

PSYC 1: INTRODUCTION TO PSYCHOLOGY

University of California, Santa Cruz - Summer Session 2, 2022

Tuesdays and Thursdays 9:00-12:30 pm

Instructor: Emily Hentschke, she/her

(You may address me as Emily)



Email: ehentsch@ucsc.edu

Office Hours: Wednesdays 9:00 am - 10:00 am

(or by appointment) [Zoom Link](#)

Teaching Assistant: Miguel Angel Lopezzi



Email: mlopezzi@ucsc.edu

Office Hours: Mondays 11:00 am -1:00 pm

[Zoom Link](#)

TEACHING APPROACH & SUPPORT

Our role is to support your academic growth and well-being. We have high expectations for engagement with course materials because we want to equip you with transferable knowledge and skills that will be useful to support your career, daily lives, families, and communities.

Here is how you can connect with us

Office Hours:

Pop into our virtual office hours to ask questions about course concepts or assignments, get feedback, check in, share ideas, discuss careers, and learn more about student resources at UCSC. We are here for you! If you come while we are with another student you may be briefly placed in a waiting room.

Email:

Please feel free to email us with any questions about the course or assignments. Please give us at least 24 hours to respond, and understand that we will not email at night or on weekends.

COURSE DESCRIPTION

Psychology is the scientific study of mind and behavior. Together we will explore and apply research to understand people, our minds, behaviors, and social connections.

LEARNING OUTCOMES

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 STRUCTURE

There is a lot of material to cover in this online course and we will do our best to make everything clear and engaging.

Course Meetings:

- We will meet every Tuesday and Thursday from 9:00 am -12:30 pm, to best support your learning please clear your schedule to attend class for the full time period. We will take plenty of breaks to help us all avoid zoom fatigue!
- Each class meeting will have several breakout pods to discuss, engage with, and apply course concepts with your classmates.

Content Engagement:

You should expect to:

- Read 3-4 chapters a week
- Complete lecture self checks and weekly quizzes
- Engage in pod work during lecture time
- Submit the Creating Connections assignment (which will be scaffolded throughout the course)
- Participate in research

LEARNING OPPORTUNITIES AND COURSE GRADES

Opportunities to engage with concepts and monitor learning (Due every lecture day)

Lecture Attendance and Pod Participation	13.5%	<p>Purpose: Each lecture you will meet in your pre-assigned peer pod group to work together on an activity that allows you to reflect on, discuss, and apply concepts. This allows you to be in community with classmates and connect with material.</p> <p>How to Complete: You will each submit the same group document individually on Canvas after lecture, by 1pm to receive participation points.</p> <p>Grade: You will receive 1.5% for each lecture day, and your lowest score will be dropped (so 9 lectures will be counted, if you participate in all 10 lectures you can receive up to 1% extra credit). Please note, points may be reduced for arriving late, leaving early, or not actively participating in your group.</p>
Lecture Self-Checks	13.5%	<p>Purpose: 10 short, self-check quizzes to help you check your understanding and learning throughout the course and prepare you for weekly quizzes. Consists of multiple choice, true/false or fill in the blank questions from the book and from lectures (including videos and pod activities).</p> <p>How to Complete: Open-note and due within about 48 hours after each lecture on Canvas. You can take the timed self-check twice (Canvas will keep the highest score).</p> <p>Grade: Each lecture self-check is worth 1.5% and the lowest score will be dropped.</p>

Opportunities to recall and reinforce knowledge gained (Due every week)

Weekly Quizzes	45%	<p>Purpose: 5 weekly quizzes to demonstrate and reinforce learning through multiple choice, true/false, matching, and short-answer questions.</p> <p>How to Complete: Open-note quizzes on Canvas (can only be taken once, must be completed individually), due Sundays at 11:59 pm. Each weekly quiz will be open for a 3-day period, but once you begin, you must complete it in the timed period.</p> <p>Grade: Each weekly quiz is worth 9% of your final grade.</p>
-----------------------	------------	---

Opportunities to make connections to your life and psychological research (Specific due dates)

Creating Connections Assignment	25%	<p>Purpose: You will submit an assignment in which you summarize a course concept and connect it to real world issues and your own lived experience.</p> <p>How to Complete: There are 2 components: 1) a 2-3 page paper (broken up into 2 parts), and 2) 2 discussion posts to help develop your paper. We will discuss it in Week 2, but here is more information.</p> <p>Grade: A detailed breakdown of the scoring for this assignment is on the prompt.</p>
Research Participation	3%	<p>Purpose: To engage with psychological research opportunities.</p> <p>How to Complete: You will complete 3 credit hours of research participation via the Sona participant pool (or complete an alternate assignment if under 18).</p> <p>Grade: Each hour of participation is 1% of your grade, more details here.</p>

GRADING POLICIES

Score to Grade Scale:

