing at 11:59pm) on Canvas in the Quizzes section and typically consist of 6 items. Quizzes will be timed (15 minutes) to encourage you to work independently and will cover basics from reading material assigned for the week or discussions from the synchronous classes, readings, and other material I ask you to review for each module (e.g., a brief video, a podcast, etc.) Quiz items will be randomly displayed (so students will receive quiz items in different orders) and drawn from a larger pool of questions of comparable difficulty level. These quizzes are designed to keep you on track with reading and other course assignments, but you do not need to plan to study for them if you are doing all of the other course assignments. In addition, you will be asked to complete a syllabus quiz during the first week of the class to encourage you to spend time reading this syllabus carefully and watching the video pertaining to course logistics and grading.

**Midterms and Final Exam:** You will complete two midterm exams during the semester and a final at the end of this course. The exams will be primarily multiple choice and short answer; they are intended to provide me with information about what you have learned as well as what you find interesting in the course. Exams will be taken online, similar to the quizzes, which will serve as practice for online exam taking. (You can also expect to see some of the quiz items on the exams.) Exams must be taken within a 48-hour period, but should only take you 30-60 minutes to complete. Exams will be timed and items will be randomly displayed. No make-up exams will be given unless arrangements are made **prior** to the exam or proof of necessary absenteeism (e.g., a Dr. note) is provided. If you unexpectedly miss an exam, you should contact the instructor immediately.

70 points (of the entire class’s 200 points) will be earned by completing these exams.

 \*Midterm 1 = 20 points

 \*Midterm 2 = 20 points

 \*Final = 30 points

**Participation in Research:**

The Psychology Department of the Camden Faculty of Arts & Sciences has established a policy that students enrolled in Introduction to Psychology (830:101) must either participate as subjects in psychological research activities or complete a designated alternative activity. This policy is designed to enhance students' understanding of the nature of psychological research and to support the research activities of the faculty. At the present time, the research participation option for Introduction to Psychology requires completion of a total of 4 hours worth of credits for participating in research studies (but only 3 if you complete them without missing appointments). The designated alternative activity consists of writing a paper on some aspect of the psychological research process associated with a psychology-related topic. This option must have the prior approval of the instructor, be on a topic selected by agreement between the instructor and the student, and be five (5) pages in length, typed and double-spaced, with appropriate documentation. (Please review the campus policies on plagiarism at [http://academicintegrity.rutgers.edu](http://academicintegrity.rutgers.edu/), if you are not familiar with them). **Failure by a student to satisfy the requirement before the end of the semester, either by completion of 4 hours worth of experiments or by writing an acceptable paper, will result in the student receiving no credit for 10% of the course OR in the student receiving a grade of "Incomplete" ("IN")** for the course (as determined by the course instructor). This "Incomplete" will only be bestowed based on prior arrangement with the instructor, and can only be removed by the student's fulfillment of the requirement. Unless prior arrangements are made with the instructor, all the work needed to remove an "Incomplete" grade should be finished before the start of the following semester.

Additional information about this requirement is in a separate handout, which can be found in Canvas under modules.

**Extra Credit:**

In addition to the regular weekly requirements, you will have opportunities to earn up to 10 points of extra credit across the semester. Some of these options are designed to offer you an opportunity to explore a topic (or topics) you are interested in in more depth and/or to engage with course material in a creative way. See the assignment tab (specific instructions are located on Canvas) for additional information about these options and when they are available and due. The first option is to introduce yourself to the class in a discussion post (2 points). Another option is to attend office hours and ask a good question (not a logistical question or something that is answered on the syllabus). Of course, you can attend office hours for any reason, but extra credit goes for showing up having given an issue some thought (1 point). Most of these extra credit options are linked with particular topics we will be covering in the course. Late assignments will not be accepted, given that a variety of options will be available and are associated with particular class modules.

**Class points**

~Each module (attendance + quiz) = 10 points each (120 points total)

~Midterm 1 = 20 points

~Midterm 2 = 20 points

~Final exam = 30 points

~Syllabus quiz = 5 points

~Final mini project = 5 points

~Extra credit = up to 10 points possible

**Grading**

**The total number of points available in this course = 200**

180-200 points = A

170-179 points = B+

160-169 points = B

150-159 points = C+

140-149 points = C

120-139 points = D

<120 points = F

(up to 10 extra credit points can be added to your grade; see above)

**General Course Policies**

**What to expect from me**

There are a number of things you should expect from me (and any professor). My goal is to help you to learn important and valuable material in this course. To facilitate your learning, I will post announcements regularly (typically 1-2x per week) using the Announcements feature in Canvas. Please make sure your [Canvas Notifications](https://community.canvaslms.com/docs/DOC-10624) are set to alert you to new Announcements immediately. Respond to all of your email communications with me based on the communication guidelines below. I will reach out to you if I notice that you’re falling behind or seem to be struggling. I want to help you succeed.

**Communication**

Please don’t hesitate to reach out to me throughout the semester with any questions or concerns you may have. It’s a good thing to ask for help–it means you’re paying attention and you know what you need–and you are **not** bothering me.

