General Psychology (Psych 1001), Fall 2018

- **Tue/Thu 12:30 --1:45, in Chem 140**
- **Class Web Site:** [http://grey.colorado.edu/CompCogNeuro/index.php](http://grey.colorado.edu/CompCogNeuro/index.php)  
  General_Psychology_CU_Boulder_OReilly
- **Canvas site:** [https://canvas.colorado.edu/](https://canvas.colorado.edu/)
- **Email Us:** genpsych@grey.colorado.edu [1]
- **Textbook:** Griggs, R. A. (2016). *Psychology - A Concise Introduction*, Worth Publishers. and [https://github.com/PsychNeuro/ed1](https://github.com/PsychNeuro/ed1) (free, online, updated as we go... :)

- **Professor:** Randall O’Reilly [2], Muen D-251C, 303-492-0054, Office Hours Mon 3-4 or by appointment
- **TA:** Brittany Tokasey, Office Muen E338 Brittany.Tokasey@colorado.edu [3], Office Hours Tues 10:15-12:15 or by appointment
- **We use iClicker's extensively:** make sure you have yours and it is registered: [http://www.colorado.edu/oit/tutorial/cuclickers-iclicker-remote-registration](http://www.colorado.edu/oit/tutorial/cuclickers-iclicker-remote-registration)

**Overview and Goals**

- **You may think** you know yourself (or maybe you don’t...) -- in any case, after this course, you will know a lot more about how your brain and mind work, and the forces that shape your thoughts and behavior, from the basic biology of your brain up to the social interactions that shape you in myriad powerful ways, and everything in between. In short, this will be the most important class you’ll ever take, because knowing how the human mind works underlies almost everything of importance in our world. We will seek to avoid the traditional pitfall of Psychology: "labeling the obvious" (e.g., the *tip-of-the-tongue* phenomenon or the *I-knew-it-all-along* effect), and focus on the truly challenging problem of figuring out how something so complex as the human brain actually *works*, using the CCC principles (*the three C’s* or C^3): Compression, Contrast, and Control, we can understand a wide range of human cognition and behavior using these three core concepts.

- The main Griggs textbook provides comprehensive coverage of the foundations of Psychology and Neuroscience -- **you must read the textbook,** and chapter-level quiz questions will provide extra incentive to do so. The *second* electronic textbook is a work-in-progress that will provide a systematic, principled account of the same material, using the three C’s.

- The class lectures focus on two goals: synthetically reviewing the textbook material (using the three C’s), and bringing this knowledge to life, using it to address the big and important questions, through interactive discussions. This is extremely challenging in a course of this size, but we will leverage clickers and Canvas. You can learn the basic information anywhere, anytime, but the in-class discussions provide a unique and dynamic opportunity to develop a rich and deep understanding of the major issues, in a highly memorable way. For each chapter, you will submit a clicker question on Canvas, and I will select among these to present to the class, to drive discussion, and to learn about the Psychology of your peers.

- The actual conduct of research in Psychology and Neuroscience raises a number of important issues in critical thinking, and how the methods of science can be applied to test hypotheses about how the brain/mind works. These lessons apply broadly across many disciplines, and provide an important broad foundation for the rest of your college career and beyond.
Grades

Your grade will be based on four components according to the following % weights:

