

# **PSY2012: GENERAL PSYCHOLOGY (3.00 Credits)**

## **General Information**

**Instructor: Sanghee Park**

**Instructor Email:** parksanghee@ufl.edu

**Section Number: 14735**

**Class Meeting Time and Place: M/W/F 10:40-11:30, PSY130**

**Instructor Office Hours & Location: PSY 005J(In the basement of Psychology building), M 12-2pm or by appointment**

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.

**Social and Behavioral Sciences (S):** 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.

All General Education area objectives can be found at <https://curriculum.aa.ufl.edu/general-education/general-education-subject-area-objectives/> .

### **• 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 (5<sup>th</sup> 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
<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. This is accomplished through in-class assignments, writing assignments, and the quizzes/exams given in this course.
<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. This is accomplished through writing assignments 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 in-class assignments, writing assignments, 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](mailto: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 (31%) •**

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.

### **• Writing/Project Assignment(s) (21%) •**

There will be one writing assignment titled "*iThink, Therefore I Am?*" For this assignment, you will apply the psychological knowledge gained throughout the course to explore whether artificial intelligence (AI) systems can truly think, learn, or experience emotions as humans do (after the AI systems and psychological concepts have been discussed and approved by the instructor). See additional details for this assignment on Canvas. The rubric is also at the end of the syllabus.

### **• In-Class Assignments (7%) •**

Throughout the semester, 12 short in-class assignments will be completed randomly. They may occur on any day so attendance at every class is encouraged. The in-class assignments will be brief free response questions to

facilitate critical thinking about lecture content from that day. Students will hand in their responses, written on paper, to the instructor before leaving class. A total of 10 in-class assignments will be graded, thus students will be allowed to drop two in-class assignments at the end of the semester. The description of the grading criteria is listed at the end of the syllabus.

### • SONA Research Participation Requirement (7%) •

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%
Writing/Project Assignments	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 as soon as possible** 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](mailto: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)**

\*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.

### Project Rubric #1

Grading Domains	Excellent	Fair	Poor
<b>AI and Topic Approval (6)</b>	<b>6</b> <ul style="list-style-type: none"> <li>AI system and topic were submitted for approval by the deadline</li> </ul>	<b>4</b> <ul style="list-style-type: none"> <li>AI system and topic were submitted for approval past the deadline</li> </ul>	<b>0</b> <ul style="list-style-type: none"> <li>AI system and topic were never submitted for approval</li> </ul>
<b>Content – Describe and Compare AI and Humans Using Psychological Concepts (10)</b>	<b>8.5-10</b> <ul style="list-style-type: none"> <li>Clearly describes AI example(s) and their relevance to psychology.</li> <li>Integrates psychological theories from the textbook to compare AI and humans in thinking, learning, emotion, and/or consciousness.</li> <li>Uses clear examples and connects psychological theory to evidence.</li> <li>Demonstrates accuracy, depth, and critical thinking.</li> </ul>	<b>5.5-8</b> <ul style="list-style-type: none"> <li>Address 2 out of 3 bullet points</li> <li>Some flaws in thoroughness, accuracy, and critical thinking</li> </ul>	<b>0-5</b> <ul style="list-style-type: none"> <li>Address no more than 1 bullet point</li> <li>Severe lack of thoroughness, accuracy, critical thinking</li> </ul>
<b>Content – Support with Scholarly Evidence (8)</b>	<b>7-8</b> <ul style="list-style-type: none"> <li>Cites 3+ relevant scholarly sources in addition to the textbook.</li> <li>Synthesizes information effectively across sources.</li> <li>Integrates sources seamlessly to support key arguments.</li> <li>Demonstrates accuracy and thoughtful evaluation of evidence.</li> </ul>	<b>4.5-6.5</b> <ul style="list-style-type: none"> <li>Uses fewer than 3 scholarly sources or relies heavily on the textbook.</li> <li>Limited synthesis or shallow integration of evidence.</li> <li>Some flaws in interpretation or connection to the argument.</li> </ul>	<b>0-4</b> <ul style="list-style-type: none"> <li>Lacks scholarly support or inaccurate use of sources.</li> <li>Minimal or irrelevant evidence.</li> <li>Missing or incomplete citation of references.</li> </ul>
<b>Content – Evaluation (8)</b>	<b>7-8</b> <ul style="list-style-type: none"> <li>Critically evaluates whether AI systems are comparable to humans or fundamentally different.</li> <li>Demonstrates originality and higher-order reasoning grounded in evidence.</li> </ul>	<b>5.5-6.5</b> <ul style="list-style-type: none"> <li>Address 1 out of 2 bullet points</li> <li>some flaws in thoroughness, accuracy, critical thinking</li> </ul>	<b>0-5</b> <ul style="list-style-type: none"> <li>Severe lack of thoroughness, accuracy, critical thinking</li> </ul>
<b>Content - Conclusion</b>	<b>7-8</b>	<b>4.5-6.5</b>	<b>0-4</b>

<b>(8)</b>	<ul style="list-style-type: none"> <li>Summarize your main arguments.</li> <li>2+ specific opportunities for future research are identified.</li> <li>Demonstrates accuracy and thoughtful evaluation of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Address 1 out of 2 bullet points</li> <li>Or address 2 bullet points but with some flaws in thoroughness, accuracy, and critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Severe lack of thoroughness, accuracy, critical thinking</li> </ul>
<b>Organization (10)</b>	<b>8.5-10</b> <ul style="list-style-type: none"> <li>Each paragraph has a clear topic sentence. Supporting details are relevant and contribute to the main idea of the paragraph.</li> <li>Sentences and ideas are connected and flow together smoothly.</li> <li>Provides empirical evidence to support arguments.</li> <li>Perfectly fulfill clarity, logic, and coherence in writing</li> </ul>	<b>5.5-8</b> <ul style="list-style-type: none"> <li>Address 2 out of 3 bullet points</li> <li>Or address more than 2 bullet points but some flaw in clarify, logic, and/or coherence</li> </ul>	<b>0-5</b> <ul style="list-style-type: none"> <li>Address no more than 1 bullet point</li> <li>Severe lack of clarify, logic, and/or coherence</li> </ul>
<b>Writing (5)</b>	<b>4-5</b> <ul style="list-style-type: none"> <li>Sentences are clear and concise</li> <li>Use formal language</li> <li>No or minimum grammatical &amp; spelling errors</li> </ul>	<b>2.5-3.5</b> <ul style="list-style-type: none"> <li>Have 3-5 minor errors in writing</li> <li>Most parts use formal language with clarity and conciseness</li> </ul>	<b>0-2</b> <ul style="list-style-type: none"> <li>Not writing clearly and concisely</li> <li>Not using formal language</li> <li>Pervasive errors</li> </ul>
<b>Compliance to directions (5)</b>	<b>4-5</b> <ul style="list-style-type: none"> <li>Use APA format correctly for in-text citations and reference page</li> <li>Disclosure of use of generative AI</li> <li>Meets length requirement (3-6 pages)</li> </ul>	<b>2.5-3.5</b> <ul style="list-style-type: none"> <li>3-5 APA format errors</li> <li>Incomplete disclosure of use of generative AI</li> <li>Meets length requirement</li> </ul>	<b>0-2</b> <ul style="list-style-type: none"> <li>5+ APA format errors</li> <li>No disclosure of use of generative AI, OR</li> <li>Does not meet length requirement</li> </ul>
<b>Total (60)</b>			

### In-Class Assignment Rubric:

Completion (2 points each post up to 20 points). To receive full points:

- Write at least one paragraph.
- Address the prompt fully.
- Be respectful