

PSY 101 (Section 002) Introductory Psychology – 4.0 Credit Hours

Spring Semester 2024

Days: Mondays and Wednesdays

Time: 5:00 - 6:50pm (All times listed are East Lansing, MI time)

Location: Anthony Hall, Room 1281

Course Mode: This course meets in person, Mondays and Wednesdays, from 5:00 - 6:50 pm. Exam content is covered in class that is not covered in other course materials, so your attendance is an important part of your success. You are responsible for managing your time and schedule, so if you have to miss class for any reason, you are free to make that choice. Please do not email your instructors about attendance.

Instructor Information:

Professor: Dr. Katie Clements (she/her/Dr), vadnais3@msu.edu

Office hours: Fridays 2-4pm in Psy 136. If you need a different time, schedule at calendly.com/drkvc - Zoom link provided in booking confirmation.

Graduate TA, Group 4: Jordynn Todosciuk (she/her), todosci1@msu.edu

Office hours: Schedule an appointment by clicking: calendly.com/jordynn_t

Undergraduate TA, Group 1: Allison Stopke (she/her) - stopkeal@msu.edu

Office hours: Tuesdays, 12:30 pm – 2:00pm, Zoom: <https://msu.zoom.us/j/96463551692> Passcode: psy101

Undergraduate TA, Group 2: Bennett Obrecht (he/him), obrechtb@msu.edu

Office hours: Wednesdays 11:30am - 1:00pm, Zoom: <https://msu.zoom.us/j/94419536883> Passcode: 510417

Undergraduate TA, Group 3: Fitz Newton (he/him), newton28@msu.edu

Office hours: Tuesdays 7:00 - 9:00pm, Zoom: <https://msu.zoom.us/j/9794457147> Passcode: SOC

Undergraduate TA, Group 5: Malka Alfadel (she/her), alfadelm@msu.edu

Office hours: Thursdays 4:00 - 5:00pm, Zoom: <https://msu.zoom.us/j/97734211861> Passcode: psy101

Required Textbook: Go to <https://openstax.org/details/books/psychology-2e> to download the book that we will use throughout the semester. **The book is free.**

Technical Assistance:

In the first week, we will focus on learning important information about the course, giving you time to learn how to navigate the course. Please use the first week to familiarize yourself with the syllabus and course so you are ready to begin in week 2. Dr. Clements does not expect any of us to be perfect with the various forms of technology we will be using for this course. If you need technical assistance at any time during the course or to report a problem, you can:

- Visit the D2L Help Site – <https://help.d2l.msu.edu/>
- Call the D2L Help Line – (517) 432-6200 or (844) 678-6200
- Visit the MSU Tech Support Site – <https://tech.msu.edu/support/help/>
- Call the Tech Support Line – (517) 432-6200 or toll free (844) 678-6200
- Visit Packback support - <https://help.packback.co/hc/en-us>

E-Mail:

All official course email communication will happen with your MSU email account. You should communicate with your assigned TA first with questions or concerns. TA's are assigned based on your Packback/TA group number in D2L. To find your group number in D2L, click the 'Communication' tab, then 'Groups'. The TA allocations are in their contact info above.

Who to contact about what:

- If you have a **quick question about the course**, email your TA in the first instance. Your TA has taken this course and can help with questions and clarifications. You are more likely to get a quick response from your TA because they work with smaller groups of students. If your TA cannot answer your

question, they will forward it for Dr. Clements's review. Dr. Clements and your TA will respond to your email within **two business days** during working hours (**8am – 5pm Monday through Friday**). Please follow up with us if you have not heard back after two business days. Please note, you should not expect a response to emails outside of business hours (i.e., during evenings and weekends).

- If you are having **difficulty with the course**, please see Dr. Clements or your TA in office hours as soon as you can. We will not know you are struggling unless you tell us.
- If you are **interested in a particular topic and have more questions**, or if you **need support** or would like to **talk more about an idea from class**, please come to Dr. Clements's office hours. One of her favorite things is discussing your ideas and interests!

