

Syllabus, UIC Psychology 100: Introduction to Psychology (Online)
 Fall, 2021; UIC Course #'s (CRN): 12063
 Plus Discussion Section

Instructor

Dr. Daniel Cervone, Professor of Psychology, dcervone@uic.edu ; BSB 1008

Teaching Assistants

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Ms. Ana Hernandez is the course's Head TA. She will have a highly significant role; Ms. Hernandez will be coordinating many aspects of the course's "bookkeeping" and thus is the person to contact for questions involving, for example, points earned on assignments and similar logistics. Your discussion section will be run by one of the individuals listed above.

Introductory Note: "Where" is the course?

As of Fall semester 2021, we unfortunately all are still coping with the impacts of COVID-19. The pandemic has created, for us, the following course structure. Please note that this structure was determined by UIC administration, not by your course instructor (DC). I (DC again) am not at liberty to change any UIC administrative decisions.

Our course has two components, a Lecture component and a Discussion Section component. They will be run as follows:

Lectures are online and asynchronous. This means that you can view the lectures for any given week of the semester *at any time you would like* online. They will be precoded and available to you at the Blackboard website

Discussion sections are in person at a specific time. When you register for the course, you register for both the lecture component (CRN 12063) and a discussion section component (CRN depends on which discussion section you signed up for). In the "Class Details" available online, you will see the location of the discussion section. Please note that the "instructor" for the discussion section likely says "Daniel Cervone," the course instructor. But the discussion section actually will be run by a course Teaching Assistant – one of the people listed above.

Because the lectures are online, the exams also will be online; we will administer them through an exam system at the Blackboard website.

Office Hours

Your instructor (DC) will be reachable for one-on-one contact (questions about the course, or anything else) throughout the semester. There will be two ways to meet. One is in-person office hours. The timing and frequency of these will depend on COVID-19 information; at the time that this syllabus is being finalized, Cook County IL COVID cases are rising and mask mandates are being put back in place. For now – start of semester – I am planning to hold office hours in person in BSB 1008 (first floor of the Behavioral Science Building) on Wednesday's 11-12 and also 1-2. The other way to meet is, of course, online video. Please email (it's dcervone@uic.edu) to set up a meeting, which could be at almost anytime, including many evenings Mon-Th.

Your discussion section leader also will hold an office hour; they will announce that in the discussion sections.

For many of you, this will be your first semester at UIC. Feel free to drop in during office hours, email, or set up video meetings to discuss UIC-in-general topics that go beyond the class material, per se.

Key Dates

-- UIC instruction begins Monday, August 23.

-- UIC instruction ends Friday, December 3. End of the business day, December 3, thus is the last day for submitting any and all work other than the Final Exam.

Communication with the Instructor and Teaching Assistants

You will have multiple people who you can contact throughout the semester: (1) the course instructor, Dr. Cervone; (2) The Head/Administrative TA, Ms. Ana Hernandez; and (3) your Discussion Section TA, that is, the individual running the discussion section for which you have signed up. When you complete paper assignments (see below), your work will be graded by your Discussion Section TA. This individual therefore is (in addition to your instructor, DC) a key contact for you throughout the semester.

Contact the Instructor (please!). Your instructor, Dr. Cervone, will be available throughout the semester. Please feel free to email any and all course questions to me at dcervone@uic.edu. DC is also happy to set up video meetings for anyone who would like to discuss any aspect of course content; please email me to set this up

Course Content and Goals

Course Content: Where is it?

We will be making heavy use of the course's **Blackboard website** for the delivery of educational content and for the overall administration of the course. The Blackboard website is integrated with the UIC registration system; once you are in the course, you should automatically appear in the course website. The UIC website also is integrated with a website established by

the publisher. One of your options for getting the textbook, which you will *need* in electronic form, is to purchase the textbook through the UIC Blackboard site. (Details below).

Course Content: When does it appear?

A large number of course elements are timed; they occur in a given week of the semester. Those elements will appear on the Blackboard website during that week. For example, if we are covering Developmental Psychology in Week 5, material such as quiz-yourself questions that pertain to developmental psychology, or the “Try This” (see below) activity for Developmental Psychology, will not be available until that week. The idea is that, just as is the case with an in-person course, class activities will be “synched” to the topic of the given week.

