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PSYC 1100 Meeting and Contact Information

Sections 001L—018L:
Lecture: Tuesday & Thursday, 2:00 to 2:50 in LH 102
Laboratory: WGC (Whetten Graduate Center) Room 300B (time by section)

Dr. David B. Miller’s Office Hours:
Place: BOUS 169
Times: Wednesday, 1:00 p.m. to 3:00 p.m.
On rare occasions, conflicts with meetings may cause me to cancel office hours; such cancellations will be announced in class and/or a sign will be posted on my door.

No appointments are needed during office hours; they are on a first-come/first-served basis.

SPECIAL APPOINTMENTS: If you cannot see me during office hours, I can sometimes arrange for a special appointment. If you email me about this, be sure to give me some specific dates and times from which to choose so that we don’t go back and forth with excessive emails.

Electronic Contact Information

Course Web Site:
Accessible via HuskyCT (http://learn.uconn.edu)
IMPORTANT: I do not check HuskyCT for email messages. Please send email to the address below.

Dr. Miller’s E-mail Address:
David.B.Miller@uconn.edu
IMPORTANT: Do not use e-mail for clarification of subject matter covered in class. Please see me during office hours for such help. All email correspondence must be professional in nature (i.e., business standards apply), or will not be answered. You MUST use my middle initial in my email address, or else I shall never receive your message.

Podcast E-mail Address:
Podcast@uconn.edu
Send questions that you would like us to address on our weekly iCube podcasts to this email address rather than to Dr. Miller’s personal email address.

Dr. Miller’s Phone:
None! Please use e-mail.
Required Text:

<table>
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<th>Tests and Final Grade Determination</th>
</tr>
</thead>
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<tr>
<td>First Mid-Term:</td>
</tr>
<tr>
<td>Second Mid-Term:</td>
</tr>
<tr>
<td>Cumulative Final Exam:</td>
</tr>
<tr>
<td>Laboratory</td>
</tr>
<tr>
<td>Experiment Participation</td>
</tr>
</tbody>
</table>

Statement on Religious Holidays: The days on which the exams are scheduled do not conflict with any religious holidays for students with substantial representation on this campus. If you foresee a conflict between the date of an exam and a religious holiday that you observe, it is your responsibility to let Dr. Miller know about such a conflict before the end of the 2nd week of classes. It is also your responsibility to let your lab instructor know about conflicts between religious holidays and your lab assignments well in advance of those holidays. Reasonable accommodations will be made only for students giving notice well in advance, in accord with this statement.

MAJOR TOPICS IN ORDER OF COVERAGE
(See Outline for Details)

Overview and History
Research Methodology
Behavior Genetics
Nervous System
Exocrine/Endocrine Systems
Sensation
Perception
Learning
WHY PSYCHOLOGY 1100 (GENERAL PSYCHOLOGY I.) IS 
A GENERAL EDUCATION COURSE UNDER GROUP III: 
SCIENCE & TECHNOLOGY

It is important to understand that a general education course does not imply a course that is 
easy or one that is so broad that students not concern themselves with details. Quite the 
opposite, especially for PSYC 1100.

What follows is an explanation of the nature of PSYC 1100, as well as details about why this 
course is (1) a general education course, and (2) in particular, a Group III Science and 
Technology course.

Goals and Objectives of PSYC 1100:

The overall goal of PSYC 1100 is to introduce students to the “natural science” perspective of 
psychological science by examining mechanisms underlying behavior, both normal and abnormal, 
and especially how our understanding of those mechanisms continues to change in light of new 
research developments both within psychology and in related disciplines. Because the 
layperson’s idea of “psychology” is typically narrow (and, due to the media and popular culture, 
is restricted to the social-science nature of the discipline, especially its clinical aspects), a related 
goal is to show students the breadth of ongoing research endeavors within the umbrella science 
known as “psychology” as well as our relationship to other disciplines, such as neuroscience, 
biology, chemistry, physics, and other areas. This exposure to intra- and interdisciplinary 
breadth is done with an eye towards examining detailed behavioral and cognitive mechanisms, 
thereby always directing the students’ focus toward our own discipline while, at the same time, 
examining the intricacies underlying their own behavioral experiences to which they can already 
relate.

Course Requirements:

This three-credit course consists of two hours of lecture per week (315 to 330 students meet 
in a large lecture hall with their professor), and one hour of a “discussion/demonstration” lab 
(up to 23 students per lab, taught by a TA). A third component of the course is experiment 
participation in ongoing research by faculty and graduate students in our Department (up to 6 
hours for extra credit). The lab provides students with early exposure to psychological 
research from the perspective of the experimenter, whereas experiment participation gives 
them research exposure from the perspective of the subject. These enriched, active-learning 
experiences are tied together by material in the lecture. Because of the large number of 
students in the lecture, exams are typically multiple-choice dispersed among two mid-terms and 
one final. Readings are assigned from textbooks and/or selected articles. For the laboratory 
component, students write up to five lab reports based on the experiments that they conduct 
throughout the semester. This serves to introduce them to the scientific literature (because 
some reports entail small-scale literature searches) as well as guidance in scientific writing
(because their reports must be written in the style specified by the Publication Manual of the American Psychological Association). The course grade is based on 84% lecture and 16% lab, with experiment participation counting as extra credit added into the lab portion of the grade.

**Topics:**

The major topics covered in this course, and their relationship to other disciplines, the links to which we make explicitly in our lectures, are as follows:

1. History of Psychology (philosophy, physiology, history of science)
2. Research Methods (statistics, business—especially marketing)
3. Behavioral Genetics (molecular and cell biology, animal science, allied health, nursing)
4. Evolution (evolutionary biology, anthropology, animal science)
5. Nervous System (neuroscience, pharmacy, allied health, nursing, fine arts)
6. Behavioral Endocrinology (neuroscience, pharmacy, allied health, nursing)
7. Motivation, Emotion, Stress (neuroscience, allied health, family studies, pharmacy)
8. Sensation and Perception (physics, neuroscience, mathematics, computer science, philosophy, fine arts, marketing)
9. Learning, Memory, Cognition (neuroscience, computer science, philosophy, education, family studies)
10. Language (linguistics, communication sciences)

**WHY IS PSYC 1100 A GENERAL EDUCATION COURSE?**

**GOAL 1 (BECOME ARTICULATE):**
Students are first introduced to general psychological concepts and theories in the lecture, along with specific empirical examples related to those concepts that often bridge the gap between students’ life experiences and how those experiences are being investigated by scientists; and, they then explore these concepts experimentally in the laboratory portion of the course (and, to some extent, by serving as participants in faculty research), which gives them a more “active learning” experience to complement the lecture material. We strive to give students a better understanding of actual behavioral mechanisms in relation to neuroscience and the physical sciences to replace their existing layperson’s knowledge of behavior that they bring to this course by having been exposed to “popular psychology” sources (e.g., media, books, etc.). The emphasis in PSYC 1100 of psychology as integrated within the natural sciences, while still dealing with problems closely associated with social science (e.g., clinical, social, developmental aspects of psychology), provides students of a better understanding of behavioral mechanisms, how those mechanisms operate, how they can be modified, and how this knowledge relates to their own behavior and that of other individuals.

**GOAL 2 (ACQUIRE INTELLECTUAL BREADTH AND VERSATILITY):**
The topics covered in PSYC 1100 introduce students to a psychology that they have probably not encountered previously due to the popularization of the discipline via popular culture. The intellectual breadth and versatility of psychological science is made explicit by the manner in which the instructors link topics with other disciplines as well as daily life experiences. For example, “History of Psychology” is linked to physiology, philosophy, and history; “Research
“Methodology” is linked to statistics and business (especially marketing);
“Biopsychology/Motivation” (e.g., neuronal mechanisms, genetic mechanisms, hormonal mechanisms, etc.) is linked with neuroscience, evolutionary biology, pharmacy, nursing, allied health, and physical therapy; “Sensation and Perception” is linked with physics, neuroscience, mathematics, computer science, philosophy, fine arts, marketing; “Learning/Memory/Cognition” is linked with computer science, philosophy, neuroscience, evolutionary biology, education, family studies; and “Language” is linked with linguistics, computer science, and communication science.

GOAL 3 (ACQUIRE WORKING UNDERSTANDING OF THE PROCESSES BY WHICH THEY CAN CONTINUE TO ACQUIRE AND USE KNOWLEDGE):
PSYC 1100 emphasizes the changing nature of our understanding of behavioral and cognitive mechanisms by showing how advances in psychology and other natural sciences (e.g., neuroscience, physics of complexity) cause us to continually reevaluate these mechanisms in accord with technological advances and scientific discoveries. Our extensive use of current research discoveries in relation to psychological concepts illustrates to students the necessity of constant reevaluation of our current conceptions of behavior. This emphasis shows students how science actually proceeds—not as a discipline existing in isolation, but, rather, as one that is intimately related to other disciplines.

WHY IS PSYCHOLOGY 1100 A GROUP III (SCIENCE AND TECHNOLOGY) COURSE?

GOAL 1 (EXPLORE AN AREA OF SCIENCE OR TECHNOLOGY BY INTRODUCING STUDENTS TO A BROAD, COHERENT BODY OF KNOWLEDGE AND CONTEMPORARY SCIENTIFIC OR TECHNICAL METHODS):
Advances in brain imaging techniques, especially functional magnetic resonance imaging (fMRI), has greatly enhanced our understanding of certain (though not all) mechanisms underlying behavior and cognitive processes; and, new drugs are continually being synthesized for therapeutic intervention, which exert an impact on behavioral function by interacting with specific neural mechanisms that have only recently been identified. PSYC 1100 places students at the forefront of the junction of modern behavioral science and neuroscience by showing them how technological advances have forwarded our understanding of how the brain processes, integrates, and regulates information. Students are thus introduced to how theories of behavior and cognition have been and are being reshaped by the ongoing integration of activity occurring across levels of organization (e.g., the genetic level, the neuronal level, the behavioral level, the environmental level, etc.)

The scientific method and sound research methodology is discussed in various ways throughout the course as well as in a special section of the course. Many of the concepts that we want students to understand are illustrated in depth by examining contemporary empirical data, how those data relate to these concepts, as well as the limitations of the conclusions and/or
generalizations that can be drawn from those data when examined in the context of particular experimental designs. Students gain a better understanding of scientific inquiry and the research process by actively practicing it in the laboratory portion of the course, as well as by their own participation in psychological experiments during the semester.

GOAL 3 (INTRODUCE STUDENTS TO UNRESOLVED QUESTIONS IN SOME AREA OF SCIENCE OR TECHNOLOGY AND DISCUSS HOW PROGRESS MIGHT BE MADE IN ANSWERING THESE QUESTIONS):
Students are encouraged to understand that what we have yet to learn about behavioral and cognitive mechanisms (e.g., neurophysiological, neuroanatomical, computational, hormonal, environmental) is even more intriguing than what we know already. Throughout the semester, we emphasize how our understanding of behavior and cognition has been enhanced by advances in our own and other disciplines, and how these advances are ongoing and sometimes proceed at exponential levels. At the same time, we show them what our current limitations are in terms of understanding specific mechanisms and how our hope for future technological advances will, at some point, clarify existing gaps in our knowledge.

GOAL 4 (PROMOTE INTEREST, COMPETENCE, AND COMMITMENT TO CONTINUE LEARNING ABOUT CONTEMPORARY SCIENCE AND TECHNOLOGY AND THEIR IMPACT UPON THE WORLD AND HUMAN SOCIETY):
Students bring to this course an existing curiosity about their own behavior and cognitive processes. By introducing them to actual mechanisms underlying these activities and how our understanding of those mechanisms continues to change as science proceeds, we arouse their curiosity even more, especially as we replace their lay-person’s understanding of behavior with scientific understanding. We feel that this new-found knowledge about how and why they behave the way they do will foster continued curiosity in following future scientific developments in psychology and related sciences.
POLICY MANUAL FOR PSYCHOLOGY 1100
DR. MILLER’S SECTIONS: 01-18
Spring 2014

I. LABORATORY SECTION

The laboratory section of this course will count 16% of your final grade. The lab sections are taught by graduate teaching assistants (TAs). Although we provide certain guidelines to all of the TAs to assure some degree of uniformity among the different lab sections, each TA is given the sole responsibility for his or her sections, the various assignments, and assigning the grades therein. If you are having any kind of problem pertaining to the lab, be sure to discuss it with your TA. Any issue involving your lab grade must be resolved between you and your lab TA no later than the last day of classes.

