

**PSY 2012  
GENERAL PSYCHOLOGY  
UNIVERSITY OF FLORIDA, SPRING 2019**

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**Office Hours:** M, W (11:30AM – 12:30PM) & by appt.

**Course Information:**  
M, W, F  
Period 4 (10:40-11:30AM)  
PSY 2012  
Section 20941

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## Course Outline

### Social and Behavioral Sciences General Education Subject Area Objectives

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures, and/or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions and the evaluate opinions, outcomes, or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

### General Education Student Learning Outcomes

Category	Institutional Definition	Institutional SLO
<b>CONTENT</b>	Content is knowledge of the concepts, principles, terminology and methodologies used within the discipline.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline.
<b>COMMUNICATION</b>	Communication is the development and expression of ideas in written and oral forms.	Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.
<b>CRITICAL THINKING</b>	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems. These will be accomplished through assignments and assessments given in this course.

### Overview

This course is an overview of major topics in modern psychology, the scientific study of behavior, and mental processes. As a first course in the discipline of psychology, it introduces some of the fundamental concepts, principles, and theories with a consideration for the complexity of human behavior.

### Course Goals

1. To teach you the science of psychology and how it differs from popular interpretation.
2. To provide you with an introduction to different areas within the field of psychology.
3. To teach you the concepts in the field and some of their applications.

## Required Material

**Author:** Lilienfeld

**Title:** Psychology: From Inquiry to Understanding, 4<sup>th</sup> edition

**ISBN:** 9781323785669

Please note that PSY 2012 participates in the UF All Access program for the Spring 2019 semester. Students will have two options to gain access to the required materials when classes begin in January. Students will have a choice to "Opt-In" to REVEL e-book access through a link provided in Canvas the week before classes begin for a reduced price and pay for these materials through their student UF account. Students who do not choose this option will be able to purchase a standalone code or package through the UF Bookstore. All options provide access to the same online materials. You can log in to the Gator1 Central portal and view your participating courses the week before classes begin here:

<https://www.bsd.ufl.edu/G1CO/IPay1f/start.aspx?TASK=INCLUDED> Package ISBN is 9780134761749

## Expectations

1. Attend all classes and carry out the reading assignments listed in this syllabus.
2. Check email and the E-learning website on a regular basis (daily).
3. Submit assignments in proper APA format.  
⇒ This website is a good first resource:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)
4. Format and word your emails professionally. Emails that are formatted incorrectly and unprofessional in tone may take longer to receive a response. There is no reason to include your UF ID in an email.  
⇒ Example of a professional email:

Subject: Course title, topic of concern

Dear (Title)(Last Name),

My name is... I am emailing you because...

Sincerely,

(First Name) (Last Name)

## Attendance

Students will complete in-class assignments in lieu of formal attendance. These assignments will not occur every class, but you will NOT be told in advance whether there will be an assignment on a given day.

## Students with Special Needs

If you are a student with a disability and would like to request disability-related accommodations, you are encouraged to contact the Disability Resource Center as early in the semester as possible. The Disability Resource Center is located in 001 Building 0020 (Reid Hall). Their phone number is 392-8565. If you have a documented disability you must contact me by the January 13, 2019.

## Student Disclosures of Sexual Violence

UF fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as a UF student, the course instructor is required to notify the Title IX Coordinator by completing the report form available at <https://titleix.ufl.edu/report-an-issue/>, emailing [titleix@ad.ufl.edu](mailto:titleix@ad.ufl.edu) or calling (352) 273-1094.

## Grading Scale

Assignment	Points	Percentage of Grade
Unit Quizzes (4@30 points each)	90	31.03%
Midterm Exam	60	20.69%
Last Exam	40	13.79%
Writing/Project Assignments	60	20.69%

In-class assignments	20	6.9%
Research Experience	20	6.9%
Total	290	100%

Grade	Scale	Grade	Scale
A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	E	<60%

Note: Final total percentage points with a decimal value equal to or greater than .5 will be rounded to the next number.

For further information about current UF grading policies for assigning grade points, please see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

The lectures and the readings from the textbooks listed below define the full syllabus of this course. Certain sections of the textbooks that are not examinable are identified in class. Another reason to come to class.

### Assessment

You will be tested in four non-cumulative multiple-choice short quizzes during class hours (see list below for dates) as well as a mid-term assembly exam and a non-cumulative last exam. There are no special exams, optional papers or catch-up projects to compensate for poor exam performance. All quizzes and exams are closed book and closed notes and you will need a #2 pencil for the bubble sheet.

**Quizzes.** Quizzes are designed to your understanding of course material to date and to prepare you for the larger midterm and last exams. Each quiz contains 30 multiple-choice **applied** questions (each question will be worth 1 point). You will be allowed to drop your lowest quiz grade; thus, only three quizzes will be included in your final grade.

