

SPRING 2025 SYLLABUS TEMPLATE FOR PSY2012: GENERAL PSYCHOLOGY

Instructor: Joseph Pruitt

Section Number: 17871 | 15E6

Class Meeting Time: T (8:30 AM – 10:25 AM) & R (9:35 AM – 10:25 AM)

Class Meeting Location: PSY 0130

Instructor Office Hours & Location: PSY236D | Thursday (11:30 PM - 1:30 PM)

Instructor Email: Josephpruitt@ufl.edu

Course Outline

PSY2012 is part of the General Education State Core.

• State Core Course Description •

In this course, students will gain an introduction to the scientific study of human behavior and mental processes. Topics may be drawn from historical and current perspectives in psychology.

• State Core Student Learning Outcomes •

By the end of this course:

1. Students will be able to identify basic psychological theories, terms, and principles from historical and current perspectives.
2. Students will be able to recognize real-world applications of psychological theories, terms, and principles.
3. Students will be able to recognize basic strategies used in psychological research.
4. Students will be able to draw logical conclusions about behavior and mental processes based on empirical evidence.

• Course Goals •

1. To teach you the science behind psychology and how it differs from the media's interpretation.
2. To provide you with an introduction to the different areas within the field of psychology.
3. To teach you the concepts in the field and how to apply them.

• Social and Behavioral Sciences General Education Subject Area Objectives •

Social Science courses must afford students an understanding of the basic social and behavioral science concepts and principles used in the analysis of behavior and past and present social, political, and economic issues. Social and Behavioral Sciences is a sub-designation of Social Sciences at the University of Florida.

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe, and explain social institutions, structures, or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and

group decisions, as well as the evaluation of opinions, outcomes, or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

• **General Education Student Learning Outcomes** •

Category	Institutional Definition	Institutional SLO
CONTENT	Content is knowledge of the concepts, principles, terminology and methodologies used within the discipline.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline.
COMMUNICATION	Communication is the development and expression of ideas in written and oral forms.	Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.
CRITICAL THINKING	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems. These will be accomplished through assignments and assessments given in this course.

Overview of PSY2012

This course is an overview of major topics in modern psychology, the scientific study of behavior and mental processes. As a first course in the discipline of psychology, it introduces some of the fundamental concepts, principles, and theories, with consideration for the complexity of human behavior.

• **Course Goals** •

1. To teach you the science behind psychology and how it differs from the media’s interpretation.
2. To provide you with an introduction to the different areas within the field of psychology.
3. To teach you the concepts in the field and how to apply them.

• **Course Objectives** •

By the end of this course, students will be able to...

1. describe a variety of major theories, topics, and issues in psychology.
2. identify the key roles that psychology plays in our everyday lives.
3. gain understanding of the scientific methods as applied to psychological research.
4. gain understanding of human behavior, emotion, and mental processes.
5. apply psychological knowledge to the real world in problem-solving.

6. evaluate and synthesize psychological knowledge with critical thinking.

• **Required Materials** •

Author: Lilienfeld, Lynn, Namy

Title: Psychology: From Inquiry to Understanding (5th edition)

ISBN: UF ALL ACCESS

**Please note that this course will be participating in the UF All Access program. Login at the following website and Opt-In to gain access to your UF All Access course materials - <https://www.bsd.ufl.edu/AllAccess>.

UF All Access will provide you with your required materials digitally at a reduced price and the charge will be posted to your student account. This option will be available starting 1 week prior to the start of the semester and ending 3 weeks after the first day of class.**

• **Course Expectations** •

You are expected to attend class regularly and carry out the reading assignments listed in this syllabus. You are also expected to check your email regularly (at least once a day) and to visit E-learning on a regular basis. Students typically find that for each hour in class, at least two additional hours are required for preparation.

• **Attendance** •

Attendance will not be taken. However there are a set number of points attached to in-class assignments that require your attendance in class.

• **Class Demeanor** •

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

• **Materials and Supplies Fees** •

There are no additional fees for this course.

