

PSYC 122: The Science of Learning

Summer Session 2, 2024, Instructor: Dana-Lis Bittner, M.S.

Class

Physical Sciences 140

MWF 1 pm - 3:30 pm

Instructor Email: dbittner@ucsc.edu

Office Hours

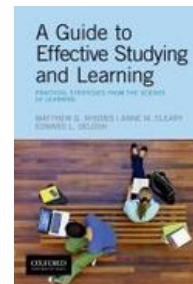
Wednesdays, 11 am - 12 pm or by appointment, in Social Sciences 2, Room 206

A key part of being a scholar is asking questions and seeking help. I invite you to come to office hours each week to ask any questions, brainstorm ideas, and discuss the material. Reach out early and often! I love to talk about these concepts and support your learning, and I enjoy getting to know you. I am happy to meet with you over Zoom as well if that reduces any experienced barriers on your end. Just email me to set something up!

Required Textbook

1. [A Guide to Effective Studying and Learning, 1st ed.](#)
(Library Course Reserve can be found [HERE](#))

All other readings will be provided on Canvas!



Bring to Class

- Pre-lecture reading assignments in print or digital form
- Paper and writing implements for activities that you will turn in at the end of class
- Phone, tablet, or computer for “[Socrative](#)” and “[Miro](#)”

Important Notes

- In-person class attendance AND participation is required (various options for “participation” available)
- Class will not be recorded; if you have to miss a lecture, it is important that you review relevant materials, get notes from peers, and come to office hours to ask clarifying questions
- This class does not have an associated section or TA, but lectures will be interactive and engaging

Important Dates and Deadlines ([Full Schedule](#), subject to change)

Completed pre-lecture readings	MWF	Done + bring to class	1:00 pm
Weekly Concept Mastery Quizzes	Mondays (typically)	Canvas	1:00 pm
Creative Project Showcase	Friday Aug 23	Phys Sciences 140	1-3:30 pm
Discussion Posts/Peer Responses	Wed’s / Fr’s	Canvas	1:00 pm
Critical Reflection Paper	Friday 8/30	Canvas	1:00 pm

Grading


Daily Class Participation	30% of grade	(1 dropped)
Weekly Concept Mastery Quizzes	20% of grade	(1x 24-hour extension granted)
Canvas Post Reflections & Peer Responses	20% of grade	(1x 24-hour extension granted)
Critical Reflection Paper	20% of grade	
Creative Project (+ Showcase)	10% of grade	


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Course Elements	Design Intentions
<p style="text-align: center;">Intentional Course Design Statement</p> <p>Although I am a first-time instructor, I am not the first instructor to teach this course and, as such, many of the ideas and materials we use as a basis for class discussion, have been provided by my faculty mentors and friends (e.g., Hannah Hausman, Karen Arcos, Benjamin Storm). I respect them, their work, and their intellectual property immensely, and am grateful for the guiding framework the materials provide.</p> <p>In addition, I have given much thought to the practice of course design more generally, with a lot of help from the Teaching and Learning Center (TLC) here at UCSC, creating very intentional activities, assignments, and assessments with a commitment to universal design, design justice, and anti-racist teaching in mind. Each activity and assignment for this class also actively implements one or more of the effective studying and learning strategies we are going to learn about this summer.</p> <p><i>Look to the right-hand column next to each course element in this syllabus to find out more about my intentions behind each aspect of the course. My hope is that we, as a group, can eventually reflect on the efficacy of these design decisions as they relate to our learning based on both course concepts and our personal experiences in the class.</i></p>	<ul style="list-style-type: none"> - Modeling transparency and intellectual humility - Highlighting instructional goals and motivations - Providing resources and background on guiding framework for course design choices - Emphasizing that learning about effective studying and learning (on your end) should always include a discussion and consideration of effective teaching (on my end) - Positioning us as a class to actively and continuously reflect on the most effective teaching, learning, and assessment practices

Positionality Statement

 **As a person**, I identify as an able-bodied, white, international, cisgender, neurodivergent, young, queer woman (who happens to enjoy reading, baking sweet treats, and being out in nature).

