

The Science of Psychology
Psych W1001
Fall 2024

Course and Instructor Information

Instructor	Patricia Lindemann
Course Hours	Tues/Thurs 1:10-2:25 – 501 Schermerhorn
Office Hours	Tues/Thurs 11-12, room 317 Scherm (or by zoom if you prefer)
E-mail	PGL2@columbia.edu (if I do not answer within 48 hours, feel free to send another message)

Course related Web-content:

- Course website on Canvas
- Inquisitive and Zaps (optional) supplementary textbook material. <https://digital.wwnorton.com/psychsci7> Note that you will need the code that came with your textbook for access. If you have a used text, you will need to pay a fee for access.

Course Description

This is a survey course, providing an overview of many topics within the discipline of psychology, including the biological bases for behavior, perceptual processes, learning, memory, development, social interaction, psychopathology and several others. You can get a fuller sense of the topics that will be covered by looking through this syllabus, exploring the course web site and/or by examining the textbook. Topics will be presented in class through lectures, demonstrations, and videos.

Meet Your Professor

My name is Patricia Lindemann. I was an undergraduate at Wesleyan University where I studied Psychology and Cognitive Science. After graduation, I taught English in Morocco as part of the United States Peace Corps. When I returned, I came to Columbia and earned my PhD in Psychology where I studied factors related to decision making. I am particularly interested in the variety of decision making strategies that people use in different circumstances. For example, under what kinds of circumstances do you choose with your head vs your heart? And how does that impact what you choose and how you feel about your choices?

I love teaching Science of Psychology because it introduces the full range of fascinating topics in the discipline – topics like neuroscience, perception, cognition, social interaction, human development, motivation, and psychopathology. For me, one of the best aspects of this course is that it gives you the chance to see across the various subfields of the discipline of psychology and explore how they interconnect. I anticipate that you will make connections across psychology, across other disciplines and to your own lives. Please come to my office hours or talk with me after class. We have a big class, but that doesn't mean we can't get to know one another!

Course Organization

I have organized this course to help you to get the most out of it. My intention is to encourage you to regularly engage with the material and to be thoughtful in how you do so. My approach is based on research in memory and education which emphasizes the importance of spacing out your practice (not cramming) and elaborating on the concepts you learn to better incorporate them into your memory. All testing is open note. I emphasize understanding over memorization. I want you to be able to use the concepts we discuss, not just spit out definitions. I want you to think.

I also want you to engage with the material regularly. You will be completing many short quizzes instead of midterms – some are graded, some not. Lectures are often interactive. During class, you will answer questions and discuss with your classmates. You will participate in weekly discussion groups and complete activities that connect psychological concepts to the real world. You will write short papers connecting course concepts to readings and experiments you participate in. All of this is intended to help you think more carefully about the material, internalize it and apply it.

Also, even in this large class, to the extent possible, I want you to feel a sense of community and belonging. I hope that the opportunities to engage with fellow students will facilitate this.

And finally, there is textbook reading. I expect you to read the textbook. Psychology is a broad field and there is no way that any instructor can cover all of the relevant topics in class. I definitely don't (and can't) cover it all. And I want you to be exposed to all of these fascinating ideas. So read the assigned material (you will be tested on some of it even if it is not covered in class).

Meet Your Teaching Assistants

Your teaching assistants are here to help. Your discussion group TA is your go-to person for all inquiries for this course, but you are welcome to contact any of the TAs, especially if their interests match your own. There will be extra time before or after your discussion to chat with your TA about whatever questions you might have. You can also email them with additional questions. The courseworks home page will be updated with discussion times.

TA	email
Claire De La Roche	cbd2136@columbia.edu
Susha Edwards	xce2000@columbia.edu
Danika Geisler	djg2200@columbia.edu
Oliver Green	owg2102@columbia.edu
Sabrina Hsu	ch3629@columbia.edu
Polina Mosharova	pm3209@columbia.edu
Brea Sloboda	bs3533@columbia.edu
Mona Xie	mx2245@columbia.edu

TA Bios

Claire De La Roche

Hello everyone! I'm a senior at Columbia College studying psychology and business management, with an interest in how social interactions shape human connection and behavior. This will be my second year TA'ing for science of psych, and I am so excited to meet and work with you all this semester! Please feel free to reach out with your questions about the class and/or the major, I'm happy to answer and share my experiences.

