

**University of California, Berkeley**  
**Department of Psychology**  
**Psychology W1, 2018\***

*General Psychology Online*

*Summer Session, 2018*

## **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).

## **Course Credits**

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

## **Prerequisites & 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 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

Chris Gade, PhD  
Professor, Department of Psychology

E-mail: [gadecj@berkeley.edu](mailto:gadecj@berkeley.edu)

Office Hours: Tuesday/Thursday 1:30 to 2:00  
Office Location: Yali's Cafe in Stanley Hall

Graduate Student Instructors (GSIs)

- Jenna Wells
- Vanessa Castro

Contact your Instructor and GSIs through Canvas.

## Online Office Hours

Because of the online format of this course, there are no discussion sections as such, and no opportunity to interrupt the lecture for questions. However, the instructor and GSIs will be available in weekly chatrooms 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.***

## Queries and Comments During the Course

This course offers a "Queries and Comments" discussion board, 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.

From time to time I will post announcements (e.g., about exams) concerning the course; I may also post corrections to the lectures. Students may also post comments and questions concerning the readings, lectures, and other items relevant to psychology.

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.

## Required and Recommended Readings

Students should purchase two items for the course.

1. 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.
2. *ZAPS 2.0: The Norton Psychology Labs*, an online digital resource 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 2.0 is an online resource. The registration code for this website must be purchased separately through the publisher's website:  
<https://digital.wwnorton.com/zaps2>. Approximate retail price: \$35.00.
  - Point your browser to the ZAPS 2.0 "landing page":  
<https://digital.wwnorton.com/zaps2>.
    - Click on the big "Z" button on the lower left corner of this page.

- Click on the big green button labeled “Sign In, Register a Code, or Purchase Access”.
- Select “No, I need to register, purchase, or sign up for trial access.”
- Click on the green box that says “Register, Purchase, or Sign Up for Trial Access.”
- Enter your name, school email (e.g., [JohnSmith@berkeley.edu](mailto:JohnSmith@berkeley.edu)), and create a password.
  - Enter your *name as you are registered for this course, with your last (family) name first* – e.g., “Kihlstrom, John F” or “Xi, Jinping”.
  - Your password must be at least 8 characters long, and must contain at least 1 upper-case letter.
- Select “I want to purchase access”.
  - *Do Not* sign up for “21 days of free trial access”.
- Click on the green box that says “Show Purchasing Options”.
- When prompted for a “Student Set ID”, enter **55670**.
  - This is important. Without the proper Student Set ID, you will not receive appropriate credit for completing the ZAPS exercises.
  - If you cut and paste the Student Set ID into a webpage, be sure not to enter the leading space ( ) or the following period (.). Otherwise, your Student Set ID will be incorrect, and you will not receive appropriate credit.

## Schedule for Summer 2018

The schedule shown on the following pages is based on an hour’s lecture or quiz on 6 out of the 7 days of the summer class’s week. For convenience, the schedule conforms to a Monday through Saturday schedule. Note, however, that all lectures are available all of the time, from the very beginning of the semester, 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](#). You will need to authenticate with a CalNet ID.

Your access to Canvas will terminate on the last day of the semester, 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 2018:

Module 1: Introduction

**Table 1: Module 1 Introduction**

<b>Date &amp; Day</b>	<b>Lecture</b>	<b>Topic</b>	<b>Kalat, 10/11e</b>
June 18 – M	1	Nature and Scope of Psychology <i>Discussion Comment #1 (See Below for Details)</i>	Chapter 1

Module 2: Biological Bases of Mind of Behavior

Table 2: Module 2: Biological Bases of Mind of Behavior

<b>Date &amp; Day</b>	<b>Lecture</b>	<b>Topic</b>	<b>Kalat, 10/11e</b>
June 19 – Tu	2	Organization of the Nervous System	Chapter 3
June 20 - W	3	Hindbrain, Midbrain, Diencephalon	Chapter 3
June 21 - Th	4	Cerebral Cortex	Chapter 3
June 22 - F	5	Hemispheric Specialization, Recovery of Function, and Plasticity <i>Discussion Comment #2</i> <i>ZAPS 2.0 for Active Discovery</i> <i>Learning #1 (See below for Details)</i>	Chapter 3