The Substance: Course Goals

Our educational goal is to introduce you to the science of psychology. Since the idea of “introducing” a subject is a little vague, we’ll spell it out. In this -- and almost any -- introductory course, “introducing” means two things; you should, in other words, be able to answer to two types of questions as a result of taking the course.

(1) *How do professionals in the field analyze whatever it is that they’re studying?*

How do they decide what problems to try to solve? How do they go about solving them; what, in other words, are their research strategies?

(2) *What have these professionals learned?*

What are the field’s most important findings? How have basic-science discoveries been applied to socially-significant problems?

In this course, we thus will cover the strategies of psychological science and the main findings in each major branch of the field.

Readings and the Textbook

All required readings (note: you will need to do some additional reading for the paper assignments; see below) will come from our textbook: *Psychology: The Science of Person, Mind, and Brain*, Cervone (yes, that’s me, your course instructor).

Do I Really Need this Book?

The answer to “Do I really need this book?” is yes! Our textbook is the primary learning tool of this class; it contains much more information, in total, than could ever be presented in lectures. A great deal of material on the exams will be coming from the book. For learning purposes, you will need the textbook in this class to the same degree that you would need the class textbook in a course in, for example, mathematics.

In addition to traditional textbook content, the e-book contains (a) a large amount of pedagogical material (chapter reviews, test-yourself quizzes, etc.) written by the book’s pedagogical author, Professor Tracy Caldwell of Dominican University, and (b) activities that are course requirements, and for which you thus will earn credit. As is explained below, you can link to this

textbook content from the Blackboard website.

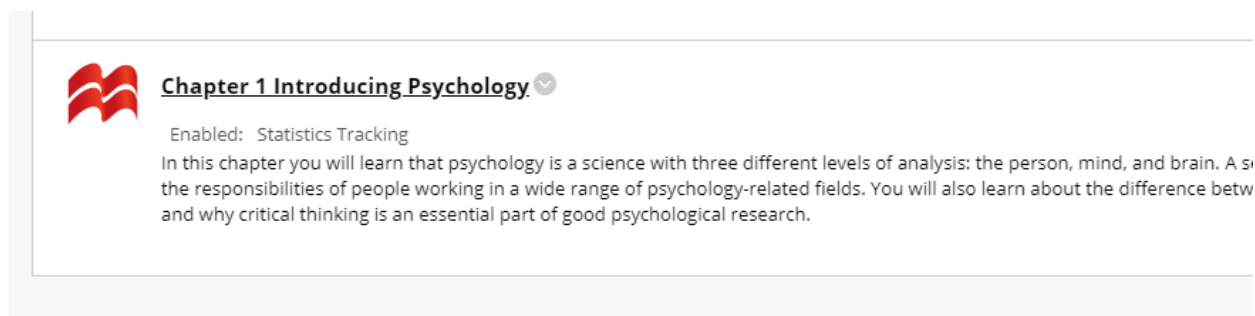
Fyi, the publisher uses the name “Launchpad” for the full collection of material: textbook content, study guide/quizzes, and online experimental activities.



Getting the Book

You can purchase the textbook in either of two forms:

(a) *e-book/Launchpad Access Only*. You have a money-saving option: You can purchase *only* the electronic version of the textbook (the e-book). E-book purchase gives you the textbook material plus all of the Launchpad material (quizzes, activities).

How do I get the e-book?: The easiest way to get the e-book is through the course’s Blackboard website. Whenever you are on Blackboard and access some material from the book, you will see the wavy red image below – looks like an M; it’s the Macmillan publishing corporate logo.



 **Chapter 1 Introducing Psychology** 

Enabled: Statistics Tracking

In this chapter you will learn that psychology is a science with three different levels of analysis: the person, mind, and brain. As well as the responsibilities of people working in a wide range of psychology-related fields. You will also learn about the difference between and why critical thinking is an essential part of good psychological research.