E-Mail Policy: E-mail is the best way to get a hold of your assigned TA and/or Dr. Clements. Please use the following guidelines when communicating via email:

- **First, ask yourself this question: “Can this question be answered by looking in the syllabus or looking on the D2L course site?”**
 - We have spent a lot of time preparing the course materials, so you have all the information you need to succeed in this course. It is your responsibility to read that information.
- **Decide if email is the best option before you send.** If your question is complicated or will need further discussion, **do not just automatically send off an email.** Come to office hours instead. **Some things are better discussed face to face!**
- Use **PSY 101 in the subject line.** That makes it clear you are a student in this course asking a question. This helps to prevent e-mails from going directly to the junk folder.
- When **using your phone to send an email**, remember you are writing to a professional person who is doing their job, not sending a text to a friend. Treat every email as professional communication. We are in a place of work
- Use the **appropriate salutation.** Please address every e-mail properly (even short ones).
 - For your professor, you should say **“Hi Dr. Clements”** or **“Hello Dr. Clements”**. Please do not say “Mrs. Clements”, “Ms. Clements”, “Dr. Katie,” or “Katie.” This is my professional workplace, so we should address each other professionally.
 - For one of the TAs, you should say “Hi [First Name]”, or “Hello [First Name]”.
- **Always sign off your e-mails with your full name**, so we know who you are. Include a sign off like **“Thanks”**, or **“Best wishes”** with your name: This is a sign of courtesy.
- **Proofread your e-mail.** Is your question conveyed clearly? Did autocorrect make it sound super weird? Are there any bloopers to fix?
- **Be polite: Please do not use abusive email behaviors**
 - **Example: Abusive subject line behavior**
 - **Intention:** By typing the word “URGENT,” “ACTION ITEM” or “READ ME” in the subject line, you might think you are highlighting the actionable items in your email.
 - **Perception:** Your subject line implies that you presume your message is more important than any other correspondence the receiver might have received. The perception is that you do not respect or value their right to manage their own workload and time.
 - This guidance is adapted from Forbes: <https://www.forbes.com/pictures/egfj45ili/abusive-subject-line-behavior/?sh=21f183a3662d>
- **When a TA or professor responds to help you via email, it is customary to respond and thank them for their help.**
- Finally, **emergencies** can arise in life, but **it is unlikely that a true emergency will arise in relation to this course** (i.e., a situation that requires immediate action to be resolved - and cannot be resolved any other way). Please **do not use the 'urgent' flag** in your emails.
 - Most solutions to academic problems cannot be put in place immediately, and all emails will be addressed in a timely and appropriate manner regardless of how they are flagged.

- See again the Forbes guidance, this time on issues with overusing the priority flag:
<https://www.forbes.com/pictures/egfj45ili/over-use-of-the-priority-flag/?sh=bc4d76069f6>
- More guidance on **email communication in the academic context** is provided in [this link](#) and [this link](#)
- The above guidance from Forbes lists other **email habits to avoid**. This advice will serve you well in all professional settings!

Check your email and course site regularly! In this course, the D2L announcements are the primary form of course-wide communication and updates. During the course, we will email you and post on the course site with announcements and reminders. Please read emails or posts carefully, and please check your e-mail and the course site regularly. Please also set up D2L to forward emails to your email address so you do not miss emails (information provided in Week 1 on how to do this). Most emails from Dr. Clements will come via D2L and it is important you do not miss them.

Course Webpage: On D2L (<https://d2l.msu.edu/>). This page will provide you with lecture notes, readings, assignments, discussion prompts and links, grades, and other important class information.

Course Overview:

The purpose of this course is to give you a broad introduction to psychology and critical thinking. The scientific investigations that make up psychology as a field are broad and far-reaching, and this class is your first step toward a greater understanding of yourself and the world around you.

Course Goals: There are three major goals for you in PSY 101.

1. First and foremost, you will explore the field of psychology, which is both broad and, sometimes, complicated. In this course, you will be exposed to a variety of areas of interest within the field of psychology, as well as the research methods employed to investigate these areas.
2. Second, you will learn the skills associated with scientific study and critical thinking. Whether or not you choose to continue studying psychology after this class, there are a number of basic scientific and thinking skills that will serve you well regardless of your area of study. These skills are an integral part of the psychological sciences, and you will learn to employ them in understanding the nature of psychology.
3. Finally, you will apply the knowledge and skills gained in this course to everyday life. Unlike most other sciences, psychology is unique in its obvious relationship to our everyday lives. Studying psychology directly benefits you with a better understanding of yourself, others, and the world around you.