 **As a researcher**, I identify as a quantitative cognitive psychologist with an insatiable curiosity about all things learning, memory, and forgetting - especially in the context of digital technology.

 **As an instructor and mentor**, I identify as somebody who is passionate about supporting learning and co-constructing environments that facilitate a sense of belonging, as well as excitement and curiosity about the material. I see this as an ongoing process that can and should continually be improved!

- We all have personal, cultural, and cognitive biases about how the world works
- **The identities we hold (both marginalized and privileged) and how they intersect shape not just our interactions with each other but also how we learn**
- Knowing more about me as a person hopefully helps you understand where I am coming from - I am very excited to get to know every one of you as well, not just as students, but as people!

Course Summary & Learning Outcomes

Students share a lot of similar educational experiences that span different majors, courses, and types of assignments. **Hopefully, you have had the extremely satisfying experience of working on assignments, attending class, asking questions, and finally “getting it.”** Ideally, you will have also felt instances of deep curiosity about some class material that you can’t wait to learn more about. On the flip side, **have you ever tried really hard but continued to feel lost and overwhelmed by a course?** Or have you been surprised that the score you earned on an assignment or exam wasn’t as high as you anticipated? This class will help you understand these and many other educational experiences you and your peers may have had—good or bad.

This class will use scientific research on human learning and memory to address the following big-picture questions: **How do students learn best? How do they think they learn best? And why is there often a disconnect between the two?**

There are **5 primary Learning Outcomes** that we will continuously return to and revisit throughout the course of this class:

- Traditionally, learning outcomes are a part of the syllabus that is often “skipped” - maybe that is because we feel like they are not very relevant or maybe because they can be very abstract. There is also often a lack of alignment between the goals for learning and how learning is assessed in the class.
- The learning outcomes in this course are specifically **designed to be as relevant and applicable as possible for students in their own lives** - something that both you and I can agree on as goals for you to achieve.
- They have been written with [Fink’s Taxonomy of Significant Learning](#) in mind

<ul style="list-style-type: none"> • Students will be able to clearly articulate effective learning strategies. • Students will be able to describe the underlying principles and mechanisms of human learning and memory that guide effective study strategies. • Students will be able to routinely apply these principles to their own studying. • Students will be able to summarize, synthesize, and critique scientific evidence supporting effective learning strategies and the underlying principles of human learning and memory. • Students will be able to understand and demonstrate cultural humility for learning practices outside of the western academic context. 	<ul style="list-style-type: none"> - All assignments and assessments in this course directly support and/or assess these outcomes. As such, the way we define and measure success in the course is aligned and will hopefully feel meaningful to you.
<h2>Required Materials</h2> <h3>Textbook</h3> <p>A Guide to Effective Studying and Learning, 1st ed. Rhodes, M. G., Cleary, A. M., & DeLosh, E. L. (2020). A guide to effective studying and learning: Practical strategies from the science of learning. Oxford University Press.</p> <p>One copy of the textbook is also available for 24-hour loan at McHenry Course Reserves.</p> <h3>Physical Writing Implements & Paper</h3> <p>Certain class activities, such as Entry and Exit Tickets, will require you to write on scratch paper, which you will turn in to me. I will do my best to bring spare paper and pencils to be able to provide these things for students who forget them occasionally, but I am not in a position to supply paper and pencils for every student during every class. Try your best to bring these things to every class.</p> <h3>Socrative, Miro, & Padlet</h3> <p>There are a few digital, free resources we will use throughout the course to complement/support our learning from more traditional lecture practices and activities: We will use Socrative (no account required) in class for attendance and other learning activities. You will need to bring a phone, tablet, or laptop to class to use this online tool. A link/QR code will always be provided before the start of activities involving Socrative. We will periodically use Miro (free account required) to work on collaborative concept maps in class</p>	<ul style="list-style-type: none"> - In my experience, this textbook is one of the most comprehensive and accessible resources on this topic. I considered only assigning primary sources (published, peer-reviewed, empirical research articles) as readings so you would not have to buy a textbook, but primary sources can be hard to decipher and interpret, and impose other kinds of challenges and barriers to learning - Education-related expenses can impose a considerable burden on students, and I do not want the required material for this class to add to this. The textbook is relatively inexpensive, and we can brainstorm ways to make sure you have access to this text if you are financially strained

and having a laptop or tablet to use it is going to be helpful (although you will be able to participate in these activities as long as 1 person in a 4-person group has a laptop or table). Depending on the nature of your Creative Art/Video/Multimedia Project later in the session, you may also use Padlet (free account required) to submit your project. **Detailed instructions on how to use/set up these technologies will either be provided during class or on Canvas when you need to use them.**

