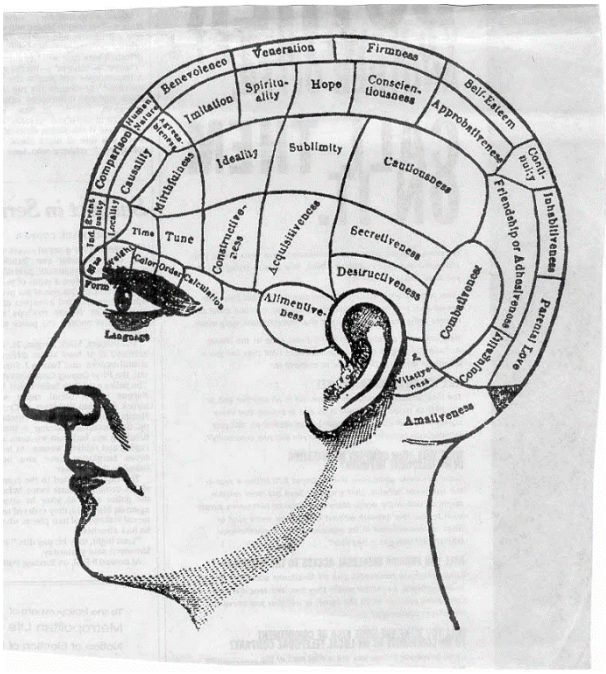
University of California, Berkeley
Department of Psychology



Psychology W1
General Psychology

Spring, 2018

Instructor:
Christopher Gade, PhD
Tolman Hall, Room 3412
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Office Hours: Mondays/Wednesdays 10 to 11
Online Office Hour: By Appointment

Lectures By:
John F. Kihlstrom, PhD

The best way to contact the instructor and GSI
Is always by email E-mail.

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 equivalent) is required for prospective majors in Psychology, and is intended for lower-division students (freshmen and sophomores).

Course credits

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

Prerequisites and Workload

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

In order to do well in the course, however, students should be prepared to put in some time. Traditionally, college courses assume that students devote two to three hours of study at home for every one hour in class. Students should be prepared to put in at least 6 hours per week outside of class.

Required and Recommended Readings

Students should purchase two items for the course.

(1) The textbook that we'll be using is Kalat's Introduction to Psychology book (2016, 11th ed.). 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: $30.00.

• Point your browser to the ZAPS 2.0 "landing page": https://digital.wwnorton.com/zaps2. You can purchase the program through the distributor or student book store.

Schedule for Spring 2018

The schedule shown on the following pages is based on three 1 hour lectures per week, except for weeks devoted to midterm exams. For convenience, the schedule conforms to a Tuesday-Wednesday-Thursday format. The sole exception is the week of Thanksgiving and the RRR week. 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 Berkeley Canvas website. To access the course, go to https://login.uconline.edu/. You will need to authenticate with a CalNet ID (follow the link and the instructions on the homepage). Your access to the Canvas website will terminate on the last day of the semester, after the final exam has been administered.

You *should* log into the site on the first week of the semester.

Date	Day	Lecture	Topic	Kalat, 10e
			Module 1: Introduction	
16-Jan	Tu	1	Nature and Scope of Psychology *Discussion Comment #1 (See Below for Details)*	Chapter 1
			Module 2: Biological Bases of Mind and Behavior	
17-Jan	W	2	Organization of the Nervous System	Chapter 3
18-Jan	Th	3	Hindbrain, Midbrain, Diencephalon	
23-Jan	Tu	4	Cerebral Cortex	
24-Jan	W	5	Hemispheric Specialization, Recovery of Function, and Plasticity *Discussion Comment #2* *ZAPS for Active Discovery Learning #1 (See Below for Details)*	
			Module 3: Methods and Statistics for Psychology	
25-Jan	Th	6	Methods and Statistics for Psychology *Discussion Comment #3*	Chapter 2
			Module 4: Learning	
30-Jan	Tu	7	Reflex, Taxis, and Instinct	Chapter 6
31-Jan	W	8	Classical and Instrumental Conditioning	
1-Feb	Th	9	What is Learned?	
6-Feb	Tu	10	A Cognitive View of Learning *Discussion Comment #4* *ZAPS for Active Discovery Learning #2*	
			Module 5: Sensation and Perception	
7-Feb	W	11	The Sensory Modalities	Chapter 4