Students with Special Needs

If you are a student with a disability and would like to request disability-related accommodations, you are encouraged to contact the Disability Resource Center as early in the semester as possible. The Disability Resource Center is located in 001 Building 0020 (Reid Hall). Their phone number is 392-8565. If you have a documented disability, you must contact me immediately so accommodation can be made from that point on.

Sexual Harassment & Disclosures of Sexual Violence

Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a

situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here: <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. Please review this policy and contact a university official if you have any questions about the policy.

As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. Title IX violation includes sexual harassment, sexual assault, stalking, domestic/intimate partner violence, etc. For assistance or to inform Title IX any incident(s) that may constitute a Title IX violation, please complete the Title IX Information Form here: <https://titleix.ufl.edu/title-ix-reporting-form/>, or email inform@titleix.ufl.edu, or call 352-273-1094.

UF Policies on Software Use

All faculty, staff, and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Course Requirements

• Unit Quizzes •

There will be four in-class unit quizzes during the semester. Quizzes are designed to assess your understanding of course material to date and to prepare you for the larger midterm and last exams. Each quiz contains 30

multiple-choice applied questions; each question is worth 1 point. The lowest quiz grade will be dropped by the end of the semester; thus, only three quizzes will be included in your final grade.

• **Assembly Midterm and Last Exam** •

The midterm is an assembly exam administered **on XXX at X:XX PM in XXX**. The last exam will be taken in class **on the last day of class**. You will be given 70 minutes total for the midterm (60 items) and 50 minutes for the last exam (40 items). The midterm and last exams will cover the first and second half of the semester, respectively. Please note that this course does **NOT** have a final exam in the final exam week.

• **Writing/Project Assignment** •

You will have one writing project due at the end of the semester. The paper must be a minimum of 2 pages long, single spacing, excluding references. The deadline for the submission will be **April 17th at 11:59 PM**. A **20% late penalty** per day will be applied to late submissions. This project will be a multi-stage submission. Throughout the semester students must submit a draft or outline of their paper (worth 5 points) to receive feedback on their concept. I will accept drafts at the latest by **March 6th by 11:59 PM**. Feedback will be returned to students by March 22nd.

For the writing project, you may choose between the following two prompts:

Beyond the Human Mind: Exploring Consciousness in Artificial Intelligence

In this writing assignment, you'll get to explore what it might be like if an advanced A.I. had a "mind" of its own. Imagine an A.I. that isn't just a computer following orders but is so advanced it can think, learn, and maybe even feel. Based on what you've learned in this course, you'll try to predict how this A.I. mind would be similar to or different from a human mind.

1. **Pick one concept from the course** that we use to understand human minds. For example, you could choose from:
 - **Memory:** How we remember things and recall them.
 - **Emotion:** How we feel and express happiness, sadness, or anger.
 - **Learning:** How we learn new skills or behaviors over time.
2. **Imagine how this concept might look in an A.I. mind.** Think creatively about how an A.I. might experience, or not experience, this part of human psychology. Your answer does NOT need to reflect how AI currently operates. For example:
 - If you chose **emotion**, would this A.I. feel happy or sad? Would it show emotions differently from humans? Would it need emotions to function?
3. **Use what you know from class** to explain your ideas. Write a short paragraph explaining:
 - How the human mind handles your chosen concept (e.g., "Humans feel emotions because they help us communicate and connect with others").
 - How this might look different in an A.I. and what that difference could mean for how A.I. would behave or think.
4. **Think of an example** to illustrate your point. Imagine how your A.I. might behave in a specific situation, like helping someone in need or interacting with a human friend. Would it act the same as a person, or differently?
5. Given your imagined A.I. mind, provide answers to the following questions: **Does the A.I. exhibit consciousness?** If so, **should we allow it the same rights and protections as humans?** Note that there

is no correct or incorrect answer to this question, this is about following your logic through to its natural conclusion.

The goal of this assignment is to help you apply what you've learned in psychology to imagine a completely new kind of mind. It encourages you to think creatively about what it means to "have a mind" and how psychology might help us understand other kinds of intelligence. There are NO wrong answers for how your AI mind might work. I am interested in **creative** and **thoughtful** applications of the psychological concepts you learned in class.

