

Introductory Psychology Syllabus

Spring 2025 | Psy 101, Section 003 | Anthony 1281 | Mon & Wed 4:10 – 6:00 pm | 4 credits

Instructors and Contact Information

	Email	Contact Info	Office Hours
Professor: Dr. Katie Clements Pronouns: she/her	vadnais3@msu.edu I aim to respond in 1-2 business days	Contact your assigned Group TA first!	Office Hours: Psy 136, Fridays 2:00 – 4:00pm in person, or by appointment calendly.com/DrKVC
Graduate TA, Group 1: Anna Benedict (she/her)	bened105@msu.edu	Last names A-E	Tuesdays 1:30-2:30pm Zoom link: 999 3138 4751 Passcode: 101GTA
Undergraduate TA: Group 2: John Malinowski (he/him)	malino62@msu.edu	Last names F-J	Tuesdays 10-11:00am Zoom link: 924 6475 3481
Undergraduate TA: Group 3: Katy Pakkala (she/her)	pakkala7@msu.edu	Last names K-O	Mondays 2-3:00pm Zoom: 7383334026 Passcode: 852861
Undergraduate TA: Group 4: Meg Roney (she/her)	roneyma1@msu.edu	Last names P-T	Thursdays 12:30 – 1:30pm Zoom link: 96356727302
Undergraduate TA: Group 5: Morgan Rouse (she/her)	rousemor@msu.edu	Last names U-Z	Tuesdays 2-3:00pm Zoom link: 97526731741

COURSE DESCRIPTION

Broad introduction to subdisciplines and research topics in psychology and critical thinking. The scientific investigations that make up psychology as a field are broad and far-reaching, and this class is the first step towards a greater understanding of yourself and the world around you. There are 3 main goals:

1. Explore the field of psychology, which is broad and, sometimes, complicated. In this course, you will be exposed to subdiscipline and research topics within psychology, and the research methods employed to investigate them.
2. 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. 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

By the end of the course you will be able to:

- ✓ Identify basic concepts and research findings, and give examples of psychology's integrative themes.
 - 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 in positive ways.
- ✓ Apply psychological principles to everyday life.
- ✓ Draw appropriate, logical, and objective conclusions about behavior and mental processes from empirical evidence.
- ✓ Evaluate misconceptions or erroneous behavioral claims based on evidence from psychological science.
- ✓ Evaluate basic psychological research.
- ✓ Describe ethical principles that guide psychologists in research and practice.



Office Hours

Office hours are opportunities to connect with your instructor – and I love to get to know students! You can ask questions or discuss course topics. Schedule at the link above if you can't join me in person on Fridays, and add a note about what you want to discuss. You may sign up for two slots back-to-back for more time!



Required Text

King, L. (2023). *The Science of Psychology: An Appreciative View (6th Ed.)*. McGraw Hill LLC.

- We will be **accessing the book via the Connect learning platform**. You will need to register for Connect via our D2L course, or your grades will not carry over. The required text is the ebook that comes with the Connect system. The best way to buy this required material is through the link which will be provided in our D2L course. Again, you must access Connect via our D2L course. There will be guidance on how to do this in the first week of class.
- You will access **Connect via d2l**



Course Format

This course meets in person twice each week, no remote option. Complete the assigned reading and Smartbook assignment before class and come prepared to discuss together. Our class time together will include clarifying and interactive lecture and discussion, including points of confusion, clarity, and curiosity.



Classroom Philosophy

- We are whole people – I respect your “whole personness” and respectfully ask for the same .
- We all must be active learners and co-create our learning environment. Bring your whole self to class.
- Humble respect for others' experiences, insights, and identities gives us the most room to learn and grow.
- We're all doing our best! It may look different than it did yesterday, or tomorrow, or different from someone else's. But let's bring our best, as it is in this moment.



