



PSYC 100: GENERAL PSYCHOLOGY
SECTION 012: Monday/Wednesday/Friday 11:15 AM – 12:05 PM
SECTION 013: Monday/Wednesday/Friday 12:20 PM – 1:10 PM

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INSTRUCTOR INFORMATION

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**TEACHING ASSISTANT INFORMATION**

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 & By Appointment

**Drop by any of our listed
 hours – no appointment
 necessary!**

STUDY SESSION LEADERS

- Delaney Gilfoyle
- Ameha Kottam

Study session schedule to be posted on [Canvas](#) and announced in class

REQUIRED MATERIALS

1. Gazzaniga, M. & Halpern, D. (2015). *Psychological Science (Fifth edition)*. New York, NY: Norton, W. W. & Company, Inc.
 - **IMPORTANT:** This class has Digital Delivery -- everyone will have automatic access to an e-textbook through Canvas > Modules > Link to E-textbook. The access is free until Sept. 11th.
 - On September 12th, you will receive a charge in the amount of \$70.65 on your University account to cover the cost. Print copies may be available for purchase at the Barnes and Noble UD Bookstore for an additional cost. See bookstore website www.udbookstore.com for more details.
 - If you choose to rent or buy this textbook elsewhere, it's no problem, but you **MUST** have the 5th edition and any format (paperback, hardback, loose leaf, etc.) is acceptable. You will need to opt-out of the digital delivery by Sept. 11th.
 - **Two copies of the textbook will also be available for FREE to check out for 2 hours at a time through the Morris Library Course Reserves.**
2. i>Clicker2
 - If you are new to the campus, I recommend buying the i>Clicker2 since you will probably use it in future classes. If you already have the original i>Clicker, that is fine for earning credit.

COURSE OVERVIEW

Psychology is a very diverse field and, at its most basic level, it aims to understand human behavior and mental processes. Psychology is a *science* in that it uses systematic methods to describe, explain, and predict behavior. To do this, we first need to understand the *language* of psychological science. This introductory course will provide a broad overview of the main focal areas of psychology, including biological, cognitive, developmental, health, social, and abnormal, as well as the scientific methods used to understand these focal areas. The highlight of psychological science is that the concepts and skills you will learn are relevant to everyone, regardless of major or eventual career. This course may help you learn that psychology is indeed everywhere!

COURSE OBJECTIVES

All readings, assignments, and in-class exercises are designed to help your learning of the following goals. By the end of the course, students will be able to:

1. identify and describe the major theories and research of the main focal areas of psychology.
2. apply and connect psychological science to students' everyday lives.
3. differentiate between various research methods used in psychological science.
4. critically evaluate the strengths and limitations of psychological content.
5. interpret research findings across a broad range of psychological topics.

HOW DOES THIS COURSE FIT IN THE BIGGER PICTURE OF YOUR EDUCATION?

This introductory course was designed in consideration of UD's General Education Goals for Success and the American Psychological Association (APA) Guidelines for the Psychology Major. I have highlighted the goals that are most tied to our specific course objectives.

- [UD General Education Goals](#)
 1. **Read critically, analyze arguments and information, and engage in constructive ideation.**
 2. Communicate effectively in writing, orally, and through creative expression.
 3. Work collaboratively and independently within and across a variety of cultural contexts and a spectrum of differences.
 4. Critically evaluate the ethical implications of what they say and do
 5. **Reason quantitatively, computationally, and scientifically.**
- [APA Guidelines for the Undergraduate Psychology Major](#)
 1. **Knowledge Base in Psychology**
 2. **Scientific Inquiry and Critical Thinking**
 3. Ethics & Social Responsibility in a Diverse World
 4. Communication
 5. Professional Development

COURSE MANAGEMENT & CLASS TIME

Please note that this course has [UD Capture](#) enabled, which means that the audio and the screen presentations for every class period will be recorded. No one will be on camera.

Course materials will be managed using [Canvas](#). Through Canvas, you can read announcements, access the links to UD Capture, download lecture handouts, check deadlines, access links to campus resources, read and post onto the discussions, and review your grades. It is your responsibility to check this website often and to regularly check your @udel.edu email so you are up-to-date on readings, assignments, and other course-related announcements.

