

Syllabus, UIC Psychology 100: Introduction to Psychology
Spring, 2022; UIC Course # (CRN): 14639
Plus Discussion Section

Instructor

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

In-Person Lecture Hall Meeting Times

Behavioral Sciences Building 250, Tue. and Thurs., 9:30-10:45.

Teaching Assistants

Head TA / Coordinator: Ana Hernandez ahern28@uic.edu

Additional Teaching Assistants / Discussion Section Leaders

Briana Galindo, bgalin3@uic.edu

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Ms. Ana Hernandez is our 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: The Lingering Pandemic

As of early January, 2022, we all unfortunately are still coping with the impacts of COVID-19. The pandemic has created, for us, the following course structure, which is designed provide maximum flexibility to you, the student in the course.

In addition to written materials (the textbook and associated assignments, which are described in detail below), the course has three "human-delivered" educational components: 1) lectures, 2) "flipped classroom" with the instructor (DC), 3) discussion section with your discussion section leader (one of the course teaching assistants). They will run as follows.

1) Lectures. Throughout the semester, you will have access to **online, asynchronous lecture videos**. In each week of the semester, you can view the lectures for that week *at any time you would like* online. The availability of the lectures will be announced, with links provided, at the start of each week of the semester. You will access these precoded lectures through the Blackboard website.

2) Flipped Classroom with the Instructor. UIC anticipates that the campus will open

for in-person instruction as of Week 3 of the semester. Once the campus opens for instruction, we will meet in-person at the time and location noted at the start of this syllabus: Behavioral Sciences Building 250, Tue. and Thurs., 9:30-10:45. These flipped classroom sessions will not repeat the lectures; the lecture videos present the lecture content. Instead, the in-person meetings are designed to *supplement* the readings and lecture material; they will be, in essence, a “giant office hour” with discussion, with everyone having the opportunity to ask questions about the course material, about exams, about the paper assignments, etc. We will also, as time allows, attempt to create in class some of the psychology experiments you will learn about in the lectures and in your readings. Please note that attendance will **not** be taken at this flipped classroom sessions; you do not lose any credit for not being in attendance. Please also note that these in-person meetings are contingent on UIC regulation for in-person instruction during the pandemic; it is possible that modified UIC regulations will alter our schedule.

3) **Discussion sections led by a course Teaching Assistant.** Discussion sections are scheduled at specific times. When you register for the course, you register for both the lecture component (CRN 14639) and a discussion section component (whose CRN depends on which discussion section you signed up for). In the “Class Details” available online at UIC registration, you will see the time and 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.) . When UIC opens to in-person instruction, the discussion sections will meet in person. Attendance **is** taken at discussion sections. Attendance will earn you credit toward your final course grade.

Why this exact course/lecture structure?, you may ask: As you can figure out for yourself, it would be possible, once the campus opens for in-person instruction, to a) eliminate the lecture videos and simply b) deliver all lecture content only in person. However, it is my (DC) judgment that this would be a poor choice because it would be less convenient for you, the students in the course. Inevitably, after the campus opens for in-person instruction, some of you may have tested positive for COVID-19 or will have been in contact with a household member who has tested positive. If/when that happens, you will experience a quarantine period during which you cannot make it to in-person lectures. To ensure that everyone – even those of us who experience a COVID-19 disruption – always can access the main lecture content, we will maintain the available of asynchronous video lectures throughout the semester. You thus always will be able to access lecture material, whether or not you are able to get to campus.

A final bit of logistics: Exams will be administered online. We will administer them through an exam system to be established at the Blackboard website. Again, this is for COVID-19-based reasons. Given that there is a pandemic, it plainly would not be best to pack everyone in class into the windowless lecture room for an exam period. Exam dates and time for administration of the exam are detailed below.

Office Hours

As noted, when UIC returns to in-person instruction, we will meet on Tue and Thurs at 9:30 for classroom discussion that, in part, will function as “giant office hours.” I’ll be happy to take any and all questions during these time periods. In addition, I of course will be available to

meet one-on-one. There are two options for this: 1) I will be available immediately after class on Tue and Thurs., 11-12., and 2) If that does not fit your schedule, please tell me (in person or by email) and we can set up meetings (in person or on video) at a time of your convenience.

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

Key Dates

- UIC instruction begins Monday, January 10.
- Spring Break is March 21-25
- UIC instruction ends Friday, April 29. End of the day, April 29, 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.

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 Development, or the "Try This" (see below) activity for Developmental Psychology, will not be available until that 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 the brand new, updated, 2022 edition of our textbook: *Psychology: The Science of Person, Mind, and Brain*, Cervone (yes, that's me, your course instructor).

