



PSY 105

INTRODUCTION TO PSYCHOLOGY**Asynchronous Online Course****Summer Session I: June 6 - 30, 2022**

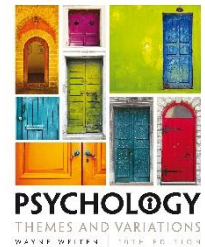
Instructor: *Dr. Jennifer McCabe*
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 Phone: *4xx-8xx-6xxx (cell)*

Class time: *No synchronous class meetings*
 Student Check-Ins: *By appt via Zoom (642 183 767)*
[Zoom Link:](#) *Join Code 642183767*

Required Course Text (hard copy or e-book)

Weiten, W. (2017). *Psychology: Themes and Variations (10th Edition)*. Cengage.
 ISBN-13: 978-1305498204

****Having access to this textbook is CRITICAL for course success. To the right is a photo of the cover. E-access or hard copy is acceptable.****

**Overview: “Where people are, psychology is.” – Nick Fortino**

Psychology is the science of how we act and think – more technically, the cognitive and physiological bases of behavior and mental processes. This introductory course is required for the Psychology Major and Minor, but it is designed for all students with an interest in understanding (and helping) people. We will explore the major subfields of psychology, with emphasis on how psychologists use the scientific method to answer important questions about behavior and mental processes, and to improve people's lives. **If you have ever asked, “Why do people do what they do?” then you have thought like a psychologist.** During this course you will develop your ability to think about and understand life the way a psychologist does. This may be the only psychology course you ever take, or it may be the first of many (here's hoping!). No matter what the future holds for you, if you are going to work, play, and socialize with others, this course will provide you with valuable information about people and about yourself.

Your Mission (a.k.a. Student Learning Outcomes, or SLOs)

The Psychology program has identified the following core learning goals that are shared across the multiple sections of PSY 105. These are the skills, knowledge, and perspectives you should strive to develop throughout the semester. See below for how the course assessment connect to these SLOs.

1. Describe key elements of various domains in the field of psychology, including biological, cognitive, development, social and personality, and mental health.
2. Demonstrate an understanding of different psychological research methods.
3. Apply content knowledge in psychology to complex real-world problems and personal/interpersonal understanding.
4. Demonstrate awareness of cultural, racial, and social diversity issues in the field of psychology.
5. Integrate multiple themes and content areas in order to appreciate psychology as an interdisciplinary and holistic field.

In addition, during this course you will work on the following **Personal Development Goals:**

- Recognize the complexity underlying even our simplest behaviors.
- Enhance your metacognition by understanding and applying effective learning and memory strategies.
- Experience excitement and intellectual curiosity about specific topics within or related to psychology.
- Evaluate your own (and others') behaviors, finding ways to make positive change.
- Appreciate the contributions of psychological science to issues you care about.

You will work toward a more specific ‘mission’ for each course module, the learning objectives for which can be found on the Modules page in Canvas.

Pedagogy and Purpose (or what you can expect about how I teach, and why)

First, you should know that I am so excited to be with you in this class! I think psychology is incredibly important (and fun), and I love teaching and learning about it. That being said, something that is fun and interesting is not necessarily easy. There is a lot of material to learn. The course is challenging because people are complicated and psychologists are continually figuring out ways to research and understand behavior and mental processes.

This is an *asynchronous online course*, which means that you can self-pace your work within the constraints of the schedule provided below and on Canvas. This is also an *accelerated course*, taking place over less than four weeks in the summer session. You should plan to reserve several hours *every day* to work on course activities and assessments. Though I will provide you with a clear structure and plenty of support, you are responsible for learning from materials and completing assessments on time.

You should know that the design of this course is based on what research tells us about the most effective ways to learn and remember. In fact, all components of this course are designed to enhance your learning. Specifically, you will notice that the class is structured around maximizing the following evidence-based learning strategies, abbreviated with the handy acronym **SET**:

- **SPACING** – distribute study time with breaks in between sessions
- **ELABORATING** – make meaningful connections
- **TESTING** – practice retrieval of information from long term memory

You will have to work hard in this course, but by committing to these strategies, this work will pay off in an enjoyable and successful learning experience (“**SET** for success!”). Along the way you will develop your **metacognition** – *learning how to learn* and *knowing what you know*. Much more to come about these strategies – and how to implement them – early on in this course.

