PSY 2012: General Psychology (Section 4G49-LEC; #21860)
Fall 2019 – Dr. James A. Shepperd

Office: 271 Psychology Building
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Classroom: CSE A101
Class Time: MWF3 (9:35-10:25am)
Office Hours: M4-5, W5

Home Page: https://people.clas.ufl.edu/shepperd/

Teaching Assistants:
• Val Wongsomboon, v.wongsomboon@ufl.edu, 311-I Psychology, office hours: F 1:00pm-4:00pm
• Jamie Newland, jnewland96@ufl.edu, 311-B, office hours: R 8:30am-11:30am


Comment on the Textbook: I assign an online textbook that costs between $75 and $80. This class is part of the UF All Access program in fall 2019. Students have two options to gain access to the textbook.

1. Option 1: You can “Opt-In” to REVEL e-book access through a link provided in Canvas the week before classes begin for a reduced price and pay for these materials through your UF account. You can log in to the Gator1 Central portal and view your participating courses the week before classes begin here: https://www.bsd.ufl.edu/G1CO/IPay1f/start.aspx?TASK=INCLUDED

2. Option 2: You can purchase a standalone code to REVEL in the UF Bookstore.

Regardless of the option, the access code gives you access to videos, quizzes and other stuff that may be helpful in studying. Both options provide access to the same online materials. Once you have registered your access code, you also have the option to purchase a print version of the textbook for an extra $20. The print version is a loose-leaf version of the text, which you can place in a 3-ring binder. You can purchase the print version online directly from Pearson and I hear it arrives in 3-4 days.

You can skip the access code and purchase a bound, hardcopy of the textbook directly from Pearson, from Amazon.com, or from the used book market. I have seen prices ranging from $40 to $212. Note: If you purchase the text from these alternative sources, you do not get an access code and thus cannot access to audio, videos, quizzes and interactive content that come with the access code.

The quizzes that are part of the online textbook do not count toward your grade in any way. However, you may find them helpful as you study. They force you to review the material and test whether you have acquired a basic knowledge of the material. However, they are not particularly representative of the items that will appear on the in-class exams. For more representative exam items, see the end of this syllabus.

Required Class Assignment. So that I might know more about you, you must bring an 8½” x 11” sheet of paper to the next class on which you provide the following:

1. Picture – Not a copy of your license or student ID. If more than one person appears in the picture, make clear who you are. You must be willing to part with the picture because I will not return it.
2. Name, home town, email address, year in school
3. A short explanation for why you are taking the course
4. Something interesting about you – The point of information is to provide me a way to remember you. Thus, tell me something about yourself that makes you distinct from other people.
5. Posting Decision – At the beginning of every class I will display the name, picture, and “interesting fact” for 8-12 students on a power point slide. It allows you to learn about other students in the class. If you do not want your picture/information displayed, indicate “Do not post” at the bottom of your sheet.
Course Overview/Goal. Psychology is the study of behavior and mental processes. It is a broad, theory-based discipline that addresses topics ranging from language to memory to intelligence, psychopathology to social relations. The course goal is to provide you with an overview of psychology.

Reading Assignments. Attached are the reading assignments for the entire semester. Please complete the reading assignments prior to the start of the week for which they are assigned. One purpose of lectures is to amplify, explain, demonstrate, and refine the content of the textbook. These objectives are difficult to attain if you are exposed to a topic for the first time during lecture. Your abilities to discover those areas which you don't clearly understand, to ask meaningful questions, to contribute to discussion, and to incorporate new knowledge into what you already know are entirely founded on reading the assignments before the lectures.

I was once a student. I know how easily it is to fall behind in readings (or not to do the readings at all). I also skipped a class or two (or three, or four…) in my years as a student. Here is the reality of things. It is possible to pass this class (that is, get at least a D) and never crack the book, as long as you never miss a class and take excellent notes. It is also possible to pass the course and never attend class, as long as you read and study the book very carefully. In other words, there is some overlap between reading and lecture. However, if you hope to receive a grade higher than D+, I advise you to attend class AND read the assigned readings.

Psychology is a theory-based enterprise built on ideas. The ideas originated from scientists from around the world doing research. For this course, the ideas are more important than the people who generated the ideas. Thus, with a few exceptions, I will not require you memorize the names of researchers or the dates that studies were published. The exceptions are scientists who have made a substantial contribution to psychology, so much so that their names appear frequently in the material. A good rule of thumb is that if it is in my power point slides, it is worth remembering.