Susha Edwards

Hi! I am a junior in Columbia College studying psychology and music performance. I'm particularly interested in the clinical side of psychology and exploring how the therapeutic effects of music on the brain can treat various illnesses. This is my first time TA'ing for Science of Psych and I am excited to get to know you all. I am always happy to help. Feel free to come up to me and ask questions!

Danika Geisler

Hi! I am a fifth-year graduate student working with Dr. Meghan Meyer. My research broadly focuses on psychological and neural aspects of social cognition. Particularly, I'm interested in how we use our self-concept when navigating social relationships and how self-focus plays a role in mental health, altruism, and communication. I'm excited to meet you all and I'm happy to answer any questions you might have!

Oliver Green

Hi! My name is Oliver, and I'm a junior in Columbia College studying psychology and history. I'm from the Los Angeles area, and I first decided to study psychology after taking Professor Lindemann's class in 2023. I'm specifically interested in social psychology and memory. I'm really excited to get to know you all, and I'm looking forward to this semester!

Sabrina Hsu

Hello! I'm Sabrina, a junior in the Trinity-Columbia dual BA program majoring in Neuroscience and Behavior. This is my first semester in NYC and as a TA for Science of Psych, and I'm super excited to get to know you guys! Feel free to reach out with any questions or just to say hi.

Polina Mosharova

Hi! My name is Polina, and I'm a junior at Columbia College studying Neuroscience with a concentration in Education Studies. After I graduate, I'm hoping to take a few years off to work or teach and then pursue medical school. I'm also from NYC and a SEAS to CC transfer student, so feel free to ask me any questions about that, or reach out in general! Excited to meet you all!

Brea Sloboda

Hello! I'm Brea, a junior at GS majoring in psychology. My primary interest lies in the effects of early-life stress exposure on neural plasticity. This is my first time TA'ing for Science of Psych, and I am incredibly eager to collaborate with you this semester! Please contact me with any questions about the class, psychology major, or just to chat. I'm here to support you this semester!

Mona Xie

Hi everyone! My name is Mona, and I am a junior in Columbia College studying Psychology and Philosophy. My primary interests lie in social and decision-making psychology and how these areas can apply to law and policy making. As part of a team led by Dr. Kai Ruggeri, I spent the summer researching how individual and cultural differences influence decisions made in the online world. Very excited to be one of your TAs this semester!

Why are you taking this course?

People take this course for a variety of reasons, but I want to highlight a few of the most common:

- 1) *Psychology seems interesting and I am considering a major.* I hope that this course will give you an overview of the field that will both serve as a basis for further study and inspire you to learn more about specific areas within the field. Take a look at the optional readings in areas that interest you and come talk with us about your interests. This course is required for the psychology major and for the neuroscience and behavior major. If you are considering one of these, this course is the right first step to take.
- 2) *I need this course for a science requirement.* For those who consider themselves to be “non-science” people, I hope this course will enable you to expand your self-perspective. Science of Psychology is intended to be challenging, but accessible to all students. I encourage you to keep an open mind about the connections you may discover across disciplines. What you learn here will likely relate to your work in other fields. It may interest you to know that some of your TAs have backgrounds that span both the sciences and the humanities. You can read their bios above.
- 3) *I am pre-med and psych is required for the MCAT.* The MCAT psychology requirement includes much of the material in the introductory psychology course. There are several online sites that describe this portion of the exam and list the specific topics that will be covered. Science of Psych will help you to think about how our biology and psychology are interrelated and may give you some perspective on issues relevant to the personal side of medical treatment.
- 4) *I want to pursue the business concentration.* This course is indeed a prerequisite for the business concentration. Many aspects of psychology are applicable in the business world. You will especially see many relationships with marketing and organizational behavior. Please note that there are specific grade requirements for the business prerequisite courses. If you are aiming for a particular grade, plan to work for it!

Textbook:

Phelps, A, Berkman, E. & Gazzaniga, M., (2022). *Psychological Science* (7th ed.). W. W. Norton & Co. New York, NY. (Note that an e-book version of the text is available at a substantially reduced cost. Go to: <https://digital.wwnorton.com/psychsci7> . Also note that prior editions of the text are fine, but the reading list will reference the newest edition. Also, I will not systematically go through to make certain that every question on every quiz/test is in every edition of the text. It is very possible that something that appears on one of the quizzes will not be in one the older versions.

Schedule of Classes/Readings/Assignments

Classes will be in person. On in-class quiz days, you will need to bring your device to class. Quizzes will begin at the start of class. There will be a lecture after each quiz. Quiz days are **highlighted in the course schedule below**.