What else should you know about me? I strive to be organized and clear, and you can expect instructions and expectations to be explicit and readily available, via Canvas and/or Goucher email. I will announce any changes to the course well in advance. Finally, you should know that you can reach me via e-mail, phone, and via Zoom meetings. I check email frequently, including weekends (but generally not 8pm-8am). You can expect a response from me within 24 hours (usually sooner). Please take the initiative to contact me with any questions or concerns, or just to chat about the course. Regarding assessments, you can expect to receive feedback and a grade within 72 hours of the due date. If I see common issues I will provide summary feedback to all learners via email announcement. I will do everything I can to help you succeed, and I am eager to get to know you.

LEARNING ASSESSMENTS

(How will your learning be evaluated? How will grades be determined?)

The course is organized into 11 modules, which roughly correspond to assigned chapter topics in the Weiten textbook (see Course Schedule below, and Canvas Modules). For each module, you have a standard set of **4 required assessments**, worth up to 220 points total toward your final grade. Below, and in more detail on Canvas, I note the recommended timeline (‘Schedule for Success’), but the **hard deadline each week will be 11:59pm on Sundays, except the final week, which ends on Th 6/30.**

1. **Guided Notes (GN) (2 points each; 22 points total):** *The purpose of GNs is to support your organized note-taking during video lectures, and ultimately to enhance your learning.* (SLO #1)
An outline is posted for assigned video(s) starting in Module 2, in Word document format (you’ll do a practice GN based on the syllabus for Module 1). This contains an organizational framework to guide your note-taking. You have two choices: (1) Print the outline, adding your hand-written notes while watching the video(s) (or hand-write all your notes, including outline), then upload photo(s); (2) Open the outline file, or paste/upload into a google doc, then type your notes **in a different font color** while watching the video(s), then submit as a Word file or google doc link. The most important thing is that I can easily see your additional notes/comments/questions, either in handwriting or in a different font color. GNs are submitted in Canvas, and graded as follows: 0 for not submitted, 1 for submitted but inaccurate/incomplete, 2 for complete and accurate.

2. **Application Activities (AA) (5 points each; 55 points total):** *The purpose of AAs is for you to elaborate on course topics, and to share this with – and learn from – your peers.* Each AA consists of instructions in a Canvas discussion board. These range in topic/scope but typically ask you to extend your understanding of a course topic as applied to a real-world issue and/or to your life (SLO #3); several focus on cultural, racial and social diversity (SLO #4). Submit a substantive post to the prompt (typically ~2 well-developed paragraphs) and replies (~2-3 sentences) to *at least two* classmates. AAs are graded on a 0 to 5 scale (see rubric on Canvas).
3. **Concept Checks (CC) (10 points each; 110 points total):** *The purpose of CCs is for you to practice retrieving course information from long-term memory, which will boost your durable learning, and will also give you feedback about your progress (metacognition!).* (SLO #1)
For each module, complete a 20-item multiple-choice assessment on Canvas. There is no time limit, you can use your books and notes, and you can take each CC multiple times (only the highest score will appear in the gradebook). I strongly recommend you plan to take the CC *at least 3 times* throughout the week to maximize your score (and learning!). Plan to take the CC as a pre-test to prime your brain for durable learning before engaging with the module content, again after reading/watching the module content, and at least one more attempt before the deadline.
4. **Exit Tickets (ET) (3 points each; 33 points total):** *The purpose of ETs is for you to think about your learning, and to share these reflections with your classmates (more metacognition!).* With the exception of the first ET, which will be an introduction video, record a brief (< 2 minute) video in which you complete these three sentences: “In Intro Psych this week, I learned _____. I already knew _____. I want to learn more about _____.” Prepare/practice your statements before recording. Redo a recording that is sub-optimal. ETs are graded on a 0 or 3 scale. You either get full credit for a thorough and accurate (and reasonably polished) video submission, or 0 if your video does not reach this standard. You should complete the ET assignment after completing the other three assessments for the module.

“FLEX Passes”: *Applicable to the above assessments only, you are granted four (4) FLEX passes.* Each can be used for: (1) a no-questions-asked deadline extension; or (2) a free re-do. Elect to use one by emailing me, or by noting use of a pass in the Canvas assignment comment box. Pass use will be tracked in the Canvas gradebook. Any passes not used at the conclusion of the course will be applied as bonus points to your final grade (e.g., 1 bonus point for each unused pass).

We are living in stressful and complicated times. It is important to remember that physical and mental health are essential pre-cursors to learning. You can help your personal well-being and academic success this semester by **practicing self-care** – eat regular and healthy meals, stay hydrated, get enough sleep, take a walk (in nature, ideally), seek face-to-face or tech-mediated social time, carve out meaningful alone time, engage in deep breathing or other mindfulness exercises (check out Headspace or Calm app), practice gratitude, and importantly, take breaks from technology/screens.

