

**The Science of Psychology
Psych W1001
Fall 2026**

Course and Instructor Information

Instructor	Patricia Lindemann
Course Hours	Tues/Thurs 1:10-2:25 – 501 Schermerhorn
Office Hours	Drop in hours Tues/Thurs 11-12, room 706 Uris or private meetings by appointment
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. We are studying the mind and human behavior, so everyone will find applications in their own lives. For me, one of the best aspects of this course is that it gives you the chance to see across the various subfields of psychology and explore how they interconnect. For those of you who intend to continue on in psychology, this course will help you identify topics of primary interest. For those whose primary area of study lies elsewhere, I expect that you will see connections to other disciplines. I hope you will all have questions. 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.

To this end, I require you to engage with the material regularly. You will be completing many short quizzes instead of one or two midterms – some quizzes 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 engage with current research by participating in research studies. And you will present what you have learned in writing and a video presentation. 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 in a variety of ways 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).



Come find us in Uris Hall!
Check Canvas for TA Office Hours

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
Aania Garg	ag4848@columbia.edu
Maya Holloman	mnh2136@columbia.edu
Kate Jang	kj2635@columbia.edu
Leo Ravina	lar2255@columbia.edu
Aleks Schillmoeller	aes2339@columbia.edu
Adhya Soni	as7536@columbia.edu
Lauren Sun	ls4060@columbia.edu
Chey Wakeland-Hart	cdw2147@columbia.edu

TA Bios

Aania Garg (she/her)

Hi! My name is Aania, and I'm a senior in CC studying neuroscience and computer science on the pre-med track. I'm specifically interested in clinical psychology and brain disorders, and I currently research brain circuits involved in memory and cognition. I'm excited to get to know you all, so feel free to reach out with any questions or just to chat!

Maya Holloman (she/her)

Hi! My name is Maya and I'm a senior in Columbia College studying psychology and African American studies. My research interests include inter-group relations, implicit biases and prejudice, and social determinants of perinatal mental health. I'm excited to get to know everyone this semester, feel free to come to me with any questions! As a peer advisor for the Department of Psychology, I'm also always available for a chat with anyone interested in the psychology major.

Kate Jang (she/her)

Hi everyone! My name is Kate, and I'm a rising senior at Columbia College studying Neuroscience & Behavior on the pre-medical track. I'm interested in studying therapeutic approaches to psychiatric disorders, and I work as a clinical research assistant at the Medical Center. I'm also a Laidlaw Research Fellow at Columbia, where I've been able to do cool research and work related to nuclear disarmament. In my free time, I enjoy playing soccer and reading. I'm so excited to meet everyone -- feel free to reach out with any questions!

Leo Ravina

Hi everyone, I'm Leo, a junior in CC studying Neuroscience and Behavior. I am fascinated by the emergent phenomena of the brain, and looking forward to working with you all this semester! In my free time, I'm a drummer, a football fan, and Koronet's aficionado.

Aleksandra Schillmoeller (she/her)

Hi! I'm Aleks. I'm a senior GS student studying Psychology and Religion. Before Columbia I was a professional ballet/modern dancer and danced in Chicago, Israel, Switzerland, and on Broadway. I also lived in Hawaii where I owned pilates studios and dance theatre companies. I currently live in Brooklyn with my partner and 1 year-old daughter. In my free time, I enjoy running, biking, climbing, swimming, and general adventuring, and I am still dancing professionally. I aspire to be a psychedelic-assisted psychotherapy researcher and clinician. Reach out if you'd like to discuss anything course-related or otherwise; I love mentoring students!

Adhya Soni (she/her)

Hi everyone! My name is Adhya, and I'm a junior in Columbia College studying Psychology and Public Health. I'm particularly interested in clinical and counseling psychology, and I'm currently involved in EEG research on essential tremor at the Medical Center. I love exploring different areas of psychology through research and am so excited to get to know everyone this semester! Feel free to reach out anytime with questions or just to chat!

