PSYC 1: Introduction to Psychology
Summer Session 1: June 26-July 28, 2017
Tu & Th, 1:00-4:30pm
Physical Sciences Room 114

Instructor
Annie S. Ditta, M.S.
aditta@ucsc.edu
Office Hours: Tues. & Weds., 11:30am-12:30pm and by appointment, SS2 305

Teaching Assistants
Melina Singh
mrsingh@ucsc.edu
Office Hours: Thursdays 5:00-6:00pm in SS2 337

Jason Dyer
jrdyer@ucsc.edu
Office Hours: Thursdays 11:30am-12:30pm in SS2 103

Course Overview
This course serves as a broad introduction to the many subfields of psychology. Topics include, but are not limited to: research methods, biological bases of the mind, sensation, perception, attention, consciousness, memory, decision-making, creativity, development, learning, intelligence, personality, motivation, social psychology, emotions, and clinical psychology.

Course Learning Objectives
By the end of the course, each student should be able to:
1. Describe major concepts and findings from each area of psychology that was discussed in the course.
2. Identify real-world instances of psychological processes and concepts related to the course content.
3. Think critically about the way in which psychological research is conducted and presented in academia.

Textbook & Materials
Free online text from the NOBA project. It can be accessed directly here:
http://noba.to/abtd5q49
A PDF version will also be uploaded to eCommons, but the online version has clickable links that will be unavailable in the PDF version.
Grading
Your grade for this course is determined by a weighted average of exams, assignments, and participation.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>Quizzes</td>
<td>40%</td>
</tr>
<tr>
<td>4 Quizzes (10% ea.)</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
</tr>
<tr>
<td>Thought Papers</td>
<td>10%</td>
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<tr>
<td>3 Papers (5% ea., lowest dropped)</td>
<td></td>
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<tr>
<td>In-Class Participation</td>
<td>10%</td>
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</table>

Extra Credit
Instructor Evaluation +1%

Pass/Fail the Course
Research Participation, OR
Alternative Assignment

Point/Letter Grade Breakdown
100-98.0 = A+   86.9-83.0 = B   68.9-67.0 = D+
97.9-93.0 = A   82.9-80.0 = B-   66.9-63.0 = D
92.9-90.0 = A-  79.9-77.0 = C+   62.9-60.0 = D-
89.9-87.0 = B+  76.9-70.0 = C    59.9 – 0 = F
86.9-83.0 = B   69.0-69.9 = C-

Important Notes About Grades
1) If you are taking the course Pass/Fail, a **70 and above is passing**; 69.9 and below is failing.
2) If you plan to be a Psychology major, the required GPA for the major includes your grade in this course.
3) **C- grades will not satisfy pre-requisites**, GE requirements, or major requirements; students may repeat courses in which they receive a grade of C- or below.

Course Components
**Quizzes**. There will be four noncumulative quizzes throughout the course, together worth 40% of the final course grade. These quizzes will consist of 20 multiple-choice questions, and will be administered online over the weekend after each week’s lecture. These quizzes are intended to serve multiple purposes: 1) for you to learn how I write exam questions, 2) to keep you up with course material in the fast-paced summer session, and 3) to review and learn the material for the final exam.

**Final Exam.** There will be one cumulative, in-class final exam in this course, worth 40% of the final course grade. The final exam will include material from the lecture and the reading modules, though material from the lectures is represented more heavily. This exam will consist of 100 multiple choice questions. A study guide will be posted for each segment of the course after the conclusion of the final lecture for that segment, and for the third segment, a week before the final exam date.
Thought Papers.
There are three thought papers that will be assigned during this course, each worth 5% of the final course grade. For each thought paper, you will choose one empirical article from the provided list of three that relates to the section of the course currently being discussed (cognitive, developmental, social) and write a 2-3 page, double-spaced response. Your response must include: 1) a summary of the empirical article, 2) an evaluation of the findings (i.e., whether you are/are not convinced by the findings of the paper, and why), and 3) a connection between the article and a real-world topic. These papers should be printed out and turned in to the TAs before lecture on the day they are due. Your lowest score of the three papers will be dropped.