Memorize your lab section number and the name of your lab TA. You must know your lab section number when taking Dr. Miller’s exams, or you will lose points from the exam (see Section III below on exams). Your lab section number, as it appears on PeopleSoft when you registered for this course is 3 digits followed by the letter “L.” For example, on PeopleSoft, Section 1 is designated 001L, Section 5 as 005L, Section 12 as 012L, and so on. When taking Dr. Miller’s exams, you will need to truncate that designation to two numbers and delete the “L,” as shown in the table below.

Dr. Miller has no involvement with your lab reports, so please do not hand them in to him, and please do not leave them in his mailbox as they will be discarded.

You must attend the laboratory section for which you are officially enrolled. If you attend the wrong section, you may receive a 0 for 16% of your course grade. If you discover a schedule conflict, you’ll have to deal with it via add/drop early in the semester. Under no circumstances may you attend a different section, even if it’s taught by the same TA who teaches the section in which you are enrolled. The lab section numbers and times they meet are as follows:

<table>
<thead>
<tr>
<th>Lab</th>
<th>Section</th>
<th>Time</th>
<th>Lab</th>
<th>Section</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Mon.</td>
<td>4:40 to 6:10 pm</td>
<td>10</td>
<td>Tues.</td>
<td>8:00 am</td>
</tr>
<tr>
<td>02</td>
<td>Mon.</td>
<td>8:00 am</td>
<td>01</td>
<td>Mon.</td>
<td>4:40 to 6:10 pm</td>
</tr>
<tr>
<td>03</td>
<td>Mon.</td>
<td>9:05 am</td>
<td>11</td>
<td>Tues.</td>
<td>9:00 am</td>
</tr>
<tr>
<td>04</td>
<td>Mon.</td>
<td>10:10 am</td>
<td>12</td>
<td>Tues.</td>
<td>10:00 am</td>
</tr>
<tr>
<td>05</td>
<td>Mon.</td>
<td>11:15 am</td>
<td>13</td>
<td>Tues.</td>
<td>11:00 am</td>
</tr>
<tr>
<td>06</td>
<td>Mon.</td>
<td>12:20 pm</td>
<td>14</td>
<td>Tues.</td>
<td>12:00 pm</td>
</tr>
<tr>
<td>07</td>
<td>Mon.</td>
<td>1:25 pm</td>
<td>15</td>
<td>Tues.</td>
<td>3:00 pm</td>
</tr>
<tr>
<td>08</td>
<td>Mon.</td>
<td>2:30 pm</td>
<td>16</td>
<td>Tues.</td>
<td>4:00 pm</td>
</tr>
<tr>
<td>09</td>
<td>Mon.</td>
<td>3:35 pm</td>
<td>17</td>
<td>Wed.</td>
<td>10:10 am</td>
</tr>
<tr>
<td></td>
<td>Wed.</td>
<td>11:15 am</td>
<td>18</td>
<td>Wed.</td>
<td>11:15 am</td>
</tr>
</tbody>
</table>
II. EXPERIMENT PARTICIPATION

The Departmental policy on experiment participation is outlined in detail later in this manual. Please be sure you understand the policy.

NOTE: There are over 2,000 PSYC 1100 & 1103 students signing up for experiments. As soon as they are posted, they fill up quickly, so you need to check back often. Please do not send me emails about this, as I am not involved in this process other than factoring in your points at the end of the semester when they are reported to me by the Department. More experiments will appear as the semester proceeds.

Extra credit calculations begin AFTER you participate for 2.5 hours (= 5 credits, as each credit is worth one-half hour). If you wish to earn extra credit in this course, the only way to do so is by additional experiment participation. (Do not ask Dr. Miller or your TA for other extra credit options; there are none.) The absolute maximum number of additional hours of participation allowable for extra credit is 3.5 HOURS (= 7 credits). (You may exceed this limit if you enjoy experiment participation, but you will receive no additional credits, only our thanks!) Thus, the total allowable hours of participation is 6 (= 12 credits)—i.e., 2.5 initial hours plus up to 3.5 extra hours.

How will these credits count toward your final grade calculation?

<table>
<thead>
<tr>
<th>Experiment Credits Earned</th>
<th>Number of Points Added TO LABORATORY GRADE Prior to Calculating Course Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 4</td>
<td>0</td>
</tr>
<tr>
<td>5 or 6</td>
<td>3</td>
</tr>
<tr>
<td>7 or 8</td>
<td>4</td>
</tr>
<tr>
<td>9 or 10</td>
<td>5</td>
</tr>
<tr>
<td>11 or ≥12</td>
<td>6</td>
</tr>
</tbody>
</table>

Your extra points will be added to your LABORATORY grade before the course average is calculated. If your lab TA posts your lab grades separately before the end of the semester, your extra credit points are not included in that posting. They are factored in later by Dr. Miller. In many cases, extra credits will bring a student to the next higher grade if he or she is on or very near a border. Thus, earning extra points is in your best interest. You can earn a maximum of 6 extra points for 6 (or more) hours of experiment participation. What's more, you will automatically receive 1 of the required 5 credits for participating in pre-screening, which comprises one of your normal labs early in the semester.
The following table summarizes the experiment participation course component:

<table>
<thead>
<tr>
<th></th>
<th>No. of Experiment Credits</th>
<th>Equivalent No. of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEPT. EXPECTATION*</td>
<td>5</td>
<td>2.5</td>
</tr>
<tr>
<td>EXTRA CREDIT</td>
<td>7</td>
<td>3.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>12</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

*One of the 5 credits will be received simply for participating in pre-screening during one of your regularly-scheduled laboratory meetings.

Because there are between 1000 and 2000 other students (from all sections of PSYC 1100 and PSYC 1103) trying to sign up for experiments, I urge you to fulfill this component as early in the semester as possible. Usually, experiments start to get posted by the second week of classes. The number of experiments increases as the semester progresses, and the available sign-up times fill up very quickly.

But, please remember that you have only until the announced deadline date to fulfill the experiment participation component and earn any extra credit points that you wish to earn.

When you participate for an experiment, bring your Experiment Appointment Card (downloadable from the course website) with you for the experimenter to sign. You will need this as proof of participation if there is a discrepancy between your records and the Participant Pool records when you verify your credits online, which you should do periodically throughout the semester up until the deadline date. If there is a discrepancy (see below), you will need to show your signed card(s) to Kelsey Keefe in the Psychology Department (BOUS 108) to make sure you are awarded the number of credits you have earned (see next paragraph).

**IMPORTANT:** You must verify your credits for accuracy absolutely no later than the date announced in on the first day of class (see also course website for this information). If there is a discrepancy between the Participant Pool’s records and your records, report immediately to Kelsey Keefe in the Psychology Department (BOUS 108) to resolve this. Once the deadline for credit verification has passed, no further changes in your credits will be made. No exceptions under any circumstances!

Be sure you understand the difference between (1) the experiment participation component and (2) your laboratory section. The two have nothing to do with one another, except that your experiment participation credits will be added to your laboratory grade by Dr. Miller (not by your lab TA) for the purpose of calculating your course average. Also be aware that Dr. Miller has no direct involvement with the experiment participation component or the experiments being conducted in the Department of Psychology. **Direct all questions regarding experiment participation to Kelsey Keefe in the Psychology Department (BOUS 108).**
III. EXAMS

There will be 3 exams in the lecture portion of the course (i.e., 2 mid-terms and 1 cumulative final).

<table>
<thead>
<tr>
<th>TEST</th>
<th>Number of Questions</th>
<th>Points/Question</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1:</td>
<td>34 questions</td>
<td>1.5 pts. each</td>
<td>51 pts.</td>
</tr>
<tr>
<td>Test 2:</td>
<td>34 questions</td>
<td>1.5 pts. each</td>
<td>51 pts.</td>
</tr>
<tr>
<td>Cumulative Final:</td>
<td>65 questions</td>
<td>0.8 pts. each</td>
<td>52 pts.</td>
</tr>
</tbody>
</table>

The cumulative final will contain approximately 20 questions covering Test 1 material, 20 questions covering Test 2 material, and 25 question covering material since Test 2. Questions on the cumulative final covering Test 1 and Test 2 material will not be the same questions that appeared on Tests 1 and 2.

If your numerical grade on the cumulative final is higher than on either of the 2 mid-term exams, that grade will replace the lower of the 2 mid-terms as well as count as the cumulative final. This will be to your advantage if you happen to do poorly on one of those mid-terms or are absent for one of them (see IV. MAKE-UPS) because there will be no make-up exams for Test 1 or 2. If your grades on Tests 1 and 2 are higher than your grade on the cumulative final, the cumulative final will count only as the final exam and will not replace either of your higher grades.

BE SURE TO BRING THE FOLLOWING ITEMS TO EACH EXAM:

1. Two sharpened No. 2 pencils
2. Your student ID—Husky One Card—(or equivalent photo identification)
3. Know your LAB section number

Be sure not to wear any baseball caps or other hats. You will be asked to remove them or swivel your visors to the rear. If you wear a hoodie, you’ll be asked to lower it the hood. Also, leave all electronic devices at home. They may be confiscated at our discretion. Also, no sunglasses allowed. We want to see your eyes while you are taking the exam.

Administering an exam to a class this size is difficult and depends on your full cooperation. Thus, you are asked to abide by the following rules:

1. Do not enter the classroom until you are instructed to do so.
2. When the proctors are ready, you will be allowed to enter. At this time, all talking ceases. Talking beyond this time will be considered as cheating and will be dealt with accordingly.
3. Upon entering the classroom, you will be handed an exam containing a seat number. (If you need a left-handed desktop, ask for a “left-handed” exam as you enter the room.) Go
directly to the seat specified in the upper left-hand corner of page 1, and begin the exam. If you need help, ask a proctor to assist you.

4. If the desktop of your seat is missing or broken, please let a proctor know immediately so that we can re-seat you.

5. If you notice that the person sitting on either side of you has the same color exam as you, please raise your hand. (Chances are, one of you is sitting in the wrong seat, but it may also be our fault.) It’s better that you let us know about this rather than us finding out. Neither you nor the other person will be in any kind of trouble; we just need to re-seat someone.

6. If you have a question during the exam, raise your hand or quietly leave your seat and ask Dr. Miller—NOT one of the proctors. (If answering your question entails revealing the correct answer to the test item, Dr. Miller may respectfully decline to comment.)

7. Before handing in your exam, double check to make sure you have indicated (and bubbled-in) your name, PeopleSoft number, exam version number, and lab section number as per the instructions.

8. When you have finished, hand in your exam at the front of LH 102, and show your student ID to the proctor. Failure to provide proper identification will result in a loss of 3 points.