**Check both the syllabus and the class announcements before asking a question.** **Personal questions regarding grades or individual assignments should not be addressed in Canvas**; please email me these questions. I appreciate it when students send professional emails and include their **full name and the course section**. Depending on when you send your email, you can expect a response usually within 24-48 hours. If 48 hours pass without a response, please email me again. I am typically slower in replying to emails in the evening and on weekends.

**What you need to keep in mind**

I have expectations of you as a student in this class. You should keep in mind that this class will be most rewarding for you if you are an active participant in class and view this experience as a collaborative enterprise. To this end, throughout the semester you are encouraged to communicate with your professor (during class time and using email) and are expected to keep up with all readings and assignments. Being unaware of course requirements and expectations is not an excuse for failing to complete any of the assignments in this course.

If you miss one of our synchronous classes, you are expected to watch the recording of the class and/or obtain class notes from a classmate and to stay on top of any of the material you missed. It is your responsibility to become informed of any announcements made in class, although I will do my best to reiterate any announcements made verbally in writing. I also expect you to reply to emails that I send to you (personal emails, not announcements made to the class).

**Academic dishonesty**

Academic dishonesty will NOT be tolerated. Academic dishonesty includes (but is not limited to) cheating on exams and plagiarism. Students caught participating in academic dishonesty will receive a score of zero on the relevant assignment. In addition, instances of academic dishonesty will be referred to the Scholastic Conduct Committee. Sanctions for academic dishonesty range from failing an assignment to failing a course or expulsion from the University. For additional information about Rutgers’ policies concerning academic dishonesty refer to: <http://academicintegrity.rutgers.edu/>.

**Accommodations**

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 at <https://webapps.rutgers.edu/student-ods/forms/registration> and see <https://success.camden.rutgers.edu/disability-services>.

**Inclusivity**

I am committed to diversity and inclusion in this course – both in terms of the material we discuss and in terms of appreciating that we all come from different backgrounds and have unique experiences and histories. Please email me if you would like to be referred to by a different name than the name that will appear on my roster. Rutgers *does* allow students to request a preferred name change on official university documents and systems, [which can be submitted](http://socialjustice.rutgers.edu/trans-ru/on-campus-preferred-name-change/) at this link if you’re interested. However, I understand that all students may not have the ability to have their preferred name displayed officially, and I will use any preferred name you make me aware of informally in this course.

**Food and housing security**

When students face challenges securing food and/or housing, making learning a priority can be difficult. If you’re in this situation, please reach out to the [Dean of Students](https://deanofstudents.camden.rutgers.edu/). If you feel comfortable, please also let me know, and I will do what I am able to connect you to appropriate resources offered by our campus–you are not alone in dealing with these issues.

**Course Schedule**

The following is a ***tentative*** schedule for this course. Dates may change slightly depending on our ***actual*** progress in covering the material. A = articles. T= from the online textbook: https://nobaproject.com/textbooks/charlotte-markey-new-textbook/edit

Assigned articles are available in the modules (and some may be added at a later time).

MODULE TOPIC READINGS/MATERIALS

|  |  |  |
| --- | --- | --- |
| 11/19-22 | Introduction to Psychology | T: Why Science? T: Research Designs |
| 21/25-29 | The Person and the Situation | T: Personality TraitsT: Conformity and ObedienceA: How the Brain Tricks Us Out of Social Distancing |
| 32/1-5 | Early Human Development | T: The Nature-Nurture CaseT: Social and Personality Development in ChildhoodA: Prenatal Testing and the Future of Down Syndrome |
| 42/8-12 | Aging | T: Adolescent DevelopmentT: Aging |
| 2/15-19 | Review for Midterm | Midterm 1 Th-Fri |
| 52/22-26 | The Brain and Neurons | T: The BrainT: NeuronsA: Your Brain is Not for Thinking |
| 63/1-5 | Sensation and Perception | T: Sensation and PerceptionT: Taste and SmellA: Covid Stole My Sense of Smell |
| 73/8-12 | Learning and Decision Making | T: Conditioning and LearningT: Judgement and Decision MakingA: What it Takes to Put Your Phone Away |
| 83/22-26 | Attention and Memory | T: AttentionT: Memory (Encoding, Storage, Retrieval)A: Everyone Knows Memory Fails as You Age. But Everyone is Wrong. |
| 3/29-4/2 | Review for Midterm | Midterm 2 Th-Fri |
| 94/5-9 | Why We (Dis)Like People | T: Prejudice, Discrimination, and StereotypingT: Attraction and Beauty |
| 104/12-16 | Relationships and Health | T: Relationships and Well-BeingT The Healthy LifeA: For a Happier, Healthier 2021… |
| 114/19-23 | Mental Illness | T: History of Mental IllnessT: Mood DisordersA: Mental Health in the Pandemic  |
| 124/26-30 | Anxiety and Therapy | T: Anxiety and Related DisordersT: Therapeutic OrientationsA: Even When I’m Psychotic, I’m Still Me |
| 5/4 | Review for Final |  |