8-Feb	Th	12	Sensory Experience	
13-Feb	Tu	13	Sensory Thresholds and Signal Detection	
14-Feb	W	14	The Ecological View of Perception	
15-Feb	Th	15	Perceptual Organization and Pattern Recognition	
20-Feb	Tu	16	The Constructivist View of Perception	
			Discussion Comment #5	
			ZAPS for Active Discovery Learning #3	
21-Feb	**W**		**First Midterm Examination**	
			Administered Online	
			Covers Modules 1-5, and Kalat Chapters 1-4, 6	
			Module 6: Memory	
22-Feb	Th	17	Short-Term Memory, Working Memory, and Attention	Chapter 7
27-Feb	Tu	18	Memory: Encoding Processes	
28-Feb	W	19	Memory: Storage and Retrieval	
1-Mar	Th	20	The Reconstruction of Memory	
			Discussion Comment #6	
			ZAPS for Active Discovery Learning#4	
			Module 7: Thought and Language	
6-Mar	Tu	21	Concepts and Categories	Chapter 8
7-Mar	W	22	Algorithms and Heuristics	
8-Mar	Th	23	Are We Rational?	
13-Mar	Tu	24	Intelligence	Chapter 9
14-Mar	W	25	Language and Thought	
			Discussion Comment #7	
			ZAPS for Active Discovery Learning #5	
			Module 8: The Trilogy of Mind	
15-Mar	Th	26	Emotion	Chapter 12
20-Mar	Tu	27	Motivation	
			Discussion Comment #8	
			ZAPS for Active Discovery Learning #6	
			Module 9: Personality and Social Interaction	
20-Mar	Tu	28	Analyzing Social Interaction	Chapter 13
21-Mar	W	29	The Doctrine of Traits	
22-Mar	Th	30	The Dialectic Between the Person and Behavior	
3-Apr	Tu	31	The Dialectic Between the Environment and Behavior	Chapter 14
4-Apr	W	32	The Dialectic Between the Person and the Environment	
			Discussion Comment #9	
			ZAPS for Active Discovery Learning #7	
5-Apr	**Th**		**Second Midterm Examination**	
			Administered Online.	
			Covers Modules 6-9 and Kalat Chapters 7-9, 12-14	
			Module 10: Psychological Development	
10-Apr	Tu	33	Nature and Nurture	Chapter 5
11-Apr	W	34	Within-Family Differences	

12-Apr	Th	35	Gender Dimorphism	
17-Apr	Tu	36	Continuity and Change in Psychological Development	
			Discussion Comment #10	
			ZAPS for Active Discovery Learning #8	
			Module 11: Psychopathology and Psychotherapy	
18-Apr	W	37	Unconscious Mental Life	Chapter 10
19-Apr	Th	38	The Diagnosis of Mental Illness	Chapter 15
24-Apr	Tu	39	Experimental Psychopathology	
25-Apr	W	40	Diathesis and Stress	
26-Apr	Th	41	Treatment of Mental Illness	
27-Apr	Fri	42	The Social Context of Mental Illness	
			Discussion Comment #11	
			ZAPS for Active Discovery Learning #9	
			Module 12: Conclusion	
During RRR		43	Conclusion	No Reading
			Discussion Comment #12	
			Complete ZAPS for Research Participation Experience by Friday, May 4th (See Below for Details)	
10-May	Thu		**Final Examination**	
			Exam 3 Administered from 11:30 to 12:30 (Location TBA) then Final Exam from 12:40 to 1:40	
			Exam 3 Covers Modules 10-12 and Kalat Chapters 5, 10, and 15	
			The Final Exam Covers All Modules and All of Kalat	

Supplementary Materials

A set of *Lecture Supplements* is posted to a supplemental course website 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. Click on "Lecture Suplements".

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.

