

PSYC 110

GENERAL PSYCHOLOGY

The University of Tennessee

Course syllabus

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Welcome!



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she / her

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Student Hours:

Tuesdays 1:00 - 2:30

Fridays 10:00 - 11:30

and by appointment

This course is designed to be an Engaged Inquiry into psychology, focusing not just on helping you learn about what psychology is, but also helping you develop important critical and scientific thinking skills as you engage in collaborative and reflective learning. Through this course, you will be introduced to many of the major topics and theories of psychology. Both historical perspectives and current research are included. We will emphasize ways you can apply psychology to various aspects of everyday life, investigate the impact of culture on psychological processes, and think critically about how psychological research and theory inform contemporary issues. This course serves as a prerequisite to most other Psychology courses offered through the department, which tend to offer a more in-depth analysis of specific topics introduced in this course. This course also fulfills the Social Sciences area of the University General Education / Vol Core curriculum.

I am looking forward to sharing my love of psychology with you this semester!

FAQs

Much more detailed information about each of these can be found on the following pages, but here are the key things you need to know

• WHAT IS THIS CLASS ABOUT?

- Psychology is the scientific study of behavior and mental processes. That means that it addresses questions like *How can I be more successful as a student? How does my brain work? What career would be best for me? What can we do to reduce prejudice? How can I change someone's behavior, including my own? How can I be happier and healthier?* You will also develop an understanding of what social science is in general and enhance your critical thinking, self-reflection, and collaboration skills

• WHEN AND WHERE IS CLASS?

- Monday and Wednesday in AMB (Alumni Memorial Building) room 210 1:00 – 1:50 AND
- A 50-minute discussion section either Wednesday, Thursday, or Friday based on your specific registration

• WHAT DO I NEED TO BRING TO CLASS?

- A mask
- Something to take notes with that is NOT a laptop or tablet (applying for exceptions is described later)
- A cell phone with the Turning Technologies app installed OR a stand-alone clicker

• IS ATTENDANCE MANDATORY?

- Sort of. It will be very hard to be successful if you do not attend class. Part of your grade does come from regular engagement in both the MW lectures and once-a-week discussion sections
- I also want you to stay home if you might be sick, so there will be ways for you to engage with class without being physically present if needed.

• WHAT IS MY GRADE BASED ON?

- A large number of small assignments in 3 broad categories: exams (35% of your grade), engaged inquiries activities (35% of your grade), and other assignments (30% of your grade)
- This includes weekly homework assignments, class engagement, reflective writing in and out of class, and a semester-long group project. (don't panic – much of your grade is based on individual effort and you will have chances to talk about the project during class)

• HOW CAN I BE SUCCESSFUL IN THIS CLASS?

- Engage with the material regularly; that means spending at least an hour a day outside of class (6-9 hours / week) reading the book, reviewing your notes, completing online assignments, etc.
- Ask questions – in class, online, in student hours.

• DO YOU ACCEPT LATE WORK?

- Yes. This is not a “do it whenever you want” class, but most assignments have at least some flexibility for submitting late work without a penalty and without you needing to disclose why your work is late. Please read the specific late policies for each assignment carefully.

• DO I NEED TO BUY ANYTHING FOR THE CLASS?

- You will need a computer with internet access and a webcam for some of the online assignments. If you do not already have access to these devices, there are a variety of ways to [access them on campus](#) or [borrow them](#) for brief periods.
- You have already paid for the book and homework platform through your student fees, and everything else is available for free through Canvas. There are some optional things you could buy, borrow, or rent: a hard copy of the textbook, a physical clicker device

• WHAT ABOUT COVID?

- Appropriately worn masks are required in class at all times.
- Please do not come to class if you even think you might be sick. There will be ways to engage with the course online.
- Your instructor has taught this class fully online before and already has plans in place for various contingencies, if needed. We've got this!

DETAILED SYLLABUS

LEARNING ENVIRONMENT

Psychology is an exciting discipline, and I hope you will discover your own fascination with psychology in this class. To facilitate this, you are encouraged to be an active participant in the learning process. To be successful, you should plan to spend **at least** an hour a day, every day, outside of our face-to-face class meetings engaging with the course materials and activities on Canvas. I expect you to apply your own experiences to the course material, and thoughtfully question the topics we cover in this course. It is my expectation that your behavior at all times will be respectful -- of your classmates and instructors and yourself. Communication in any form that is disrespectful based on race / ethnicity, sexual orientation, age, gender or gender expression, religion, ability, social class, or size will not be tolerated.

Being part of this learning community includes being present in all face-to-face and online interactions. Being present means listening to others as well as participating where appropriate; but it also means arriving on time, being attentive, and resisting temptations to multi-task on other types of work, check your phone, pack up early, or engage in private conversations. Of course, we all know the unexpected happens, and rules get broken on occasion. However, plan to follow these forms of peer respect. Plan accordingly as these non-presence activities not only detract from your learning, but may also distract your peers and detract from our sense of community that we build. Just a few repeated behaviors can result in grade penalties because these behaviors can be so disruptive. It is my hope that if we all adhere to these minimal guidelines we will be able to engage in fun, thoughtful discussions and activities that make learning psychology what it should be: exciting.

SUPPORTS FOR SUCCESS:

Your success in this class and at this university is important to me. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

There are also a range of resources on campus to help you improve your learning, including the [Writing Center](#), [Student Success Center](#), the [Center for Career Development](#), and [Student Disability Services](#) (SDS). If you need official accommodations, you have a right to have these met. Please contact Student Disability Services in Dunford Hall, at 865-974-6087, or by video relay at, 865-622-6566 to coordinate accommodations and let me know how I can work with you to support your learning. Finally, any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support or visit [Smokey's Pantry](#), a food pantry serving the UTK community. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

Should you need additional help, support, or just someone to talk to, please contact the [Student Counseling Center](#). They are located on campus on the second floor of the health services building and can be reached at 865-974-2196. The counseling center provides free and confidential services including individual, group, and couples counseling as well as workshops and other mental-health focused programming. The center cares for all Vols, meaning they do not discriminate based on sex, gender, sexual orientation, religion, age, race, class, ability status, ethnicity, or any other identity.

WHAT WILL I LEARN IN THIS CLASS?

GENERAL EDUCATION COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES:

Why do people – individually and collectively – do what they do? Answering this question allows us to better understand ourselves, make better decisions, and promote the health and success of individuals and groups. The ability to answer this question requires gaining knowledge about individual and group behavior and political and social systems, as well as understanding the methods by which social scientists collect, create, and evaluate such knowledge.

Courses in this area are expected to produce the following outcomes for students:

1. Students will identify and critique claims about human behavior and the dynamics of individual, political, and social issues.
2. Students will demonstrate knowledge of appropriate and ethical methods, technologies, and data that social scientists use to investigate and describe the human condition.