Letter grades in the course will be assigned using the following scale: 100% - 97% = A+; 96% - 93% = A; 92% - 90% = A-; 89% - 87% = B+; 86% - 83% = B; 82% - 80% = B-; 79% - 77% = C+; 76% - 73% = C; 72% - 70% = C-; 69% - 67% = D+; 66% - 63% = D; 62% - 60% = D-; and 59% and below = F. **Note: To declare a major in Psychology or Cognitive Science, you must earn at least a B- in this course (see [here](#)).**

Late Work :

We understand and acknowledge the unexpected challenges that can come with being a college student and human, which is why we drop the lowest score for your participation and lecture self-checks, we give a three day window to complete your weekly quizzes, and we offer extra credit. **You may request 1, no questions asked 24 hour extension by emailing Emily before the deadline of the assignment.** Outside of this extension, no late work will be accepted. For extenuating circumstances please contact Emily.

Extra Credit:

There are 3 ways to earn up to 4.5% extra credit in this course.

- 1. Participate in all 10 lectures (1%):** If you submit all 10 pod participation activities on Canvas you will receive 1% of extra credit.
- 2. Extra Credit Reading and Lecture Notes (up to 2.5%):** Before each weekly quiz you will have the opportunity to submit your reading and lecture notes for the week (.5% for each week), [see here for details](#). Notes must be in your own words, you may not copy word for word from the book or lecture.
- 3. Student Evaluation of Teaching (SETS; 1%):** You can receive an extra 1% towards your final grade for completing a course evaluation for the teaching team at the end of the course. Your evaluation will be anonymous, so please complete it honestly. If 80% of the class completes the SETs everyone will receive 1% of extra credit.

COURSE TOOLS

- **Canvas:** Canvas will be our course homepage where you can navigate to zoom links, access and submit assignments, complete lecture self-checks and quizzes, and monitor your grade. Lecture recordings and slides will be posted with captions within 24 hours of our course session. Before our class session please ensure that you can access, enable [notifications](#) (like email notifications for due dates!), and know how to [view comments](#) through Speedgrader (where we will provide feedback).
- **OpenStax Textbook:** We will be using an online, open-source (free!) textbook for all readings in this course called [Psychology 2e](#). You can access it by viewing it [online](#) or downloading a PDF. If you make an account, you can save your highlights.
- **Zoom:** Our course meetings will be through [zoom](#), **password PSYC1** as well instructor and TA office hours. We understand that zoom fatigue is real and do not expect cameras to be on during lecture. However we ask that you please have a working microphone (in a place you can unmute) and zoom on a laptop, computer, or tablet, as opposed to a phone so that you can best participate in group podwork. Please do your best to be distraction free (avoid social media, email, driving, etc. during course time).

HOW TO SUCCEED IN THE COURSE

- **Read and take notes before lecture:** Check Canvas for instructions on what to read, skim, or skip.
- **Ask questions:** Please come to office hours, raise your virtual hand in class, and get clarification from your podmates. We are here to support your learning and your well-being in this course!
- **Attend lecture and participate:** Even though lectures will be recorded, attending and participating in provides opportunities to connect with classmates, enhance learning, and ask questions. I know zoom fatigue is real, but try your best to be distraction free during class to get the most out of the time.

COURSE SCHEDULE

This schedule is subject to change, any changes that are made will be announced on Canvas.