- **Midterm Exams: 30%**: Two multiple-choice midterms, conducted online through Canvas. They have 33 questions and you have 1 hour (60 minutes) to complete the test.
- **Final Exam: 30%**: Includes some cumulative questions, multiple-choice, conducted online through Canvas
  - Both midterms and final are available for multiple days (midterms are open Thurs 2pm - Sat 9pm) on Canvas, but must be completed IN ONE SESSION of 60 minutes -- they cannot be started and stopped multiple times. Please plan accordingly. The midterms have 33 multiple choice questions, similar to what you see on the quizzes. The questions appear one at a time in random order (with random order of answer options), and you cannot go back to earlier questions. As these are tests of what you’ve learned in the course, obviously, you are not allowed to use notes or the book for the midterms and final. In case the above was not sufficiently clear, you do not need to take the final at the date/time assigned for this class -- you have a range of days as listed in the schedule.
- **Chapter quizzes: 20%**: Due on Tuesdays by 12pm (NOON) before class (recommend doing earlier on Sun or Mon eve), through Canvas -- open book, untimed -- this is a major place where a little bit of diligence can really improve your grade! -- everyone should be able to get high scores on this by reading the book and carefully answering each question. You are even allowed 2 attempts and the highest of these two is counted. Answers to quizzes are available for study on the Thursday after the quiz, at 2pm -- see below for more info about how to access and study!
- **QOTD: 15%**: (1 can be dropped/excused) clicker question-of-the-day (QOTD) submissions for each chapter -- these are submitted in the Canvas system and used to drive in-class discussion (see below for detailed instructions on how to do this). They can be any kind of interesting question, from a survey about the behaviors or beliefs of your peers, review of key points in the class, or other novel questions related to the topic of the week, or a link and brief summary to news stories about scientific findings relevant to the topic of the week. Try to think of what would make the discussion the most interesting to you, while also being highly relevant to the topic. They are due Weds by 9pm every week, and will be used to drive discussion in the thursday lecture section. Again, a really easy way to boost your grade -- you just need to submit this on time!
- **Attendance: 5%** daily attendance is measured by clicker (you must have and bring a clicker to every class!) -- we don’t start counting until the 2nd week, and you can miss up to 5 days of class after the first week as an excused absence -- I do not want to be in the business of managing excused absences -- unless you have a really extreme situation that causes you to miss more than 5 days of class, please do not email me about this. Also, you must click on 75% or more of the questions for a given day to be counted as present -- this is unfortunately necessary to prevent people from leaving after a single click, which is disruptive to the class.

Grades are based on standard brackets:

| 97-100 A+* | 87-89 B+ | 77-79 C+ | 67-69 D+ | (*) A+ not recorded in CU official grades |
| 93-96 A | 83-86 B | 73-76 C | 63-66 D |
| 90-92 A- | 80-82 B- | 70-72 C- | 60-62 D- |

In addition, you cannot pass the course without completing the Research Participation Requirement described in the next section. You can also earn extra credit of 3% added to your final grade percentage by completing this requirement by Oct 26, 2018.

Finally, please do not email me asking for extra credit etc -- the only extra credit avail comes from the research requirement, and again the best extra credit you can give yourself is doing well on the quizzes which you should be able to ace with appropriate effort and diligence.
Research Participation Requirement

**IMPORTANT:** email hrcoord@colorado.edu [4] for ALL questions related to sona and experiments! If you email me, I will just forward it to hrcoord anyway, so save us both the extra step!

All students enrolled in Psychology 1001 at the University of Colorado at Boulder are required to gain experience with the scientific and experimental aspects of psychology. This requirement may be filled in one of two ways: by participating in laboratory experiments in psychology (Option I) or by writing a summary and critical review of published experiments in psychology (Option II). These two options require approximately equal amounts of work (roughly 6 hours), which is assessed by counting up 12 credits (1 credit per 30 min of experiment or paper writing). Students who do not complete either Option I or Option II will receive a grade of "IF" for the course. If Option I requirements are completed within one year, the "IF" will be changed to the grade earned on the basis of exam scores and recitation grade (inform Dr. O’Reilly when you have completed the requirement if it is after the semester in which you were originally enrolled). If you do not finish the requirements within a year, your "IF" grade will turn to an "F."

Important dates:
- **8/30/2018** -- should have received login to Sona system by this time -- if not, email hrcoord@colorado.edu [4].
- **8/29/2018 -- 9/4/2018** -- Prescreening Period: conducted online, takes about 1hr, gives more choices in experiments.
- **9/10/2018 --12/14/2018** (extra credit if done by 10/26/2018) -- Experiment Period: can participate in experiments and/or complete papers during this time, to achieve full 12 credits required.

Experiment signup website: https://ucboulder.sona-systems.com/ -- You must have a login provided by the Department of Psychology to use this website.