Module 3: Methods and Statistics for Psychology

Table 3: Module 3: Method and Statistics for Psychology

<b>Date &amp; Day</b>	<b>Lecture</b>	<b>Topic</b>	<b>Kalat, 10/11e</b>
June 23 – Sa	6	Methods and Statistics for Psychology <i>Discussion Comment #3</i>	Chapter 2

Module 4: Learning

Table 4: Module 4: Learning

<b>Date &amp; Day</b>	<b>Lecture</b>	<b>Topic</b>	<b>Kalat, 10/11e</b>
June 25 – M	7	Reflex, Taxis, and Instinct	Chapter 6
June 26 – Tu	8	Classical and Instrumental Conditioning	Chapter 6
June 27 – W	9	What is Learned?	Chapter 6
June 28 - Th	10	A Cognitive View of Learning <i>Discussion Comment #4</i> <i>ZAPS 2.0 for Active Discovery</i> <i>Learning #2</i>	Chapter 6

## Module 5: Sensation and Perception

**Table 5: Module 5: Sensation and Perception**

<b>Date &amp; Day</b>	<b>Lecture</b>	<b>Topic</b>	<b>Kalat, 10/11e</b>
June 29 – F	11	The Sensory Modalities	Chapter 4
June 30 – Sa	12	Sensory Experience	Chapter 4
July 2 – M	13	Sensory Thresholds and Signal Detection	Chapter 4
July 3 – Tu	14	The Ecological View of Perception	Chapter 4
July 4 – W	15	Perceptual Organization and Pattern Recognition	Chapter 4
July 5 - Th	16	The Constructivist View of Perception <i>Discussion Comment #5</i> <i>ZAPS 2.0 for Active Discovery</i> <i>Learning #3</i>	Chapter 4

## First Midterm Examination

**Table 6: First Midterm Examination**

<b>Date &amp; Day</b>	<b>Midterm Examination 1</b>
<b>July 6 - F</b>	<i>Administered Online</i> <i>Covers Modules 1-5, and Kalat, Chapters 1-4, 6</i>



## Module 6: Memory

Table 7: Module 6: Memory

<b>Date &amp; Day</b>	<b>Lecture</b>	<b>Topic</b>	<b>Kalat, 10/11e</b>
July 7 – Sa	17	Short-Term Memory, Working Memory, and Attention	Chapter 7
July 9 – M	18	Memory: Encoding Processes	Chapter 7
July 10 – Tu	19	Memory: Storage and Retrieval	Chapter 7
July 11 – W	20	The Reconstruction of the Past <i>Discussion Comment #6</i> <i>ZAPS 2.0 for Active Discovery Learning #4</i>	Chapter 7

## Module 7: Thought and Language

Table 8: Module 7: Thought and Language

<b>Date &amp; Day</b>	<b>Lecture</b>	<b>Topic</b>	<b>Kalat, 10/11e</b>
July 12 – Th	21	Concepts and Categories	Chapter 8
July 13 – F	22	Algorithms and Heuristics	Chapter 8
July 14 – Sa	23	Are We Rational?	Chapter 8
July 16 – M	24	Intelligence	Chapter 9
July 17 – Tu	25	Language and Thought <i>Discussion Comment #7</i> <i>ZAPS 2.0 for Active Discovery Learning #5</i>	Chapter 8

## Module 8: The Trilogy of Mind

Table 9: Module 8: The Trilogy of Mind

<b>Date &amp; Day</b>	<b>Lecture</b>	<b>Topic</b>	<b>Kalat, 10/11e</b>
July 18 – W	26	Emotion	Chapter 12
July 19 – Th	27	Motivation <i>Discussion Comment #8</i> <i>ZAPS 2.0 for Active Discovery Learning #6</i>	Chapter 12