It is my goal to create an interactive atmosphere so I do expect that students be actively engaged in the class. **Please note that we may discuss past and current local and world news events in the context of this course's material – some of this material may touch upon topics that some students may find sensitive or uncomfortable for a variety of reasons (e.g., racism, violent behaviors).** I urge students to stay with us through topics that may be uncomfortable as a part of the learning experience, but you do what you need to and I will help you find additional resources.

During class, I will clarify and elaborate on the readings, introduce material not covered in the readings, support class discussions, and incorporate activities and demonstrations. I will not simply repeat the textbook readings – you are expected to read the material for the week's topics *BEFORE* attending class. To help you with taking notes, I will post lecture handouts in the Canvas Modules by 10pm the night before each class. During class, please feel free to raise your hand and let me know if you need me to repeat something, slow down, or ask questions!

EXPECTATIONS ABOUT CLASSROOM BEHAVIOR

Please be courteous to your fellow classmates and me. This section is here in the syllabus to make it clear what I expect. If you violate these expectations, you are being disrespectful, getting in the way of your own learning, and also getting in the way of the learning of your classmates.

- Avoid coming in late or leaving early. Pack up your belongings only after the class time has ended.
- Refrain from talking during class time when others are speaking. In a large lecture hall, even whispering is loud and very distracting.
- Be mindful of your use of technology in the class. If you're going to be here, be here!
 - *Multitasking on a laptop lowers students' grades by 10% and lowers the grades of peers that see a multitasking screen by 17% (Sana, Weston, & Cepeda, 2013). That is more than one full grade!*
- Turn off or silence your cell phones or other electronic devices before entering the classroom.
 - *The interruption of a ringing cell phone negatively affects note-taking efficacy and impairs test performance on the material that was interrupted (End, Worthman, Mathews, & Wetterau, 2010).*

DOING WELL IN THIS COURSE

EFFECTIVE LEARNING STRATEGIES

1. I make it a point to give tailored learning strategies repeatedly so please pay attention to them during class and on exam study guides. I have also asked previous students for their tips for doing well in this class. **The full document of their tips is posted on Canvas > Modules > Strategies for Learning!**
 - Practice retrieval of information (without aids) and space out your studying over time.
 - “As a final test of how well I have learned the information, I make up a "practice exam" of clicker questions, reading review questions, application questions, and practice test questions from the textbook. It's a lot of work but it helps break up the material and gives me a better understanding of everything rather just setting up for regurgitation. I try to spread this out over the span of 4-7 days doing a little bit at a time so I don't overwhelm myself”
 - Doing the textbook readings carefully and merging textbook and class time notes.
 - “Whenever we begin a new chapter, I read through that chapter in the book and take notes on all of the sections. Then in class, I take notes on all of the information that you go over, and I go back over them and combine them with my notes before the exam.”
 - Coming to class AND engaging yourself during class time/activities/videos
 - “I think it's important to come to every class AND pay attention. Your class lecture is the one out of all my classes from which I benefit the most to actually attend. I take note on everything, including iclickers, videos, think pair share, etc. A lot of times students will think they'll remember something but they really don't.”
 - “When you ask a question in class, even if I'm feeling too shy to answer, I choose my answer and often write it down, so that I'll recognize that I'm wrong. My physics teacher in high school shared some research with the class that suggested that disproving previous assumptions is important to learning, especially when students feel that common sense can answer the question. So I always put myself out there, so I can have fair knowledge of where I'm wrong.”
 - Knowing what will distract you and how you can keep your attention focused during class.
 - “I never use my laptop in class for notes, always by hand which I think helps a ton and is much less distracting.”
 - Using the examples provided and relating material back to your own life/examples.
 - What I find especially helpful for learning the material is learning by example. I review the iClicker questions and examples provided in the book repeatedly because relating things to real life occurrences is what makes most sense to me.”
 - “During the lecture, I make sure to always write down all details of examples that you give. This allows me to connect the textbook definitions to examples, and significantly helps me when analyzing the problems on both the Application of Psychology Assignments and the exams.”
 - Creating visuals to help organize the information.
 - “I also create visuals of a lot of the topics we go over in class in order to illustrate the connections between related ideas.”
 - “I find that re-drawing the diagrams you provide in class on the lecture slides is extremely helpful for keeping all the information organized while studying.”
2. Make it a point to regularly attend the weekly study sessions so you have a chance to ask questions and so you don't get up cramming before an exam! **The study session schedule will be posted on [Canvas](#) and announced in class.**
 - There are two trained study session leaders who will hold weekly meetings: Delaney Gilfoyle and Ameha Kottam. They have previously taken and done well in PSYC100 – they can support you to be successful too!
 - During the sessions, you will be given and work on extra practice questions, worksheets, and other activities that support students toward understanding the material more deeply and to performing well on assignments and exams. The study session leaders will share the tips that helped them too!

