PSYC 100: GENERAL PSYCHOLOGY
SECTION 013: Monday/Wednesday/Friday 9:05 – 9:55 AM
SECTION 010: Monday/Wednesday/Friday 10:10 – 11:00 AM
SECTION 014: Monday/Wednesday/Friday 2:30 – 3:20PM

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INSTRUCTOR INFORMATION

Name: Agnes R. Ly, Ph.D.
Office: Wolf Hall 218
Email: aly@psych.udel.edu
Office Hours: Mondays 3:45 - 5 PM
         Tuesdays 1 - 4 PM
         & By Appointment

TEACHING ASSISTANT INFORMATION

SECTION 013
Name: Garret Sacco
Office: McKinly Lab 013
Email: gsacco@psych.udel.edu
Office Hours: Mondays 11:00 AM - 12:00 PM

SECTION 010
Name: Yuqi Liu
Office: McKinly Lab 051
Email: yliu@psych.udel.edu
Office Hours: Fridays 11:30 AM - 12:30 PM

SECTION 014
Name: Angeliki Athanasopoulou
Office: McKinly Lab 064
Email: angeliki@udel.edu
Office Hours: Wednesdays 12:00 - 1:00 PM

REQUIRED MATERIALS

   --Please note that the new DSM-5 update, which is a revised chapter based on the new criteria for diagnosing disorders, is required.
   --Psychological Science hardcover + DSM-5 update: 978-0-393-52466-6
   --Psychological Science paperback + DSM-5 update: 978-0-393-52467-3
   --Psychological Science 3-hole punch + DSM-5 update: 978-0-393-52468-0
   --Three copies of the textbook with the DSM-5 update will also be available for no charge at Course Reserves in the Morris Library. It will be fine if you get a used copy of the textbook and just go to the library to read the one revised chapter.

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. However, 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 you will learn are relevant to everyone, regardless of major or eventual career. This course may help you learn that psychology is indeed everywhere!

**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 for Success**
  1. Attain effective skills in (a) oral and (b) written communication, (c) quantitative reasoning, and (d) the use of information technology.
  2. **Learn to think critically to solve problems.**
  3. Be able to work and learn both independently and collaboratively.
  4. **Engage questions of ethics and recognize responsibilities to self, community, and society at large.**
  5. Understand the diverse ways of thinking that underlie the search for knowledge in the arts, humanities, sciences and social sciences.
  6. **Develop the intellectual curiosity, confidence, and engagement that will lead to lifelong learning.**
  7. **Develop the ability to integrate academic knowledge with experiences that extend beyond the boundaries of the classroom.**
  8. Expand understanding and appreciation of human creativity and diverse forms of aesthetic and intellectual expression.
  9. Understand the foundations of United States society including the significance of its cultural diversity.
  10. Develop an international perspective in order to live and work effectively in an increasingly global society.

- **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 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. describe the major approaches, 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.
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 Sakai. Through Sakai, you can read announcements, access links to UD Capture and LiveMark, download lecture handouts, access links to campus resources, read and post onto the discussion forums, 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 material. This course utilizes the Schedule feature on Sakai, which will provide students with a calendar of important dates.

It is my goal to create an interactive atmosphere during this class so I do expect that students be actively engaged in the class. 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. You are expected to read the material for the week’s topics prior to attending class. To help you with taking notes, I will post lecture handouts under “Resources” on Sakai 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 or slow down!

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 in terms of behavior during class time. Students violating these expectations are engaging in disrespectful behavior and may be asked to leave. You end up not only getting in the way of your own learning, but you are 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 lecture hall filled with 300 students, even whispering is loud and very distracting.
- Be mindful of your use of technology in the class. 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! You may use technology in the classroom to look up material relevant to the class material, post questions on the discussion forums, use LiveMark, or to take notes. Do NOT text, go online shopping, use Pinterest, or anything else that is not relevant to class.
- 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

There are a few things that you can do to improve your learning experience in this course:

- **Regular attendance**
  - Sometimes, things happen so if you do miss a class period, there are few things you can do.
  1. Make friends with your classmates! If you ever have to miss a class, you can nicely ask a new friend for a copy of his or her notes.
  2. Listen to the class period that you missed on UD Capture (“Resources” in Sakai).

