

PSY2012: GENERAL PSYCHOLOGY (3.00 Credits)

General Information

Instructor: Zhongchi Li

Instructor Email: zhongchili@ufl.edu

Section Number: 16947

Class Meeting Time and Place: M, W, F 3:00 – 3:50 PM at MCCA 1142

Instructor Office Hours & Location: W 4:00 – 5:00 PM at PSY 230 & F 4:00 – 5:00 PM on Zoom

• Contacting Your Instructor •

Please contact me at zhongchili@ufl.edu if you have any concerns or questions regarding the course or course materials. You are also welcome to visit me during my office hours.

Before reaching out via email, please first check whether the information you need is already available in the syllabus, Canvas, course announcements, or previous email communications.

When sending an email, kindly:

- Include “PSY2012” in the subject line.
- Use your official UF email address.
- Maintain a professional and respectful tone.
- End your message with your full name to ensure you are properly identified.

I will make every effort to respond to emails within 48 hours on weekdays. However, due to the high volume of messages I receive, delays may occasionally occur. If you do not receive a reply after three business days, please feel free to send a polite follow-up email.

PSY2012 is part of the General Education State Core (S).

• State Core Course Description •

In this course, students will gain an introduction to the scientific study of human behavior and mental processes. Topics may be drawn from historical and current perspectives in psychology.

• Prerequisites •

There are no required prerequisites to take this course.

• General Education Designation: Social and Behavioral Sciences (S) •

Social Science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. Social and Behavioral Sciences (S) is a sub-designation of Social Sciences at the University of Florida.

These 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.

All General Education area objectives can be found [here](#).

• Course Textbook •

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Author: Lilienfeld, Lynn, & Namy

Title: Psychology: From Inquiry to Understanding (5th 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 1 week prior to the start of the semester and will end 3 weeks after the first day of class.**

• Materials Fee •

N/A

Course Goals

• Course Objectives •

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.

• State Core Student Learning Outcomes •

A student who successfully completes this course will be able to:

1. identify basic psychological theories, terms, and principles from historical and current perspectives.
2. recognize real-world applications of psychological theories, terms, and principles.
3. recognize basic strategies used in psychological research.
4. draw logical conclusions about behavior and mental processes based on empirical evidence.

• 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. This is accomplished through in-class assignments and the quizzes/exams given in this course.
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. This is accomplished through writing the research paper given in this course.
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. This is accomplished through writing the research paper and the quizzes/exams given in this course.

• Subject Area Student Learning Outcomes •

1. Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.
2. Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.
3. Communicate knowledge, thoughts and reasoning clearly and effectively.

Course 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.

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.

Attendance

Formal attendance will not be taken in this course. However, there are a set number of points attached to activities that require your attendance in class.

Academic Policies and Resources

This course complies with all UF academic policies. For information on those policies and for resources for students, please see [this link](#).

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://policy.ufl.edu/regulation/1-006/>. 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/report/> 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.

Graded Work

• Unit Quizzes (32%) •

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; each question is 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. Quizzes are closed-book, closed-note.

• Assembly Midterm (21%) and Last Exam (14%) •

The midterm is an assembly exam; date and time information for the assembly exam will be announced as soon as they become available. The last exam will be taken in class on the last day of class. You will be given 70 minutes total for the midterm (60 items) and 50 minutes for the last exam (40 items). The midterm and last

exams 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.

- Research Proposal Writing Assignment (21%) •

In this major assignment, you will write a short research proposal to demonstrate your understanding of how psychologists turn ideas into testable questions. This project gives you the opportunity to choose a psychological topic of interest, ground it in theory and prior findings, develop clear hypotheses, and design a simple, realistic study that could address your question. You will not collect or analyze data, the focus is on conceptualization, clarity, and structure.

Your proposal will include five key sections: Introduction, Literature Review, Hypotheses, Methods, and Significance, plus proper APA citations and references. This assignment helps build your skills in critical thinking, scientific reasoning, and psychological writing.

Full guidelines and the grading rubric are provided in the Research Proposal Guideline document in Canvas.

- In-Class Assignments (7%) •

Throughout the semester, you will complete 12 short in-class assignments, each worth 2 points. To give you flexibility, the lowest 2 assignment grades will be dropped at the end of the semester.

Each in-class assignment will typically include multiple-choice or short-answer questions that help reinforce key concepts covered in lectures and readings. These activities are designed to support your learning, encourage active engagement, and provide timely feedback.

You will complete these assignments during the scheduled class period, and they cannot be made up.