Lauren Sun (she/her)

Looking forward to working with you this semester! Here's something you can include for a bio: Hi! My name is Lauren, and I'm a junior at Columbia College studying Neuroscience and Behavior on the pre-medical track. I'm especially interested in neuro-developmental disorders, and I currently conduct research exploring genetic mechanisms for autism spectrum disorder. I'm also interested in music and how it can shape the developing brain. Feel free to reach out for any questions or to say hi!

Chev Wakeland-Hart (they/them)

Hi! My name is Chev and I'm your grad TA for this course. I'm a 6th-year PhD student and I've spent my time at Columbia studying how we process and recall "memorable" vs. "forgettable" visuals. When I'm not researching, TAing, and doing other grad student things, I enjoy long walks in the park and taking on craft projects :)

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 psych or neuroscience and behavior 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.
- 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 of 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 8	Introduction and Research Methods (Experiments)	Chapter 1 (skim) and Chapter 2 (2.1-2.8)	Practice Quiz 0 (due by end of day Sept 18)
Thu, Sept 10	Research Methods 2 (Correlation is not Causality)	Chapter 2 (2.9 – 2.15)	Discussion Group Sign up
Week 2			
Tue, Sept 15	Neuropsychology 1	Chapter 3 (3.1 – 3.7)	Practice Quiz 1 (due Friday) <i>(usually due Tuesday, but due to shopping period due end of day on Friday)</i>
Thu, Sept 17	Neuropsychology 2	Chapter 3 (3.8 – 3.14) Note: we will cover 3.15-3.18 later	Practice Quiz 0 and 1 Due! TOMORROW Discussion Group 1: Designing a Research Study Note: Discussion weeks begin on Wed. Week 1 is Sept 16 – Sept 23, etc.
Week 3			
Tue, Sept 22	Sensation & Perception 1 (Vision basics)	Chapter 5 (5.1 – 5.5)	Practice Quiz 2
Thu, Sept 24	Graded Quiz 1 Research Methods and Neuropsychology	Chapters 2 and 3 (3.1 – 3.14)	Study for quiz 1 and prepare your note page
	Sensation and Perception 2 (Vision Part 2)	Chapter 5 (5.6 – 5.8)	Discussion Group 2: Considering Brain Function
Week 4			
Tue, Sept 29	Sensation and Perception 3 (Language + catch up)	Chapter 5 (5.9 – 5.15) Chapter 8 (8.13 – 8.16)	Practice Quiz 3
Thu, Oct 1	Consciousness	Chapter 4	Discussion Group 3: Perception of Pain
Week 5			
Tue, Oct 6	Learning 1 (classical conditioning)	Chapter 6 (6.1 – 6.6)	Practice Quiz 4
Thu, Oct 8	Graded Quiz 2 Consciousness, Sensation and Perception, Language	Chapters 4, 5, and 8(8.13-8.16)	Study for quiz 2 and prepare your note page
	Learning 2 (operant conditioning)	Chapter 6 (6.7 – 6.19)	Discussion Group 4: Conditioning your behavior
Week 6			
Tue, Oct 13	Memory 1 (Memory, a cognitive perspective)	Chapter 7 (7.4-7.12)	Practice Quiz 5
Thu, Oct 15	Memory 2 (Memory systems + forgetting)	Chapter 7 (7.1 – 7.3, 7.13-7.22)	Discussion Group 5: Introducing the Video Essay + Memory and Study Techniques