Your participation is automatically processed -- you don't need to do anything extra to get credit for the experiments you have completed. Please keep your yellow cards, however, because they are only used if there is a discrepancy in your credits. *If any recordkeeping errors occur, the yellow cards will verify that you’ve received your credits.*

**Paper options, in lieu of participating in experiments:**

- **Where to submit:** Submit these papers to Canvas
- **How to access:** you generally need to be on campus to access the papers, as the CU internet domain is used to restrict access. Easiest way to get to the PDF of the paper is to click on the little "All ## versions" link under the reference, and then look for a link that shows the PDF. Can also try the "Find it at CU" link. Whatever you do, **do not pay for an article!!** -- try a different article if you can't access the first one you selected for any reason!
- **12 credits** - 1200 word essay on any of these publications in American Psychologist [5] (choose one from those listed on the page of search results linked there)
- **6 credits** - 600 word essay on any of these publications in Trends in Cognitive Science [6] (choose one from those listed on the page of search results linked there)
- **2 credits** - 250 word essay on any of these publications in Psychology Today [7] (chose one from those listed on the page of search results linked there)

All Essays should generally follow the APA (American Psychological Association) format, but you do **not** need to include an abstract, or worry about formatting too strictly -- we are mainly interested in the content.

For any article-based essay, make sure that you:
1. identify any important independent (predictor) variables
2. identify any important dependent (measured) variables
3. describe the primary argument that the author(s) is making
4. describe whether you agree or disagree with the author's primary argument and why
5. describe any other thoughts the experiment led to for you, including other strengths and/or weaknesses of the article you chose

Any student can complete the paper option instead of participating in experiments, or do any combination of experiments and papers. Students can also write any number of lower-credit papers to contribute to the total 12 credits. If a student completes 12 experiment participation credits in papers, or finishes some combination of papers and experiment participation, before the extra credit deadline, that student earns extra credit as if they participated in 12 credits of experiments.

See handout: gen_psych_res_req_2018_handout.pdf (PDF) from class for more information.

**Schedule**

Typical weekly schedule:

- Sunday or Monday: read textbook, take quiz. Quiz always due latest **Tues at 12pm noon** (1/2 hr before class).
- Tues or Weds: submit clicker question-of-the-day (QOTD) on Canvas. Due by **Weds 9pm** (it is shown in schedule as Thurs but it is due the day before so we can use the submissions to drive discussion!)

Updated slides are indicated by Up: -- if it doesn't have that, then they are last year's slides -- will likely be updated slightly.

