

PSYC1: INTRODUCTION TO PSYCHOLOGY

Department of Psychology, UC Santa Cruz

Summer 1 (June 20-July 22, 2022) | Tuesdays & Thursdays from 9am-12:30pm



Instructor: Giselle Laiduc, (she/her)

Email: glaiduc@ucsc.edu

Office hours*: Wed 9-10am



TA: Jade Moore (she/her)

Email: jakmoore@ucsc.edu

Office hours*: Wed 12-1pm

Students: Last names A-Li



TA: Audrey Morrow (she/her)

Email: aumorrow@ucsc.edu

Office hours*: Thurs 1-2pm

Students: Last names Lu-Z

*What are office hours?

They're when you can drop into our (virtual) office and chat with one of us. You don't have to have a specific issue to come by; you can ask questions, clarify expectations, share developing ideas, or just say hi. Also, if you have questions about psychology, research, college, resources, or even grad school, we got you!

To access our office hours, find our Zoom links on Canvas. If you can't make our scheduled times, email us 48+ hours in advance to set up a meeting during the week.

COURSE DESCRIPTION

- Psychology is the study of people – what they do, how they think, and what they feel. PSYC1 explores major theories and concepts, methods, and research findings in psychology (see the course schedule for major topics we'll cover).

STUDENT LEARNING OUTCOMES (SLOs)

By the end of this course, students will...

1. Gain a general understanding of psychology as a scientific discipline (research methods, major theoretical perspectives, main topics and concepts).
2. Nurture an understanding of how individuals' beliefs, attitudes, and behaviors occur in context and are influenced by various factors (e.g., social, cognitive, biological)
3. Develop critical thinking and communication skills regarding the body of knowledge, research findings, and underlying principles that currently exist in the field.
4. Connect course topics to real-world issues that matter to you and your communities.
5. Collaborate with peers (and the teaching team) to co-create an engaging learning environment, particularly in small breakout groups (i.e., pods).

COURSE FORMAT

This online course is synchronous, meaning that you'll attend class virtually 2x/week (Tues/Thurs, 9a-12:30p).

- Since the class is 5-weeks, we will go the full time.

Summer courses are fast paced and require a lot of work. To do well in this course, you should expect to:

- Read 3-4 chapters/week.
- Complete lecture self-checks after each lecture and weekly quizzes on Canvas.
- Submit the Creating Connections assignment (which is scaffolded throughout the 5-weeks).

A NOTE ABOUT ONLINE LEARNING:

It can be hard to focus when we have so many other things vying for our attention (texts, Tiktok, online shopping, etc.). Try not to indulge these distractions during class. While I can't ask you to be interested in every topic (though I'll do my best to keep it interesting), I do ask that you stay on task. Plus, each class we'll have a few scheduled breaks to reduce Zoom fatigue (I get it too)!

COURSE REQUIREMENTS



Canvas: We will use [Canvas](#) as our main hub for accessing Zoom links for lectures, announcements, quizzes, exams, assignments, and grades. Ensure that you have a working login to access the site, enable [notifications](#), and know how to [view comments](#) through Speedgrader. Slides and recorded videos for a given lecture will typically be uploaded within 2-4 hours after we meet.



Textbook: We will use an open-source textbook (meaning it is free to access, woohoo! 🎉) offered through OpenStax called [Psychology 2e](#). You can access it by viewing it [online](#) or downloading a PDF (I will also link it on Canvas). 💡 **Pro Tip:** Create an account and it will save your [highlights](#)!



Zoom: We will meet 2x/week on [Zoom](#) (download the desktop app, it won't work well on your phone). Our meetings will be an engaging mix of lectures, learning checks, and breakout pod activities. To prevent Zoom fatigue, we will also take plenty of stretch breaks throughout lectures.

HOW TO EARN YOUR GRADE IN THIS COURSE

Lecture Attendance & Pod Participation (10, lowest score dropped) - 18%

- Pod Participation: During every lecture, you will have time to meet with your pre-assigned peer pod. In these pods, you'll have the opportunity to work on a small assignment in community with your peers. To receive credit for attendance/participation for a given lecture, each of you will submit your assignment individually to Canvas.
- Keep in mind, when you log into Zoom, it will track the time you signed on and how long you stay in the meeting. Arriving late or leaving early may result in reduced points.