Students with Disabilities. If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible. I must know of any accommodations you require before the exams. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Examinations. I have scheduled five noncumulative exams for the semester. The exams will consist of multiple-choice items. I offer no special exams, optional papers, or projects to compensate for poor exam performance. So, do well on the exams. I allow make-up exams only for verified reasons. In the event that illness, death (preferably not your own), or traumatic event forces you to miss a regularly scheduled exam, I must receive documentation from an appropriate authority (e.g., physician, dean of your college) within 48 hours of the exam. If you must miss an exam because of a religious event or a university function, you must notify me at least 24 hours in advance of the exam or you will receive a zero for the missed exam and will not be allowed to take the make-up exam. You must make up an exam within two weeks of when it was missed. In addition, it is your responsibility to arrange with the TA the time and place of the make-up. If you plan to miss an exam because, for example, you would like to take an extended holiday break, then I suggest that you drop this course.

None of you has taken a class from me before now. Thus, you are unfamiliar with my exams. Moreover, students typically underestimate the difficulty of psychology classes. Because the material is inherently interesting and some of it may seem to be common sense (after you hear it), students tend to prepare inadequately for the first exam. I have taken two steps to help students who might be overly optimistic prior to the first exam. First, I have prepared several practice exams. The first appears at the end of the syllabus. The items on the practice exam represent of the type of items that will appear on the first exam. Second, the first exam is worth less than 10% of your grade. Thus, if you do poorly on the first exam, you can still raise your grade on later exams.
The exam items are a mix of basic and applied questions. In some instances, I ask questions addressing basic facts about the material covered in text or lecture. More often, I ask questions that require that you apply the material you have learned in class and from the text to new situations. These items require not only knowing the definitions of terms and meanings of theories, but also being able to use this knowledge to explain behavior in new situations that you have not seen previously. This may seem unduly rigorous. However, I write the exams this way for a good reason. I believe psychology is extremely important in understanding and explaining behavior. Chances are you will find some of the material useful in your daily life. However, the material is useful only if you learn it. If you are able to apply the material you learn to new situations, then you can be confident that you have truly learned it.

I try my best to write fair exams that test a broad knowledge of the material. Exam writing is not easy. I can write about four items per hour and many people rate that as very fast! After each exam, I carefully examine each item using statistical procedures to ensure the items are fair and not too difficult, yet discriminate between students who know the material and students who do not. Although I am always writing new items, I nevertheless have developed over the years a set of exams that have proven to be very good in testing students’ knowledge of the material. Because the exams took years to develop, I do not allow students to keep them. The teaching assistant for the class keeps all exams. If you wish to view an exam you have taken (and I strongly encourage you to do so), please see one of the teaching assistants.

**Grading.** Your grade is based on the total number of points you accumulate. The point breakdown is as follows.

<table>
<thead>
<tr>
<th>Date</th>
<th>Requirement</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 4</td>
<td>Exam 1</td>
<td>40</td>
</tr>
<tr>
<td>September 25</td>
<td>Exam 2</td>
<td>80</td>
</tr>
<tr>
<td>October 18</td>
<td>Exam 3</td>
<td>80</td>
</tr>
<tr>
<td>November 8</td>
<td>Exam 4</td>
<td>80</td>
</tr>
<tr>
<td>December 9</td>
<td>Exam 5</td>
<td>120</td>
</tr>
<tr>
<td>All Semester</td>
<td>Research Requirement</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>420</strong></td>
</tr>
</tbody>
</table>

I base the final letter grades for the course on the following cutoffs. The cutoffs are real. A 321, although only 1 point from a B-, is still a C+. There is no curve. On the other hand, I do not have a fixed number of how many students will get A’s, how many will get B’s, etc. I would be delighted if everyone in the class were to receive A’s and B’s. This has not happened yet, but I remain hopeful. The grades you receive on the exam and in the class are completely in your hands. It is up to you to do well in the class. Nothing pleases me more than to give students high grades. However, I will give you a poor grade if you do not do well on the exams.

| A    = 378 or above | B- = 322-335 | D+ = 266-279 |
| A-   = 364-377     | C+ = 308-321 | D  = 252-265 |
| B+   = 350-363     | C  = 294-307 | D- = 239-251 |
| B    = 336-349     | C- = 280-293 | E  = 238 or below |

**Incompletes.** Occasionally, students doing poorly in the class ask to receive an incomplete and retake the course during another semester. The University’s policy is very clear on incompletes. The university allows incomplete grades when students require additional time to complete a course because of illness or other circumstances out of their control. If you need to receive an incomplete, I must know in advance. We then will schedule a specific date when you must complete the incomplete work.