Canvas

Other than the textbook and the digital resources described above on your personal device, all materials related to class are on Canvas (or will be added to Canvas throughout the course), including additional readings, lecture slides, class assignments, announcements, and grades. **Strongly consider keeping the Announcement and Conversation Message notifications set to the default of “notify me right away.”** Consider also downloading the Canvas application on your phone and enabling push notifications. These steps will allow you to keep track of your assignment due dates and me to reach you with class announcements or personalized messages in a timely manner. See the ITS Canvas [FAQ](#) for students.

- **If physically writing with pencil on paper is inaccessible to you, talk to me** and we will come up with digital alternatives for you.
- Similarly: **Let me know ASAP if using digital technology in class is not feasible for you.** No worries—we’ll make alternate arrangements!

Course Requirements

A Note on Pre-Lecture Readings & Preparation

Lectures in this class are going to be framed by and interleaved with active learning exercises and activities designed to engage you in co-creating, discussing, and critiquing concepts and materials. Therefore, **it is essential that you come prepared, having completed the assigned reading(s) and bringing them to class for reference (print or digital).** There will be small daily “Entry Tickets” for you to complete at the beginning of each class. These tickets will help you identify important ideas from reading assignments and make connections to your own educational experiences. **These tickets using guiding questions help 1) incentivize you to come to class on time and prepared, having done the reading, 2) you continuously monitor and reflect on your understanding of course concepts, and 3) give me feedback on what is still unclear.**

- **All assignments are designed with evidence-based learning strategies** in mind to improve your understanding of the content, help you remember it for a long time, and reward you for using good study habits (like reviewing content in multiple ways on multiple days, testing yourself, starting assignments early, and revising your work based on feedback).

1. Daily Class Participation

30% of your grade: In-person class attendance is required for this interactive discussion course. Class participation points will come from active engagement with in-class activities, such as “Entry” and

“Exit” Tickets, Socratic questions/polling, small-group and whole-class discussions as well as activities, such as collaborative concept maps, and more. **Daily participation will be assessed using a variety of in-class activities in different modalities so that everyone can demonstrate participation and engagement in a way that feels comfortable for them and conducive to their learning.** Class participation will be graded on effortful completion; I want you to engage with me and the material and I do not want worrying about “making mistakes” and worrying about your grade to get in the way of that.

2. Canvas Discussion Posts & Responses

20% of your grade: There will be brief, guided reflection posts due to a Canvas Discussion Post every Wednesday before the start of class and a response to at least 1 peer on the same Canvas Discussion Post (almost) every Friday before the start of class. These assignments will help you synthesize what you read and what we discussed and will challenge you to extend and apply your knowledge further. They will directly or indirectly contribute to your brainstorming for both the Creative Art/Video/Multimedia Project and the Final Critical Reflection paper, getting feedback from each other is going to help you workshop your ideas and understanding. **Typically, no late Posts/Responses will be accepted since you will always have multiple days to think about, draft, and complete these (brief, informal) posts.**

3. Weekly Concept Mastery Quizzes

20% of your grade: Throughout the course, you will complete **5 untimed 10-question multiple-choice quizzes via Canvas.** The questions will cover the contents of the readings and the lectures. The quizzes will be open for an entire week and you can take the quizzes as often as you want to get the grade that you want (only your best grade counts). You are allowed to use all course materials available to you (textbook, notes, slides, the Internet, etc.) while taking the quizzes, but I ask that you take them alone. Be mindful that the questions may change slightly as you retake the quiz. **Typically, no late quizzes will be accepted since you will always have an entire week to take the quiz as often as you want and can use all the resources available to you.** The last quiz will be cumulative, drawing from topics of the entire course. The exact due dates and instructions for the quizzes are on Canvas and in the [Full Schedule](#).

