PSYC 100: GENERAL PSYCHOLOGY
SECTION 013: Monday/Wednesday/Friday 9:05 – 9:55 AM
SECTION 010: Monday/Wednesday/Friday 10:10 – 11:00 AM

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INSTRUCTOR INFORMATION

Name: Agnes R. Ly, Ph.D.
Office: 218 Wolf Hall
Email: aly@psych.udel.edu
Facebook: www.facebook.com/Dr.AgnesLy
Twitter: @ProfessorLy
Office Hours: Tuesdays 11:00AM – 2:00PM
           Wednesdays 1:30PM – 3:00PM
           & By Appointment

TEACHING ASSISTANT INFORMATION

Name: Megan Nadzan
Office: 175H McKinly Lab
Email: mnadzan@psych.udel.edu
Office Hours: Thursdays 11:00AM –12:00PM
           & By Appointment

Name: Gregory Wade
Office: 428 Wolf Hall
Email: gwade@psych.udel.edu
Office Hours: Mondays 1:00 – 2:00PM
           & By Appointment

REQUIRED MATERIALS

   -- Psychological Science hardcover: 978-0-393-25089-3
   -- Psychological Science paperback: 978-0-393-93749-7
   -- Psychological Science 3-hole punch: 978-0-393-25090-9
   -- Psychological Science Ebook: Available at wwnorton.com

   -- You’ll notice that the Bookstore is selling the textbook with an access code for no additional charge. You will NOT need this access for this course.

   -- Two copies of the textbook will also be available at the Morris Library Course Reserves. They can only be checked out for 2 hours at a time, but it is FREE!

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.

   -- You’ll notice that the Bookstore is selling the i>Clicker 2 bundled with REEF access for no additional charge. This access will NOT be used and is NOT required for this course.
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 research designs.
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 the specific course objectives stated below.

- **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. In addition, I have enabled LiveMark to help students with taking notes along with the recorded lectures.

Course materials will be managed using Canvas. Through Canvas, you can read announcements, access the links to UD Capture and LiveMark, 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 will discuss 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, shooting deaths).

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 rehash 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 on 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!
  - There is evidence that 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.
  - There is evidence that 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**

I make it a point to give learning strategies repeatedly so please pay attention to the tips provided in class and on exam study guides. I have also asked previous students for their tips for doing well in this class:

- **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.”

The full document of their various tips is posted on Canvas > Modules > Strategies for Learning!

**Resources for Success!**

- These videos address (with psychological research!!) 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.
- Your TAs and me are your BEST resources. Visit us during office hours. You do not need to ask permission to come to our office hours - just come on 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)
- Participate in the Canvas Discussions by asking questions, answering other students’ questions, or sharing how you can apply psychology beyond this class
More details about these strategies are posted on Canvas > Modules > Strategies for Learning!
**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 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! “Hey Mrs. Agnes” is not.

- **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 hmrk?” is not appropriate. When you are composing an email, ask yourself if the tone professional and respectful. Is this a message you would send to your boss at a job?

- **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 often 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 forums rather than sending me an email. In some cases, your fellow classmates 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, so please visit office hours or schedule an appointment.

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**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](http://www.facebook.com/Dr.AgnesLy)) and follow me on Twitter ([@ProfessorLy](http://twitter.com/ProfessorLy)).
GRADING
You will have the opportunity to earn up to a total of 645 points. The course grading goes by a straightforward point system so to calculate your course percentage, add up your total earned points and divide by the total possible points. A worksheet to calculate your course grade can be found on Canvas > Syllabus. You may earn up to 8 extra credit points through the Canvas Discussions. Because of extra credit, your final course grade will NOT be rounded up so 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
- i > Clicker 20 points^  
- Canvas Discussions 5 points^  

Assignments
- Syllabus/Research Requirement Check 5 points  
- Research Requirement Completion 5 points  
- Course Assessments 5 points x 4 = 20 points  
- Reading Checks 50 points^  
- Application of Psychology Assignments (APAs) 120 points^  

Exams
- Semi-cumulative Exams #1-3 90 points x 3 = 270 points  
- Semi-cumulative Exam #3 (Final Exam) 150 points  

^ = There is leeway built into the grading of these items such that more points can be earned than needed for full credit. This strategy allows you to incorrectly answer questions here and there without penalty.

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THE FOLLOWING PAGES WILL GO INTO DETAIL ABOUT EACH OF THE COURSE REQUIREMENTS.
PARTICIPATION

• 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. If you have other questions, take a look at the FAQs for students website.