- **Keep up with the textbook readings**
  - Complete the textbook readings before the week’s classes so that you are prepared to complete assignments and to maximize our in-class discussions.
  - The publisher of our textbook also has a great companion website that is accessible to everyone: [http://www.wwnorton.com/college/psych/psychsci4/](http://www.wwnorton.com/college/psych/psychsci4/). After clicking on this link, you should be on the StudySpace page and you can access visual summaries, flashcards, and practice quizzes.

- **Active engagement during class time**
  - Print out or download the lecture notes before class so that you can take notes on my discussion of the topic and participate in class discussions/activities.
  - Use LiveMark to help you indicate unclear points during lecture that need re-reviewing.
  - Sit in the front of the classroom so you can avoid feeling disconnected and the distraction of other students’ computer screens.
  - Push yourself to raise your hand to ask a question or contribute to discussion questions.

- **Participate in the discussion forums**
  - Ask questions about course material sooner rather than later and have your peers help you!
  - Share how you can apply psychology to what you’re learning in other classes, what you are reading in the news, and your everyday life.
  - Are we not covering a specific psychology topic in which you are interested? Post a thought-provoking comment or question on the forums and other students, a TA, or I will respond!

- **Visit your TA or me during office hours (Come introduce yourself to us!)**
  - **You do not need to ask permission to come to our office hours!** Just come on by!
  - This is a very large course and I enjoy getting to know my students individually during these office hours! You are always welcome to discuss course material, broader questions about educational and career paths, or tips on studying. If you cannot make office hours and would like to schedule an appointment, please politely send an email request with your availability (e.g., Monday before class, Thursday after 11am).

- **Watch this series of short videos on “How to Get the Most Out of Studying”**
  - These videos address (with psychological research!!) the common issues that some students have reported as challenges to their success in this course – (1) misconceptions about learning, (2) levels of processing information, (3) developing effective studying strategies, (4) practicing effective studying, and (5) what steps to take when students earn a bad exam grade.
COURSE COMMUNICATION & EMAILS

I will post announcements, course material, and other important information on Sakai so it is important that students check the course website and their @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 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 hmwrk?” 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 Sakai Discussion Forums.**
  - 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. In other cases, your classmates may have a similar question and everyone can benefit from a response to this question. Either your TA or I will regularly check this Discussion Board.

- **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.

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).
Grading

You will have the opportunity to **earn up to a total of 460 points** across the entire course (not counting the extra credit). I go by a straightforward point system so to calculate your grade percentage, add up your total earned points and divide by the total possible points. Please note that 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-).

- Syllabus/Research Requirement Quiz 10 points
- Assignments 60 points
- i>clicker Class Participation 20 points
- Sakai Discussion Forums 5 points
- Research Requirement Completion 5 points
- Exam #1 90 points
- Exam #2 90 points
- Exam #3 90 points
- Exam #4 90 points

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The following pages will go into detail about each of the course requirements.
• **SYLLABUS/RESEARCH REQUIREMENT QUIZ (10 POINTS)**

To succeed in any class, it is important for you to become familiar with the class expectations. To encourage you to carefully read the entire syllabus and understand the research requirement, you will have a quiz on this information. **The quiz will be available online through Sakai the night after the Research Requirement Presentation.** There will be no chances to make-up this quiz. It is also your responsibility to make sure that your quiz is properly submitted by the deadline. You can double check proper submission by checking for a score in the Gradebook immediately after submitting.

