

University of California, Berkeley
Department of Psychology

**Psychology W1
General Psychology
Online**

Summer Session, 2015

Instructor:

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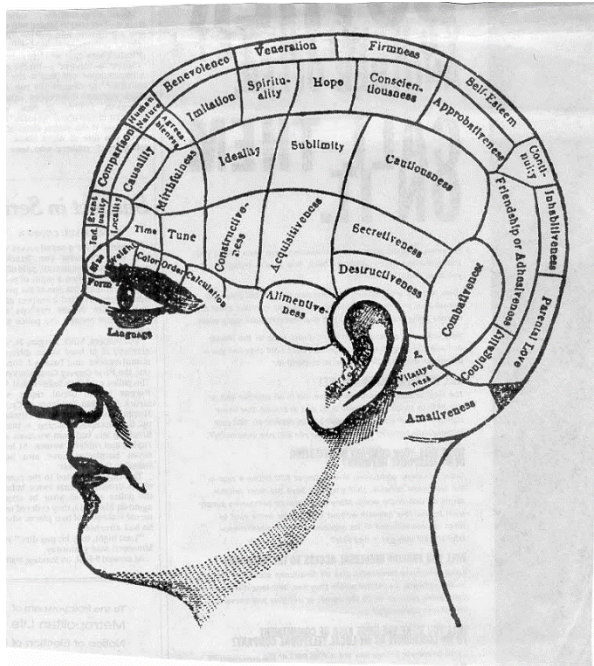
Graduate Student Instructor (GSI):

To Be Named

Reader:

To Be Named

Contact the GSI and Reader through Canvas.



This course will survey the scientific study of mental life and the mental functions that underlie human experience, thought, and action. The emphasis is on cognitive processes and social interactions characteristic of adults. However, research on nonhuman animals, as well as biological, developmental, and pathological processes, will be introduced as relevant. This course, or its equivalent, is a prerequisite for admission to most upper-division courses in the Department of Psychology. Psychology 1 (or its online equivalent, Psychology W1) is required for prospective majors in Psychology, and is intended for lower-division students (freshmen and sophomores).

Course credits

Three (3) semester hours (approximately 45 hours of class time)

Prerequisites and Workload

There are no prerequisites for this course. Anyone with a college-preparatory high-school diploma should be able to understand the material.

In order to do well in the course, however, students should be prepared to put in some time. Traditionally, college courses assume that students devote two to three hours of study at home for every one hour in class. In the summer session, there are six (6) 1-hour lectures per week. Following the "industry standard", then, students should be prepared to put in at least 12 hours per week outside of class.

Required and Recommended Readings

Students should purchase two items for the course.

(1) The textbook, *Introduction to Psychology* (Cengage, 10th ed., 2014), by James W. Kalat, is required: It is available from the ASUC Bookstore, and other booksellers, both online and brick-and-mortar. Be sure to purchase **Kalat's** book, and be sure to purchase the 10th edition; other sections of Psychology 1 and 2 may use different texts. **ISBN-10: 1133956602; ISBN-13: 9781133956600**. The textbook is available in a variety of formats. Approximate price: \$208 hardcover; \$182 paperback; \$117 loose-leaf; \$79 rental; \$79 e-book. The comparative advantages and disadvantages of e-textbooks compared to traditional bound texts are not yet well known.

For details, see [Cengage website](#).

(2) *ZAPS: The Norton Psychology Labs* (2009), by Ton De Jong and colleagues, allows you to experience various psychological phenomena firsthand, via demonstrations programmed by a team of Dutch psychologists (hence the sometimes awkward English) and presented over the Internet (see below for details). You will be required to complete a selection of these exercises during this course. ZAPS is an online resource, and requires the Adobe Flash player. The registration code for this website must be purchased separately through the above website. Approximate retail price: \$30.00. **ISBN: 978-0-393-11623-6**.

For details, see <http://books.wwnorton.com/books/detail.aspx?id=22664>.

Schedule for Summer 2015

The schedule shown on the following pages is based on six 1-hour lectures weekly, except for days devoted to midterm exams. For convenience, the schedule conforms to a Tuesday-Wednesday-Thursday format. Note that the July 4 holiday falls on a Saturday. However, all lectures are available all of the time, from the very beginning of the 8-week summer session, so that students can complete lectures at their own pace. Assignments are due, and exams will be administered, on the dates indicated.