In-Class Participation. The final 10% of the course grade is comprised of your participation during class. Participation is a combination of scores from responding to in-class quizzes and partner/class discussions. The lowest score from this category will be dropped.

Research Participation. The Psychology Department requires that all students in this course participate in psychology research projects (surveys or experiments) for a total of 5 hours, or complete an alternative assignment (see below). It is the Psychology Department's policy that students who do not complete this requirement on time will receive an “F” or "no pass" for the course. Research participation cannot be made up the following quarter. All research participation must be completed by **7:00pm on July 26th, 2017**.

Follow these easy steps to sign-up for research projects:
1) Go to the E-Link website at [https://ucsc.sona-systems.com](https://ucsc.sona-systems.com)
2) If you are enrolled in the class at the start of the quarter, then an account should already be created for you. To log in for the first time, click “Forgot Password?” to retrieve the pre-set password. For those who added the class late, or for some reason the system won’t let you log in, you may need to click “Request Account.” Only request a new account if the “Forgot Password” link isn’t working.
3) Always enter your UCSC email address. You will receive your password via email.
4) Log in and follow the instructions.

**IMPORTANT:** You must satisfy the requirement by EITHER completing **5 hours of studies** or writing **3 two-page research papers** (the alternative assignment). Studies are posted throughout the quarter. Plan ahead and complete them as soon as possible. Check online often for new studies. If you know you cannot make it, and if the time until the study is more than 24 hours, you can cancel on Elink. If you fail to show up for a study, or fail to cancel in time, you will be marked as having an “unexcused no-show.” If you accumulate three unexcused no-shows you will be prevented from signing up for more experiments. All participation must be completed by **7:00pm on Wednesday, July 26th**. Do not wait until the last week to sign up.
What if you can’t find studies? Although some studies may be available right at the start of the quarter, there may not be enough for everyone. Please be patient, researchers will post new studies throughout the quarter. There is usually a big spike in hours during the last couple of weeks. If you are concerned about the availability of hours, please don’t email your instructors or TAs, instead email the pool administrators for them to address the issue directly (ucscresearchpool@gmail.com). This is also the best email to use if you have other troubles with getting credit for studies you’ve already participated in, or other pool related issues that arise during the quarter.

Alternative assignment: If you prefer to not participate in research projects (or if you are under the age of 18) you must substitute 3 two-page typed papers, each critically evaluating a psychology research article. If you are doing the alternative written assignments, they must be emailed directly to your TA or instructor by July 28th at 11:59pm. If you have any questions or concerns please contact the research pool administrator at ucscresearchpool@gmail.com.

Each paper should be 2 pages (double spaced, 12-point, Times New Roman) and critically evaluate a psychology research article (addressing the questions shown below). A list of articles will be provided for you by the instructors, you may not substitute any other articles.

1) What were the basic questions or hypotheses under investigation?
2) How did the researchers test their hypotheses?
3) What did the researchers find and how were these findings interpreted?

Late Assignments/Exam Conflicts
If there are any potential conflicts with exam dates or assignments, please notify Annie as soon as possible.

1) Make-up exams will be given on a limited basis and you must contact me before the exam date (unless completely unable).
2) For each day an assignment is late, you will lose a letter grade on the assignment score.

Course Support

Review Sessions. There will be three optional review sessions offered throughout the course, during which the teaching assistants will be leading review activities that cover the preceding course material. While these sessions are optional, they are strongly encouraged. The dates, times, and locations of these review sessions will be announced in class.

Review sessions will be led by teaching assistants Melina Singh and Jason Dyer. They will also be holding weekly office hours, which will be offered each week starting Week 1.
**LSS/MSI Tutoring.** MSI offers small group tutoring on the same days as class takes place. This is another excellent resource for learning the Intro Psych material.

MSI tutoring sessions will be led by Stephanie Hyland. MSI is strongly encouraged as another tool available to help you succeed in this course.