Some Ways to (Needlessly) Lose Points on Your Exam

<table>
<thead>
<tr>
<th>If you …</th>
<th>… then, you will lose</th>
</tr>
</thead>
<tbody>
<tr>
<td>do not write in your version number</td>
<td>All points</td>
</tr>
<tr>
<td>write in, but not bubble in, your version number</td>
<td>3 points</td>
</tr>
<tr>
<td>do not write in and/or bubble in your section number</td>
<td>3 points</td>
</tr>
<tr>
<td>provide an incorrect section number</td>
<td>3 points</td>
</tr>
<tr>
<td>write your first name first (instead of last name first)</td>
<td>1 point</td>
</tr>
<tr>
<td>do not bubble in any of the identification information asked for</td>
<td>3 points</td>
</tr>
<tr>
<td>bubble information in the wrong column</td>
<td>3 points</td>
</tr>
<tr>
<td>do not show a valid ID when handing in your exam</td>
<td>3 points</td>
</tr>
<tr>
<td>engage in any kind of misconduct, cheating, or even look suspicious</td>
<td>All points + Dean</td>
</tr>
</tbody>
</table>

Grades will be posted within 1 week (sometimes within 1 day depending on my schedule) after each exam on the course HuskyCT site. To protect your identity and to comply with Federal regulations, grades will be posted using your PeopleSoft number. If you would like to go over your exam (and I strongly urge you to do so), see Dr. Miller during office hours. (Due to a lack of storage space, you will have only until the administration of the next exam to go over your previous exam. You will have until the 2nd week of the next semester to go over the final exam.)
HOW TO CORRECTLY FILL OUT YOUR ANSWER SHEET:

Failure to follow these instructions will result in a loss of up to all 51 points (see table above) on your exam (or all 52 points on the final). Students sometimes lose many points by writing information in the wrong columns, leaving critical columns blank, forgetting to bubble in the information below the columns.

<table>
<thead>
<tr>
<th>NAME (Last, First, M.I.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C A R T M A N E R I C</td>
</tr>
</tbody>
</table>

**Bubble in this information below on answer sheet.**

<table>
<thead>
<tr>
<th>BIRTHDATE</th>
<th>IDENTIFICATION NUMBER</th>
<th>SPECIAL CODES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mo Day Yr.</td>
<td>A B C D E F G H I J</td>
<td>K L M N O P</td>
</tr>
<tr>
<td>0 4 4 2 5 9 7</td>
<td>1 0 8</td>
<td></td>
</tr>
</tbody>
</table>

**Bubble in this information below on answer sheet.**

<table>
<thead>
<tr>
<th>COL. A-G</th>
<th>COL. H-J</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your PeopleSoft number</td>
<td>Leave blank</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COL. K</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam version number</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COL. L-M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your lab section number</td>
</tr>
</tbody>
</table>

(Shaded columns in the above figure should just be left blank.)

One of the most frequent errors that students make, resulting in a loss of between 3 and all 51 or 52 points, is forgetting to bubble in the above information. DON’T FORGET TO DO THIS! Indicate your answers on BOTH the question sheets (by circling the letter corresponding to your answer) and by bubbling in your answer sheet. Do not put any extraneous marks on your answer sheet. However, feel free to write on your question sheet.

**IMPORTANT: WHAT IF DR. MILLER DOES NOT SHOW UP AT THE EXAM?**

The good news is that it’s never happened since I’ve been at UConn (which goes back to 1980). On the other hand, one never knows. You’ve invested a great deal of time preparing for the exam, so, unless the University has officially cancelled classes due to weather, the exam will take place even if something unexpected happens to me.

Here is what you need to do:

Designate ONE student to call the Psychology Department at 860-486-3515, and inform whoever answers to please bring my PSYC 1100 exams to LH 102 immediately. They will know where the exams are located, and you will have plenty of time to complete the exam. (No more than ONE STUDENT should phone the Department. Doing so will cause delays in getting the exam to the classroom!)

Again, I doubt this will ever happen.
COMMON PROBLEMS THAT ARISE ON YOUR PART:

1. If you are a commuter, be sure you allow for traffic/parking problems associated with unpredictable bad weather. Allow more driving time on an exam day than you would otherwise.

2. There is always a small percentage of students who forget their IDs. Make sure you are not among them! Put your ID in your shoe or your underwear the night before if you have to, but don’t forget to bring it. (But please remove it from your underwear before the exam!)

3. Stolen or lost ID? Go to the Husky One Card Office, 2nd floor of Wilbur Cross Building, or call them at 486-3129. There is a $15 replacement fee. I’ll expect you to have a valid ID card.

YOU MUST BE HERE FOR FINAL EXAMS:

The following statement has been issued by the University:

“Students are required to be available for their final exams. Students must visit the Office of Student Services and Advocacy (OSSA) if they cannot make their exam. The OSSA will give the student his or her instructions thereafter. Please note: Vacations, previously purchased tickets or reservations, weddings (unless part of the wedding party), and other large or small scale social events, are not viable excuses for missing a final exam. Please contact the OSSA with any questions. Thank you in advance for your cooperation.”

IV. MAKE-UPS

None for Tests 1 and 2, regardless of why you missed the exam. If you miss either of these exams (hopefully not both of them!), the grade on the cumulative final exam will take the place of the “0” on the missed exam as well as count as the cumulative final. (See Section III. EXAMS.) If you miss both Tests 1 and 2, the cumulative final will still only take the place of one of the exams; thus, you’ll receive a “0” on the other missed exam, which counts 25% of your course grade. Please make certain that does not happen.

Special Note About Make-up Finals: If you miss the final exam, you must obtain permission to take a make-up final from the Office of Student Support & Advocacy (OSSA, in the Wilbur Cross Bldg.). Unless I indicate otherwise, all make-up finals, without exception, will be given around the 3rd week of the following “regular” (Fall or Spring) semester. Students should contact me during the first week of the following semester for information regarding date/time/place. The make-up final will also have a different format from the in-class exam. Do not ask to take a final exam earlier than the scheduled in-class final, as I never allow that.
V. GRADING SYSTEM

What is a grade? Ever really think about it? Many people (students and professors alike) think they’re awful. I tend to agree, but we’re stuck with them. And don’t think that “grading” ends after you graduate from college. You’ll be graded in some fashion throughout your working career (even though it won’t necessarily be on the “A-through-F” scale used in academia). In fact, in the workplace, the scale is usually far less forgiving—some variation of “keep the employee VS. terminate the employee” is usually what awaits you. (Professors themselves work within such a system: after 7 years, a professor is either “tenured” or “fired.” If tenured, the professor is allowed to remain at the academic institution.) So, my main point here is that, like it or not, some form of grading or evaluation procedure will be with you for quite some time.

Different professors view grades differently. I remember a professor of mine stating that we all begin the semester with an “A” and that our final grade will be based on how much we screw up. That seems sort of warped to me because it’s akin to beginning a corporation job as a CEO and working your way down the hierarchy with each mistake you make. I take the opposite approach. A grade is something that you earn; it is based on your level of achievement. It is not something I “give” you. I often hear students say something like, “What did the professor give you on the exam?” Such a statement reflects the wrong attitude on the part of the students. We don’t “give” (or deny) anything. Rather, students “earn” grades. Having stated that philosophy, here’s the situation for this course.

Exams and course grades will NOT be curved. I believe that everyone should have an equal chance of earning an “A,” and the curving of grades precludes that possibility. The exams, the lab, and the final course grade will be based on the following point scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>46-54*</td>
</tr>
<tr>
<td>A-</td>
<td>45</td>
</tr>
<tr>
<td>B+</td>
<td>44</td>
</tr>
<tr>
<td>B</td>
<td>41-43</td>
</tr>
<tr>
<td>B-</td>
<td>40</td>
</tr>
<tr>
<td>C+</td>
<td>39</td>
</tr>
<tr>
<td>C</td>
<td>36-38</td>
</tr>
<tr>
<td>C-</td>
<td>35</td>
</tr>
<tr>
<td>D+</td>
<td>34</td>
</tr>
<tr>
<td>D</td>
<td>31-33</td>
</tr>
<tr>
<td>D-</td>
<td>30</td>
</tr>
<tr>
<td>F</td>
<td>0-29</td>
</tr>
</tbody>
</table>

*Note: “A” = 46-50 for the lab; 46-51 for Tests 1 & 2; 46-52 for the final exam; 46-54 for the course.

The course grade is calculated in an Excel spreadsheet with the following formula (in accord with the weighting factors on the “Syllabus” page of the student manual and the explanation of how experiment credits are factored into the lab grade (see “II. Experiment Participation”):

Test 1 (x.25) + Test 2 (x.25) + Test 3 (x.34) + [Lab + Extra Credit] (x.16) = Course Grade

NOTE: Although I add your extra credit points to your lab grade, be aware that your lab TA does not have access to that information. Thus, when TAs post lab grades at the end of the semester, the extra credit points will not be included in that grade. When I post all of your course grades after finals, the number under the “Lab Grade” column will be the same number reported by your lab TA (i.e., it will not include extra credit points). A column next to the lab
grade column will list your earned extra credit points that my spreadsheet will use in calculating your course grade in accord with the above formula.

**VI. GRADE VERIFICATION**

After each exam, grades are posted on our HuskyCT site. They are generally posted within one week of the exam, often sooner than that. You can locate your grade by finding your PeopleSoft number, listed in ascending order. The grade will be in the form of a number corresponding to the above scale. *It is essential that you check your grade within two weeks of when they are posted.* If you have any questions about your grade, or if your grade is missing, you must resolve the problem within that time. Failure to do so will result in your having to live with whatever grade you receive, even if it is a “0” for a missing exam that you claim you had taken. This is particularly important at the end of the semester with respect to the lab and the final exam. Lab grades are posted by your lab instructor, who will inform you of how/where they will post their lab grades. Your lab instructors are graduate students, some of whom may be graduating at the end of the semester. Thus, any problem with your lab grade must be resolved between you and your lab instructor on or before your final lab meeting. Otherwise, no changes can be made. The responsibility to do this rests entirely on your shoulders, and we fully absolve ourselves of any responsibilities to fix grading and clerical errors and/or account for missing exams or assignments if you fail to abide by this procedure.

I’m glad to discuss your exam with you, but I shall not engage in arguments regarding misinterpretation of test items. I include one or two extra-credit questions on the in-class (not make-up) exams, which you can consider as a mechanism by which I am compensating for any test item ambiguities on the main portion of the exam, though I try very hard to write unambiguous questions. Thus, if you have a problem with a test item, consider the extra-credit items as the final resolution. *(Of course, you must answer those questions correctly to receive credit.)*

**VII. INCOMPLETES**

The following is the University regulation on assigning grades of incomplete:

"The mark of incomplete shall be reported only when a portion of the assigned work has not been completed because of necessary absence of the student or other reasons equally satisfactory to the instructor and then only when the instructor judges the work already done by the student to be of passing quality."

This policy will be adhered to strictly. Many students feel that they deserve an incomplete for missing lab assignments. We feel differently. Missed lab assignments will result in a poor lab grade rather than an incomplete. Incompletes will be assigned only under very compelling circumstances, if at all.
VIII. Laptops, Cellphones, & Other Electronic Devices

**Laptops** are permitted in class for note-taking purposes only. Any student found surfing the internet, checking email, playing games, watching videos, or doing anything on a laptop that the instructor finds disrespectful or distracting to fellow students will forfeit the use of the laptop for the duration of the semester. If such behavior persists, the instructor will prohibit the use of all laptops for the duration of the semester.

**Cellphones** are to be in the OFF position at all times and put away. Do not put them on vibration mode. They must be totally OFF. Any student who violates this policy will be asked to leave. **TEXTING IS ABSOLUTELY PROHIBITED.**

**iPods and other music players** may not be used in this classroom. Like cellphones, they must be put away once you enter the room, or you will be asked to leave.

