

General Psychology, Psychology W1 2019

Three (3) semester credits

Course Description

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).

Prerequisites

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 outside class 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.

Instructor Information, Contact, Office Hours, & Communication

Course Instructor

Professor Chris Gade, PhD

Graduate Student Instructors (GSIs)

While the instructor will interact with the whole class and will oversee all activities and grading, as well as being available to resolve any issues that may arise, the GSIs will be your main point of contact. Your GSIs are responsible for assisting you directly with your questions about assignments and course requirements, as outlined in the Assignments and Calendar. The GSIs will also facilitate ongoing discussion and interaction with you on major topics in each module.

- TBD

Office Hours

Because of the online format of this course, there is no opportunity to interrupt the lecture for questions. However, the instructor and GSIs will be available in weekly chatrooms (via Zoom) for office hours to respond to student comments and queries. Online office hours will be announced in advance. Feel free to make use of these resources: that is what we are here for.

Day: Find office hours in the announcements section of this bCourse site

Course Mail

Make sure to check the Course Mail for messages from the instructor. You can access course email within bCourses by clicking on the Inbox link or choose to have your course mail forwarded to your personal email account or your phone.

We will try our best to reply to your messages within 24 hours. Please refrain from last-minute emails, as we cannot guarantee an immediate response. Do not expect an email response over the weekend. Please only write emails of a professional nature, and limit them to shorter questions which may be answered in a sentence or two. Broad questions should be reserved for office hours—and we encourage you to visit our virtual office hours via Zoom.

Question & Answer Forum

Please use this forum to post questions about the course material, assignments, the learning management system or online homework. **The instructor/GSIs will monitor this forum**, but you should also feel free to post answers to help other students. This helps to create a general FAQ so that all students in the course may benefit from the exchange.

Course Materials and Technical Requirements

Required Materials

The textbook, *Introduction to Psychology* (Cengage, 11th ed., 2016), by James W. Kalat, is required.

There are several ways to access this book:

- Option 1: The bookstore is selling a loose-leaf/online bundle. The bundle includes a Loose-leaf Version of the 11th edition, plus online access for the book and MindTap® Psychology for 1 term (6 months). The ISBN is: 9781337127448.

- Option 2: Printed versions of the 11th and 10th editions of this book are also acceptable. Avoid purchasing any editions of the book that are older than the 10th edition

Technical Requirements

This course is built on a Learning Management system (LMS) called Canvas and you will need to meet these [computer specifications to participate within this online platform](#).

Optional

Canvas allows you to record audio or video files of yourself and upload them in the course. Although doing so is not required for any of the activities, using these features will enhance your engagement in the course. If you would like to use these features, you will need to have a webcam and a microphone installed on your computer.

Technical Support

If you are having technical difficulties please alert one of the GSIs immediately. However, understand that neither the GSIs, nor the professor can assist you with technical problems. You must call or email tech support and make sure you resolve any issues immediately.

In your course, click on the "Help" button on the bottom left of the global navigation menu. Be sure to document (save emails and transaction numbers) for all interactions with tech support. **Extensions and late submissions will not be accepted due to "technical difficulties."**

VERY IMPORTANT

You won't be able to access your course material until you read and make your pledge to Academic Integrity.

Online Videos

The Canvas website also includes links to Discovery Videos and Online Resources include links to classic articles in psychology, as well as a collection of videos mostly from Annenberg Media, a project of the Annenberg Foundation that produces video resources in conjunction with the Public Broadcasting System. Of particular interest are:

- *The Brain: Teaching Modules*, drawn from *The Brain*, a series presented on PBS in 1997 (32 videos 5-20 minutes in length) - <http://www.learner.org/resources/series142.html>.
- *The Mind: Teaching Modules* drawn from *The Mind*, a series presented on PBS in 1999 (35 videos 5-20 minutes in length) -- <http://www.learner.org/resources/series150.html>.
- *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.
- *Discovering Psychology*, a televised introduction to psychology hosted by Prof. Philip Zimbardo of Stanford University, first presented on PBS in 1990 and updated in 2001 (26 half-hour videos) -- <http://www.learner.org/resources/series138.html>.
- *Seasons of Life*, a telecourse on developmental psychology, first presented on PBS in 1992 (5 one-hour videos and 26 half-our audios) -- <http://www.learner.org/resources/series54.html>.
- *The World of Abnormal Psychology*, another telecourse, first presented in 1992 (13 one-hour videos) -- <http://www.learner.org/resources/series60.html>.
- *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) -- <http://www.learner.org/resources/series65.html>.