Learning Objectives: This course has six learning objectives, which will be achieved through a variety of activities and assignments. At the completion of this course, you should be able to:

1. Identify basic concepts and research findings, and give examples of psychology's integrative themes.
 - a. Psychological science relies on empirical evidence and adapts as new data develop.
 - b. Psychology explains general principles that govern behavior, while recognizing individual differences.
 - c. Psychological, biological, social, and cultural factors influence mental processes and behavior.
 - d. Our perceptions filter our experiences of the world through an imperfect personal lens.
 - e. Applying psychological principles can change our lives in positive ways.
2. Apply psychological principles to everyday life.
3. Draw appropriate, logical, and objective conclusions about behavior and mental processes from empirical evidence.
4. Evaluate misconceptions or erroneous behavioral claims based on evidence from psychological science.
5. Evaluate basic psychological research.
6. Describe ethical principles that guide psychologists in research and practice.

Honors Option: An honors option is not offered for this course.

Course Details and Structure:

The course is broken up into four Units. Each Unit will have **2-3 Unit Content Weeks with a Mini-Quiz and Packback discussion assignment** due almost every week. At the end of each Unit there is a **Consolidation Week for the Unit Exam and an additional Packback discussion**. See the Activities and Evaluation Criteria section below for more details about all activities, and the course schedule at the end of the syllabus for dates and times. Detailed information and guidance for the course activities is also posted in the D2L course site every week.

Weekly Structure: Each unit week's online content (Lectures, Readings, etc.) open in D2L at 4pm the Friday before the week is set to begin. Each week's activities (Packbacks, Mini-Quizzes, and Exams) open in D2L at 7am Monday during the start of the week and close at 4pm on Friday to end the week. For example, Week 4 consists of the dates 1/29 - 2/2. Therefore, the Week 4 content will open at 4pm on Friday (1/26), the activities (Mini-Quiz #3 and Packback #4) will open at 7am on Monday (1/29), and the activities will close / are due at 4pm on Friday (2/2).

- During each week you will be expected to complete the readings, watch any required media, complete the Packback discussion post, and take mini-quizzes (when applicable) or exams (where applicable). **As a 4-credit, 16-week course, you should plan to spend about 10-12 hours each week on course material.** Where applicable, this should look like 3 hours of reading and taking notes on the readings, 4 hours to attend and take notes on lecture, 1 hour to review the previous material, 1-2 hours for mini-quizzes and exams, and 1-2 hours of planning, reading, and working on Packback posts. Each week consists of a topics, activities, and a checklist.
 - **Topics:** This page will include the readings and any required media to support your learning growth during the course.
 - **Activities:** This page will ask you to make products – Packbacks, etc. – or take mini-quizzes / exams. These are designed to both synthesize and represent what you have learned.
 - **Checklists:** This page will help you keep track of the weekly content and ensure you have done all expected tasks.

One of my (Dr. Clements) pedagogical values is to honor your whole personhood. You are a whole person, not just a student, and not just a student in this class. You can use your weekend however you see fit – catching up on previous content for exams, getting ahead on the next week's content, or doing absolutely nothing for the course – but please know that is why activities and assignments close at 4pm on Fridays. If you prefer to work at night, tell yourself the deadline is Thursday night.

Activities and Evaluation Criteria

You are required complete the following activities:

- **Orientation Quiz:** This quiz assesses your understanding of the course policies as outlined in the syllabus and introduction video that is available on our D2L course site (<https://d2l.msu.edu/>). You can take the Orientation Quiz as many times as you like in order to maximize your score. **Be sure to completely read this syllabus first!** The Orientation Quiz is worth 10 points and determines 1% of your final grade. It will open 1/8/24 at 7am and will close 1/26/24 at 4pm.
- **Mini-Quizzes:** Each Unit content week has a mini-quiz worth 5 points. There are 10 mini-quizzes in total. Only your top six mini-quizzes will be counted towards your final grades for a total of 30 points (6% of your total grade). **Your three lowest scored mini-quizzes of the semester will be dropped.**