Technical Assistance:

Please use the first week to familiarize yourself with the syllabus and course so you are ready to begin. Dr. Clements does not expect anyone to be perfect with the various forms of technology we will use – and she is not tech help. 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 – this is very effective!!
- 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



You matter and you deserve to be here

You worked hard to gain admission into this university! You proved that you can do hard things. College will be full of unexpected challenges – and joys. Now that you’re here, you get to continue to demonstrate how much you can learn in short periods of time.

“Office hours” are also “student hours”! Please drop in during my Friday office hours, or anytime you see me in office and introduce yourself. We don’t have to talk about our class; we can talk about other parts of student or post-grad life too. It is a supportive space to talk through your questions, concerns, or goals. In a class as large as this, I will not know you’re struggling if you don’t tell me, but I can help you when you do!

I see my role as giving you both knowledge and skills that your future employer expects of you as a graduate, and that your community expects of you as a citizen. Bring your full self to class for the limited time we’re together. “Be where your feet are” – put your distractions away for a short time and get your attention in the classroom. Students report that it’s harder, but it’s really worth it to participate more. And because you matter, and you deserve to be here in this university, your contributions deserve to be seen in the classroom.

Know your Source

As a member of the MSU community, you have access to many resources. Perhaps the best one is the library! You can even chat with a librarian from the website (lib.msu.edu) and they can help you find whatever you need. They’ll even get it for you if the library doesn’t already have it!

Many classes start Groupme chats (or something similar) to communicate outside of class. I have also learned that there is a lot of misinformation in those group chats. Sometimes students learn that the hard way when they rely on Groupme instead of official course materials (like the syllabus, or d2l announcements). Therefore, I recommend that you use that type of resource carefully. Consider it a source of encouragement and camaraderie, but *not* official course information. In fact, when course content is circulated, it can result in an Academic Dishonesty Report – for everyone in the group. I believe that learning to collaborate and use our resources wisely is a wonderful, valuable life skill. It’s also increasingly imperative that we become critical and informed about all of our sources.

Emailing Questions

- If you have a quick question about the course, email your assigned TA from page 1. Your TA has taken this course and can help with questions and clarifications and meets regularly with me. 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. 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 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. Check your email and D2L site regularly! In this course, D2L announcements are the primary form of course-wide communication and updates. Please also set up D2L to forward emails to your email address so you do not miss emails (profile 'notifications', and 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.

Please use the following guidelines when communicating via email:

- First, ask yourself: “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. We can deliver it, but 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, come to office hours instead. Some things are better discussed face to face!
- **Always 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.
- Especially when using your phone, remember you are writing to a professional person who is doing their job, not texting your 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, and that is how you should address me 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. It’s courteous to include a sign off like “Thanks,” with your name. (I do appreciate fun signoffs)
- 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, it is unlikely that a true emergency will arise in relation to this course (i.e., a situation that requires immediate action - 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.
 - 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](#)

ASSIGNMENTS



Smartbook Assignments (30%):

These are easy “cushion” points! Smartbook assignments quiz you after you read each chapter. There are 10 graded Smartbook assignments, and one practice Smartbook assignment. Only your top nine Smartbook grades will be included in your final grade, for a total of 225 points (30% of your total grade). Your lowest Smartbook grade of the semester will be dropped. Instead of just plain old reading, you’ll read with my important points already highlighted(!), and answer questions about main concepts until you reach mastery. Then you can use them as study tools! **You must go through the d2l link to get a grade!**



In-Class Activities (10%):

These are also easy “cushion” points! Participation is a requirement for this course. To accomplish this goal, and build a sense of community in our (very large) class, we will be completing fun, interactive activities during classes via the Connect platform. Your attendance is for the advanced learning experience of a university course. It costs between \$1,721 and \$4,458¹ just for you to be enrolled in this class – make it count. Activities will be open only during class times and must be completed live in the classroom. Your participation in class will be counted towards your final grade for a total of 75 points (10% of your total grade).

