Introduction to Psychological Science (PSY 110),
Lecture/Discussion: MWF 9:10-10:10, **Lab:** Tu 8:00-11:00

Instructor: Dr. KatieAnn Skogsberg (She/Her/Hers) **Office:** Young 216 (Teaching Remotely Fall 2020) **Phone:** 859-238-5238 (office) **E-Mail:** katieann.skogsberg@centre.edu	**Office Hours:**

Table of Contents

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

50 Great Myths of Popular Psychology, by Scott O. Lilienfeld, Steven Jay Lynn, John Ruscio & Barry L. Beyerstein. West Sussex, U.K., Wiley-Blackwell, ISBN-13: 978-1405131124.

Learning Goals & Objectives:

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

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. **Evaluate** and discuss myths, misconceptions and misapplications of psychological science (Book Club).
3. **Apply** your knowledge of the basic research methods used in psychological science to evaluate and interpret hypothetical and real-world experimental designs and psychological phenomena (Labs).
4. **Apply** concepts from psychological science and experimental design to projects that are related to your specific career goals, life goals, or towards solving a real-world problem (Artifacts).
5. **Demonstrate**
   a. Proficiency in technical aspects of **scientific literacy**, such as identifying reliable sources of information and using proper citation methods (Labs & Artifacts).
   b. Being an **effective science communicator** by writing and talking about psychological science topics without relying on jargon and making the material accessible to all levels of learners (Labs, Artifacts & Interviews).
   c. The ability to monitor, assess and engage in **metacognition** by reflecting on your learning (Labs, Book Club, Interviews and Artifacts).
   d. **Self-efficacy**, by taking charge of your own learning process, tracking your progress, communicating with your professor about your personal learning goals for the course.

Course Design and Structure:

The course design is rooted in the concept of **andragogy**, which focuses on helping **adults** learn, as opposed to pedagogy, which focuses on helping children learn. As such, this course emphasizes independent, self-directed, and/or cooperative learning. Andragogy maintains that adults learn best and are motivated to learn when they have a flexible yet challenging learning environment, where they can apply what they learn to personally relevant or real-world situations. Thus, you will have multiple options and opportunities to demonstrate your knowledge, ranging from open-book/open note online quizzes, to creating "artifacts" of your knowledge that reflect your personal or real-world interests.

Remote Instruction**:** This course will include both synchronous and asynchronous instruction and participation. <mark>There may also be a few days that we meet in the classroom to do lab activities that work best in a hands-on environment</mark>. Because the class has an assigned on-campus time, I expect you to be available to interact with your classmates during these times. Our remote sessions will be held via the Zoom video-conferencing app. You will need access to an electronic device (computer, tablet, or smart-phone) that will allow you to capture images, communicate with your voice, and access online quizzes and assignments in the Moodle course management software (CMS) system. **To ensure that you have reliable access to the course, you may use the classroom to ensure you have a quiet space with reliable computer and internet access.** If you are concerned about your ability to participate in these interactive, synchronous sessions, please contact me so that we can find a solution that works for you.

Topics: I have designed this course 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. These topics are:

Chapter	Topic
Chapter 1	**The Science of Psychology** (Cross Cutting)
Chapter 2	**Research Methodology** (Cross Cutting)
Chapter 3	**Biology and Behavior** (P1 Biological)
Chapter 5	**Sensation & Perception** (P1 Biological & P2 Cognitive)
Chapter 6	**Learning** (P3: Developmental)
Chapter 7	**Memory** (P2: Cognitive)
Chapter 9	**Human Development** (P3: Lifespan Development)
Chapter 10	**Motivation & Emotion** (P4: Social & Personality)
Chapter 11	**Health** (P5: Mental & Physical Health)
Chapter 12	**Social Psychology** (P4: Social & Personality)
Chapter 14 & Chapter 15	**Psychological Disorders & Treatments** (P5: Mental & Physical Health)
Total	

Assignments & Activities:

There are 7 different assignment categories. All assignments will be graded based on whether they meet the criterion for passing (full points) or do not meet the criterion (zero points). <mark>Points are provided as indicators of the amount of effort and/or time that I am expecting you to put into any one assignment</mark>.