**Recording devices** are allowed, but only after you have obtained my permission to use them. I'll want to examine the device you are using. Only audio recording is permitted. **Photography and video recording are not allowed.**

**IMPORTANT:** Violating the above rules constitutes disruptive behavior and will be handled as a violation of the The Student Code, according to which, “Disruptive behavior which is defined as participating in or inciting others to participate in the disruption or obstruction of any University activity, including, but not limited to: teaching; research, events, administration, student conduct proceedings, the living/learning environment, or other University activities, on or off-campus; of other non-University activities when the conduct occurs on University premises; or of the living environment, on or off-campus.” **In other words, violators will be reported to the Office of Community Standards for formal disciplinary action.**

IX. Students with Disabilities

Students with learning and/or physical disabilities who are registered with *The University of Connecticut Center for Students with Disabilities* (CSD) are entitled to certain accommodations during testing. Such students must provide Dr. Miller with a letter from CSD early in the semester. This must be done **within the first 3 weeks** if you plan on asking for special testing accommodations. Students requesting special testing accommodations will be able to take the exam at the Center for Students with Disabilities, Wilbur Cross Building, beginning the same time that the rest of the class is taking the exam. **Dr. Miller will take care of preparing the CSD form that must accompany the exams to be taken at CSD.**

X. Student Athletes, Cheerleaders, Marching Band

All students in this course are expected to abide by the same policies. Student athletes (and associates) will not be given any special consideration due to schedule conflicts. The exact dates for the exams are listed on this syllabus. I do not allow my exams to be administered on
the road. Also, most lab assignments cannot be made up. Any make-up policy that is adopted for all students by each lab instructor will apply equally to student athletes and associates. The rationale for this policy is that Dr. Miller does not view student athletes as a special population; rather, such individuals merely have some responsibilities that other students might not have. Similarly, other students will have responsibilities that student athletes do not have (e.g., raising families; working 1 or 2 outside jobs; etc.). I view student athletes as students first, athletes second. Therefore, all academic activities take priority over non-academic activities in my course. This applies to all students.

XI. STUDY HINTS

1. Recopy your notes the same day you take them, filling in information and reorganizing them into: **Overall Topic** (e.g., Nervous System), **Main Topic** (e.g., Neurons), **Major Details** (e.g., Axonal Transmission), and **Minor Details** (e.g., sodium rushes inward during action potential). Students who do poorly tend to ignore the Minor Details and/or fail to interrelate each of the levels (Overall, Main, Major, Minor) to one another.

2. Study your notes *each week* as if a pop-quiz will be given. Simply recopying them and letting them sit is useless. At a major research university like ours, most of the learning takes place *outside* the classroom (this is very different from high school or smaller colleges!). Thus, you are responsible for learning the material. My lectures are not of the sort that some might characterize as “here is what you need to know for the exam; now go home and memorize it.” If that is what you’re expecting, you’re seriously mistaken, and you need to reformulate your expectations and your study habits, the sooner the better.

3. Don’t cram. Beginning to study one to two weeks before an exam is cramming! Cramming may have worked for you in high school, but it won’t work at a major research university. Treat your brain like you treat your stomach—you don’t starve yourself for 5 weeks and then eat 5 weeks worth of food in a few nights. So don’t do the same thing to your brain!

4. See me early for help—not right before the test when everyone is trying to see me.

5. Tape recording of lectures is welcome, but you are responsible for operating your own equipment.

6. I’ll be glad to look over your notes if you’re uncertain of their quality. See me before class (after I’ve set up the multimedia equipment) or during my office hours.

7. One sure way to check on your understanding of material, especially in-depth understanding, is to try “teaching” it to someone else and see if they understand it based on how you explain it. If they do not, you probably don’t understand it well yourself! Try this out on a friend, but don’t wait to do so just before the exam. By then it will be too late. Indeed, you might consider forming a study group in which each student (in different courses) can use one another as “students,” with each “student” taking turns playing the role of “professor.” I highly recommend doing this with pizza, popcorn, soft drinks (unless you’re 21 years old), and other goodies.

8. Be aware that there are no “tricky” questions on my exams. Students who deem questions “tricky” do so because they have not studied adequately and are unprepared. Again, study habits that may have worked well for you in high school are probably inadequate at any major research university like UConn.
9. Get a good night’s sleep the night before the exam. Scientific research has shown repeatedly that failure to do so results in poor grades, especially on the kinds of questions that you’ll find on my exams (i.e., questions that require you to think rather than to recall memorized facts). Indeed, very recent neurophysiological data indicate that the human brain is incapable of functioning in this manner—in other words, you are physically incapable of performing well when you cram, so why bother?

10. Aerobic exercise improves brain activity and cognitive performance. The day of the exam, (not to mention as a general daily practice!), rather than trying to do last-minute cramming of facts into your head (which rarely if ever works!), you should try jogging, power-walking, or any other kind of aerobic exercise. You may be surprised at the results—if nothing else, it should help you concentrate during the actual exam. (Of course, if you’re physically out of shape, it could also lead to exhaustion; thus, if you are out of shape, try to get in shape and, as always, consult with a physician before engaging in any strenuous exercise unless you already engage in such activity routinely.)

XII. HOW PREVIOUS “A” STUDENTS EARNED “As”

I have asked students who earned As to tell me how they did it so that I could anonymously include their statements in this manual. Here are their unedited comments.

**Student 1**

There’s a lot of information in this course and some of my study habits which helped me to get good grades on the exams were:

1. Always go to lecture. Sure, you can get the notes from a friend but the lectures involve many examples and slides that are really critical for one to understand the why’s. Once you understand this, then attaching a proper name to the theory is much easier.

2. Take good notes. Write down nearly everything, including examples, so when you go back a couple of weeks later you'll remember the examples which will help you to remember the ideas.

3. If you’ve done the two steps, you’ll already have a good idea of the information that will be on the tests. Therefore, studying will be more like a basic review. There’s a lot of information for each test so the best thing to do is to read through your notes starting about two weeks before the exam. Start by reading through your notes thoroughly and marking the items that you are having a tough time remembering. Then, every couple of days, look at the items you have marked and review them. The day before the test, read through your notes again (thoroughly) and then look at the syllabus and make sure you have a good grasp of all of the points. It’s not tough getting an A in this course if you go to lecture, take good notes, and give yourself plenty of time to review. It’s a lot better than those classes where you go to lecture and have to go home and spend several hours working out the homework problems. 100% of what you need to know is presented in lecture in a straightforward manner with plenty of visual aids, many times humorous, to really drive home the points/theories.

**Student 2**

As for my study habits, it simply all comes down to one major requirement. GO TO LECTURE. I know at times that can be hard, considering the 8am time slot, but for me, since I am on the crew team, it was never really a problem because I had already been up for 3 hours. Besides going to lecture, I recommend taking brief notes right in the student manual. If I had a separate notebook I know that I would never have gotten all of the information down. After each lecture, I transferred the notes from the student manual onto notecards (flashcards) and every time read all of them once and from the beginning. Then I put them away. About one week before the exams I would read all of the notecards once a day and then three times the day before the exam. By that time the material is well read and should be well remembered. I know its hard to stick to this plan, trust me I got behind at times, but if its done it could definitely get you the grades that you want and will be happy with. It worked for me.

**Student 3**

Here are a few hints on how to get a good grade in this course:

1. Always go to lecture.
2. Pay full attention in lecture, and take notes on important points made out loud (not all the information on the exams is from the Student Manual). Also, try to associate Dr. Miller’s comedic and movie references to the information given. These references aren’t just there to waste time. [Let me add my own “Amen” to this latter point! Examples, movies, jokes, etc. are all contextually relevant. — Dr. Miller]

3. After lecture, or later on that day, take 5-10 minutes to look over what was gone over in lecture. Make sure your notes make sense.

4. Make sure to study for the exams a week in advance. There is a lot of information, and it is easier to spread out what you are studying. This also makes it easier to look over all the material the night before, because it will look familiar and you will already understand it. These hints and strategies should be more than enough to achieve a good grade in this course, and make it a worthwhile, learning experience.

Student 4

There’s no secret formula on how to do well in the class. In order to succeed in PSYC 1100, you simply have to CARE about learning and take advantage of what the course offers. This includes caring about showing up for class, paying attention to the lecture, and taking good notes. If you have the right attitude, the components of the class will fall into place. Handwritten class notes and the miniature “screens” provided in the Student Manual will trigger memories of multimedia demonstrations (movie clips, sounds, etc.) that put important concepts into a real-life context. It’s no secret that showing up for class and paying attention to lecture will help you succeed in the course; additionally, having the right attitude is another [often overlooked] way to succeed in both PSYC 1100 and any other course you will take. If you care about learning, you will find this class both informative and fun.

Student 5

As for suggestions on doing well in your class, attending lecture is obviously the most important. I also found studying with a classmate helpful. It gives you two sets of notes and an opportunity to say the concepts out loud. Also, when you have to explain a topic to someone else, it forces you to know the material well. Another method of studying is writing out questions and answers that you would anticipate to be on the test. This can be done on flashcards or fold a piece of paper in half to make a column of questions and a column of answers.

Student 6

During class, I take notes on loose-leaf paper instead of in the book because I have a tendency to scribble. After class, I copy the notes from the paper over into the course handbook and add any information that I think could use further clarification. When studying for the test, I usually begin about a week in advance. I read through the information in the course handbook once or twice. Then I copy down any information which I do not remember or think might be a topic on the test. This information is written concisely on loose-leaf paper. I try to include key words or examples from class which will help me remember. Then I read these notes over twice a day for the three days prior to the test. When taking the test, the most important advice I can give to anyone taking this class is: Sit back, relax and have fun. If you get too caught up not knowing the answer to one question, you will end up making dumb mistakes and losing points.

Student 7

I strongly believe that too many people trust their brains way too much. They take very little notes because they think that they’ll remember it. Ha! They also think that by reading over things a few times, if they can remember it 5 min. later, then they’ll know the stuff. I’ve been there, and it doesn’t work. I also feel that people assume that if the screen shown in class is printed exactly in the manual, then that’s all they need. A bunch of words mean nothing without a better explanation, which is given in class. What I did was that even though I saw a full “mini screen” in the manual, I wrote down the better explanation that you gave in class. I wrote down any example that you gave, even if it was Beavis and Butthead and not a “sciency” kind of example. When I studied, I memorized such examples, even if I understood them because I know that even if I understand something, I still forget that I ever studied it. After I went over any of the examples or technical information I needed to know, I would make questions for myself. I would then look at the question and recite the explanations/answer(s) out loud to myself. If I couldn’t recite and explain them to myself from memory, then I’d go back and relearn it. I don’t know why this worked (and it did for most of my other classes, too), but it did. I learned this technique when I took college Biology in high school. I spent my whole first semester struggling for a C-, as I got Ds and Fs on every test and quiz. I studied for every one, and I understood the information, but when I took the tests, I forgot what I understood, or my mind would cut and paste information that I studied so that I’d think something was the right answer when it wasn’t even related. That was the first class I’d ever had that problem in, so of course I was in tears after almost every test. The problem was that I was just reading the information, and I wasn’t studying it until a few days before or a week before the actual test. I just assumed that if I remembered it right after reading it, that I would keep remembering it—a bad idea.

Student 8

GO TO CLASS! GO TO CLASS!! GO TO CLASS!!!! I cannot stress this point enough. Lecture is the most important aspect of Dr. Miller’s class. There is no book, so lecture material is the main resource for the class. The examples and illustrations he
uses are excellent in helping to understand and remember the information. Dr. Miller is an excellent lecturer who does anything and everything to make the material easy to learn. In addition, his lectures are very amusing and entertaining—especially at 8 in the morning. During class, I wrote down as much of the material as I could—the workbook only provides main ideas which may not make sense weeks later when the exam rolls around. One important thing I made note of were the real life applications and movie clips—these were helpful because theories and concepts become more relevant and are easier to learn when applied to real life. I also reviewed my notes after each class to fill in any gaps and ensure that I actually understood the concepts. To study, I reviewed the material and picked out main concepts. Then I closed the book and for each main concept, I had picked out, I “taught” it to myself. I wrote down the processes and concepts in my own words. I did this several times, until I could recall the information accurately and clearly. If I could do anything different, I probably would have started studying earlier.