Lecture Self-Checks (10, lowest score dropped) - 18%

- Short self-check quizzes usually due within 48 hours of each lecture (see Course Schedule or Canvas for details)
- Consist of multiple choice, true/false, and matching questions that assess your understanding of key concepts from the readings and from lectures
- Open note and can be taken up to 2 times (Canvas autogrades them and will keep your highest score)

Weekly Quizzes (5, none dropped, each worth 8%) - 40%

- You will take 5 weekly quizzes on Canvas, due on Sundays at 11:59pm
- Consist of multiple-choice, true/false, matching, and short-answer questions
- Open note and can be taken only once (no retakes or make ups); working with others will be considered cheating
- Each weekly quiz will be open for a 3-day period, but once you begin the timed exam, you must complete it in the time allotted (so be sure to be prepared, in a distraction free zone, and have stable access to power and the internet)!

Creating Connections Assignment - 21%

- You will submit an assignment in which you summarize a course concept and connect it to real world issues. It has 2 components: 1) a 2-3 page paper (broken up into 2 parts), and 2) 2 discussion posts to help develop your paper. I'll post a video about it on Canvas (and discuss it in Week 2), but you can find more details about it [here](#). (4 due dates)

Research Participation OR Alternative Assignment - 3%

- If you're 18+ years of age, you'll complete 3 credit hours (1 credit hour = 1%) of research participation via the Sona participant pool. Otherwise, you'll complete the alternative assignment. See more details about both options [here](#).

Grade Calculations & Contestations

- To calculate your final grade, I take the weighted average of each of the 5 components above and add them together. (Use the ["what if"](#) calculator in Canvas to see how your grade will be affected by upcoming assignments).
- If you feel like you are being graded unfairly or have questions about your grade, please first follow up with your TA (via email or office hours) 1 week after receiving your grade. After this time period, the grade you received will not be adjusted.

Scores to Letter Grades:

A+ 97%	B 82%	C- 70%
A 92%	B- 80%	D+ 67%
A- 90%	C+ 77%	D 60%
B+ 87%	C 72%	F < 60%

Note: To declare a major in Psychology or Cognitive Science, you must earn at least a B- in this course (for exceptions, see [here](#)). Since I drop some of your lowest scores and offer extra credit opportunities, final grades will not be rounded.

Everything in this course is open-note, so you may use slides and your own notes for all assignments (you may NOT work with others, see academic integrity below).



Course Policies & Late Work

Because sometimes life throws you curveballs that could affect your experience in the course, we will automatically drop your lowest participation & self-check grades. **You may also request a 24-hour extension on 1 assignment** (except for the Week 5 quiz) by emailing your TA, no questions asked. As such, there is **NO make-up work** (for extenuating situations, email me).

EXTRA CREDIT: There are **4** main ways that you may receive extra credit in this course (for a total of 3%).

1. Discussion Board Introductions - 0.5% extra credit (due by Sun., 6/26)

You can receive an extra 0.5% towards your final grade for creating a post introducing yourself in the Discussions tab on Canvas. See [here](#) for assignment details.

2. Extra Credit (EC) Reading/Lecture Notes - Up to 1% extra credit (due each week)

You can receive up to 1% extra (0.2% for each weekly quiz) towards your final grade for submitting chapter notes before each exam. [See here](#) for assignment details. You may not copy word-for-word from the book or lecture (rewrite things in your own words).

3. Student Evaluation of Teaching (SETs) - 1% extra credit (due by Tues., 7/19)

If at least 75% of the class completes a SET for the course, you can receive an extra 1% towards your final grade. Your evaluation will be anonymous, so please complete it honestly! Your input helps me to improve the class and grow in my teaching.