The entire course is delivered online, employing the Canvas learning management system. To access the course, point your Internet browser to <http://summer.berkeley.edu/courses/online-courses>. You will need to authenticate with a CalNet ID (follow the link and the instructions on the homepage). Your access to Canvas will terminate one week after the end of the summer session, after the final exam has been administered.

You *must* log in to Canvas either the Monday or Tuesday of the first week of the Summer Session. For details, see the Orientation materials distributed to all registered students by Berkeley Summer Sessions.

The course is divided into 12 topical modules, each covering a large segment of psychology. A typical module consists of about 4 lectures (some more, some less). You access these modules by clicking on the "Module" link in the Canvas navigation bar. Each module begins with a video overview, followed by one or more lectures.

Here is the schedule of events for Summer 2015:

Date	Day	Lecture	Topic	Kalat, 10e
Module 1: Introduction				
23-Jun	T	1	Nature and Scope of Psychology <i>Discussion Comment #1 (See Below for Details)</i>	Chapter 1
Module 2: Biological Bases of Mind and Behavior				
23-Jun		2	Organization of the Nervous System	Chapter 3
24-Jun	W	3	Hindbrain, Midbrain, Diencephalon	
24-Jun		4	Cerebral Cortex	
25-Jun	R	5	Hemispheric Specialization, Recovery of Function, and Plasticity <i>Discussion Comment #2</i> <i>ZAPS for Active Discovery Learning #1 (See Below for Details)</i>	
Module 3: Methods and Statistics for Psychology				
25-Jun		6	Methods and Statistics for Psychology <i>Discussion Comment #3</i>	Chapter 2
Module 4: Learning				
30-Jun	T	7	Reflex, Taxis, and Instinct	Chapter 6
30-Jun		8	Classical and Instrumental Conditioning	
1-Jul	W	9	What is Learned?	
1-Jul		10	A Cognitive View of Learning <i>Discussion Comment #4</i> <i>ZAPS for Active Discovery Learning #2</i>	
Module 5: Sensation and Perception				
2-Jul	R	11	The Sensory Modalities	Chapter 4
2-Jul		12	Sensory Experience	
7-Jul	T	13	Sensory Thresholds and Signal Detection	
7-Jul		14	The Ecological View of Perception	
8-Jul	W	15	Perceptual Organization and Pattern Recognition	
8-Jul		16	The Constructivist View of Perception <i>Discussion Comment #5</i> <i>ZAPS for Active Discovery Learning #3</i>	
First Midterm Examination				
9-Jul	R		<i>Administered Online</i> <i>Covers Modules 1-5, and Kalat, Prologue and Chapters 1-4, 6</i>	

Module 6: Memory				
14-Jul	T	17	Short-Term Memory, Working Memory, and Attention	Chapter 7
14-Jul		18	Memory: Encoding Processes	
15-Jul	W	19	Memory: Storage and Retrieval	
15-Jul		20	The Reconstruction of the Past	
<i>Discussion Comment #6</i>				
<i>ZAPS for Active Discovery Learning#4</i>				

Module 7: Thought and Language				
16-Jul	R	21	Concepts and Categories	Chapter 8
16-Jul		22	Algorithms and Heuristics	
21-Jul	T	23	Are We Rational?	
21-Jul		24	Intelligence	Chapter 9
22-Jul	W	25	Language and Thought	
<i>Discussion Comment #7</i>				
<i>ZAPS for Active Discovery Learning #5</i>				

Module 8: The Trilogy of Mind				
22-Jul		26	Emotion	Chapter 12
23-Jul	R	27	Motivation	Chapter 11
<i>Discussion Comment #8</i>				
<i>ZAPS for Active Discovery Learning #6</i>				

Module 9: Personality and Social Interaction				
23-Jul		28	Analyzing Social Interaction	Chapter 13
28-Jul	T	29	The Doctrine of Traits	
28-Jul		30	The Dialectic Between the Person and Behavior	
29-Jul	W	31	The Dialectic Between the Environment and Behavior	Chapter 14
29-Jul		32	The Dialectic Between the Person and the Environment	
<i>Discussion Comment #9</i>				
<i>ZAPS for Active Discovery Learning #7</i>				

Second Midterm Examination				
30-Jul	R		<i>Administered Online.</i>	
<i>Covers Modules 6-9 and Kalat, Chapters 7-9, 11-14</i>				

Module 10: Psychological Development				
4-Aug	T	33	Nature and Nurture	Chapter 5
4-Aug		34	Within-Family Differences	
5-Aug	W	35	Gender Dimorphism	
5-Aug		36	Continuity and Change in Psychological Development	
<i>Discussion Comment #10</i>				
<i>ZAPS for Active Discovery Learning #8</i>				