When you click on the red M, you will be taken to a website where you can purchase access to the e-book. You should have the option of a free trial period; if you are unsure whether you want to take the course, you can select the free trial period, and then after some period of time the free trial will expire and you’ll need to purchase access.

(b) *Physical, hard-copy + electronic access*. If you would like a hard copy as well as the needed electronic access to, then you can get that through the Macmillan website

<https://www.macmillanlearning.com/college/us/product/Psychology-The-Science-of-Person-Mind-and-Brain/p/142922083X>

If you purchase a “package” of hard copy plus Launchpad, you will get an “access code” that gets you in to the set of online materials.

For now, I will emphasize that you do *not* need to purchase a hard copy of the book; you can save a lot of money (compared to the hard copy) by just purchasing the e-book.

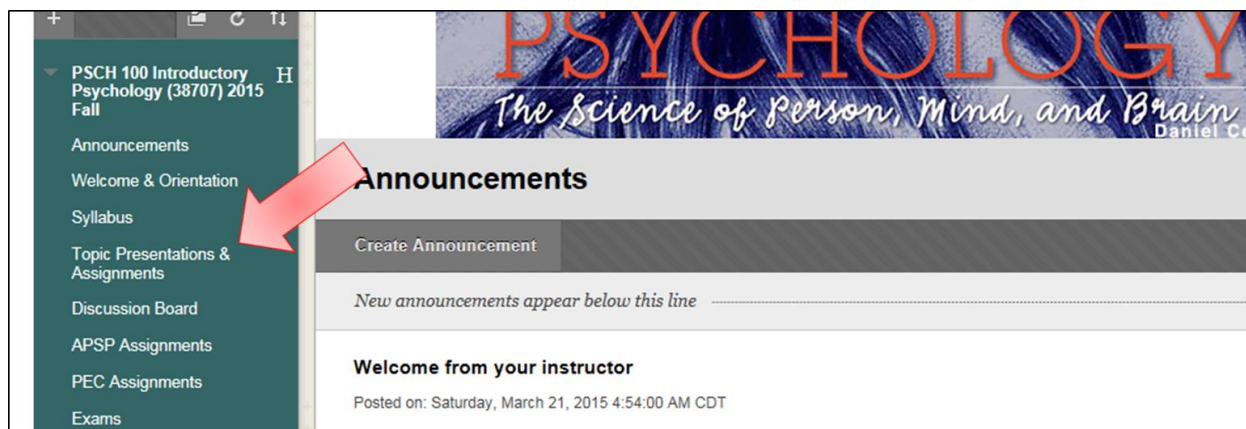
Note that if your purchase is e-book/Launchpad, you will have access to the materials for a limited period of time (I believe it is six months). After that, you won’t have access to the textbook. For many of you, this won’t be important at all. However, if you plan to go into some field of study for which you will need to pass a test that includes psychology material, then you might want to consider retaining a hard copy book as a reference. Note that the

Medical College Admission Test [MCAT] includes many test items on psychology, and our book's preface relates MCAT test coverage to textbook coverage.

→ ***Don't do this:*** Something that you *don't* want to do is to purchase only a used hard copy of the textbook, with no electronic access. You need the electronic access – especially here, in an online course! – in order to complete course assignments.

Course Activities – or “**What am I supposed to do?**”

Your biggest question when the course begins is likely “What am I supposed to do?” When classes meet in-person, in-class announcements spell out what you're supposed to do in the 1-2 week ahead. The equivalent information source, in this class, is the “Topic Presentations and Assignments” link on the Blackboard web site. This screen shot shows where it is. (The red arrow does not appear on the web site; I've added it here just to indicate where the Topic link is.)



Every week, you will need to check the “Topic, Presentations, & Assignments” link to find out what to do in the days ahead. **This is critical for your participation in the course!** As long as you check this material each week and do the listed assignments, the course should be relatively straightforward. But if you forget to check the “Topics, presentation, and assignments” information, you’ll fall behind on material and miss out on class credits that go toward your final grade. The topics will appear every one-two weeks throughout the semester.