Discussion Forums

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 "groups" of approximately 30 students, roughly analogous to discussion sections.

For each 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. So long as your comments are on point, relate to what was covered in the class, and reasonably acceptable from the point of view of grammar and spelling, your responses will earn full credit. If you are on task, but have not answered the question at an appropriate level for a multitude of reasons, you can earn “half credit” for the post. If your post is unrelated to the topic or you neglect to post by the due date, you will receive a 0.

There are twelve (12) such discussion questions, earning four (4) points each (2 points will be earned for “half credit” posts). 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. POSTS THAT ARE SUBMITTED EVEN 1 MINUTE LATE AFTER THE DUE DATE WILL RECEIVE NO CREDIT. These posts are meant to keep you up to date and reward those that are staying on top of things. Since these activities can all be done whenever you choose, there is no emergency, internet crash, computer bug, fight with a roommate, accidental pushing of the wrong tab on the Canvas site, or any other excuse that will earn you credit if you submit the post after it is due. KEEP ON TOP OF THIS, STUDENTS TAKING THIS CLASS ALWAYS STRUGGLE WITH STAYING UP TO DATE EVEN MORE THAN THEY STRUGGLE TO COMPREHEND THE MATERIAL

1. **Introduction.** Introduce yourself to your fellow students in your section (and your GSI!). 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 does the use of “smart drugs” to enhance cognitive performance in students differ 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?

9. **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?

Midterm and Final Examinations

There will be two midterm examinations taken online. There will also be an in-person final exam that serves as both a 3rd midterm and final exam. Due to the size of the class, all examinations will be in multiple-choice format. The first two midterms will be administered online, via the Canvas website, on dates announced in the syllabus, and are noncumulative. **THE ONLINE EXAMS CANNOT BE TAKEN WITH CLASSMATES!** Anyone suspected of taking their exam with others will immediately be failed and their actions will be reported to the center for student

misconduct. The third 'midterm' will be taken in person (in coordination with the Final Exam) and is scheduled for the final exam day. It, like the previous exams is not cumulative. The final exam will be attached and those questions **will** be cumulative. 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 2019, the final exam is scheduled for Friday, August 16, 2019, 9:00 AM - 12:00 Noon PST, 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 must take the final examination in person or possibly arrange to have the examination proctored if you cannot come to campus. Review the Proctor Info on the left navigation menu. Off-site proctor applications must be submitted prior to July 12th, 2019. *If you miss taking the final or try to take it in a manner for which you have not received permission, you will fail this class automatically.*

ZAPS

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 2.0 software. ZAPS 2.0, produced by a group of Dutch psychologists, stands for Zeer Actieve Psychologie, which translates as Very (Inter)Active Psychology. Access to ZAPS 2.0 is acquired from the publisher directly. You will find a link to instructions on how to access ZAPS in Module 2 of your bCourses class.

The Active Discovery Learning (ADL) component of the course requires nine (9) exercises, one for each major module in the course. They count for five (3) 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.

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-- again, 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 2.0 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).

ZAPS 2.0 is an online resource. Access to ZAPS 2.0 must be acquired directly through the publisher's website: <https://digital.wwnorton.com/zaps2>

Reminder: Your Course End Date

Your course will end on August 16th.