4. Meme Activity - 0.5% extra credit (due by Fri., 7/22)

You can receive an extra 0.5% towards your final grade for creating a meme related to some psychological concept we have discussed in this course and a written summary. See [here](#) for assignment details.

HOW TO DO WELL IN THIS COURSE

Here are some tasks you should plan on doing during this course:

1. Check the syllabus each week for important due dates and for an idea of what we'll cover
2. Check reading notes and complete textbook reading (*before* coming to lecture)
3. Attend lecture and participate in pod work (on Tuesdays and Thursdays)
4. Complete lecture self-checks (within 48 hours of each class meeting)
5. Complete weekly quizzes (by Sunday)
6. Complete each of the 4 parts of the Creating Connections assignment (various due dates)
7. Participate in 3 credit hours of Sona research (or complete the alternative assignment).



HOW TO CONTACT YOUR INSTRUCTOR, GISELLE

Contacting Giselle:

- The best ways to contact me (Giselle) are via email (glaiduc@ucsc.edu) and/or in office hours
- I do my best to respond to emails within 24 hours; however, I typically don't respond over the weekend as I'm working on maintaining a work/life balance! For speedier responses, try to contact me with any questions by Friday morning (you can still email me over the weekend, but don't expect a reply until Monday morning!).

👍 Do this:

- Email Giselle (glaiduc@ucsc.edu)
- Include "PSYC1" and your name in the email
- Expect a response within 24-48 hours

👎 Don't do this:

- Send Giselle a Canvas message (I don't check these)
- Expect a response over the weekend

Respect for Diversity

My goal is to foster an environment where students from all diverse backgrounds and perspectives can feel comfortable learning. I recognize that we all hold different social identities and that they overlap to provide unique experiences for us both in and out of the classroom. It is my intent to present materials that are respectful of different dimensions of diversity (e.g., race/ethnicity, culture, gender, sexuality, disability, age, socioeconomic status).

However, whatever my intent, I may not always get it right. Please let me know how I can improve the course for you personally or for others. In addition, if any of our class meetings conflict with your religious events, or if you encounter extenuating circumstances, please let me know so that we can make arrangements for you.

COURSE SCHEDULE (Remember, this is a “living” document, meaning this schedule might change).

■ Before you read, check the “reading notes” on Canvas, which tell you which sections of the book to focus on and which to skip!