- **Every student is allowed to miss 1 day of lecture,** for which attendance/ participation grades will automatically be dropped. It is still your responsibility to catch up on the material covered in class because it will be assessed in assignments throughout the quarter.
- **Every student is allowed 1 24-hour extension on either a Canvas Discussion Post OR a Peer Response to a Canvas Discussion Post.**
- The weekly quizzes are designed to space out and support your learning by giving you low-stakes opportunities to practice and retrieve course content and gain points toward your final grade. In fact, you are encouraged to take them often, even before you learn the relevant material that week (pre-testing).
- **Every student is also allowed 1 24-hour extension on any of the Weekly Concept Mastery Quizzes.**

4. Creative Art/Video/Multimedia Project & Showcase

10% of your grade: Create a short video, game, poem, art piece, zine, podcast, Instagram Infographic, TikTok video, etc. (anything really!) highlighting a concept or phenomenon covered in class with a focus on finding unique ways to communicate HOW/WHY it works. Students are encouraged to be creative and have fun with this, creating something with a non-expert audience in mind. Finished projects will be uploaded to an online gallery (Padlet) before class on Friday, 8/23 (if the format of the project allows for it). During a “showcase” in class, students will briefly (max. 3 min) present/introduce their project to the class with an opportunity for Q&A (2 min). **You may complete this assignment alone or in groups of 2-3.** If you complete the proposal in a group, it is up to you to decide how to distribute the work and manage group dynamics. You are collectively responsible for what you turn in, even if you didn’t write a specific section. **You only need to turn in one project per group, and everyone will receive the same grade.**

5. Final Critical Reflection Paper

20% of your grade: You will choose 1 of 3 topics to research more deeply and write about for a brief (5-6 pages, double-spaced, 12 pt font) final paper. The goal of this paper is to elaborate on and critique three course concepts (and the scientific evidence for it) within a broader context (e.g., different cultures, communities, abilities, circumstances, etc.). More detailed instructions for this assignment will be on Canvas. **Your final Critical Reflection Paper is due Friday, 8/30, at 11:59 pm on Canvas. 20 percentage points will be deducted for each day the paper is late. I will not accept papers submitted after Sunday, 9/1, at 11:59 pm.**

- Read more about deadlines and extensions under [course policies](#).
- Without TA support, I will not be able to give you extensive written feedback on every single assignment (although grading rubrics should always be clear and comprehensive), which is why **giving each other feedback (e.g., via Discussion Post Responses)** is going to be crucial for supporting your learning
- **If you want more specific feedback** on ANY of the activities or assignments you complete for this class, **please come see me in Office Hours** and I will be happy to chat with you in more depth.

Course Topics by Day

- Mon 7/29 - Intro to the Course & Common Misconceptions
- Wed 7/31 - Intuitions about Learning vs. Research Methods
- Fri 8/2 - Writing to Learn & Learning to Write
- Mon 8/5 - Spacing & Interleaving
- Wed 8/7 - Metacognition & Self-Regulated Learning
- Fri 8/9 - Testing & Feedback
- Mon 8/12 - Subjective Organization
- Wed 8/14 - Elaboration, Imagery, & Embodiment
- Fri 8/16 - Cues to Jog Your Memory
- Mon 8/19 - Understanding, Discovery, & Innovation
- Wed 8/21 - *Buffer day in case we need to catch up on anything* / Actively workshop Creative Projects

- This is just an overview of the general topics we will cover. Check out the [Full Schedule](#) for more specific “do” and “due” dates :)

- Fri 8/23 - Creative Art/Multi-Media Showcase
- Mon 8/26 - Feedback & Error Correction
- Wed 8/28 - Social & Conceptual Aspects of Learning
- Fri 8/30 - Cultural Considerations for Learning & Course Debrief

Coursework Hours

Understanding complex concepts and generating new, creative ideas takes lots of consistent practice. I want to be transparent about **what I think it will take to thrive in PSYC 122** and show you what it looks like for psychologists to develop expertise. Outside of the 7.5 hours of class time each week (2.5/per lecture), you should plan to spend **up to 20** additional hours on coursework. Here is an approximate breakdown of how that time will be spent each week:

- Readings (5-7 hours)
- Practicing with and taking Weekly Concept Mastery Quizzes (1-2 hours)
- Reorganizing and synthesizing notes and other materials (1-2 hours)
- Weekly Canvas Discussion Posts & Responses (2-3 hours)
- Optional office hours (1 hour)
- Preparing for or actively working on “higher-stakes” assignments (e.g., Creative Art/Video/Multimedia Project & Showcase, Critical Reflection Paper) down the line (3-5 hours)

Please email me and/or come to office hours ASAP if you are concerned about the workload or feel you’re struggling to keep up. I do not want you spending more than the upper end of hours on this class. **It is really important to me that you have time to focus on your other coursework while also having fun and taking care of yourself. You can expect that I will help you, judgment-free, to make a plan to excel in this class.**

- The Google Sheet of the [Full Schedule](#) doesn’t just contain “**DUE**” **dates for assignments, but also “DO” dates**; I list which days I think it would be best for you to do which tasks in order to **both scaffold the workload and your learning in an optimal way**. Doing a little bit every day will go a long way for both your learning and your overall health.
- The Google Sheet also contains additional tabs with more information of a **typical class structure** and a **recommended breakdown of the work for this class for any given week**. (“DO” dates)
- I will also do my best to **remind you of upcoming deadlines and tasks both via Canvas announcements and at the end of each lecture**

Policies

Extensions: Extenuating Circumstances

This course is **universally designed**, which, among other things, means that I recognize you as human beings, who have a lot going on, and accept that sometimes “things happen,” despite the best of intentions. Assignment structures, deadlines, and grading policies, take this into account already, which is why **the deadlines in this course are firm and no additional extensions** (besides the ones you already receive, automatically, no questions asked) **will be**

- Students tend to skip this section of the syllabus. If you need any convincing that reading this part of the syllabus carefully is in your best interest, check out [this research study](#) that **found students who read the syllabus achieve significantly higher**

granted under normal circumstances. In extenuating circumstances, please email me as early as possible in advance of a conflict or as soon as possible after an unforeseeable event to arrange an extension or make-up assignment. The make-up assignment may be a different format from the one used in class. I am here to support you and your learning when these bigger excused absences arise (e.g., serious illness, participation in collegiate sporting events, an important family event, religious holiday, etc.).

Other Unofficial Circumstances

Beyond excused extenuating circumstances, smaller things will inevitably come up in the quarter. There may be a day you just don't feel like going to class or a weekend you want to see a concert instead of doing your writing assignment. You may have an assignment in another class you need to prioritize. I totally support you taking time for yourself even if you don't have an "official" reason. These aren't extenuating circumstances that would permit an extension or make-up assignment, though. **Offering extensions or make-up assignments in these circumstances can be an equity issue because students who ask for these extensions may be more likely to be students who have been centered and privileged in our education system.** This is part of the reason why **everyone gets to miss 1 class, be 1 day late on 1 of the quizzes, and 1 day late on 1 of the discussion posts - no questions asked.** I know your lives are busy with school, work, and other responsibilities. I want you to practice identifying what you need to prioritize and accepting that other commitments may suffer somewhat as a consequence. That's okay! Let me know if you need help prioritizing and scheduling your work in this class.

Grading

If you have questions about a grade you received, please email me. **I am happy to help you understand your performance. You may ask to have an assignment regraded** (I am acutely aware that, despite an instructor's best efforts, grading can be inconsistent due to a myriad of external factors, and I am always open to reassessing my own grading). Just keep in mind that the same assignment rubric will be used and your grade may be lower upon regrading. The grade that you earn on the regrade is final.

Academic Integrity

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

grades (more than half a letter grade) than students who do not read the syllabus.

- **My policies regarding grading and extensions might be different** from that of your other instructors and **knowing what to expect and how to communicate with me** about these things can help us both avoid and **work through any challenges** that come up for you throughout the course.

- **I want to acknowledge that academic integrity violations often arise from stressful situations.**

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 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, they may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of their 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.