Date	Topic	Required Reading/Videos Complete BEFORE class (Gazzaniga text)	Homework due BEFORE class on the date listed
Week 1			
Tue, Sept 3	Introduction and Research Methods Intro	Chapter 1 (skim) and Chapter 2 (2.1-2.4)	Practice Quiz 0 (Optional/no due date)
Thu, Sept 5	Research Methods 2 (Experiments)	Chapter 2 (2.5 – 2.15)	Discussion Group Sign up
Week 2			
Tue, Sept 10	Correlation is not Causality Neuropsychology Introduction	Chapter 3 (3.1 – 3.7)	Practice Quiz 1 (usually due Tuesday, but due to shopping period due on Thurs)
Thu, Sept 12	Neuropsychology 2	Chapter 3 (3.8 – 3.14) Note: we will cover 3.15-3.18 later	Discussion Group 1: Topic – Designing a Research Study Note: This week only - Practice Quiz Due on THURSDAY midnight

Date	Topic	Required Reading/Videos Complete BEFORE class (Gazzaniga text)	Homework due BEFORE class on the date listed
Week 3			
Tue, Sept 17	Sensation & Perception 1 (Vision basics)	Chapter 5 (5.1 – 5.5)	Practice Quiz 2
Thu, Sept 19	Graded Quiz 1 Research Methods and Neuropsychology Sensation and Perception 2 (Color)	Chapters 2 and 3 (3.1 – 3.14) Chapter 5 (5.6 – 5.8)	Study for quiz. Get notes organized. Discussion Group 2: Topic - Considering Brain Function
Week 4			
Tue, Sept 24	Sensation and Perception 3 (Hearing and Language)	Chapter 5 (5.9 – 5.15) Chapter 8 (8.13 – 8.16)	Practice Quiz 3
Thu, Sept 26	Consciousness	Chapter 4	Discussion Group Topic – Perception of Pain
Week 5			
Tue, Oct 1	Learning 1 (classical conditioning)	Chapter 6 (6.1 – 6.7)	Practice Quiz 4
Thu, Oct 3	Learning 2 (recorded lecture – no class) (operant conditioning)	Chapter 6 (6.8 – 6.19)	Discussion Group 3: Topic - Conditioning your Behavior Analysis Assignment 1 Due
Week 6			
Tue, Oct 8	Memory 1 ((Memory, a cognitive perspective)	Chapter 7 (7.4-7.12)	Practice Quiz 5
Tue, Oct 10	Graded Quiz 2 Consciousness, Sensation and Perception, Language Memory 2 (Memory systems + forgetting)	Chapters 4, 5, and 8(8.13-8.16) Chapter 7 (7.1 – 7.3, 7.13-7.22)	Study for quiz Discussion Group 4: Topic - Improving Your Studying
Week 7			
Tue, Oct 15	Judgement and Decision Making Introduction to Emotion	Chapter 8 (8.1 – 8.8) Chapter 10 (10.1 – 10.7)	Practice Quiz 6
Thu, Oct 17	Emotion and Motivation	Chapter 10 (10.8 – 10.13)	Discussion Group 5: Topic - Emotion Regulation Strategies
Week 8			
Tue, Oct 22	Social Psychology (Conformity)	Chapter 12 (12.1 – 12.8) <ul style="list-style-type: none"> • Milgram Original (1962) • Milgram replication 	Practice Quiz 7
Thu, Oct 24	Graded Quiz 3 Learning, Memory, and Thinking Social Psychology (Stereotypes)	Chapters 6, 7 and 8 (8.1-8.8) Chapter 12 (12.9 – 12.17)	Study for quiz Discussion Group 6: Topic – Social Psychology in Everyday Life
Week 9			
Tue, Oct 29	Development 1 (Motor and Cognitive)	Chapter 9 (9.1 – 9.10)	Practice Quiz 8
Thu, Oct 31	Development 2 (Social)	Chapter 9 (9.11 – 9.17)	NO DISCUSSION THIS WEEK