“Participation” = 2 Surveys + 1 Meeting (15 points): *The goal of these requirements is to help us learn about each other and help me learn how the course is going for you.* Complete the *Introductory Survey* during the first week (5 points), following which we will have a *one-on-one Zoom* session during which we can talk about course information and expectations, and anything else on your mind (5 points). The *Midpoint Survey* will include reflection and feedback about the course is going so far (5 points).

Research Round-Up (RRU) (40 points): *The purpose of this assignment is to give you an opportunity to further explore a topic within psychology that is of interest to you, to share with (and learn from) your classmates, and to practice APA style citations.* Toward the end of the course, choose an article from the journal *Current Directions in Psychological Science* that reviews research on a topic relevant to this course. You will work to identify research areas and methods (SLOs #1 & #2) and connect to unifying themes (SLO #5) as well as real-world issues and personal connections (SLO #3). The assignment is broken down into 4 steps: *Selection* (of an appropriate article), *Proposal* (to outline your letter), *Letter* (to classmates on a Discussion Board), and *Replies* (to classmates’ letters). You will get feedback at each stage. Instructions and grading rubrics on Canvas. ~700-800 words. [Notify me if you have extenuating circumstances impacting your ability to complete this on time.]

Two Exams (225 points total): Exams serve two purposes: (1) to assess your learning of the course material; and (2) to provide you additional opportunities to learn (remember that tests – opportunities to retrieve from long-term memory – boost learning!). You will complete a *Midterm Exam* (100 points) and a *Final Exam* (125 points). Exams are *cumulative*, meaning you may be asked about all course material up until the exam day. (This forces you to *space* out your learning of course material by returning to it multiple times, thereby improving durable memory.) The exams are designed to assess your understanding and application of the concepts, principles, theories, and empirical findings in psychology (SLOs #1 & 2). There is a 4-hour time limit on Canvas for each exam (note this time frame is already extended to accommodate for anyone with testing time extensions). Exams are open-book and open-notes, though you are on your honor not to consult with classmates nor to use additional external resources beyond the course. The Final Exam will include a take-home portion that will focus on integration and application of psychology perspectives and themes (SLO #5) and ask you to reflect on your Personal Development Goals (listed above). *[Notify me as soon as possible if you have extenuating circumstances impacting your ability to complete an exam following the schedule of deadlines below.]*

COURSE GRADES

Your final grade in PSY 105 is based on the following system (500 points max):

Learning Assessment	Points
Guided Notes (GN) (2 x 11)	22
Application Activities (AA) (5 x 11)	55
Concept Checks (CC) (10 x 11)	110
Exit Tickets (ET) (3 x 11)	33
“Participation”: 2 Surveys + 1 Meeting	15
Research Round-Up (RRU)	40
Midterm Exam	100
Final Exam	125

At the conclusion of the course, final letter grades will be assigned as follows:

465-500 (93-100%) = A	450-464 (90-92.9%) = A-	435-449 (87-89.9%) = B+
415-434 (83-86.9%) = B	400-414 (80-82.9%) = B-	385-399 (77-79.9%) = C+
365-384 (73-76.9%) = C	350-364 (70-72.9%) = C-	335-349 (67-69.9%) = D+
315-334 (63-66.9%) = D	300-314 (60-62.9%) = D-	0-299 (<60%) = F

You may only count PSY 105 toward the psychology major/minor if you earn a C- or higher. If you opt for Pass/No Pass (P/NP), you will need to earn the equivalent of a C- or higher to receive a “P” (and the 4 course credits). If you are taking the course for a grade, and earn a D- or D, the course will count for credits but not for the major/minor.

POLICIES

see Canvas Syllabus page for Goucher Policies & Resources and Student Support Services info

Canvas and Goucher Email: On Canvas you will find everything you need for a successful experience in this course, including a daily ‘Schedule for Success’ for each module (with assignment submission links), and the gradebook. You are expected to regularly check Canvas, along with your Goucher email, for course updates and announcements.