- For each mini-quiz you will be provided with the list of questions that the mini-quiz questions are selected from in a pdf file under the “Mini-Quizzes” content area on the D2L course page.
 - Each mini-quiz will be open from 7am on Monday of the week we start the unit, and is due by 4pm on Friday of that unit. Note that is East Lansing, MI time. See the course schedule at the end of syllabus for dates. To get to each mini-quiz click on "Assessments" then "Quizzes."
 - You can take the mini-quizzes as many times as you like while they are open.
 - These quizzes are designed to take 30 minutes to complete 20 questions. However, you will have an hour to complete the mini-quizzes.
 - Each mini-quiz question is worth 0.25 points each.
 - Ten questions will appear on the screen at a time, and you are allowed to backtrack.
 - Please note each quiz will close at 4pm on the Friday due date, so if you start at 3:55pm on the Friday due date you will *only* have 5 minutes to take the quiz.
 - Mini-quizzes will be graded automatically by D2L and you can see your questions and answers to help you study and potentially re-take the mini-quiz if you would like to obtain a higher score. Again, you can take the mini-quizzes as many times as you while they are open.
 - **There are no makeup Quizzes.** This is because of the large amount of drops (4), the unlimited amount of times you can take them, and the long time that they are open (at least a week). The reason this is capped at four total drops is that more than that amount means that you have not had the opportunity to demonstrate a sufficient level of mastery consistent with the course goals. Use your drops wisely! Look over the course schedule at the end of the syllabus for close/due dates and plan accordingly (write them down somewhere useful to you!). If you forget, have car trouble, get sick, get busy, or any other reason you miss a quiz - it counts as a missed quiz. A common strategy is to save two or three quiz drops for the end of the semester when you are juggling more course work.
- **Exams (in person):** Five exams will be given **in person** – four Unit exams, and one cumulative exam during the final exam period. Any material from lectures, readings, videos, and related materials may be used in exam questions. The first four unit exams emphasize material covered since the previous exam. The final exam is cumulative. Each exam will consist of 50 multiple-choice questions worth 2 points each. Therefore, each exam is worth 100 points (20% of your final grade). **Your lowest exam score will be dropped.** Only your top four exam scores will count towards your final grade for a total of 400 points (80% of your final grade). For instance, if you do well on the four unit exams, your grade on the cumulative final exam may not matter. If you are comfortable with your grade you do not need to take (or show up) to the final exam. Or, if you do poorly on one of the four unit exams, you can take the final exam to make up for it.
 - A study guide will be posted for each exam.
 - **Unit Exams (Exams 1-4) will begin at 5:00pm. The Final Exam will begin at 8:00pm.**
 - The Final Exam date and time is set by MSU and is the only time the Final Exam is offered. No early Final Exams will be given unless a student has RCPD Exam Accommodations, a religious holiday, or a required participation in a university-sanctioned event.
 - You may arrive late, but no more exams will be handed out after the first student completes the exam.
 - Unit Exams 1-4 must be turned in by 6:50pm.
 - The Final Exam must be turned in by 10:00pm.
 - During exams, you may only have pencils and erasers at your desk.
 - Leave refreshments or other materials zipped up in your book bag or do not bring them at all. Turn off anything that makes noise, take off headphones, take out ear buds, do not wear hats with a forward facing bill, and remove and put away smart watches.
 - Once the exam has begun, there will be no talking or disruptions.
 - Leaving the room is reserved for emergencies.