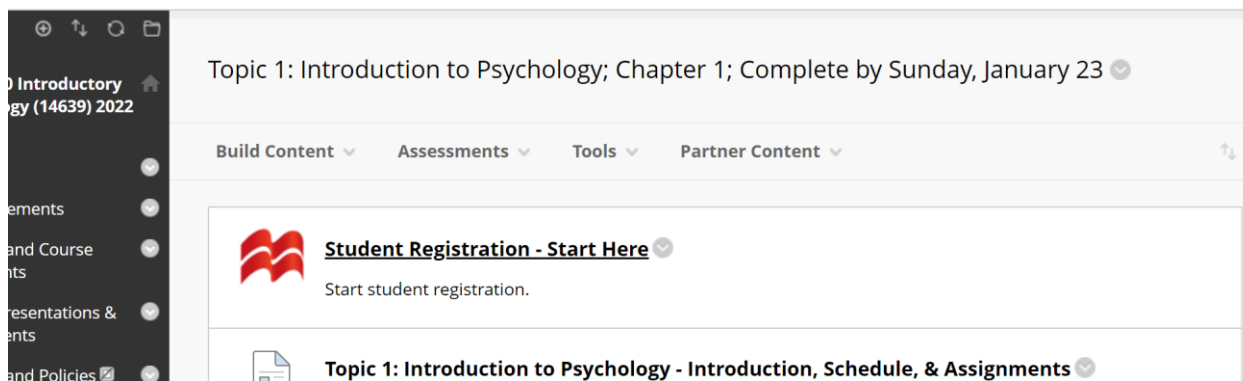
Do I Really Need this Book?

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, 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. 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

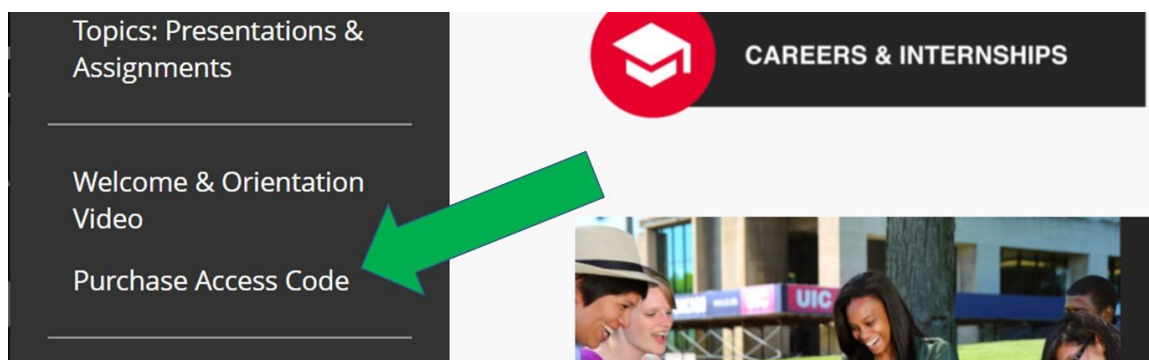
The 2022 Updated version of our textbook exists *only in electronic form.* The electronic form of course saves money; you do not need to purchase an expensive hard-copy text. You can purchase the e-book it either of two ways through the Blackboard website. (I honestly cannot fully understand why there are two different ways of purchasing instead of just one; the UIC Bookstore apparently has instituted a novel purchasing procedure as of 2022.) On Blackboard you can do either of the following as of start of the semester:

-- if you click on Topics: Presentations and Assignments on Blackboard and then go to Topic 1, you will see a “Student Registration – Start Here” option. It looks like this (below):



When you click on the red M, you will be taken to the publisher's where you can purchase access to the e-book. You will 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. However, once the free trial will expire and you'll need to purchase access for the course.

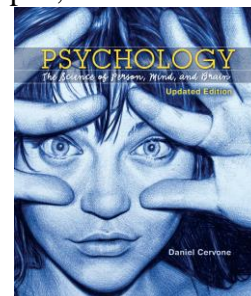
In addition, the UIC bookstore has instituted a purchase option. It can be accessed through a "Purchase Access Code" that is on the left panel of the BB website, as shown below.



If you execute this second option, "Purchase Access Code" which leads to a purchase through the UIC bookstore, then after making the purchasing the access code you should go to "Student Registration – Start Here" (see above). The Student Registration process will ask you to enter the access code number you have purchased.

Regarding the reading of the book, once you have made your purchase, you can either read the book online or you can download a copy to your hard drive (or phone, or ipad, or whatever). At the Launchpad site, there is a "help" button with pull-down menu at the top of the page, and one of the pull-down menu options is "Download Offline Ebook."