The rationale behind an “incomplete” is for students to complete a course, not retake a course. Thus, “incompletes” are NOT given to students who merely want a second shot at passing the course or for students who want a different grade than they are currently receiving. Students who receive an “incomplete” are allowed to take only exams that they have not yet taken. They are not allowed to retake exams.
Research Participation. To familiarize students with psychological research, all students enrolled in PSY 2012 are required to participate in the research process. You can download from CANVAS a handout describing this requirement in more detail. You have two options: **Option 1** is to complete 10 research credits by participating in experiments sponsored by the Psychology Department. You must complete Option 1 by **December 2, 2019 at 11:59pm (this date and time may be updated by the subject pool coordinator)**. Each credit you earn is worth 2 points. **Option 2** involves reviewing three research articles from peer-reviewed psychological journals and submitting a critical analysis of each. You must choose an article based on an experimental study from a professional psychology journal. An experimental article will have an abstract, introduction, method, results, and discussion sections. Theoretical articles are not appropriate. For example, articles from *Psychology Today*, *American Psychologist*, and *Psychological Review* are NOT appropriate. Instead, use articles from journals like *Journal of Experimental Psychology, Psychology Science*, and *Journal of Experimental Child Psychology*. Although 100s of journals are appropriate sources for articles, I recommend choosing articles either from *Psychological Science* or from *Social Psychological & Personality Science*. If you would like help in selecting an article, the TAs and I can direct you to interesting articles. If you choose Option 2, you must declare it to Jamie Newland by **September 27, 2019 at 11:59pm**. You must complete Option 2 by **Tuesday, November 25, 2019 at 11:59pm**. Each paper (3 pages in length). Turning in one paper earns you 10 points. Turning in two papers earns you 20 points.

**Note Taking.** You are responsible for taking your own notes in the class. If you miss class, please do not ask the teaching assistants or me for copies of our notes; we will not provide them.

**Cheating or Academic Dishonesty.** As a result of completing the registration form at the University of Florida, every student has signed the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University."

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, I expect you to neither commit nor assist another in committing an academic honesty violation. Additionally, it is your duty to report observed academic honesty violations. Any evidence of cheating or attempts at cheating will be dealt with severely. At the very least, cheating will result in a score of 0 on the exam for everyone involved. Examples of culpable actions include displaying an exam for others to see, looking at another student's exam, and attempting to communicate with another student in any way during an exam.

**Student Evaluation of Instructors:** The University expects students 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/](https://gatorevals.aa.ufl.edu/students/). You will receive notified when the evaluation period opens, and can complete evaluations through emails from GatorEvals, in their Canvas course menu under GatorEvals. You can find summaries of course evaluation results at [https://gatorevals.aa.ufl.edu/public-results/](https://gatorevals.aa.ufl.edu/public-results/).

**Sexual Harassment Policy.** I do not tolerate Sexual Harassment 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/](https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/). Please review this policy and contact a university official if you have questions about the policy. The university requires all university employees to report knowledge of sexual harassment to UF’s Title IX coordinator. For more information about UF’s Title IX office see: [https://titleix.ufl.edu/](https://titleix.ufl.edu/). You can also complete a Sexual Harassment Report online (Title IX) at: [https://titleix.ufl.edu/title-ix-reporting-form/](https://titleix.ufl.edu/title-ix-reporting-form/).
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 21 Wed</td>
<td>Introduction</td>
<td>Ch 1</td>
</tr>
<tr>
<td>Aug 28 Wed</td>
<td>Methods</td>
<td>Ch 2</td>
</tr>
<tr>
<td>Sept 2 Mon</td>
<td>NO CLASS – Labor Day</td>
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<tr>
<td>Sept 4 Wed</td>
<td>*** EXAM 1: Chapters 1 &amp; 2 ***</td>
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<tr>
<td>Sept 6 Fri</td>
<td>Biological Psychology</td>
<td>Ch 3</td>
</tr>
<tr>
<td>Sept 11 Wed</td>
<td>Sensation &amp; Perception</td>
<td>Ch 4</td>
</tr>
<tr>
<td>Sept 18 Wed</td>
<td>Consciousness</td>
<td>Ch 5</td>
</tr>
<tr>
<td>Sept 25 Wed</td>
<td>*** EXAM 2: Chapters 3, 4, 5 ***</td>
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<tr>
<td>Sept 27 Fri</td>
<td>Learning</td>
<td>Ch 6</td>
</tr>
<tr>
<td>Oct 4 Fri</td>
<td>NO CLASS – Homecoming</td>
<td></td>
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<tr>
<td>Oct 7 Mon</td>
<td>Memory</td>
<td>Ch 7</td>
</tr>
<tr>
<td>Oct 11 Fri</td>
<td>Intelligence</td>
<td>Ch 9</td>
</tr>
<tr>
<td>Oct 18 Fri</td>
<td>*** EXAM 3: Chapters 6, 7, 9 ***</td>
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<tr>
<td>Oct 21 Mon</td>
<td>Human Development</td>
<td>Ch 10</td>
</tr>
<tr>
<td>Oct 25 Fri</td>
<td>Emotion &amp; Motivation</td>
<td>Ch 11</td>
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<tr>
<td>Nov 1 Fri</td>
<td>Stress, Coping &amp; Health</td>
<td>Ch 12</td>
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<tr>
<td>Nov 8 Fri</td>
<td>*** EXAM 4: Chapters 10, 11, 12 ***</td>
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<tr>
<td>Nov 11 Mon</td>
<td>NO CLASS – Veteran’s Day</td>
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<tr>
<td>Nov 13 Wed</td>
<td>Social Psychology</td>
<td>Ch 13</td>
</tr>
<tr>
<td>Nov 20 Wed</td>
<td>Personality Psychology</td>
<td>Ch 14</td>
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<tr>
<td>Nov 22 Fri</td>
<td>Psychological Disorders</td>
<td>Ch 15</td>
</tr>
<tr>
<td>Nov 27-25 W&amp;F</td>
<td>NO CLASS – Thanksgiving</td>
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<tr>
<td>Dec 2 Mon</td>
<td>Psychological and Biological Treatments</td>
<td>Ch 16</td>
</tr>
<tr>
<td>Dec 9 Mon</td>
<td>*** EXAM 5: Chapters 13, 14, 15, 16 *** 3:00-5:00pm</td>
<td>The final exam is in our regular classroom.</td>
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</table>
PSY2012 - Introductory Psychology
Example Exam Items