1. **InQuizitive Reading Quizzes:** (11 assignments, 10 points each). **Weekly** quizzes over the textbook reading to ensure you are prepared for the class discussions and have an adequate foundation to begin developing your Artifact. You may attempt the quiz as many times as needed until the due date. You must reach the target score for each quiz (1500 points, or 100%) to meet criterion. These quizzes are open book and open note.*

2. **Lab Assignments:** (10 assignments, points will vary by assignment). **Weekly** assignments and activities that delve deeply into a specific application of that week's topic. You must earn an 85% or better to earn an "Advanced" score demonstrating that you have met the criterion. Depending on the assignment, you will be working with a partner, part of a group, or on your own. You will be encouraged to discuss ideas and possible solutions with your lab-partner and classmates, but each student or team submit their own (authentic) work.*

3. **Post Chapter Quizzes (PCQ):** (11 assignments. 10 points each). **Weekly** quizzes to assess the depth and breadth of your knowledge. You must earn an 85% or better to earn an "Advanced" score demonstrating that you have met the criterion. These quizzes are also open book and open note.*

4. **Book Club Readings:** (12 assignments, 10-14 points each). **Weekly** online discussion board posts based on readings from the "50 Myths" book. Advanced scores are worth 10 points. Expert scores are worth 14, but will only occasionally be awarded. The purpose of this assignment is to assess your ability to reflect on, write about and discuss the misperceptions and misapplications of psychological science with a small group of your classmates.

5. **Artifacts:** You will create between 1 and 4 Artifacts per block (see schedule below) to demonstrate how what you are learning in this course applies to something personally relevant to you or a real-world problem that you'd like to address. You will develop these during "Fusion" weeks that are built into the schedule.
    a. **Artifact proposals:** (3 assignments, 10 points each). You will submit a proposal indicating how many Artifacts you plan to submit, what chapters they will cover, their 🌶 levels (Mild, Medium, Spicy, or Extra Spicy), and explanations of your plans for each Artifact (see rubrics for details). If you plan to do spicy or extra spicy artifacts, you will also need to sign up for a development meeting that will happen on Monday or Wednesday of the Fusion week. Advanced scores are worth 10 points.
    b. **Artifacts:** (Number and points depend on what you choose to do). See the Artifact rubric for details.

6. **Conversations:** To ensure that you have mastered the material at a level that you can communicate with other people who are knowledgeable about the topic, you will schedule 2 "conversations" with me. These will happen during the "Fusion" weeks when you are also working on your Artifacts. The topics you choose may or may not be directly related to your Artifacts (your choice).
    a. **Conversation notes:** (2 assignments, 10 points each). You will submit a written document detailing at least 2 topics and 6 terms (3 per topic) that you feel prepared to discuss. Advanced scores are worth 10 points. These will be due on Wednesday night of the Fusion week. See rubric for details.
    b. **Conversations:** (2 assignments, 50 points each). During the fusion weeks, you will also schedule for a 7 minute "conversation" slot. During our meeting, you will start with a brief summary of what you want to discuss. I will ask questions to probe the range of your knowledge. These may include questions about specific details about the topic, how the topic relates to other topics in the same chapter, or how the topic relates to other topics in the course. Advanced scores are worth 50 points. If you do not earn a passing score, you may re-schedule for a 2nd chance during office hours or another time outside of our usual meeting times. You may re-do these conversations as many times as needed to pass.

7. **Miscellaneous Surveys & Activities:** Since this course includes several new ways of doing things, and since I'm a psychological scientist, I will be conducting several 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 of these surveys is to evaluate the accessibility, equity, and structure of the course and the clarity and effectiveness of my instruction. They will also help me assess your growth as a student throughout the course.