- Make sure you **bring a charged laptop** to class to complete the in-class activities.
- Activities will be given intermittently during **each class session**. You must be in the classroom to complete these activities.
- In **Week 2**, we will complete a **practice activity**.
- **Week 3** will mark the beginning of graded activities for in-class participation.
- There will be **two activities per week** on one or both lecture days.
- Estimated dates and times are listed in the schedule at the end of this syllabus.
- Activities are **password-protected**, and the password will be provided in class when the time comes to complete them.
- Each activity consists of an **interactive game or video**, followed by a set of **multiple-choice questions**.
- **Complete as a group**, with the students around you. Collaboration is encouraged!
- Once you open the activity, **you have 15 minutes to complete it**. Once the 15 minutes have passed, the assignment will be **automatically submitted** if you have not yet done so. Don’t dilly-dally.
- Activities will be graded for **participation only**. This means that if you complete the activity and questions, you will earn the points for the activity (even if your answers are incorrect).
- In-Class participation grades are calculated **per assignment**, with a total of **5 points per assignment**.
- In-class participation activities will count for a total of 75 points (10% of your grade).
- **15 points will be dropped**. This gives you the flexibility to miss 4 activities without losing points toward your final grade.

Makeups for In-Class Participation: There are no makeups for in-class participation activities. This is because there are three drops, so you can miss 3 activities without losing any points toward your grade. Therefore, you have three drops in the place of makeups.

- This is capped at three total drops with no makeups because any further drops mean you have not had the opportunity to demonstrate a sufficient level of participation and mastery consistent with the course goals.
- Use your drops wisely! Look over the course schedule at the end of the syllabus for due dates and plan accordingly. For example, consider saving one or two drops for the end of the semester when you are juggling more course work.

¹ Calculation based on in-state and out-of state [tuition calculator](#), sophomore credit status, 12 credits



Exams (53%):

Exam details here: 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. Each exam will consist of 50 multiple-choice questions worth 2 points each. Therefore, each exam is worth 100 points (about 13% of your final grade). **Your lowest exam score of the five will be dropped.** Only your top four exam scores will count towards your final grade for a total of 400 points (about 53% of your final grade). So, if you do well on the four unit exams, and 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.

- Exam Day: Bring: #2 pencil, eraser, student ID, optimism. Put away notes and books. Drinks should have a sealed lid. Turn off phones and remove smartwatches. You may not wear hats with a forward bill, hoods, sunglasses, headphones or ear buds during or while submitting your exam.
- Estimated exam dates are in the course schedule at the end of syllabus.
- A study guide will be posted for each exam.
- **Unit Exams (Exams 1-4) will begin at 4:10pm. The Final Exam will begin at 5:45pm, 4/29.**
 - 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 you may not be able to start after the first student completes the exam.
- Unit Exams 1-4 must be turned in by 6:00pm.
- The Final Exam must be turned in by 7:45pm.
- If you arrive late, find a proctor to assign you a seat and give you an exam. You may not be able to take the exam after the first exam has been submitted.
- You may only leave the room for an emergency. If you need to leave during the exam, notify a proctor and follow their instructions.
- Show your MSU ID to submit your exam.
- If you have RCPD exam accommodations, please email me (Dr. Clements) **a week before to make these arrangements.**
- I will post exam grades after they have been scored, reviewed, and corrected (if necessary). I will not post exam questions or answers, but you are encouraged to review your exam during Dr. Clements' office hours. You may review an exam only until the next exam. For example, you cannot review Exam 1 after Exam 2 has been given. Sharing exam questions or answers is academic dishonesty, or cheating.

Makeup Exams: Plan to complete your exams during the day and time they are given. Keep in mind there is a dropped exam built into the course. But, life happens. 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, approved grief absence, 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.**



Orientation Quiz (2%):

This quiz assesses your understanding of the course policies as outlined in the syllabus and 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 15 points for 2% of your final grade. It will open Jan 13 at 7am and will close Jan 31 at 4pm.



Research Experience (4.67%):

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 (not the other one!). Each half-hour is worth 2.5 points. Therefore, research experience is worth 35 points (about 4.5% of your final grade). You need to complete your hours before **Friday April 25th, 2025, 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 003). 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 additional research experience for extra credit. Two extra SONA hours, or 1 extra paper (can mix and match) will earn you 10 extra course points, which is about 1% extra. You will receive course points for up to 9 hours of research participation and can receive partial credit.