• **THS (60 POINTS)**

  ✓ **TAPS INTO COURSE OBJECTIVES #1, 3, & 4**

Assignments are designed to help you check if you understand the textbook readings and can apply the material using relevant videos or current news stories. **Consider assignments as practice questions for the applied format of exam questions.** Class performance will also help me tailor how we spend class time together. Even though this is a large class, you will be expected to be ready to participate in class exercises and discussions about the supplementary materials. It is never fun if we all sit in awkward silence! **Details regarding the assignments will be posted on Sakai under “Resources” by end of the first week of classes.**

After reading/watching these materials, you will complete short quizzes online through Sakai. They are NOT timed so you can take time to complete them. There will be no chances to make-up these assignments, unless you have an acceptable excuse (see the Make-up Exam Policy). It is your responsibility to make sure that your assignments are properly submitted by the deadline. You can double check that your assignment was submitted to Sakai by checking for a score in the Gradebook immediately after submission. If you are not satisfied with your first score, you may retake the quiz a second time. The highest score will be recorded. Full feedback regarding correct responses will be released shortly after the deadline.

• **I>CLICKER CLASS PARTICIPATION (20 POINTS)**

  ✓ **TAPS INTO COURSE OBJECTIVES #1-4**

These in-class i>clicker questions or learning activities are meant to support and enhance your understanding of the course material and a good way for both you and me to gauge your understanding. **Like Assignments, consider these questions as practice for the applied exam questions.**

You must register your i>clicker through Sakai as soon as possible. To register your device, go to the tab for this course, click on the i>clicker link along the left side of the page, and enter the ID number from the back of your clicker into the registration box. **Bring your i>clicker to EVERY class period.**

You must answer at least 75% of the questions presented on any given day in order to receive credit for participation (worth 1 point per day). In terms of credit, it will not matter if you get the questions incorrect – points are awarded just for participation. There are more days of i>clicker activities than are needed to earn full credit so that those few days of forgetfulness or absences will not impact the grade you can earn. There will be no chances to make-up missed i>clicker questions. **It is important that you participate with**
only your own i>clicker. If you participate in i>clicker activities for someone else, this behavior is unacceptable and is considered academic dishonesty.

- **Sakai Discussion Forums (5 points)**

  ✓ Taps into Course Objectives #1-4

To encourage discussion of the material outside of class time and peer interaction, you can post questions, make comments, share relevant news links, and answer/respond to other people’s questions and comments on the Sakai discussion forums. Please make sure that your post is submitted under the most appropriate forum topic. Your TAs and I will check this Discussion Board regularly.

For example, if an i>clicker question was confusing, ask for clarification the same day on the forums rather than waiting until right before an exam. However, try to work through your confusion in the posting rather than just ask for the answer (e.g., “I understand that yadda yadda concept is about this and that but I don’t quite understand why blah blah as it relates to boop boop is not correct. Could anyone help me out with my reasoning?” vs. “What’s the answer to today’s i>clicker question?”).

Each eligible forum will correspond with a chapter topic. Note that:

- The General Information Forum is meant to be a space for students to say hello to each other, ask questions about course requirements or the research requirement, and to form study groups in this large enrollment course. The General Information Forum does **NOT** count toward forum participation credit. It is also stated on the forum description itself as a reminder.

- Each post is worth 1 point as long as it is related to course material, thoughtful, and/or promotes discussion. Participate as we cover the material rather than waiting until the last week of classes. **These forums are most useful to you if you ask questions, answer other students’ questions, and draw connections to real world examples as part of your regular studying habits.**

- Each post must be made in different forums corresponding to different chapter topics (i.e., you can only earn 2 points per forum). If you have made 5 posts across different forums for different chapter topics, you will have earned full credit.

- It will be your responsibility to keep track of how many posts you have submitted. Final points for the forums will **NOT** be posted until the end of the semester.

- **Research Requirement (5 points)**

Participation in research is a requirement of ALL PSYC100 students and you can fulfill it by choosing to: (1) participate in research or (2) read psychological journals and write papers. There will be a class presentation but please see their website for more details. It will be your responsibility to know the information on this website in order to make sure you fulfill this requirement.

