Introduction to Psychological Science
PSY 110 (1b), Integrated Lecture & Lab
MWF 12:50-3:00, Tu/Tr 1:00-4:00

Instructor: Dr. KatieAnn Skogsberg **Office:** Young 216 (Teaching Remotely Fall 2020) **Phone:** 859-238-5238 (office) **E-Mail:** katieann.skogsberg@centre.edu	**Office Hours:** Tuesdays 1:00-4:00 Via Zoom (Please sign up for a time in advance) Or by appointment

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The Basics:

Course Description:

This course will be a general introduction to the scientific study of human behavior and psychological processes. Topics will include research methodology, biological basis of behavior, human development, sensation and perception, learning and memory, emotion and health, personality, social psychology, and psychological disorders. This course is a prerequisite for advanced courses in psychology and behavioral neuroscience.

Required Textbook and Software: Psychological Science, 6th Ed., by Michael Gazzaniga. New York, N.Y., W.W. Norton & Company, INC. ISBN-13: 978-0393640342 (e-book available).

Required Additional Software: InQuizitive interactive online quizzing software, available from the publisher: https://wwnorton.com/books/9780393640342

Learning Goals & Objectives:

Goals (*Higher order ambitions*): To be able to apply the science of psychology to help you achieve your career goals, life goals, or to solve a real-world problem.

Objectives (*Specific, measurable competencies which I will assess to see if you reach these goals*).

1. Recognize important terms and concepts from specific topics within psychological science (Quizzes)
2. Apply your knowledge of the basic research methods used in psychological science to evaluate and interpret hypothetical and real-world experimental designs and psychological phenmomena. (Labs)
3. Apply concepts from psychololgical science and experimental design to projects that are related to your specific career goals, life goals, or towards solving a real-world problem. (Artifacts)

Course Structure:

Remote Instruction: This course will include both synchronous and asynchronous remote instruction and participation. Because the class has an assigned on-campus time, I expect you to be available to interact with your classmates during pre-arranged portions of these times, but not all of them. However, because the course does not have a classroom, we will be meeting remotely via the Zoom video-conferencing app. To do this, you will need to have access to an electronic device (computer, tablet, or smart-phone) that will allow you to capture images, communicate with your voice, and to access online quizzes and assignments in the Moodle course management software (CMS) system.

Topics and Associated Assignments:

Because of the compressed time frame of this course, our goal will be to take an in-depth examination of a few select topics in psychology, as opposed to trying to complete a rapid surface coverage of several topics. I have chosen the topics based on the 5 pillars (P) and 2 cross cutting (CC) themes set forth in the American Psychological Association's (APA) guidelines for introduction to psychology courses. You will also have the option to explore one additional chapter to satisfy a portion of the course requirements.

Chapter	Topic	Inquizitive Quiz	Lab Activity	Chapter Quiz	Artifact
Chapter 1	The Science of Psychology (CC)	Yes	Yes	Yes	No
Chapter 2	Research Methodsology (CC)	Yes	Yes	Yes	Yes
Chapter 3	Biology and Behavior (P1)	Yes	Yes	Yes	Yes
Chapter 6	Learning (P2)	Yes	Yes	Yes	Yes
Chapter 7	Memory (P3)	Yes	Yes	Yes	Yes

Chapter 12	Social Psychology (P4)	Yes	Yes	Yes	Yes
Chapter 14 & Chpater 15	Pschological Disorders & Treatments (P5) (Condensed)	Yes	Yes	Yes	No
Chapter X	Your Chapter of Choice (see note below)	Yes	No	Yes	Yes
Total		8	7	8	6

Chapter of Choice: For those students aiming to **earn a C or higher in this course** (see **Final Grades** below), you will be asked to explore one additional topic that you may select from any of the chapters that are not on this list. This topic will not be covered by the instructor. Rather, you will complete this chapter on your own. There will be no lab requirement for your chapter of choice.

