

**PSY2012: GENERAL PSYCHOLOGY (3.00 Credits)**  
**SPRING 2026 SYLLABUS**

**General Information**

**Instructor:** Chun-Che Hung

**Instructor Email:** [hung.ch@ufl.edu](mailto:hung.ch@ufl.edu)

**Section Number:** 22851

**Class Meeting Time and Place** (*please note that each day's classroom is different*):

**Tuesday** 4:05 PM - 6:00 PM; **PSY 0151**

**Thursday** 4:05 PM - 4:55 PM; **WEIM 1094**

**Instructor Office Hours:**

**Location:** PSY 005J (Ground Floor of Psychology Building)

**Meeting time:** **TBD**

**Office Phone (if applicable):** N/A

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 (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 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 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 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%) •**

This is the area for you to develop your own writing/project assignments. They should not be tests/quizzes, but rather writing assignments, projects, response papers, etc. You may have 1-3 writing assignments throughout the semester, with the last assignment's deadline no later than two weeks before the last exam. This ensures you have enough time to finish grading your writing assignment(s) before the last exam and final grade calculations. Some instructors choose to have one big research paper or project paper that students work on for the duration of the semester, rather than multiple smaller ones; either way is fine, so long as everything is graded before the last exam.

### **• In-Class Assignments (7%) •**

This is the area for you to develop your own in-class assignments. Normally, graduate instructors design 11-12 in-class assignments (each worth 2 points) and drop the 1 or 2 in-class assignments with the lowest grades at the end of the semester.

• **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**

<b>Assignment</b>	<b>Points</b>	<b>Approximate Percentage of Grade (Rounded)</b>
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%
<b>Total</b>	<b>285</b>	<b>100%</b>

<b>Grade</b>	<b>Scale</b>	<b>Grade</b>	<b>Scale</b>
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 ([jgrabber@ufl.edu](mailto:jgrabber@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
1/13/26 (T)	Welcome to PSY2012! Intro to Psych	Chapter 1 (pg. 1 – 40)
1/15/26 (R)	Research Methods	Chapter 2.1 and 2.2 (pg. 43 – 69)
1/20/26 (T)	Research Methods Biological Psychology	Chapter 2.3 – 2.5 (pg. 70 – 83) Chapter 3.1 and 3.2 (pg. 86 – 102)

1/22/26 (R)	Biological Psychology	Chapter 3.3 – 3.5 (pg. 103 – 127)
1/27/26 (T)	<b>Quiz 1: Ch. 1-3</b> Sensation and Perception	Chapter 4.1 and 4.2 (pg. 129 – 148)
1/29/26 (R)	Sensation and Perception	Chapter 4.3 – 4.6 (pg. 148 – 174)
2/3/26 (T)	Consciousness	Chapter 5 (pg. 177 – 214)
2/5/26 (R)	Learning	Chapter 6.1 (pg. 216 – 238)
2/10/26 (T)	Learning Memory	Chapter 6.2 – 6.5 (pg. 239 – 253) Chapter 7.1 and 7.2 (pg. 256 – 279)
2/12/26 (R)	<b>Quiz 2: Ch. 4-6</b>	
2/17/26 (T)	Memory Thinking, Language, and Intelligence	Chapter 7.3 – 7.5 (pg. 280 – 298) Chapter 8.1 and 8.2 (pg. 300 – 317)
2/19/26 (R)	Thinking, Language, and Intelligence	Chapter 8.3 – 8.5 (pg. 318 – 351)
2/24/26 (T)	Midterm Review (In-Class)/Catch up	Chapters 1-8
2/26/26 (R)	<b>Assembly Midterm Ch. 1-8</b> Human Development	Chapter 9.1 and 9.2 (pg. 354 – 369)
3/3/26 (T)	Human Development  Emotion and Motivation	Chapter 9.3 and 9.4 (pg. 370 – 394 and pg. 396 – 406)** Chapter 10.1 and 10.2 (pg. 408 – 426)
3/5/26 (R)	Emotion and Motivation	Chapter 10.3 – 10.5 (pg. 427 – 455)
3/10/26 (T)	Stress, Coping, and Health	Chapter 11 (pg. 458 – 493)
3/12/26 (R)	<b>Quiz 3 (Ch. 9-11)</b>	
3/17/26 (T)	Spring Break (No Class)	
3/19/26 (R)	Spring Break (No Class)	
3/24/26 (T)	Social Psychology	Chapter 12 (pg. 496 – 545)
3/26/26 (R)	Personality	Chapter 13.1 – 13.4 (pg. 548 – 568)
3/31/26 (T)	Personality Psychological Disorders	Chapter 13.5 and 13.6 (pg. 569 – 587) Chapter 14.1 and 14.2 (pg. 590 – 618)

