General Psychology
Psychology 1001- 888R
Spring 2019

TIME:  Tuesday and Thursday 3:30 – 4:45 p.m.
LOCATION:  SMTH S200C

INSTRUCTOR:  Dr. Jennifer Schwartz
Office:  SMTH S206
Office hours:  Tuesday and Thursday 4:45 – 5:45 p.m. or by appointment
Email:  jennifer.schwartz@Colorado.edu

RESEARCH COORDINATOR:  Alicia Johns
Email:  hrcoord@Colorado.edu

REQUIRED MATERIALS AND RESOURCES:
Class Website:  Grades, readings, and quizzes will be on the class website on Canvas. You need to have access to this website and check it regularly for important announcements.

Research Participation Website:  To sign up for experiments and to check your total research participation credits use the SONA system. You will receive a login by email. Access SONA at https://ucboulder.sona-systems.com


Additional Readings (available on Canvas):


COURSE GOALS:
Welcome to General Psychology (Pysc 1001)! How are we able to perceive the world around us? Why do we dream? How does alcohol affect the brain? What makes each individual’s personality unique? Do young children think differently than adults? How do we learn? Are people with psychological disorders dangerous? How do psychologists help people lead richer more fulfilling lives?

This course is designed to address these and other questions by giving you an introduction to the content and methodology of the field of psychology. It will give you an overview of some of the major subfields within psychology (from sensation/perception to abnormal psychology) and expose you to both seminal and cutting-edge theories and research studies within these domains. It also will introduce you to some of the guiding theoretical frameworks and ongoing debates that cut across specific areas and define the study of psychology as a whole. The goals of this course are to provide a foundation of knowledge and critical thinking skills that will enable you to both further explore the field of psychology and apply toward your future academic, career, and personal paths, whatever they may be.

COMMUNICATION:
I prefer to meet with students (and people in general 😊) in person rather than communicate by email. If you are unable to attend my office hours, please feel free to email me to make an appointment. I generally check email twice a day but it may take me as long as 24 hours during the weekdays (and longer over the weekend) to return email messages.

COURSE REQUIREMENTS:
Your final course grade will be based on your performance on three exams, ten reading quizzes, six writing assignments, and your class and research participation.

1. Exams (60% of total grade):
Each exam will cover material that is presented in class and in the readings. There will be two midterms, each worth 15% of your grade. The final exam will be cumulative and will be worth 30% of your grade. The final exam is scheduled for Sunday, May 5, from 4:30 p.m. – 7:00 p.m. A grade of zero will be given for any exam not taken.

2. Quizzes (10% of total grade):
Twelve quizzes based on the reading will be given throughout the semester. Only ten quizzes will count toward your final grade in the course. Each quiz will consist of five, multiple-choice questions and will be given online via Canvas. Quizzes will open the Monday at 3:30 p.m. of the week a new chapter or chapters are assigned. Quizzes must be completed the next day (Tuesday), before class begins. The purpose of the quizzes is to encourage you to do the reading BEFORE we discuss the chapter(s) in class, an essential practice that helps maximize your learning. You may drop your two lowest scores. There will be NO MAKE UP QUIZZES.
3. Attendance (10% of total grade): Because of the seminar format of the class, we will learn from, and with, each other throughout the semester. Thus, class attendance is a crucial part of the course and is mandatory. Participation consists of contributing to class discussion, working collaboratively with colleagues during in-class group activities, and written in-class assignments. **Students are responsible for all information and announcements made during class.**

4. Writing Assignments (20% of total grade): There will be six writing assignments throughout the semester each associated with each non-textbook reading and film. Details for each assignment will be provided on additional handouts. **All writing assignments must be typed, double-spaced, and turned in as a hard copy at the beginning of class.** No emailed assignments will be accepted.

5. Research Participation Credit (pass/fail; required for class completion): All General Psychology students at the University of Colorado Boulder are required to gain experience with the experimental foundation of psychology. **The requirement is 6 hours or 12 credits.** This requirement may be fulfilled in one of two ways: (1) participating in laboratory experiments in psychology (Experiment Option) or (2) writing a critical review of published psychology research (Term Paper Option). Both options require approximately equal amounts of time and work and are discussed in the Research Participation Handout (Student Info Pkt) and the Writing a Research Review Handout, both distributed in class and available on Canvas.

**Students who have not completed either option at semester’s end will receive an incomplete (“I”) grade** (unless they are already failing the class). If either requirement is completed within one year, the incomplete will be changed to the original grade earned. The last day to turn in papers or participate in research will be May 3, 2019.

Scheduling for the Experiment Option is done on the Sona System. **You should receive a Sona login the first day of class** with the subject heading “Psychology 1001 Subject Pool.” Please email Ms. Johns at hrcord@coloradolo.edu if you do not receive a Sona login and she will setup an account for you. You cannot create your own Sona account.

There are **two important dates** to keep in mind:
- **3/15/19:** 2 points of extra credit on both midterm exams if research participation requirement is completed by this date
- **5/3/19:** final due date for research participation requirement

**INDIVIDUALIZED NEEDS:**
If you qualify for accommodations because of a disability, please submit a letter from Disability Services by Tuesday, January 29 so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu.
If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (http://disabilityservices.colorado.edu/) and contact me as soon as possible to discuss accommodations.