GRADE DISTRIBUTION

The grading scale and percentage allocated per assignment are shown below.

Grade Scale

Grade	%
4.0	89.5-100
3.5	84.5-89.4
3.0	79.5-84.4
2.5	74.5-79.4
2.0	69.5-74.4
1.5	64.5-69.4
1.0	59.5-64.4
0.0	<59.4

Assignment Distribution

Assignment	Points	Setup	Contribution
Smartbook	25 pts/each (225 pts)	Lowest 1 dropped	30%
In-class Activities	5 pts/each (75 pts)	Lowest 3 dropped	10%
Exams	100 pts/each (400 pts)	Lowest 1 dropped	53.33%
Orientation Quiz	15 pts	1 quiz	2%
Research Experience	5 pts/hr (35 pts)	7 hours required	4.67%
Total	Up to 750 points		100%
Extra Credit: see page 7	Up to 10 points		Extra 1.33 %



POLICIES & EXPECTATIONS

The following describe various policies that will be enforced during the semester.



Deadlines and Due Dates

- Class: Monday and Wednesday 4:10 - 6:00pm ET
- Smartbook due before the first class meeting of that chapter
- All in-class activities may only be completed during class time
- SONA credit due April 25, alternate research assignments due by each exam
- Exams in class

Please note exceptions in the syllabus [COURSE SCHEDULE](#), and add the deadlines to your own calendar. Note Smartbook deadlines are sometimes Mondays and sometimes Wednesdays! It is due before we start the lecture for each chapter, to prepare you to engage with the content.



Assignment and Exam Makeups and Extensions

In general, if you're sick, wear a mask in public spaces (like class) and focus on getting better. Most assignments include drops or remain open for at least a week so you can focus on getting healthy without having to make up work. Mask wearing is an effective way to prevent spreading or catching illnesses that can wear students down.

- **Smartbook:** We can arrange an extension with a documented university absence (e.g., athletics, grief absences) if notified in advance. There are no other extensions for the Smartbook assignments, because you can drop your lowest score, and they remain open for at least one week. (There are few allowable extensions, don't procrastinate these assignments!)
- **Exams:** Plan to complete exams during assigned exam time. Remember your lowest exam grade will automatically not count in your grade. If something prevents you from completing the exam during the assigned time, please notify me, Dr. Clements by the end of the day of the exam. Failure to notify me within 24 hours will result in no makeup allowed. All makeups must be completed within 48 hours of the missed exam. If you cannot take the exam because of a religious holiday, required participation in a university-sanctioned event (e.g., athletics), you must notify me **at least two weeks in advance**. No makeup or extension is allowed for schedule mistakes, personal travel plans, or other avoidable conflicts.
- **In-Class Activities:** Attendance indicates participation in class learning time. It would be dishonest to receive credit for in-class work if you do not complete it in class. Instead, your three lowest attendance grades are automatically dropped. You are responsible for bringing the required technology to class to complete these activities with your peers.
- **Orientation Quiz:** No makeup or extensions provided; this quiz remains open for the entire month of January.
- **Research Experience:** The university's SONA system operates on a strict schedule. All of your required hours must be completed by April 25 at 5:00, no exceptions. To ensure feasibility of grading the alternate assignments, each one is due by the end of the unit – see [COURSE SCHEDULE](#) and [d2l](#) for deadlines.



Academic Misconduct and Generative AI (e.g., ChatGPT) Use Policy

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](#).

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. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity webpage](#).)