Grading and Course Policies

Your final course grade will be calculated as follows:

Table 1: Final Grade Points

Category	Total Points
Two (2) Midterm Exam (50 points each)	100 points
Final Exam	100 points
12 Discussion Assignments (4 points each)	48 points
9 ZAPS 2.0 exercises for Active Discovery Learning (3 points each)	27 points
5 ZAPS 2.0 exercises for Research Participation Experience (3 points each)	15 points
10 points for "Participation," assigned at the discretion of the Instructor and GSIs, recognizing special effort and interest as reflected in participation in the Discussion postings, completing additional ZAPS exercises, posting to the Queries and Comments discussion board, or attending online "office hours."	10 points

You must pass the final exam to pass the course.

It is important to note that not all components are graded online and included in the online course grade book. Because of this, the online course grade book will not display your overall course grade at any given time or your final grade. It should simply be used to assess your performance on the components that are included within it: the discussions, written assignments and midterm exam. Your final letter grade will be mailed to you by the registrar's office.

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., 261 points) will result in some kind of A. 90-92.99% will earn an A-, 93-96.99% will earn an A, and 97-100%+ will earn an A+.
- Accumulation of at least 80% of the total possible points (i.e., 232 points) will result in some kind of B. 80-82.99% will earn a B-, 83- 86.99% will earn a B, and 87-89.99% will earn a B+.
- Those who accumulate more than 60% of the total possible points (i.e., 174 points) will earn some kind of C. 60-66.99% will earn a C-, 67-74.99% will earn a C, and 75-79.99% will earn a C+.
- Those who accumulate more than 30% of the total possible points (i.e., more than 87 points) will receive a D. I

If you are intending to major in psychology, note that Psych 1/W1, as a prerequisite for the major, **must** be taken for a letter grade.

Course Policies

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.

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 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 and the online exam are to be completed independently and materials submitted as homework should be the result of one's own independent work.

Collegiality

During our discussions, challenges must be posed professionally and respectfully. Discriminatory, intimidating, and otherwise intolerant language will not be permitted and will be addressed immediately.

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. The expectation is that you will be honest in the taking of exams.

Plagiarism

All written work submitted in this course, except for acknowledged quotations, is to be expressed in your own words. It should also be constructed upon a plan of your own devising. The Berkeley Campus Code of Student Conduct defines plagiarism as “the use of intellectual material produced by another person without acknowledging its source” and stipulates that plagiarism includes:

1. Copying from the writings or works of others into one’s academic assignment without attribution, or submitting such work as if it were one’s own;
2. Using the views, opinions, or insights of another without acknowledgment; or
3. Paraphrasing the characteristic or original phraseology, metaphor, or other literary device of another without proper attribution.

Unacknowledged use of the words or ideas of others from any medium (print, digital, or otherwise) is plagiarism. The submission of plagiarized work will, under University rules, render the offending student subject to an F grade for the work in question or for the whole course, and will also make him/her liable for referral to the Student Judicial Affairs Office for further disciplinary action. Educate yourself about the campus code of conduct in relation to plagiarism. Ignorance is not an excuse. If you feel overwhelmed about an assignment, speak to the professor or your GSI. **DO NOT PLAGIARIZE!**

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.

Incomplete Course Grade

Students who have substantially completed the course but for serious extenuating circumstances, are unable to complete the final exam, may request an Incomplete grade. This request must be submitted in writing or by email to the GSI and course instructor. You must provide verifiable documentation for the seriousness of the extenuating circumstances. According to the policy of the college, Incomplete grades must be made up within the first three weeks of the next semester.

Students with Disabilities

If you are requiring course accommodations due to a physical, emotional, or learning disability contact the UC Berkeley's Disabled Students' Program (DSP).

Notify the instructor and GSI through course email and inform them which accommodations you would like to use.

UC Berkeley is committed to providing robust educational experiences for all learners. With this goal in mind, we have activated the ALLY tool for this course. You will now be able to download content in a format that best fits your learning preference. PDF, HTML, EPUB and MP3 are now available for most content items. For more information visit the alternative formats link or watch the video entitled, "Ally First Steps Guide."