**Mid-term and Last exam.** The mid-term is an assembly exam administered on the evening of February 27th. The last exam will be on the last day of class. You will be given 70 minutes total for the mid-term with 60 items and 50 minutes for the last exam with 40 items. We will cover the material for the midterm during first half of the course, and the material for the final during the second half of the course.

Make-up work will only be allowed for interteaching assignments with valid excuse and documentation (e.g., note from doctor, proof of conference attendance).

**Assignment.** There will be 1 large paper group assignment (2 students per group) to complete during the semester. This assignment will be divided into 4 parts to ensure that students are progressing at an appropriate pace to finish by the end of the semester.

- ⇒ Part 1 (10 points; **Due 2/4/19**): Find a recent press article on a topic of interest to your group related to psychology. It does not have to cite a specific study, but it can. Find an entire research article (i.e., not just the abstract) in a peer-reviewed, psychological journal that is related to your press article or is cited by your press article. Create a reference list containing your press article, the journal article, and two additional journal articles, one that cited your original article and one that your original article cited.

- ⇒ Part 2 (20 points; **Due 3/13/19**): Create a rough draft of a review on your topic of interest. You should cite and include at least 5 research articles. This should include 4 sections: an introduction, a brief description of how you found the articles, a general conclusion based on the studies you read, and your opinion on the topic and what future research should investigate
- ⇒ Part 3 (20 points; **Due 4/15/19**): Submit the final draft of your review that has taken comments left on your draft into consideration.
- ⇒ Part 4 (10 Points; **Due 4/15/19**): Rate and review the relative contributions of your peers. These 10 points will be distributed based on a) whether all members of the group complete this review and b) group members' ratings.

The purposes of this assignment are to a) develop writing skills, b) have students make meaningful contact with research literature, and c) promote critical thinking of real-world events through a scientific prospective. This assignments is meant to be thought-provoking and developmental, not difficult. Attending class will contribute to your success on this.

**In-Class Assignments.** These assignments will be used as measures of attendance. Assignments will typically be .5-1 point. There are just under 40 lecture dates scheduled for this semester, so you can reasonably expect an assignment almost every day or every other day. These assignments will take place at the very beginning or end of class and will be distributed into one of four categories:

- ⇒ Reading Quiz: a question on reading that should have been completed prior to class
- ⇒ Lecture Quiz: a question on a topic covered in that day's or the previous day's lecture
- ⇒ Feedback: soliciting feedback from students on how to improve the class
- ⇒ Opinions: A general survey asking to students to respond with their opinion on a topic

### **Research Requirement:**

To familiarize students with psychological research, all students enrolled in PSY 2012 are required to participate in the research process. A form describing this requirement in more detail will be available on Canvas. You will have two options to complete this requirement.

### **Late Work**

Late work will result in a zero unless there is an extreme situation (e.g., hospitalization, family death, etc.). I will inform you if dates change from those posted in the syllabus, but it is the duty of each student to check changes made to E-learning. Submission times are in EST. If you are out of the eastern time zone for any reason, then it is your responsibility to make sure that your submission is on time. Internet issues come up. This is not an excuse for a late submission, unless you have a hardwired connection to the UF internet and proof from UFIT (i.e., a ticket number) that you experienced a connectivity problem. Submit your work several hours before the deadline so that you can deal with any of these issues.

### **Policy for Disputing a Grade**

You will have one week (including weekends and holidays) after any course material grade has been posted to dispute your grade. The exception will be the last exam because there won't be enough time to complete disputes and turn grades in. Disputes will NOT be accepted after that date. If you want to dispute a grade you will need to write a paragraph detailing a) what the dispute is related to (e.g., a specific test question, an area of a paper) and b) what reference you have for believing your response is correct (e.g., page number in the textbook). This should be done for each concern/question that you are disputing. Send your dispute in a private email with this information to the instructor's e-mail address.

### **Honor Code**

**I am not willing to give a passing grade to those who do not abide by the UF honor code. Any student who cheats or helps another student cheat will receive an E (Fail) in this class. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.**

**Preamble: In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.**

**Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:**

**"On my honor, I have neither given nor received unauthorized aid in doing this assignment."**

**It should be clear that academic dishonesty, such as cheating, is NOT tolerated at the University of Florida. Cheating is defined in the University Handbook, and it is the student's responsibility to be familiar with its many forms (including plagiarism). If there is a suspected academic honesty violation, the Student Honor Code Procedures will be followed.**

## **STUDY SKILLS**

This class covers a large amount of material and it is crucial for students to keep up with the reading and study regularly. The MOST IMPORTANT study habits are 1) read the material when it is assigned, 2) read and study the text before and after hearing the lectures on those topics, and 3) study and test yourself in-depth on the days before each exam.

It is very important to read the assigned text by the due date on the syllabus. This reading will provide you with some basic knowledge for each topic, to help you to understand the material more fully when you hear the lectures. A day or two after each lecture, read back over your notes to make sure that you understand everything you have written. Be certain, for example, that you can find a definition in your notes for each new term that was presented in class. Class attendance is not required. However, if you are having difficulty with the material, or if you are not performing as well as you want on exams, you should do the following: attend class EVERY TIME, pay close attention to the lecture, review the terms and alternative hypotheses sections in order to focus your reading, and use good note-taking skills.