MSI sessions will be announced Monday of Week 2 and will be held Weeks 2-5. Stephanie can be reached at sjhyland@ucsc.edu.
## PSYC 1: Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Readings (NOBA Modules)</th>
<th>Due</th>
</tr>
</thead>
</table>
| 1    | 6/27 | Introduction to Course, Research Methods, Biological Bases of the Mind | • History of Psychology  
      • Why Science?  
      • Research Designs  
      • The Brain  
      • The Brain & Nervous System |     |
|      | 6/29 | Sensation & Perception, Attention & Sleep, Memory 1 | • Sensation & Perception  
      • Failures of Awareness: The Case of Inattentioal Blindness  
      • Attention  
      • States of Consciousness |     |
|      | 7/4  | HOLIDAY, NO CLASS | ----- |     |
| 2    | 7/6  | Memory 2, Cognition, & Language | • Factors Influencing Learning  
      • Forgetting & Amnesia  
      • Memory (Encoding, Storage, Retrieval)  
      • Eyewitness Testimony & Memory Biases  
      • Judgment & Decision-Making  
      • Creativity  
      • Language & Language Use | Thought Paper #1 due at the beginning of lecture |
|      | 7/11 | Cognitive & Language Development, Social & Emotional Development | • Nature-Nurture Question  
      • Cognitive Development in Childhood  
      • Social & Personality Dev. In Childhood  
      • Attachment Through the Life Course |     |
| 3    | 7/13 | Learning, Intelligence | • Conditioning & Learning  
      • Self-Efficacy  
      • Intelligence  
      • Intellectual Abilities, Interests, & Mastery |     |

QUIZ 1 DUE BY MONDAY, 7/3 AT 5:00PM

QUIZ 2 DUE BY MONDAY, 7/10 AT 5:00PM
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Quizzes/Due Dates</th>
<th>Assignments/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/18</td>
<td>Personality &amp; Identity, Motivation</td>
<td>QUIZ 3 DUE BY MONDAY, 7/17 AT 5:00PM</td>
<td>Thought Paper #2 due at the beginning of lecture</td>
</tr>
<tr>
<td>7/20</td>
<td>Social Psychology, Emotions, Stress, &amp; Coping</td>
<td>QUIZ 4 DUE BY MONDAY, 7/24 AT 5:00PM</td>
<td>Thought Paper #3 due at the beginning of lecture</td>
</tr>
<tr>
<td>7/25</td>
<td>Psychological Disorders &amp; Treatment 1 &amp; 2</td>
<td></td>
<td>SONA Research Participation due by 7:00pm</td>
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<tr>
<td>7/26</td>
<td>N/A</td>
<td>In-Class Review Session (1:00-2:00pm), CUMULATIVE FINAL EXAM IN-CLASS (2-4:30pm)</td>
<td>Alternative to Research Participation Assignment due by 11:59pm</td>
</tr>
<tr>
<td>7/27</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7/28</td>
<td>N/A</td>
<td></td>
<td>Congrats—you’re done! Enjoy your summer!! 😊</td>
</tr>
</tbody>
</table>
Administrative Information

Academic Honesty & Integrity Policy
Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree.
All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.
In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student’s transcript.
For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the Academic Integrity page at the Division of Undergraduate Education.

Students Requiring Accommodations
UC Santa Cruz is committed to creating an academic environment that supports its diverse student body. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, preferably within the first two weeks of the quarter. At this time, I would also like us to discuss ways we can ensure your full participation in the course. I encourage all students who may benefit from learning more about DRC services to contact DRC by phone at 831-459-2089 or by email at drc@ucsc.edu.

Title IX
The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. Information, advice, referrals, and/or copies of the UC Policy on Sexual Violence and Sexual Harassment and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment are available to all students, faculty, and staff by contacting Tracey Tsugawa, Title IX/Sexual Harassment Officer, 105 Kerr Hall, 459-2462, or ttsugawa@ucsc.edu.