Student 9
To do well in Dr. Miller’s class you MUST go to every lecture. Dr. Miller does not just talk for the sake of talking; he presents a hefty amount of pertinent, yet interesting, material in each and every class. Missing one class is missing a lot of information that cannot be found in the nonexistent textbook or on the severely watered down computer screens. During class I take notes in the Student Manual. The computer screens are very helpful, because they provide just enough information so I’m not writing like crazy, yet I can get down pretty much all of the important information. I am also sure to write down any examples Dr. Miller gives as they help me remember how important concepts are applied and can be found in exam questions. After I class I rewrite and reorganize my notes in a separate notebook no later than 36 hours after the lecture. Taking notes does me no good if I don’t look at them again until right before an exam. As I recopy my notes, I make sure I understand everything and write down any questions I have. I bring my questions to SUPPLEMENTAL INSTRUCTION. Supplemental Instruction is essentially a structured study group with an instructor where I ask any questions I have, and pick up extra information I missed during lecture or the instructor throws in. As far as exams go, I start a study guide about a week before the exam. I recopy all the main ideas and topics covered and just reread all the smaller details. After reviewing all the material, I just keep studying and quizzing myself. I make connections within the material and to outside examples I take the practice tests Dr. Miller and the Supplemental Instructor provides the day before the exam and focus my studying accordingly. I make sure I get a good night’s sleep the night before my exam, I eat breakfast that morning, and I show up early. This is a lot of work, but it is interesting and really pays off in the end!

Student 10
The reason for my success in Dr. Miller’s class was a combination of several things. Try never to miss a class. Starting two to three weeks before the exam, I would go over all of my notes with a friend to ensure that we both had correct and complete notes. In addition, I would try to explain what I had learned back to a friend who wasn’t in my class to make sure that I truly knew the material. In addition to simply explaining the subjects that were on the exam, I would try to make connections to previous material. I found that a lot of the connections I made while studying were in the form of questions on the exam. By starting to study two to three weeks before the exam, I never had to cram, and I was able to study in short periods of time, whenever I had time to kill, whether that be at the gym or between classes. Good luck and enjoy the class!

XIII. SOME COUNTER-PRODUCTIVE BEHAVIORS

- Texting, surfing the web, engaging in other forms of technology misconduct
- Leaving class early (This bothers Dr. Miller a lot; he will embarrass you publicly if you do this!)
- Packing up materials before class is over (Same caveat as above.)
- Asking the professor to go back to the previous Keynote screen (Dr. Miller won’t go back, so don’t ask; instead, learn how to “make” notes and not “take” dictation.)
- Being late
- Talking during lectures
- Creating disturbances
- Sleeping
- Skipping class (thereby wasting around $70/hr for in-state students and $100/hr for out-of-state students that you already paid to be here!)
- Not paying attention
- Being unprepared
- Asking already-answered questions
• Sitting in the back of the room when there are still plenty of seats up front
• Asking another student, “Did we do anything important?” after missing class
• Asking the professor, “Will this be on the test?” or “Do we need to know…?” etc.
• Being more interested in grades than in learning, or engaging in any form of “grade-grubbing”
• Not asking relevant questions, and/or asking irrelevant questions
• Complaining about work-load
• Blaming teachers for poor grades
• Giving unbelievable excuses
• Giving believable but untrue excuses
• Making excuses for poor performance
• Not asking for help, or asking for help when it is too late (e.g., just before the exam)
• Not following exam instructions
• Not reading exam questions carefully before deciding on an answer
• Not taking part in SI (see below)
• Not listening to Precasts, Postcasts, and iCube podcasts (see below)

XIV. Academic Misconduct

Definition of Academic Misconduct:

The act of taking someone else’s work or ideas and presenting them as your own, whether deliberate or the result of carelessness and/or ignorance over what constitutes academic misconduct.

Examples of Academic Misconduct in This Course (include, but not limited to):

• Plagiarism (i.e., stealing the language, ideas, and thoughts from another, and representing them as one’s own original work). Plagiarism can include quoting from sources without referencing them, regardless of the length of the passage, as well as representing someone else’s work as your own, whether it be from another student, the Internet, or any other source.
• Cheating on exams.
• Providing or receiving assistance on academic work (e.g., papers, projects, exams) in a way that was not authorized by the instructor. This includes doing work for another student.
• Using any type of device, electronic or otherwise, to misrepresent another’s ideas as your own.
• Presenting the same or substantially similar papers or projects in two or more courses without having obtained explicit permission of the instructors of those courses.
• Any attempt to improperly influence any member of the faculty and/or laboratory instructors in any matter relating to academics or research, including bribery, threats, or
requests to simply increase your grade when such an increase has not been earned during the course of the semester.

Sanctions (include, but not limited to):

- A numerical grade of zero on the assignment or exam.
- A numerical grade of zero for the entire laboratory section of the course, if the academic misconduct occurred for a lab assignment, lab quiz, or lab exam.
- Failure of the entire course.

Notification:

Every act of academic misconduct will be reported in writing to the following individuals:

- The accused student(s)
- The Dean of the College of Liberal Arts and Sciences (CLAS)
- The Dean of the School or College of the Student’s Major (if different from CLAS)
- The Office of Community Standards of the Division of Student Affairs

Students should familiarize themselves with all aspects of The Student Code, including their rights and responsibilities. The most relevant links on UConn’s Community Standards website are as follows:

- Academic Integrity: http://www.community.uconn.edu/academic_integrity.html
- The Student Code: http://www.community.uconn.edu/student_code.html
- Student Conduct: http://www.community.uconn.edu/student_conduct.html

XV. SUPPLEMENTAL INSTRUCTION (SI)

What is it?
SI is part of the University’s Peer Education Program. While usually only available for students in courses that, because of their content, are sometimes deemed “difficult,” such as biology and chemistry, this service is also being offered to all of my PSYC 1100 students (and it is, of course, free of charge). The SI leader attends all lectures (even though he as already taken the course) and prepares review sessions that focus on some of the most important material. Again, this is student-to-student learning, so you will get a different slant on the material than the instructor provides, yet one that should be very helpful (see Section XII.2. on how most of the learning takes place outside the classroom!).

Who is it for?
It is targeted for everybody, at all levels of competence. We typically see not only students who are doing poorly, but also students who are doing very well and want to maintain their high level of performance. And, of course, we see average students who wish to improve. We also see students who want to improve their study skills in general. In essence, the SI Program is for everybody. There is absolutely no stigma associated with participating in this program.
Quite the opposite—I have a very high regard for students who use this Program because it indicates to me their desire to improve and/or their interest in the course content, regardless of their level of achievement. *You would be foolish to not take part in this Program, and I have gone to great lengths to make it available to my students.* Ours is the only psychology course that has been included in this program. (Not even other sections of PSYC 1100 are included.)

**How does it work?**

An undergraduate who has excelled in my course has been selected as an SI Leader. This semester, that student is Veronica Bacon. The SI meetings will be on Mondays and Wednesdays from 5:45 to 6:45 p.m., in LH 109. SI is for your benefit. There is no extra credit for attending.

**XVI. iCube: UConn Psychology (Podcasts for PSYC 1100)**

Podcasts are audio files available for listening at any time either on a computer or after downloading to a portable mp3 music player, such as an iPod or other mobile device. Each week, I meet with a small group of students from our class who care to discuss lecture material in greater detail and/or ask questions of clarification. I record these sessions (approximately 50 minutes each) and upload them on Apple’s iTunes Store. Students who access the podcasts on the iTunes Store can “subscribe” to them (free, of course), and have each new episode download automatically to their computers and/or mp3 players each week.

If you prefer to not subscribe on iTunes, these podcasts are also available at the following website: http://podbay.fm/show/82079868

At the beginning of the semester, I shall be looking for a few students who will be willing to participate as “regulars” on a weekly basis at a time that is mutually convenient to us all (most likely sometime Thursday). Obviously, I need students who are not microphone-shy and who will freely share their questions and thoughts publicly. Every year, students who participated regularly had earned very high grades, most likely because they kept up with the material and had questions answered directly by Dr. Miller. You should definitely consider being a regular participant. See Dr. Miller if you have any questions about the podcasts and/or the recording process. iCube participation is for your benefit. There is no extra credit for participating, but the benefits can be enormous, especially in terms of students getting to know a professor, and vice versa.

*Clarification of common misconceptions regarding podcasts:*

1. You do not need an iPod (or other mp3 audio player) to listen to podcasts. All you need is a computer with an internet connection to enable you to listen to and/or download the files. You will, however, need the QuickTime plug-in (or QuickTime Player application), free from Apple and compatible with PCs as well as Macs. For easier access, you should have an iTunes Store account, though there are workarounds if you do not have an account.
2. Some students comment that the podcasts are too long. Use your pause or stop button. There is no reason why you necessarily have to listen to any given podcast in one sitting.

3. Some students don’t like when we drift off topic. These podcasts are accessed by people worldwide. Thus, there is a small amount of “entertainment” value that I feel comfortable maintaining. These podcasts are not intended as, “here is what you need to know for the exam.” Rather, they are course supplements. Moreover, the content is largely student-generated. So, the discussions are very free-flowing, and both I and your peers may sometimes extend the discussion into areas related to the topic at hand but not necessarily directly addressing something that I discussed in class.

XVII. PreCasts and PostCasts

PreCasts represent yet another podcast series for this course. These are short “enhanced” podcasts recorded only by Dr. Miller for the purpose of giving you a heads-up on what to pay particular attention to in the next class. Each weekend, 2 new PreCasts will be made available, one for Tuesday’s lecture and one for Thursday’s lecture. You should listen to these before coming to class to gain the most benefit.

These “enhanced” PreCasts podcasts have a visual component along with an audio component. The visual component in our PreCasts series is in the form of PowerPoint (actually, I use Apple Keynote) screens. These are part of the iCube feed on Apple’s iTunes Store, so subscribers will automatically get each week’s PreCasts along with each week’s iCube podcast. (NOTE: PreCasts are usually recorded at least a week in advance; thus, they may not be entirely synchronous with where lectures actually begin and end; but, they won’t be off by much.) IMPORTANT: Because of recent changes to iTunes (and other websites carrying iCube), the visual component of the PreCasts might not show up; thus, the PreCasts will most likely be audio-only. However, the visual component does show up in certain iOS apps, including Apple’s “Podcast” app and “Downcast.”

PostCasts are screencasts (videos) that review material covered in lectures, topic by topic. Within a day or so following each lecture, new PostCasts will be uploaded to the iCube feed that correspond to topics covered in that lecture. You will find it helpful to watch these screencasts!

XVIII. MISCELLANEOUS

Hungry/Thirsty/Addicted?
No food, drink (except bottled water), or smoking in LH 102 or in the PSYC 1100 Lab. You will be asked to leave for violating this rule.

Tardy?
Class begins promptly at 2:00 p.m. Dr. Miller often makes important announcements pertaining to the course and other matters at that time. It is your responsibility to find out from a fellow student (not from Dr. Miller) if you missed any crucial announcements as a result of tardiness.

Tardy?
Be aware that sometimes these announcements involve very major issues, such as changing certain procedural matters outlined in this student manual, cancelled office hours, etc.

Absent?
If you miss a lecture you should copy notes from at least two students (trusting one student to have accurate notes may be risky). With over 330 students in this class, Dr. Miller cannot lecture to students on an individual basis or otherwise tell them what they missed. Such information should be obtained from other students. If you missed the first day of class, you must find out from other students any changes in or additions to policy that may have been announced, including important dates, possible changes in office hour times, etc.

Rushed?
Dr. Miller is a clock-watcher and will avoid keeping the class beyond its scheduled time. Please have the courtesy of allowing him to end the class rather than shuffling & gathering your books, etc. near the end of class. With a class of this size, such rude behavior can be rather distracting.

Desperate?
Cheating, including copying of lab assignments from other students or other sources, will be dealt with very severely and mercilessly. The policy in this course is to do your own work at all times. Even if you collect data in teams, all lab reports are to be written separately. The University’s official policy on plagiarism and academic misconduct is stated on the following pages. Be sure you read it carefully. If you are suspected either by your Lab TA or by Dr. Miller of any form of academic misconduct, the procedures outlined in the Student Conduct Code will be applied to you and all accomplices (e.g., both the provider of information as well as the recipient will be charged).