## Module 9: Personality and Social Interaction

Table 10: Module 9: Personality and Social Interaction

<b>Date &amp; Day</b>	<b>Lecture</b>	<b>Topic</b>	<b>Kalat, 10/11e</b>
July 20 – F	28	Analyzing Social Interaction	Chapter 13
July 21 – Sa	29	The Doctrine of Traits	Chapter 13
July 23 – M	30	The Dialectic Between the Person and Behavior	Chapter 13
July 24 – Tu	31	The Dialectic Between the Environment and Behavior	Chapter 14
July 25 – W	32	The Dialectic Between the Person and the Environment <i>Discussion Comment #9</i> <i>ZAPS 2.0 for Active Discovery Learning #7</i>	Chapter 14

## Second Midterm Examination

**Table 11: Second Midterm Examination**

<b>Date &amp; Day</b>	<b>Midterm Examination 2</b>
<b>July 26 – Th</b>	<i>Administered Online Covers Modules 6-9, and Kalat, Chapters 7-9, 12-14</i>

## Module 10: Psychological Development

**Table 12: Module 10: Psychological Development**

<b>Date &amp; Day</b>	<b>Lecture</b>	<b>Topic</b>	<b>Kalat, 10/11e</b>
July 27 - F	33	Nature and Nurture	Chapter 5
July 28 - Sa	34	Within-Family Differences	Chapter 5
July 30 – M	35	Gender Dimorphism	Chapter 5
July 31 – Tu	36	Continuity and Change in Psychological Development <i>Discussion Comment #10 ZAPS 2.0 for Active Discovery Learning #8</i>	Chapter 5

Module 11: Psychopathology and Psychotherapy

Table 13: Module 11: Psychopathology and Psychotherapy

<b>Date &amp; Day</b>	<b>Lecture</b>	<b>Topic</b>	<b>Kalat, 10/11e</b>
August 1 – W	37	Unconscious Mental Life	Chapter 10
August 2 – Th	38	The Diagnosis of Mental Illness	Chapter 15
August 3 – F	39	Experimental Psychopathology	Chapter 15
August 4 – Sa	40	Diathesis and Stress	Chapter 15
August 6 – M	41	Treatment of Mental Illness	Chapter 15
August 7 – Tu	42	The Social Context of Mental Illness <i>Discussion Comment #11</i> <i>ZAPS 2.0 for Active Discovery</i> <i>Learning #9</i>	Chapter 15

Module 12: Conclusion

Table 14: Module 12: Conclusion

<b>Date &amp; Day</b>	<b>Lecture</b>	<b>Topic</b>	<b>Kalat, 10/11e</b>
August 8 – W	43	Conclusion <i>Discussion Comment #12</i> <i>Complete ZAPS 2.0 for</i> <i>Research Participation</i> <i>Experience by August 9<sup>th</sup> at</i> <i>Midnight (See Below for Details)</i>	No Reading

## Final Examination

Table 15: Final Examination

<b>Date &amp; Day</b>	<b>Final Examination</b>
<b>Aug 10 – F</b>	<i>Administered 9:00AM – 12:00 Noon in Room TBD</i>  <i>First Portion Covers Modules 10-12 and Kalat Chapters 5,10,15</i>  <i>Remainder Covers All Modules and All of Kalat</i>

## Supplemental Materials

A set of Lecture Supplements is posted to the course site on [Canvas](#). These are, essentially, written versions of lectures that Dr. Kihlstrom would give if this course occupied two semesters (or maybe two years), instead of just one. The Supplements also include some essays that Dr. Kihlstrom has 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 on the Canvas navigation bar.

## 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-hour 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>.

## 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 and is scheduled for the final exam day. It, like the previous exams is not

cumulative. The final exam will come right after the third exam and 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 2018, the final exam is scheduled for **Friday, August 10, 2018, 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 who are unable to take the final will need to arrange for an approved proctor to administer the exam off-campus. You can review the [Finding a Proctor Tutorial](#) to learn how to obtain a qualified proctor. Summer Sessions' student support staff will manage the off-site proctor approval and tracking process. For questions email [summer\\_online\\_support@berkeley.edu](mailto:summer_online_support@berkeley.edu). **The deadline for finalizing these arrangements is July 15, 2018 PST.**

Feedback concerning exams is available, and also contains copies of old exams. To access these materials, click on "Exam Information" in the left navigational menu.