Module 11: Psychopathology and Psychotherapy				
6-Aug	R	37	Unconscious Mental Life	Chapter 10
6-Aug		38	The Diagnosis of Mental Illness	Chapter 15
11-Aug	T	39	Experimental Psychopathology	
11-Aug		40	Diathesis and Stress	
12-Aug	W	41	Treatment of Mental Illness	
12-Aug		42	The Social Context of Mental Illness	
<i>Discussion Comment #11</i>				
<i>ZAPS for Active Discovery Learning #9</i>				

Module 12: Conclusion				
13-Aug	R	43	Conclusion	No Reading
<i>Discussion Comment #12</i>				
<i>Complete ZAPS for Research Participation Experience (See Below for Details)</i>				

Final Examination				
14-Aug	F			
<i>Administered, 9:00AM - 12:00 Noon in Room to be Announced</i>				
<i>First Portion Covers Modules 10-12 and Kalat Chapters 5, 10, and 15</i>				
<i>Remainder Covers All Modules and All of Kalat</i>				

Supplementary Materials

A set of *Lecture Supplements* is posted to the Canvas course site. These are, essentially, written versions of lectures that I would give if this course occupied two semesters (or maybe two years), instead of just one. The Supplements also include some essays I have written (or in some cases co-authored) on general-interest topics within psychology -- again, you can think of them as general-interest lectures. Students will not be held responsible for additional material in the lecture supplements, beyond what is in the lectures actually delivered online, but those who intend to major in Psychology may find them informative and useful. The lecture supplements are updated throughout the semester.

You'll find a link to the Lecture Supplements, click on the Canvas navigation bar.

Online Videos

Canvas also contains links to a number of other supplementary materials, including a number of videos, mostly produced by Annenberg Media, a project of the Annenberg Foundation that produces video resources in conjunction with the Public Broadcasting System. None of these are required, and some of them are a little dated, but all of them are interesting.

- *Discovering Psychology*, a televised introduction to psychology hosted by Prof. Philip Zimbardo of Stanford University (a legendary teacher of introductory psychology), first presented on PBS in 1990 and updated in 2001 (26 half-hour videos).
- *The Brain: Teaching Modules*, drawn from *The Brain*, a series presented on PBS in 1997 (32 videos 5-20 minutes in length).
- *The Mind: Teaching Modules* drawn from *The Mind*, a series presented on PBS in 1999 (35 videos 5-20 minutes in length).
- *Seasons of Life*, a telecourse on developmental psychology, first presented on PBS in 1992 (5 one-hour videos and 26 half-hour audios).
- *The World of Abnormal Psychology*, another telecourse, first presented in 1992 (13 one-hour videos).
- *Against All Odds: Inside Statistics*, yet another telecourse, hosted by psychologist Teresa Amabile, and hands down the best introduction to probability and statistics ever (26 half-hour videos).
- *Seeing Beyond the Obvious: Understanding Perception in Everyday and Novel Environments*, produced by the NASA Ames Research Center and the University of Virginia covers basic issues of depth perception and perceptual issues that arise in novel environments such as high-speed flight and microgravity.

To view these videos, click on "Supplemental Materials" in the various modules.

Midterm and Final Examinations

There will be two midterm examinations and a final. Due to the size of the class, all examinations will be in multiple-choice format. Midterms will be administered online, via Canvas, on dates announced in the syllabus, and are noncumulative. The final exam is partly cumulative, but will include a portion covering topics not previously examined. By UC Berkeley policy, the final exam must be administered on campus, though it is possible to arrange for a proctored exam to be administered off-campus. For Summer 2015, the final exam is scheduled for **Friday, August 14, 2015, 9:00 AM - 12:00 Noon, in a Room To Be Announced**.

Students whose University or personal obligations may conflict with a scheduled exam should consult with the instructor in advance. In particular, students should plan their end-of-session travel schedules to permit them to take the final exam at the scheduled time. The final exam will not be rescheduled.

Students who are unable to take the final will need to arrange for an approved proctor to administer the exam off-campus. Summer Sessions' student support staff will manage the off-site proctor approval and tracking process. **The deadline for finalizing these arrangements is July 17, 2015.**

If you have a personal emergency that prevents you from taking an exam at the scheduled time, leave a telephone or E-mail message with the instructor, take care of whatever the problem is, and then consult with the instructor as soon as possible afterwards.

Examinations are computer scored. Requests for hand-rescoring of any examination must be received within *one* (1) day of the posting of scores for that exam to the course website.