Date	Topics	To Do	Due
Week 1: (6/20-6/26)			
Tues (6/21)	Lecture 1.1: Course Orientation Ch. 1 - Introduction to Psychology Ch. 2 - Psychological Research	Syllabus Self-Check L1.1 Self-Check Read Chs. 2, 15	Th (6/23) by 9am Th (6/23) by 9am
Thur (6/23)	Lecture 1.2: Ch. 15 - Psychological Disorders *Last day to add course	L1.2 Self-Check Week 1 Quiz (& EC Notes) Discussion Post 1 Read Chs. 16, 14	Fri (6/24) by 11:59pm Sun (6/26) by 11:59pm Mon (6/27) by 11:59pm
Week 2: (6/27-7/3)			
Mon (6/27)	*Last day to drop course (with tuition reversed) & Discussion Post 1 due by 11:59pm		
Tues (6/28)	Lecture 2.1: Ch. 16 - Therapy & Treatment Ch. 14 - Stress, Lifestyle, & Health	L2.1 Self-Check Read Ch. 3	Th (6/30) by 9am
Thur (6/30)	Lecture 2.2: Ch. 3 - Biopsychology	L2.2 Self-Check Week 2 Quiz (& EC Notes) Read Chs. 4, 6 (Pt. 1)	Fri (7/1) by 11:59pm Sun (7/3) by 11:59pm
Week 3: (7/4-7/10)			
Tues (7/5)	Lecture 3.1: Ch. 4 - States of Consciousness Ch. 6 - Learning (Pt. 1)	Paper Part 1 L3.1 Self-Check Read Chs. 6 (Pt. 2), 7	Th (7/7) by 9am Th (7/7) by 9am Th (7/7) by 9am
Thur (7/7)	Lecture 3.2: Ch. 6 - Learning (Pt. 2) Ch. 7 - Thinking & Intelligence	L3.2 Self-Check Week 3 Quiz (& EC Notes) Read Ch. 8, 9 (Pt. 1)	Fri (7/8) by 11:59pm Sun (7/10) by 11:59pm
Sun (7/10)	*Last day to withdraw from the class by requesting a “W” grade (no tuition reversal) or change grade option		
Week 4: (7/11-7/17)			
Tues (7/12)	Lecture 4.1: Ch. 8 - Memory Ch. 9 - Lifespan Development (Pt. 1)	L4.1 Self-Check Read Chs. 9 (Pt. 2), 10.3, 11	Th (7/14) by 9am
Thur (7/14)	Lecture 4.2: Ch. 9 - Lifespan Development (Pt. 2) Ch. 10.3 - Gender & Sexual Orientation Ch. 11 - Personality	Discussion Post 2 L4.2 Self-Check Week 4 Quiz (& EC Notes) Read Ch. 12 (Pt. 1)	Fri (7/15) by 11:59pm Fri (7/15) by 11:59pm Sun (7/17) by 11:59pm
Sun (7/17)	*Last day to change grade option from letter grade to pass/no pass		
Week 5: (7/18-7/22)			
Tues (7/19)	Lecture 5.1: Ch. 12 - Social Psychology (Pt. 1)	Paper Part 2 L5.1 Self-Check Read Ch. 12 (Pt.2)	Wed (7/20) by 11:59pm Th (7/21) by 9am
Thur (7/21)	Lecture 5.2: Ch. 12 - Social Psychology (Pt. 2) Guest Panel - Careers in Psychology	Week 5 Quiz (& EC Notes) Research Participation Meme EC	Fri (7/22) by 5pm Fri (7/22) by 5pm Fri (7/22) by 5pm

ENSURING STUDENT SUCCESS

If you have a suggestion, let me know!

- Please feel free to email me or visit my office hours. However, if it feels too confrontational, too risky, or you'd rather be anonymous: there's an **anonymous comment box** on the Canvas homepage where you can share any suggestions you may have to improve the course. I monitor the box weekly and will do my best to incorporate feedback. Be constructive, but please do not be disrespectful or abusive. I have feelings too! 😊

Remember, online learning during a pandemic is hard!

Life happens and sometimes it may feel difficult to juggle competing demands (e.g., work, family responsibilities, school, etc.) especially during a pandemic and with remote learning. The ongoing pandemic and witnessing and/or experiencing acts of injustice undermines our capacity for learning in different and unique ways. I invite you to join me in communicating about our needs as we navigate the course. We are all doing our best; please be kind to yourself, others, and the teaching team in this course!



Emergencies: Reach out to Giselle (see info below)

- Unfortunately, some stressful life events are unavoidable. If you encounter emergencies throughout the course (e.g., death of loved one, accident, COVID infection and/or quarantine, hospitalization, child-care catastrophes, fires, power outages, etc.), I may be able to offer alternatives beyond the drop policies—**please contact me!**
- Typically, some instructors may ask for documentation (e.g., written doctor's notes). However, **I trust that you will be honest about having any severe disruptions or emergencies.** There is no need to share all of your personal details with me (though we should chat to find the best path forward for your success in this course).
- I just ask that you let me know early on; the earlier you communicate with me, the more options we have and the sooner we can find a solution!

Students with Disabilities

Any student who thinks they may need accommodation based on the impact of a disability should contact me privately to submit their Accommodation Authorization and discuss specific needs as soon as possible. Even if you have accommodations through the [Disability Resource Center \(DRC\)](#) but don't always use or aren't sure if you want to use them, **please submit your forms on [Accommodate](#)** so you have the accommodations you're entitled to, just in case.