Date	Topic	Required Reading/Videos Complete BEFORE class (Gazzaniga text)	Homework due BEFORE class on the date listed
Week 7			
Tue, Oct 20	Thinking and Decision Making	Chapter 8 (8.1 – 8.8)	Practice Quiz 6
Thu, Oct 22	Emotion	Chapter 10 (10.1 - 10.7)	Discussion Group 6: Video Essay Workshop – Attendance Required
Week 8			
Tue, Oct 27	Motivation	Chapter 10 (10.8 - 10.13)	Practice Quiz 7
Thu, Oct 29	Graded Quiz 3 Learning, Memory, Thinking and Decision Making	Chapters 6, 7, and 8 (8.1-8.8)	Study for quiz 3 and prepare your note page
	Social Psychology (Stereotypes and bias)	Chapter 12 (12.9 – 12.17)	NO DISCUSSIONS Wed, Thurs and Fri THIS WEEK
Week 9			
Tue, Nov 3	ELECTION HOLIDAY		
Thu, Nov 5	Social Psychology (Conformity and other behavioral influences)	Chapter 12 (12.1 – 12.8) • Milgram Original (1962) • Milgram replication	Discussion Group 7 Topic – Video Essay check in + Work Time
Week 10			
Tue, Nov 11	Development 1 (Motor and Cognitive)	Chapter 9 (9.1 – 9.10)	Practice Quiz 8 Submit Group Video Essay before your Discussion Section.
Thu, Nov 13	Development 2 (Social)	Chapter 9 (9.11 – 9.17)	Discussion Group 8 Video Essay Presentations
Week 11			
Tue, Nov 17	Genes and Environment Intelligence (How are we different?)	Chapter 3 (3.15-3.18) Chapter 8 (8.9 – 8.12)	Practice Quiz 9
Thu, Nov 19	Graded Quiz 4 Emotion and Motivation, Social Psych and Development	9, 10 and 12	Study for quiz 4 and prepare your note page
	Personality (How else are we different?)	Chapter 13 (13.1 - 13.7)	Discussion Group 9: Genes and Environment: Intelligence
Week 12			
Tue, Nov 24	Personality (How else are we different?)	Chapter 13 (13.8 - 13.16)	Practice Quiz 10 Experiment Assignment Due
Thu, Nov 26	THANKSGIVING	No Class	No More Discussion Sections after Tuesday Nov 25.
Week 13			
Thu, Dec 1	Health and Well-Being	Chapter 11	No Practice Quiz this Week Welcome back from break
Tue, Dec 3	Psychopathology 1 (Classification)	Chapter 14 (14.1 – 14.10)	Discussion Group 10: Topic – How do we assess personality?

Date	Topic	Required Reading/Videos Complete BEFORE class (Gazzaniga text)	Homework due BEFORE class on the date listed
Week 14			
Tue, Dec 8	Graded Quiz 5 Genes & Environment, Intelligence, Personality, Health and Well-Being	Chapters 3 (3.15-3.18), 8 (8.9 – 8.12), 11, 13	No Practice Quiz this week Study for quiz 5 and prepare your note page
	Psychopathology 2 (Disorders)	Chapter 14 (14.11-14.21)	
Thu, Dec 10	Treatment	Chapter 15	No Discussion Groups This week.
End of Term			
Tue, Dec 15	Reading Week	Study. Work on Review Sheet with a Study Group. Organize Notes.	
Thu, Dec 17	Reading Week	You can have up to 5 pages of notes front and back.	Optional Redo of Experiment Paper or Video Essay
Tues, Dec 22, 1:10-4:00	Cumulative Final Exam (Projected Exam Date)	You've got this!	

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. **The exam date is very late and close to Christmas. 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%)

Research Participation (3%)

Practice Quizzes (4%)

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

Cumulative Final Exam – 30%

Analysis Assignment Average – 20%

Assignment 1 – Video Essay (12%)

Assignment 2 – Experiment Analysis (8%)

Note: You have the option to redo one of these assignments and submit at the end of reading period. You are only eligible for the redo if you complete the original assignment and earn a C- or better.

Grading Scale

This course is not curved. The scale below presents grades and their letter equivalents. In general, cut offs are firm. 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.

Participation

Class Participation

Class attendance is required because you can't participate in the in-class activities if you aren't in class. You are allowed three free absences for any reason. I also allow excused absences for university sanctioned events (e.g., religious holidays) and medical or other emergencies with appropriate documentation (i.e. a doctor's or dean's note). I recommend making every attempt to miss no more than 3 class periods. Attendance facilitates learning. Students who exceed 3 unexcused absences will have points deducted from their participation grade proportionately.

There will NOT be an option to zoom in. If you are ill with COVID or another contagious disease, do not attend class, use one of your free absences or get a medical excusal from the health services or your dean. Lecture audio recordings and slides will be available online.

Attendance Radar will be used for attendance tracking. This will be discussed in class. Check to make sure it is working for you. This is your responsibility. If it isn't working, come up after class with your id and we will record your attendance. This is also your responsibility. We will start tracking attendance after the add/drop period.