- **AI Policy:** Your work must be your own original work, and all contributing ideas must be cited in-text and in a references section. While the ever-changing (and exciting!) new developments with AI will find their place in our workforces and personal lives, it does not belong in our class. The use of generative AI robs us all of the opportunity to learn from our human experiences and from each other, to play with our creative freedoms, to problem-solve, and to contribute our ideas in authentic ways. In a nutshell, college is a place for learning and critical thinking. AI simply cannot do that learning for us. Use of generative AI (like ChatGPT) to complete any class assignment is considered academic misconduct in this class. If you are unsure, contact me.
- **Cheating/Plagiarism:** Any student caught cheating on an exam, cheating on a Smartbook, or plagiarizing a research paper will receive a ZERO for the assignment, and be reported to the University with an Academic Dishonesty Report. **Any time** you use other students or resources to submit work as your own is considered cheating. You will defend yourself to the Associate Dean, not to me. For examples of what constitutes plagiarism, see: <https://wts.indiana.edu/writing-guides/plagiarism.html>
- **Grade Changes:** Research extra credit is the only way to increase your points if you are concerned about being close to a grade cut-off. At the end of the semester, if you believe that an error was made in calculating your grade, please let Dr. Clements know. I will always correct errors that I made. 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 provided. Please don't ask. **There are no exceptions.** This preserves the academic integrity and fairness of this course, you, and me.



Civility (Non-Academic Misconduct)

Developing a successful learning space requires extra attention to the way we engage each other. Our actions affect everyone in our community. Psychology can be very personal, and this class may offer the opportunity to challenge and explore our own beliefs and we may find ourselves challenging other people's beliefs as well. Please remember that we all learn from the lens of our own experiences. If you challenge your classmates make sure it is with the goal of enhancing each other's learning.

- **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."

- **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. I won't know you're struggling unless you tell me. 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 me when difficulties arise during the semester so that we can help you find a solution. Every thing is not for every one, so it's ok if we don't have instant rapport. I will always respect you, and expect likewise.
- **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. This includes lying to get an unfair advantage in a class or assignment. Do not do this!
- **Netiquette:** These are the key elements in communicating and connecting online and in email.
 - Be professional. Interact with your classmates and instructor as you would in your professional life. Use respectful language. Be clear and concise, do not overshare.
 - 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.
 - **Be kind. Be respectful. Your instructors are people too.**



Notetaking 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 university and are subject to the following conditions of use:

- Students may not post recordings, screenshots, documents, 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.
- Any student violating the conditions described above may face academic disciplinary sanctions, including receiving a penalty grade in the course.



Limits to Confidentiality

Please note that **the instructor and graduate TA of this course are mandated reporters**. We are required to report all incidents of relationship violence and sexual misconduct that involve students, faculty, or staff, occurred at a University-sponsored event, or occurred on University property, and *even if these are reported in course materials*. Therefore, if you share such an experience with us, we will be required to share your name and the details of the disclosure to the Office for Civil Rights and Title IX Education and Compliance (OCR) and MSU Police:

- *Suspected child abuse/neglect, even if this maltreatment happened when you were a child;*
- *Allegations of sexual assault, relationship violence, stalking, or sexual harassment; and*
- *Credible threats of harm to oneself or to others.*

OCR will include these facts, (not your name) in the University's statistics on sexual and domestic violence. They will also reach out to you via email with additional university resources. It is entirely your decision to use any of the provided services or even respond to the University's email.



Accommodations

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 an Accommodation Letter.

Important: Please email or have RCPD send this form to me as soon as possible but at least **two weeks prior** to the accommodation date (class, assignment, etc.). **Accommodation Letters are not retroactive. You must submit them prior to the accommodation, so submit even if you're unsure if you will need it.**



Academic Assistance

This is a university, and you are expected to produce university level work. This can be a big adjustment. 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, which you can find at [Academic Support and Student Services](#). A lot is expected of you, but we can help you produce your best work.



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/>

I truly believe that humble respect for each other (page 2) gives us the most room to learn and grow. We all have multiple sociocultural identities that intersect and shape our worldview through lenses of privilege and oppression. My commitment to you as your instructor is to minimize systemic forces of oppression within the classroom (e.g., ableism, classism, racism, sexism, transphobia, heterosexism) to create the most respectful learning environment for all of us. Psychology is guided and framed by the scholars who have been able to publish it, and the diversity we all bring to the class is a resource, strength, and benefit.