Grades and Assessment:

Specifications Grading: This course will be conducted following the principles of "Specifications Grading" (Nilson, 2015, 2016). Specifications Grading (specs grading, for short) holds you to a very high standard, as there is no partial credit. You either meet all of the specifications for a given assignment and earn full credit, or you don't meet all specifications and earn no credit. With practice, you will see that this rewards you for reading the

instructions carefully, and in turn, you will learn more from the assignment. Specification grading is also a way to ensure rigor in the course despite the non-traditional learning environment. All of the assignments are aligned with course learning outcomes; thus, if you meet specs criteria on enough assignments you will have met the course outcomes without having taken a single traditional exam.

Here's a useful analogy from the software engineering industry*. A customer orders a new software product, and there are some basic specifications that they expect from it. For example, does the program run? Does it do the task that it is supposed to? Does it fall within the desired code length? Does it operate within the required time requirements? Either the software program provided to the customer meets all of these specs, or it doesn't. No customer would say, "Well, I guess it's about 75% there, here's your payment". There's no partial credit for a software program, and there are no partial credits for assignments in this course.
Thus, if your work meets or exceeds specs, it earns full credit. If it fails to meet all specs, it must either be revised or abandoned. The choice is always yours.
> *Example taken from Specifications grading: Restoring rigor, motivating students, and saving faculty time, by Linda Nilson (2015).*

For most assignments, I will be using the Meets Criterion/Does Not Meet Criterion approach, but I will provide feedback and rate the activity using a multi-tiered approach to give you a better sense of your proficiency level. Assignments that demonstrate proficiency worthy of passing the course will earn a score 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% - 70% (C) range
- **Novice** (substantial revision required): 69% or less (D or U)

However, note that the Intermediate and Novice scores are intended as feedback and will NOT be factored into your final grade. In other words, **ONLY "Advanced" scores will receive credit for "Meets Criterion**."

Expert Scores: If you are a student whose intrinsic motivation is to demonstrate your expertise, the occasional "Expert" will also be awarded. This score will not convey any additional credit or advantages on most assignments but will give you feedback that you have exceeded the minimum passing requirements. Book Club entries are the lone exception, where an "Expert" entry earns you 4 extra points. If you have 3 "Experts," you can miss a post and still have enough points to earn an A, or if you miss a post, you can potentially earn the points back.

2nd Chances: You will also be allowed two 2nd chances per block to revise and resubmit an assignment that did not meet the passing criterion (e.g. Labs, Artifact Proposals, Artifacts, Conversation Notes and Book Club posts). If you do not use your 2nd chances in the first block, you may carry them over to the next block and so on. These may NOT be applied to quizzes, which have unlimited attempts up until the due date.

Final Grades:

Note: You can't mix and match grades among categories. To earn an A, you must earn the minimum points or percent correct for ALL of the categories. For example, if you meet all of the requirements for an A, except you forgot to submit an artifact proposal or your conversation notes on time, the best grade you can earn is a C+.

You do get two 2nd chances per block, but you'll want to use them sparingly.
It will be essential to stay on top of your assignments and not fall behind.

Category	Minimum points or percentages needed for each category									
Final Grade	**A**	**A-**	**B+**	**B**	**B-**	**C+**	**C**	**C-**	**D**	**U**
Miscellaneous Surveys & Activities	Complete All		Missed 1			Missed 2		Missed 3 or more		Failure to reach criterion for a D
InQuizitive Quizzes	100% on ALL	Missed 1		Missed 2		Missed 2		Missed 3 or more		
Post Chapter Quizzes	85% or better on ALL	Missed 1		Missed 2		Missed 2		Missed 3 or more		
Labs	85% or better on ALL	Missed 1	Missed 2			Missed 3				
Book Club	Advanced on ALL		Missed 1			Missed 2		Missed 3 or more		
Artifact Proposals	Meets Criteria on All 3					Missed 1		Missed 2		
Artifacts	220	200	180	160	140	120	100	80	60	
Conversation Notes	Meets Criteria on 2					Missed 1				
Conversations	Passed 2		Passed 1					Attempted 1		
Final Grade	**A**	**A-**	**B+**	**B**	**B-**	**C+**	**C**	**C-**	**D**	**U**