- SONA Research Participation Requirement (5%) •

The Psychology Department requires that all students enrolled in PSY2012 participate in research. Please note: the deadline to participate in research studies is earlier than the deadline to assign credits to this course. 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 needed! If you are unable to participate in SONA research due to age or simply do not wish to participate in research studies, you may “opt in” to an alternative assignment. More details on this alternative assignment can be found in the SONA instructional document on Canvas.

Grading Scale

Assignment	Points	Approximate Percentage of Grade (Rounded)
Unit Quizzes (4 @ 30 points each)	90	32%
Midterm Exam	60	21%
Last Exam	40	14%
Research Proposal Writing Assignment	60	21%
In-class Assignments	20	7%
SONA Research Participation	15	5%

Total	285	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: A minimum grade of C is required for General Education credit. 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/UGRD/academic-regulations/grades-grading-policies/>**

• 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.

• Make-ups and Late Work •

I do not accept late work or permit quiz or exam make-ups 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.). Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the Catalog. Supporting documentation must be provided within 24 hours of a quiz or assignment's due date to be eligible for a make-up/extension.

Approved assessment make-ups must be completed within one week of the original exam date, barring extreme extenuating circumstances. 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 available at the end of the semester to compensate for poor performance during the semester.

Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Dr. Julie Graber (jagraber@ufl.edu, (352) 273-2128). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

Study Skills

Important study habits that will help you succeed in this class include:

1. Reading all assigned pages by the date they are assigned,
2. Reading and studying the text before and after hearing the lectures on those topics, and
3. Studying and testing yourself in-depth on the days before each exam.

Spring 2026 Course Schedule		
DATE	LECTURE TOPIC	READING
1/12/26 (M)	Welcome to PSY2012!	N/A
1/14/26 (W)	Intro to Psych	Chapter 1.1 – 1.2 (pg. 1 – 19)
1/16/26 (F)	Intro to Psych	Chapter 1.3 – 1.4 (pg. 20 – 40)
1/19/26 (M)	Holiday (No Class)	
1/21/26 (W)	Research Methods	Chapter 2.1 and 2.2 (pg. 43 – 69)
1/23/26 (F)	Research Methods	Chapter 2.3 – 2.5 (pg. 70 – 83)
1/26/26 (M)	Biological Psychology	Chapter 3.1 and 3.2 (pg. 86 – 102)
1/28/26 (W)	Biological Psychology	Chapter 3.3 – 3.5 (pg. 103 – 127)
1/30/26 (F)	Quiz 1: Ch. 1-3	
2/2/26 (M)	Sensation and Perception	Chapter 4.1 and 4.2 (pg. 129 – 148)
2/4/26 (W)	Sensation and Perception	Chapter 4.3 – 4.6 (pg. 148 – 174)
2/6/26 (F)	Consciousness	Chapter 5.1 (pg. 177 – 188)
2/9/26 (M)	Consciousness	Chapter 5.2 – 5.4 (pg. 189 – 214)
2/11/26 (W)	Learning	Chapter 6.1 (pg. 216 – 238)
2/13/26 (F)	Learning	Chapter 6.2 – 6.5 (pg. 239 – 253)
2/16/26 (M)	Quiz 2: Ch. 4-6	
2/18/26 (W)	Memory	Chapter 7.1 and 7.2 (pg. 256 – 279)
2/20/26 (F)	Memory	Chapter 7.3 – 7.5 (pg. 280 – 298)
2/23/26 (M)	Thinking, Language, and Intelligence	Chapter 8.1 and 8.2 (pg. 300 – 317)

