

SPRING 2024 SYLLABUS TEMPLATE FOR PSY 2012 - GENERAL PSYCHOLOGY

Instructor: Konstantina. Sokratous

Section Number: 21379 | 1C05

Class Meeting Time : M,W,F | Period 8 (3:00 PM - 3:50 PM)

Class Meeting Location : PSY 0130

Office location and office hours: PSY 286 | W (4:00 PM – 6:00 PM)

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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 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

Category	Institutional Definition	Institutional SLO
CONTENT	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.
COMMUNICATION	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.
CRITICAL THINKING	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 behind psychology and how it differs from the media's interpretation.
2. To provide you with an introduction to the different areas within the field of psychology.
3. To teach you the concepts in the field and how to apply them.

Course Objectives

By the end of this course, students will be able to:

1. describe a variety of major theories, topics, and issues in psychology.
2. identify the key roles that psychology plays in our everyday lives.
3. gain understanding of the scientific methods as applied to psychological research
4. gain understanding of human behavior, emotion, and mental processes
5. apply psychological knowledge to the real world in problem solving
6. evaluate and synthesize psychological knowledge with critical thinking

Required Material

Author: Lilienfeld, Lynn, Namy

Title: Psychology: From Inquiry to Understanding, 5rd edition

ISBN: UF ALL ACCESS

Please note that this course will be participating in the UF All Access program. Login at the following website and Opt-In to gain access to your UF All Access course materials -

<https://www.bsd.ufl.edu/AllAccess> – UF All Access will provide you with your required materials digitally at a reduced price and the charge will be posted to your student account. This option will be available starting 1 week prior to the start of the semester and ending 3 weeks after the first day of class.

Expectations

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

Attendance

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

Class Demeanor

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

Materials and Supplies Fees

There are no additional fees for this course.

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 so accommodation can be made from that point on.

Sexual Harassment & Disclosures of Sexual Violence

Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here: <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. Please review this policy and contact a university official if you have any questions about the policy.

As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. Title IX violation includes sexual harassment, sexual assault, stalking, domestic/intimate partner violence, etc. For assistance or to inform Title IX any incident(s) that may constitute a Title IX violation, please complete the Title IX Information Form here: <https://titleix.ufl.edu/title-ix-reporting-form/>, or email inform@titleix.ufl.edu, or call 352-273-1094.

UF Policies on Software Use

All faculty, staff, and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine,

newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Course Requirements

Unit Quizzes. There will be four in-class unit quizzes during the semester. Quizzes are designed to assess 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 with each question worth 1 point. The lowest quiz grade will be dropped by the end of the semester; 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 03/01 at X:XXpm in TURL L007**. The LAST exam will be in class and **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. The mid-term and LAST exam will cover the first and second half of the semester, respectively. Please note that this course does **NOT** have a final exam in the final exam week.

Writing/Project Assignment. A British philosopher by the name Aaron Sloman invited researchers back in 1984 to come together and think about the sphere and space of “possible minds”. In this class, all students will be invited to explore the space of possible minds and particularly that of beings incredibly more exotic than humans. The goal of the assignment is to leverage everything you learned in this class about human cognition and psychology to make some definitive statements about what extraterrestrial beings (yes, I want you to talk about ALIENS) must be like, assuming of course they exist. By reviewing concepts in this class involving humans you should be able to infer what is and isn’t possible. In short, allow yourselves to think and imagine extraterrestrial cognition/psychology to explore whether there are other ways to be.

For the completion of this assignment, you have to pick one (or more if you’d like) concept(s) among those covered in class (language, intelligence, social behavior-morality-cooperation, learning, perception/sensation, emotions, consciousness etc) **EXCEPT Chapters 14 and 15**. Once you have your chapter(s), you will need to build your own alien and address one good question related to your of chapter choice. For instance, if you were to ask whether aliens would be able to read our minds, you could think about how psychology (and other fields such as neuroscience) have spent over half century trying to “read minds”, ie leverage the electrophysiology of the brain to think how mind-reading would work in aliens. If you choose language as your concept, then you know that all developing humans learn at least one language and that as children we need to hear language to learn language. So maybe your alien would learn language differently and that would impact its alien language. Or you could ask whether an alien would be able to understand emojis if they landed on earth and knew nothing about human culture. If you were to pick emotion as your chapter, then you could leverage existing knowledge about how facial expressions of emotions are not culturally universal ([link](#)) and ask whether we’d be able to tell if an alien looked mean or if they would cuss/smile/laugh/scream like us ?

Essentially nothing is off limits. This assignment is purely a thought experiment, there are no wrong questions here. I am absolutely **NOT** interested in correct answers, but rather in **thoughtful** answers related to **curious** questions. Let yourselves free to explore. If you want, you can draw on knowledge from other fields such as biology, evolution ([link](#)), chemistry to support your discussion. For instance, we know that society could not exist if we did not have memory, so you might draw on principles of naturally evolved intelligence to make arguments about non-natural intelligences. You might also want to draw on pop culture to discuss alien psychology and how they would socialize, think, or talk (if you do, please tell me where you got the reference from). Just pick something that fascinates you about humans and essentially about you and try to ask questions about how would that exist in a different sphere.

