

## **PSYC 110: Introduction to Psychology Summer Session A, 2025**

**Class Meetings:** Tuesday & Thursday, 10:00am – 11:30am EST

**Instructor:**

Dr. Stephanie Lazzaro (**please call me Stephanie or Steph**)

Email: [stephanie.lazzaro@yale.edu](mailto:stephanie.lazzaro@yale.edu)

**Teaching Fellow:**

Sifana Sohail

Email: [sifana.sohail@yale.edu](mailto:sifana.sohail@yale.edu)

### **PSYC 110 Course Description and Structure:**

Who are you? Why are people superstitious? Is your eye like a camera? Is your memory like a video camera? How can we influence other people's behavior?

This course will try to answer these questions and many others while giving students a general, broad overview and introduction to the scientific discipline of psychology.

Lectures are structured around a simple, real-world question derived from curiosity about how people think and behave. In thinking about potential answers, students will be introduced to key concepts, methodological approaches, and significant findings in the field of psychology, as well as the kinds of empirical evidence on which these findings are based. Students will be encouraged to think critically and evaluate their own behavior through experiments/polls. We will use psychology as a mirror: illuminating the inner workings of our minds and helping us to understand ourselves and others. A scientific approach will be developed through an appreciation of how empirical data can be used to test hypotheses.

*This is an introductory survey course and there are no prerequisites.*

### **Help?**

Please note, this is a tentative, draft syllabus and will likely be updated before the course begins. Important announcements, course updates, readings, and assignments will be posted on Canvas.

### **Course Website**

Log in to Canvas with your netID, and if you are enrolled you should be able to access the course website directly. On the site you will find a current copy of the syllabus, lecture videos, assigned readings, and PDFs of slides corresponding to the course lectures.

### **Format and requirements**

The course lasts five weeks. For each week, students will watch a series of lectures that were recorded in 2022 as part of a standard lecture-based version of this course. There may be other supplementary on-line lectures, activities, and readings. Each week, there are two synchronous meetings for online discussing, during the periods of Tuesday and Thursday, 10am-11:30am EST. One meeting per week is with the Instructor, the other is with the TF, but attendance is mandatory at both.

Although this is an online summer course, the expected workload is equivalent to a typical semester-long university class. You will watch a semester's worth of lectures, do a similar amount of reading, writing, and coursework, and have roughly the same amount of contact with the instructor and teaching fellow (actually much more one-on-one contact with the instructor than you would in a large lecture!). Thus, given that an entire semester is compressed into five weeks, you should expect to devote the same amount or more time to this class than you would to a class during the semester (in 5 weeks instead of 14).

### **Readings and assignments:**

Readings will be freely available online through the NOBA project, and occasionally some posted PDFs. The only thing you need to purchase is an online package of ZAPS psychology labs (\$10) to participate in experiments, see your own results, and answer discussion questions.

**Readings, assignments, ZAPS, and lecture slides will be posted to Canvas.** Please see the 'Modules' section on Canvas for Instructions for each week, Lecture Videos, Readings, Slides and ZAPs. Written assignments can be found in the 'Assignments' section. Written assignments will focus on developing skills for finding literature, supporting arguments with evidence, critically evaluating claims, and will emphasize scientific inquiry and critical thinking.

### **Course Expectations:**

Due to the condensed nature of summer courses, students fall behind quickly if they do not attend every class. Attendance is mandatory and part of your final grade through participation. In addition to regular class attendance, students will complete several additional assignments including written assignments, a midterm exam and a comprehensive final exam. Watching the videos is essential. You cannot only rely on looking at lecture slides, as they will not all make sense without the accompanying lecture. It will also be difficult to follow and participate in class discussions without having watched the assigned lecture recordings before class.

**IMPORTANT:** Class participation is an essential part of this course. **If you miss more than two classes, you will automatically fail the course,** regardless of how well you do otherwise. **Please note that this is a Yale Summer Session rule and is outside the discretion of course staff.**

### **Assessments (Tentative):**

Your course grade will be based on your performance on each of the areas described below.

#### ***Approximate and tentative weighting of different course components:***

Class Participation (20%)

Written Brief Research Papers:

*Scientific Date Night Lit Search and Application* (8%)

ZAPS psychology labs and responses (15%)

In-class, closed-book mid-term exam (22%)

In-class, closed-book final exam (35%)

The exams will be held during normal class times and will be "closed-book" – i.e. you will not be allowed to draw on any materials. It will consist of short answers and multiple-choice questions. Please ensure you will be able to take the final exam during the final class period.