End of Course Evaluation

Before your course end date, please take a few minutes to participate in our Course Evaluation to share your opinions about this course. You will be receiving the Course Evaluation via email. The evaluation does not request any personal information, and your responses will remain strictly confidential. You may only take the evaluation once. It will close August 15th, 2019.

*Subject to Change

Course Outline

Table 2: Module 1 Introduction

Date & Day	Lecture	Topic	Kalat, 10/11 e.
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6/24 - M	1	Nature and Scope of Psychology; Discussion Comment #1	Chapter 1
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Table 3: Module 2 Biological Bases of Mind of Behavior

Date & Day	Lecture	Topic	Kalat, 10/11 e.
6/25 - Tu	2	Organization of the Nervous System	Chapter 3
6/26 - W	3	Hindbrain, Midbrain, Diencephalon	Chapter 3
6/27 Th	4	Cerebral Cortex	Chapter 3
6/28	5	Hemispheric specialization, Recovery of Function, and Plasticity; Discussion Comment #2; ZAPS 2.0 for Active Discovery Learning #1	Chapter 3

Table 4: Module 3 Method and Statistics for Psychology

Date & Day	Lecture	Topic	Kalat, 10/11 e.
6/29 - S	6	Methods and Statistics for Psychology; Discussion Comment #3	Chapter 2

Table 5: Module 4 Learning

Date & Day	Lecture	Topic	Kalat, 10/11 e.
7/1 - M	7	Reflex, Taxis, and Instinct	Chapter 6
7/2 - Tu	8	Classical and Instrumental Conditioning	Chapter 6
7/3 - W	9	What is Learned?	Chapter 6
7/4 - Th	10	A Cognitive View of Learning; Discussion Comment #4; ZAPS 2.0 for Active Discovery Learning #2	Chapter 6

Table 6: Module 5 Sensation and Perception

Date & Day	Lecture	Topic	Kalat, 10/11 e.
7/5 - F	11	The Sensory Modalities	Chapter 4
7/6 - Sa	12	Sensory Experience	Chapter 4
7/8 - M	13	Sensory Thresholds and Signal Detection	Chapter 4
7/9 - Tu	14	The Ecological View of Perception	Chapter 4
7/10 - W	15	Perceptual Organization and Pattern Recognition	Chapter 4
7/11 - Th	16	The Constructivist View of Perception; Discussion Comment #5; ZAPS for Active Discovery Learning #3	Chapter 4

Table 7: First Midterm Examination

Date & Day	Midterm Examination 1
7/12 - F	Administered Online Covers Modules 1-5, and Kalat, Chapters 1-4, 6

Table 8: Module 6 Memory

Date & Day	Lecture	Topic	Kalat, 10/11 e.
7/13 - Sa	17	Short-Term Memory, Working Memory, and Attention	Chapter 7
7/15 - M	18	Memory: Encoding Processes	Chapter 7
7/16 - Tu	19	Memory: Storage and Retrieval	Chapter 7
7/17 - W	20	The Reconstruction of the Past; Discussion Comment #6; ZAPS 2.0 for Active Discovery Learning #4	Chapter 7

Table 9: Module 7 Thought and Language

Date & Day	Lecture	Topic	Kalat, 10/11 e.
7/18 - Th	21	Concepts and Categories	Chapter 8
7/19 - F	22	Algorithms and Heuristics	Chapter 8
7/20 - Sa	23	Are We Rational	Chapter 8
7/22 - M	24	Intelligence	Chapter 8
7/23 - Tu	25	Language and Thought; Discussion Comment #7; ZAPS 2.0 for Active Discovery Learning #5	Chapter 8

Table 10: Module 8 The Trilogy of Mind

Date & Day	Lecture	Topic	Kalat, 10/11 e.
7/24 - W	26	Emotion	Chapter 12
7/25 - Th	27	Motivation; Discussion Comment #8; ZAPS 2.0 for Active Discovery Learning #6	Chapter 12