3. Watch these Samford University videos that use psychological research to address the common challenges students face – [\(1\) misconceptions about learning](#), [\(2\) levels of processing information](#), [\(3\) developing effective studying strategies](#), [\(4\) practicing effective studying](#), and [\(5\) what steps to take after earning a bad exam grade](#).
4. Use this Learning Scientists poster that shows the six most effective strategies for learning and you can follow them on Twitter to get even more tips ([@AceThatTest](#)). **More details about these strategies are posted on Canvas > Modules > Strategies for Learning!**



SUMMARY OF CLASS RESOURCES FOR SUCCESS!

- Your TAs, study session leaders, and me are your BEST resources. Visit us during office hours and study sessions. You do not need to ask permission to come to our office hours or study sessions- just drop by!
- UD Capture (Access link can be found on Canvas > Modules > Welcome!)
- Textbook materials such as the in-book practice questions or the online supplements like flashcards, and videos (Links can be found on Canvas > Modules > Supplemental Textbook Resources).
- Lecture handouts to help you with taking notes during class (Posted on Canvas >Modules) by 10pm the night before each class
- Exam study guides are posted approximately one week prior to each exam (Posted on Canvas > Modules > Exam Study Guides)
- Use the Canvas Discussions to ask questions, help with others' questions, or conversing about different ways psychology concepts apply beyond this class!

COURSE COMMUNICATION & EMAILS

I will post announcements, course material, and other important information on Canvas so it is important that you **check the course website and your @UDel email regularly**.

Email is the best way to reach me. Please know that responding to emails promptly is a priority for me. However, in general, **please allow 24 hours on weekdays and at least 48 hours on the weekends for responses to your emails**. If you do not receive a reply within these time frames, it is safe to assume that I did not receive it and feel free to send me another email.

Because of convenience, email communication is generally very common between instructors and students. Thus, it is important to recognize the importance of email etiquette:

- *Include a proper greeting.*
 - “Hi Professor Ly” is great way to start an email!
- *Let me know which class you are taking with me.*
 - I teach multiple classes so please **include the class name and section number either in the subject line or within the body of the email**. This will allow me to provide tailored responses to content specifically discussed during your section.
- *Be professional.*
 - Use complete sentences and check for errors in your email. Please do not use text-messaging abbreviations or send a series of emails as you think up questions. “When r u postin the hmwrk?” is not appropriate. **When you are composing an email, ask yourself: (1) is the tone mindful of the person reading it? and (2) does the email have enough information to allow the other person to reply thoughtfully and thoroughly?**
- *Tell me who you are.*
 - **Consider the email like a traditional letter** that you would write by hand and include a “signature” with your first and last name. I like to get to know my students and reply to your emails with proper greetings as well!
- *Check the syllabus before you email me a question.*
 - I try to be very thorough (as you can tell from the page count!!) when I create the syllabus and it will answer most general questions about the course. **The syllabus is very wise.**
- *Post onto the Canvas Discussions.*
 - I encourage students post their questions to the discussions because your classmates can be a great source of information. It’s a win-win -- they may be able to help you out and they can check their own understanding too. In other cases, your classmates may have a similar question and everyone can benefit from a response to this question.
- *Multiple questions?*
 - If you have several questions, or require a very detailed answer, it may be difficult to respond in an email. Instead, visit office hours, schedule an appointment, or see me before/after class.

I’M ON FACEBOOK & TWITTER!

Yes, you read correctly -- I use social media! If you would like to learn more about psychology in the news, the UD Department of Psychological & Brain Sciences, and about events and opportunities going on campus and around the region, you can like my Facebook page (www.facebook.com/Dr.AgnesLy) and follow me on Twitter ([@ProfessorLy](https://twitter.com/ProfessorLy)).

GRADING

Because of extra credit opportunities, your final course grade will NOT be rounded up. The percentage you earn needs to cross the bottom threshold of each of the letter grades in the grading scale below (e.g., a 92.98% earns you an A-).