Debating Minds: A Famous Psychologist Responds

In this writing assignment, you will assume the role of a well-known psychologist we've discussed in class (such as Freud, Skinner, or Piaget). As this psychologist, you'll write a critique of a psychological theory or concept that you believe they would disagree with based on their own beliefs and theories.

1. **Choose a psychologist** from our class discussions whose theories you've learned (Freud, Skinner, Piaget, etc.).
2. **Identify a psychological theory, concept, or practice** (other than your chosen psychologist's) that they would likely disagree with. For instance, Freud could take issue with the behaviorist perspective, arguing that it overlooks the importance of unconscious processes.
3. **Write a critique from your psychologist's perspective.** Express why they would disagree with the chosen theory and what they believe to be a better explanation. Be sure to incorporate:
 - Key aspects of your chosen psychologist's beliefs (e.g., Freud's focus on unconscious motives, Skinner's emphasis on operant conditioning).
 - Direct contrasts to the theory you're critiquing.
 - Possible real-life examples they might use to illustrate their point.
4. **Provide a clear statement of what your psychologist believes is happening** concerning the concept they're critiquing
5. **Provide at least TWO examples or scenarios** that support your psychologist's perspective. These can be theoretical if you cannot find real ones.

The goal of this assignment is for you to apply your knowledge of famous psychological perspectives and demonstrate an understanding of how different theories might clash. This assignment encourages critical thinking and insight into how foundational ideas have shaped—and at times opposed—one another in the field of psychology.

• In-Class Assignments •

There will be 12 in-class assignments in this class, each worth 2 points. At the end of the semester, the lowest two assignments will be dropped. The assignment will be in the format of a single question regarding the lecture of the day.

• SONA Research Participation Requirement •

The Psychology Department requires that all students enrolled in PSY2012 participate in research. The deadlines for this requirement can be found in the document titled "SONA Research Requirement Instructions" (on our Canvas home page). Please note: The deadline to participate in research studies is *earlier* than the deadline to assign credits to this course. Completion of this requirement affects your course grade based on the amount of research credits you earn. Do **NOT** wait until the last minute to complete this requirement. The

longer you wait, the harder it will be to get all the credits needed! If you are unable to participate in SONA research due to age or simply do not wish to participate in research studies, you may “opt in” to an alternative assignment. More details on this alternative assignment can be found in the SONA instructional document on Canvas.

There are no quiz/exam make-up opportunities unless there is an acceptable reason with evidence that is aligned with the UF absence policy (e.g., illness, serious family emergency, special curricular requirements, religious holidays, etc.). See the UF policy guidance on absences and make-up activities here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>.

Approved make-up quizzes/exams should be completed within one week of the original quiz/exam date. In the situation of multiple exams on the same date, see here for guidance: <https://catalog.ufl.edu/UGRD/academic-regulations/examination-policies-reading-days/> There are no special exams, optional papers, or catch-up projects to compensate for poor exam performance. All quiz/exams are closed-book and closed-notes, and you will need a #2 pencil for the scantron sheet.

Grading Scale

Assignment	Points	Approximate Percentage of Grade (Rounded)
Unit Quizzes (4 @ 30 points each)	90	32%
Midterm Exam	60	21%
Last Exam	40	14%
Writing/Project Assignments	60	21%
In-class Assignments	20	7%
SONA Research Participation	15	5%
Total	285	100%

Grade	Scale	Grade	Scale
A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	E	<60%

****Note: A minimum grade of C is required for General Education credit.** Final total percentage points with a decimal value equal to or greater than .5 will be rounded to the next number. For further information about current UF grading policies for assigning grade points, please see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.**

Policy For Disputing a Grade

You will have one week (including weekends and holidays) after any course material grade has been posted to dispute your grade. The exception will be the last exam because there won't be enough time to complete disputes and turn grades in. Disputes will **NOT** be accepted after that date. If you want to dispute a grade you will need to write a paragraph explaining the dispute. For exams/quizzes, write out the question on the quiz and a paragraph explaining why your answer is correct with references to the material in the text for each question

or writing assignment you are disputing. Then send a private email with this information to the instructor's e-mail address.