You will find a variety of types of information under “Topic, Presentations, & Assignments”; they are listed below. The first two items are Educational Content, and the other four are Graded Assignments (they’re educational too, of course, but they also earn you class credit toward your course grade).

Educational Content

-- **Reading:** The textbook reading for the time period will be indicated.

-- **Video Lectures:** Clicking where it says “Video Lecture” will lead you to our lectures.

Some notes about the lecture videos: (1) After each lecture segment you will be shown a

question and asked to provide an answer. The answers are not graded; the question-and-answer process is merely designed to help your learning of the material by ensuring that you are picking up on significant points in the lectures. (2) These video lectures were updated in Fall 2019 and simulate what you might get in a lecture. The majority of the screen will be something like a slide show, with the professor's image in the corner. This format also allows example videos to be easily incorporated into the lecture. (3) The lecture and the content of the textbook overlap, but they are not identical. The textbook contains details that are not covered in lectures, and the lectures contain discussions that are not always found in the textbook. The exams will draw on material in **both sources** (textbook and lectures), and will emphasize the points of overlap between the two.

Graded Assignments

Listed here are the assignments. The point totals associated with the assignments are found later in the syllabus, under "Grades."

-- **Discussion Board:** During most weeks of the semester, we will have a weekly discussion board. The discussion board is an assignment that earns credit; you will earn one point of class credit for making a contribution to discussion board during a given week. More details about the grading of the Discussion Board are below (under "Grading"). We may not have a discussion board every week. Detailed instructions for the given discussion board will be provided on the Blackboard website. Please note that, due to the large size of the class, we will be creating a set of identical (i.e. substantively identical) discussion board sites, arranged alphabetically by last name. You will thus contribute to the one associate with your last-name range in the alphabet.

-- **Try This Research Activities:** The textbook features a series on online research demonstrations, one per chapter (or one per "topic" as listed on the website; each topic corresponds to a textbook chapter). In each chapter, you will be asked once to complete a research activity. When doing so, you will earn credit toward your final grade. For your information, and for the purpose of UIC records, I note that this activity, Try This Research Activities, combined with Discussion Board provide the educational experiences that occur during in-person discussion sections in our traditional in-person Introductory Psychology course.

-- **Quiz Yourself:** For each topic (i.e., each textbook chapter), you will be directed to online quizzing. These quizzes generally will draw upon the resources of "Learning Curve," an educational supplement produced by our textbook's publishing company (Macmillan). Completing the Quiz Yourself activity will reinforce your knowledge of textbook material – while also earning you credit toward your final course grade.

Grades

There are six types of graded requirements (listed below). Each one has a certain number of points associated with it, as detailed below. Your course grade will be based on the sum total of points that you earn.

Scheduling note: As indicated below, for many graded assignments you need to do the

assignment *by the end of the week in which it is due*. As you can see in the table of dates near the end of this syllabus, the end of the week frequently is defined as end of day, midnight, on Sunday. We will try to have all assignments for a given week posted by the Friday *prior to* the week in which the assignments are due. The assignments then will need to be done by the end of the week. The exact schedule is in the table below, in the section of the syllabus titled “*Our Schedule: Course Topics, Textbook Readings, and Assignment Due Dates.*”

(1) Exams

There will be four exams. The exams, which will consist of multiple-choice questions, will be administered electronically. Since you will be taking them at home, they will be administered under an honor code system combined with a piece of software from UIC called “LockDown Browser” which is (I’m quoting here from online material) “a custom browser that locks down the testing environment for tests taken in Blackboard. [with] LockDown Browser [test takers are] unable to copy, print, access other applications, visit other websites, or close the test until it is submitted.” Prior to the first exam, we will send more information about using LockDown browser.

The exams will cover material discussed in the lectures and textbook readings. As noted above, the lectures and readings are not entirely redundant; there will be some material on the exam discussed only in class, and some material discussed only in the book (plus lots of material discussed in both). Thus, you cannot expect to do well on the exams unless you know the material from both the lectures and the textbook.

