

**The Science of Psychology  
Psych W1001  
Fall 2022**

**Course and Instructor Information**

Instructor Patricia Lindemann  
Course Hours Tues/Thurs 1:10-2:25 – 501 Schermerhorn  
Office Hours 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/psychsci6> 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.

**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 or concentration.* 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, the psychology concentration, 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 below.
- 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. The MCAT will cover material from many parts of the course. There are several online sites that describe this portion of the exam and list the specific topics that will be covered.
- 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!

**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
Kaylene Chong	kc3331@columbia.edu
Mary Grealy	meg2252@columbia.edu
Tony Kim	tjk2141@columbia.edu
Thiago Otto	tco2106@columbia.edu
Francesca Reilly	fkr2102@columbia.edu
Sam Szalkowski	sjs2293@columbia.edu
Chey Wakeland-Hart	cdw2147@columbia.edu

## TA Bios

### **Kavlene Chong** (she/her)

Hi! I am a senior at Columbia College. I'm majoring in psychology and economics, and I'm super interested in the intersection between those fields, as well as thinking and decision-making. During my first year, I took this same course with Dr. Lindemann and it made me decide to become a psychology major, so I am so excited to be TA'ing the class this semester! I am always happy to answer questions or chat - please do not ever hesitate to reach out. I look forward to meeting you all and having a great semester!

### **Mary Grealy** (she/her)

I am a Columbia College senior majoring in psychology with a special concentration in public health. Before college, I knew nothing about psychology, but I decided to take Dr. Lindemann's course during the first semester of my freshman year to fulfill Columbia's science requirement. I loved it so much that I decided to major in psychology. I am particularly interested in how psychology plays a role in the business and healthcare sectors. I was a TA for this class last year and am so excited to be returning. Please do not hesitate to reach out. I look forward to meeting everyone!

### **Tony Kim** (he/him)

I am a senior in Columbia College studying neuroscience and behavior, and philosophy. I do research on adult human hippocampal neurogenesis and its relationship to clinical depression. I am also interested in the intersections of philosophy and psychology, such as in the philosophy of mind and phenomenology. I took Prof. Lindemann's class my freshman year, and I'm excited to be back for the fall! Please reach out with any questions or if you just want to chat!

### **Thiago Otto** (he/him)

Hi, my name is Thiago Otto and I am a senior in CC studying Psychology and Mathematics. I have worked as a research assistant globally with the GLOBES program where we studied global meta-perception as well as temporal discounting. More recently, I was a research assistant abroad in the Institut de Cerveau, the Paris Brain Institute where we focused on the neurological components regarding cortical blindness and visual mental imagery. I am excited to be your TA this semester!

### **Francesca Reilly** (she/her)

Hello, I am a junior in Columbia College majoring in Psychology. I work as a Research Assistant in the Social Cognitive and Neural Sciences Lab. In my free time, I am an artist, a cook, and a reader. I am also a transfer student, having come to Columbia after two years at Deep Springs College in California. I am always happy to talk or to answer any questions you might have about the course or the psychology major more broadly (I struggled to find my place in the department but eventually landed a position as an RA, so I would love to talk to anyone who feels lost). I'm excited to see everyone in class and look forward to speaking with some of you during discussion and office hours.

### **Sam Szalkowski** (he/him)

I am a junior in Columbia College majoring in Neuroscience and Behavior. I'm particularly interested in the medical side of psychology and neuroscience, especially surgery. This is my first time as a TA so I'm really excited to get to meet you all and answer any questions you might have!

### **Chey Wakeland-Hart** (they/them)

Hi! I'm Chey and I'm a second-year PhD student in the Aly Lab. My work is broadly focused on the relationship between attention and long-term memory. For example, some of my previous projects have involved using information about individual sustained attention and object properties to predict memory for individuals. I have also completed work focused on exploring the effect of transcranial stimulation on memory for older and younger adults. I look forward to being a resource to you all!

**Textbook:**

Gazzaniga, M., (2022). *Psychological Science* (7<sup>th</sup> 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 unlikely, but possible that something will not be in one of the older versions.

iClicker (not a reading, but required for class, see below)

**Schedule of Classes/Readings/Assignments**

Classes will be in person, *except on in-class quiz days*. In-class quiz days will be virtual (on zoom) and are highlighted in the course schedule below. Note that class time is limited, and we cannot cover everything in the text during class. Keep up with the reading! You are responsible for the material we do not cover in class.