Feedback concerning exams is posted to the course website on bSpace, which also contains copies of old exams. To access these materials, go to bSpace and click on "Exam Information".

Discussion Postings

In order to foster a sense of community in this online course, we have established a "discussion board" on Canvas that will permit students to share their ideas about psychology with each other, and get some feedback from the group. For this purpose, students have been assigned to "sections" of approximately 30 students, roughly analogous to on-campus discussion sections.

For each major module in the course, we have proposed a question for discussion. By the deadline indicated in the syllabus, you should post a response to the question posed. It doesn't have to be long: 50 well-chosen words will do, and responses shouldn't be longer than 250 words (the equivalent of one page, double-spaced, 12-point type). All we ask is that you respond to the question thoughtfully. Your comments should be based on what you've read in the text, and what's been presented in lectures, and your own reflections. It is neither necessary nor desirable that you do any additional reading. Discussion postings are scored on an all-or-none basis, 0 or 5 points, just like a neuron. So long as your comments are on time, responsive to the prompt, and reasonably acceptable from the point of view of grammar and spelling, your responses will earn full credit.

There are 12 such discussion questions, earning five (5) points each. Each is due by 11:59 PM (Pacific Time) on the date indicated in the syllabus. That's one minute before midnight, just like Cinderella.

Your postings will be visible to other members of your section. After students have posted their comments, other section members are encouraged to respond to them, and for the original commentator to respond in turn – in other words, to get a real discussion going. The responses can add points that support the original student's point of view, for example. It can also be critical, but the criticism has to be constructive. No *ad hominem* remarks, no simple dismissals. If you offer a criticism, it should be friendly and constructive in nature, as if you were helping your friend or roommate think through a problem.

1. Introduction. Introduce yourself to your fellow students in your section (and your GS!!). Tell us your name (and nickname, if you have one), where you're from (and describe your home town a little), what high school you went to, and what your major (or prospective major) is in college. Then tell us how "General Psychology" fits into your academic program. Are you thinking of majoring in Psychology? How is this course relevant to your personal, academic, or career goals?

2. Biological Bases of Mind and Behavior. The successful use of methylphenidates such as Ritalin or Concerta, in the treatment of attention deficit hyperactivity disorder (ADHD) has led to suggestions that these amphetamine-like stimulant drugs could be used to enhance cognitive performance (attention, memory, even intelligence) by people who do not have ADHD or a similar condition. Assume that these "smart drugs" actually work as advertised to enhance cognition in "normal" individuals (which, frankly, is an open question). Is such a use fair? How is the use of "smart drugs" to enhance cognitive performance in students different from "blood doping" to increase aerobic capacity and endurance in athletes, and which is prohibited by the International Olympic Committee and other athletic organizations?

3. Methods and Statistics. A wealth of data indicates that "actuarial" predictions made by a statistical combination of quantitative data are more accurate than "intuitive" predictions made by a human judge reviewing the same information. In the criminal justice system, it's sometimes been proposed that decisions made about sentencing, parole, probation, and release be based on statistical predictions of future risk of re-offending, rather than the intuitive judgments of judges, prosecutors, probation officers, and the like. Do you think this is a good direction for policy to take? Why or why not?

4. Learning. Pavlov thought that all learning entailed classical conditioning, whereas Thorndike thought the same thing about instrumental conditioning. Given what you know about predictability, controllability, and the role of reinforcement in learning, is there any learning that *does not* reflect classical and instrumental conditioning, either alone or in combination?

5. Sensation and Perception. Jerome Bruner, a pioneering American cognitive psychologist, introduced what he called a “New Look” in perception by drawing attention to the role of mental set, emotion, and motivation in perception. Can we really see the world through “rose-colored glasses”? Can we see only what we want to see? Or are these just metaphors? Provide an example of how either emotion or motivation can affect either the detection of a stimulus or the perception of some object or event.

6. Memory. One of the core symptoms of post-traumatic stress disorder (PTSD) is intrusive memory: disturbing, unwanted memories of the traumatic event keep coming back, either in waking life or in dreams. Recently, it has been suggested that this enhancement of memory is due to stress hormones, and that administering certain drugs shortly after a traumatic event could prevent traumatic memories from being consolidated, leaving the victim essentially amnesic for the trauma itself – and therefore, presumably, reducing the likelihood of PTSD. Assuming that this were possible, is it a good idea? Discuss the pros and cons.