If you have completed this requirement by the last day of classes, you will earn full credit. 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. If you complete the requirement at some point after the last day of classes, I will replace the “I” grade for the grade you earned, but you still will not earn any points.

- **EXAMS (360 POINTS)***
  ✓ TAPS INTO COURSE OBJECTIVES #1-4

The exams provide regular assessments of your mastery of course material. **Exams will focus on understanding and applying your knowledge rather than memorization and simple recognition.** I strongly encourage you to use i>clicker questions, class discussions, and Assignment questions to guide your thinking and organize our notes *as we cover the material*, and NOT to cram at the last minute. I will also provide an exam study guide approximately one week before each exam.

There will be a total of 4 exams (the 4th exam is given during finals week) consisting of 45 multiple-choice questions. **All four exams are semi-cumulative.** Because of overarching theories and concepts that are applied to the different topics as we continue through the semester (e.g., research methodology, interpreting data), there will be questions that incorporate previously learned material. It is important to note that 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 assigned readings and class time is fair game to be included in the exams.

**MAKE-UP EXAM POLICY:**
Acceptable reasons for missing an exam include serious illness, family emergencies, or military duty. Athletic participation and religious holidays not listed in University calendars are also acceptable reasons but note that for these reasons to be valid, advance written notification needs to be provided to me by the second week of the semester. If you do miss an exam for an acceptable reason, you will need to provide documentation (e.g., doctor’s note) and contact me as soon as possible (preferably within a day or two). **If you have an acceptable reason, provide appropriate documentation, and notified me immediately, only then will you be allowed to take a make-up exam within one week of the scheduled exam date.** This make-up exam will be given in a format of my discretion and scheduled at my convenience.

**SPECIAL 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 to accommodate needs but certain requested accommodations (e.g., extended time exams 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.

- **EXTRA CREDIT (UP TO 5 POINTS)**
Throughout the semester, I may hand out in-class activities, ask for mid-semester feedback, give additional assignments, include extra questions on exams, or other similar tasks. I may or may not tell you when one of these opportunities is coming up, so I encourage you to regularly attend class and make sure you complete the assigned readings. There will be no chances to make-up a missed extra credit opportunity.
GRADING DISPUTES:
On occasion, a student may believe that they deserve a higher grade on an assignment than they actually received 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 state your argument in a written essay and turn in a hard copy of this argument to me (emailed arguments will NOT be accepted). Please thoroughly explain the problem you encountered and then provide a justification as to why you should receive more points, referring to page numbers in your textbooks or specific points 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/score. After one week, your grade/score cannot be disputed and is permanent.

A NOTE ON 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: http://www.udel.edu/stuguide/14-15/code.html. Because this expectation to read the Code of Conduct is explicitly written in this syllabus and stated verbally during class time, 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.

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<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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<td>1</td>
<td>8/27</td>
<td>Course Introduction</td>
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<td>8/29</td>
<td>Research Requirement Presentation; The Science of Psychology</td>
<td>Textbook Chapter 1</td>
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<td><del>Labor Day Holiday</del></td>
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<td>9/3</td>
<td>The Science of Psychology</td>
<td>Syllabus/Research Requirement Quiz DUE @ 3AM</td>
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<td>Research Methodology</td>
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<td>9/17</td>
<td>Sensation &amp; Perception</td>
<td>Textbook Chapter 4.1 &amp; 4.4 &amp; Assignment #3 DUE @ 3AM</td>
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<td>Attention &amp; Memory</td>
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<td>Attention &amp; Memory</td>
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<td>10/6</td>
<td>Thinking &amp; Intelligence</td>
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<td>Thinking &amp; Intelligence</td>
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**NOTES:**
- **CLASS** is subject to change.
- **DATES** are subject to change.
- **EXAMS** are scheduled as per the syllabus.