Date	Topic	Required Reading/Videos Complete BEFORE class (Gazzaniga text)	Homework due BEFORE class on the date listed
<b>Week 1</b>			
Tue, Sept 6	Introduction and Research Methods 1	Chapter 1 (skim) and Chapter 2 (2.1 - 2.4)	Practice Quiz 0 (Optional/no due date)
Thu, Sept 8	Research Methods 2	Chapter 2 (2.5 – 2.15)	Discussion Group Sign up
<b>Week 2</b>			
Tue, Sept 13	Neuropsychology 1 (Neuronal communication)	Chapter 3 (3.1 – 3.7)	Practice Quiz 1
Thu, Sept 15	Neuropsychology 2 (Functionality)	Chapter 3 (3.8 – 3.14) Note: we will cover 3.15-3.18 later	Prep for Discussion Group 1
<b>Week 3</b>			
Tue, Sept 20	Sensation & Perception 1 (Vision)	Chapter 5 (5.1 – 5.8)	Practice Quiz 2
ZOOM Day Thu, Sept 22 1:10 – 1:45	<b>In-Class Quiz 1 ONLINE Research Methods and Neuropsychology</b>	Chapters 2 and 3 (3.1 – 3.14)	Study for quiz. Get notes organized. Know how to search the textbook easily to check things.
Thu, Sept 22 1:50 – 2:25	Sensation and Perception 2 (Hearing and Language)	Chapter 5 (5.9 – 5.15) Chapter 8 (8.13 – 8.16)	Prep for Discussion Group 2
<b>Week 4</b>			
Tue, Sept 27	Consciousness	Chapter 4	Practice Quiz 3
Thu, Sept 29	Learning 1 (classical conditioning)	Chapter 6 (6.1 – 6.6)	Prep for Discussion Group 3 <b>Paper 1 Due</b>
<b>Week 5</b>			
Tue, Oct 4	Learning 2 (operant conditioning + beyond behaviorism)	Chapter 6 (6.8 – 6.19)	Practice Quiz 4
ZOOM Day Thu, Oct 6	<b>In-Class Quiz 2 ONLINE Consciousness, Sensation and Perception, Language</b>	Chapters 4, 5, and 8(8.13-8.16)	Study for quiz
Thu, Oct 6 1:50 – 2:25	Memory 1 (modeling memory)	Chapter 7 (7.1 – 7.12)	Prep for Discussion Group 4
<b>Week 6</b>			
Tue, Oct 11	Memory 2 (remembering and forgetting)	Chapter 7 (7.13 – 7.22)	Practice Quiz 5
Thu, Oct 13	Higher Level Thought	Chapter 8 (8.1 – 8.8)	Prep for Discussion Group 5