DRC Contact: 831-459-2089, drc@ucsc.edu

Academic Integrity

- All of the work you submit for use in this course must be completely your own and produced exclusively for this class. Use of any sources should be [cited](#) in [APA 7th](#) (you may be used to different citation styles, but in psychology, we use APA. Try your best to learn it—there are a lot of resources available online).
- With respect to assignments: students are welcome to and encouraged to discuss course concepts with one another. However, I expect all the work you submit to be accomplished independently. Submissions with exactly the same prose will be considered to violate the [academic honesty policy](#).
- If you're not sure what constitutes cheating or plagiarism, check out [this resource](#) (or check in with your TA *before* submitting any assignments).
 - Violations will be taken seriously; if you have any questions, please contact me!

So, what actually *is* academic dishonesty? 😞

Any type of cheating, plagiarism, fabrication or falsification of data, deception of an instructor by providing false information for missing an exam or deadline, or claiming to have submitted coursework when you know you have not.

It also includes using paid services to complete an assignment, providing test answers for money, and impersonating another student to help that student benefit academically.

CAMPUS RESOURCES

Slug Support (<https://deanofstudents.ucsc.edu/slug-support/program/>)

- If you are facing financial challenges, food and/or housing insecurity, or other concerns, and you are not sure how to find the resources you need, contact Slug Support by calling (831) 459-4446. You can also contact them if you are concerned about a peer and they will connect with that person to help them get access to the resources they need. **I am also happy to contact Slug Support on your behalf, let me know!**

As a student, you have access to many resources. I encourage you to check them out; you never know when they may come in handy (for you or a peer)!



Basic Needs (<https://basicneeds.ucsc.edu>)

- If you are experiencing challenges related to basic needs, such as food, housing, health & wellness, or financial security, visit the Basic Needs hub for information.

Undocumented Student Services (USS; https://eop.ucsc.edu/undocumented_student_services/index.html)

- Under the umbrella of the Educational Opportunities Programs, Undocumented Student Services (USS) provides personal, academic, financial, and legal support to all UCSC undocumented students, including scholarship and fellowship information, community-building meetings, legal assistance and workshops, and access to fresh produce

CARE (Campus Advocacy Resources and Education; <https://care.ucsc.edu/>)

- CARE is a confidential space to discuss issues of dating violence, sexual assault, & stalking. CARE advocates provide support in a variety of ways depending on your needs, such as by supporting you in your decision making; understanding the complexities that can arise from these issues; providing emotional support and free services; and providing resources and referrals. Make an appointment [here](#) or call: (831) 502-2273.

STARS (Services for Transfer and Re-Entry Students; <https://stars.ucsc.edu/>)

- STARS provides culturally responsive support to transfer, re-entry, veteran students, as well as students who do not have traditional family support due to experiences in the foster care system, with homelessness, abuse, parents who have been incarcerated, or other factors impacting their family life.

CAPS (Counseling and Psychological Services; <https://caps.ucsc.edu/>)

- College is a stressful time, especially with the ongoing pandemic and witnessing and/or experiencing acts of injustice and discrimination based on ability, immigration status, race, ethnicity, sexual orientation, and socioeconomic status directly or indirectly via the news.
- If you are in distress, managing heightened stress and anxiety, or want to get more support and a counselor's perspective on something you're going through, CAPS provides a variety of services for your needs—including immediate crisis support, scheduled individual appointments, group counseling, and workshops led by peer advisors.
- **Call:** (831) 459-2628 (if after operating hours, select option 3 to connect with an after-hours counselor)
- **Walk in:** Typically located at the Student Health Center in the East Wing on the 2nd floor.
- **Drop-in Services:** Drop-in services include "Let's Talk," a service offered at a variety of campus locations where you can stop by for a one-time talk with a professional counselor to get information or support, and "Relaxation Station," a designated area in the CAPS office designed to help you de-stress.
- **LGBTQ+ Services:** While all CAPS counselors have training and experience working with LGBTQ+ students, sometimes it's important to know your counselor is queer identified.
- **Scheduled Services:** Includes individual and group counseling.
- Check out the [Self-Support Library](#)

*For crisis assistance: <https://caps.ucsc.edu/counseling/crisis-assistance.html>

Any other questions/comments/concerns?
Feel free to email me (glaiduc@ucsc.edu) and let's chat!