Assignments & Activities:

The course will consist of five categories of assignments and activities:

1. **InQuizitive Reading Quizzes:** Weekly quizzes over the text-book reading to ensure you are prepared for the class discussions and have an adequate foundation to begin developing your Artifact. These quizzes are open book and open note.*

2. **Lab Assignments:** Weekly assignments and activities that will allow you to delve deeply into a specific application of that week's topic. You will complete these assignments as Learning Pods (LPs) where everyone in your group is doing a similar task. You will be encouraged to discuss ideas and possible solutions with your LP members, but complete your own (authentic) work.*

3. **Chapter Quizzes:** These quizzes will be taken at the end of each week to help you assess the depth and breadth of your knowledge. These quizzes are also open book and open note.*

4. **Topical Artifacts:** The artifacts that you create will be the beating heart of this course. These assignments will give you the opportunity to embody the material by making it **your own****. You will use what you have learned to create an artifact that demonstrates how this new knowledge will make you a better candidate for your future career, help you achieve your life goals, or address a real-world problem that you are interested in solving.
   a. You will get support and feedback from both your classmates and me during the required Development sessions, where you will be expected to arrive prepared with a draft or prototype of your planned Artifact.
   b. Each Artifact will be submitted at the end of the week and assessed individually for each topic.

5. **Miscellaneous Surveys & Activities:** Since this course includes several new ways of doing things, and since I'm a psychological scientist, I'm going to be conducting a lot of assessments (collecting data). These will include informal surveys that I have written specifically for this course, and a few standardized instruments. They will not be graded, but completion of them will count towards your final grade. The purpose for these surveys will be to help me evaluate the accessibility, equity, and structure of the course, as well as the clarity and efficacy of my instruction. They will also help me assess your growth as a student throughout the course.

A Note on Academic Honesty:

- ***The purpose of these assignments** is to help you assess your learning and comprehension. An essential part of learning is taking the time to reflect on, struggle with, and then test your knowledge. Therefore, the one thing I ask is that when completing these assignments, you limit your sources to your textbook, my lecture materials, assigned readings and videos, the lab materials, and your own personal notes, and NOT from a shared document or internet resource.

- o *Obtaining the answers or other information from someone else's assignment, from a shared Quizlet, on Chegg (or other "homework help" website), or from other documents or sources that someone else created does not create durable learning and is considered academic dishonesty.
  - o *In other words, do your own work. Googling or obtaining the answers from someone else doesn't count as work.
- ****Your Artifacts** should also be uniquely and authentically your own work. One of the requirements for earning a passing grade on each Artifact will be to include an explanation or demonstration of how the Artifact is unique to you and what you have learned from taking this course.

Grades and Assessment:

Specifications Grading: This course will be conducted following the principles of "Specifications Grading" (Nilson, 2015, 2016). You will be given feedback on each assignment indicating whether your assignment adequately demonstrates that you understand and can apply the material at a level that is worthy of passing the course (demonstrates proficiency) or not (does not demonstrate proficiency). While some specifications grading models use only a pass/fail approach, I will be using a multi-tiered model to give you a better sense of your level of proficiency. Assignments that demonstrate proficiency worthy of passing the course will be given a rating of "Advanced." Assignments that demonstrate that you are approaching proficiency, but not to the level of passing (yet) will be rated as "Intermediate." Those that are not turned in on time, or require substantial revision to reach proficiency will be rated as "Novice."

These scores roughly translate to percentages or traditional letter grades as follows:

- **Advanced** (proficient/passing): 85% or better (B)
- **Intermediate** (approaching proficient/not passing): 84% (B-) to 75% (C) range
- **Novice** (substantial revision required): 74% or less (C-, D or U)

However, note that the Intermediate and Novice ratings are intended as feedback, and will NOT be factored into your final grade. In other words, **ONLY "Advanced" scores will count towards the final grades** (see final grades below).

If you are a student whose intrinsic motivation is to demonstrate your expertise, the occasional "Expert" will also be awarded. This rating will not convey any additional credit or advantages but serves as feedback to you that you have exceeded the minimum passing requirements.

Assessment of Assignments and Activities

Assignment:	Criterion for earning an Advanced (passing) grade
InQuizitive Reading Quizzes	Earn the target 1500 points and complete the assignment by the set due date. Adaptive/cumulative assignment.
Chapter Quizzes	Earn an 85% or higher score on the quiz by the set due date. Multiple attempts allowed.
Miscellaneous Surveys & Activities	A good faith effort, and completion of activities by the set due date.
Lab Assignments	Completion of the assignment demonstrating proficiency as assessed by the instructor and submission by the set due date.
Topical Artifacts	Active participation in the weekly development meetings, including demonstrating a well thought out and prepared draft or prototype of your Artifact. Completion of the assignment demonstrating proficiency as assessed by the instructor and submission by the set due date.