Weekly Discussion Groups

There will be weekly Discussion Group Sessions (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 psychology concepts in real life contexts. Your discussion group will establish a smaller intellectual community which supplements the large classroom setting. You will also work on the group video essay project in your discussion section (more on this below). Your discussion leader will be a 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 and are subject to change.

You are allowed to have 3 free discussion section absences. We do not allow excused absences for discussions. Any missed discussions count as absences. If you know in advance that you must miss a discussion due to a scheduling conflict, let us know at least one week in advance and you can attend a different section for that week. Last minute changes to another section may be allowed, but will not earn credit.

Discussion Section 6 is Mandatory. You will be working with your group to develop your video essay project. We expect you to be present on that day. You must attend this session to get full credit for discussion sections.

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 participating in ongoing research studies conducted by faculty, graduate students and advanced undergraduates in the Columbia psychology department. This will give you a better understanding of how psychology research is conducted.

You will need to earn 6 Research Participation Credits. 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 earn 6 credits, you must complete 3 hours of study participation.

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 an alternative to this requirement as you are not legally eligible to participate in these research studies until your 18th birthday

Practice Quizzes

There will be a practice quiz due before class every Tuesday. These quizzes are intended to make you think! They focus both on material covered in class and on material covered in the textbook, but not in class. Quizzes are multiple choice and most people find them to be challenging. I encourage you to do them together. Practice quizzes will help you prepare for the Graded Quizzes. The Practice Quizzes are harder than the Graded Quizzes! If you 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 get credit for 9 out of 11 quizzes to get full credit. You can miss two. The first quiz is Quiz 0 and it primarily concerns this Syllabus. Note that for Quiz 0 you have to earn 100% to get credit!!!

Every week, after the quiz due date, a "review" version of the week's practice quiz will be available with an answer key. 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 review version for half credit.

Graded Quizzes

There will be five short graded quizzes during the semester. Quizzes will be taken in class on Canvas. Quizzes will be proctored and attendance will be taken. You may not take these quizzes unproctored. Bring a device to class on Quiz days.

For graded quizzes, you may bring one page of notes front and back in whatever format you prefer. Questions will be multiple choice. Vocabulary lists will be available for each quiz. You need to be able to understand and use the vocabulary to be successful in the quizzes. Check the syllabus for the topics and associated readings for each quiz. Material from earlier in the term may also be tested. 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 and adjusted for partial credit before being released to the class. 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.

Cumulative Final Exam

The 3-hour final exam is cumulative. You may have up to 5 pages of notes front and back. The exam will take place during the final exam period as scheduled by the registrar. I will provide you with a study guide and a sample question 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.

1. Video Essay – Group Video Essay on a topic related to the course material. This project will be developed in your discussion section. DUE – Before your Discussion Section week of Nov 12-18
2. Experiment Analysis – Complete worksheet and written report on one of the research studies you participate in. You will discuss your experience and thoughtfully connect the study back to topics covered in class. DUE – by end of day on Nov 24.

OPTIONAL redo –You may redo one of the analysis assignments (not both). Your final grade will be the weighted average of the original and the redo assignments (original = 25%, redo = 75%). To be eligible for this redo, you must have completed the original assignment and earned a mark of 70 or higher. DUE – By midnight, last day of reading period.

ASSIGNMENT GRADING POLICIES

Assignments will be graded by TAs according to the rubric. We aim to return assignments 10 days after the due date. 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. Put together a good note sheet
 - c. Study! Your notes will help as a crutch, but won't substitute for knowing the material!
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 and use of Artificial Intelligence

"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 of any sort will earn no better than a D in this course. Each assignment will indicate how you may/may not use outside sources including AI. Use of assistive technology (AI or other assistive tech) is not permitted in any way for graded quizzes or the final exam. Use of assistive technology for analysis assignments MUST be cited. AI should not be used to draft papers or scripts because it interferes with your learning. 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:

- To receive disability-related academic accommodations for this course, students must first be registered with their school's 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, and [drop-in hours](#) (Columbia)/[intake session](#) (Barnard).
- For this course, students registered with the Columbia DS should refer to the DS [Testing Accommodations](#) page for more information about accessing exam 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

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