The dates of the first exams are as follows:

Exam 1: Tuesday, September 21

Exam 2: Tuesday, October 19

Exam 3: Tuesday, November 9

Exam 4: (Final exam): TBA; there will be a large time window spanning >1 day of final week during which you can take the exam.

The times of day of the exams are as follows. You can take the exam at any time of your choosing during the given exam day, between 8am and 10pm. In other words, the exam will become available to you online at 8am on an exam day, and you can start it as late as 10pm on that exam day. Once you start the exam, you will have 1.5 hours (a standard in-person class length) to complete the exam. (If you start in the evening, near 10pm, you will still have the full 1.5 hours. 10pm is the latest *start* time.)

The fourth (final) exam will not be a cumulative exam. It simply will cover the material in the last fourth of the course.

All exams will have approximately 45-50 multiple-choice questions.

(2) Paper assignment: *Applying Psychological Science Papers*

During the semester, you will be writing two papers. For both, your assignment is to apply an idea *and research findings* in psychological science to a topic outside of psychological science, per se. Thus, the assignment is cleverly titled Applying

Psychological Science Papers [APSP's]. The assignment works as follows. During the first half of the semester, you will be given a set of potential paper topics for the first of the two APSP's that you will write. You can choose any of the topics on the list to write about. Each potential topic will have two parts:

- (a) The description of an applied challenge, that is, some challenge faced in the "real world," outside of university departments of psychology. This is the challenge to which you will apply some psychological science.
- (b) A scientific paper that presents some psychological science that can be used to address the challenge. You will be given reference information for the paper; in all cases you can enter this reference info into an internet browser to get the paper itself. Here's an example to make this concrete.

Here is an example paper assignment topic:

(a) *The Applied Challenge*: A grade school teacher is trying to assess the intellectual abilities of his or her students. A challenge the teacher faces is that the students seem to have different types of abilities: one is good at math but not art; another is good at reading and writing, but not math; a third has exceptional musical skills but does not excel in other areas. But the test that is being used at the teacher's school is an IQ test, that is, a test that measures general intelligence. The IQ tests don't seem sensitive to the fact that children have distinctive abilities. Some kid's abilities don't even seem to be measured by the test. What is the poor teacher to do?

(b) *The Scientific Paper with Psychological Science*: You then will be given reference information for a scientific paper that describes an alternative conception of intelligence, that is, an alternative to traditional IQ testing.

Your job in the paper is to (1) describe the theory and research presented in the scientific paper, and then (2) to apply that theory and research to the applied challenge, in other words, to explain how the psychological science (the theory and research in the paper) might help to solve the problem faced by the person with the applied challenge. You will be given more instructional information on this assignment at a later time.

So that's APSP #1. APSP #2 is identical. In other words, you'll be writing one of these papers in the first half of the course, and the other one in the second half. The only difference between APSP #1 and APSP #2 is the topics. In the second half of the semester, you'll be given a new set of topics, you'll choose one from this new list, and you'll write a second APSP paper, in the same format as the first paper. The topics for APSP #1 and #2 will relate to the material we cover in the first and second half of the course. Each of the two papers should be 3.5-4 pages in length. That's font size 12, 1-inch margins, double-spaced, and 3.5-4 pages of actual text that you yourself write.

Due dates

APSP #1 is due at midnight (i.e., end of day Midnight) on Monday, October 4.

APSP #2 is due at midnight Monday, November 15.

Grading and Late Penalties/APSP Papers. The papers will be graded on a 40-point basis. Thus there are 80 APSP points total, 40 for each of the two papers. Papers that are late will be

accepted but will be assigned a late penalty of 2 points a day. (The following hopefully will not ever come into play, but the max late penalty is 15 points, if anyone turns in a paper 8 or more days late.)

Submitting Papers. Papers must be submitted electronically to the UIC Blackboard website, and its “SafeAssign” (Safe Assignment) system. Again, details will be discussed in class and in class announcements prior to due dates.