Homesick?
Do not make plane reservations or other plans to leave before the end of the semester (i.e., before the end of your scheduled final exams). Alert family members and friends that you will be unavailable to attend weddings, etc. until you have completed your final exams. You will not receive permission from the Office of Student Support and Advocacy to take a make-up final for family events.

Dissatisfied?
Under no circumstances will grades be changed after they have been calculated and posted at the end of the semester, unless an arithmetic error has been made in the calculation. This means that you should not see Dr. Miller or your lab TA to retroactively decide to do work that you should have done when it was assigned earlier in the semester in an attempt to increase your grade. I am also not interested in hearing stories about how you need a certain grade to transfer to another college within the University, transfer to another university, maintain your scholarship, maintain your visa to be in this country, maintain your sanity, or whatever. These are things you should be thinking about early in the semester and work so that they do not become an issue at the end of the semester. You are all adults and, therefore, are responsible for your own actions.
High-Tech-Challenged?
Do not leave phone messages for Dr. Miller. Due to the large number of students in his courses, no phone calls will be returned. Instead, use e-mail. I'll return e-mail messages as soon as I receive them! (David.B.Miller@uconn.edu)

Drowned? (only the most clever of you will know why I'm using this word!)
Dr. Miller is not connected with experiment participation, other than administering the requirement. (It is a requirement of The Psychology Department.) Go to Kelsey Keefe in the Psychology Department (BOUS 108) to resolve problems concerning experiment participation.

XIX. LECTURE COPYRIGHT NOTICE
My lectures, notes, handouts, and displays are protected by State common law and federal copyright law. They are my own original expression and I've recorded them prior to or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, upload them on the Internet or distribute them in any electronic form, or make a commercial use of them.

Students using Livescribe Smartpens or similar devices may not distribute their notes and/or corresponding audio files created by such devices.

Individuals who violate this copyright notice will be subject to legal action in addition to violation of the Student Code.

You are responsible for all of the information contained in this policy manual and for any changes and announcements made by Dr. Miller at the beginning of class.
### Spring 2014 Calendar

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LOCATION OF YOUR WEEKLY LAB

MAP of WGC (Whetten Graduate Center, Third Floor)
This is where your weekly lab meets—WGC 300B

LOCATION OF DR. MILLER’S OFFICE (BOUS 169)
The Department of Psychology’s Official Policy on PARTICIPATION IN PSYCHOLOGICAL EXPERIMENTS

SIGNUP ONLINE: http://psyweb2.psy.uconn.edu/asp/exppool/
(accessible only on campus or by proxy if off campus)

Your course research component

Learning how psychologists do research is part of this course’s goals; and, the best way to learn this is to participate in research studies yourself. For this reason, students are given opportunities to participate in research studies of their choosing. All students are expected to obtain 5 credits of research participation (2.5 hours), and may obtain up to 7 additional credits of research participation (3.5 hours) that will count as extra credit toward your course grade. Students who choose not to do so may submit a research paper to substitute for this research participation expectation. The amount of time spent writing this research paper should approximate 2.5 hours. Please see your instructor as soon as possible for further information regarding the research paper. Do not write an alternative research paper without first checking with Dr. Miller. You must do this before the end of the 3rd week of classes. Dr. Miller will then devise an appropriate assignment for you. The rest of this page explains how to fulfill this course research component. This Student Manual explains how this credit influences your course grade (See Section II: Experiment Participation). Be aware that this research component of the course is entirely optional. While it is the only way to earn extra credit, no points will be deducted from your grade for failure to participate.

Learn about psychological research by participating in research

The purpose and method of each study will be explained to you by the experimenter. Following your participation, the experimenter will explain how the data from participants will be used to test hypotheses. You should feel free to ask questions of the experimenter so that you understand why the experimenter asked you to do particular tasks, what kind of data the researcher collected, and what the researcher hopes to learn from the data. Time for this process is allowed in the credits posted.

Your rights as a research participant

You can choose which experiments you want to participate in by reading a written description of what the experiment involves prior to signing up for it. A wide variety of theoretical questions and research methods are used by researchers in the Psychology Department, providing you with ample choice and a variety of learning opportunities. At the beginning of an experiment, the researcher will inform you in detail what the experiment asks of you, what will be done with your data, and if there are any risks or benefits to participating. Virtually all
studies here involve straightforward investigations that pose no hazard or discomfort to the participant. However, a small number of experiments may be bothersome or offensive to some people. This information is noted on the descriptions of the experiments. PLEASE MAKE SURE THAT YOU READ AND UNDERSTAND THE DESCRIPTION OF ANY EXPERIMENT BEFORE YOU SIGN UP FOR THE EXPERIMENT. ALSO, PLEASE NOTE THAT SOME EXPERIMENTS ARE RESTRICTED TO CERTAIN KINDS OF PARTICIPANTS.

If, after being informed about the nature of the experiment or at any point during the experiment, you wish to stop participating in an experiment, please inform the experimenter. You are not obliged to participate in a procedure which makes you uncomfortable or which you simply don’t want to. You will still receive credit for participating.

How to Earn Your Research Participation Credits

To participate in an experiment: The dates in which you may participate are listed at the bottom of this sheet. Descriptions of the experiments currently available will be posted on the web site: http://psyweb2 psy.uconn.edu/exppool. The appointment times, places, number of credits, and participant restrictions, are listed with the descriptions. Please check that your schedule fits with the available times and dates before signing up. For a 2-credit experiment, you should expect to be there for an hour, and so forth. When you sign up, be sure to write down your appointment information on your Experiment Appointment Card and your calendar or diary as well. (NOTE: This card is downloadable on the course HuskyCT site.) You may not participate in any experiment without signing up first; this is to ensure that experimenters can prepare for the proper number of participants. You may also be contacted by telephone, postcard, or email to invite you to participate in particular experiments. As usual, you are free to choose whether to make an appointment for these experiments, but these appointments follow the same rules as any other.

Finding your experiment appointment: You can check where and when your appointments are on the web. If you cannot find the room, go to the Psychology Building and ask a staff member for directions. On the door where the experiment takes place, experimenters will post signs with the experiment number and title and instructions about where to wait. Please note that it may disrupt another participant if you barge in – please respect others’ privacy and follow the directions about whether to enter or to wait for the experimenter.

Getting credits for your participation: When you sign up for an experiment, write down the name of the experiment, the time and place of your appointment, the email of the experimenter, and the number of credits on your appointment card. After you participate in an experiment, make sure that the experimenter signs your Experiment Appointment Card. The experimenter will give you credits for your participation via the web. However, your Experiment Appointment Card will serve as a back-up record for you to check the credits you received at the end of the semester. Please help us record your credits correctly by (1) printing your name, ID number, course number and section clearly on Experiment
Appointment Card and (2) having the experimenter sign your completed Experiment Appointment Card.

**Checking your credits:** You can check your credits on the Participant Pool web site. Normally, the credits you have earned will be updated in 24 hours. Otherwise, you MUST email the experimenter to check the credits you have earned. If the number of credits are not updated in 24 hours after you contact the experimenter, please see Kelsey Keefe in the Psychology Department (BOUS 108), who will ask you to (1) fill out a Credit Correction Form, (2) provide a photocopy of the emails you sent to the experimenter, and 3) provide a photocopy of your Experiment Appointment Card for confirmation of your participation. The participant pool coordinator will update the number of credits or contact you for further information. Moreover, there is a period (listed at the bottom of this sheet) in which you are allowed to prove that the total number of credits you earned have been incorrectly recorded. Please see Kelsey Keefe in the Psychology Department (BOUS 108) to fill out a Credit Correction Form and provide a photocopy of your Experiment Appointment Card. The participant pool coordinator and instructors will not change your credits once this period has passed. Please plan to check your credits during the allotted time.

**Your obligations as a research participant:** If you have signed up for an experiment appointment, you are expected to show up for it and to participate with integrity unless you find the experiment too uncomfortable. Both researchers and other participants depend on your keeping your commitments. For example, some experiments require several participants to interact and the experiment cannot be run if all participants do not show up.

**To cancel an experiment appointment you have made:** You MUST cancel an appointment up to 24 hours ahead of the scheduled time on the web. In the event of an emergency or the web access is not available, contact the experimenter or Kelsey Keefe in the Psychology Department (BOUS 108) with the experiment name and email, your experiment appointment day and time, and your name and identification number. The Psychology Center staff person will email the information to the experimenter. You will receive zero credit instead of a no-show after the experimenter confirms your cancellation. However, a no-show may be recorded if your cancellation is not confirmed by the experiment. If the Psychology Center is closed, leave a detailed note in your experimenter's mailbox in BOUS. If you do not provide enough information that we can tell which appointment you are canceling, you will receive a no-show. If you would like to dispute the no-show your received, please visit Kelsey Keefe in the Psychology Department (BOUS 108) and fill out a No-show Dispute Form. Serious events such as illness, family emergencies, or unforeseeable transportation problems may be excused by the experimenter. If you fail to show up for an appointment due to errors in scheduling, forgetfulness, or have not notified the experimenter as to a reason for your absence, the participant pool coordinator will record this as a “no show.” Once you have two unexcused no-shows, you will be considered to have opted out of the experiment participation requirement. This means that you are not allowed to sign up for any further experiments, and you will not receive credit for subsequent experiments. Participation earned prior to your second no-show will be credited to you. Be aware, however, of how extra credit is calculated for this course (see Section II: Experiment Participation of this Student Manual—you must have at least 5 credits to receive any extra-credit points. If you have “opted out” of the Participant
Pool with less than 5 credits (even if you have earned 4 credits), you will receive no extra-credit points. Beyond that, you will not be penalized.

Potential Problems and What to Do about Them (In Brief)

If it doesn’t seem there are studies available: More experiments are posted as the semester progresses. A variety of methods, restrictions, dates, and times will be available – but you may have to wait a week or two.

What if I can’t log in to the system?  
Make sure you are using your Huskymail address. To find your correct e-mail address go to http://phonebk.uconn.edu/ and look yourself up in the directory.

What if my experimenter does not show up?  
Fill out Absent Experimenter Form.

What if it says I have a no-show but I was there?  
Fill out No-Show Dispute Form.

What if my credits on the web system are wrong?  
Fill out Credit Correction Form.

What if I need to cancel an appointment?  
If more than 24 hours, cancel on the web.  
If less than 24 hours, e-mail the experimenter.

What happens if I cancel an experiment?  
If you canceled 24 hours before your appointment, you will receive no credit instead of a no-show.

What if I miss an experiment? What is the no-show policy?  
If you miss one experiment you will receive a warning e-mail.  
If you miss two experiments you will be locked out of the system.

What if I get locked out of the system?  
You will be unable to sign up for experiments and receive further experiment credits. However, you will still receive credit for the experiments that you did participate in.

What if I feel I was treated unethically by an experimenter?  
Email: Hart.Blanton@uconn.edu, or see Kelsey Keefe in the Psychology Department (BOUS 108).

Any other problems or questions: Your lab instructor will help you understand the procedures for participating in studies, including how to register on the web site and use it. To
contact an experimenter, locate an experiment appointment or ask other questions about the procedures and requirements, please see Kelsey Keefe in the Psychology Department (BOUS 108).

**Important Dates**

FIRST DAY FOR EXPERIMENTS THIS SEMESTER: **January 27, 2014**

LAST DAY FOR EXPERIMENTS THIS SEMESTER: **April 30, 2014**

CONFIRM YOUR CREDITS BEFORE LAST DAY FOR EXPERIMENTS. SEE KELSEY KEEFE IN (BOUS 108) IF THERE IS A DISCREPANCY.
# Experiment Appointment Card

(a.k.a., “Green Card”)

DO NOT TURN THIS IN. IT’S YOUR RECEIPT IN CASE YOUR RECORDS DIFFER FROM THE DEPARTMENT’S RECORDS.

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<th>Student’s Name</th>
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<td>Lecture Instructor’s Name</td>
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| PSYC 1100, Lab Section Number:______ |

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Student’s Acceptance of Course Policies

After you have read and understand the policies outlined in this syllabus, fill out and sign this page and return it to Dr. Miller before or after class. This must be done before the end of the second week of class.