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter in Book, Topic</th>
<th>Due</th>
<th>Lecture Slides</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 Aug</td>
<td>Introduction, Syllabus</td>
<td>Sign on to Sona</td>
<td>Up: Media:oreilly_genpsych_intro.pptx</td>
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<td>30 Aug</td>
<td>Chapter 1: The Science of Psychology</td>
<td></td>
<td>Up: Media:oreilly_genpsych_ch1_science.pptx</td>
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<tr>
<td>4 Sep</td>
<td>Chapter 1: Research methods and stats</td>
<td>Ch 1 quiz (open till Fri)</td>
<td>Up: Media:oreilly_genpsych_ch1_methods.pptx</td>
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<tr>
<td>6 Sep</td>
<td>Ch 1 cont'd: methods and stats</td>
<td>Ch 1 QOTD</td>
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<tr>
<td>11 Sep</td>
<td>Chapter 2: Neuroscience: The Neuron</td>
<td>Ch 2 quiz-1</td>
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<td>13 Sep</td>
<td>Ch 2 cont'd: Neuroscience details</td>
<td>Ch 2 QOTD-1</td>
<td></td>
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<tr>
<td>18 Sep</td>
<td>Ch 2 cont'd: The Brain</td>
<td>Ch 2 quiz-2</td>
<td>Up: Media:oreilly_genpsych_ch2_brain.pptx</td>
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<tr>
<td>20 Sep</td>
<td>Ch 2 cont'd: Emotion, Consciousness, Sleep and Drugs</td>
<td>Ch 2 QOTD-2</td>
<td>Up: Media:oreilly_genpsych_ch2_consciousness.pptx</td>
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<tr>
<td>25 Sep</td>
<td>Ch 3: Sensation and Perception</td>
<td>Ch 3 quiz</td>
<td>Up: Media:oreilly_genpsych_ch3_percept.pptx</td>
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<td>27 Sep</td>
<td>Ch 3 cont'd</td>
<td>Ch 3 QOTD</td>
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<tr>
<td>2 Oct</td>
<td>Ch 4 Learning</td>
<td>Ch 4 quiz</td>
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<td>4 Oct</td>
<td>Ch 4 cont'd</td>
<td>Ch 4 QOTD</td>
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<td>9 Oct</td>
<td>Ch 4 cont'd: Motivation and Emotion</td>
<td>Ch 4 quiz-2</td>
<td>Up: Media:oreilly_genpsych_ch4_motivation.pptx</td>
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<td>11 Oct</td>
<td>Ch 4 cont'd: Motivation and Emotion</td>
<td>Ch 4 QOTD-2</td>
<td>Up: Media:oreilly_genpsych_ch4_emotion.pptx</td>
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<td>16 Oct</td>
<td>Ch 5: Memory</td>
<td>Ch 5 quiz</td>
<td>Up: Media:oreilly_genpsych_ch5_memory.pptx</td>
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<td>18 Oct</td>
<td>Ch 5 cont'd</td>
<td>Ch 5 QOTD</td>
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<td>23 Oct</td>
<td>Ch 6: Thinking &amp; Intelligence</td>
<td>Ch 6 quiz</td>
<td>Up: Media:oreilly_genpsych_ch6_thinking.pptx</td>
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<td>25 Oct</td>
<td>Ch 6 cont'd</td>
<td>Ch 6 QOTD</td>
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<tr>
<td>30 Oct</td>
<td>Ch 6 cont'd: Language</td>
<td>Ch 6 quiz-2</td>
<td>Up: Media:oreilly_genpsych_ch6_language.pptx</td>
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<td>1 Nov</td>
<td>Ch 7: Development: Genetics and Evolution</td>
<td>Ch 7 QOTD-1</td>
<td>Up: Media:oreilly_genpsych_ch7_genetics.pptx</td>
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<td>6 Nov</td>
<td>Ch 7 cont'd: Piaget, Kohlberg, etc</td>
<td>Ch 7 quiz</td>
<td>Up: Media:oreilly_genpsych_ch7_devel.pptx</td>
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<td>Date</td>
<td>Topic</td>
<td>Quiz/Assignment</td>
<td>Media Link</td>
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<td>8 Nov</td>
<td>Ch 7 cont'd: Parents, Attachment</td>
<td>Ch 7 QOTD-2 Midterm on Ch 4-6 (Canvas Thu 2pm - Sat 9pm)</td>
<td>oreilly_genpsych_midterm2_study.pptx</td>
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<tr>
<td>13 Nov</td>
<td>Ch 8: Personality</td>
<td>Ch 8 quiz</td>
<td>oreilly_genpsych_ch8_personality.pptx</td>
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<td>15 Nov</td>
<td>Ch 8 cont'd: Personality</td>
<td>Ch 8 QOTD</td>
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<tr>
<td>20 Nov</td>
<td>Fall Break</td>
<td></td>
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<tr>
<td>22 Nov</td>
<td>Fall Break</td>
<td></td>
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<tr>
<td>27 Nov</td>
<td>Ch 9: Social</td>
<td>Ch 9 quiz</td>
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<td>29 Nov</td>
<td>Ch 9 cont'd: Social</td>
<td>Ch 9 QOTD</td>
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<tr>
<td>4 Dec</td>
<td>Ch 10 Abnormal</td>
<td>Ch 10 quiz</td>
<td>oreilly_genpsych_ch10_abnormal.pptx</td>
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<tr>
<td>6 Dec</td>
<td>Ch 10 cont'd: DSM Disorders</td>
<td>Ch 10 QOTD-1</td>
<td></td>
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<tr>
<td>11 Dec</td>
<td>Ch 10 cont'd: Treatment</td>
<td>Ch 10 quiz-2</td>
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<tr>
<td>13 Dec</td>
<td>Ch 10 cont'd: Treatment</td>
<td>Ch 10 QOTD-2</td>
<td></td>
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<tr>
<td>14 - 19 Dec</td>
<td>Final Exam, Ch 7-10 &amp; cumulative</td>
<td>On Canvas anytime Thu 14th 2pm - Tue 19th 9pm</td>
<td>oreilly_genpsych_final_study.pptx</td>
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</tbody>
</table>

**Canvas Tips for QOTD, Quizzes**

**QOTD in Canvas system**

Please follow the example that is given. You just need to enter a thought-provoking, interesting question that would be appropriate to ask everyone in class! It is generally fun to get people to click their responses, so try to formulate your questions with up to A-E different responses.