Try Again Tokens: All students will start the class with a total of 5 "Try Again" tokens.

- You may use up to 2 tokens for any ONE assignment, and up to 3 tokens for any ONE category (e.g. 3 different late chapter quizzes, re-do one Artifact twice, and one other Artifact once).
- Any "late" assignment will automatically be assigned a "Novice" score. You don't have to ask for an extension, just notify me that you will be using one of your tokens. You must complete the revised assignment within 2 days of the due date for Quizzes and Labs, or 3 days for Artifacts.

Final Grades:

Topic	Score	B+	B	B-	C+	C	C-	D	U
InQuizitive Quizzes	Advanced	ALL (8)	ALL (8)	ALL (8)	ALL (8)	ALL (8)	7	7	Failure to reach criterion for a D
Labs	Advanced	ALL (7)	ALL (7)	6	6	6	5	5	
Chapter Quizzes	Advanced	ALL (8)	ALL (8)	ALL (8)	ALL (8)	ALL (8)	7	7	
Artifacts	Advanced	ALL (6)	ALL (6)	ALL (6)	5	4	4	2	
Misc.	Complete	ALL	ALL	ALL	ALL	ALL	ALL	--	
Chapter of Choice	Advanced	Quizzes & Artifact	Quizzes & Artifact	Quizzes & Artifact	Quizzes only	Quizzes only	--	--	
Additional		Plus 2 or more Tokens leftover	--	--	--	--	--	--	

Apply for an A or an Up-Grade: If you have met all of the criteria for a B and would like to apply for an A, or, if you did not meet the criterion for a "B" (e.g. one or more "Artifacts" did not reach the "Advanced" level). Then you may apply for an "Up-Grade."

- To apply for an "Up-Grade" you will need to submit a completed portfolio of all of your artifacts, along with written documentation explaining 1) how you have revised and/or improved your Artifact (s) and 2) how all of the artifacts combined demonstrate how the material you learned in PSY 110 will help you reach your career goals, life goals, or help you address a specific real-world issue.
- Students who earn an "Advanced" score on their submission will have their grade raised one grade level (an Up-Grade), above what they would have earned without the submission.
- Submission of this final portfolio does not guarantee that you will earn an Up-Grade.

Writing Assignments:

- All writing assignments must be typed, double-spaced, using a 12-point font with 1" margins on all sides. Failing to meet these requirements will be reflected in the score, and will vary by assignment weight and the extent of the infraction.
- Mistakes in grammar, spelling, and clarity of writing will be reflected in the score, with the weight of the assignment and extent of the infraction.
- All writing assignments will be evaluated for plagiarism infractions using Turnitin.com. "Similarity" reports of 30% and above are unacceptable and will need to be revised. "Similarity" reports exceeding 40% will be reported to the dean, and you will receive a "0" for the assignment.

Classroom/Zoom Decorum:

- For the Open discussion sessions and the Development sessions: You are expected to arrive on time and be prepared to participate in class activities by having completed all of the related reading and assignments.
- You are **not** required to turn on your camera, and you may use virtual avatars or backgrounds, just so long as they are polite, considerate, and not distracting.
- You may participate during Zoom sessions using your voice or through the chat feature.
- You **are** required to participate by using your voice during the Development sessions. Additionally, you will also need to either turn on your camera or use a screen sharing option to share images of your Artifact prototype, or the plans for creating your Artifact.
- You are **not** required to participate during the discussion sessions.
- Please mute your mic if you are not currently speaking to avoid distracting background noise.
- The use of headphones is highly-recommended to avoid creating an echo or feedback.

Privacy and Protections:

- Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. ONLY the instructor has permission to record the class discussions.
- Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded.
- If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared.
- As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.
- Additionally, capturing and sharing ANY of the materials from this course outside of the class without the permission of the instructor AND all students involved is NOT allowed. This includes flip-grid videos, Slack discussions, assignment materials (such as labs or quiz questions), instructional videos provided by your instructor, and e-mail communications.