## Tentative schedule of classes

*Coming soon!*

*Slides and Readings will be posted in the 'Modules' section on Canvas*

### Accessibility, Diversity, and Inclusion<sup>1</sup>

Your success in this class is important to me. I am committed to creating a course that is inclusive in its design. If you encounter barriers to learning or your inclusion, please let me know as soon as possible. I also encourage you to visit [Student Accessibility Services](#) to determine how we can improve your learning and/or establish reasonable and appropriate accommodations. There are a range of resources on campus, including the [Writing Center](#), [Residential College Tutors](#), and [Academic Strategies](#).

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions and ideas are encouraged and appreciated. We may discuss psychology experiments or results that bring up different emotions – please remember to be respectful and sensitive of others during class discussions and keep in mind that presenting and discussing hypotheses, data, interpretations, etc. does not necessarily constitute a person's opinions or beliefs. We are committed to an environment that facilitates inquiry and self-expression, while also demonstrating diligence in understanding how others' viewpoints and experiences may differ. We reject all forms of prejudice and discrimination and strive to create an inclusive and respectful community.

### Academic Honesty<sup>2</sup>

Academic honesty is a core institutional value at Yale. It means, among other things, truth in presentation, diligence and precision in citing works and ideas we have used, and acknowledging our collaborations with others. While students are encouraged to discuss psychological research, theories, course content, and material with other students, all work submitted for this course should *not* be collaborative and ***must be the work of each individual student***. You may not submit the work of another student and any **AI writing assistance is prohibited**. Academic honesty is a very serious issue which includes prohibiting e.g. cheating on coursework, plagiarism, AI writing assistance, and multiple submissions of the same work without obtaining explicit written permission from both instructors before the material is submitted (to name a few). Students are responsible for knowing and abiding by Yale's policy:

<http://catalog.yale.edu/undergraduate-regulations/regulations/academic-dishonesty/>

The exams are closed-book. Any evidence of cheating will result in an automatic zero on the exam and will be referred to the Executive Committee of Yale College. Consequences can be severe. Do not jeopardize your standing at Yale by cheating. If you find yourself in a difficult situation and are feeling overwhelmed, there are always better options than cheating. If you are having problems in the course, please speak to the instructor or TF. We want you to succeed in this course and are here to help.

### Plagiarism<sup>3</sup>

Learning requires that you do your own work. We are interested in your original thoughts. Plagiarism is a serious form of academic dishonesty and violates the ethical codes governing

writing, communicating, and journalistic practices. Evidence of plagiarism will result in an automatic zero on the assignment or exam and will be referred to the Executive Committee of Yale College. Any zero due to academic dishonesty will be factored into the final grade. *It is important to accurately credit sources of material.* When you prepare any material for the course:

- See: <https://poorvucenter.yale.edu/using-sources> and <https://apastyle.apa.org/style-grammar-guidelines/citations>
- Cite all sources used for papers each time you use the source in your written work.
- Paraphrase. Do not quote unless absolutely necessary – see: <https://apastyle.apa.org/style-grammar-guidelines/citations/quotations> If you paraphrase, you still need to mark your source each time you use borrowed material. Otherwise, you have plagiarized.
- At the end of the paper, include a Reference section in which all sources used for the paper are included. For this course, please use APA format (American Psychological Association Publication Manual 7th edition). This format is available here: <https://apastyle.apa.org/style-grammar-guidelines/references/basic-principles> This format is also illustrated at the end of articles published in journals of the APA.
- Your work should be your own. You may not submit the work or words of another student. **You may not use any AI writing assistance or text generated by AI chatbots.** You may not submit the same paper, or substantially the same paper, in more than one course. If topics for two courses coincide, you need written permission from both Professors before either combining work on two papers or revising an earlier paper for submission to a new course.
- You may not post course materials to external websites (e.g. shared folder on Google Drive; Course Hero, etc.). You may not share course materials with individuals not currently in the course. You may not store course materials for use by a future student.
- Cell phones, tablets, laptops, and related devices are not to be used for recording any lecture or part of the class. Penalties for recording material will be implemented, including but not limited to, course grade reduction and consultation with your Dean.
- Oversights of any of these points are not usually considered as casual omissions or mere carelessness. Plagiarism is an ethical violation with severe consequences. The instructor, TFs, and likely others (your Advisor, academic Dean) are available to assist on these matters. If you have any doubts about whether a source ought to be cited, err on the side of presenting the source.

To help support you and avoid issues with plagiarism, all course writing assignments will be submitted to Turnitin via ‘Assignments’ in Canvas. Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively—skills essential to all academic work. It is

recommended that you submit your paper early enough to review your Turnitin report before the deadline. Then, if necessary, you will have time to ask for help from your TF or from someone at the Writing Center. See: <https://poorvucenter.yale.edu/Writing-with-Turnitin>

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1 – adapted from the University of Iowa College of Education, and sample statements posted by the Poorvu Center

2 – adapted from Jennifer Hirsch, Paul Bloom, and a sample statement posted by the Poorvu Center

3 – adapted from Arielle Baskin-Sommers