Participation & Assignments

- | | | |
|--|------|------------------------|
| • Syllabus/Research Requirement Check | 1.5% | |
| • Research Requirement Completion | 1.5% | |
| • i>Clicker Participation | 3% | ^ drop 10 scores |
| • Canvas Discussions | 14% | ^ drop lowest 3 scores |
| • Application of Psychology Assignments (APAs) | 15% | ^ drop lowest 2 scores |

Exams

- | | |
|--|---------------|
| • Semi-cumulative Exams #1-2 | 20% x 2 = 40% |
| • Semi-cumulative Exam #3 (Final Exam) | 25% |

TOTAL: 100%

EXTRA CREDIT

Throughout the semester, you have the opportunity to earn extra credit worth up to 2.0% added to your course grade. To earn this extra credit, you can earn up to 10 points through a variety of activities offered throughout the semester. Different activities are worth different points but all can contribute to the maximum of 10 points. Make sure all instructions are followed; otherwise, points may not be earned even if something is submitted.

- Study sessions: 1 session = 2 points each
- Research study participation: 1 credit = 1 point (up to a maximum of 2 credits only)
- Special topics response papers: 1 paper = 2 points each
- Online assignments: 1 assignment = 1 point each

If you do not earn all 10 points, you can still earn a proportion of the 2.0% total. For example, if you earn 5 points, then you can earn half of the possible extra credit (i.e., 1.0%) added to your course grade. **The extra credit will not be factored into your course grade until *after* the end of the semester. There are no chances to make-up a missed extra credit opportunity.**

GRADING SCALE

A = 93.00-100%		A- = 90.00-92.99%	
B+ = 87.00-89.99%	B = 83.00-86.99%	B- = 80.00-82.99%	
C+ = 77.00-79.99%	C = 73.00-76.99%	C- = 70.00-72.99%	
D+ = 67.00-69.99%	D = 63.00-66.99%	D- = 60.00-62.99%	
		F < 60%	

THE FOLLOWING PAGES WILL GO INTO DETAIL ABOUT EACH COURSE COMPONENT.

PARTICIPATION & ASSIGNMENTS

- **COURSE EXPECTATIONS QUIZ**

To succeed in any class, it is important for you to become familiar with the class expectations. This quiz will be based on the syllabus and the research requirement document and presentation. It will be available online through Canvas after the research requirement presentation. There will be no chances to make-up this check unless you have made alternative arrangements with me *before* the deadline or you have an [official excusal notice from the Assistant Dean's Office](#).

- **RESEARCH PARTICIPATION REQUIREMENT (RPR) COMPLETION**

It is important for students of psychological science to be exposed to research. Participation in research is a requirement of all PSYC100 students and you can choose a combination of participating in research studies or reading and writing papers about published psychological research. There will be a class presentation but you can read the [RPR Document](#) and presentation for more details.

All questions regarding the RPR should be directed to the RPR Office at PSYC100RR@psych.udel.edu. Be sure to send it from your @udel.edu account and include: (1) your full name, your PSYC100 section number, and your professor's name.

- If you complete this requirement by the deadline set by the RPR Office, you will earn full credit.
- However, if you do not complete this requirement by the stated deadline, you will not earn any credit and will receive an "I" (Incomplete) for this course.
- If you complete the requirement at some point after the stated deadline, your "I" grade will be replaced with the grade you earned, but you will not earn any credit.

- **i>CLICKER CLASS PARTICIPATION**

These i>Clicker activities are meant to engage you and enhance your understanding of the course material. It is a good way for both you and me to gauge your understanding. **CONSIDER THESE ACTIVITIES AS PRACTICE QUESTIONS FOR THE EXAMS.** We will focus on developing the skills that will best prepare you for exams. **Bring your i>Clicker to EVERY class period.**

Make sure you have registered your i>Clicker on Canvas (NOT on the i>Clicker website) as soon as possible! To register, click on i>Clicker in the left navigation menu, and enter the ID number from the back of your clicker into the registration box. Take a look at the [FAQs for students](#) website.

- Each day = 1 point if you answered at least 75% of the questions presented that day.
- The points are for participation – it does not matter if your responses are correct or incorrect.
- There will be no chances to make-up missed i>Clicker questions for any reason but 10 days are dropped.
- **If you participate in i>Clicker activities for someone else, this behavior is unacceptable and is considered academic dishonesty.**

- CANVAS DISCUSSIONS

To encourage small-group discussion and peer interaction, you will be asked to write on weekly topics **with an assigned team of about 20 students**. Think of these discussion questions as ways to deepen your understanding of textbook concepts and apply them beyond the classroom.