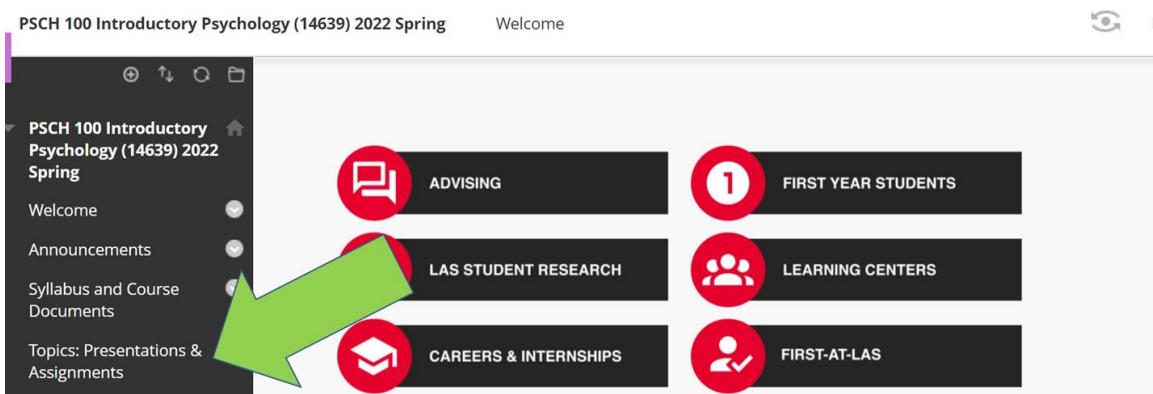
→ ***Don't do this:*** Something that you *don't* want to do is to purchase a used hard copy of the textbook. If you do that, you won't have any access to the electronic materials, which are part of the course assignments! So the thing to do is to purchase the new updated edition of the book in electronic form. Fyi, it



looks like this (imagine to the right; says “Updated edition” on it).

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

Your biggest question when the course begins is likely “What am I supposed to do?” Fortunately, it will be easy throughout the semester to know exactly what to do; the class is highly structured. Each week there will be a “topic.” The pertinent information for the week can be found in the “Topic Presentations and Assignments” link on the Blackboard web site. This screen shot shows where it is. (The green arrow is not on the web site; I’ve added it here just to indicate where the link is.)



Every week, you will need to check the “Topics: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, it will be easy to keep up with material, even at the start of the semester when we will not be meeting in person.

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 given topic will be indicated. The pertinent reading will be rather obvious since the name of the topic (e.g., “Social Psychology”) will correspond exactly to the name of the given textbook chapter.

-- **Video Lectures:** Links to the Video Lectures will be indicated. Please note that 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

For each topic, there are three assignments that each earn one point (as long as you do the assignment on time, in the given week).

-- **Discussion Board:** For each topic, we will have a discussion board. The discussion board is an assignment that earns credit; you will earn one point of class credit for contributing to discussion board. Any sensible comment will earn credit; that is, comments will not “graded” for quality. Detailed Discussion Board instructions for will be on the Blackboard website.

-- **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 Try This research activity. Completing it will earn one point of credit toward your final grade. .

-- **Quiz Yourself:** For each topic (i.e., each textbook chapter), you will be directed to online quizzing. These quizzes 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. Launchpad contains a series of quizzes (quiz a, b, etc.) for each chapter. You will earn one point of credit for doing the first one: quiz “a.” Feel free to do the others, of course – but you’re getting the one point of credit per topic for doing the first one.

Grades

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

Scheduling note: 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 a Sunday. 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. They will consist of multiple-choice questions and 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 UIC software called “LockDown Browser” which is (quoting 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.

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 exams are as follows:

Exam 1: Tuesday, February 8

Exam 2: Tuesday, March 8

Exam 3: Tuesday, April 5

Exam 4: (Final exam): TBA. The Final Exam will be administered on a day to be designated by UIC during exam week; Final Exam Week is May 2-6.

You can take the online exam at any time of your choosing, between 8am and 10pm, on the given exam day. In other words, the exam will become available online at 8am, 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.) We will not hold in-person “flipped classroom discussion with the instructor” on exam days, in part because your instructor needs to monitor the taking of the online exams.

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

Each exam will have 45-55 multiple-choice questions.

If you miss one of the Exams 1-3, we will invoke a “Missed Exam Policy.” A document describing the policy will be in the “Syllabus and Course Documents” section of our website.

(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, February 21.

APSP #2 is due at midnight Monday, April 11

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

As noted above, you will earn 1 point for making a constructive addition to each topic's Discussion Board. 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 time at 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.