COURSE-SPECIFIC OBJECTIVES AND STUDENT LEARNING OUTCOMES:

The American Psychological Association has identified 3 learning goals for General Psychology:

1. **Psychology Content: Identify basic concepts and research findings.** More specifically, by the end of this course, students should be able to:
 - Define and explain basic psychological concepts.
 - Interpret research findings related to psychological concepts.
 - Apply psychological principles to personal growth and other aspects of everyday life.
2. **Scientific Thinking: Conduct, analyze, or evaluate scientific investigations.** More specifically, by the end of this course, students should be able to:
 - Draw logical and objective conclusions about behavior and mental processes from empirical evidence.
 - Describe the advantages and limitations of various research strategies.
 - Design, conduct, or evaluate psychological research.
 - Evaluate how psychological science can be used to counter unsubstantiated statements, opinions, or beliefs.
3. **Key Themes: Provide examples of psychology's integrative themes.** More specifically, by the end of this course, students should be able to provide examples of ways that:
 - Psychological science relies on empirical evidence and adapts as new data develop.
 - Psychology explains general principles that govern behavior, while recognizing individual differences.
 - Psychological, biological, social, and cultural factors influence mental processes and behavior.
 - Our perceptions filter our experiences of the world through an imperfect personal lens.
 - Applying psychological principles can change our lives and communities in positive ways.
 - Ethical principles guide psychology research and practice.
 - Psychologists strive to foster respect for human diversity in its many forms.

Additional learning goals include:

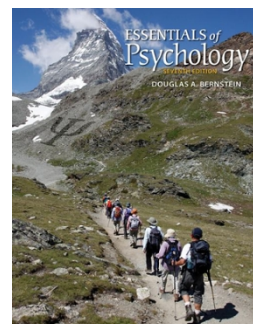
4. **Collaborative Learning.** Throughout the semester, students will have opportunities to practice sharing ideas, making useful contributions, communicating effectively, understanding their role(s), planning and implementing the plan to completion. By the end of this course, students should be able to:
 - demonstrate the ability to work effectively in a group to complete a project or performance.
5. **Reflective Learning.** Students will engage in reflective activities on a regular basis in this course not only to grapple with the major ideas of the course, but with the question of what these ideas mean to them. By the end of this course, students should be able to demonstrate the ability to:
 - draw connections between the course subject matter and their own experience, to concepts from other classes, to ethical or social issues raised by the subject matter, or to the larger significance of the materials.
 - reflect on their own thinking, learning, understanding, and competencies.

The table below maps these learning goals onto the course assessments. Larger checkmarks indicate primary assessments for the goal, smaller checkmarks indicate secondary assessments.

	Class engagement	Module assignments	Self-reflective blogs	Collaborative Project	Exams	Research Experience
Vol Core 1: Identify & critique claims	✓	✓		✓	✓	
Vol Core 2: Knowledge of social science methods	✓	✓	✓	✓	✓	✓
Goal 1: Psychology content	✓	✓	✓	✓	✓	✓
Goal 2: Scientific Thinking	✓	✓	✓	✓	✓	✓
Goal 3: Key Themes	✓	✓	✓	✓	✓	✓
Goal 4: Collaborative Learning	✓	✓	✓	✓	✓	
Goal 5: Reflective Learning	✓	✓	✓	✓	✓	

TEXTS/MATERIALS/RESOURCES FOR THE COURSE:

- Required textbook:** *Essentials of Psychology, 7th Edition* by Douglas A. Bernstein. This book is available online through Canvas. See information in Canvas about options for accessing the eBook and hard copies of the text. This text covers core topics in psychology (e.g., research methods, human development, learning and memory) and is designed to give you a basic foundation for the topics we will be covering in more depth in class.
- MindTap:** Your access to the textbook comes with access to Cengage's Mindtap, an online collection of activities and study resources. You will be assigned graded MindTap activities to accompany readings from each textbook chapter. Some activities, called "Check Your Mastery" require you to space out your studying by returning to the activities more than once. So, please don't wait until the last minute to complete them or you may not be able to fully finish the activity and get full credit. You are required to purchase access to the textbook and MindTap program. Please let me know if this creates a financial hardship for you and I will work with you to find a solution. **Mindtap Student Technical Support:** <https://support.cengage.com> (live chat and email)
- Canvas course:** When you registered for the class you were automatically enrolled in a Canvas course for this section of Psychology 110. Important announcements, supplemental resources, and daily graded assignments will be available through Canvas. **Students are responsible for all announcements and information posted in Canvas, and thus all students are expected to have an active NetID account and to access Canvas at least once before each class session.** Utk canvas help desk: http://online.utk.edu/contact/contact_default.shtml or 865.974.9900.
- Turningpoint personal response system "clicker"** We will be using clickers in this section of PSYC 110. Research (e.g., Mazur, 2009) demonstrates that the use of such devices can enhance student learning by allowing frequent feedback about how well students are understanding material as it is being presented, and by increasing engagement and peer teaching. Plus, clickers are fun! You do not need to purchase a subscription / license—all students receive a Turning Technologies subscription/license purchased with Technology Fee funds. All students are required to either a) download the free TurningPoint app (supports both Android and iOS smartphone and tablet)



devices) or b) use a hand-held clicker device purchased from the campus bookstore. All students are required to bring their adequately charged device to class every day. You are strongly encouraged to use a clicker device, NOT your phone. See Canvas or visit the following website for additional information: <https://oit.utk.edu/teachingtools/clickers/clickers-for-students/>.

- **Other tools:** You will also be asked to use Perusall for text-based annotation and discussion. This tool will be integrated into Canvas, and will not require any additional subscription or purchase.
- **Technology:** You will need the following technology tools to complete the course:
 - Computer (laptop or desktop, Mac or PC); needed to access many course materials and activities
 - Microphone and webcam, built-in or external - for any Zoom sessions
 - Stable broadband internet connection

IMPORTANT NOTES ABOUT ATTENDANCE, ABSENCES, AND TECHNOLOGY USE IN CLASS

Please remember that [appropriately worn masks are required in class](#). If you forget your mask, you may leave to go get one and then return to class. Please, please, please **do not come to class if you are feeling sick**. Not sure if it's "just allergies?" Stay home. There are people in our class who are unable to get vaccinated, who have other health conditions that make COVID especially dangerous to them, and/or who care for or live with others in these circumstances. Consistent mask-wearing in class and staying home when you feel sick are the best ways for us to protect each other.