- **You need to show your MSU ID in order to turn in your exams.**
- See the course schedule at the end of syllabus for dates and times. Please note that all times are East Lansing, MI time.
- For those of you with extended time via your RCPD accommodations, please email Dr. Clements *a week before* each exam to work out the appropriate accommodations.
- Exam grades will be posted online as soon as they are available from the scoring office and Dr. Clements has had a chance to correct any potential scoring errors.
- Questions for exams will not be posted after, but you may view your exams with Dr. Clements during office hours. **However, each exam must be looked at before the next exam is given. For example, after Exam 2 has been given you are no longer permitted to view Exam 1.**
- **Makeup Exams:** Plan to complete your exams during the day and time they are given. Also, keep in mind the dropped exam that is already built into the course. Obviously, things happen. If something happens that prevents you from completing an exam by end time of the exam, **please notify Dr. Clements with documentation by the end of the day for the exam. Failure to notify Dr. Clements within 24 hours of the end exam time will result in you not being allowed to makeup the exam. Additionally, makeup exams must be taken within 48 hours of the end time of the missed exam.**
 - If you cannot take an exam because of a religious holiday, required participation in a university-sanctioned event (e.g., a commitment for a sports team), or some other acceptable event that can be foreseen, you must notify Dr. Clements **at least two weeks in advance.**
- **Packback:** Participation is a requirement for this course, and the Packback platform will be used for online discussion about class topics. Packback is an online community where you can be fearlessly curious and ask open-ended questions to build on top of what we are covering in class and relate topics to real-world applications. Your participation on Packback will be counted towards your final grade for a total of 30 points (6% of your total grade). These are used to create a sense of community in our [very large!] course. See the course schedule at the end of the syllabus and see the Packback instructions/details posted on the D2L course webpage for instructions and expectations.
 - **How to Register on Packback:** You can only access Packback from inside the D2L course! Packback Registration is part of your Week 1 Activities, so please follow the instructions in D2L. You can access Packback in D2L by navigating to Content > Packback Information / Packback –PSY 101 Section 002. **You must use your MSU email address to register for Packback.** Once you click the link, follow the steps and you will have access to your Packback community!
 - **How to Get Help From the Packback Team:** If you have any questions or concerns about Packback throughout the semester, visit <https://help.packback.co/hc/en-us>
 - If you need more help, contact their customer support team directly at help@packback.co.
 - Most weeks have a Packback assignment worth 5 points (10 Packbacks in total). Your lowest four Packback scores of the semester will be dropped. Only your top six Packback scores will be counted towards your final grade for a total of 30 points (6% of your total grade).
 - **You must join and participate in the Packback group that matches your Packback/TA group number in D2L.**
 - The prompt/guide for each Packback will be available in a PDF version, along with that week’s content, at 4pm on the Friday before the unit is set to begin. The actual Packback post will open at 7am Monday during the start of the unit and close at 4pm on Friday to end the unit. We are looking for you to incorporate course material and references, but most importantly – we are looking for how the critical thinking components have been highlighted.

- In order to earn credit for your Packbacks, you should submit the following per each deadline period. Note that you can earn 0 to 5 points for each Packback. Each weekly component listed below earns you all or nothing points. **Partial credit for individual Packback weekly components (e.g., 1 out of 2 points for a response to Dr. Clements) is not given.**
 - 1 response to Dr. Clements’s pinned Packback post with a minimum Curiosity Score of 75, worth 2 points.
 - 1 open-ended Question posted in your group with a minimum Curiosity Score of 60, worth 1 points.
 - 1 response to another student’s Question with a minimum Curiosity Score of 75, worth 2 points.
 - **“Moderated” posts do not earn credit. If a post does not meet the assignment criteria provided in the prompt, your TA will moderate it.**
 - **It is your responsibility to check and make sure your posts have not been moderated.** If one of your posts has been moderated (<https://help.packback.co/hc/en-us/articles/360054366631-Introduction-to-Packback-s-Auto-Flagging-Moderation>), **you have until 7am on Wednesday following each deadline to fix your post and get it unmoderated.** Once grades have been posted, you will not be allowed to fix moderated posts or earn credit for them.
 - **There are no makeup Packbacks.** This is because of the large amount of drops (4), the long time that they are open (3+ days), and the ability to go back and get responses or questions unmoderated. The reason this is capped at four total drops is that more than that amount means that you have not had the opportunity to demonstrate a sufficient level of mastery consistent with the course goals. Use your drops wisely! Look over the course schedule at the end of the syllabus for close/due dates and plan accordingly (e.g., write them down somewhere useful!). A common strategy is to save one or two Packback assignment drops for the end of the semester when you are juggling more course work.
 - **Research Experience:** One fundamental way of learning firsthand about psychological research is to participate in research studies. You are required to earn 7 hours of research participation credits through the Psychology SONA system. Each half-hour is worth 2.5 points. Therefore, research experience is worth 35 points (7% of your final grade). You need to complete your hours before **Friday April 19th, 2024, at 5pm**, when the SONA system will close. **More detailed information for setting up your HPR / SONA account and how to sign up for research hours is provided in the D2L course under ‘Research Experience/SONA Info’.**
 - **Notes about Research Experience:** Make sure that you are on the Psychology SONA site and signed up for the correct section of PSY 101 (section 002). The Department of Communication Arts and Sciences also has a SONA site. We do not have access to this data and cannot grant participation credit for experiments done under the other site/college. In addition, students under 18 are ineligible for SONA experiments. Contact Audra Jeffrey (jeffre22@msu.edu), the SONA Student Coordinator, if you are under 18 in order to learn about non-SONA options for fulfilling your research education requirement. Finally, your instructor and course assistants have nothing to do with SONA. We cannot access that system. **All SONA questions, inaccuracies, or problems should be directed to Audra Jeffrey.** It is your responsibility to sign up, participate in the experiments, and track your personal history on the computer. Neither the instructor nor the course assistants have a record of your research participation until the end of the course.
 - **Alternative to research participation:** If you do not wish to participate in psychological research, you may write the available Alternative Unit Papers that are designed for this situation. Details about the paper requirements will be posted on D2L. For each unit, you