7. Thought and Language. People don’t always make choices that are in their best interest. For example, given the opportunity to enroll in a tax-sheltered 401(k) retirement plan to which their employers will also contribute, most people don’t “opt in”. As a result, many Americans have not accrued sufficient retirement savings. But if enrolling in such a plan is made the default, so that employees must actively “opt out”, most employees stay enrolled, to the benefit of their later retirement. Both outcomes are predictable, given what we know about the role of heuristics and biases in judgment and decision-making. Some social scientists have suggested that policymakers capitalize on these biases to “nudge” people in the direction of making optimal choices – those which are most beneficial to them (and society). Others argue that this is psychological manipulation is an unacceptable infringement on personal freedom. Evaluate these arguments, and take a position on this issue.

8. The Trilogy of Mind. There is increasing evidence that the relatively large amounts of salt, fat, and sugar found in convenience and processed foods not only enhances their flavor, but also encourages overeating and puts consumers at risk for diseases like obesity and diabetes. In view of these considerations, should public-health and other officials issue laws and regulations limiting the size and content of these foods?

8. Personality and Social Interaction. Does personality exist in a social vacuum? Can we describe individual differences in personality in the abstract, without reference to social context, the way we describe individual differences in IQ? Or is individual personality inextricably bound up with social interaction? Are there any individual differences in personality that exist independently of the social context?

10. Psychological Development. On January 1, 2014, a California law went into effect which permits transgender students in grades K-12 to choose public-school restrooms and athletic teams in accordance with their gender identity, not their biological sex. Opponents of the law argue that this policy will violate the privacy rights of the majority of public-school students. ~~There will be a referendum on this law on the November 2014 ballot.~~ Make a science-based argument concerning this issue, either pro or con, as if you were discussing this with your family at the dinner table.

11. Psychopathology and Psychotherapy. California and New Jersey both have laws outlawing “gay conversion” therapy for minors, which attempt to “convert” homosexuals into heterosexuals. The rationale for the law is that (1) homosexuality isn’t an illness and (2) the treatment itself may harm patients, increasing their risk for depression and suicide. Still, some

practitioners objected that any such restriction represented an illegal restraint on trade, preventing them from offering their patients certain services. And some parents objected that they were prevented from seeking treatment in the best interests of their children. In New Jersey, one set of parents sued on behalf of their 15-year-old son, who said that he wanted the treatment. Comment on any aspect of this issue from the perspective of scientific psychology. Should providers be able to provide any treatment to their patients, so long as the patients understand the risks involved?

12. Conclusion. Philosophers sometimes talk about “folk psychology”, meaning the intuitive ideas about mind and behavior that we all carry around in our heads. One of the goals of scientific psychology is to refine and correct these intuitive notions. Looking back over the course, what *one* concept, principle, or research finding surprised you the most? How did learning about this fact change your understanding of how our minds work, or why we behave the way we do?

Here’s how to complete a Discussion assignment.

- Click on the “Assignments” tab in the navigation bar on the left of the Canvas page.
 - You will then see a set of “Discussions” These are the required Discussion postings.
 - You can also access these assignments by clicking on the “Discussions” tab, and look under “Pinned Discussions”.
 - You will also see a Pinned Discussion labeled “Queries and Comments”, which students will use to post questions and comments concerning course material, as described elsewhere in this Syllabus.
- Click on the link for the current Discussion assignment (e.g., “Discussion #1 – Biological Bases of Mind and Behavior”).
- For administrative purposes, the class has been divided into a number of Discussion Groups.
 - Click on the link for your Discussion group. Post only to your Discussion Group. If you post to a Discussion Group other than the one to which you have been assigned, you may not receive credit for the assignment.
- You will then see the Discussion prompt and a “Reply” box.
 - Type your Discussion posting into this space.
 - Or, better yet, prepare your posting in advance, using your favorite word processor, and copy and paste it into this space.
 - When you are finished, click on “Post Reply”.
- You will not be able to see the postings of other group members until you have posted your own contribution.
 - Afterwards, you will be able to read, and comment on, other group members’ postings. Feel free to make comments on these postings, but remember to be constructive in any criticisms.

ZAPS Exercises for Active Discovery Learning (ZAPS-ADL)

In order to provide you with a more active learning experience – something other than sitting in a chair, reading the text, viewing slides, and listening to lecture – we have arranged for you to complete a number of exercises online using the ZAPS software. ZAPS, produced by a group of Dutch psychologists, stands for *Zeer Actieve Psychologie*, which translates as Very (Inter)Active Psychology. The ZAPS software is purchased from the publisher directly. URL: www.wwnorton.com/zaps.