- Your initial post **MUST** be submitted by **7:00am of the indicated class session on the Course Schedule**. You must post before seeing other students' replies.
- If you don't make the initial deadline, you can still post replies but can only earn partial credit.
- The discussion will remain open **until Friday at 7:00am** for response postings between teammates. The response posts can expand on the prompt, move into different directions within the same topic, ask for clarification – the key is to continue on-topic conversation in some way.
- There will be no chances to make-up discussions unless you have made arrangements with me *before* the deadline or you have an [official excusal notice](#). The lowest 3 scores are dropped.
- Below is the **GRADING RUBRIC** that will be used:

Criteria	Exemplary 3	Proficient 2	Developing 1	Unsatisfactory 0
Initial Posting	<p>The initial post is well developed and fully and clearly addresses all aspects of the prompt. Shows strong evidence that readings were completed and understood.</p> <p>The posting integrates multiple supporting examples from the readings, outside resources, relevant research, or specific real-life application. Sources (e.g., links, page #s) are properly noted.</p>	<p>The initial post adequately and clearly addresses the discussion prompt. Shows evidence that readings were completed and understood.</p> <p>The posting summarizes or repeats basic, generally correct information from the readings, but does not integrate these concepts together or include supporting examples from the readings, outside resources, relevant research, or specific real-life application. Sources (e.g., links, page #s) are properly noted.</p>	<p>The initial post does not fully address the discussion prompt. Shows little evidence that readings were completed or understood.</p> <p>The posting is largely personal opinions or feelings, without supporting examples from the readings, outside resources, relevant research, or specific real-life application. Sources (e.g., links, page #s) are not consistently noted.</p>	<p>The initial post was not submitted properly to Canvas by the deadline.</p>
Response Postings: Engagement & Content	<p>Response postings actively stimulate and sustain further discussion by building on peers' responses including building a focused argument around a specific issue or asking a new related question or making an oppositional statement with supporting examples from the readings, outside resources, relevant research, or specific real-life application. Sources (e.g., links, page #s) are properly noted.</p> <p>At least 2 response postings were made.</p>	<p>Response postings contribute to ongoing conversations with supporting examples from the readings, outside resources, relevant research, or specific real-life application. Sources (e.g., links, page #s) are properly noted.</p> <p>At least 2 response postings were made.</p>	<p>Response postings sometimes contribute to ongoing conversations but in a shallow way. Lacking supporting examples from the readings, outside resources, relevant research, or specific real-life application. Sources (e.g., links, page #s) are not consistently noted.</p> <p>At least 1 response posting was made.</p>	<p>Response postings do not contribute to ongoing conversations or respond to peers' postings (e.g., "That was interesting.").</p> <p>There are no clear replies to questions or comments from teammates.</p>
Professionalism	<p>Written interactions on the discussion board consistently show respect, interest in the viewpoints of others, and a high level of sensitivity to peers.</p> <p>The style of writing is free of writing errors. Facilitates communication with no problem.</p>	<p>Written interactions on the discussion board generally show respect and interest in the viewpoints of others.</p> <p>The style of writing is largely free of significant writing errors. Generally facilitates communication with only mild impairment to the reader.</p>	<p>Some of the written interactions on the discussion board show respect and/or interest in the viewpoints of others, but may have been disrespectful on at least one occasion (without an attempt to acknowledge and repair).</p> <p>The style of writing includes some significant errors that distract the reader. Impairs communication moderately.</p>	<p>Written interactions on the discussion board show disrespect for the viewpoints of others. (You can challenge and disagree without being nasty!)</p> <p>The style of writing contains numerous and significant writing errors. Does not facilitate effective communication.</p>

- APPLICATION OF PSYCHOLOGY ASSIGNMENTS (APAs)

These application assignments are designed to help you check if you understand course material and can apply it to new contexts using relevant videos or current news stories. **CONSIDER THESE APAS AS PRACTICE QUESTIONS FOR THE EXAMS.** After reading/watching the materials assigned (look for these materials listed in the appropriate topic in Canvas > Modules), you will submit the assignments online through Canvas.

- Content from these assignments will be used in class exercises, discussion, and exams.
- They are not timed so you may open the assignment at any time and take your time. But it is your responsibility to make sure that it is **properly submitted by 11:45am on Friday night.**
 - There is a 45-minute grace period.
- You have 2 chances to submit APAs – the highest score will be recorded.
- **Answers to APAs are released on Saturday morning after the deadline passes.**
- There will be no chances to make-up APAs unless you have made alternative arrangements with me *before* the deadline or you have an [official excusal notice from the Assistant Dean's Office](#). The lowest 2 scores are dropped.