Any other requests for special accommodations for exams must be presented to me no later than one week before an exam. It will be subject to my discretion whether or not these requests can be accommodated. Requests for unique test-taking circumstances SHOULD NOT be presented the day of an exam as they WILL NOT be honored on short notice.

**RELIGIOUS HOLIDAYS:**
Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, please contact me to reschedule an exam or assignment if the due date conflicts with your religious obligations. See full details at http://www.colorado.edu/policies/fac_relig.html

**CLASSROOM BEHAVIOR:**
Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

**SEXUAL MISCONDUCT, DISCRIMINATION, HARASSMENT AND/OR RELATED RETALIATION**
The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU’s Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU-Boulder’s Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the OIEC website (http://www.colorado.edu/institutionalequity/).
**HONOR CODE:**
All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://honorcode.colorado.edu

**GRADING:**

<table>
<thead>
<tr>
<th>Exams and Assignments</th>
<th>Total Percent</th>
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<tbody>
<tr>
<td>Quizzes (best 10 of 12)</td>
<td>10%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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<td>Writing assignments</td>
<td>20%</td>
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<tr>
<td>Midterms</td>
<td>30%</td>
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<tr>
<td>Final exam</td>
<td>30%</td>
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Grades will be assigned on a percentage basis. See grading scale below:

Grades based on 100%
A+ 97 – 100
A  93 – 96
A - 90 – 92
B+ 87 – 89
B  83 – 86
B- 80 – 82
C+ 77 – 79
C  73 – 76
C- 70 - 72
D  60 –69
F  < 60
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings and Audio-Visual Assignments</th>
<th>Quizzes</th>
<th>Important Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 14</td>
<td>Research and ethics in psychology</td>
<td>Ch. 1</td>
<td></td>
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<tr>
<td>January 21</td>
<td>Biology and the Brain</td>
<td>Ch. 2 and Feinstein et al. (2011), <em>The human amygdala and the induction and experience of fear</em></td>
<td>#1: Ch. 2</td>
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<td>January 28</td>
<td>Nature and Nurture</td>
<td>Ch. 4</td>
<td>#2: Ch. 4</td>
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<td>February 4</td>
<td>Developmental Psychology</td>
<td>Ch. 5 and DeCasper and Spence (1980), <em>Of human bonding: Newborns prefer their mothers’ voices</em></td>
<td>#3: Ch. 5</td>
<td></td>
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<tr>
<td>February 11</td>
<td>Sensation/Perception</td>
<td>Ch. 6</td>
<td></td>
<td>Exam 1: Thursday, February 14</td>
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<tr>
<td>February 18</td>
<td>Consciousness</td>
<td>Ch. 3</td>
<td>#4: Ch. 3</td>
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<tr>
<td>February 25</td>
<td>Learning</td>
<td>Ch. 7 and Bandura, Ross, and Ross (1963), <em>Imitation of film-mediated aggressive models</em></td>
<td>#5: Ch. 7</td>
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<td>March 4</td>
<td>Memory</td>
<td>Ch. 8 and <em>Eternal Sunshine of the Spotless Mind</em></td>
<td>#6: Ch. 8</td>
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<tr>
<td>March 11</td>
<td>Intelligence</td>
<td>Ch. 10</td>
<td>#7: Ch. 9</td>
<td>Extra credit if research requirement met by Friday, March 15</td>
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<tr>
<td>March 18</td>
<td>Language and cognition</td>
<td>Ch. 9</td>
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<td>Exam 2: Thursday, March 21</td>
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<td>March 25</td>
<td>SPRING BREAK</td>
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<td>April 1</td>
<td>Motivation and Emotion</td>
<td>Ch. 11 &amp; 12 and Maslow (1943), <em>A theory of human motivation</em></td>
<td>#8: Ch. 11 &amp; 12</td>
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<tr>
<td>Week:</td>
<td>Topic:</td>
<td>Readings and Audio-Visual Assignments</td>
<td>Quizzes</td>
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<td>April 8</td>
<td>Social Psychology</td>
<td>Ch. 13</td>
<td>#9: Ch. 13</td>
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<td>April 15</td>
<td>Personality</td>
<td>Ch. 14 and Cain (2012), <em>Quiet: the Power of Introverts in a World That Can't Stop Talking</em></td>
<td>#10: Ch. 14</td>
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<td>April 22</td>
<td>Psychological Disorders</td>
<td>Ch. 15 and Charles et al. (2013), <em>The wear and tear of daily stressors on mental health</em></td>
<td>#11: Ch. 15</td>
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<tr>
<td>April 29</td>
<td>Therapy</td>
<td>Ch. 16</td>
<td>#12: Ch. 16</td>
<td><strong>Due date</strong> for research requirement: Friday, May 3 <strong>Final Exam:</strong> Sunday, May 5, 4:30 – 7:00 p.m.</td>
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* I reserve the right to change the syllabus as needed throughout the semester