Date	Topic	Required Reading/Videos Complete BEFORE class (Gazzaniga text)	Homework due BEFORE class on the date listed
Week 10			
Tue, Nov 5	ELECTION DAY		No Practice Quiz this week
Thu, Nov 7	Genes and Environment Intelligence (How are we different?)	Chapter 3 (3.15-3.18) Chapter 8 (8.9 – 8.12),	Analysis Assignment 2 Due Discussion Group 7: Topic - Intelligence – Interpreting Data
Week 11			
Tue, Nov 12	Personality 1 (How else are we different?)	Chapter 13 (13.1-13.7)	Practice Quiz 9
Thu, Nov 14	Graded Quiz 4 Emotion and Motivation, Social Psych, Development Personality 2	9, 10 and 12 Chapter 13 (13.8 – 13.16)	Study for quiz Discussion Group 8: Topic - Big 5 Personality Dimensions
Week 12			
Tue, Nov 19	Health and Well-Being/	Chapter 11	Practice Quiz 10
Thu, Nov 21	Psychopathology 1 (Classification)	Chapter 14 (14.1 – 14.10)	Discussion Group 9: Topic – Pros and Cons of Classification
Week 13			
Tue, Nov 26	Psychopathology 2 (Disorders)	Chapter 14 (14.11-14.21)	Practice Quiz 11
Thu, Nov 28	THANKSGIVING		NO DISCUSSION THIS WEEK
Week 14			
Tue, Dec 3	Graded Quiz 5 Genes & Environment, Intelligence, Personality, Health and Well-Being Treatment 1	Chapters 3 (3.15-3.18), 8 (8.9 – 8.12), 11, 13 Chapter 15 (15.1 – 15.9)	No Practice Quiz this week Study for quiz
Thu, Dec 5	Treatment 2	Chapter 15 (15.10 – 15.20)	Work on Final Review Sheet Optional Analysis Assignment 3 Due
Reading Period			
FINAL EXAM! Tuesday Dec 17 – 1:00 – 4:00 Cumulative Final Exam (Projected Exam Date - to be confirmed by the registrar)			

Note: The exam date and time are set by the registrar. The projected exam date is nearly always correct, but it is possible that it will change. PERSONAL TRAVEL PLANS ARE NOT AN ACCEPTABLE REASON TO MISS THE EXAM. If you will not be able to attend the final, do not take this course.

Grading

This course has a lot of parts. Many of them are related to participation and are “free points” if you complete them. They are intended to help you to keep up with the material and engage with it more deeply.

Make sure to take a look at the assignment calendar on the last page of this document. Print it. (Maybe laminate it!)

Participation – 15%

In class Participation (4%)

Discussion Group Participation (4%)

Practice Quizzes (4%)

Research Participation (3%)

Graded Quizzes – 35% (5 quizzes, lowest quiz grade will be dropped)

Cumulative Final Exam – 30%

Analysis Assignment Average – 20% (3rd assignment optional to replace assignment 1 or 2)

Assignment 1 – Article Analysis (10%)

Assignment 2 – Experiment Analysis (10%)

Grading Scale

This course is not curved. The scale below presents grades and their letter equivalents. In general, I do not round up.

A+	97-100
A	93-96.99
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D	60-69.99
F	Below 60

When assessing your class average, please note that it is expected that all (or nearly all) students will receive 100% for participation (15% of your grade) which will give your overall average a substantial boost.

Class Attendance

I expect that you will attend class. There will NOT be an option to zoom in. Though many students believe that virtual attendance is as good as live attendance, I am convinced that virtual attendance is not as effective in this course. That said, if you are ill with COVID or another contagious disease, do not attend class. Lecture audio recordings and slides will be available online.

Participation

Poll Everywhere

Poll Everywhere will be used in class as a teaching and learning tool. With Poll Everywhere, you can easily answer questions in real time on your device so that both you and I can get immediate feedback. This promotes active thinking about the material and gives you a way to assess your own level of understanding. In addition, I can use student responses to know when the class needs more (or less) work on a particular topic. I can also anonymously poll the class on sensitive topics, and collect data for classroom demonstrations. You will need to download the Poll Everywhere App and bring a device to class.

After the end of Add/Drop Period, your participation on Poll Everywhere will count towards your grade. Instructions for registering and verifying your registration will be provided during class. Once we start recording participation, everyone will be allowed 3 free absences. You will be allowed excused absences for university sanctioned events (e.g., religious holidays), but it is better for your learning if you aim not to exceed the 3 absence guideline over the semester. Students who exceed 3 excused absences will have points deducted from their participation grade proportionately.