EXAMS

The exams provide regular assessments of your mastery of course material. **Exams will focus on understanding and applying your knowledge rather than only memorization and simple recognition.** Not all of the material covered in class time will be in the textbook and we will not cover everything in the textbook during class time. However, any of the information presented in the textbook, assignments, and class time is fair game to be included in the exams.

I strongly encourage you to use i>Clicker questions, class discussions, and Application of Psychology assignments to guide your thinking and organize your notes as we cover the material.

- **All exams are semi-cumulative.** Exams will focus on the newer content but overarching concepts (e.g., foundations, research methods, brain) will appear on multiple exams.
- Exam study guides are posted approximately one week before each exam (Posted on Canvas > Modules)
- For each exam, you may bring in a 4x6 index card of notes and turn it in with your exam.
- There will be 2 exams during the semester that consist of 45 multiple-choice questions.
- The 3rd (final) exam will be given during finals week and consists of 75 multiple-choice questions. This final exam will also be semi-cumulative but will place more emphasis on the overarching concepts (e.g., foundations, research methods, brain) that appeared throughout the semester.

MAKEUP EXAM POLICY

If you miss an exam due to serious illnesses, deaths, short-term military service, and other documentable reasons, obtain an [official excused absence by submitting documentation to your Assistant Dean's office](#). The dates of this official notice should include the exam date. If you contact me within a week, a makeup version of the exam will be scheduled for when you can return to classes.

If you do not notify me and provide documentation within the week or miss an exam for any other reason (e.g., mild illness, overslept, vacation), you may make-up ONE missed exam during the semester (not the final exam). The cumulative makeup exam will be scheduled for the end of the semester – there will be an announcement posted through Canvas and it will be your responsibility to sign up. It will consist of 45 multiple-choice questions and be on any content between the first day of class through to the 2nd exam. One missing exam score will be replaced with your score on this cumulative makeup exam. Please note that you cannot re-take an exam that you have already taken.

OTHER POLICIES

GRADING DISPUTES:

On occasion, a student may believe that they should have received a higher grade on an assignment or may believe that there is more than one correct answer to a multiple-choice question. If you believe that a review of grades is warranted, you must email me your argument in a typed, clearly written essay. Please thoroughly explain the problem you encountered and then provide evidence supporting your argument, referring to page numbers in your textbook and/or specific material in the assignment readings. If you have such a problem with your grade, you must submit your argument within ONE WEEK of receiving the grade. After one week, your grade cannot be disputed and is considered permanent.

ACCOMMODATIONS:

If you have a documented disability that may need certain accommodations, please contact the [Office of Disabilities Support Services \(DSS\)](#) as soon as possible. I will do what I can but certain requested accommodations (e.g., exams with extended time at the DSS Center) require registration with the DSS. The DSS office is located at 119 Alison Hall, 240 Academy Street and you can call them at 302-831-4643.

DISCLOSURES OF INSTANCES OF SEXUAL MISCONDUCT:

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated by federal law to inform the university's Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy – I will not disclose the incident to anyone but the Title IX Coordinator.

For more information on Sexual Misconduct policies, where to get help, and reporting information please refer to: www.udel.edu/sexualmisconduct. At UD, we provide 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-2226, Student Health Services, to get in touch with a sexual offense support advocate.

ACADEMIC HONESTY:

All students at the University of Delaware are expected to be honest in their academic studies. You are presumably pursuing higher education in order to actually learn course content and demonstrate to both professors and yourself what you can do intellectually. **By committing acts such as plagiarizing the words or ideas of another, cheating on an exam or assignment, or allowing or helping another student to do these things, you are cheapening your own educational experience.**

You should familiarize yourself with the [Code of Conduct at the University of Delaware](#), which outlines the standards of student behavior, including guidelines regarding academic honesty. Because the expectation to read the [Code of Conduct](#) is explicitly written in this syllabus, pleading ignorance will not be a valid excuse. If you are caught committing an act of academic dishonesty, the incident will be reported to the Office of Student Conduct.

COURSE SCHEDULE & READINGS

Please note that this schedule and the above procedures may be subject to change in the event of extenuating circumstances.