may submit an alternative paper. **Note that each Alternative Unit Paper is worth potentially two hours of research participation.** Details and requirements for the Alternative Unit Papers will be posted on D2L. See the course schedule at the end of the syllabus for close dates, but note that the assignment folders will close promptly at 4pm on the due dates, and no papers will be accepted after this. **There will be no exceptions to this rule.**

- **You must plan accordingly.** A lack of planning throughout the semester is not considered an emergency at the end of the semester.
- **Turnitin will be used for all Alternative Unit Papers that are turned in for this course.** See D2L for more information about Turnitin guidelines.
- **Extra Credit:** You may accumulate an additional hour of research experience for 5 extra course points, which is 1% extra. You will receive course points for up to 8 hours of research participation but can receive partial credit.

Grading: Your final grade will be based on the following course points:

Requirement	Points	% of final grade
Orientation Quiz	5	1%
Top 6 (out of 10) Mini-Quizzes	30	6%
Top 6 (out of 10) Packbacks	30	6%
Top 4 (out of 5) Exam Scores	400	80%
Research Experience	35	7%
Total	500	100%
Extra Credit	5	+1% potentially

The grading scale is as follows:

Total Points	Grade
447.5 – 500	4.0
422.5 – 447.49	3.5
397.5 – 422.49	3.0
372.5 – 397.49	2.5
347.5 – 372.49	2.0
322.5 – 347.49	1.5
297.5 – 322.49	1.0
0 – 297.49	0.0

Policy on grade changes: SONA extra credit is the only way to increase your point total if you are concerned about falling on the wrong side on one of these cut-offs. At the end of the semester, if you believe that an error was made in calculating your grade, please let Dr. Clements know. Your grade will be checked and changed if there was an instructor error. **This is the only circumstance under which your grade will change.** Under no circumstance will your grade be “bumped”, or a special extra credit opportunity be given. Please don’t ask. **There will be no exceptions. This preserves the academic integrity of this course, you, and me.**

Cheating:

Any student caught cheating on an exam, cheating on a mini-quiz, or plagiarizing a Packback post will receive a ZERO for the course, and be reported to the University. Any time you use other students or resources to submit work as your own is considered cheating. Additional details below.

Academic Honesty: Any and all forms of cheating are unacceptable. Students are expected to complete quizzes, exams, and written assignments individually and without outside help. Any student caught cheating on quizzes, exams, or written assignments will receive a zero in this course. The Spartan Code of Honor states, "As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do." In addition, Article 2.III.B.2 of the Student Rights and Responsibilities (SRR) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." The Psychology Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. For extensive details see *Spartan Life: Student Handbook and Resource Guide*. Further information about cheating can be found on a website provided by the MSU Ombudsperson (<https://ombud.msu.edu/resources-self-help/academic-integrity>). Make sure you are familiar with MSU definitions regarding academic dishonesty. Ignorance is not an excuse.

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course and may be reported to the Office of Academic Affairs and the Office of Student Affairs. Contact Dr. Clements if you are unsure about the appropriateness of your course work. Or, for general examples of what constitutes plagiarism, see:

- <https://wts.indiana.edu/writing-guides/plagiarism.html>

Policy on Use of Generative A.I. (Artificial Intelligence): The policy of this class is that you must be the creator of all work you submit for a grade. The use of generative AI tools (such as ChatGPT, DALL-E, etc.) is not permitted in this class; therefore, any use of generative AI tools for work in this class may be considered a violation of Michigan State University's policy on academic integrity, the Spartan Code of Honor Academic Pledge and Student Rights and Responsibilities, since the work is not your own. The use of unauthorized generative AI tools will result in a score of 0 for the assignment.

Policy on Religious Observations: If you anticipate being unable to complete a graded portion of the course due to a major religious observance, please provide notice of the date(s) to Dr. Clements, via email, by 1/12/24.