## 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 "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?

## ZAPS 2.0 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 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. The [ZAPS software](#) is purchased from the publisher directly.

The Active Discovery Learning (ADL) component of the course requires nine (9) exercises, one for each major module in the course. They count five (3) points each and will be graded based on your performance while participating in their respective activities. Each is due by 11:59 PM (PST) 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.

Late completions will not receive any credit. Your participation in these exercises is recorded automatically by the ZAPS server.

Within about 1 day of each deadline, credit for completing the Discussion exercise will be posted to the Gradebook.

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. The registration code for this website must be purchased separately through the publisher's website: <https://digital.wwnorton.com/zaps2>. Approximate retail price: \$30.00.

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.

- Point your browser to the ZAPS 2.0 "landing page": <https://digital.wwnorton.com/zaps2>.
  - Click on the big "Z" button on the lower left corner of this page.
- Click on the big green button labeled "Sign In, Register a Code, or Purchase Access".
- Select "No, I need to register, purchase, or sign up for trial access."
- Click on the green box that says "Register, Purchase, or Sign Up for Trial Access."
- Enter your name, school email (e.g., [JohnSmith@berkeley.edu](mailto:JohnSmith@berkeley.edu)), and create a password.
  - Enter your *last ((family) name first*, followed by your first name and middle name (or initial).
  - Your password must be at least 8 characters long, and must contain at least 1 upper-case letter.
- Select "I want to purchase access".

- *Do Not* sign up for “180 days of free trial access”.
- Click on the green box that says “Show Purchasing Options”.
- When prompted for a “Student Set ID”, enter **55670**.
  - This is important. Without the proper Student Set ID, you will not receive appropriate credit for completing the ZAPS exercises.
  - If you cut and paste the Student Set ID into a webpage, be sure not to enter the leading space ( ) or the following period (.). Otherwise, your Student Set ID will be incorrect, and you will not receive appropriate credit.

Once you have purchased ZAPS 2.0

- First, update your user profile.
  - Enter your name *last (family) 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 Student Set ID for Summer 2018 is **55670**.
  - Be sure to enter the proper Student Set ID, which is case-sensitive, or else you will not receive proper credit for completing the ZAPS exercises.
- ZAPS 2.0 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 2.0 exercises (click on ZAPS Listed Alphabetically”). There are dozens of these, and you may do all the ZAPS 2.0 exercises you want, and you'll learn from each of them. **But you are only required to complete the nine specific exercises indicated on this:**

Table 16: 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).

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

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 (PST) on August 9th – the day before the final. Canvas has had some issues with counting your top grades, but your final grade, when calculated

by hand, will consist of the cumulated credits for your top 5 performances on the ZAPS-ADL activities entered into the Gradebook.

## Grading and Course Policies

Final grades will be calculated on the basis of 290 points distributed according to the following rules:

**Table 17: Grading**

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

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 an 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.

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.

## 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.

## UC 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, explore the following resources: [UC Berkeley Library Citation Page, Plagiarism Section](#), and [GSI Guide for Preventing Plagiarism](#).

**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."

## Students with Disabilities

Any students requiring course accommodations due to a physical, emotional, or learning disability must contact the [Disabled Students' Program \(DSP\)](#). They will review all requests on an individual basis.

- Request your Disabled Student Program Specialist to send the instructor a formal request before the official course start date by email

- In addition, notify the instructor and your Online Learning Support Specialist, which accommodations you would like to use.
  - Your Online Learning Support Specialist is Tracie Allen Littlejohn and her email is [summer\\_online\\_support@berkeley.edu](mailto:summer_online_support@berkeley.edu)

## End of Course Evaluation

Before your course end date, please take a few minutes to participate in the **Course Evaluation** to share your opinions about the course.

The evaluation does not request any personal information, and your responses will remain strictly confidential. A link to the evaluation will be made available via bCourses on July 26th, 2018 and will be available until August 8th, 2018. You will also be emailed a link to the course evaluation.

To access the course evaluation via bCourses:

1. Enter the course in bCourses
2. Choose **Course Evaluation** from the left-hand navigation menu.
3. Complete evaluation and submit.

\*Subject to change.