2/25/26 (W)	Thinking, Language, and Intelligence	Chapter 8.3 – 8.5 (pg. 318 – 351)
2/27/26 (F)	Midterm Review (In-Class) Assembly Midterm Ch. 1-8	
3/2/26 (M)	Human Development	Chapter 9.1 and 9.2 (pg. 354 – 369)
3/4/26 (W)	Human Development	Chapter 9.3 and 9.4 (pg. 370 – 394 and pg. 396 – 406)**
3/6/26 (F)	Emotion and Motivation	Chapter 10.1 and 10.2 (pg. 408 – 426)
3/9/26 (M)	Emotion and Motivation	Chapter 10.3 – 10.5 (pg. 427 – 455)
3/11/26 (W)	Stress, Coping, and Health	Chapter 11.1 (pg. 458 – 464)
3/13/26 (F)	Stress, Coping, and Health	Chapter 11.2 – 11.4 (pg. 464 – 493)
3/16/26 (M)	Spring Break (No Class)	
3/18/26 (W)	Spring Break (No Class)	
3/20/26 (F)	Spring Break (No Class)	
3/23/26 (M)	Quiz 3 (Ch. 9-11)	
3/25/26 (W)	Social Psychology	Chapter 12.1 and 12.2 (pg. 496 – 517)
3/27/26 (F)	Social Psychology	Chapter 12.3 – 12.5 (pg. 518 – 545)
3/30/26 (M)	Personality	Chapter 13.1 – 13.4 (pg. 548 – 568)
4/1/26 (W)	Personality	Chapter 13.5 and 13.6 (pg. 569 – 587)
4/3/26 (F)	Psychological Disorders	Chapter 14.1 and 14.2 (pg. 590 – 618)
4/6/26 (M)	Psychological Disorders	Chapter 14.3 – 14.6 (pg. 619 – 635)
4/8/26 (W)	Psychological Disorders	Chapter 14
4/10/26 (F)	Quiz 4 (Ch. 12-14) Research Proposal Due at 11:59PM in Canvas	
4/13/26 (M)	Biological and Psychological Treatments	Chapter 15.1 – 15.3 (pg. 638 – 653)
4/15/26 (W)	Biological and Psychological Treatments	Chapter 15.4 – 15.6 (pg. 653 – 677)

4/17/26 (F)	Biological and Psychological Treatments	Chapter 15
4/20/26 (M)	Final Exam Review (In-Class)	
4/22/26 (W)	Final Exam Ch. 9-15	

*Note: Please read the assigned chapter and review any additional assigned materials before the specific class meetings. Course schedule is subject to change if the need arises. It is your responsibility to keep up with any change(s) by coming to class and staying updated. It is not feasible to cover all of the materials in the textbook during the class meetings. I will focus on major and important themes in the chapters, but students are still responsible for all information covered in the text.

**A section of the textbook may contain concepts that do not comply with Florida Statutes covering content in General Education courses as determined by the Board of Governors of the State University System of Florida. Those pages are not required reading, nor are there assignments associated with those concepts.

Research Proposal Writing Assignment Grading Rubric:

Grading Domains	Sub-Areas	Excellent (Full Score)	Fair (Partial Credit)	Poor (Low or No Credit)	Max Points	Received Points
Introduction	• Identify psychological topic • Provide background information • Explain why topic matters • State clear research question	12 pts Topic is clearly explained; strong and relevant background; clear rationale for importance; research question is specific, focused, and testable.	8–11 pts Topic is clear but background or rationale is underdeveloped; question is somewhat general.	0–7 pts Topic unclear or missing; rationale weak; question vague or missing.	12	
Literature Review	• Define concept from textbook • Summarize at least one peer-reviewed article • Connect research to question	10 pts Concept accurately defined; article summarized correctly; strong logical connection to the question.	6–9 pts Concept or article summarized but with limited depth or weaker connection.	0–5 pts Little or no relevant research; inaccurate or unclear explanation.	10	

Hypotheses	• Restate research question • Provide 1–3 testable hypotheses	10 pts Research question restated clearly; hypotheses are specific, directional, and testable.	6–9 pts Hypotheses are present but vague or not fully clear.	0–5 pts Hypotheses are missing, unclear, or irrelevant.	10	
Methods	• Participants • Materials/Measures • Procedure • Design and Variables	16 pts All method components are clearly described (participants, materials, procedure, variables); method is realistic and easy to follow; logically matches the hypotheses.	10–15 pts All components are present but lack some detail or clarity; overall design is still understandable.	0–9 pts Major components are missing or unclear; method does not match hypotheses.	16	
Significance	• Explain why the study matters • Theoretical or practical importance	4 pts Clear and thoughtful explanation of why the study matters; connects to psychological theory or applications.	2–3 pts Relevance stated but vague or underdeveloped.	0–1 pts Missing or irrelevant explanation.	4	
Writing & APA Format	• Organization and clarity • Grammar and mechanics • APA formatting	4 pts Writing is clear, well organized, and easy to read; APA format followed correctly with only minor or no errors.	2–3 pts Some writing or APA issues but still understandable.	0–1 pts Disorganized writing or many APA errors.	4	
Total					60	

In-Class Assignment Rubric:

Score	Description	Criteria for Multiple Choice	Criteria for Short Answer
2 points	Correct and complete response	You selected the correct answer option.	Your response directly and fully addresses the prompt, demonstrates clear and accurate understanding of the concept, and includes key details or examples if needed.
0 points	Incorrect, incomplete, or missing	Your selected option is incorrect or blank.	Your response is missing, off-topic, incorrect, or does not show meaningful understanding of the concept. No partial credit is given.