Note taking and recordings: As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students are the copyrighted property of the course instructor and are subject to the following conditions of use:

- Students may not post recordings or other course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor and, if applicable, any students whose voice or image is included in the recordings.
- Commercialization of lecture notes and university-provided course materials is not permitted in this course.
- Any student violating the conditions described above may face academic disciplinary sanctions, including receiving a penalty grade in the course.

Accommodations for Students with Disabilities:

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services

Accommodation ("VISA") form. Please email this form to Dr. Clements at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored. If you require testing accommodations (e.g., additional time.) you must contact Dr. Clements and present your VISA **at least two weeks before the test date.**

Academic Assistance:

This is a university, and you are expected to produce college level work. If you have any trouble with the material covered in class, please make an appointment to speak with Dr. Clements, or one of the course assistants. Additionally, the university has resources to assist students, such as the Campus Tutorial Center, the Campus Writing Center, Adult Student Services, and more. A lot is expected of you, but the university wants to help you to produce your best work.

Limits to Confidentiality:

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the MSU Police Department) if you share it with me, even in an assignment or in a conversation:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. **In almost all cases, it will be your decision whether you wish to speak with that individual.** If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center: <https://caps.msu.edu/>

This is an MSU required mandate that Dr. Clements and the Graduate Assistant(s) are required to follow as MSU employees. Given this, **you should not disclose experiences of abuse or sexual violence related to MSU unless you are comfortable having this information shared with the Office of Institutional Equity.** Despite the mandate, Dr. Clements does not want to further the culture of silence surrounding abuse and sexual violence in this class. All are encouraged to use the resources listed below (which are not mandated university reporters) as they process their feelings and experiences in this course.

MSU Safe Place <http://safeplace.msu.edu/>

NRCDV <http://www.nrcdv.org/>

NNEVD <http://www.nnedv.org/>

MCEDSV <http://www.mcedsv.org/>

No More <http://nomore.org/>

NCDSV www.nsvrc.org

RAINN <https://rainn.org/>

Futures Without Violence <http://www.futureswithoutviolence.org/>

Course Climate:

We are all working toward the same goals in this course! By building a strong learning community from the start, we will benefit.

- **Inclusive Environment:** MSU is committed to creating and maintaining an inclusive community in which students, faculty, and staff can work together in an atmosphere free from all forms of discrimination. The Office of Institutional Equity (OIE) reviews concerns related to discrimination and harassment based on sex, gender, gender identity, race, national origin, religion, disability status, and any other protected categories under the University Anti-Discrimination Policy (https://www.hr.msu.edu/policies-procedures/university-wide/ADP_policy.html) and Policy on Relationship Violence and Sexual Misconduct (<https://civilrights.msu.edu/policies/rvsm.html>). If you

experience or witness acts of bias, discrimination, or harassment, please report these to OIE:
<http://oie.msu.edu/>.

- **Student-student interactions:** Part of being a strong group member is being a good listener (or reader in our case), being motivating and empathetic, and providing constructive feedback. We will focus on these characteristics throughout the semester. We all come to this course material with different life experience, and that influences how we process it. When we challenge each other, let's do it with the goal of learning more.
- **Student-instructor interactions:** If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let Dr. Clements know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. I am a regular human! You should feel welcome to approach me. Make sure that you are proactive in informing Dr. Clements when difficulties arise during the semester so that he can help you find a solution.
- **Disruptive Behavior:** Article 2.III.B.4 of the Student Rights and Responsibilities (SRR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the SRR states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action."
- **Lying:** Lying is an unacceptable behavior in both personal and professional relationships. Lying to get what you want is a manipulative behavior and will not be tolerated in this course. This includes lying to get an unfair advantage in a class or assignment. Do not do this!
- **Appropriate Netiquette:** Below are the key elements that we can use together to build a strong learning community.
 - Be professional. Interact with your fellow classmates and instructor as you would in your professional life. Use appropriate language. Be clear and concise.
 - Have opinions but be respectful of disagreement.
 - Be cautious with humor or sarcasm. We do not want to create a dull environment devoid of fun, but it is very easy for these tones to be lost in text. If you want to make jokes or be sarcastic, indicate your intent with emoticons or a sarcasm tag "/s".
 - **Be kind. Be respectful.**

Schedule Disclaimer: Below is a general indication of when we will cover the topics in the course. However, as the instructor, Dr. Clements reserves the right to adjust this schedule according to the pace of the course and the needs of the students. This also includes making any changes that Dr. Clements deems necessary to the details and/or policies listed in this syllabus. **Check D2L regularly to keep up with the topics. You will be given updates and notice of any changes via D2L, so please check this regularly.**

Again, you are responsible for keeping track of all due dates. Use a planner, a calendar, your reminder app, whatever tools you like for tracking your commitments and obligations.