Plagiarism. You must avoid plagiarism when writing your paper. Plagiarism is any instance in which you include in your own paper material that is copied from another source, and fail to put that material in quotation marks and/or fail to properly cite the original source. If your paper includes material that was written by another student (at UIC or elsewhere), that also is plagiarism. Plagiarism is a serious academic offense. It is a violation of University guidelines regarding academic integrity. (These guidelines, for your information, are stated in the Undergraduate Course Catalogue.) Any amount of plagiarized material will cause you to receive zero credit for your paper and result in your paper being submitted to the UIC Office of Student Judicial Affairs. There have been cases in recent years in which students who have plagiarized material have been expelled from the University due to repeated violations of this University policy. So you want to avoid plagiarism!

Here’s an example of plagiarism, and then an explanation of how to avoid plagiarizing material. Suppose you read in a book that “Freud proposed that there exist three distinct systems of human personality, the id, the ego, and the superego.” If you, in your paper, write, “Based on what I have learned about Freud, I’d say that he proposed that there exist three distinct systems of human personality, the id, the ego, and the superego,” then you have plagiarized the book’s material. The person who wrote “proposed that there exist three distinct systems of human personality, the id, the ego, and the superego” is not you, it’s the author of the book you read. Once there are more than 7 or 8 words in a row that are taken from another source, the material is considered to have been plagiarized unless you place the material in quotes and indicate who wrote it. There are, then, two ways to avoid plagiarism. One is to put the material in quotes. If the material on Freud originally appeared on p. 100 of a book by someone named Williams that was published in the year 2000, you would write “Freud proposed that there exist three distinct systems of human personality, the id, the ego, and the superego” (Williams, 2000, p. 100). The other strategy, which is better, is to rewrite the material in your own words.

Extra note on plagiarism: UIC uses a plagiarism-detection system called Safe Assignment that *automatically* scans papers for plagiarism. Your paper will be submitted into this system, which will compare your manuscript to information on the internet and to other papers submitted by students at UIC. If the University’s automatic system for detecting plagiarism tells us that your paper contains a substantial amount of plagiarized material, then we cannot accept it for class credit. UIC course instructors cannot give students credit for material that is identified as being plagiarized based on UIC’s electronic system for identifying plagiarized material. Warning: This system works extremely well. Just last semester, someone turned in a paper that was plagiarized from another student from a few semesters in the past, and the system detected the plagiarism.

(3) *Discussion Board*

Each time a new Discussion Board topic is presented (this will happen virtually every week of the semester), you will earn 1 point for making a constructive addition to the discussion. By “constructive,” we mean something that goes beyond “yea, I agree with her”; your contribution should concretely address the content of what is being discussed. You could add a point of view, raise a related question that expands the discussion, take note of relevant scientific information in our book or lectures, or take note of some scientific information that you find outside of our class. (If any of you are taking courses in Anthropology, Biology, Philosophy, or Sociology, for example, material in your other courses may be relevant to this one.) More details about this assignment will be posted at the website. Note that points for a given Discussion Board can only be earned during the week in which the topic is posted; that is, you can *not* wait until late in the semester and then go back and add to the discussions you missed. Discussion boards will close at midnight on Sunday of the given week.

(4) Try This Research Activities

You will earn 1 point for completing each Try This Research Activity; there generally will be one per chapter, or two per week. As with Discussion Board, you can only earn these points during a relevant week of the semester; the activities are associated with the topics in the readings and lectures. You will not be evaluated on these activities; in other words, once you do the Try This activity, you will get credit for doing it, no matter how well you do on the activity (if it’s, e.g., a memory test, you do the activity, but you forgot everything you were supposed to remember, you still get credit).

In order to get credit, each *Try This* research activity must be completed in according to a specific schedule that will be posted on the website. The idea is for students to experience the research activity before it is discussed in readings and video lectures.

(5) Quiz Yourself/ “Learning Curve” Quizzes

You can earn one point per topic for completing a Quiz Yourself activity. The quizzes, which will appear in the Blackboard website, are labeled “Learning Curve” quizzes (another trademarked name from the publisher). Each chapter of the book contains a few of these quizzes. You will get the one point credit when you complete the first quiz, which is labeled “quiz a”; for example, in Chapter 1, you would be getting credit for doing quiz 1a. Here is a screen shot of exactly what this looks like for chapter 1.