Table 11: Module 9 Personality and Social Interaction

Date & Day	Lecture	Topic	Kalat, 10/11 e.
7/26 - F	28	Analyzing Social Interaction	Chapter 13
7/27 - Sa	29	The Doctrine of Traits	Chapter 13
7/29 - M	30	The Dialectic Between the Person and Behavior	Chapter 13
7/30 - Tu	31	The Dialectic Between the Environment and Behavior	Chapter 14

7/31 - W	32	The Dialectic Between the Person and the Environment; Discussion Comment #9; ZAPS 2.0 for Active Discovery Learning #7	Chapter 14
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Table 12: Second Midterm Examination

Date & Day	Midterm Examination 2
8/1 - Th	Administered Online Covers Modules 6 - 9, and Kalat, Chapters 7-9 & 12-14

Table 13: Module 10 Psychological development

Date & Day	Lecture	Topic	Kalat, 10/11 e.
8/2 - F	33	Nature and Nurture	Chapter 5
8/3 - Sa	34	Within-Family Differences	Chapter 5
8/5 - M	35	Gender Dimorphism	Chapter 5
8/6 - Tu	36	Continuity and Change in Psychological Development; Discussion Comment #10; ZAPS 2.0 for Active discovery Learning #8	Chapter 5

Table 14: Module 11 Psychopathology and Psychotherapy

Date & Day	Lecture	Topic	Kalat, 10/11 e.
8/7 - W	37	Unconscious Mental Life	Chapter 10
8/8 - Th	38	The Diagnosis of Mental Illness	Chapter 15
8/9 - F	39	Experimental Psychopathology	Chapter 15
8/10 - Sa	40	Diathesis and Stress	Chapter 15
8/12 - M	41	Treatment of Mental Illness	Chapter 15

8/13 – Tu	42	The Social Context of Mental Illness; Discussion Comment #11; ZAPS 2.0 for Active Discovery Learning #9	Chapter 15
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Table 15: Module 11 Psychopathology and Psychotherapy

Date & Day	Lecture	Topic	Kalat, 10/11 e.
8/14 – W	43	Conclusion; Discussion Comment #12; Complete ZAPS 2.0 for Research Participation Experience by August 15 th at Midnight	No Reading

Table 16: Final Examination

Date & Day	Final Exam
8/16 – F	Administered 9am – 12pm Room TBD First Portion Covers Modules 10-12 and Kalat Chapters 5, 10, 15 Remainder Covers All Modules and All of Kalat

Table 17: Required ZAP-ADL Exercises

ZAPS-ADL Assignment	Course Module	ZAPS 2.0 Exercise
#1	2	“Split Brain”
#2	4	“Classical Conditioning”
#3	5	“Signal Detection”
#4	6	“Serial Position Effect”
#5	7	“Mental Scanning”
#6	8	“Recognizing Emotion”

#7	9	“Big Five”
#8	10	“Implicit Association Test”
#9	11	“Narcissism”

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.
- Some ZAPS 2.0 exercises may ask you to input your Student Set ID. But not all of them do. Just follow the instructions, using the Student Set ID given above.

Your participation in each ZAPS 2.0 exercise will be recorded in the online gradebook. You have to correctly log into the ZAPS server and identify this class for credit to be posted. 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. If your participation was completed on time, but has not been properly credited, write me via course mail and I will recheck the roster. Take a screenshot (“Print Screen”) of the page and paste it into an Email addressed to me (use the Canvas mail utility). If the Student Activity Monitor shows that you completed the assignment by the deadline, we’ll give you credit.

You can contact the [ZAPS helpdesk](#) for support.

ZAPS 2.0 Exercises for Research Participation (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 2.0 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 any five (5) such exercises, other than the ones specifically required for ZAPS-ADL.

Each exercise will take about 15 minutes. For grading purposes, the Research Participation Experience (ZAPS-RPE) requirement is worth 15 points (3 points for each of 5 ZAPS exercises).

You will access/submit your ZAPS RPE requirements in Module 12.