1. Imagine that psychologists discovered that economic status and aggression are related, such that poor people are more aggressive than wealthy people. What can we conclude from this relationship? (ch 1)
   a. Poverty causes aggressive behavior.
   b. The factors that cause poverty also cause aggressiveness.
   c. Economic status and aggression are negatively correlated.
   d. A consequence of being aggressive is lower income.
   e. All of the above are true.

2. Which of the following statements illustrates a theory? (ch 1)
   a. Greater unemployment corresponds with higher crime rates.
   b. People with less education smoke more than people with more education.
   c. Tall men date more frequently than short men.
   d. After death all sentient organisms reincarnate without memory of their prior life.
   e. Organisms strive to perpetuate their genes.

3. Rachel's approach to psychology is to examine the thoughts and feelings that influence behavior. Rachel’s approach is most consistent with: (ch 1)
   a. Structuralism
   b. Functionalism
   c. Cognitivism
   d. Behaviorism
   e. Psychoanalysis

4. You believe that washing your hair with a mixture of thyme and lemon juice gets rid of head lice. When you mention this remedy to a dermatologist, she explains that there is no scientific evidence that this home remedy does anything more than make your hair smell like salad dressing. Nevertheless, you persist in your faith in this home remedy for head lice. Your persistent faith best illustrates: (ch 1)
   a. belief perseverance
   b. scientific skepticism
   c. an illusory correlation
   d. the confirmatory bias
   e. the naturalistic fallacy

5. Jason is unhappily surprised by his low score on his psychology exam. "I thought I knew that stuff," he complains. "It was all just common sense." Jason most likely has fallen victim to the: (ch 1)
   a. Placebo effect
   b. Nocebo effect
   c. Correlation-causation fallacy
   d. Hindsight bias
   e. Ad hoc immunizing hypothesis

6. To test the potential effects of hunger on taste sensitivity, a researcher assigns participants randomly to groups and the groups are deprived of food for differing lengths of time before they engage in a taste-sensitivity task. This research is an example of: (ch 2)
   a. An experiment
   b. Correlational research
   c. A case study
   d. Survey research
   e. Archival study

7. Which of the following represents an advantage of an experiment over other methods? (ch 2)
   a. ability to generalize
   b. random selection
   c. easy and inexpensive
   d. can establish causality
   e. can observe subjects in natural settings

8. Jan notices that participants act as predicted when she runs her study, but do not behave as predicted when someone who is blind to her hypothesis runs her study. Apparently, when Jan runs her experiment, her study suffers from: (ch 2)
   a. low mundane realism
   b. low experimental realism
   c. a failure of random assignment
   d. a failure of random sampling
   e. demand characteristics

Answers: 1. c, 2. e, 3. c, 4. a, 5. d, 6. d, 7. c, 8. e