Generative AI

An emerging question for students and educators is how to expand our notion of academic integrity with the advent of generative AI. Academic integrity isn't just about not cheating, it's about engaging in academic assignments in ways that allow you to develop and demonstrate your diverse skills and knowledge. My hope is that this course will give you enough agency over what you learn and how you present what you have learned that you will be invested in producing high-quality, creative work that reflects your own understanding and ideas. I want you to feel great ownership over what you create in this class. As noted above, this course will have you wrestle with genuine, thorny problems related to teaching and learning. Generative AI will primarily repeat what has already been written about these problems. You have the opportunity to advance the fields of education and psychology by developing and contributing your own original ideas. **I encourage you to use generative AI as a tool to improve your learning, not a short-cut to replace it.** Use generative AI as you see fit to better understand the complex course material and clearly convey your creative solutions to the complex problems of teaching and learning we will explore in this class. I myself am not an expert on uses of generative AI, so I would love to learn the techniques you've developed. However, **you should note that the material generated by these programs may be inaccurate, incomplete, copied from other internet sources, biased, offensive, or otherwise problematic.** Ultimately, you are responsible for your own learning and I trust that you will use all of the resources at your

Maybe you feel like you have too little time or too many other responsibilities or maybe you feel like you do not understand the material and experience embarrassment about that.

- **To avoid this situation, please reach out** when you find yourself contemplating plagiarizing or committing another kind of academic integrity violation.
- **I would rather have you turn in *no work* and meet with me to get to the bottom of what is preventing you from submitting your original work** (so we can help you find ways around that) than have you turn in work that is not your own

disposal, including generative AI, to achieve your educational goals.

✓ **You are permitted to use Generative AI for class preparation, self-testing, to aid with discussion posts and responses, and for the Critical Reflection Paper, provided that your work follows the course policies below.** Below are the course policies and guidelines, violations of which will be treated as breaches of academic integrity and plagiarism. Don't hesitate to reach out with any questions about Generative AI, how to use it, and how to cite it.

✗ **The Creative Art/Video/Multimedia Project is a reflective assignment;** it is your opportunity to demonstrate your learning in a novel, useful, and fun way. Generative AI may be able to output information that seems novel, useful, and fun, but it does not reflect *your learning*, so its use is not permitted for this assignment.

Policies on Generative AI Use

✓ **Original thought and scholarship** - You are responsible for submitting high-quality, original work that reflects your own original critical thinking (e.g., your own original insight, synthesis, analysis, argument, etc.). Your ideas may incorporate information provided by Generative AI or other sources, but it is your responsibility to critically evaluate, combine, and expand on them.

✓ **Give proper citation** - As with other external sources, students must acknowledge the use of AI in any work they submit using [APA formatting](#). Include parenthetical citations in your writing assignments to indicate where you used generative AI for direct quotes, paraphrasing, ideas, or inspiration. Use quotation marks if you copy text directly. Finally, include the generative AI in your references section. Generally speaking, effective pieces of writing will only sparingly directly quote, paraphrase, or repeat ideas from other sources—AI or otherwise.

✓ **Include Generative AI Use Log** - If Generative AI is used in any way for an assignment, students must also submit a [Generative AI Use Log](#). The log must be included in the assignment, even if students do not end up citing the AI tool (e.g., there's no quoting, paraphrasing, or ideas from the output). For example, a student might not cite an AI tool in the text or references section, but should still include the log if they used generative AI to find sources, summarize papers for their own understanding, get feedback on writing, etc. You can paste the log