Weekly Discussion Groups

There will be weekly Discussion Group Meeting (signups will be at the end of the first week of class). You will be assigned to a group of 10 - 15 students who will meet weekly for 45 minutes with one of the TAs (or me). This will be an opportunity

for you to apply the concepts we discuss in real life contexts. Your small group also be a smaller intellectual community which we cannot have otherwise in the large classroom setting. Your discussion leader will also be a great resource for questions about course material or logistics. Feel free to talk with them after discussion or to contact them by email.

Weekly discussion topics are listed in the schedule of classes. We may adjust some topics as we develop new activities we are excited about!

There will be 9 discussion group meetings. You must attend 6 out of 9 to get full credit.

Practice Quizzes

There will be a practice quiz due every Tuesday prior to class. These quizzes are intended to refresh material presented in class and practice topics covered in the text that are not presented in class. They are multiple choice and are meant to challenge you to think about the material and learn it better. I encourage you to do them together. These quizzes should help you prepare for the Graded Quizzes. The Practice Quizzes are actually harder! Can't figure out the answer to a quiz question? Come to Practice Quiz office hours with me on Tuesdays from 11-12 for help!

Practice Quizzes will be graded pass/fail with 75% as a passing grade. If you earn 75% or better, you will get full points for the quiz. If you get below 75% you will get zero credit. You can take a quiz as many times as you like up until the due date. You will need to complete 10 out of 12 quizzes to get full credit. A "review" version of each practice quiz will be available with an answer key after the due date. Scroll down to the bottom of the Quizzes section on canvas to see the review versions. If you miss a quiz, you can take the practice version for half credit.

Research Participation

Psychology is an active scientific discipline with a growing body of knowledge. You can learn about this in the classroom, but you can also learn about it by attending talks by researchers or by participating in ongoing research studies conducted by faculty, graduate students and advanced undergraduates in the Columbia psychology department.

You will be doing both of these things as part of this course.

Talk Attendance: We will provide you with a list of talks this semester that you can attend. You will sign up for a specific talk, attend the talk, and answer a few brief written questions to let us know what you got out of it. More details to come later.

Research Study Participation: Your participation is both a learning experience for you and a tremendous help to the faculty and students who could not complete their research without your assistance. To make this a better learning experience, one of your analysis assignments will focus on your experience as a research participant (see "Analysis Assignments" below).

A member of the psychology department will be visiting our class to explain the details of the Columbia University Introductory Psychology subject participation requirement. NOTE: If anyone enrolled in this course is a minor (under 18), please speak with me about this requirement as you are not legally eligible to participate in these research studies until your 18th birthday.

Graded Quizzes

There will be five short graded quizzes during the semester. Quizzes will be taken on Canvas. Bring a device to class on Quiz days. Quizzes will be open note. Questions will be multiple choice. The objective will be to test your understanding of concepts – not your recall of vocabulary. Each quiz will be focused on the Chapters listed and related lectures, though questions may include reference to related topics that were covered previously. Your lowest quiz grade will be dropped.

Graded Quiz Absences:

You must complete 4 of 5 quizzes. If you miss a quiz for any reason, you can drop that grade. If you feel you have a serious reason for needing a make-up quiz, you will need to speak to me and your academic dean to get approval.

Graded Quiz Evaluation Policy:

Quizzes will be automatically graded by canvas but please note that the system does not correctly assign partial credit. Grades will be reviewed before they are released to the class and grades will be adjusted up. Please review your graded quiz. If you believe it has been graded incorrectly, please notify me. All grade adjustment requests must be submitted prior to the next quiz date.

Final Exam

The 3-hour, open note, cumulative final exam will take place during the final exam period as scheduled by the registrar. I will provide you with a study guide to help you prepare. There will be 10 paragraph responses with a rubric provided for each question. You will complete your choice of 8 out of 10 questions. Students tend to do well on this exam as long as they are prepared.

Final Exam Absence:

If you must miss the final exam for a personal emergency, please let me know as soon as possible so we can determine the best course of action.

Final Exam Grading Policy:

The final exam will be available for review in the following semester. If you have concerns about final exam grading, please contact me.

Analysis Assignments

There will be 2 required short analysis assignments. See the Course Schedule and/or Assignment Calendar for due dates.

Assignment 1 – Read one of several suggested articles and connect it to concepts from the course.

Assignment 2 – Consider your experience participating in a research study and connect it to concepts from the course.

Assignment 3 – (optional) You may complete a 3rd assignment to replace one of the other two – the higher grade will count.

Assignments are due by midnight on the due date. Late assignments are accepted with penalty.