Personal Success



Please utilize me as a resource to help you succeed, both in class and outside class. I want you to get a 4.0 and enjoy this class, do well at MSU, and still have a life with your friends, family, and hobbies. If one or more of those things are not happening, please contact me so we can work together to figure out a plan to improve your situation.

PRO TIPS FOR SUCCESS

This class can be challenging! Do the following, and you will succeed!



Proactive Reading and Research

Do **not** wait until the due date to start any assignment. There is a **lot** of content to learn in Psy 101 – that’s why it’s 4 credits! The SONA system is used by all psychology students, so there are literally a thousand other students trying to participate in studies too. Start early and be proactive. If there are no opportunities at the end of the semester, you will not earn this credit. Your grade is **your** responsibility.

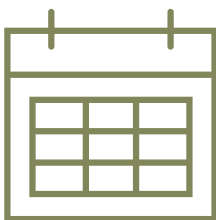


External resources

I know that some students face additional financial strain. If accessing external resources like Connect presents a financial barrier for you, please reach out to me. I will make sure you get the resources you need; there is no threshold or comparison of circumstances. I have ensured the publisher rep for Connect is willing and able to support in this way. Just email me to let me know you have financial need for an access code.

Weekly Schedule – Plan Ahead

I recommend maintaining a weekly schedule of activities for this class, and especially any with unusual schedules. The schedule below is just a suggestion, but I recommend sticking to something that works for you and helps spread out the work.



Monday: Class
Tuesday: Study/Assignment
Wednesday: Class
Thursday: Break/Study
Friday: Smartbook



Keep up with D2L!

What’s on d2l? Everything!

- Weekly Announcements
- Links to Pear Deck slides (full lectures!)
- Smartbook links (**must** click link to get a grade!)
- Lecture slides (basic versions)
- Weekly checklists of tasks
- Gradebook
- An email inbox!
- FAQ section with common questions

I post all course announcements on D2L. If you miss class or forgot something, check there first. Check D2L regularly for updates, and especially before you email – often I’ve already answered your question there! If you can’t find it on D2L, **please email your TA first.** Set up your d2l profile (notifications) to forward your D2L inbox *and* announcements to your regular MSU email – and check it! You expect that I’m responsive to you, so please be responsive to me.



Talk to your instructors

Approach us before class! We’re cool people. Sometimes we run out of time afterwards. Students love to chat after class and often line up to ask questions or share observations and ideas. We want to hear from you, and encourage you to approach your TA or your instructor *before* class too! We try to arrive with plenty of time to chat with students before class, and that face time can be a short, easy way to build a potentially valuable relationship.

RESOURCES FOR STUDENTS

I can help you with needs pertaining to this course, and I will otherwise do my best to connect you to the right place. The university is a huge institution, and if a different form of support would be useful, we will do our best to help you find it.

Please, save the **Mental Health and National Suicide Prevention Hotline number in your phone: 988**



MSU Campus Resource List

The Department of Psychology has compiled a list of academic, mental health, culture, and identity resources around campus: <https://psychology.msu.edu/undergraduates/student-resources.html>



MSU Dependent Care Support

Michigan State University offers a dependent care support program for children or elders. This is a backup option if your usual child or eldercare falls through and a lack of care would stop you from attending class or completing schoolwork. Up to 40 hours of care per fiscal year are subsidized *per dependent*. <https://studentparents.msu.edu/family-resources/sick-child-care/>.



MSU Student Food Bank

The MSU Student Food Bank serves MSU students experiencing food insecurity by providing free food and related items. Website: <https://foodbank.msu.edu/> Email: foodbank@msu.edu.



Legal Services

Funded by student taxes, Student Legal Services provides free professional legal assistance and representation to eligible students through a contract with the law firm of Jeffries and Associates, PLLC. Call to engage services. <http://studentlegalservices.com/index.html>.