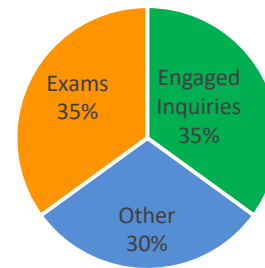
As you will see below, I have tried to set up the course so that you have multiple opportunities to miss class without penalty and to make-up the learning opportunities. If you miss class, be sure to check Canvas for make-up assignments, online videos, and so on. I am also optimistic that we will have the technology available for me to live-stream our MW classes via Zoom. If you are unsure about anything you have missed, please get in touch with your Teaching Fellow (TF) or Dr. Hardin. If you are self-isolating because of COVID, please [fill out the self-isolation form](#) to be sure you are connected to resources on campus. Note that your TFs and Dr. Hardin will also follow this policy of staying home when we feel ill, so there may be days on which class must happen online via Zoom. We will announce any such shifts at least 2 hours in advance, so **please be sure to check Canvas regularly**.

Active use of laptops and other technology (e.g., cell phones, tablets) is not permitted during lecture. This policy is based on careful analysis of the scientific literature, which shows that in a large class such as this one, using a laptop in class is associated with poorer grades for both laptop users and for their neighbors. If you feel strongly that not using a laptop will impair your learning in this class, you should reach out to Dr. Hardin to discuss your needs. Students with instructor approval and a signed agreement may use laptops exclusively for notetaking in class. Please be aware that there may be a number of students who are notetakers for other students with learning accommodations through our Student Disability Services. These students also need to speak with Dr. Hardin and complete the laptop agreement form. Please reach out to us or to the Student Success Center if you need tips or advice for effective notetaking.

Finally, cell phones are permitted if you are using it as a "clicker" during class, but otherwise please keep your phone face down. We understand that "life happens." If you are expecting an important message during class that requires you to check your phone, talk to Dr. Hardin. Feel free to step out for brief breaks to check texts, emails, etc.

COURSE REQUIREMENTS, ASSESSMENT AND EVALUATION METHODS

Your grade in this class is based on points earned from a large number of small assignments. If you attend *and engage in* class and discussion section regularly and spend ~1 hour a day, everyday, engaging with the course materials, you should be successful in the class. These small assignments are grouped into 3 categories: Exams, Engaged Inquiries (discussion section engagement, self-reflection blogs, and a collaborative project), and other assignments (class engagement, module assignments, online assessment completion, and out-of-class engagement in research experience). There are also several different ways to earn a small amount of extra-credit.



1. EXAMS (35% OF GRADE)

There will be four multi-part multiple choice exams during the semester. All together, the exams are worth 35% of your overall course grade.

- Each of the exams will have three parts:
 - a. PART 1: ONLINE (50% of each exam grade)
 - To help you review and consolidate the basic factual and conceptual information we have covered, the first part of the exam is an online multiple-choice test focused primarily on key terms and content, with some applied questions.
 - Exams will be available for at least 48 hours. You may take the exam anytime during the availability period. However, the exams are timed, so once you open the exam, you must complete it within the specified time limit.
 - If you would like to try for a higher score, you can re-test once during the availability period, with your higher score counting.
 - These initial online tests are open-brain, open-book, open-note tests. Yes, you read that correctly! Use your resources. If you don't know an answer, look it up in your book...you will learn it that way, and I care more about your learning than your memorization skills. However, exams will be timed; thus, there will not be time to look up the answers to every question. To be successful on the exams, you need to be well-prepared and very familiar with the material. Looking up the question online to just find the answer is NOT what I'm talking about. **That is cheating.** Don't do that.
 - Questions will be drawn from a large pool of questions, so you will receive different questions on each attempt. You are strongly encouraged to complete your first attempt early in the availability period so you have time to review before your second attempt. If you realize on your first attempt that you didn't fully understand a concept, review it! Look it up in your book; talk with your peers, teaching fellow, or instructor about the concepts and ask for clarification. You will learn it that way. However, sharing specific questions with other students just to get the right answer is not what I'm talking about. **That's cheating.** Taking screen shots of exam questions or otherwise copying questions is cheating. Don't do that.
 - b. Part 2: Individual In-class exam (35% of each exam grade)
 - On each scheduled exam day, you will be given a very brief (5-10 question) multiple choice exam. This exam will be a traditional closed-book, closed note, individual effort exam. Unlike the online exam, however, the questions on this in-class exam will be much more nuanced, applied questions. They will require

you to go beyond simply knowing definitions or recognizing concepts to thinking critically about, applying, and distinguishing those concepts.

c. Part 3: Collaborative In-Class exam (15% of each exam grade)

- Part 3 occurs during the same class session as part 2. After all students have turned in their Part 2 answer sheet, you will have a chance to collaborate and review before trying the exam again. Yes, you read that right – you will get to take out your notes, turn to your peers, and talk about the questions before having a second chance to answer them. Students who prefer to work alone may choose to do so. If a student leaves without completing Part 3, then their part 2 exam will count for both parts.

o General exam information:

- Each exam will cover a) material covered only in the assigned readings but not covered in lecture / videos (~15% of the test), b) material covered in lecture / videos but not the readings (~20% of the test), and c) material covered both in the readings and in lecture/videos (~65% of the test). Thus, to do well on exams, you will need to actively read the textbook *and* regularly engage with our live classes and the materials in Canvas. To earn an A on exams, you must be able to demonstrate a deep understanding of the concepts and an ability to apply the concepts; being able to recognize and/or reiterate definitions will not suffice.
- The majority of each exam will focus on new material covered since the previous exam. To encourage mastery of the material, however, exams will be cumulative. Some topics build on older topics, and as such, these older topics may come up again on later exams (e.g., to answer an exam question about social psychology, you may need to be able to analyze an experiment, which in turn will require you to use terms covered in the research methods chapter).
- Due to the cumulative nature of the exams, the first mini-exam is worth the least (5% of the grade), the second and third exams are each worth more (7.5% and 10% of the course grade, respectively), and the last exam is worth the most (12.5% of the course grade). The table below shows the specific point breakdown for each part of each exam.