4/2/26 (R)	Psychological Disorders	Chapter 14.3 – 14.6 (pg. 619 – 635)
4/7/26 (T)	<b>Quiz 4 (Ch. 12-14)</b> Biological and Psychological Treatments	Chapter 15.1 – 15.3 (pg. 638 – 653)
4/9/26 (R)	Biological and Psychological Treatments	Chapter 15.4 – 15.6 (pg. 653 – 677)
4/14/26 (T)	Biological and Psychological Treatments	Chapter 15
4/16/26 (R)	Final Exam Review (In-Class)	
4/21/26 (T)	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.



Project Rubric #1

Grading Criteria	Points	Excellent	Fair	Poor
Personal life experience/Topic approval	5	<b>5</b> <ul style="list-style-type: none"> <li>Experience and topic were submitted for approval by the deadline</li> </ul>	<b>3</b> <ul style="list-style-type: none"> <li>Experience and topic were submitted for approval past the deadline</li> </ul>	<b>0</b> <ul style="list-style-type: none"> <li>Experience and topic approval were never submitted for approval</li> </ul>
Introduction	10	<b>9-10</b> <ul style="list-style-type: none"> <li>Introduction is separate from the body paragraphs</li> <li>Summary of personal experience is clear and concise and demonstrates a connection to the psychological topic(s)</li> <li>Topic is described in enough detail to describe the content of the paper</li> <li>Topic is linked back to course textbook chapter</li> <li><b>Show thoroughness, accuracy, and critical thinking</b></li> </ul>	<b>4-8</b> <ul style="list-style-type: none"> <li>Personal experience is somewhat summarized but the link between the experience and psychological topic is not well described or clear</li> <li>Topic is described somewhat but is lacking detail</li> <li>Link to chapter from course textbook is missing</li> <li>Some flaws in thoroughness, accuracy, critical thinking</li> </ul>	<b>0-3</b> <ul style="list-style-type: none"> <li>No introduction</li> <li>No summary of personal experience or is not linked to the psychological topic</li> <li>Psychological topic poorly described</li> <li>Severe lack of thoroughness, accuracy, critical thinking</li> </ul>
Body Paragraphs: Topic Content	10	<b>9-10</b> <ul style="list-style-type: none"> <li>Text describes topic thoroughly and in appropriate detail</li> <li>Text relates the topic to the personal experience</li> <li>At least 3 sources are cited and discussed throughout the body paragraphs</li> <li>All information is accurate</li> </ul>	<b>4-8</b> <ul style="list-style-type: none"> <li>Text describes the topic in some detail</li> <li>Text somewhat links the topic to the personal experience</li> <li>Less than 3 sources are cited throughout the body paragraphs</li> <li>Most information is accurate</li> <li>Some flaws in</li> </ul>	<b>0-3</b> <ul style="list-style-type: none"> <li>Text does not adequately describe the topic</li> <li>The topic is not linked to the personal experience</li> <li>No sources cited or discussed throughout the body paragraphs</li> <li>Information is inaccurate</li> <li>Severe lack of thoroughness,</li> </ul>

		<ul style="list-style-type: none"> <li>● <b><i>Show thoroughness, accuracy, and critical thinking</i></b></li> </ul>	thoroughness, accuracy, critical thinking	accuracy, critical thinking
Body Paragraphs: Critical Analysis	10	<b>9-10</b> <ul style="list-style-type: none"> <li>● Evidence provided clearly supports the claim that the personal experience reflects in the topic(s)</li> <li>● All ideas are well thought out and demonstrate critical thinking</li> <li>● Connections between scholarly sources, topic and personal experience are clear</li> <li>● <b><i>Show thoroughness, accuracy, and critical thinking</i></b></li> </ul>	<b>4-8</b> <ul style="list-style-type: none"> <li>● Evidence provided somewhat supports the claim that the personal experience reflects in the topic(s)</li> <li>● Ideas presented are not high-level critical evaluations</li> <li>● Connection between scholarly sources, topic and personal experience is not clear</li> <li>● Some flaws in thoroughness, accuracy, critical thinking</li> </ul>	<b>0-3</b> <ul style="list-style-type: none"> <li>● Evidence provided does not adequately support the claim that the personal experience reflects in the topic(s)</li> <li>● Ideas do not demonstrate critical thinking</li> <li>● No scholarly sources to be connected to the topic and personal experience</li> <li>● Severe lack of thoroughness, accuracy, critical thinking</li> </ul>
Conclusion	6	<b>5-6</b> <ul style="list-style-type: none"> <li>● Conclusion paragraph thoroughly and clearly summarizes the content of the paper</li> <li>● No additional information is added in the conclusion</li> <li>● No additional citations appear in the conclusion</li> <li>● 2+ specific opportunities for future research are identified</li> <li>● <b><i>Show thoroughness, accuracy, and critical thinking</i></b></li> </ul>	<b>2-4</b> <ul style="list-style-type: none"> <li>● Conclusion somewhat summarizes paper content</li> <li>● Additional information was added in the conclusion</li> <li>● Additional citations appear in the conclusion</li> <li>● Less than 2 specific opportunities for future research are identified</li> <li>● Some flaws in thoroughness, accuracy, critical thinking</li> </ul>	<b>0-1</b> <ul style="list-style-type: none"> <li>● No concluding paragraph</li> <li>● Significant additional information is added in the concluding paragraph</li> <li>● No specific opportunities for future research are identified</li> <li>● Severe lack of thoroughness, accuracy, critical thinking</li> </ul>