WEEK	DATE	READ & DO BEFORE CLASS	TOPIC	DUE
		-- Fill out the Student Information Form! -- Explore Canvas!		
1	8/29	-- For extra credit, submit the Pretest. -- Read through the syllabus!	Course Introduction	
	8/31	*Read Research Requirement Participation (RPR) Document	Research Requirement ; The Science of Psychology	
2	9/3		~LABOR DAY HOLIDAY~	
	9/5	*Read Textbook Chapter 1 *Initial post DUE @ 7AM	The Science of Psychology	
	9/7	*Response posts DUE @ 7AM	The Science of Psychology	APA #1 DUE @ 11PM
3	9/10	*Read Textbook Chapter 2 *Initial post DUE @ 7AM	Research Methodology	
	9/12		Research Methodology	Course Expectations Quiz DUE @ 11PM
	9/14	*Response posts DUE @ 7AM	Research Methodology	APA #2 DUE @ 11PM
4	9/17	*Read Textbook Chapter 3.1 (only "Neurons are Specialized for Communication" pg. 77-79), 3.2, 3.4, & 3.5 *Initial post DUE @ 7AM	Biology & Behavior	
	9/19		Biology & Behavior	
	9/21	*Response posts DUE @ 7AM	Biology & Behavior	APA #3 DUE @ 11PM
5	9/24	*Textbook Chapter 5.1 & 5.2 *Initial post DUE @ 7AM	Sensation & Perception	
	9/26		Sensation & Perception	
	9/28		Sensation & Perception	APA #4 DUE @ 11PM
6	10/1		Sensation & Perception	
	10/3		Sensation & Perception	
	10/5		EXAM #1	
7	10/8	*Textbook Chapter 4.1 (only "Conscious Awareness Involves Attention" pg.133-137) *Initial post DUE @ 7AM	Attention	
	10/10		Attention	
	10/12		Attention	APA #5 DUE @ 11PM
8	10/15	*Textbook Chapter 7 *Initial post DUE @ 7AM	Memory	
	10/17		Memory	
	10/19		Memory	APA #6 DUE @ 11PM

9	10/22	*Textbook Chapter 6 *Initial post DUE @ 7AM	Learning	
	10/24		Learning	
	10/26	*Response posts DUE @ 7AM	Learning	APA #7 DUE @ 11PM
10	10/29	* Textbook Chapter 9.1 & Chapter 8.3-8.4 *Initial post DUE @ 7AM	Human Development: Attachment, Language, & Intelligence	
	10/31		Human Development: Attachment, Language, & Intelligence	
	11/2	*Response posts DUE @ 7AM	Human Development: Attachment, Language, & Intelligence	APA #8 DUE @ 11PM
11	11/5		Human Development: Attachment, Language, & Intelligence	
	11/7		Human Development: Attachment, Language, & Intelligence	
	11/9		EXAM #2	
12	11/12	*Textbook Chapter 12.1, 12.2, 12.4, 12.5 *Initial post DUE @ 7AM	Social Psychology	
	11/14		Social Psychology	
	11/16	*Response posts DUE @ 7AM	Social Psychology	APA #9 DUE @ 11PM
13	11/19		~THANKSGIVING HOLIDAY~	
	11/21		~THANKSGIVING HOLIDAY~	
	11/23		~THANKSGIVING HOLIDAY~	
14	11/26	*Portions of Textbook Chapters 14 & 15 <i>The class will choose the topic!</i> *Initial post DUE @ 7AM	Psychological Disorders & Treatment	
	11/28		Psychological Disorders & Treatment	
	11/30	*Response posts DUE @ 7AM	Psychological Disorders & Treatment	APA #10 DUE @ 11PM
15	12/3	* Textbook Chapter 10.2 & Chapter 11 *Initial post DUE @ 7AM	Emotion, Health, & Well-Being	
	12/5		Emotion, Health, & Well-Being	
	12/7	*Response posts DUE @ 7AM	Emotion, Health, & Well-Being	APA #11 DUE @ 11PM
		<ul style="list-style-type: none"> • Research Requirement COMPLETED? • Extra Credit COMPLETED? • End-of the-Semester Course Evaluation COMPLETED? http://www.udel.edu/udsis-students/courseevaluations.html 		
		FINAL EXAMS WEEK: 12/10-12/15 CLASS FINAL DAY/TIME DETERMINED BY REGISTRAR'S OFFICE (USUALLY IN UDSIS BY MID-SEMESTER)		