	Exam 1	Exam 2	Exam 3	Exam 4	TOTALS
Part 1	25.0	37.50	50	62.5	175
Part 2	17.5	26.25	35	43.75	122.5
Part 3	7.5	11.25	15	18.75	52.5
TOTALS	50	75	100	125	350

- **Make-ups:** Because the part 1 online exams are available for at least 48 hours, no make-ups are offered. If you are absent the day of the in-class exam, you will be able to make-up parts 2 and 3. At minimum, you will be able to review your notes before your 2nd attempt of the in-class portion. Every effort will be made to schedule a make-up with other students also making up the exam so you can benefit from collaboration, but this may not be possible. See the section below about make-up exams for more details.
- **Students with testing accommodations:** Please schedule a time to talk with Dr. Hardin as soon as possible. You will have several choices for parts 2 and 3, including (a) completing Part 2 at the SDS testing center and then coming to our regular classroom for Part 3 (b) completing Parts 2 and 3 at the SDS testing center, with the possibility of collaborating on Part 3 with other students from the class who are also there at the same time.
- **Privacy information:** To help you trust that no other student has an unfair advantage on the online exams, we will use Proctorio, a remote proctoring

software that integrates with Canvas via an extension in the Google Chrome browser. You will be asked to verify your identity via a webcam and photo ID, but after that you may turn off your webcam. The University's Office of Information Technology (OIT) has approved Proctorio for use at UTK, and that the security of student data is in accordance with FERPA regulations, is not being misused, and is [accessible only to your instructor via Canvas](#). Students concerned about the privacy of their information in using Proctorio should contact their instructor immediately. Additionally, they can also delete the Proctorio Chrome Extension after the semester ends. For more information, please review Proctorio's [Support for Test Takers](#) page and review [Proctorio's Privacy Policy](#).

2. ENGAGED INQUIRIES (35% OF GRADE)

You are enrolled in a section of PSYC 110 that is designed to offer a more engaged inquiry into the social science of psychology. You will spend 1/3 of your weekly class time in a small discussion section through which you will have opportunities to apply and reflect on the course material and to build your collaboration skills. More specifically, you will demonstrate these skills through:

A. WEEKLY DISCUSSION SECTION ENGAGEMENT (5.5% OF GRADE): Your regular attendance and active engagement in the weekly discussion sections is worth 5.5% (55 points) of your final course grade. To earn full credit, you must:

- **Attend and come prepared to actively participate for the entire session.** In some cases, this will require completing an out-of-class homework assignment to bring with you to the discussion section. ***Simply being present in the discussion section is not sufficient to earn full credit.*** You are expected to actively participate throughout the session. Students who are absent from the discussion section may earn partial credit (up to 5.5 points) for submitting the homework assignment on time via Canvas.
- **Thoughtfully complete a reflective writing exercise** to help you grapple with the major ideas of the course and with the question of what these ideas mean to you. These low-stakes reflective writing assignments are designed to help you draw connections between the subject matter of the course and your own experience, to concepts from other classes, to ethical or social issues raised by the subject matter, or to the larger significance of the materials. They are also designed to encourage you to reflect on your own thinking, learning, understanding, and competencies. You may occasionally be asked to share your reflective writing with other students in your discussion section and to give feedback / reflect on other students' writing.

There are 13 scheduled discussion sections, but only your highest 11 scores will count. Students who are absent from the discussion section may earn at least partial credit for submitting assigned work (which will include a response to that day's reflective writing prompt) via Canvas by the start of the next week's discussion section. However, depending on the specific activities planned for that day, it may be difficult or impossible to earn full credit on the reflective writing exercise if you have missed the discussion section.

B. COLLABORATIVE PROJECT (21.8% OF GRADE): One of psychology's integrative themes is that *Applying psychological principles can change our lives, organizations, and communities in positive ways*. You will work collaboratively in a small group within your discussion section to produce something that can be shared outside of the classroom that applies an understanding of psychological principles to the COVID-19 pandemic. Your group will choose a specific aspect of that topic to focus on. This project is broken down into several steps, but all together is worth 21.8% of your final course grade. Detailed information about the project is available in a separate handout at the end of this document and available here: <https://tiny.utk.edu/110project2021>

C. SELF-REFLECTIVE JOURNAL (8.1% OF GRADE): In this class, I do not simply want you to learn about psychology; I want you to learn about how you can apply psychological science to your own life to promote your personal and professional development, as well apply psychological science to understand the causes of and potential solutions to some of the most pressing

problems societies face. To facilitate these goals, you will engage in a series of self-reflection opportunities throughout the semester that will be collected in a personal blog. This blog will be like a journal in that it will provide a space for you to reflect on, explore, and synthesize ideas; it will be more like a blog in that it will not be completely private because students in your discussion section will be reading and commenting on each others' reflective blog posts. Detailed information about the project are available in a separate handout, available at the end of this document and here: <https://tiny.utk.edu/110SRBlogs2021>

3. OTHER ASSIGNMENTS (30% OF GRADE)

- A. **CLASS ENGAGEMENT (1.6% OF GRADE):** Monday and Wednesday class sessions will be focused on explaining difficult concepts and delving more deeply into concepts than the textbook coverage alone. In most class sessions, there will be material presented that is not found in the textbook, so regular class attendance and engagement are essential. Your learning and engagement will be assessed via clicker questions, in-class writing assignments, responses to class activities, and so on. Class sessions are designed to help students learn the material, so I am more interested in your sincere engagement with the material than with correct answers – if you know all the answers already, then what is there for me to teach you? **However, you will not earn points simply for showing up; these are not attendance points, they are engagement points.**

There are 25 scheduled MW class sessions after the add/drop deadline, excluding exam days. However, you can earn full credit with only 16 days of attendance, meaning it is possible to miss up to 9 classes for any reason without penalty. Although clickers will be used during the first few weeks of class, engagement points will not count in order to accommodate students who add the course late or who experience technology problems with their clicker early in the course. **Note:** because I do not want you to come to class if you are sick or even think you might be sick, you may earn class engagement points by using your mobile device to answer clicker questions during class even if you are not present in class. **However, using a clicker for another person or asking someone to use a clicker for you when you are absent, is cheating and will be treated as such. See the section below on penalties for academic misconduct.**

- B. **MODULE ASSIGNMENTS (22% OF GRADE):** Repeated, spaced practice recalling and applying concepts helps students learn and retain information (see Roediger & Pyc, 2012). Therefore, to encourage authentic engagement with the course materials outside of our scheduled class meetings, you will be assigned various activities including short quizzes, critical thinking exercises, small-group discussions of assigned readings, and real-world application exercises via Canvas, Perusall, and Cengage's MindTap course. To incentivize keeping up with the assignments, you will earn full credit for submitting the work on time. Because I care more about you learning the material than about *when* you learn the material (and because COVID, you can still earn 90% of the credit for submitting the work by the next in-class exam. Please be aware that the Check your Mastery Mindtap assignments use distributed practice, an evidence-based approach to effective studying. That means you **MUST** take breaks when the system asks you to or you will not be able to achieve 100 percent. Most students will reach 100 percent in just two or three study sessions -- and the sessions may be completed from your mobile device!
- C. **RESEARCH EXPERIENCE (5.5% OF GRADE):** Psychology is a science, which means it relies on research using the scientific method to gain new knowledge. Given how important research is to psychology, you are required to gain experience with and exposure to psychological research. You have two options for fulfilling this requirement: the research participation option or the research paper option. You will earn 1 credit (10 points, or 1% of your course grade) for each hour of research you participate in and paper you write. Note that you must be at least 18 years old to participate in research. If you are under 18, then you must earn your credits through

the research paper option. There are also opportunities to earn up to 10 extra credit points for keeping up with your research experience opportunities throughout the semester and/or participating in extra research experiences. More information is available here: <https://tiny.utk.edu/Sonainfo>

D. ASSESSMENT (0.5% OF GRADE): At the beginning and end of the semester you will complete a brief (20-30 minute) online survey about your learning and experience in General Psychology this semester. This survey is part of the Department of Psychology's regular assessments of its courses and -- because PSYC 110/117 is a University General Education course -- will also contain questions pertaining to the University's accreditation by the Southern Association of Colleges and Schools (SACS). Each time you complete the assessment, you will earn 5 points (0.5% of your course grade). A link to the assessments will be posted as an assignment in Canvas.