Date	Topic	Required Reading/Videos Complete BEFORE class (Gazzaniga text)	Homework due BEFORE class on the date listed
<b>Week 7</b>			
Tue, Oct 18	Emotion	Chapter 10 (10.1 – 10.7)	Practice Quiz 6
Thu, Oct 20 1:10-1:45	<b>In-Class Quiz 3 ONLINE Learning and Memory, Higher Level Thought</b>	Chapters 6 and 7, 8 (8.1-8.8)	Study for quiz
Thu, Oct 20 1:50-2:25	Motivation	Chapter 10 (10.8 – 10.13)	Prep for Discussion Group 6
<b>Week 8</b>			
Tue, Oct 25	Social Psychology (Conformity)	Chapter 12 (12.1 – 12.8) <ul style="list-style-type: none"> <li>• <a href="#">_Milgram Documentary</a></li> <li>• <a href="#">Milgram replication</a></li> </ul>	Practice Quiz 7
Thu, Oct 27	Social Psychology (Stereotypes)	Chapter 12 (12.9-12.17) <a href="#">A Class Divided (1985)</a>	Prep for Discussion Group 7
<b>Week 9</b>			
Tue, Nov 1	Development 1 (Motor and Cognitive)	Chapter 9 (9.1 – 9.10)	Practice Quiz 8
Thu, Nov 3	Development 2 (Social)	Chapter 9 (9.11 – 9.17)	No Discussion Group <b>Paper 2 Due</b>
<b>Week 10</b>			
Tues, Nov 8	<b>Election Day Holiday</b>	<b>VOTE</b>	
Thu, Nov 10	Intelligence (How are we different?)	Chapter 8 (8.9 – 8.12)	Prep for Discussion Group 8
<b>Week 11</b>			
Tue, Nov 15	Personality 1 (How else are we different?)	Chapter 13 (13.1 – 13.7)	Practice Quiz 9
Thu, Nov 17 1:10-1:45	<b>In-Class Quiz 4 ONLINE Emotion and Motivation, Social Psych, Development</b>	<b>Chapters 9, 10 and 12</b>	<b>Study for quiz</b>
Thu, Nov 17 1:50 – 2:25	Personality 2	Chapter 13 (13.8-13.16)	Prep for Discussion Group 9
<b>Week 12</b>			
Tue, Nov 22	Health and Well-Being/ Genes and Environment	Chapter 11 Chapter 3 (3.15-3.18)	Practice Quiz 10
Thu, Nov 24	<b>THANKSGIVING</b>	<b>Have fun!</b>	<b>No Discussion Groups</b>
<b>Week 13</b>			
Tue, Nov 29	Psychopathology 1 (Classification)	Chapter 14 (14.1 – 14.10)	Practice Quiz 11
Thu, Dec 1	Psychopathology 2 (Disorders)	Chapter 14 (14.11-14.21)	Prep for Discussion Group 10 <b>Paper 3 Due</b>
<b>Week 14</b>			
<b>ZOOM Day</b> Tue, Dec 6 1:10 – 1:45	<b>In-Class Quiz 5 ONLINE Intelligence, Personality, Health and Well-Being, Psychopathology</b>	<b>Chapters 3 (3.15-3.18), 8 (8.9 – 8.12), 11, 13, 14</b>	<b>Study for quiz</b>
Tue, Dec 6 1:50 – 2:25	Treatment 1 (Assessing effectiveness)	Chapter 15 (15.1 – 15.9)	
Thu, Dec 8	Treatment 2 (Types of Treatment)	Chapter 15 (15.10-15.20)	Work on Final Review Sheet Discussion Group Review
<b>Reading Period</b>			
<b>ONLINE EXAM!</b>			
<b>Tuesday Dec 20 – 1:00 – 4:00 Cumulative Final Exam (Projected Exam Date - to be confirmed by the registrar)</b>			

## Course Requirements

### Grading

Before describing each of the components of the course, it is helpful to see how each one fits into your final course grade. Below is the breakdown, followed by a description of each component.

In Class Quizzes – 40% (5 quizzes, lowest quiz grade will be dropped)

Cumulative Final Exam – 30%

Written Assignment Average – 20% (weighted average – lowest = 20%, middle and highest = 40% each)

Participation – 10%

    In Class Participation (clickers)/Attendance – 2%

    Small Group Participation – 2%

    Practice Quizzes - 3%

    Experiment Participation – 3%

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

A+	98-100
A	93-97
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
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 which will give your overall average a substantial boost.

The best way to do well in this class is to keep up with the reading and review your notes regularly. Find a study partner and quiz each other. Also, take advantage of supplemental help. Your TAs and I can be helpful both in terms of learning the material and in terms of helping you manage and strategize for keeping up and preparing for quizzes. Talk to us. We are here to help.

### Participation

#### **iClickers/Attendance**

##### *iClickers*

On in person class days, iClickers will be used in class as a teaching and learning tool. With them, you can easily answer multiple choice questions in real time 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 clicker questions to know when the class needs more (or less) work on a particular topic. I can also use clickers to anonymously poll the class on sensitive topics and to collect data for classroom demonstrations. You will need to bring your clicker to class every day. Clicker participation will “count” towards your grade beginning in the third week of class (Sept 20). When class is virtual, your participation will be recorded on zoom.

The psychology department has a limited number of loaner clickers for students with financial need. If purchasing an iclicker will be a hardship for you, please see the receptionist in the psych dept office (406 Schermerhorn) to request a loaner. Loaners will be given on a first come/first served basis. If you do not need one, please do not take a loaner, so that students who truly need one will be able to have one. If you do take a loaner clicker, please email me with the clicker id code so that I can register it for you.