The ZAPS site requires MacroMedia Flash v. 7+ (most computers have this; otherwise, a free download is available from the ZAPS website).

The Active Discovery Learning (ADL) component of the course requires nine (9) exercises, one for each major module in the course. They count five (5) points each on an all-or-none basis (just like a neuron). Each is due by 11:59 PM (Pacific Time) on the date indicated in the syllabus. That’s one minute before

midnight, just like Cinderella. Note that the ZAPS server may run on Eastern Time, but we make three-hour time correction.

Click on the “Assignments” tab in Canvas, and then scroll down to find links to the ZAPS-ADL assignments.

Students will receive full credit for completing each exercise by the deadline announced in the syllabus. Late completions will not receive any credit. Note that the deadlines are all one minute before midnight, just like Cinderella, according to the official time recorded by the computer at the time you logged on. Your participation in these exercises is recorded automatically; but as a backup, you should print out each exercise (click “Print Version” on the last screen). If for some reason the ZAPS server fails to record your participation, presenting this printout will ensure that you receive proper credit.

You may do as many additional ZAPS exercises as you wish. However, there will be no extra credit given for any ZAPS completed beyond the requirement (to give extra credit in this manner would be unfair to students whose other responsibilities may not give them the time to do more than is required).

- When you first register for ZAPS, you are asked to enter the Registration Code on the ZAPS booklet that came with the textbook package (or which you purchased elsewhere). The registration code will most likely consist of a pair of four-letter strings, like this: EMOM-RHAO (but each person’s registration code is different).
- You then get Emailed a password. This can take a little time, so don't expect to log into ZAPS for the first time a minute or two before the first deadline!
- When you login, you will be asked for this password. After you enter the correct password, you are taken to a page with two sorts of links. In the top half of the page, there is a link to enter the site. In the bottom half of the page, there are links to update your user profile, including your name and Class ID.
- First, update your user profile.
 - Enter your name *last name first*, followed by your first name and middle name or initial.
 - Be sure to enter your **last name first**, followed by a comma, then your first name and your middle name or initial. Otherwise you may not receive credit for completing the ZAPS exercises. **THIS IS VERY IMPORTANT.**
 - And be sure to use the same name by which you registered for the class (check how your name is listed in the Gradebook). **THIS IS VERY IMPORTANT.**
 - Our Class ID for Summer 2015 is **BQ6XBU7X**.
 - Be sure to enter the proper Class ID, which is case-sensitive, or else you will not receive proper credit for completing the ZAPS exercises.
 - Type in all UPPER-CASE. If you “cut and paste” the Class ID from this or any other document, be sure *not* to include the leading space () or trailing period (.).
- ZAPS Experiments rely on popup windows, cookies, and JavaScript. Be sure to turn off all popup blockers in your web browser before you try to do anything with ZAPS.

After you enter the site, you will see a long list of ZAPS exercises (click on ZAPS Listed Alphabetically”). There are dozens of these, and you may do all the ZAPS exercises you want, and you’ll learn from each of them. **But you are only required to complete the nine specific exercises indicated on the syllabus** -- one for each of *nine* major modules in the course:

ADL Assignment	Module	ZAPS Exercise
#1	2	“Synaptic Transmission”
#2	4	“Classical Conditioning”
#3	5	“Signal Detection”

		("Signal Detection 2" is optional)
#4	6	"Serial Position Task"
#5	7	"Mental Rotation 2-D" ("Mental Rotation 3-D" is optional)
#6	8	"Emotional Stroop" ("Stroop Effect" is optional)
#7	9	"Big Five"
#8	10	"Moral Development"
#9	11	"Obsessive-Compulsive Disorder"

There are no assigned ZAPS-ADL exercises for Modules 1, 3, or 12.

- No substitutions are permitted. You will complete additional ZAPS exercises for the Research Participation Experience component of the course, as described below.
- When you finish each exercise, you will see a link, on the left-hand side of the page, for "Further Info". Click on it. At the top of the new page, on the right-hand side, you will see a link for "Print Version". Click on it. You may be asked to enter your name. If so, enter your name.
- Then you will see a page with a complete account of the ZAPS exercise you have just completed, without animations, but with your name on it. You may print this out and keep it for your future reference.
- Some ZAPS exercises may ask you to input your Class ID. But not all of them do. Just follow the instructions, using the Class ID given above.
- Your participation in each ZAPS exercise will be recorded in the online gradebook. But this is done by hand, and takes time. I have to retrieve the information from the ZAPS server and enter it into the online gradebook by hand. The class will receive an Email notice as soon as the credits for each exercise have been posted. After that time, if your participation has not been properly credited, write me via email and I will recheck the roster. If I cannot find you on my roster, then click on "My Activity" link on the "Explore ZAPS" page. This will take you to the ZAPS Student Activity Monitor, which will show which ZAPS exercises you have completed, and when. Take a screenshot ("Print Screen") of this page and paste it into an Email it to me. If the Student Activity Monitor shows that you completed the assignment by the deadline, we'll give you credit. You will have two days after credits are posted to correct the record.
- ZAPS helpdesk: <http://books.wwnorton.com/books/student-help-request/>.