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 test your knowledge. Therefore, I ask that when completing these assignments, you limit your sources to your textbook, my lecture materials, assigned readings and videos, the lab materials, and your personal notes, and NOT from a shared document or internet resource.
    - *Obtaining the answers or other information from someone else's assignment, from a shared Quizlet, on Chegg, Course Hero, or other "homework help" websites, or from other documents or sources that someone else created does not create durable learning and is considered academic dishonesty.
    - *In other words, do your **own** work. Googling or obtaining the answers from someone else doesn't count as work.
- **Your Artifacts must also be uniquely and authentically your own work**. One of the requirements for earning a passing score on each Artifact will be to explain how the Artifact is unique to you and what you have learned from taking this course.
- **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.
- 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 who violates these rules will automatically be given a "Novice" score without a "2nd chance" 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.

Writing Assignments:

- **Margins & Font:** All writing assignments must be typed, double-spaced, using a 12-point Arial font with 1" margins on all sides.
- **Format:** All writing assignments must be turned in as either a word.doc or PDF. If you are using Google.docs you can download them as .doc or .pdf to satisfy this requirement.
- **Minimum & Maximum page limits:** When minimum and maximum page lengths are given, that means FULL pages of text. Cover pages are not required and do not count. Citations/References and/or footnotes do not count towards the page-length requirements. A document turned in with 1 full page of text and 2 sentences on the 2nd page does *NOT* count as a 2 page assignment. However, if you find that you need to exceed the page limit by up to 1 page to complete a thought, you will not be penalized.
- **Mistakes in grammar, spelling, and clarity of writing** matter (see rubrics).
- Failing to meet these requirements will result in a non-credit earning score of "Intermediate" or "Novice."
- All writing assignments will be evaluated for plagiarism infractions using Turnitin.com. "Similarity" reports of 30% and above are unacceptable and will given a score of "Novice."
- Blatant plagiarism of internet sources, replication of a classmate's work, or recycling of your own work from a different course will be reported to the Associate Dean for Academic Dishonesty.

Classroom/Zoom Decorum:

- **For the lecture/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.
- **Cameras on is preferred for our class meetings**: Why?
    - o **First**, it will help to build a community within the class. Putting faces and voices to names will help us all get to know each other better.
    - o **Second**, as we will discuss in the course, non-verbal cues are essential to effective communication. Being able to see one another's expressions, reactions, facial movements when speaking, and even eye-movements is fundamental to effective human communication and bonding.
    - o **Third**, it helps me to pace the course, and respond to your non-verbal cues. In the classroom, I use non-verbal cues to tell whether or not you are following me or lost. Without your cameras on, I may not notice when I've lost you, when I'm going too fast, or (this almost never happens) going too slow.
    - o **Fourth**: When you ask a question, it will help me "hear" you. Facial cues are incredibly important to being able to understand verbal communication. That's why it's easier to understand what someone is saying when you can see their face :).
- **That said, no student is expected to "tough it out" or put yourself at risk**.
    - o You may have reasons ranging from having unreliable or limited internet access, to privacy or safety reasons for not turning on your camera. You will not be penalized for this. You do not need to explain why you are not able to attend or turn on your camera unless you want me to know.

- If you prefer to keep your camera off, I'd encourage you to choose a Zoom profile photo (that will show up in place of your name) that will help to build a sense of community (e.g., a picture of your pet, or a person you admire).
- If your situation changes at any time, please just let me know. You do not need to explain unless you want to.
- 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** expected to participate by using your voice during the **Development sessions**.
- Please **always** 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 for safety or privacy reasons, you may keep your camera off, however you'll also want to consider using an unidentifiable profile image and a pseudonym (which you'll share with me so that I can make note of your participation). 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.
- 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:

Recognize and respect diversity.
(*Adapted from https://elearningindustry.com/10-netiquette-tips-online-discussions*)