The due date and availability of this item on Canvas are both **Weds 9pm every week**. If you're going to be busy around that deadline, do it in advance. Seriously there is no reason to miss out on these points, and it is fun if your question gets selected!

**Viewing Quiz Answers and General Studying Tips**

The items on the midterms and final exams will be generally similar to the items on the quizzes, covering the same range of topics. Thus, it is a good idea to use the quizzes as a study guide -- re-read the textbook and the lecture slides (particularly the summary sections that highlight key points) and make sure you understand those central concepts. The textbook has a lot of information, but the subset that shows up in the quizzes and the lecture slides represents the core ideas that will be the focus of the tests.

The answers to the quiz questions will be available on Canvas on the Thursday in the week when the quiz was due, at 2pm (after class) and stay visible until the end of the semester.

TODO: specific instructions for how to view answers, if it isn't dead obvious.
University Policies

Therapy, Counseling, etc
There are several important resources on campus -- strongly recommend reaching out if you or someone you know is suffering from a psychological disorder or other such condition:

• Wardenburg: http://www.colorado.edu/health -- main student health center on campus
• Rainy clinic: http://www.colorado.edu/clinicalpsychology/raimy-clinic -- Individual or couples counseling; students pay flat rate of $15/session
• Counseling and Psychological Services (CAPS): http://www.colorado.edu/health/counseling/ -- Wide range of services at C4C or Wardenburg; every student eligible for 6 free sessions of individual counseling
• Office of Victims Assistance: http://cuviancessistance.com -- Free confidential information, counseling, advocacy, and support (e.g., death of a loved one, sexual assault, serious accidents)

Academic Assistance, etc
These are resources for those who might be falling behind in their classes and otherwise experiencing academic difficulties:

• Students of Concern Team: http://www.colorado.edu/studentaffairs/student-concern -- Referral and case management resource for students who are struggling or showing concerning changes in behavior
• Bounce Back Program and other Workshops (through CAPS): http://www.colorado.edu/health/workshops -- Semester-long workshop for students on, or possibly going to be on, academic probation
• Academic Support Assistance Program (ASAP): https://housing.colorado.edu/tutoring -- Tutoring services, drop-in and group sessions
• Center for Multicultural Affairs: http://cue.colorado.edu/ -- Support, referral services to first-generation college and multicultural students
• Student Academic Success Center (SASC): http://www.colorado.edu/sasc/ -- Supplemental support for courses, workshops, etc.
• Ombuds Office: http://www.colorado.edu/ombuds/students -- Administrative and interpersonal concerns (ex. conflicts with professors, registration issues, grade disputes)

Disabilities
If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Center for Community N200, and http://www.colorado.edu/disabilityservices.

If you have a temporary medical condition or injury, see guidelines at http://www.colorado.edu/disabilityservices/students/temporary-medical-conditions

Disability Services' letters for students with disabilities indicate legally mandated reasonable accommodations. The syllabus statements and answers to Frequently Asked Questions can be found at http://www.colorado.edu/disabilityservices
Religious Observances

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. Please notify me in advance, preferably at the start of the semester, of any cases where this will affect you in this class, and appropriate accommodations will be made. See full details at http://www.colorado.edu/policies/observance-religious-holidays-and-absences-classes-and-or-exams

A comprehensive calendar of the religious holidays most commonly observed by CU-Boulder students is at http://www.interfaithcalendar.org/

Classroom Behavior

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

Discrimination and Harassment

The University of Colorado at Boulder Discrimination and Harassment Policy and Procedures, the University of Colorado Sexual Harassment Policy and Procedures, and the University of Colorado Conflict of Interest in Cases of Amorous Relationships policy apply to all students, staff, and faculty. Any student, staff, or faculty member who believes s/he has been the subject of sexual harassment or discrimination or harassment based upon race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://www.colorado.edu/odh

Honor Code

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/student-honor-code-policy
References

[1] mailto:genpsych@grey.colorado.edu
[3] mailto:Brittany.Tokasey@colorado.edu
[4] mailto:hrcoord@colorado.edu
Article Sources and Contributors

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