Being Part of a Supportive Learning Community:

Our primary commitment is to learn from each other, from course materials and from our work. Please remember that we are part of a learning community, and our goal is to be kind, respectful, supportive and encouraging to one another. The following statements will help guide our communications and encourage the development of a supportive learning community:

- We acknowledge differences among us in backgrounds, skills, interests, values, scholarly orientations and experience.
- We acknowledge that sexism, classism, racism, heterosexism, and other forms of discrimination (religion, age, ability, language, education, size, geographic location, etc.) exist and may surface from time to time.
- We acknowledge that one of the realities of sexism, classism, and racism is that we have been systematically taught misinformation about ourselves and others. The same is true about elitism and other forms of prejudice or bias.
- We will try not to blame people for the misinformation we have learned, but we hold each other responsible for repeating misinformation or offensive behavior after we have learned otherwise.
- We will try to write and speak thoughtfully to avoid any dismissive or misunderstood messages. If you find an online or in-person interaction is unpleasant, please let your instructor know.
- During any exchange (Zoom, Slack, Flip-Grid, or any other platform) we will:
    - Set own boundaries for sharing
    - Speak from experience and avoid generalizing about groups of people
    - Respect confidentiality (do not share personal information shared in class outside the class)
    - Share air time

- o   Listen respectfully to different perspectives
- o   Do not blame or scapegoat
- o   Focus on own learning
- o   Respect different experiences and perspectives
- o   Ask clarifying questions as needed
- o   Be willing to admit we are wrong
- o   Be willing to recognize we may not have all of the information
- o   Respect individuals as experts of their own experience
- Are there other ground rules that the class would like to add?

Academic Integrity:

- Academic dishonesty (such as cheating and plagiarism) is a form of theft and will be dealt with accordingly. The rules regarding academic integrity are detailed in the Centre College Student Handbook. This includes the proper use and citation of source materials and **doing your own, authentic work on assignments**. It is your responsibility to be familiar with and uphold these rules.
- If you become aware of another student who violates these rules, you are encouraged to report the incident to your instructor. These reports will be confidential.
- It is also important to note that if you are acting in a way that suggests you may be engaged in academic misconduct, I am obligated by college policy to take immediate action to protect the integrity of the course.
- Any student caught cheating will automatically be given a "Novice" score without a "Try-Again" option for the unit of coursework (e.g. quiz, lab, artifacts or other assignments), the event will be reported to the Associate Dean, and may result in a grade of "U" for the entire course.

Attendance:

- The only time you will be required to attend a "live" Zoom session will be during your weekly Development meetings.
- Attendance will be assessed based upon the on-time completion of the weekly assignments.

Students with Diverse Needs:

- It is my intent that all students enrolled in this course are given equal opportunities to succeed. The shift to remote teaching may introduce new and unexpected challenges. While I will attempt to anticipate as many of these issues as possible, there may still be things that come up that I cannot anticipate, or are outside of my awareness. *Please work with me to help me identify these issues*. If you encounter a difficulty, or if you become aware of a classmate who is having difficulties accessing or completing the course material, please alert me so that I can work to find a solution.

- Additionally, if you have a documented physical impairment or learning disability, please contact your instructor and the Dean of Student Advising as soon as possible so that the appropriate arrangements can be made.

PSY 110 Fall 2020 Schedule

Date	Day	Topic	Class Time & Labs	Assignments Due
26-Aug	Wed	Psychological Science	12:50-1:50 Zoom meet and greet	11:55 pm Syllabus Quiz
27-Aug	Thu		1:00-1:45 Discussion Section (1) 2:15-3:00 Discussion Section (2) **Lab:** Scientist Like Me (Flip-Grid)	11:30 am Inquisit Due
28-Aug	Fri		1:00-1:45 Discussion Section (1) 2:15-3:00 Discussion Section (2)	11:55 pm Lab Due
29-Aug	Sat			11:55 pm Chapter Quiz Due