I, ________________________________________, have read the entire first section of this Student Manual for PSYC 1100, taught by Professor David B. Miller, and I fully understand the policies for this course. I agree to comply with these policies.

Signed: _______________________________ Lab Section No. __________

Date: ________________________________

If you find the policies of this course disagreeable, you are encouraged to drop your section during the Add/Drop period and add a section taught by a different professor. (There are usually 5 or 6 different professors to choose from in the Fall semester and at least one other professor in the Spring.)
Low-Grade Diagnostic Questionnaire

Filling this out honestly and accurately will help Dr. Miller help you. Nothing you indicate here will be held against you in any way. Please fill this out and bring this to Dr. Miller’s office if you are seeking help with low grades.

Check and/or fill in all that apply:

___ I missed one or more lectures (specify how many:______)

___ During class, I was not focused on the material (includes daydreaming, sleeping, worrying about non-class issues, etc.)

___ During class, I sent and/or received 1 or more text messages, which distracted me.

___ During class, I used a laptop for purposes other than, or in addition to, taking notes.

___ During class, I was distracted by misuse of electronic devices by nearby students.

___ I arrived at one or more classes late.

___ I feel I took good notes.

___ I didn’t recopy my notes.

___ I didn’t spend a minimum of 4-6 hours each week studying my notes.

___ I didn’t study each week’s notes as if I would be tested the following week.

___ I only studied alone.

___ I only studied with other students.

___ I studied both alone and with other students.

___ I began studying for the exam ____days (or ____weeks) prior to the exam.

___ I got approximately ____hours of sleep the night before the exam.

Assuming you did not have a schedule conflict, did you go to S.I.?     ___Yes     ___No

Did you ever see Dr. Miller during office hours for help?   ___Yes     ___No

Do you routinely listen to the iCube Precasts, Postcasts, &/or discussion Podcasts? ___Yes     ___No

Do you get tutoring on course content? If so, from whom?-

Are there other issues that you feel impeded your performance? If so, what? ______________________
Important Note: The following outline is NOT a replacement for class notes. It is intended as a rough sketch of where we are, where we've been, and where we’re going in the course. Students who, in the past, ignored my warning and assumed they could “get by” with only the outline instead of coming to class have routinely failed the course. Be forewarned! My motivation in providing you with this outline is to help you, rather than to say, “OK, here’s all you need to know, so don’t bother coming to class.”

ALSO, I am continuously changing the course. I add things all the time, which means that I must take other things out. Thus, there will probably be some items discussed in class that are not on the outline; and, there are items on the outline that will never be discussed in class. You'll be able to figure all this out by coming to class, paying attention, and taking notes. Please do not ask me questions like “Where are we on the outline?” Those kinds of questions are annoying. If you listen to what I’m saying in class, you’ll know where we are.
OVERVIEW OF PSYCHOLOGY

I. GOALS OF THIS COURSE
   A. Diversity
   B. Scientific
   C. Vocabulary
   D. Mechanisms

II. CAVEATS REGARDING SCIENCE
   A. Facts
   B. Prove
   C. Example 1: Critical Periods
   D. Example 2: Theories of Learning
   E. Falsifiability
   F. Neuroscience Examples of How Facts Change

III. DEFINITION OF PSYCHOLOGY
   A. Psyche
   B. Problems with Mental Events
   C. Hypothetical Constructs
   D. Operational Definitions
   E. The Best Definition of Psychology

IV. GOALS OF PSYCHOLOGY
   A. Causes or Mechanisms
      1. Proximal
      2. Distal
   B. Function
   C. Prediction
   D. Control
      1. Example from Industrial/Organizational Psychology

V. SUBDISCIPLINES OF PSYCHOLOGY
   A. Governing Organizations
      1. APA (American Psychological Association)
      2. APS (American Psychological Society/Association for Psychological Science)
   B. A Few Examples of Subdisciplines
      1. Clinical
      2. Counseling
      3. Experimental
      4. Psychometrics
      5. Industrial/Organizational
         (a) The Hawthorne Effect
HISTORY OF PSYCHOLOGY

I. TWO MAJOR INFLUENCES
A. Philosophy
B. Physiology

II. HIPPOCRATES (460-377 B.C.)
A. Body types—Personality
   1. Phthisic
   2. Apoplectic
   3. Sheldon
      (a) Endomorph
      (b) Ectomorph
      (c) Mesomorph
B. Physiological theory of mental illness

III. SOCRATES (470-399 B.C.)
A. Psychotherapist

IV. PLATO (427-347 B.C.)
A. Biological theory of personality

V. ARISTOTLE (384-322 B.C.)
A. Objective observation
B. Vitalism
C. Continuity

VI. ALBERTUS MAGNUS (1206-1280) and ST. THOMAS ACQUINAS (1225-1274)
A. Discontinuity (Man-Brute Dichotomy)

VII. RENES DESCARTES (1596-1650)
A. Mechanism
B. Reflex action

VIII. JOHN LOCKE (1632-1704)
A. Tabula rasa

IX. FRANZ GALL (1758-1828)
A. Phrenology

X. SIR FRANCIS GALTON (1822-1911)
A. Psychometrics
B. Correlation coefficient
   1. Karl Pearson
XI.  HERBERT SPENCER  (1820-1911)
A.  *Principles of Psychology*  (1855)
   1.  Continuity
B.  *Social Statics*  (1851)
   1.  Survival of the fittest

XII.  CHARLES DARWIN  (1809-1882)
A.  *The Origin of Species*  (1859)
   1.  Evolution via natural selection
      (a)  Variation
      (b)  Adaptation
      (c)  Reproduction
         i.  Genetic potential
         ii.  Speciation
            - Correlated Variation
            - Pleiotropy
B.  *The Expression of the Emotions in Man and Animals*  (1872)
   1.  Continuity

XIII.  EDWARD L. THORNDIKE  (1874-1949)
A.  Animal learning experiments  (@1898)
B.  Law of Effect
   *A connection between a stimulus and a response is strengthened when it is accompanied by or closely followed by a satisfying state of affairs.*

XIV.  JOHN B. WATSON  (1878-1958)
A.  Behaviorism
   1.  S–R
RESEARCH METHODOLOGY

I. RESEARCH AFFECTS US ALL THE TIME
   A. Commercial claims

II. DEFINITION OF RESEARCH

III. TWO CATEGORIES OF RESEARCH
   A. Applied (Translational)
   B. Basic

IV. ROLES OF NATURALISTIC OBSERVATION
   A. To study nature for its own sake
      1. Belding’s ground squirrels (nepotism)
   B. Starting point for subsequent lab studies
      1. Mallard alarm calls
   C. Validate or add substance to previously-obtained lab findings
      1. Tonic immobility
   D. Provide information on “species variables” for more efficient lab study
      1. Prey capture strategies
   E. Use field as “natural laboratory” to test hypothesis or theoretical concept
      1. Sexual selection

V. PROS & CONS OF FIELD RESEARCH
   A. Pros
      1. External validity (generalizability)
      2. Relatively few artifacts due to context
   B. Cons
      1. Lack of controls
      2. Small sample size
      3. Predation

VI. CONTEXT
   A. Urban rhesus monkeys
   B. Strange room vs. home
   C. Polling sites

VII. CONTINUUM OF OBSERVATIONAL SETTINGS BASED ON LEVEL OF ENVIRONMENTAL CONTROL
   A. Unobtrusive Field Observation
   B. Obtrusive Field Observation (a.k.a. Participant Observer)
   C. Semifree Field Observation
   D. Observation in Captivity
   E. Complete Environmental Control
VIII. HUMAN ETHOLOGY

IX. RELIABILITY

X. CORRELATIONAL STUDIES
   A. Positive Correlation
   B. Negative Correlation
   C. Pearson “r” (a.k.a. correlation coefficient)
   D. Value of Correlational Studies
      1. Prediction vs. Causation
   E. Why Use Correlational Data?

XI. EXPERIMENTAL MANIPULATION
   A. Definition
   B. Importance of Context
   C. Pilot Studies
      1. Design difficulties
      2. Sensitivity/Validity of measures
      3. Practice
      4. Range of manipulation
   D. Three Types of Variables
      1. Independent Variable
         (a) Situational
         (b) Subject
         (c) Organismic
      2. Dependent Variable
      3. Extraneous Variable
         (a) Control
         (b) Random
         (c) Confounding
            (i) Counterbalance
            (ii) Single-blind (placebo)
            (iii) Double-blind
   E. Experimental Group
   F. Control Group
      1. Sham-operate
      2. Yoked control
   G. Validity
      1. Internal
      2. External

XII. ETHICS
   A. Nonhuman organisms
   B. Humans
      1. Example: Micturition study
XIII. DESCRIPTIVE STATISTICS
A. Frequency distributions
   1. Normal
   2. Skewed
B. Measures of Central Tendency
   1. Mean
   2. Median
   3. Mode
C. How to Lie with Statistics
D. Measures of Variability
   1. Standard deviation
E. Graphs
   1. How to lie with graphs

XIV. INFERENTIAL STATISTICS
A. Sample size
BEHAVIOR GENETICS

I. RELEVANCE FOR PSYCHOLOGY
   A. Everything has a genetic basis.
   B. Nothing is genetically “determined”

II. SOME BASIC GENETIC PRINCIPLES
   A. Nucleus
   B. Chromosomes
      1. Karyotype
   C. Genes
   D. Locus (plural: Loci)
   E. Alleles
   F. Homozygous (AA or aa) vs. Heterozygous (Aa)
   G. Dominant (A) vs. Recessive (a)

III. THE LAWS OF INHERITANCE
   A. Example: Ability to taste PTC

IV. CHROMOSOMAL ABNORMALITIES
   A. Diagnosable by:
      1. Amniocentesis
      2. Chorionic Villus Sampling (CVS)
   B. Down’s Syndrome (Mongolism; trisomy-21)
      1. Extra chromosome at 21st
   C. Turner’s Syndrome
      1. 1 X (instead of 2) at 23rd
      2. Females only
   D. 47-XXX, 48-XXXX, 49-XXXXX
      1. Extra X or Xs at 23rd
      2. Females only
   E. Klinefelter’s Syndrome
      1. 2 Xs and 1 Y at 23rd
      2. Males only
   F. Fragile X
      1. Defective X-chromosome gene
         (a) Multiple copies of defective gene
         (b) Underexpression of protein needed for normal brain development
      2. Males and females

V. THE NATURE-NURTURE CONTROVERSY
   A. Historical & Contemporary Stances
      1. Preformationism vs. Epigenesis
      2. Genetic Determinism
         (a) Nominal Fallacy
3. Environmental Determinism
   (a) Tabula rasa
4. Interactionism
5. Transactionism
B. Metaphor: The Pillsbury Doughboy

VI. DOMESTICATION
A. Natural vs. artificial selection
B. Definition
C. Examples
   1. Morphological
   2. Behavioral
D. Degeneracy vs. Context
   1. Mallard courtship displays
THE NERVOUS SYSTEM

I. WHY PSYCHOLOGISTS STUDY THE NS.
   A. Mechanisms.
   B. Structure–Function Interrelationships
   C. How Behavior Affects the Brain
      1. Alters structure
      2. Alters function
         (a) Placebo (expectancy)
         (b) Mirror neurons (empathy)

II. NERVOUS SYSTEM CELLS
   A. Neurons
   B. Glial Cells (plural: glia)
      1. Mechanical support
      2. Remove foreign debris
      3. Blood-Brain barrier
      4. Memory
      5. Recovery of function
      6. Neuro- and synaptogenesis
      7. Transmissive
      8. Spinal glia (pain)
      9. New behavioral roles