- **EXTRA CREDIT OPPORTUNITIES (UP TO 3%):** There are several ways through which you may earn extra credit. **You may apply a maximum of 30 extra-credit points to your final course grade.** Your final course letter grade is based on the total number of points you earn, including any extra credit.
 - **Completion of course evaluations / feedback.** I rely on honest feedback from students to help me constantly improve my teaching and students' learning. In addition to informal opportunities throughout the semester to share feedback with me, I will ask you for more formal feedback at the middle and end of the semester. To encourage you to share your feedback, I will offer modest extra credit opportunities associated with each of these feedback opportunities.
 - **SONA extra credit.** As explained in your research experience handout (<https://tiny.utk.edu/sonainfo>), you may earn extra credit for keeping up with your requirements throughout the semester and for completing more than the minimum number of SONA credits.
 - **Other opportunities.** Additional extra credit opportunities may be made available through Canvas.

GRADING

Your final course letter grade is based on the total number of points you earn, including any extra credit. Final letter grades are determined as follows:

Assignment	Possible Points	Points earned	Final letter grade
EXAMS	350		
Exam 1	50	≥920	A
Exam 2	75	900 – 919	A-
Exam 3	100	870 – 899	B+
Exam 4	125	820 – 869	B
Engaged Inquiries	350	800 – 819	B-
Discussion section engagement	55	770 – 799	C+
Self-reflection Blogs (9 @ 7 each)	63	700 – 759	C
Comments on others' blogs (9 @ 2 each)	18	670 – 699	D+
Collaborative Project	218	620 – 669	D
Other Assignments	300	600 – 619	D-
Module Assignments (1 @ 10 + 11 @ 21)	220	≤ 600	F
Research Experience (5.5 @ 10 each)	55		
Class Engagement	16		
Course assessments (2 @ 2.5 each)	5		
TOTAL:	1000		

UNIVERSITY AND COURSE POLICIES:

48 HOURS OF GRACE: Managing your time effectively and meeting deadlines are critical skills for success. However, I expect that these are skills you are still learning; moreover, obstacles and challenges are inevitable. There may be times when you struggle to complete key assignments or do your best work. To help you learn and succeed, you have 48 *Hours of Grace* to extend a due date on Exams (Part 1 only) or Engaged Inquiries activities. For example, if you turn in an online exam at midnight on Monday instead of noon on Monday, you can use 12 of your *hours of grace* (HoGs) and receive no penalty on the late exam. For group assignments, the hours will be deducted equally from all group members. For example, if the assignment is turned in 2 hours late, then each group member will receive a 2-hour deduction from their total. If you have used your 48 hours and do not have valid extenuating circumstances you have already discussed with Dr. Hardin, you may still earn partial credit based on 24-hour increments. For example, if you have already used all of your HoGs and you turn your self-reflection blog post in 23.5 hours late, then you would still earn up to 75% credit; turning it in 24-47.9 hours late would still earn up to half credit. Because other assignments already have generous built-in accommodations for absences, illness, etc., Hours of Grace do not apply in-class exams, class or discussion section engagement, or Mindtap module assignments. If you believe your personal situation warrants additional Hours of Grace, please present documentation to Dr. Hardin for consideration. Please try your best to notify me of your circumstances in advance, but the excuse must be made known to me within 48 hours of the deadline for consideration. You can keep track of your 48 *Hours of Grace* with the ungraded assignment in Canvas. All students start the semester with 48 points in this assignment, and as hours are used, they will be deducted from the assignment. Your 48 hours expire on Monday 12/7, 11 pm EST. You cannot exchange hours for points.

MAKE-UP EXAMS: Every student may make-up ONE missed in-class exam with no questions asked. If you are absent for any other exams, you must have a valid excuse in order to be allowed to schedule a make-up. Valid excuses include illness, university-sanctioned travel, and observance of a religious holy day. After your first missed in-class exam, documentation of any absence will be requested. Please try to notify Dr. Hardin *before* you miss the exam when possible, but definitely get in touch within 48 hours of the missed exam to ensure you can schedule a make-up without a penalty. Students who miss a second in-class exam without a valid excuse or who fail to provide evidence of their excused absence within 48 hours will be allowed to take the make-up for up to 75% credit. **In all cases**, the make-up must be completed within one week of the original absence, or you may not be allowed to take the make-up at all. In all cases, make-ups will cover the same content as the regular exam. As noted above, we will try to schedule the make-up so that you have the opportunity to collaborate with others also making up the exam on Part 3, but that cannot be guaranteed.

EMAIL: When you have questions about or need help with some aspect of the course, please follow these guidelines:

- **First, make sure that the answer to your question is not already on the Course Q&A discussion board in Canvas or in the syllabus.**
- If your question is about an assignment or a course concept, post your question to the Course Q&A discussion board.
- If your question is specific to your discussion section, email your Teaching Fellow. If your question is more personal or unique to you (e.g., you have a family emergency, or a question about your own grades) OR you have not received a response to your Course Q&A discussion board post within 48 business hours, then you should send an email to Dr. Hardin and the course TA at genpsych@utk.edu.
- Whenever you send a course-related email, please keep the following in mind:
 - Sign the email with your full (first and last) name
 - If your email is not answered within 48 business hours, you may send a polite follow-up email to check on the status of your concern. Keep in mind that I value and try to model work-life integration, so we typically do not check email in the evenings or on weekends.

COVID CONTINGENCIES: If we have to temporarily stop meeting face-to-face on campus, we will shift our scheduled meetings online using Zoom. Assume that class will continue to meet at the scheduled times; be sure to check Canvas regularly for announcements about how to access Zoom. If we are unable to meet on campus on the day an exam is scheduled, the exam will either be postponed OR all parts will be administered online. Although you will not have the opportunity to collaborate with others during the online exam, the repeated attempts allowed will still give you opportunities to take the exam, then review your notes and talk with classmates before making another attempt at the exam.