ZAPS Exercises for Research Participation Experience (ZAPS-RPE)

Because psychology is a scientific discipline, research experience is an integral part of Psychology 1 (and many other lower-division and survey courses in the Department). On campus, this component of the course is satisfied through student participation in the Research Participation Program (RPP). RPP is somewhat analogous to the laboratory sections offered in the natural sciences, except that students serve as subjects rather than experimenters. Although students do contribute data to ongoing research projects, the primary purpose of the RPP requirement is to familiarize students with the methods by which scientific research in psychology is conducted.

Because of the online delivery of this course, to students who may be located far from Berkeley, it is not feasible for students to participate in on-campus research projects. However, a similar experience may be had by completing a subset of ZAPS exercises that involve the actual collection of data. In each

exercise, you will be asked to participate just as an ordinary research subject would; the exercise also contains an explanation of the experiment and allows you to see that data that has been collected.

The online version of Psychology 1 requires students to complete *five* (5) such exercises, taken from the list below. Each exercise will take about 15 minutes. For grading purposes, the Research Participation Experience (ZAPS-RPE) requirement is worth 25 points (5 points for each of 5 ZAPS exercises).

Click on the “Assignments” tab in Canvas, and then scroll down to find links to the ZAPS-RPE options. Then follow the general instructions for ZAPS-ADL. **Do not create a separate Class ID:** use the same User Information for both sets of ZAPS exercises.

In order to insure variety of research participation experiences, you may select *any one* from *each* of the *five* (5) groups of ZAPS exercises listed below. **You are required to complete *only one* experiment in *each* of the five groups.**

<p>Group A - Perception</p> <ul style="list-style-type: none"> • “Ponzo Illusion” • “Stereotypes” • “Visual Search” 	<p>Group B - Attention</p> <ul style="list-style-type: none"> • “Attentional Blink” • “Dichotic Listening” • “Selective Attention” • “Simon Effect” • “Spatial Cuing” • “Stroop Effect” *
<p>Group C - Memory</p> <ul style="list-style-type: none"> • “Brown-Peterson Task” • “Encoding Specificity” • “False Memory Task” • “Fan Effect” • “Iconic Memory” • “Memory Bias” • “Memory Span” • “Recalling Information” 	<p>Group D - Thinking</p> <ul style="list-style-type: none"> • “Sternberg Search” • “Mental Rotation” 3-D** • “Mental Scanning”
<p>Group E – Language</p> <ul style="list-style-type: none"> • “Lexical Decision” • “Sentence Verification” • “Word Superiority” 	

*“Emotional Stroop” is required as part of the ZAPS-ADL

**“Mental Rotation 2-D” is required as part of the ZAPS-ADL

Your selection must be made from this list (because other ZAPS exercises do not involve actual data collection). No substitutions are permitted. As with ZAPS-ADL, described above, you may do as many additional ZAPS-RPE exercises as you wish. However, there will be no extra credit given for any ZAPS completed beyond the ADL and RPE requirements.

You must complete the ZAPS-RPE exercises by 11:59 PM (Pacific Time) on Thursday, August 16, 2014. Accumulated credits for ZAPS-ADL will be entered into the Gradebook.

Comments and Queries During the Course

Because of the online format of this course, there are no discussion sections as such, and no opportunity to ask questions during lectures. However, the instructor and GSIs will be available in weekly “synchronous”. Feel free to make use of these resources: that is what we are here for.

Canvas includes a general discussion area which will be used for a wide variety of communications among students, GSIs, and the instructor. These messages will be distributed to the entire class, so don't post anything of a personal or confidential nature!. Responses from the instructor or the GSIs also will be posted to the entire discussion board. Do not send questions on course content to the instructor's private Email address; post them to the course website instead – so that everyone can benefit from the exchange.

