

# SPRING 2018 SYLLABUS FOR PSY 2012 - GENERAL PSYCHOLOGY

**Instructor:** Sarah Weinsztok

**Office:** PSY392 (if you are facing the front of the building, it is on the opposite side on the third floor)

**Email:** sweinsztok@ufl.edu

**Office Hours:** Mondays before class (12:30-2:30 PM); by appointment if you have a conflict with this time.

**Class Times and Location:** MWF from 3:00-3:50 in PSY 151

## 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 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, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

### **General Education Student Learning Outcomes**

<b>Category</b>	<b>Institutional Definition</b>	<b>Institutional SLO</b>
<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 and Objectives

By the end of this class, you should be able to:

1. Understand science behind psychology and state how it differs from the media's interpretation.
2. State the different areas within the field of psychology and how they are both similar and different from one another.
3. Interpret the strengths, diversity, and relevance of each area of psychology.
4. Analyze each area both critically and theoretically
5. Know the general concepts in the field and how to apply them.

## 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. 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

- You are expected to attend class and carry out the reading assignments listed in this syllabus.
- You are also expected to check your email regularly (at least once a day)
- You are expected to visit E-learning on a regular basis (at least once a day)
- Students typically find that for each hour in class, at least two additional hours are required for preparation.

## Attendance

Attendance will not be taken. However, there are a set number of points attached to in-class assignments that require your attendance in class.

## 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 immediately.

## 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 (3@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 Information (Quizzes and Exams)

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).

### **In-Class Assignments**

A minimum of 12 in-class assignments will be administered at random times over the course of the semester. You will be able to drop 2 of these assignments (or more, if more than 12 assignments are administered). Therefore, ten assignments will count towards your grade. Each will be worth 2 points.

The purpose of the dropped assignments are to account for low scores but also for any missed classes due to illness, University sanctioned events, travel, or other situations. Therefore, no make-ups to in-class assignments will be offered under any circumstances (barring hospitalization for multiple weeks).

### **Group Project: Develop a Research Proposal**

For this project, you will form into groups and develop an applied research proposal based on any topic we discussed in class. This research proposal should be a novel proposal (i.e., not a replication of a study done in the literature), and a relevant extension of prior research on that topic. Your proposal and methods of data collection *must* be feasible, i.e., we could actually complete the study. The purpose of this study is to get you to think critically about how psychological science is conducted, and the time and effort that it takes to develop a study, but also the rewards of garnering scientific knowledge from a study that you developed!

This project should take a good amount of effort; therefore, I am requiring both a draft deadline and a final project deadline.

Draft (5 pts). The purpose of the draft deadline is to ensure that you have met with your group and begun to formulate ideas. This draft may include any number of the following: possible project ideas, how you will collect the data, full proposal draft, strengths and limitations of each proposal idea proposed by the group, delineation of group tasks based on the proposal topic.

- Points will be delivered if a minimum of a list of testable study ideas are written out. However, I will be giving brief feedback to guide your proposal, so giving me more information will help me guide you more effectively and may lead to a better final grade!

Peer evaluation (5 pts). The purpose of the peer evaluation is to provide a contingency for everyone in the group to contribute to the project. I will provide a peer evaluation form on Canvas. You will earn 2 points if you complete the peer evaluation for each of your group members (if group is more than 2 individuals: 0-1 point will be earned if you do not complete the evaluation for all members). You can then earn up to 3 points based on the feedback the group members give about you. Please note that if you have any issues with group members, be open and honest with the group and with me as early as possible. If there are multiple complaints within a group, I may require a group meeting with you to discuss these issues and form a resolution.

Proposal (50 pts). A detailed rubric will be posted onto Canvas. All proposals should be formatted in APA style. The general criteria for the proposal are as follows:

- Introduction. A description of the purpose of the proposal with accompanying background *empirical research* (at least 3 articles) from which your proposal is a logic extension. Statement of significance of the proposed study.
- Methods. An explanation of the research methods that will be designed in which to test your hypothesis.
- Expected Results and Discussion. Based on material learned in class and prior research, an explanation of the expected results, and a discussion which wraps up the relevance of the project and lists future

directions. (You do not need to include a graph of hypothetical data, but you are welcome to do so as it helps facilitate understanding).

### **Research Requirement:**

There is a Psychology Department requirement that all students enrolled in PSY 2012 participate in a research experience. The deadlines for this requirement will be posted on CANVAS the second week of class.