ACADEMIC INTEGRITY: My goal in this class is to challenge you and to make you excited about learning. Cheating in any form is incompatible with this goal. As noted above under exams, looking up the answer just to get a point on an exam isn't learning; it's cheating. Copying someone else's words instead of doing the work to understand concept in your own words is cheating. Getting a good grade won't help you use psychology to make yourself and the world a better place. Understanding and applying psychology is the goal, not the grade. The UTK "Honor Statement prohibits cheating, plagiarism, and any other type of academic dishonesty," (Hilltopics, p. 16). It is your responsibility as a student to be familiar with UTK's Code of Student Conduct, and policies on academic integrity and academic misconduct. These materials can be found in Hilltopics at the following web site: <http://hilltopics.utk.edu/student-code-of-conduct/> **Evidence of academic misconduct will result in a failing grade for that assignment or a one-letter grade reduction in final course grade, whichever is larger, for any student(s) involved and will be formally reported to the Office of Student Conduct and Community Standards (OSCCS). A second offense will result in a failing grade for the entire course and a second report to the OSCCS.**

GRADE DISPUTES: I welcome the opportunity to discuss with you any grade you receive in the course. If you simply seek clarification about the grade (e.g., "Why did I lose points on this exam answer?"), you may discuss the grade with Dr. Hardin in office hours, but you must wait at least 24 hours after receiving the grade before doing so. This is to allow you time to consider thoughtfully the feedback we will have already provided. If you disagree with a grade, however, you must present your rationale *in writing*. This rationale must include reference either to a specific page in the textbook or your class notes from a specific date. In addition, you must follow the 24/7 rule: You must wait 24 hours after receiving the grade to present your written rationale, and you must present the rationale to me within 7 days of receiving the grade. I will then carefully consider whether to adjust your grade or not.

GRADE ADJUSTMENTS: I intentionally designed the course so that there are multiple assignments that require varying types of skills and multiple opportunities to compensate for the occasional bad day (numerous extra-credit opportunities, 48 hours of grace, etc.). Unfortunately, students sometimes still earn grades that are lower than they would like. Occasionally, such students ask me to bump their grades up after grades have been posted. Please understand that I cannot help you after grades are in. No matter how close you are to the next higher grade, I will not bump up any student's grade at the end of the semester. If you want a good grade in the class, you must do well on the assignments. If you aren't doing well on the assignments, you should come to office hours regularly, and / or schedule regular appointments during the semester, rather than ask me what you can do after the semester.

GRADE POSTINGS. All grades will be posted on the Canvas website. If you think there is an error in your score, you have until the next exam date to correct any errors for the just completed section. In other words, if you think there is an error in your score, come see us immediately. If we cannot locate your exam or quiz, you will not receive points for it. You should check these postings to be certain you have received all the credit you have earned.

STUDENTS WITH DISABILITIES POLICY: Any student who feels they may need an accommodation based on the impact of a disability should contact Student Disability Services in Dunford Hall, at 865-974-6087, or by video relay at, 865-622-6566, to coordinate reasonable academic accommodations.

DIVERSITY STATEMENT: The faculty, students, and staff of the University of Tennessee's Department of Psychology view diversity, multiculturalism, and social justice as fundamental ethical, societal, and

scientific values. To foster outstanding research, scholarship, and psychological practice, and to be citizens able to work, excel, and lead in an increasingly multicultural and global society, we must be inclusive and diverse. We recognize and value diversity in its myriad forms, including ability status, age, ethnicity, family structure, gender, gender identity, national origin, race, religion and spirituality, sexual orientation, socioeconomic background, and veteran status. The Department of Psychology is committed to advancing and maintaining a collegial academic environment based on equity and fairness. If you believe these ideals are not being met in this course, please speak with Dr. Hardin, your teaching fellow, or the course TA so that we can make things right.

TITLE IX. “University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University’s Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources. For additional resources and information, visit titleix.utk.edu.”

TECHNICAL DIFFICULTIES. Experiencing technical problems is **not an acceptable excuse** for missing a deadline. If you are unable to submit an assignment on time or complete a chapter quiz as a result of computer or internet trouble, you will not receive credit. In order to avoid such complications, give yourself adequate time to resolve these issues before the deadline. The only exception to this rule will be if there is a system- or university-wide reason for the problem, in which case I will determine if a new deadline will be set for the assignment.

CURRICULUM SHARING POLICY. The instructor of this class owns the copyright to the syllabus, handouts, assignments, quizzes, and exams associated with the class. All presentations developed by the instructor, as well as the instructor’s lectures, are also protected by copyright, whether these presentations are delivered live in-class, shared through Zoom or other videoconference platforms, or uploaded to Canvas or similar sites. Sharing any of this material without the written permission of the instructor is a violation of copyright law, and is therefore also a violation of the University’s policy on acceptable use of information technology resources (UT policy number IT0110). That policy states that students will not commit copyright infringement, “including file sharing of video, audio, or data without permission from the copyright owner” and that file sharing is a violation of the university’s student code of conduct. All such violations will be reported to the Office of Student Conduct and Community Standards. Posting or sharing audio recordings, video recordings, or photographs of class participants or activities is prohibited. Furthermore, posting or sharing class documents, instructor feedback, assignments, quizzes, exams, or assignment, quiz, or exam questions or solutions, instructor’s or fellow student’s written or verbal comments, etc. is prohibited. Prohibited activities include, but are not limited to, posting or sharing such items on websites (Course Hero, etc.), via eMail, via remind, via YouTube, or on social media (e.g., Facebook, Twitter, Instagram, Pinterest, Snap Chat, Group Me, etc.).

IMPORTANT DATES IN THE ACADEMIC CALENDAR FALL 2021

Last Day to Add Classes	August 24, 2021
Last Day to Drop Course without “W”	August 24, 2021
Last Day to Drop Course with “W”	November 9, 2021
Last Day of Classes	December 1, 2021
Study Day	December 2
Final Exams	December 3; 6-8

Acknowledgements: Thanks to Bridgette Martin Hard, Leslee Koritzke, Bob DuBois, AccessibleSyllabus.com, and so many others for sharing their syllabus language and ideas, which I have incorporated throughout this document.