- Click on the “Discussions” tab in the Canvas navigation bar.
- Click on “Queries and Comments” link under “Pinned Discussions”.
- Type your question or comment in the “Reply” box. This will initiate a conversation.
- The instructor or a GSI will respond within one (1) business day.
- Other students in the course may chime in, as well.

Feel free to post Queries and Comments. It's the only way you've got to get your questions answered. And answering questions is what we're here for!

Please do not send questions or comments about course material to the instructor or GSIs via email. Post them to the Queries and Comments discussion board, so that the entire class can have the benefit of the exchange.

If you have a communication of a personal nature, such as a family emergency, you should send private Email to the instructor and your GSI.

From time to time I will post announcements (e.g., about exams) concerning the course; I may also post corrections to my lectures.

Grading Policy

Final grades will be calculated on the basis of 340 points distributed according to the following rules:

- two (2) midterm examinations, 50 points each
- final examination, 100 points
- 12 Discussions, 5 points each, for a total of 60 points.
- 9 ZAPS exercises for Active Discovery Learning, 5 points each, for a total of 45 points.
- 5 ZAPS exercises for Research Participation Experience, 5 points each, for a total of 25 points.
- 10 points for “Participation”, assigned at the discretion of the GSIs, recognizing special effort and interest as reflected in participation in the Discussion postings, posting Queries and Comments, or attending online “office hours”.

Letter grades will be assigned according to the following scheme. If necessary, the distribution of final letter grades in this course will be adjusted to conform to the overall distribution of grades in lower-level courses at UC Berkeley.

- The accumulation of at least 90% of the total possible points (i.e., 306 points) will result in some kind of A (i.e., A or A-; I do not give grades of A+ under any circumstances, as it contributes to grade inflation and grade grinding)
- Accumulation of at least 80% of the total possible points (i.e., 272 points) will result in some kind of B (i.e., B-, B, or B+).
- Those who accumulate more than 50% of the total possible points (i.e., more than 170 points) are guaranteed some kind of C (i.e., C-, C, or C+).
- Those who accumulate more than 25% of the total possible points (i.e., more than 85 points) will receive some kind of D.

Intellectual Property Notice

In this class, you may share any notes you take with other members of this class. You may also record the class, if you wish, as long as that recording is only for use by you and other members of this class. You may not post notes, recordings, class materials, etc., anywhere except on our class websites. Any commercial use of materials from this class is forbidden by University policy and California state law.

UCB Honor Code

The student community at UC Berkeley has adopted the following Honor Code:

“As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others.” The hope and expectation is that you will adhere to this code.

Collaboration and Independence: Reviewing lecture and reading materials and studying for exams can be enjoyable and enriching things to do with fellow students. This is recommended. However, unless otherwise instructed, homework assignments are to be completed independently and materials submitted as homework should be the result of one’s own independent work.

Cheating: A good lifetime strategy is always to act in such a way that no one would ever imagine that you would even consider cheating. Anyone caught cheating on a quiz or exam in this course will receive a failing grade in the course and will also be reported to the University Center for Student Conduct. In order to guarantee that you are not suspected of cheating, please keep your eyes on your own materials and do not converse with others during the quizzes and exams.

Plagiarism: To copy text or ideas from another source without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism and how to avoid it, see, for example:
<http://www.lib.berkeley.edu/instruct/guides/citations.html#Plagiarism>
<http://gsi.berkeley.edu/teachingguide/misconduct/prevent-plag.html>

Academic Integrity and Ethics: Cheating on exams and plagiarism are two common examples of dishonest, unethical behavior. Honesty and integrity are of great importance in all facets of life. They help to build a sense of self-confidence, and are key to building trust within relationships, whether personal or professional. There is no tolerance for dishonesty in the academic world, for it undermines what we are dedicated to doing – furthering knowledge for the benefit of humanity.

Your experience as a student at UC Berkeley is hopefully fueled by passion for learning and replete with fulfilling activities. And we also appreciate that being a student can be stressful. There may be times when there is temptation to engage in some kind of cheating in order to improve a grade or otherwise advance your career. This could be as blatant as having someone else sit for you in an exam, or submitting a written assignment that has been copied from another source. And it could be as subtle as glancing at a fellow student’s exam when you are unsure of an answer to a question and are looking for some confirmation. One might do any of these things and potentially not get caught. However, if you cheat, no matter how much you may have learned in this class, you have failed to learn perhaps the most important lesson of all.

In accordance with this new Honor Code, students will be asked to sign the following UC Berkeley Honor Pledge prior to examinations:

“On my honor, I have neither given nor received assistance in the taking of this exam.”