Date	Read	Lecture Topics	To-Do	Due
Week 1: 7/25 - 7/31				
Tues. 7/26	Ch. 2	Lecture 1.1: Course Orientation Ch. 1 - Introduction to Psychology Ch. 2 - Psychological Research	Syllabus Self-Check L1.1 Self-Check	Th (7/28) by 9am Th (7/28) by 9am
Thurs. 7/28 *Last day to enroll	Ch. 15	Lecture 1.2: Ch. 15 - Psychological Disorders	L1.2 Self-Check Week 1 Quiz (& EC Notes) Discussion Post 1	Sat (7/30) by 9am Sun (7/31) by 11:59pm Mon (8/1) by 11:59pm
Week 2: 8/1* - 8/7 *Last day to drop course with tuition reversed, Monday August 1.				
Tues. 8/2	Ch. 16, 14	Lecture 2.1: Ch. 16 - Therapy & Treatment Ch. 14 - Stress, Lifestyle, & Health	L2.1 Self-Check	Th (8/4) by 9am
Thurs. 8/4	Ch. 3	Lecture 2.2: Ch. 3 - Biopsychology	L2.2 Self-Check Week 2 Quiz (& EC Notes)	Sat (8/6) by 9am Sun (8/7) by 11:59pm
Week 3: 8/8 - 8/14* *Last day to withdraw from course with "W" (no tuition reversed) Sunday August 14.				
Tues. 8/9	Ch. 4, 6	Lecture 3.1: Ch. 4 - States of Consciousness Ch. 6 - Learning (Pt. 1)	L3.1 Self-Check Paper Part 1	Th (8/11) by 9am Th (8/11) by 9am
Thurs. 8/11	Ch. 6, 7	Lecture 3.2: Ch. 6 - Learning (Pt. 2) Ch. 7 - Thinking & Intelligence	L3.2 Self-Check Week 3 Quiz (& EC Notes)	Sat (8/13) by 9am Sun (8/14) by 11:59pm
Week 4: 8/15 - 8/21* *Last day to request grade change option (from letter to pass/no pass) Sunday August 21.				
Tues. 8/16	Ch. 8, 9	Lecture 4.1: Ch. 8 - Memory Ch. 9 - Lifespan Development (Pt. 1)	L4.1 Self-Check	Th (8/18) by 9am
Thurs. 8/18	Ch. 9, 10.3, 11	Lecture 4.2: Ch. 9 - Lifespan Development (Pt. 2) Ch. 10.3 - Gender & Sexual Orientation Ch. 11 Personality	L4.2 Self-Check Week 4 Quiz (& EC Notes) Discussion Post 2	Sat (8/20) by 9am Sun (8/21) by 11:59pm Fri (8/19) by 11:59pm
Week 5: 8/22 - 8/28				
Tues. 8/23	Ch. 12	Lecture 5.1 Ch. 12 - Social Psychology (Pt. 1)	Paper Part 2 L5.1 Self-Check	Wed (8/24) by 11:59pm Th (8/25) by 9am
Thurs. 8/25	Ch. 12	Lecture 5.2 Ch. 12 - Social Psychology (Pt. 2) Guest Panel - Careers in Psychology	Week 5 Quiz (& EC Notes) Research Participation	Fri (8/26) by 11:59pm Fri (8/26) by 11:59pm

STUDENT SUCCESS & WELL-BEING

In order to best support your student success and well-being, our learning community will be:

- ***Open to feedback:***

Our goal is to create a learning environment where everyone feels supported, valued, and heard, and where information is communicated directly and clearly. We might not get it right all the time, but we want to co-construct this space with you and hear your feedback. If you have suggestions for how our learning community can be strengthened or how you can be better supported please visit office hours or reach out via email.

- ***Empathetic to ourselves and each other:***

College can be challenging, especially online, in a pandemic, and in the face of systemic injustices. We also understand that many of you work and have families and communities you are supporting and recognize how all of this can impact your capacity for learning. We promise to see you as whole people, and we ask that you give yourselves, each other, and the teaching team the same empathy and kindness.

- ***Flexible for emergencies and extenuating circumstances***

Please communicate with Emily about any emergencies or extenuating circumstances you may be facing during this course (e.g., death of a loved one, eviction, childcare challenges, COVID, accidents, fires, etc.). I do not require proof or personal details of your hardship, I trust and respect you all. Please just reach out as soon as you can so we can work together to make a plan to navigate the course.

Accommodations for Students with Disabilities

The [Disability Resources Center \(DRC\)](#) reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. If you think accommodations could best support your learning, please contact the DRC as soon as possible, 831-459-2089, drc@ucsc.edu. If you have DRC accommodations already, please be sure to submit your forms through [Accommodate](#) and meet with me if you would like to discuss your learning needs.

ACADEMIC INTEGRITY

- All work you submit for this class (should be your own unless explicitly stated (like the Pod Work)). You are welcome to study together and discuss concepts, but everyone is expected to complete the quizzes, learning self-checks, and Creating Connections Assignment independently. Submitting the same work as someone else is considered [academic misconduct](#) and will be taken seriously.
- While the ideas and writing should be your own, you are welcome and encouraged to reference and cite sources such as the book or lecture material. All citations and writing should be submitted in [APA format](#) (not MLA or Chicago) this is good practice for future psychology courses. We will review APA format and guidelines more in class.
 - Failing to cite sources and presenting ideas or writing as your own is considered plagiarism. [Please check out this resource to learn more about how to prevent plagiarism.](#)

CAMPUS RESOURCES FOR STUDENT WELL-BEING & SUCCESS

UCSC has a number of resources available for you to help support your well-being and success. These resources are there for you and as a student you deserve to access them (similar to resources like the gym or the library). You do not need to be in crisis to reach out, these services can help alleviate and prevent hardships.

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

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

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 about food pantries, technology support accessible housing, mental health support, and financial aid options.

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, and 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

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

If you are managing 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](#): Online resources on time management, managing stress and anxiety, and learning more about mental health.

Student Health Center: <https://healthcenter.ucsc.edu/services/index.html>

In addition to providing medical and health care, the Student Health Center provides resources and information for overall wellness and sexual health at [Student Health Outreach and Promotion \(SHOP\)](#). SHOP also provides a safe, confidential, and nonjudgmental space where you can talk about and get information about alcohol and other drugs. [The COVE](#) offers a space for sober students or students questioning their relationship to alcohol and other drugs.