Course Schedule

SRB refers to [Self-reflective blog assignments](#); CP refers to the [Collaborative Project](#) assignments

Week	Day	Date	Module	Topic	Readings and Assignments	Other due dates
What is Psychology? How do Psychologists Think and Answer Questions?						
1	W	8/11	0-1	Introduction to Course	--	
1	WTR	8/18-8/20	0-1	DS1: Introduction to discussion sections	1.1 – 1.3	
1	M	8/23/21	1	Scientific Thinking	1.4, 7.3 & 7.4; online videos in Canvas	
1	T	8/24/21			Add/drop deadline	
2	W	8/25/21	1	Research Methods	1.5 – 1.7	Exam 1 Part 1 Opens
2	WRF	8/25-8/27	1	DS2: Research Methods, cont'd.	Qualitative research and PAR (Canvas)	
What can we learn about learning from psychological science?						
2	M	8/30/21	E1	Mini-Exam 1 Parts 2 & 3		Exam 1 Part 1 Closes
			2	Basics of Memory	6.1 – 6.3; 6.5	SRB1
3	W	9/1/21	2	Understanding intelligence and motivation	7.7, 7.8c,d,e; 7.9, 8.4	
3	WRF	9/1-9/3	2	DS3: Applications to effective studying	5.4; 6.7	SONA EC1
3	M	9/6/21	Labor Day -- no classes			
Who am I? How did I get to be this way?						
4	W	9/8/21	3	Personality	11.1 - 11.4	SRB1 peer review
4	WRF	9/8 – 9/10	3	DS4: Personality and career: Am I in the right major?	11A, 11B, 11.5; 15.1, 15.2, 15.5, 15.6	Type Focus
4	M	9/13/21	4	Physical and Cognitive Development	9.1 – 9.3	SRB2
5	W	9/15/21	4	Social and Emotional Development	9.4 - 9.6	Exam 2 Part 1 Opens
5	WRF	9/15-9/17	E2	DS5: Exam 2 Review		CP Perusal due
5	M	9/20/21	E2	EXAM 2 Parts 2 & 3 in class		Exam 2 Part 1 Closes SRB2 peer review CP topic due
Is the world as it seems?						
6	W	9/22/21	5	Sensing and perceiving the world	3.1, 3.2, 3.3, 3.7, 3.8, 3.9, 3.10	
6	F	9/24/21	5	DS6: The brain	2.2, 2.3, 6.6	
6	M	9/27/21	5	Biological Psychology: Nerve cells	2.1, 2.4, 2.5	SRB3
7	W	9/29/21	5	Drugs, the brain, and consciousness	4.1 – 4.4	
7	WRF	10/1/21		Fall break		

Week	Day	Date	Module	Topic	Readings and Assignments	Other due dates
7	M	10/4/21	6	Schemas and memory	6.4, 7.2c	SRB4, SRB3 peer review; CP article due
8	W	10/6/21	6	False memory	--	
8	WRF	10/6-10/8	6	DS7: Review; Collaborative Project Planning		SONA EC2
How can I change someone's behavior, including my own?						
8	M	10/11/21	7	Classical & operant conditioning	5.1, 5.2	SRB5, SRB4 peer review
9	W	10/13/21	7	Observational learning	5.3	
9	F	10/15/21	7	DS8: Review learning		CP article discussion
9	M	10/18/21	8	Attitudes & Persuasion	14.1 – 14.3	SRB6, SRB5 peer review; CP group feedback
10	W	10/20/21	8	Compliance, conformity, and obedience	14.6, 14.7	Exam 3 Part 1 Opens
10	WRF	10/20 – 10/22	8	DS9: Review; collaborative project planning		CP plan
10	M	10/25/21		EXAM 3		Exam 3 Part 1 Closes SRB6 peer review CP feedback reflection
Why can't we all get along?						
11	W	10/27/21	9	Helping & Aggression	14.8, 14.9	
11	F	10/29/21	9	DS10: Identities		
11	M	11/1/21	9	Stereotyping	14.4	SRB7
12	W	11/3/21	9	Prejudice & Discrimination	*Dovidio et al. (2004)	
How can I be happier and healthier?						
12	F	11/5/21	10	DS11: Coping & Resilience	10.4 – 10.6	
12	M	11/8/21	10	Stress & Coping	10.1 – 10.3	SRB8, SRB7 peer review
13	T	11/9/21				<i>Drop deadline</i>
13	W	11/10/21	11	Understanding mental illness	12.1 – 12.3	
13	F	11/12/21		DS12: Approaches		CP draft
13	M	11/15/21	11	Therapy and treatments	13.1 – 13.8	SRB9, SRB8 peer review CP feedback
14	W	11/17/21	11	Anxiety disorders	12.5, 12.5; 13.4	
14	F	11/19/21	11	DS13: Project presentations		CP peer feedback SONA EC3
14	M	11/22/21	11	Mood disorders & Suicide	12.8	SRB10, SRB9 peer review CP reflection
15		11/24 - 11/26	NO class; Thanksgiving			

Week	Day	Date	Module	Topic	Readings and Assignments	Other due dates
16	M	11/29/21	11	Myths about mental illness and violence; semester wrap-up	12.9, 12.10, 12.12	SRB10 peer review CP Final Project
16	T	11/30/21				CP Feedback
16	W	12/1/21		Semester-wrap-up	Last day of class	All SONA credits
	R	12/2/21		Study day		
	F	12/3/21		Finals		Exam 4 Part 1 Opens
	M	12/6/21		Finals		SRB11; CP reflection
	W	12/8/21 1:00 – 3:15		Exam 4 Parts 2 and 3		Exam 4 Part 1 Closes

This syllabus is subject to change; changes will be noted online in Canvas, and a current version of the syllabus reflecting any changes will be available at all times through Canvas. Students are responsible for ensuring they are referencing the most current version of this syllabus.

Fall 2021 PSYC 110 Collaborative Project

Total Points: 214

Overview

No matter what your major is or what your future career involves, **applying psychological principles can change our lives, organizations, and communities in positive ways**. The goal of this assignment is to help you do this by producing something that can be shared outside of the classroom that applies an understanding of psychological principles to the COVID-19 pandemic. For example, your group might:

- Create a PSA, poster, Instagram post, TikTok video, etc.:
 - With evidence-based tips for coping with stress brought about by the pandemic
 - To persuade people to make evidence-based health decisions
 - To educate someone about disparities in the effects of the pandemic
 - To counter unsubstantiated statements, opinions, or beliefs
- Write a letter to a local newspaper or to someone in a position of power (University Provost; local, state, or federal government official) to urge specific action, with supporting evidence

These are just some examples of what your final product might look like.

A second goal of this project is to help you **strengthen your collaboration skills**. Like any other skill (playing a musical instrument or a sport, building a robot, solving a puzzle, learning a new language), practice matters. You will therefore have structured opportunities to practice, reflect, and get feedback on your collaboration skills throughout the semester.

Steps

1. Building a foundation (30 points)

- During the first 5 weeks of the semester (8/18/21 – 9/17/21), you will read four foundational articles and discuss them with others in your discussion section. This will allow you to begin to build your understanding of ways in which psychological science is relevant to understanding the COVID-19 pandemic.
- During these 5 weeks, you will spend time in your weekly discussion section discussing collaboration skills and getting to know others in your class.