Your text is well organized. Important terms are defined separately in the text. Always read the chapter summary and try to answer the questions in the text. Use the text headers to help you identify main ideas, and take note of any definitions in the text. Compare these to the definitions received in class.

You can improve your knowledge and your test scores by reviewing all available learning materials and online resources provided for your text. If a term is not listed there, you do not need to know its meaning for the exam.

If a term is listed there, you should be prepared to answer any question about that concept from class or the book. In addition, I will periodically post a copy of lecture slides on the website after the lectures are completed.

Everyone has a different preferred way of studying. Some students find that outlining the text or rewriting class notes is a good way to study. Others find that flash cards are a good study aid -- they put an important term on one side of the card and put its definition on the other side, maybe with an example (make up your own example if you can). You may benefit from rewriting ideas in your own words, or it may help you to study aloud, defining terms, and explaining theories to a "study buddy." Complete all of the "Complete Review Systems" available in your textbook before the exam.

It doesn't matter which method works best for you -- the important thing is to study and be involved in studying over a period of time. Don't try to cram it all in at the last minute. There will be no worksheets or homework assignments to ensure that you start reading the material early. You will have to take the initiative yourself to get started right away.

**TENTATIVE SPRING 2019 TIME-TABLE**

<b>DATE</b>	<b>LECTURE TOPIC</b>	<b>READING</b>
01/07/19	Welcome to Psy 2012!	None.
01/09/19	Intro to Psych	Chapter 1
01/11/19	Intro to Psych	Chapter 1
01/14/19	Research Methods	Chapter 2
01/16/19	Research Methods	Chapter 2
1/18/19	Methods/Bio Psych	Chapter 3
01/21/19	NO CLASS; Dr. Martin Luther King Jr. Day	
01/23/19	Biological Psychology	Chapter 3
01/25/19	Biological Psychology	Chapter 3
01/28/19	QUIZ 1: INTRO, METHODS, & BIO PSYCH	
01/30/19	Sensation & Perception	Chapter 4
02/01/19	Sensation & Perception	Chapter 4
02/04/19	Consciousness	Chapter 5 – Assignment Part 1 Due
02/06/19	Consciousness	Chapter 5
02/08/19	Learning	Chapter 6
02/11/19	Learning	Chapter 6
02/13/19	Learning	Chapter 6
02/15/19	QUIZ 2: SENSATION & PERCEPTION, CONSCIOUSNESS, & LEARNING	
02/18/19	Memory	Chapter 7
02/20/19	Memory	Chapter 7
02/22/19	Thinking, Reasoning, & Language	Chapter 8
02/25/19	Thinking, Reasoning, & Language	Chapter 8
02/27/19	NO CLASS: ALL-PSY2012 MID-TERM EXAM: COVERS CHAPTERS 1 – 8	
03/01/19	Intelligence	Chapter 9

03/04/19	SPRING BREAK	
03/06/19		
03/08/19		
03/11/19	Human Development	Chapter 10
03/13/19	Human Development	Chapter 10 – Assignment Part 2 Due
03/15/19	Human Development	Chapter 10
3/18/19	Emotion & Motivation	Chapter 11
03/20/19	Emotion & Motivation	Chapter 11
03/22/19	QUIZ 3: INTELLIGENCE, DEVELOPMENT, & EMOTION/MOTIVATION	
03/25/19	Stress, Coping, & Health	Chapter 12
03/27/19	Stress, Coping & Health	Chapter 12
03/29/19	Social	Chapter 13
04/01/19	Social	Chapter 13
04/03/19	Personality	Chapter 14
04/05/19	Personality	Chapter 14
04/08/19	QUIZ 4: STRESS, SOCIAL, & PERSONALITY	
04/10/19	Psychological Disorders	Chapter 15
04/12/19	Psychological Disorders	Chapter 15
04/15/19	Psychological Disorders	Chapter 15 – Assignment Parts 3 & 4 Due
04/17/19	Psycho & Bio Treatments	Chapter 16
04/19/19	Psycho & Bio Treatments	Chapter 16
04/22/19	Psycho & Bio Treatments	Chapter 16
04/24/19	LAST EXAM (chapters 9-16)	

Note: Please read the chapter before the specific class meetings. Course schedule might change as the needs occur. It is your responsibility to keep up with the change by coming to class and stay updated. Also, It is not feasible to cover all of the materials in the textbook during the class meetings. Rather, I will focus on major and important themes in the chapters.

## Online Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

## Campus Resources

### Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

University Police Department: 392-1111 (or 9-1-1 for emergencies).

<http://www.police.ufl.edu/>

### Academic Resources

E-learning technical support: 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu). <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center: Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>

Library Support: <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio: 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints Campus:

[https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>