- You must answer at least 75% of the questions presented on a given day in order to receive credit for participation (worth 1 point per day).
- It will not matter if you get the questions incorrect – points are for participation.
- There is leeway such that there are more days of i>Clicker activities than are needed to earn full credit.
- There will be no chances to make-up missed i>Clicker questions.
- If you participate in i>Clicker activities for someone else, this behavior is unacceptable and is considered academic dishonesty.

• CANVAS DISCUSSIONS

To encourage discussion of the material outside of class time and peer interaction, you can post questions, reply to questions, share relevant news links, and respond to other people’s questions and comments. For example, if an i>Clicker question was confusing, ask for clarification the same day. Work through your confusion (e.g., “I understand that yadda yadda concept is about this and that and here was the fancy example I thought up. But I don’t quite understanding why blah blah as it relates to boop boop is not correct. Could anyone help me with my thinking?” vs. “What’s the answer to today’s question?”). These discussions are most useful to everyone if they are meaningful, thought provoking, and/or draw connections to other course material or real world examples.

- The General Information and the Introductions and Study Group Formation Discussions do NOT count toward Discussions credit. Each eligible discussion will correspond with a chapter topic.
- You can only earn 1 point per eligible discussion topic.
- Please make sure that your post is submitted under the most appropriate discussion topic.
- Comments that do not contribute to the learning community such as “I agree”, “That was interesting”, or those that are not relevant to the topic will not receive any credit.
- Discussions are only open for posting in “chunks”. There are a total of 4 “chunks” (e.g., first day of classes – Exam 1, Exam 1 – Exam 2, Exam 2 – Exam 3, Exam 3 – last day of classes).
- You can earn extra credit (EC) through your discussions. If your post demonstrates a high-quality, specific example of how you used one of the “Six Strategies for Effective Learning” for our course content, you will earn a badge. If you collect 2 badges, you will earn 1 EC point. Up to 4 badges (2 EC points) can be earned per “chunk” for a total of 8 EC points for the semester.
ASSIGNMENTS

• GENERAL POLICIES
  ➢ For reading checks and APAs, you have TWO chances to complete and submit them.
  ➢ Reading checks and APAs are not timed but it is your responsibility to make sure that they are properly submitted by the deadline. Canvas deadlines have a 45-minute grace period.
  ➢ Feedback is released shortly after the deadline unless otherwise noted.
  ➢ There will be no chances to make-up assignments unless you have made alternative arrangements with me before the deadline or you have an official excused notice.

• SYLLABUS/RESEARCH REQUIREMENT CHECK

To succeed in any class, it is important for you to become familiar with the class expectations. The Syllabus/Research Requirement Check will be available online through Canvas the night after the Research Requirement Presentation.

• RESEARCH REQUIREMENT 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 to: (1) be a participant in studies or (2) read psychological journals and write papers. There will be a class presentation but see their website for more details. Note that this website can only be accessed while on campus.
  o If you have completed this requirement by the last day of classes, you will earn full credit.
  o However, if you do not complete this requirement by the last day of classes, you will not earn any credit and will receive an “I” (Incomplete) for this course.
  o If you complete the requirement at some point after the last day of classes, your “I” grade will be replaced with the grade you earned, but you will not earn any points.

• COURSE ASSESSMENTS

Every class is different in a number of ways – personalities, interests, background knowledge, and more! To adjust the course to the learning needs to each class, it is important for me to gather data and information at multiple times during the semester. Credit is earned for completion and proper submission prior to the deadline.
  o Pretest
  o Midterm Reflection & Course Feedback
  o Posttest
  o End-of-the-Semester Course Evaluation (Complete at the end of the semester via http://www.udel.edu/udsis-students/courseevaluations.html -- NOT on Canvas. All students in the section will receive credit if at least 85% completes the evals.)

• READING CHECKS

These reading checks are designed to help you keep on top of the assigned readings and reinforce the learning of textbook material. Class time and assigned readings are meant to complement each other but I will NOT lecture straight from the textbook readings. By coming prepared, we can deepen our understanding and work on application during our time together. These checks will be submitted online through Canvas.
• **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 assignments as practice questions for the exams.** Class performance will also help me tailor how we spend class time together. Content from these assignments will be used in class exercises, discussion, and exams.

After reading/watching the materials assigned, you will submit the assignments online through Canvas.

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**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 assignment questions 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 theories and concepts (e.g., foundations, research methods, biology) will appear on multiple exams.
- Exam study guides are posted approximately one week prior to 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 3 exams during the semester consisting of 45 multiple-choice questions.
- The 4th (final) exam will be given during finals week and consists of 75 multiple-choice questions.