LearningCurve 1a. Today's Psychological Science

When you complete the activity, quiz a, you automatically get the 1 point credit for doing so. Instructions on the web site will specify exactly what it means to “complete” the activity. Quiz Yourself points for a given week can be earned by completing the activity by midnight, Sunday of that week (except for the last week of the Semester when, by UIC rule, everything is due the end of the day on Friday, December 3).

You are free to take the subsequent quizzes in a given chapter, too (quiz b, c, etc). They are a good way of studying for the class. But you are getting credit for the first one, “a.”

Regarding Sections 4 and 5 Above: You may be thinking that one point for an activity is not likely to make any difference to your grade. But note that there will be a **Try This** and a **Quiz Yourself** activity each week, for 15 weeks – so that’s 30 points total. 30 is a lot of points.

(6) *Participation in Psychology Research*

In any class in the physical, biological, or social sciences, students should get some first-hand understanding of research in that field is conducted. In psychology, it is not possible for people in an introductory class actually to begin running their own research. Students, then, learn about research in a different way: by participating in research that others are conducting. At UIC, students participate in research and earn credits – Psychology Experience Credits (PEC’s). As part of this course, you are required to earn 8 Psychology Experience Credits (PECs) by any of three methods: (1) participating as a subject in studies conducted under the supervision of Psychology Department faculty; (2) participating as a simulated client in one or more professional training sessions conducted by, and for the purpose of training, advanced undergraduate and graduate students in psychology, or (3) if you object to taking part in studies for any reason, by writing summaries of published empirical research. You can earn all 8 PECs by any one of these methods, or you may earn some PECs by each method. Like all other course requirement, these credits will be factored into your final course grade. You will two points for each PEC you complete. So there are 16 available PEC points, total.

More information on PEC’s will be presented in Discussion Sections. Specifically, UIC’s Dr. Tomas Stahl, who administers the PEC system, will give a presentation that explains the system. *Please note:* The PEC system is not in any way administered by your course instructor, Dr. Cervone, or the course’s TA’s, including Ms. Hernandez. The email contact and web system for the PEC system is distinct from other course materials; all PEC contact information will be announced during Dr. Stahl’s presentation, and then will be posted online.

(7) *Discussion Section Attendance*

You earn credit toward your overall grade for your attendance at Discussion Sections. The exact course policy is as follows. You will receive 1 point for attending each discussion section. So if, e.g., you attend 9 of them during the semester you’ll get 9 points, if you attend 10 you’ll get 10 points, if you attend 11 you get 11 points. If you attend 12 or more you’ll get 15 points, rather than merely 12. Here is why you get all 15 points for attending 12 or more. Inevitably, something may be wrong during the semester: you’ll have a schedule conflict, zoom will crash, there will be a holiday on your discussion section day, etc. Rather than having us track every such event for every person in the course all semester long, we will simply give you full credit for discussion section, 15 points, once you attend 12 of the discussions.

And that’s it. There are no extra credit projects. Your grade will be determined by your point total on the seven activities outlined above.

From Points to Grades

Your final letter grade will be based on the sum total of points that you earn on the seven graded requirements above. Letter grades will not be formally assigned to each

individual assignment.

The course grading system will be one in which earning 90% of the total points will guarantee you an A, 80% will guarantee a B, 70% a C, and 60% (90 points) a D. However, these percentages may be “curved” if that proves warranted based on the distribution of exam and paper scores. Even if there is a curve, half of the total number of available points will be required to pass the course; failing to earn more than half the credit on the exams and paper is equivalent to failing the course.

Exam and paper scores will be posted on the Blackboard website.

Our Schedule: Course Topics, Textbook Readings, and Assignment Due Dates

Below is a listing of the order of topics, and associated readings, that we will cover.