Accommodations: If you believe you are eligible for accommodations, go to for information on how to document and request these. The Coordinator of Accessibility Services is available by appointment. Upon notification that you have academic (or any type of) accommodations, we should communicate promptly about how these may impact the course. *Note that for extended testing accommodations, I have already doubled the standard time to complete the Midterm and Final Exams.*

Academic Honor Code: All Goucher students are bound by the standards of the Academic Honor Code. Suspected violations of the Honor Code will be referred to the Academic Honor Board. *Your first required activity for this class will be to agree to the Honor Code as part of the Introductory Survey on Canvas.*

Navigate: At least once during the term, you will receive feedback via Navigate regarding your academic performance. You can view all of this feedback by logging into the desktop version of Navigate. You will be sent an email if your professor is concerned about your performance in this class. (Positive feedback is found solely on the Navigate website.) Navigate allows me to (1) request that you schedule an appointment by going to Navigate, (2) share information regarding your course progress with your advisors (faculty and staff) or other support offices, and (3) recommend that you contact a specific campus resource, such as ACE, the Writing Center, QR center, etc. You may also be contacted directly by one of these services.

PSY 105 COURSE SCHEDULE
Summer Session I: June 6-30, 2022

Module	To-Do Dates	Topic & Assigned Materials (see Canvas Modules for details and links)	Due Dates
1	M 6/6 - T 6/7	Welcome & Getting to Know the Course (and Each Other)	GN1, AA1, CC1, ET1, Intro survey, Zoom meeting by Su 6/12
2	W 6/8 - Th 6/9	<i>The Evolution of Psychology</i> Weiten Ch. 1, pp. 1-22 + videos <i>Improving Study Skills</i> Weiten Ch. 1, pp. 23-25; and Ch. 7, pp. 252-255 + videos Mindset TED Talk & Learning Styles TED Talk	GN2, AA2, CC2, ET2 by Su 6/12
3	Fr 6/10 - Sa 6/11	<i>The Research Enterprise in Psychology</i> Part I: Weiten Ch. 2, pp. 30-41 + videos Part II: Weiten Ch. 2, pp. 42-57 + videos	GN3, AA3, CC3, ET3 by Su 6/12
4	M 6/13 - Tu 6/14	<i>The Biological Bases of Behavior</i> Part I: Weiten Ch. 3, pp. 64-85 + videos Part II: Weiten Ch. 3, pp. 85-95; and pp. 98-101 + videos	GN4, AA4, CC4, ET4 by Su 6/19
5	W 6/15 - Th 6/16	<i>Variations in Consciousness</i> Part I: Weiten Ch. 5, pp. 146-165; and pp. 176-177 + videos Part II: Weiten Ch. 5, pp. 169-175 + videos	GN5, AA5, CC5, ET5 by Su 6/19
6	Fr 6/17 - Sa 6/18	<i>Learning</i> Part I: Weiten Ch. 6, pp. 182-192; and pp. 218-219 + videos Part II: Weiten Ch. 6, pp. 193-217 + videos	GN6, AA6, CC6, ET6 by Su 6/19
Midterm	Su 6/19 - M 6/20	MIDTERM EXAM	Exam due by M 6/20

7	M 6/20 – Tu 6/21	<i>Human Memory</i> Part I: Weiten Ch. 7, pp. 222-235 + videos Part II: Weiten Ch. 7, pp. 235-252 + videos	GN7, AA7, CC7, ET7 & Midpoint Survey by Su 6/26
8	W 6/22 – Th 6/23	<i>Human Development Across the Life Span</i> Part I: Weiten Ch. 10, pp. 338-349 + videos Part II: Weiten Ch. 10, pp. 349-362 + videos	GN8, AA8, CC8, ET8 by Su 6/26
9	Fr 6/24 – Sa 6/25	<i>Personality</i> Part I: Weiten Ch. 11, pp. 378-381; 392-393; 402-409 + videos Part II: Weiten Ch. 11, pp. 382-392; 394-402; 410-413 + videos	GN9, AA9, CC9, ET9 by Su 6/26
10	M 6/27 – Tu 6/28	<i>Social Behavior</i> Part I: Weiten Ch. 12, pp. 418-426; 432-438; 449-451 + videos Part II: Weiten Ch. 12, pp. 439-448 + videos	GN10, AA10, CC10, ET10 by Th 6/30
11	W 6/29 – Th 6/30	<i>Psychological Disorders</i> Part I: Weiten Ch. 14, pp. 490-502 + videos Part II: Weiten Ch. 14, pp. 503-514; pp. 516-517 + videos	GN11, AA11, CC11, ET11 by Th 6/30
RRU	M 6/27 – Fr 7/1	<i>Research Round-Up (RRU) Assignment</i>	<i>Selection</i> by M 6/27 <i>Proposal</i> by Tu 6/28 <i>Letter</i> by Th 6/30 <i>Replies</i> by Fr 7/1
Final	Th 6/30 – Fr 7/1	FINAL EXAM	Exam due by Friday 7/1