III. PARTS OF THE NEURON
   A. Cell body
   B. Dendrites
   C. Axon
      1. Myelin sheath
         (a) Insulation
         (b) Produced by glia
         (c) Speeds transmission
         (d) Evolutionarily recent
         (e) Deterioration—Multiple sclerosis
      2. Nodes of Ranvier
         (a) Saltatory conduction
      3. Axon Terminals (a.k.a., end brush; end bulb)
         (a) Synapse
            i. Presynaptic area
               - Synaptic vesicles
               - Neurotransmitters
            ii. Synaptic cleft
            iii. Postsynaptic area
IV. AXONAL TRANSMISSION
   A. Chemicals involved:
      1. Sodium (Na\(^+\))
      2. Potassium (K\(^-\))
      3. Chloride (Cl\(^-\))
      4. Anions (An\(^-\))
   B. Resting Membrane Potential (Polarized at -70 mv)
   C. Action Potential (Depolarized at +40 mv)
   D. Refractory Period (Hyperpolarized/Repolarized at -80 mv)
   E. Ion Pump

V. SYNAPTIC TRANSMISSION
   A. Neurotransmitter manufacture via enzyme action
   B. Storage in synaptic vesicles
   C. Release into cleft
   D. Receptor sites
      1. Lock & Key Specificity
   E. Reuptake

VI. EXAMPLES OF NEUROTRANSMITTERS
   A. Norepinephrine
      1. Arousal, dreaming sleep, mood
   B. Dopamine
      1. Link with Parkinson’s disease
      2. L-dopa
   C. Glutamate
      1. Learning & memory
   D. Serotonin
      1. Temperature regulation, sleep onset
      2. Dominance in primates
      3. Violent suicide
   E. Acetylcholine
      1. Link with Alzheimer’s disease
         (a) Acetylcobenzyme A
         (b) Choline
         (c) Choline Acetyltransferase (CAT)
   F. GABA
      1. Inhibitory
         (a) Hyperpolarizes instead of depolarizes
      2. Target: Valium
VII. TYPES OF SYNAPSES
A. Excitatory
   1. Round synaptic vesicles
   2. Continuous dense thickening of post-synaptic membrane
   3. Depolarizes
B. Inhibitory
   1. Flattened or oval vesicles
   2. Discontinuous dense thickening
   3. Hyperpolarizes

VIII. SOURCES OF BIOCHEMICALS
A. Endogenous
B. Exogenous
   1. Agonists vs. Antagonists
   2. Examples
      (a) Caffeine & Theophylline
      (b) Alcohol
      (c) Ecstasy
      (d) Absinthe
      (e) Antidepressants
         i. MAO (Monoamine oxidase) Inhibitors
         ii. Tricyclics
         iii. Selective Serotonin Reuptake Inhibitors (SSRIs)

IX. NEUROPEPTIDES
A. Enkephalins & Endorphins
   1. Similarity to morphine
B. Perception of pain & emotional experiences
   1. Examples:
      (a) Pain
         i. Naloxone
      (b) Jogger’s High
      (c) Overeating
C. Examples of Neuropeptides
   1. Substance P
      (a) Pain
      (b) Regulated by enkephalin
      (c) Relation to capsaicin
   2. Bombesin
      (a) Obesity

X. FUNCTIONAL GROUPS OF NEURONS
A. Groups of cell bodies or axons/dendrites inside or outside CNS
B. Direction of Transmission
   1. Afferent (Sensory)
   2. Efferent (Motor)
   3. Interneurons
XI. PERIPHERAL NERVOUS SYSTEM
   A. Somatic Division
      1. Afferent, efferent, interneurons
   B. Autonomic Division
      1. Works independently of conscious commands.
      2. Two sub-divisions
         (a) Sympathetic
         (b) Parasympathetic

XII. CENTRAL NERVOUS SYSTEM
   A. Spinal Cord
      1. Spinal reflexes
      2. Supraspinal activity
   B. The Brain
      1. Methods for studying the brain
         (a) Phrenology
         (b) Homunculus
            i. Sensory
            ii. Motor
         (c) Lesion
         (d) Ablation
         (e) Electrical stimulation
         (f) Deep Brain Stimulation
         (g) Dorsal Column Stimulation
         (h) Transcranial Direct Current Stimulation
         (i) Chemical stimulation
         (j) Electrical recording
         (k) CAT or CT Scan
         (l) PET Scan
         (m) MRI
         (n) fMRI
      2. Hindbrain
         (a) Cerebellum
            i. Coordinated movement
            ii. Autism
               - Purkinje cells
         (b) Medulla
            i. Respiration; heart rate, etc.
         (c) Pons
            i. Respiration
      3. Midbrain
         (a) Orientation
         (b) Reticular Formation (or, Reticular Activating System)
            i. Arousal
      4. Forebrain: Diencephalon
         (a) Bilateral symmetry
(b) Thalamus
   i. Relay station
(c) Hypothalamus
   i. Motivation, emotion, eating, sexual behavior, etc.

5. Forebrain: Telencephalon
   (a) Basal ganglia
      i. Coordinated movement
   (b) Limbic system
      i. Amygdala
      ii. Hippocampus
      iii. Septum
   (c) Cerebral Cortex
      i. Convolutions
      ii. Fissures
      iii. Cerebral hemispheres
      iv. Corpus callosum
      v. Lobes
         - Occipital (vision)
         - Temporal (audition)
         - Parietal (body senses)
         - Frontal (thinking, etc.)
      vi. Association Areas
         - Aphasia
            - Broca’s
            - Wernicke’s
         - William’s Syndrome
         - Dyslexia

XIII. LATERALIZATION
A. “Split-brain”
   1. Relieves epileptic seizures
   2. Cut corpus callosum
   3. Some effects
      (a) Vision
         i. Optic chiasm
      (b) Touch
      (c) Intermodal

B. Left Hemisphere
   1. Language
   2. Math
   3. Handedness

C. Right Hemisphere
   1. Music
   2. Art
   3. Emotional expression

D. Animal Studies of Laterality
E. Factors Affecting Laterality
1. Early Experience
   (a) Equipotentiality
   (b) Left-right maturational gradient
2. Sex
3. Culture

XIV. IS YOUR BRAIN REALLY NECESSARY?
A. Phinneas Gage et al.
B. Hydrocephaly
C. Explanation: Subcortical areas
I. CHEMICAL COMMUNICATION
   A. Pheromones
      1. Secreted externally
      2. Exocrine system
   B. Hormones
      1. Secreted internally
      2. Endocrine system

II. EXOCRINE SYSTEM
   A. Some examples of pheromones
      1. Nonhuman organisms
      2. Humans

III. ENDOCRINE SYSTEM
   A. Pituitary Gland
      1. The “Master” Gland
      2. Controlled by hypothalamus
      3. Example: Oxytocin
   B. Thyroid Gland
      1. Thyroxin
         (a) Hyperthyroidism
         (b) Hypothyroidism
            i. Cretinism
   C. Adrenal Cortex
      1. Corticosterone & Cortisol
      2. Adrenal Sex Hormones
         (a) Androgen and Estrogen
            i. Sexual Differentiation
   D. Adrenal Medulla
   E. Gonads
      1. Ovaries
         (a) Estrogen
         (b) Progesterone
      2. Testes
         (a) Testosterone

IV. HORMONE–BEHAVIOR TRANSACTION: REPRODUCTIVE CYCLE OF RING DOVES

V. PREMENSTRUAL SYNDROME
   A. Low progesterone, high estrogen
   B. Treat with progesterone
   C. Cognitive effects
**Sensation**

I. SENSATION VS. PERCEPTION
   A. Sensation: Neurophysiology
   B. Perception: Higher-order

II. SENSORY THRESHOLDS
   A. Absolute Threshold
      1. 50% Detection Rule
   B. Difference Threshold (jnd = just noticeable difference)

III. SENSORY ADAPTATION

IV. THE SKIN SENSES
   A. Pressure, Pain, Warmth, Cold

V. POSITION SENSES
   A. Kinesthetic (Proprioception)
   B. Equilibratory (Vestibular)
      1. Semicircular Canals

VI. OLFACtion (SMELL)
   A. Olfactory epithelium

VII. TASTE
   A. Bitter, sour, sweet, salt, umami
   B. Fungiform Papilla
   C. Taste Buds
   D. Taste Receptors
   E. Complexity of taste

VIII. AUDITION
   A. Sound
   B. Three Characteristics of Sound
      1. Frequency (Hz)
         (a) Pitch
      2. Amplitude (dB)
         (a) Loudness or intensity
         (b) Hearing loss
      3. Complexity (Harmonic content)
         (a) Timbre

IX. VISION
   A. Light
   B. Characteristics of Light
   C. The Eye
1. Iris & pupil
2. Photoreceptors in retina
   (a) Rods
   (b) Cones
3. Layers of cells in retina
   (a) Ganglion cells
   (b) Bipolar cells
   (c) Photoreceptors
4. Blind spot
   (a) Saccadic movements
5. Fovea
6. Dark and Light Adaptation

X. ONTOGENY OF SENSORY SYSTEMS
A. Altricial vs. precocial species
B. Example: Chick embryo
C. Tactile—Vestibular—Auditory—Visual
D. Evolutionary commonalities & and exception
PERCEPTION

I. CONTEXT

II. UMWELT
   A. Jacob von Uexküll

III. ILLUSIONS

IV. PERCEPTUAL CONSTANCY
   A. Size Constancy
   B. Shape Constancy

V. SUBLIMINAL PERCEPTION

VI. PUPILLOMETRY

VII. BLINKING BEHAVIOR

VIII. MICROEXPRESSIONS
LEARNING

I. INTERVENING VARIABLE
   A. Aplysia research

II. DEFINITION OF LEARNING

III. HABITUATION
   A. Relationship to sensory adaptation.

IV. BASIC CONCEPTS IN CONDITIONING
   A. Conditioning
   B. Acquisition
   C. Extinction
   D. Spontaneous Recovery
   F. Reinforcement
   G. Reinforcers
      1. Positive Reinforcers
      2. Negative Reinforcers
      3. Relationship between Reinforcers and Reinforcement
   H. Positive & Negative Reinforcement, and Punishment
   I. Primary & Secondary Reinforcers

V. DISCRIMINATION LEARNING
   A. Simultaneous vs. Successive
   B. Spatial vs. Visual

VI. STIMULUS GENERALIZATION

VII. CLASSICAL CONDITIONING
   A. Pavlov’s original experiment
      1. Unconditioned Stimulus (US)
      2. Unconditioned Response (UR)
      3. Neutral Stimulus (NS)
      4. Conditioned Stimulus (CS)
      5. Conditioned Response (CR)
   B. Temporal Relations of Pairing US & CS
   C. Other examples

VIII. OPERANT CONDITIONING
   A. Basic Procedures
      1. Reduce to 80% ad libitum weight
      2. Magazine training
      3. Shaping successive approximations
B. Schedules of Reinforcement
   1. Continuous Reinforcement (CRF)
   2. Partial Reinforcement (PRF)
      (a) Fixed Ratio (FR)
      (b) Fixed Interval (FI)
      (c) Variable Interval (VI)
      (d) Variable Ratio (VR)
C. Superstitious Behavior
   (a) Autoshaping

IX. COMPLEX PROCESSES
A. Learning Set
B. Habit Reversal
C. Observational Learning
D. Insight Learning
   1. Tool use

X. APPLICATIONS OF CLASSICAL CONDITIONING
A. Advertising
B. Nuisance bears
C. Enuresis

XI. APPLICATIONS OF OPERANT CONDITIONING
A. Entertainment
B. Animal Behavior Therapy
C. Human counterconditioning
D. Training animals to kill people
E. Training animals to help people

XII. CONSTRAINTS ON LEARNING
A. The Garcia Effect
B. Paradigm:
   US: low doses of poison
   UR: sick
   NS/CS: saccharine-flavored water
   CR: aversion to saccharine H₂O
C. Applications of Garcia Effect

XIII. THEMES REVISITED
A. Research claims
B. Mechanisms
   1. Genetic
   2. Neuronal
   3. Chemical
C. Context