- One of the great beauties of going to college is that you can meet people from all parts of the world, and a variety of backgrounds. This means that while participating in an online discussion you and your classmates may use the same language to communicate with each other, but the truth is that cultural backgrounds, linguistic terminology, and abilities to express oneself in written language may vary significantly in an online learning environment. If your virtual classroom is a typical one, it will be ethnically rich and multicultural. This is why it is important to respect diversity and opinions different from yours, no matter where they come from. It is ok to disagree with a point of view, but it is definitely inappropriate to disrespect and be

offensive towards others. **Being open to different points of view is a sign of intelligence; furthermore, paying attention to alternative viewpoints is one of the greatest ways to learn**. Needless to say, profanity, and racist, sexist, ageist, and religiocentric comments are unacceptable, no matter how innocent or "funny" may sound to you. On the other hand, if you are the victim of an insulting remark, try to maintain your calm and resist returning the offense. Rather, report the issue directly to your instructor.

Ground rules for Discussions: (*Adapted from Dr. Jamie Shenton's ground rules for classroom discussions*). During any discussion using Zoom, Slack, Flip-Grid, or any other platform, we will:

- o Set own boundaries for sharing
- o Speak from experience and avoid generalizing about groups of people
- o Respect confidentiality (do not share personal information shared in class outside the class)
- o 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
- o Agreements or disagreements may be directed at statements or opinions, but not the person.
- Are there other ground rules that the class would like to add?

Attendance:

- Attendance will be assessed based upon the on-time completion of the weekly assignments.
- Your attendance to lecture/discussion sections is *expected* but not *required.*
  - o If you are on campus, or in a similar time zone, without mitigating circumstances (e.g. parent or child care due to Pandemic), you will be expected to attend our lecture/discussion sections.
  - o If you are living in a significantly different time zone (i.e. 8 hrs. different), or if you have mitigating circumstances, the sessions will be recorded so that you can have access to the same materials as your classmates.

Students with Diverse Needs:

- As someone who navigated college not only as a first-generation student but also before *my* learning disabilities were recognized, I want to ensure that all students enrolled in this course have equal opportunities to succeed. Barriers to learning can be hard to identify, for both the student and the instructor. Frankly, I didn't know I was having a harder time than most when I was going through it. Still, if you know or suspect you may have a challenge that puts you at a disadvantage, please let me know so that we can work to find a solution.
- 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 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 have accommodations, please let me and the Dean of Student Advising know as soon as possible so that the appropriate arrangements can be made.

PSY 110 Spring 2021 Schedule

Date	Day	Week Block	Topic	Assignments Due @11:55 pm **the night before** this day	In Class Activity	Assignments Due at 11:55pm on this day
8-Feb	Mon	W1 B1	Ch 1 Intro		Meet & Greet Syllabus Quiz	"Try Me!" InQuizitive Start of class surveys
10-Feb	Wed			Ch 1 Inquizitive	Lecture/Discussion	Syllabus Quiz
11-Feb	Thur				**Lab:** Scientist Like me (Flip Grid) (start)	
12-Feb	Fri				Lecture/Discussion	PCQ due
15-Feb	Mon	W2 B1	Ch 2 Methods	Ch 2 Inquizitive	Lecture/Discussion	**Book Club:** Ch 0 (Myths)
17-Feb	Wed				Lecture/Discussion	**Lab:** Scientist Like me (Flip Grid)
18-Feb	Thur				**Lab:** Guilty Dog (start)	What's Your Learning Style? (Perusall)
19-Feb	Fri			Figuring Out Final Grades (Perusall)	Lecture/Discussion	PCQ
22-Feb	Mon	W3 B1	Fusion Week For Block 1	Artifact Proposals & Appointments	Development Meetings	**Book Club:** Ch 1 (Brain)
24-Feb	Wed				Development Meetings	Conversation Notes & Appointments
25-Feb	Thur				**Lab:** Conversations 1	
26-Feb	Fri				Conversations 1 (cont.)	Block 1 Artifacts Due
1-Mar	Mon	W4 B2	Ch3 Biology & Behavior	Ch 3 Inquizitive	Lecture/Discussion	**Book Club:** Ch 5 (Consciousness)
3-Mar	Wed				Lecture/Discussion	**Lab:** Guilty Dog (Due)
4-Mar	Thur				**Lab:** Split Brain	
5-Mar	Fri				Lecture/Discussion	PCQ
8-Mar	Mon	W5 B2	Ch 5 S&P	Ch 5 Inquizitive	Lecture/Discussion	**Book Club:** Ch 4 (IQ and Learning)
10-Mar	Wed	Day Off				
11-Mar	Thur				60 min S&P Lecture/Discussion **Lab:** 90 min S&P Lab	**Lab:** Split Brain (Due)
12-Mar	Fri				Lecture/Discussion	PCQ