Organization	9	<b>8-9</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>Paragraphs are well organized, comprehensive and flow well</li> <li>Ideas are well developed and clearly expressed</li> <li>Writing is easy to read and comprehend</li> </ul>	<b>4-7</b> <ul style="list-style-type: none"> <li>Most paragraphs have clear topic sentences. Most supporting details are relevant and contribute to the main idea of the paragraph</li> <li>Paragraphs are somewhat organized, comprehensive and flow</li> <li>Ideas could be developed further or expressed more clearly</li> <li>Writing is mostly clear and easy to read, but could be improved</li> </ul>	<b>0-3</b> <ul style="list-style-type: none"> <li>No paragraph has a clear topic sentence. Supporting details are not relevant and do not contribute to the main idea of the paragraph</li> <li>Paragraphs are not organized, comprehensive and flow</li> <li>Ideas are not developed or clearly expressed</li> <li>Writing is not clear or easy to read</li> </ul>
Compliance to directions	5	<b>4-5</b> <ul style="list-style-type: none"> <li>Reference section is at end of paper and accurate</li> <li>Proper APA format</li> <li>All citations appear in the body paragraphs</li> <li>At least 3 citations total</li> <li>Disclosure of use of generative AI</li> </ul>	<b>2-3</b> <ul style="list-style-type: none"> <li>Reference section is not at end of paper</li> <li>Citations are not in APA format</li> <li>Some do not have in-text citations</li> <li>Less than 3 citations total</li> <li>Incomplete disclosure of use of generative AI</li> </ul>	<b>0-1</b> <ul style="list-style-type: none"> <li>No references section is included in the paper</li> <li>Less than 3 sources</li> <li>References cited that are not used in the body paragraphs</li> <li>No disclosure of use of generative AI</li> </ul>
Grammar and formatting	5	<b>4-5</b> <ul style="list-style-type: none"> <li>No large grammar or typo mistakes</li> <li>All font is 12 pt and Times New Roman</li> <li>Margins are 1"</li> <li>Text is double spaced</li> <li>Within the 3-5 pages</li> </ul>	<b>2-3</b> <ul style="list-style-type: none"> <li>Some issues with: <ul style="list-style-type: none"> <li>Typos</li> <li>Grammar</li> <li>Formatting</li> </ul> </li> <li>Close to the 2-5 pages limits</li> </ul>	<b>0-1</b> <ul style="list-style-type: none"> <li>Major issues with: <ul style="list-style-type: none"> <li>Grammar</li> <li>Typos</li> <li>Formatting</li> </ul> </li> <li>Significantly outside of the 3-5 pages limits</li> </ul>
Total	60			

## In-Class Assignment Rubric

Generally, there will be five different in-class assignments/activities. Each assignment/activity will consist of 2–4 questions. Below is an example of the type of assignment I plan to include in class:

Write a description of any research design (e.g., correlational, observational, case study, or experimental):

1. What is the hypothesis?
2. Which research design would be best?
3. What are the independent and dependent variables?
4. What is one potential confounding variable you would need to consider?

Points are graded based on both accuracy and completeness for each assignment/activity. For accuracy, you must provide correct answers to earn full credit. For completeness, you must respond to all required questions.

Grading Criteria	Points	Description
Accuracy	0-2	Answers provided are correct and demonstrate understanding of the material.
Completeness	0-2	All required questions for the activity are answered.
Total	4	