Date	Day	Topic	Sessions	Due
31-Aug	Mon	Research Methodology	1:00-1:45 Discussion Section (1) 2:15-3:00 Discussion Section (2)	11:30 am Inquisit Due
1-Sep	Tue		1:00-4:00 Office hours by appointment **Lab:** Guilty Dog (Case Study)	11:55 pm Chapter of Choice (Selection) due
2-Sep	Wed		1:00-2:00 Development Meetings (1) 2:00-3:00 Development Meetings (2)	
3-Sep	Thu		1:00-2:00 Development Meetings (3) 3:00-4:00 Development Meetings (4)	11:55 pm Labs due
4-Sep	Fri		1:00-1:45 Discussion Section (1) 2:15-3:00 Discussion Section (2)	11:55 pm Chapter Quizzes due
5-Sep	Sat			11:55 pm Artifacts due
7-Sep	Mon	Biology & Behavior	1:00-1:45 Discussion Section (1) 2:15-3:00 Discussion Section (2)	11:30 am Inquisit Due
8-Sep	Tue		1:00-4:00 Office hours by appointment **Lab:** Split Brain (Case Study)	11:55 pm Chapter of Choice Inquisitive Due
9-Sep	Wed		1:00-2:00 Development Meetings (1) 2:00-3:00 Development Meetings (2)	
10-Sep	Thu		1:00-2:00 Development Meetings (3) 3:00-4:00 Development Meetings (4)	11:55 pm Labs due
11-Sep	Fri		1:00-1:45 Discussion Section (1) 2:15-3:00 Discussion Section (2)	11:55 pm Chapter Quiz due
12-Sep	Sat			11:55 pm Artifacts due
14-Sep	Mon	Learning	1:00-1:45 Discussion Section (1) 2:15-3:00 Discussion Section (2)	11:30 am Inquisit Due
15-Sep	Tue		1:00-4:00 Office hours by appointment **Lab:** Learning Theory (Case Study)	11:55 pm Chapter of Choice Chapter Quiz Due
16-Sep	Wed		1:00-2:00 Development Meetings (1) 2:00-3:00 Development Meetings (2)	
17-Sep	Thu		1:00-2:00 Development Meetings (3) 3:00-4:00 Development Meetings (4)	11:55 pm Labs due
18-Sep	Fri		1:00-1:45 Discussion Section (1) 2:15-3:00 Discussion Section (2)	11:55 pm Chapter Quiz due
19-Sep	Sat			11:55 pm Artifacts due
21-Sep	Mon	Memory	1:00-1:45 Discussion Section (1) 2:15-3:00 Discussion Section (2)	11:30 am Inquisit Due
22-Sep	Tue		1:00-4:00 Office hours by appointment **Lab:** Memory (Flip-Grid)	11:55 pm Chapter of Choice Artifacts Due
23-Sep	Wed		1:00-2:00 Development Meetings (1) 2:00-3:00 Development Meetings (2)	
24-Sep	Thu		1:00-2:00 Development Meetings (3) 3:00-4:00 Development Meetings (4)	11:55 pm Labs due
25-Sep	Fri		1:00-1:45 Discussion Section (1) 2:15-3:00 Discussion Section (2)	11:55 pm Chapter Quiz due
26-Sep	Sat			11:55 pm Artifacts due
28-Sep	Mon	Social Psychology	1:00-1:45 Discussion Section (1) 2:15-3:00 Discussion Section (2)	11:30 am Inquisit Due
29-Sep	Tue		1:00-4:00 Office hours by appointment **Lab:** Hidden Brain (Flip-Grid)	
30-Sep	Wed		1:00-2:00 Development Meetings (1)	

			2:00-3:00 Development Meetings (2)	
1-Oct	Thu		1:00-2:00 Development Meetings (3) 3:00-4:00 Development Meetings (4)	11:55 pm Labs due
2-Oct	Fri		1:00-1:45 Discussion Section (1) 2:15-3:00 Discussion Section (2)	11:55 pm Chapter Quiz due
3-Oct	Sat			11:55 pm Artifacts due
5-Oct	Mon	Disorders & Treatment	1:00-1:45 Discussion Section (1) 2:15-3:00 Discussion Section (2)	11:30 am Inquisit Due
6-Oct	Tue		1:00-4:00 Office hours by appointment **Lab:** Disorder Infographics	
	Wed			11:55 pm Labs due
8-Oct	Thu	Final	Completed Portfolios & Up-Grades Due	

Note: This syllabus is provided to you as the instructor's best estimate of the topics and requirements of this course. However, there is always the possibility that some assignments, dates or topics may change. Any changes made to the schedule or requirements will be announced in class. It is your responsibility to attend class and ensure that you are up to date on the course schedule and requirements.

Nilson, L. B. (2015). *Specifications Grading*. Stylus. https://styluspub.presswarehouse.com/browse/book/9781620362426/Specifications%20Grading

Nilson, L. B. (2016, January 19). *New ways to grade more effectively (essay) | Inside Higher Ed*. Inside Higher Ed. https://www.insidehighered.com/views/2016/01/19/new-ways-grade-more-effectively-essay