ASSIGNMENT GRADING POLICIES

Assignments will be graded by TAs according to the rubric. Late assignments will lose 10 points per day late. If you have a question about your grade, please see the grading TA first to get a better understanding of how they graded your assignment. If you feel there was a grading error after speaking with the grader, please submit the assignment to me for review..

How to Succeed in this Course

YOU MUST

1. Complete all participation requirements – this will help with your understanding. Plus it counts for 15% of your grade!
2. Attend class and discussion and participate actively – this will help you think more deeply about the material and retain it better.
3. Read the assigned textbook sections – I can't cover everything in class! You WILL be tested on the reading.

YOU SHOULD

1. Find someone to study with. Need a partner? let us know!
2. Have questions about the practice quizzes? Come to my office hours, we will go over them!
3. For the Graded Quizzes
 - a. Know the vocabulary (vocab sheets available on canvas). Practice using it.
 - b. Make sure your notes are in good order
 - c. Study! It is open note, but you won't want to be scouring your notes for every question.
4. For the analysis assignments, be sure to follow the rubric!
5. For the final exam – work on the review sheet with your study partner! Make sure your notes are clear and organized!

Ed Discussion

We will be using Ed Discussion on courseworks as a forum for addressing student questions. If you have a question, check the discussion there. It may already have been asked and answered. And if not, this is a great place for you to raise it! If you know the answer to a question another student has posed, feel free to contribute.

Academic Integrity

"The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity. . . . In practical terms, this means that, as students, you must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent."

(From the Faculty Statement on Academic Integrity.)

You are expected to always act in accordance with the Columbia honor code. Cheating or plagiarizing in any form, including unauthorized use of AI will be taken very seriously by all members of the teaching team. All suspected violations of academic integrity will be reported to the Columbia Center for Student Success and Intervention (CSSI). Students found responsible for academic dishonesty will earn a 0 for the assignment in question. If you have questions about any aspect of academic integrity at Columbia, please refer to the following link: <https://www.college.columbia.edu/academics/academicintegrity>

Students with Disabilities:

From the office of Disability Services:

In order to receive disability-related academic accommodations for this course, students must first be registered with their school Disability Services (DS) office. Detailed information is available online for both the [Columbia](#) and Barnard registration processes. Refer to the appropriate website for information regarding deadlines, disability documentation requirements, etc.

Once you are registered with DS:

For this course, students are not required to have testing forms or accommodation letters signed by faculty. However, students must do the following:

- The Instructor section of the form has already been completed and does not need to be signed by the professor.
- The student must complete the Student section of the form and submit the form to Disability Services.
- Master forms are available in the Disability Services office or online: <https://health.columbia.edu/services/testing-accommodations>

Additional Resources for Students:

Columbia University Writing Center	https://www.college.columbia.edu/core-curriculum/undergraduate-writing-program/writing-center
Tutoring Service	https://www.cc-seas.columbia.edu/csa/tutoring
Health Services	https://health.columbia.edu/
Go Ask Alice! (answers to health questions)	https://goaskalice.columbia.edu/
Counseling and Psychological Services (CPS)	https://health.columbia.edu/content/counseling-and-psychological-services For appointments, call 212-854-2878. For after-hours assistance, call 212-854-9797 or contact Public Safety at 212-854- 5555.
Office of Disability Services	Columbia - https://health.columbia.edu/content/disability-services Barnard - https://barnard.edu/disabilityservices
Office of University Chaplain	http://ouc.columbia.edu/

ASSIGNMENT CALENDAR

	<u>Sept</u>						<u>Oct</u>						<u>Nov</u>						<u>Dec</u>										
	3	5	10	12	17	19	24	26	1	3	8	10	15	17	22	24	29	31	5	7	12	14	19	21	26	28	3	5	17
	Tu		Tu		Tu		Tu		Tu		Tu		Tu		Tu		Tu	Tu		Tu		Tu		Tu		Tu		Tu	
Practice Quizzes Pass 9 of 11			P1	P2		P3			P4		P5		P6		P7		P8	Break		P9		P10		P11	Break				
Graded Quizzes (Drop lowest)					Q1								Q2				Q3					Q4						Q5	
Analysis Assignments (3rd optional)									A1											A2								A3?	
FINAL																												Final	
Additional Requirements																													
Group Discussion Attend 6 of 9 Schedule based on your section																													
Research Participation 3 study participation credits Attend one talk																													