2. Gathering information (55 points)

- During the middle 4 weeks of the semester (9/20/21 – 10/15/21), the groups will begin working. You will narrow your interests to a specific topic and be assigned to a project group based on these shared interests
- Each student will be responsible for finding and sharing an article relevant to the final product with the rest of the group, who will discuss each source together.
- At the end of this phase, group members will give feedback to each other about their strengths and areas for growth and reflect on the feedback received.

3. Creating the final product! (129 points)

- During the last 6 weeks of the semester, (10/25/21 – 12/1/21), groups will make a plan for completing the project, present a draft for peer review, and create their final product

Collaborative Project key dates

Day	Date	Assignment	Points	Individual or group grade?
F	9/17/21	Perusall discussion of 4 foundation articles closes (Perusall)	30	Individual
M	9/20/21	Choose a topic	3	Individual
M	10/4/21	Post your project source in Perusall	10	Individual
F	10/15/21	Perusall discussion on group sources closes	12	Individual
M	10/18/21	Feedback to your group members	5	Individual
F	10/22/21	Project plan due	8	Group
M	10/25/21	Reflection on feedback from your group members	5	Individual
F	11/12/21	Draft Product due	40	Group
M	11/15/21	Feedback to your group members	5	Individual
F	11/19/21	Feedback on others' final product drafts due	6	Individual
M	11/22/21	Reflection on feedback from your group members	5	Individual
M	11/29/21	Final product due	75	Group
T	11/30/21	Feedback to your group members	5	Individual
M	12/6/21	Reflection on feedback from your group members	5	Individual

Foundational Articles

1. Douglas, K.M., Sutton, R.M., & Cichocka, A. (2017). The psychology of conspiracy theories. *Current Directions in Psychological Science*, 26, 538-542.
<https://doi.org/10.1177%2F0963721417718261>
2. Harvey, A. G., Armstrong, C. C., Callaway, C. A., Gumport, N. B., & Gasperetti, C. E. (2021). COVID-19 prevention via the science of habit formation. *Current Directions in Psychological Science*, 30(2), 174 – 180. DOI: 10.1177/0963721421992028
3. Chen, S., & Bonanno, G. A. (2020). Psychological adjustment during the global outbreak of COVID-19: A resilience perspective. *Psychological Trauma: Theory, Research, Practice, and Policy*, 12 (S1), S51–S54. <http://dx.doi.org/10.1037/tra0000685>
4. Choose 1 of the following:
 - o Kira, I. A., Shuwiekh, H. A. M., Alhuwailah, A., Ashby, J. S., Sous, M. S. F., Baali, S. B. A., Azdaou, C., Oliemat, E. M., & Jamil, H. J. (2021). The effects of COVID-19 and collective identity trauma (intersectional discrimination) on social status and well-being. *Traumatology*, 27 (1), 29-39.
<https://doi.org/10.1037/trm00002892021>.
 - o Ivbijaro, G., Brooks, C., Kolkiewicz, L., Sunkel, C., & Long, A. (2020). Psychological impact and psychosocial consequences of the COVID 19 pandemic Resilience, mental well-being, and the coronavirus pandemic. *Indian Journal of Psychiatry*, 62(Suppl 3), S395–S403. [10.4103/psychiatry.IndianJPsychiatry_1031_20](https://doi.org/10.4103/psychiatry.IndianJPsychiatry_1031_20)

Self-Reflection Blog

Total Points: 81 (9 posts at 7 points each, 9 interactions on peers' posts at 2 points each)

Overview

In this class, I do not simply want you to learn about psychology; I want you to learn about how you can apply psychological science to your own life to promote your personal and professional development, as well apply psychological science to understand the causes of and potential solutions to some of the most pressing problems societies face.

To facilitate these goals, you will engage in a series of self-reflection opportunities throughout the semester that will be collected in a personal blog. Your blog will be like a journal, in that it will provide a space for you to reflect on, explore, and synthesize ideas, but it will be more like a blog in that it will not be completely private. You will be assigned to a small group of other students who will be reading and commenting on your reflective blog posts.

Blog posts

Each week, you will write a blog post in which you discuss ways in which you see applications of that week's content to (1) your success and/or well-being as a college student, (2) your major or future career, (3) your life outside of school and work, and (4) understanding the causes of or potential solutions to a *Big Problem* like COVID-19, climate change, or systemic racism. There are 11 modules in the course, but only your 10 highest grades will count. You will also be asked to write a final integrative reflective post at the end of the semester, for a total of 11 posts throughout the semester. There will be an assignment dropbox in Canvas where you will paste in the URL to the specific post. You will also post the URL to your group's collaborative document, accessible through Canvas.

Blog comments

Each week, you will be assigned to read and comment on the blogs of 2-3 other students in your discussion section. Your comments should go beyond simple statements of agreement or disagreement, and should offer additional applications, questions about the post, connections to your own ideas, and so on.

Extra credit

You can earn extra credit for creativity and for sharing your blogs beyond our class. More specifically, if you create a blog outside of Canvas (see suggestions on Mechanics below) and update it with your posts each week, you can earn up to 1 point of EC per week. In addition, you can earn 1 point of extra credit for each person from outside of our class (up to 5 points) who comments on your blog posts during the semester. There are more extra credit opportunities in this class than you can count, so if you choose not to share your blogs outside of the class, you will have other ways to earn extra credit.

Mechanics

You will submit your reflections directly in Canvas most Mondays. A total of 11 blogs will be available; only your highest 9 will count, meaning you may miss 2 without penalty. If you would like to create a more formal blog and earn extra credit for doing so, then you will need to create

a digital blog outside of Canvas. You may use any digital format you want for your blog, from a basic Google doc to a formal WordPress blog. Remember that use of technology and web design are NOT learning goals for this project, so please do not spend time – and definitely don't spend money – creating a fancy blog instead of focusing on the actual content of your posts. However, this is an opportunity to be creative if you desire. [This document](#) describes how you could use Google doc for your blog, and [this document](#) has information about setting up a WordPress blog. You are not limited to these two options – you may use any software you would like. If you already have a personal blog, I encourage you to make a sub-blog within your existing blog or, even better, a separate blog for the posts for this course. This will allow clear differentiation between the reflective posts for this class and your other posts and will make sure your peers and instructors can easily find the relevant posts.

Include your blog URL in your Canvas submission so that your Teaching Fellow can see the blog and award extra credit.

Acknowledgement: Special thanks to [Dr. Craig Howard](#), [Dr. Leslie Berntsen](#), [Dr. Ciara Kidder](#), [Dr. Karen Z. Naufel](#), and [Dr. Jenel Cavazos](#) for consultation about this assignment and ideas and language used in this assignment.