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 policy, the 3rd and final exam MUST be administered in person, though it is possible to arrange for a proctored exam to be administered off-campus for non-UC Berkeley students. **For students taking these last exams on campus, the exams will be held from 11:30 to 1:40 on the 10th of May (location TBA).**

All students that are a) taking the class from a school that is NOT UC Berkeley, b) taking a Tuesday/Thursday evening class at UC Berkeley that's final conflicts with ours, or c) participating in a University sanctioned obligation that conflicts with the scheduled final exam must consult with the instructor in advance so they can be get something arranged or be put in touch with the proctoring program coordinators. Though students using a proctoring program will be aided with the selection process for proctors, students choosing this option will be responsible for selecting and paying for (if proctoring program chosen charges) a proctor. **The final exam will not be rescheduled for students that do not meet the requirements listed above**. **Those that meet one of the requirements above must email the professor about their situation by April 1st.**

Feedback concerning exams is posted to the course website, which also contains copies of old exams. Click on "Exam Information".

Comments and Queries During the Course

Because of the online format of this course, there are no discussion sections as such, and no opportunity to 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. Feel free to make use of these resources: that is what we are here for.

- From time to time I will post announcements (e.g., about exams) concerning the course; I may also post corrections and supplements to my lectures. Students may also post comments and questions concerning the readings, lectures, and other items relevant to psychology.
- The Canvas website includes a general discussion area which will be used for a wide variety of communications among students, GSIs, and the instructor. These messages will be distributed to the entire class, so don't post anything of a personal or confidential nature! Responses from the instructor or the GSIs also will be posted to the entire discussion board. Do not send questions on course content to the instructor's private Email address; post them to the course website instead – so that everyone can benefit from the exchange.
- 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.

Discussion Postings

In order to foster a sense of community in this online course, we have established a "discussion board" on the Canvas website 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 "teams" of up to 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 is the use of "smart drugs" to enhance cognitive performance in students different from "blood doping" to increase aerobic capacity and endurance in athletes, and which is prohibited by the International Olympic Committee and other athletic organizations?

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

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

5. Sensation and Perception. Jerome Bruner, a pioneering American cognitive psychologist, introduced what he called a "New Look" in perception by drawing attention to the role of mental set, emotion, and motivation in perception. Can we really see the world through "rose-colored glasses"? Can we see only what we want to see? Or are these just metaphors? Provide an

example of how either emotion or motivation can affect either the detection of a stimulus or the perception of some object or event.

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

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

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

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. 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 three (3) points each on an all-or-none basis (just like a neuron). 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.

Students will receive full credit for completing each exercise by the deadline announced in the syllabus. Late completions will not receive any credit. Note that the deadlines are all one minute before midnight, just like Cinderella, according to the official time recorded by the computer at the time you logged on.

Your participation in these exercises is recorded automatically by the ZAPS server; 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.

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.

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

ADL Assignment	Module	ZAPS Exercise
#1	2	"Split Brain"
#2	4	"Classical Conditioning"
#3	5	"Signal Detection"
#4	6	"Serial Position Effect"
#5	7	"Mental Scanning"
#6	8	"Recognizing Emotions"
#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.

- Your participation in each ZAPS exercise will be recorded in the online gradebook. But this is not a foolproof process. You have to correctly log into the ZAPS server and identify this class for credit to be posted. If your participation was completed on time but has not been properly credited, write me via email and I will recheck the roster. Take a screenshot ("Print Screen") of this page and paste it into an Email it to me. If the Student Activity Monitor shows that you completed the assignment by the deadline, we'll give you credit.

- **ZAPS Exercises for Research Participation Experience (ZAPS-RPE)**

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

Because of the online delivery of this course, to students who may be located far from Berkeley, it is not feasible for students to participate in on-campus research projects. However, a similar experience may be had by completing a subset of ZAPS 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 the last Friday of the RRR week. Accumulated credits for your top 5 performances on the ZAPS-ADL activities will be entered into the Gradebook.

Grading Policy

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

- two (2) midterm examinations, 50 points each
- final exam (covers a 50 point 3rd midterm followed by a 50 point cumulative final), 100 points
- 12 Discussions, 4 points each, for a total of 48 points.
- 9 ZAPS exercises for Active Discovery Learning, 3 points each, for a total of 27 points.
- 5 ZAPS exercises for Research Participation Experience, 3 points each, for a total of 15 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.

Intellectual Property Notice

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

UCB Honor Code

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

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

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

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

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

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

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

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

> *"On my honor, I have neither given nor received assistance in the taking of this exam."*