*How to register your clicker:*

In order to receive credit for your classroom participation with the iClicker, you will need to register it. If you have borrowed a clicker (either from the psychology dept or someone else), please email me with the clicker id number, so I can register it for you. To register a new iClicker, follow the following steps:

1. Go to <https://www.iclicker.com/register-a-remote/>
2. To the “What type of software will your instructor use?” question – select iclicker classic
3. Select “Canvas” as the classroom management system
4. Select “register directly on our website” (we will NOT be registering via canvas/courseworks)
5. Enter your first and last names as they appear on your Columbia ID
6. For “student id” enter your UNI (NOT your Columbia id number)
7. For email enter your Columbia email
8. For “remote id” enter the code that appears on the back of your iClicker
9. Finally, enter the security code as it appears on the screen and press “enter”

*Participation/Attendance Grades*

iClicker participation - You are expected to attend class in person. Attendance will be assessed via your clicker participation. The first day of required attendance will be Sept 20 (after add/drop period). You will receive participation credit for a day if you respond to all but one of the questions for the day. In other words, you can miss one question and still get credit for the day. Sometimes, class will begin with a clicker question, so if you arrive late, you will not get credit for the first question, but that doesn’t mean you won’t get credit for the day. (Note: we do NOT give attendance “credit” if you are in class but missing your clicker, because this defeats the purpose of using the clickers.)

There will be 5 quiz days when class will be virtual. On those days, you are expected to be in class virtually. Attendance will be taken using zoom.

*Absences*

If you are ill, do not attend class. There will always be a virtual option. You can use the virtual option up to 3 times during the semester. If you have an extended illness and need to attend virtual class more than 3 times, please contact me for an exception.

You can miss class up to 3 times during the semester with no penalty (3 free absences). After that, you will lose points towards class participation. If you do miss class, be sure to view the recording on Panopto. If you have an emergency situation that requires absences beyond the 3 allowed, please contact me for an exception.

**Small Group Attendance**

Every week you will have a 45 minute Small 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. We hope that these groups will provide you with a smaller intellectual community within the large class. Most sections will be in person, though there will be at least one virtual section offered.

Each week your TA will lead an activity related to topics recently covered in class. There will be 10 small group meetings. You must attend 7 out of 10 to get full credit. Make up sessions for credit must be arranged a week in advance. However, if you must miss a group session on short notice and would like to attend another session for the learning experience, let us know. We can try to add you to another, though you will not earn credit.

Small Group Activity Schedule (Topics Subject to Change)

Group 1	Designing a Research Study
Group 2	Considering Brain Function
Group 3	Perception of Pain
Group 4	Learning – Can you condition away a bad behavior?
Group 5	Memory - Using what we know to improve studying
Group 6	Emotion – Emotion reappraisal case studies
Group 7	Social Psychology – Applying theory in everyday life
Group 8	Intelligence – Interpreting Data, Genes vs Environment
Group 9	Personality - Weak vs strong situations and the Big Five
Group 10	Psychopathology – Pros and Cons of Diagnosis

### **Practice Quizzes**

Most Tuesdays there will be a practice quiz to be completed prior to class. Practice quizzes will review the material that was covered in class and/or in the textbook. Sometimes the material covered in the practice quizzes will provide preparation for class. Completing these quizzes will help you understand and review the course material and help you prepare for In Class Quizzes. Can't figure out the answer to a quiz question? Come to Practice Quiz virtual 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 can skip one quiz and still earn full participation credit. Practice quiz answers will be available after the due date. Late submissions will earn half credit.

### **Experiment 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.

Experimental participation is a part of this course. 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. In order to facilitate your learning from this experience, one of the short written assignments will focus on your experience as a research participant (see "Written 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.

### **In Class Quizzes**

There will be five in class quizzes during the semester. Quizzes will be taken on courseworks remotely during the first 35 minutes of class. The second half of class will be held on zoom on quiz days. Quizzes will be open book, open note, open internet. 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, though questions may include reference to related topics that were covered previously. Your lowest quiz grade will be dropped.

Sept 22 – Quiz 1 – Research Methods and Neuropsychology (Chapters 2 and 3.1 – 3.14)
Oct 6 – Quiz 2 – Sensation and Perception, Consciousness, Language (Chapters 4, 5 and 8.9 - 8.12)
Oct 20 - Quiz 3 – Learning, Memory, Thinking (Chapters 6, 7, 8.1 - 8.8)
Nov 17 - Quiz 4 – Emotion and Motivation, Social Psych, Development (Chapters 9, 10, 12)
Dec 6 – Quiz 5 – Intelligence, Personality, Health and Well-Being, Psychopathology (Chapters 3.15 - 3.18, 8.9 – 8.12, 11, 13, 14)

### **In Class 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.

### **In Class Quiz Grading Policy:**

Quizzes will be automatically graded by canvas but please note that these grades are often incorrect because the system does not correctly assign partial credit. Grades will be reviewed before they are 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/exam date.