15-Mar	Mon	W6 B2	Ch 6 Learning	Ch 6 Inquizitive	Lecture/Discussion	**Book Club**: Ch 3 (Memory)
17-Mar	Wed				Lecture/Discussion	**Lab:** S&P Lab (Due)
18-Mar	Thur				**Lab:** Learning Theory (Elephants)	
19-Mar	Fri				Lecture/Discussion	PCQ
22-Mar	Mon	W7 B2	Ch 7 Memory	Ch 7 Inquizitive	Lecture/Discussion	**Book Club**: Ch 10 (Law)
24-Mar	Wed				Lecture/Discussion	**Lab:** Learning Theory (Elephants) (Due)
25-Mar	Thur	Mid			**Lab:** Memory Flip-Grid	
26-Mar	Fri				Lecture/Discussion	PCQ
29-Mar	Mon	W8 B2	Fusion Week For Block 2	Artifact Proposals & Appointments	Development Meetings	**Book Club**: Ch 8 (Personality)
31-Mar	Wed				Development Meetings	Conversation Notes & Appointments
1-Apr	Thur				**Lab:** Conversations 2	
2-Apr	Fri				Conversations 2 (Cont.)	Block 2 Artifacts Due
5-Apr	Mon	W9 B3	Ch 11 Health	Ch 11 Inquizitive	Lecture/Discussion	**Book Club**: Ch 7 (Social)
7-Apr	Wed				Lecture/Discussion	**Lab:** Memory Flip-Grid (Due)
8-Apr	Thur	RICE			**Lab:** My Health Plan	
9-Apr	Fri				Lecture/Discussion	PCQ
12-Apr	Mon	W10 B3	Ch 12 Social	Ch 12 Inquizitive	Lecture/Discussion	**Book Club**: Ch 2 (Development)
14-Apr	Wed				Lecture/Discussion	
15-Apr	Thur				**Lab:** Hidden Brain Flip-Grid	
16-Apr	Fri				Lecture/Discussion	PCQ
19-Apr	Mon	W11 B3	Ch 10 Mo Emo	Ch 10 Inquizitive	Lecture/Discussion	**Book Club**: Ch 6 (MoEmo)
21-Apr	Wed				Lecture/Discussion	**Lab:** Hidden Brain Flip-Grid (Due)
22-Apr	Thur				**Lab:** Presentation assignments	
23-Apr	Fri				Lecture/Discussion	PCQ (Saturday)
26-Apr	Mon	W12 B3	Ch 14/15 Disorders & Treatment	Ch 14 Inquizitive	**Presentation Prep**	**Book Club**: Ch 9 (Disorders)
28-Apr	Wed				**Presentations 1 & 2**	
29-Apr	Thur				**Lab: Presentations 3, 4, 5 (break) 6 & 7**	**Lab:** My Health Plan (part 2) (Due)
30-Apr	Fri				**Day Off.**	PCQ (14) (Saturday)
3-May	Mon	W13 B3			Office Hours	**Book Club**: Ch 11 (Treatment)

Date	Day					
5-May	Wed				Office Hours	
6-May	Thur			Artifact Proposals & Appointments	**Lab:** Development Meetings	
7-May	Fri				Office Hours	
10-May	Mon	14			Office Hours	Block 3 Artifacts Due
17-May	Mon	Final	1:30-4:30		Artifact Exchange Final Surveys Vote for the spiciest Artifact	**Book Club**: Ch 12 (Truth)

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