**MAKE-UP EXAM POLICY:**

You may make-up ONE exam during the semester (not the final, 4th exam) for ANY reason (e.g., illness, overslept, wedding, family emergency). Shortly after the scheduled exam date, the TAs will post an announcement with 2 make-up exam sessions scheduled at their convenience. You will need to sign up for one of sessions offered but if you do have an unavoidable conflict (e.g., work, childcare), contact the TAs to make arrangements.

If you have an unusual circumstance that may affect multiple exam dates (e.g., military duty), please contact me as soon as possible to make arrangements. In this case, you will need to provide official documentation (i.e., notice from the Assistant Dean’s office).
**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 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 their phone number is 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](http://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.

** = Reading reviews must be submitted by 7:00AM the morning of the class session.

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<th>READINGS/ASSIGNMENTS</th>
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| 1    | 8/31 | Course Introduction | • Please fill out the Student Information Form! :)  
|      | 9/2  | Research Requirement Presentation; Course Introduction Follow-Up | • Register your i>Clicker on Canvas! Bring it every day!  
|      |      |                   | • Complete the Pretest |
| 2    | 9/5  | ~LABOR DAY HOLIDAY~ | Pretest DUE @ 11PM  
|      |      |                   | Syllabus/Research Requirement Check DUE @ 11PM |
|      | 9/7  | The Science of Psychology | **Textbook Chapter 1 DUE @ 7AM |
|      | 9/9  | The Science of Psychology | Application Assignment #1 DUE @ 11PM |
|      | 9/12 | Research Methodology | **Textbook Chapter 2 DUE @ 7AM |
| 3    | 9/14 | Research Methodology | |
|      | 9/16 | Research Methodology | Application Assignment #2 DUE @ 11PM |
|      | 9/19 | Biology & Behavior | **Textbook Chapter 3.1, 3.2, 3.4, & 3.5 DUE @ 7AM |
| 4    | 9/21 | Biology & Behavior | |
|      | 9/23 | Biology & Behavior | Application Assignment #3 DUE @ 11PM |
|      | 9/26 | EXAM #1 | |
| 5    | 9/28 | Sensation & Perception | **Textbook Chapter 5.1, 5.2, & 5.6 DUE @ 7AM |
|      | 9/30 | Sensation & Perception | Application Assignment #4 DUE @ 11PM |
|      | 10/3 | Attention & Memory | **Textbook Chapter 4.1 ("Conscious Awareness Involves Attention" pg.133-137) & Chapter 7 DUE @ 7AM |
| 6    | 10/5 | Attention & Memory | Midterm Reflection & Course Feedback DUE @ 11PM |
|      | 10/7 | Attention & Memory | Application Assignment #5 DUE @ 11PM |
|      | 10/10 | Learning, Decisions, & Problem Solving | **Textbook Chapter 6 & 8.2 DUE @ 7AM |
| 7    | 10/12 | Learning, Decisions, & Problem Solving | |
|      | 10/14 | Learning, Decisions, & Problem Solving | Application Assignment #6 DUE @ 11PM |
|      | 10/17 | EXAM #2 | |
| 8    | 10/19 | Emotion & Motivation | **Textbook Chapter 10.1, 10.2, & 10.3 DUE @ 7AM |
|      | 10/21 | Emotion & Motivation | Application Assignment #7 DUE @ 11PM |
**Textbook Chapter 9.1 DUE @ 7AM**

**Textbook Chapter 8.3-8.4 DUE @ 7AM**

**Textbook Chapter 13.1 & 13.3 DUE @ 7AM**

**Textbook Chapter 12.1, 12.2, 12.4, 12.5 DUE @ 7AM**

**Textbook Chapter 11.1 (pg. 453-455), 11.2, 11.3, 11.4 DUE @ 7AM**

**Textbook Chapter 11.1 (pg. 453-455), 11.2, 11.3, 11.4 DUE @ 7AM**

**Textbook Chapter 11.1 (pg. 453-455), 11.2, 11.3, 11.4 DUE @ 7AM**

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The specific readings are TBD because the class will choose!

- **Research Requirement COMPLETED?**
- **Canvas Discussions COMPLETED?**
- **End-of-the-Semester Course Evaluation COMPLETED?**
  
  [http://www.udel.edu/udsis-students/courseevaluations.html](http://www.udel.edu/udsis-students/courseevaluations.html)

**Final Exams Week: 12/12 -12/17**

**CLASS FINAL TBA BY REGISTRAR’S OFFICE**