Completion of this requirement affects your course grade based on the amount of research credits you earn.

### **Late Work and Make-ups**

Late work and/or make-ups will not be accepted unless there is an extreme situation

- Examples of acceptable reasons: hospitalization (with accompanying documentation), grievance (i.e. family death, with accompanying documentation)
- NON-examples of acceptable reasons: sickness that does not require hospitalization, technical difficulties, forgetting, missing class assignments due to conflicting events

### **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.

Dispute requirements:

- Write out the question and possible answers, your answer, and a paragraph explaining why your answer is the *most* correct out of all answer choices (if the dispute is for a quiz or exam)
- Include direct references to the material in the text for each question you are disputing
- Include direct references to the material in-text or on the rubric for a dispute on the proposal project
- Send a private email with this information to the instructor's e-mail address.

### **Email Policy:**

It is important that all emails addressed to me are formal and respectful in nature. Please format all subject lines in this manner: Last name, course, brief statement of email's purpose. (e.g. Weinsztok, PSY2012, dispute for in-class assignment 2). Please note that any emails NOT formatted with the subject line in this manner may not receive a response.

Please note that I typically place a 48-hr turnaround on email responses (not including weekends). Therefore, please do not wait until the last minute to email me! If I do not respond within 48 weekday hours, please send me an additional email, briefly prompting me to attend to your initial email.

### **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 plagiarism/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, and a note on the rigor of this class**

Please be aware that, while this is an introductory psychology course, the material covered is extensive both in breadth and in depth. This is a course that requires a significant time commitment to succeed.

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**
- 3) **study and test yourself in-depth on the days before each exam**
- 4) **ASK QUESTIONS if you are confused**

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
- use good note-taking skills
- ASK QUESTIONS

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.

**REMEMBER:** I am here to help you. Please do not hesitate to come to me if you have ANY questions or concerns. There are no incorrect or "bad" questions.

TENTATIVE SPRING 2019 TIME-TABLE		
DATE	LECTURE TOPIC	READING
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	Research Methods	Chapter 2
01/21/19	NO CLASS	
01/23/19	UNIT QUIZ 1: INTRO & RESEARCH METHODS	
1/25/19	Biological Psychology	Chapter 3
01/28/19	Biological Psychology	Chapter 3
01/30/19	Sensation & Perception	Chapter 4
02/01/19	Sensation & Perception	Chapter 4
02/04/19	Consciousness	Chapter 5
02/06/19	Consciousness	Chapter 5
02/08/19	UNIT QUIZ 2: BIO PSYCH, S&P, & CONSCIOUSNESS	
02/11/19	Learning	Chapter 6

02/13/19	Learning	Chapter 6
02/15/19	Learning	Chapter 6
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	MID-TERM EXAM AT NIGHT: COVERS CHAPTERS 1 – 8	NO CLASS
03/01/19	Intelligence	Chapter 9
3/04-3/10	SPRING BREAK	
03/11/19	Human Development	Chapter 10
03/13/19	Human Development	Chapter 10
3/15/19	Emotion & Motivation	Chapter 11
<b>DEADLINE: 03/15/19</b>		Proposal Project Draft Due
03/18/19	Emotion & Motivation	Chapter 11
03/20/19	Emotion & Motivation	Chapter 11
03/22/19	UNIT QUIZ 3: INTELLIGENCE, DEVELOPMENT, & EMOTION/MOTIVATION	
3/25/19	Stress, Coping, & Health	Chapter 12
03/27/19	Stress, Coping, & Health	Chapter 12
03/29/19	Social	Chapter 13
<b>DEADLINE: 3/31/19</b>		Proposal Project and Peer Evaluations Due
04/01/19	Social	Chapter 13
4/03/19	Personality	Chapter 14
04/05/19	Personality	Chapter 14
04/08/19	UNIT QUIZ 4: STRESS, SOCIAL, & PERSONALITY	

4/10/19	Psychological Disorders	Chapter 15
04/12/19	Psychological Disorders	Chapter 15
04/15/19	Psychological Disorders	Chapter15
04/17/19	Psycho & Bio Treatments	Chapter 16
04/19/19	Psycho & Bio Treatments	Chapter 16
04/22/19	REVIEW FOR LAST EXAM	
04/24/19	LAST EXAM (chapters 9-16)	

Note: Please read the chapter **before the first class** in which that chapter will be covered. Syllabus subject to change; I may find additional readings useful to a class. If this is so, you will be notified at least 1 week in advance. 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>