We look forward to learning with you this semester – Go Green!

Course Content Schedule for Spring 2024

*Pay extra attention to the schedule dates in Unit 3 – they get a little offset!

Week: Dates	Topic(s)	Activities: Due Dates
Unit 1	Unit 1 Content	Unit 1 Activities
1: 1/8 (Monday)	Syllabus; Getting to know the course; Intro to Psychology	
1: 1/10 (Wednesday)	Getting to know the course; Psychological Research	Sign up for Packback
2: 1/15 (Monday)	MLK Day, No Class Meeting	
2: 1/17 (Wednesday)	Psychological Research Biopsychology	Packback #1: 1/19, 4pm Mini-Quiz #1: 1/19, 4pm
3: 1/22 (Monday)	Biopsychology	
3: 1/24 (Wednesday)	Biopsychology	Alternative Unit 1 Paper: 1/26, 4pm Packback #2: 1/26, 4pm Mini-Quiz #2: 1/26, 4pm
4: 1/29 (Monday)	Exam 1 – Anthony 1281	Exam 1, 1/29: 5:00 – 6:50 pm
Unit 2	Unit 2 Content	Unit 2 Activities
4: 1/31 (Wednesday)	Lifespan Development	
5: 2/5 (Monday)	Lifespan Development	Packback #3: 2/9, 4pm Mini-Quiz #3: 2/9, 4pm
5: 2/7 (Wednesday)	Sensation and Perception	
6: 2/12 (Monday)	Sensation and Perception	Packback #4: 2/16, 4pm Mini-Quiz #4: 2/16, 4pm
6: 2/14 (Wednesday)	Rest/Study Day	Alternative Unit 2 Paper: 2/16, 4pm
7: 2/19 (Monday)	Exam 2 – Anthony 1281	Exam 2, 2/19: 5:00 – 6:50pm
Unit 3	Unit 3 Content	Unit 3 Activities
7: 2/21 (Wednesday)	Learning	Packback #5: 3/8, 4pm Mini-Quiz #5: 3/8, 4pm
8: 2/26 (Monday)	Spring Break	See more sun, drink more water, have more fun!
8: 2/28 (Wednesday)	Spring Break	See more sun, drink more water, have more fun!
9: 3/4 (Monday)	Learning	
9: 3/6 (Wednesday)	Thinking and Intelligence	
10: 3/11 (Monday)	Thinking and Intelligence	Packback #6: 3/15, 4pm Mini-Quiz #6: 3/15, 4pm
10: 3/13 (Wednesday)	Memory	Packback #7: 3/15, 4pm Mini-Quiz #7: 3/15, 4pm
11: 3/18 (Monday)	Memory	Alternative Unit 3 Paper: 3/15, 4pm
11: 3/20 (Wednesday)	Exam 3 – Anthony 1281	Exam 3, 3/20: 5:00 – 6:50pm
Unit 4	Unit 4 Content	Unit 4 Activities
12: 3/25 (Monday)	Personality	
12: 3/27 (Wednesday)	Personality	Packback #8: 3/29, 4pm Mini-Quiz #8: 3/29, 4pm

Week: Dates	Topic(s)	Activities: Due Dates
13: 4/1 (Monday)	Social Psychology	
13: 4/3 (Wednesday)	Social Psychology	Packback #9: 4/5, 4pm Mini-Quiz #9: 4/5, 4pm
14: 4/8 (Monday)	Psychological Disorders	
14: 4/10 (Wednesday)	Rest/Break Day! No Class	Packback #10: 4/12, 4pm Mini-Quiz #10: 4/12, 4pm Alternative Unit 4 Paper: 4/12, 4pm
15: 4/15 (Monday)	Psychological Disorders	
15: 4/17 (Wednesday)	Exam 4 – Anthony 1281	Exam 4: 4/17, 5:00 – 6:50pm SONA System closes at 5pm on 4/19
Final Exam	Final Exam	Final Exam
16: 4/24 (Wednesday)	Cumulative Final Exam (if needed)	Final Exam: 8:00pm - 10:00pm