### **Final Exam**

The final exam will take place during the final exam period. The projected final exam date is May 10, 1:00 – 4:00pm. The final exam will be cumulative. I will provide you with a study guide to help you prepare. The exam will be open book, open note and open internet. The format will be paragraph responses.

## TIPS ON STUDYING:

1. Review lecture notes on Canvas.
2. Make sure you are familiar with the vocabulary. Vocabulary sheets will be available on canvas. You need to understand the vocabulary to be able to talk about the concepts.
3. Do the practice quizzes and review them before the in class quizzes and the final exam.
4. Use the final exam study guide.
5. Try the on-line textbook review materials including the (optional) Inquisitive system.

### 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 once grading has been completed. If you have concerns about final exam grading, please contact me.

## Written Assignments

There will be three short (2 or 3 page) written assignments. The papers will focus on applying concepts learned in this course. You will apply course concepts in two contexts. One paper will focus on a supplementary article on topics in psychology. One will focus on your participation in an ongoing research study (see "Experiment Participation" above). The third paper can be of either type. Detailed instructions for these written assignments will be available on Canvas.

*Optional Paper Drafts.* Some students are not sure how to write a "science" paper. To help you, TAs will briefly review drafts to verify that you understand what we are looking for. Feedback will be limited to "You are on the right track" or "This does not follow the assignment guidelines." TAs WILL NOT give feedback on the content of drafts. "On the right track" does not mean you will get an "A" it does not even mean that your analysis is correct. It only means that your general approach is appropriate. You can submit two drafts. One for an article paper and one for an experimental paper. Drafts must be submitted on courseworks by 5pm four days prior to the due date. Drafts submitted later on courseworks will not be reviewed.

Papers are due by midnight on the due date. You should submit your paper on courseworks. Note that we are using TurnItIn to evaluate papers for plagiarism. Late papers are accepted with penalty.

Short Paper 1 – Topic = Article – Sept 29

Short Paper 2 – Topic = Article or Experiment – Nov 3

Short Paper 3 – Topic = Article or Experiment (note, you must do at least one experiment paper) – Dec 1

## WRITTEN ASSIGNMENT GRADING POLICIES

Late papers will lose 10 points per day late. Papers are graded by TAs according to the grading rubric. TAs can assign grades up to 95. All papers receiving a 95 are reviewed by me for bonus points.

After your paper is returned, if you would like further feedback, please speak with the TA who graded your paper. If you think a grading error has been made, first speak to the grading TA for feedback. Then you can submit your paper to me for review within 2 weeks of when the paper was returned. TAs cannot make grade changes.

If you have an emergency or serious illness that prevents you from completing a paper on time, contact your TA and me as soon as possible. Remember, late papers will be penalized unless you have prior permission for a late submission!

## **Ed Discussion**

We will be using Ed Discussion 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.



Cheating on assignments or exams and plagiarism are very serious violations within the academic community. Students are expected to do their own work on all tests and assignments for this class. Students are expected to bring their own clickers to class. Having a friend “click in” for you is considered academic dishonesty. Clicking in for a friend is also considered academic dishonesty. Neglecting to cite sources in a paper is considered plagiarism. You are expected to always act in accordance with the Columbia honor code. Any student found cheating or plagiarizing in this class will be reported to Columbia’s Office of Judicial Affairs and Community Standards for evaluation and academic discipline. 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, and [drop-in hours](#) (Columbia)/[intake session](#) (Barnard).

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	<a href="https://www.college.columbia.edu/core/uwp/writing-center">https://www.college.columbia.edu/core/uwp/writing-center</a>
Tutoring Service	<a href="https://www.cc-seas.columbia.edu/csa/tutoring">https://www.cc-seas.columbia.edu/csa/tutoring</a>
Health Services	<a href="https://health.columbia.edu/">https://health.columbia.edu/</a>
Go Ask Alice! (answers to health questions)	<a href="https://goaskalice.columbia.edu/">https://goaskalice.columbia.edu/</a>
Counseling and Psychological Services (CPS)	<a href="https://health.columbia.edu/content/counseling-and-psychological-services">https://health.columbia.edu/content/counseling-and-psychological-services</a> 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 - <a href="https://health.columbia.edu/content/disability-services">https://health.columbia.edu/content/disability-services</a> Barnard - <a href="https://barnard.edu/disabilityservices">https://barnard.edu/disabilityservices</a>
Office of University Chaplain	<a href="http://ouc.columbia.edu/">http://ouc.columbia.edu/</a>