- **Submission** : The paper must be minimum 2 pages long, single spacing, excluding references. All students regardless of their concept of choice and subsequent deriving question, they must also address

the following question in their essay : If aliens exist, why haven't we met them yet ? The answer could be just a few lines. I am not interested in the most obvious answer (they do not exist), I want to hear a potential thoughtful answer as to why we haven't encountered them yet. The deadline for the submission will be **April 17 at 11:59PM**. A **20% late penalty** per day will be applied to late submissions.

- **Feedback** : This project will be a multi-stage submission. Throughout the semester students must submit a draft of their paper (worth 5 points) in order to receive feedback on their question/concept. I will accept drafts at the latest by **March 8 by 11:59 PM**. Feedback will be returned to students by March 22nd.

In-Class Assignments. There will be 11 in class assignments in this class, each worth 2 points. At the end of the semester students the lowest will be. The assignment will be in the format of a single question regarding the lecture of the day.

SONA Research Participation Requirement:

Learning about Psychology requires reading, listening, and doing. There is a Psychology Department requirement that all students enrolled in PSY 2012 participate in a research experience as a supplement to the class. You are therefore required to participate in 7.5 hours of experimental research studies. Please see the CANVAS assignment for very detailed instructions about this assignment. There is also a file uploaded to CANVAS called "SONA Participation Pool". The deadlines for this requirement will be posted on the research requirement document and in the instructions in the assignment the second week of class. Completion of this requirement affects your course grade based on the amount of research credits you earn. Do **NOT** wait until the last minute to complete this requirement. The longer you wait the harder it will be to get all the credits need! When you complete the research experience, you will receive 15 points that are added into your final grade. If you do NOT complete the full number of credits by the deadline, you will receive points at a rate of 1 point per credit completed.

There will not be quiz/exam make-up opportunities unless there is an acceptable reason with evidence that is aligned with the UF absence policy (e.g., illness, serious family emergency, special curricular requirements, religious holidays, etc.). See the UF policy guidance on absences and make-up activities here:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencetext>. Approved Make-up quiz/exam should be completed within one week of the original quiz/exam date. In the situation of multiple exams on the same date, see here for guidance: <https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading-days/> There are no special exams, optional papers or catch-up projects to compensate for poor exam performance. All quiz/exams are closed book and closed notes and you will need a #2 pencil for the scantron sheet.

Grading Scale

Assignment	Points	Maximal 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%

SONA Research Participation	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. 😊

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 explaining the dispute. For exams/quizzes, write out the question on the quiz and a paragraph explaining why your answer is correct with references to the material in the text for each question or writing assignment you are disputing. Then send 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.

REMEMBER!!!!!!! The most important study habits are 1) read all assigned pages by the date they are 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, using the "terms and alternative hypotheses" sections, and all available review sections at the end of each chapter.

TENTATIVE Spring 2024 TIME-TABLE		
DATE	LECTURE TOPIC	READING
01/08/24	Welcome to Psy 2012! & Intro to Psych	Chapter 1
01/10/24	Intro to Psych	Chapter 1
01/12/24	Intro to Psych	Chapter 1
01/15/24	No Class	Holiday
01/17/24	Research Methods	Chapter 2
01/19/24	Research Methods	Chapter 2
01/22/24	Biological Psychology	Chapter 3
01/24/24	Biological Psychology	Chapter 3
01/26/24		Review/Catch up
01/29/24		Quiz 1: INTRO & RESEARCH METHODS, BIO
01/31/24	Sensation & Perception	Chapter 4
02/02/24	Sensation & Perception	Chapter 4
02/05/24	Consciousness	Chapter 5
02/07/24	Consciousness	Chapter 5
02/09/24	Learning	Chapter 6
02/12/24	Learning	Chapter 6
02/14/24		Review/Catch up
02/16/24		Quiz 2: S&P, & CONSCIOUSNESS, LEARNING
02/19/24	Memory	Chapter 7
02/21/24	Memory	Chapter 7
02/23/24	Thinking, Language, and Intelligence	Chapter 8
02/26/24	Thinking, Language, and Intelligence	Chapter 8
02/28/24	In-class Midterm review/Catch up	CHAPTERS 1 – 8

03/01/24	Mid-term Exam @ 8:20pm @XXX	
03/04/24	Human Development	Chapter 9
03/04/24	Human Development	Chapter 9
03/06/24	Human Development	Chapter 9
03/08/24	Emotion & Motivation	Chapter 10
03/11/24	Spring break	
03/13/24	Spring break	
03/15/24	Spring break	
03/18/24	Emotion & Motivation	Chapter 10
03/20/24		Review/Catch up
03/22/24		Quiz 3: INTELLIGENCE, DEVELOPMENT, & EMOTION/MOTIVATION
03/25/24	Stress, Coping, & Health	Chapter 11
03/27/24	Stress, Coping, & Health	Chapter 11
03/29/24	Personality	Chapter 13
04/01/24	Personality	Chapter 13
04/03/24	Social	Chapter 12
04/05/24	Social	Chapter 12
04/08/24		Review/Catch up
04/10/24		Quiz 4: STRESS, & PERSONALITY & SOCIAL
04/12/24	Psychological Disorders	Chapter 14
04/15/24	Psychological Disorders	Chapter 14
04/17/24	Psycho & Bio Treatments	Chapter 15

04/19/24	Psycho & Bio Treatments	Chapter 15
04/22/24		Review/Catch up
04/24/24		LAST EXAM in class (chapters 9-15)

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.

Course Evaluations

"Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>."

Campus Resources

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact 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. <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

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