Student Basic Needs

Student Advocates for Basic Needs Security (SABNS) is a student organization that advocates on behalf of students for the equitable distribution and practice of providing for the basic needs of students. Basic needs as it relates to this purpose are defined as affordable housing, access to healthy food options, and access to hygiene and other resources that contribute to student success. Their website and resource guide are located at: <https://socialwork.msu.edu/students/student-advocates-for-essential-needs-security.html>.



Confidential MSU Resources

There are resources available for students who would like confidential support, *without mandated reporting* to OIE or MSU Police. Most services are free.

MSU Counseling and Psychiatric Services (CAPS)

3rd Floor Olin Health Center Building
463 E Circle Drive
East Lansing, MI 48824
(517) 355-8270

MSU Center for Survivors (SA), Sexual Assault Healthcare (Sexual Assault Nurse Examiner 24/7)

Student Services Building
556 East Circle Drive
East Lansing, MI 48824
(517) 372-6666 (24-hour crisis line); [crisis chat link](#)
Website: <https://centerforsurvivors.msu.edu/>

MSU Safe Place (Domestic Violence)

(517) 355-1100
Email: noabuse@msu.edu
Website: <http://safeplace.msu.edu>

University Ombudsperson

354 Farm Lane, Room 129, North Kedzie Hall
East Lansing, MI 48824
(517) 353-8830
Email: ombud@msu.edu
Website: <https://ombud.msu.edu/>

COURSE SCHEDULE

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 any changes that Dr. Clements deems necessary to the details and/or policies listed in this syllabus. **Check D2L regularly to keep up with weekly content. You will be given updates and notice of any changes via D2L.**

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. Detailed assignment instructions in D2L and Connect.

Week	Date	Topic & Reading	Assignments & Due Dates
Unit 1 Content			
1	1/13	Syllabus, D2L, Intro to Psychology	Sign up for Connect
	1/15	Ch 1: What is Psychology?	Complete Smartbook Ch 1 practice
2	1/20	<i>Martin Luther King Jr. Day, no class</i>	
	1/22	Ch 2: Psychology's Scientific Method	Smartbook Ch 2 (due 1/20)
3	1/27	Ch 3: Biological Foundations of Behavior	Smartbook Ch 3 (due 1/27)
	1/29		Orientation Quiz (due 1/31)
4	2/3	Wrap up Unit 1	Study for Exam 1
	2/5	Exam 1	Alt Research 1 due 2/5, Exam 1 in class 2/5
Unit 2 Content			
5	2/10	Ch 9: Human Development	Smartbook Ch 9 (due 2/10)
	2/12		
6	2/17	Ch 4: Sensation and Perception	Smartbook Ch 4 (due 2/17)
	2/19		Study for Exam 2
7	2/24	Exam 2	Alt Research 2 due 2/24, Exam 2 in class 2/24
Unit 3 Content			
	2/26	Ch 6: Learning	Smartbook Ch 6 (due 2/26)
8	3/3	<i>Spring Break</i>	Relax, have fun
	3/5		Stay hydrated
9	3/10	Ch 6 Continued	
	3/12	Ch 8: Thinking, Intelligence, and Language	Smartbook Ch 8 (due 3/12)
10	3/17		
	3/19	Ch 7: Memory	Smartbook Ch 7 (due 3/19)
11	3/24		Study for Exam 3
	3/26	Exam 3	Alt Research 3 due 3/26, Exam 3 in class 3/26
Unit 4 Content			
12	3/31	Ch 12: Personality	Smartbook Ch 12 (due 3/31)
	4/2		
13	4/7	Ch 13: Social Psychology	Smartbook Ch 13 (due 4/7)
	4/9		
14	4/14	Ch 15: Psychological Disorders	Smartbook Ch 15 (due 4/14)
	4/16		Study for Exam 4
15	4/21	Exam 4	Alt Research 4 due 4/21, Exam 4 in class 4/21
	4/23	Review Day	
16	4/29	Final Exam, cumulative - Tuesday	Tuesday 4/29 5:45 – 7:45pm