TOPICS and EXAMS	DATES
<i>Topic 1: Introduction to Psychology</i> Reading: Chapter 1 <i>Topic 2: Research Methods</i> Readings: Chapter 2	Weeks 1 and 2. All assignments associated with Topics 1 and 2 are due at the end of Week 2: by midnight on Sunday, September 5.
<i>Topic 3: Social Psychology</i> Reading: Chapter 12 <i>Topic 4: Personality</i> Reading: Chapter 13	Weeks 3 and 4. All assignments associated with Topics 3 and 4 are due at the end of Week 4: by midnight on Sunday, September 19.
<i>Exam 1</i> Covers Topics 1-4	Exam 1 time window: Starting time of 1.5 hour time period is any time from 8 am to 10 pm., Tuesday, September 21
<i>Topic 5: Development</i> Reading: Chapter 14 <i>Topic 6: Psychological Disorders and Therapy: I</i> (start, not due yet) Reading: Chapter 15	Weeks 5 and 6 All assignments associated with Topic 5 are due at the end of Week 6: by midnight on Sunday, October 4. APSP 1 due midnight Monday Oct 4
<i>Topic 6: Psychological Disorders and Therapy: I</i> (finish) <i>Topic 7: Psychological Disorders and Therapy: II</i> Reading: Chapter 16	Weeks 7-8 All assignments associated with Topics 6 and 7 are due at the end of Week 8: by midnight on Sunday, October 17.
<i>Exam 2</i> Covers Topics 5-7	Exam 2 time window: Starting time of 1.5 hour time period is any time from 8 am to 10 pm., Tuesday, October 19.
<i>Topic 8: Memory</i> Reading: Chapter 6 <i>Topic 9: Learning</i> Reading: Chapter 7	Weeks 9-10 All assignments associated with Topics 8 and 9 are due at the end of Week 10: by midnight on Sunday, Oct. 31.
<i>Topic 10: Thinking, Language, and Intelligence</i> Reading: Chapter 8	Weeks 11-12 All assignments associated with Topics 10 and 11 are due at the end of Week 12: by

<i>Topic 11: Consciousness</i> Reading: Chapter 9	midnight on Sunday, November 14.
<i>Exam 3</i> Covers Topics 8-10 Note: Topic 11 is on Exam 4, not 3.	Exam 3 time window: Starting time of 1.5 hour time period is any time from 8 am to 10 pm., Tuesday, November 9.
<i>Topic 12: The Brain and Nervous System</i> Reading: Chapter 3 <i>Topic 13: Sensation and Perception</i> Reading: Chapter 5	Weeks 13-14 All assignments associated with Topics 12 and 13 are due at the end of Week 7: by midnight on Sunday, November 28. Also, APSP 2 is due by midnight on Monday, November 15.
<i>Topic 14: Nature, Nurture, and their Interaction</i> Reading: Chapter 4	Week 15. All assignments associated with Topic 14 are due at 5pm on December 3 (the last day of instruction for the Fall Semester. No assignments (other than the final exam) can be accepted after midnight on Dec. 3.
Exam 4 Covers Topics 11-14	Exam 4 time window: TBA. There will be a large time window spanning >1 day of final week during which you can take the exam.

UIC Resources and Miscellaneous Topics

Over the course of the semester, we sometimes will be discussing psychological problems that people face. You may know someone who is facing the sort of problems that we discuss in class. You should know, then, that on-campus resources are available to students who would like professional help with psychological problems. They include:

The UIC Counseling Center: www.counseling.uic.edu; 312/996-3490

Office of Applied Psychological Services (OAPS):

http://www3.psych.uic.edu/clinicalcenters.asp?sm=clinical_centers; 312/996-2540

In Touch Crisis Hotline:

http://www.vcsa.uic.edu/MainSite/departments/counseling_center/in_touch_hotline;
312/9965535

Students with disabilities who require accommodations for access and participation in this course should register with the Office of Disability Services (ODS). Please contact ODS at (312) 413-2103 (voice) or (312) 413-0123 (TTY).

Regarding religious holidays and observances, UIC policy is that “The faculty of the University of Illinois at Chicago shall make every effort to avoid scheduling examinations or requiring that student projects be turned in or completed on religious holidays. Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or

assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure.”

Finally, the UIC Writing Center provides writing assistance in addition to that you can get from your course instructor and TA's. They are online at <https://uic.mywconline.com/>.