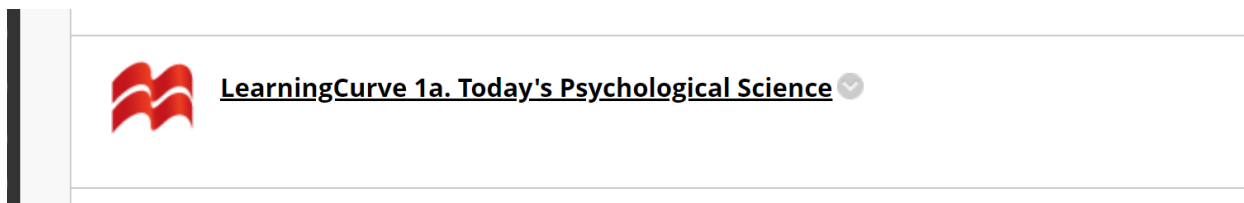
(4) Try This Research Activities

As noted, you will earn 1 point for completing each Try This Research Activity; there generally will be one per topic (i.e., per chapter of the book). 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 it (if it's, e.g., a memory test, you do the activity, but forget everything you were supposed to remember, you still get credit!).

As with Discussion Board, you can only earn these points during the relevant time of the semester. The idea is for you to experience the research activity while it is pertinent to the given topic of the course.

(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.



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. Depending on the exact number of questions on the exams, there will be about 350 points in total to be earned during the semester.

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, Jan. 23. |

| | |
|---|--|
| <p><i>Topic 3: Social Psychology</i> Reading: Chapter 12</p> <p><i>Topic 4: Personality</i> Reading: Chapter 13</p> | <p>Weeks 3 and 4. All assignments associated with Topics 3 and 4 are due at the end of Week 4: by midnight on Sunday, February 6.</p> |
| <p><i>Exam 1</i> Covers Topics 1-4</p> | <p>Exam 1 time window: Starting time of 1.5 hour time period is any time from 8 am to 10 pm., Tuesday, February 8.</p> |
| <p><i>Topic 5: Development</i> Reading: Chapter 14</p> <p><i>Topic 6: Psychological Disorders and Therapy: I</i> (start, not due yet) Reading: Chapter 15</p> | <p>Weeks 5 and 6 All assignments associated with Topic 5 are due at the end of Week 6: by midnight on Sunday, February 20. APSP 1 due midnight Monday, Feb. 21</p> |
| <p><i>Topic 6: Psychological Disorders and Therapy: I</i> (finish)</p> <p><i>Topic 7: Psychological Disorders and Therapy: II</i> Reading: Chapter 16</p> | <p>Weeks 7-8 All assignments associated with Topics 6 and 7 are due at the end of Week 8: by midnight on Sunday, March 6.</p> |
| <p><i>Exam 2</i> Covers Topics 5-7</p> | <p>Exam 2 time window: Starting time of 1.5 hour time period is any time from 8 am to 10 pm., Tuesday, March 8.</p> |
| <p><i>Topic 8: Memory</i> Reading: Chapter 6</p> <p><i>Topic 9: Learning</i> Reading: Chapter 7</p> | <p>Weeks 9-10 All assignments associated with Topics 8 and 9 are due at the end of Week 10: by midnight on Sunday, March 20.</p> |
| <p><i>Topic 10: Thinking, Language, and Intelligence</i> Reading: Chapter 8</p> <p><i>Topic 11: Consciousness</i> Reading: Chapter 9</p> | <p>Weeks 11-12 All assignments associated with Topics 10 and 11 are due at the end of Week 12: by midnight on Sunday, April 10.</p> |
| <p><i>Exam 3</i> Covers Topics 8-10 Note: Topic 11 is on Exam 4, not 3.</p> | <p>Exam 3 time window: Starting time of 1.5 hour time period is any time from 8 am to 10 pm., Tuesday, April 5.</p> |
| <p><i>Topic 12: The Brain and Nervous System</i> Reading: Chapter 3</p> <p><i>Topic 13: Sensation and Perception</i> Reading: Chapter 5</p> | <p>Weeks 13-14 All assignments associated with Topics 12 and 13 are due at the end of Week 14: by midnight on Sunday, April 24. Also, APSP 2 is due by midnight on Monday, April 11.</p> |
| <p><i>Topic 14: Nature, Nurture, and their Interaction</i> Reading: Chapter 4</p> | <p>Week 15. All assignments associated with Topic 14 are due at 5pm on Friday, April 29 (the last day of instruction of the 15-week Spring Semester. No assignments (other than the final exam) can be accepted after April 29.</p> |
| <p>Exam 4 Covers Topics 11-14</p> | <p>Exam 4: Day TBA, consistent with UIC Final Exam scheduling.</p> |

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.psch.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/>.