Honor Code

I am not willing to give a passing grade to those who do not abide by the UF honor code. Any student who cheats or helps another student cheat will receive an E (Fail) in this class. When students enroll at the university, they commit themselves to the standard drafted and enacted by students.

Preamble: In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code.

Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:
"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

It should be clear that academic dishonesty, such as cheating, is NOT tolerated at the University of Florida. Cheating is defined in the University Handbook, and it is the student's responsibility to be familiar with its many forms (including plagiarism). If there is a suspected academic honesty violation, the Student Honor Code Procedures will be followed.

Study Skills

This class covers a large amount of material and it is crucial for students to keep up with the reading and study regularly. Important study habits that will help you succeed in this class include:

1. Reading all assigned pages by the date they are assigned,
2. Reading and studying the text before and after hearing the lectures on those topics, and
3. Studying and testing yourself in-depth on the days before each exam.
 - a. Use the "terms and alternative hypotheses" and all available review sections at the end of each chapter!

Tentative Spring 2025 Course Schedule		
DATE	LECTURE TOPIC	READING
1/14/25 (T)	Welcome to PSY2012! Intro to Psych	Chapter 1
1/16/25 (R)	Intro to Psych	Chapter 1
1/21/25 (T)	Research Methods	Chapter 2

1/23/25 (R)	Biological Psychology	Chapter 3
1/28/25 (T)	Biological Psychology	Chapter 3
1/30/25 (R)	Quiz 1: Ch. 1-3	
2/4/25 (T)	Sensation and Perception	Chapter 4
2/6/25 (R)	Consciousness	Chapter 5
2/11/25 (T)	Consciousness	Chapter 5
	Learning	Chapter 6
2/13/25 (R)	Learning	Chapter 6
2/18/25 (T)	Quiz 2: Ch. 4-6	
2/18/25 (T)	Memory	Chapter 7
2/20/25 (R)	Memory	Chapter 7
2/25/25 (T)	Thinking, Language, and Intelligence	Chapter 8
2/27/25 (R)	Midterm Review (In-Class)	
2/28/25 (F)	Assembly Midterm Ch. 1-8 @ 8:20PM (TBD)	
3/4/25 (T)	Human Development	Chapter 9
3/6/35 (R)	Emotion and Motivation	Chapter 10
3/11/25 (T)	Emotion and Motivation	Chapter 10
	Stress, Coping, and Health	Chapter 11
3/13/25 (R)	Stress, Coping, and Health	Chapter 11
3/18/25 (T)	No Class (Spring Break)	
3/20/25 (R)	No Class (Spring Break)	
3/25/25 (T)	Quiz 3: Ch. 9-11	
3/25/25 (T)	Social Psychology	Chapter 12
3/27/25 (R)	Personality	Chapter 13
4/1/25 (T)	Personality	Chapter 13
	Psychological Disorders	Chapter 14

4/3/25 (R)	Psychological Disorders	Chapter 14
4/8/25 (T)	Quiz 4: Ch. 12-14	
4/8/25 (T)	Biological and Psychological Treatments	Chapter 15
4/10/25 (R)	Biological and Psychological Treatments	Chapter 15
4/15/25 (T)	Last Exam Review (In Class)	
4/17/25 (R)	Flex Period	
4/22/25 (T)	Last Exam (Ch. 9-15)	

****Note:** Please read the assigned chapter and review any additional assigned materials before the specific class meetings. Course schedule is subject to change if the need arises. It is your responsibility to keep up with any change(s) by coming to class and staying updated. **It is not feasible to cover all of the materials in the textbook during the class meetings.** I will focus on major and important themes in the chapters, but students are still responsible for all information covered in the text.**

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>.

Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Campus Resources

Health and Wellness

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS): Student Health Care Center, 392-1161.

University Police Department: 392-1111 (or 9-1-1 for emergencies).
<http://www.police.ufl.edu/>

Academic Resources

E-learning technical support: 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center: Reitz Union, 392-1601. Career assistance and counseling.
<http://www.crc.ufl.edu/>

Library Support: <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
<http://teachingcenter.ufl.edu/>

Writing Studio: 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints Campus:

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>