<p>directly to the end of your assignment or simply link to it (just make sure that I have access to it!)</p> <p>Guidelines on Generative AI Use</p> <p>⚠ Don't give up the deep thinking- Research has shown that explaining things in your own words is a powerful way to deepen your understanding of material and improve your retention of those concepts. Don't let Generative AI steal your opportunity to develop deep expertise in memory, metacognition, and learning.</p> <p>✅ Generate your own ideas and explanations first - As a key step of the learning process, I strongly encourage you to first write your own ideas, summaries, explanations, arguments, etc. in your own words as clearly and accurately as possible. Then, use Generative AI if you'd like to help you refine your ideas and writing. You can repeat this cycle multiple times to create a high-quality finished product of your own original thought and scholarship.</p> <p>Distribution of Course Materials</p> <p>Students may be disciplined for selling, preparing, or distributing course lecture materials for any commercial purpose, whether or not they were the person taking the notes. The unauthorized sale of lectures, notes, handouts, exam questions, review questions, or any other course materials, is a violation of campus policies, state law, and may also constitute copyright infringement subject to legal action.</p>	
<p>Extra Credit Opportunity</p> <p>You can get up to 2% in extra credit toward your final grade in this course by participating in psychological research projects (surveys or experiments). You can find the instructions for how to sign up for these experiments HERE.</p>	<ul style="list-style-type: none"> - Since we will be discussing results from psychological research throughout the session, I highly recommend participating in a study or two to see what it is like from the participant's end
<p>DRC Accommodations</p> <p>I love this content so much—I am delighted to make learning it accessible to you. 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 via Accommodate preferably within the first week of this course. Please also send me an email to set up a meeting in the</p>	<ul style="list-style-type: none"> - The Universal Design of this class means that (hopefully) you will not need to take advantage of any additional accommodations: Extra time on exams? No need - the quizzes are “open” for an entire week at a time and you can - are even

first week of the quarter if you would like to discuss your accommodations so we can set you up for success. It can be on Zoom if you'd like. In the meantime, here are some guidelines that may be helpful:

Extensions/ Missed Work

For students with accommodations for extensions and missed work beyond the extensions and missed work accommodations that are already in place as part of the universal design of this course, please email me as soon as you know you will need the extension and before the deadline whenever possible. Except for extenuating disability-related circumstances, please provide 48 hours' notice that you will need an extension. Tell me a new realistic due date. Stay in touch via email if you are not sure how long of an extension you will need or if circumstances change and you are unable to meet your new due date.

Class Attendance

For any students with accommodations for attendance beyond the 1 dropped attendance that everyone already receives, please email me as soon as you anticipate an issue may arise. We will work as a team, potentially with your liaison at the DRC, to determine the attendance benchmark that works best for your learning and your needs.

encouraged to - take them as often as you want to get the grade that you want; need an extension on an assignment? You get a "free" extension on different assignments, no questions asked already; Can't make it to class for whatever reason? 1 of your attendances is dropped automatically for everyone etc.

- **If there are additional barriers to your learning that I can help mitigate, reach out,** and I will be more than happy to make sure you feel as supported as possible!

Support Services

Writing & Studying Support

Summer courses move quickly, and it can be challenging to keep up. Because of the fast pace, it is normal to feel overwhelmed. You are encouraged to explore the following tutoring services available to you:

- [Learning Support Services \(LSS\)](#)
- [Academic Excellence Program \(ACE\)](#)
- [Modified Supplemental Instruction \(MSI\)](#)

If you have any other questions about tutoring resources, don't hesitate to reach out 😊¹⁰⁰

Title IX

The university has instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. Information

- **Writing isn't something you're inherently good or bad at.** It's a skill that you can continuously improve. Even your experienced professors are still working on their writing. **Getting feedback and asking for help is part of the process;** it's a sign that you're a scholar who is committed to developing. In addition to the peer- and instructor-feedback you'll receive on assignments and help in office hours, **there are several other writing supports on campus.**

about the Title IX Office, the online reporting link, applicable campus resources, reporting responsibilities, 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 can be found at [here](#). The Title IX Office is actively responding to reports and requests for consultation. If you are not currently working with someone in the office and want to make a report/request a consult, you can expect the fastest response by using our [online reporting link](#).

Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the Campus Advocacy Resources & Education (CARE) Office by calling (831) 502-2273. In addition, Counseling & Psychological Services (CAPS) can provide confidential counseling support, (831) 459-2628. You can also report gender discrimination directly to the University's Title IX Office, (831) 459-2462. Reports to law enforcement can be made to UCPD, (831) 459-2231 ext. 1. For emergencies call 911.

Basic Needs, Counseling, & Psychological Services

Please **do not sacrifice your health and well-being for this class or any other course**, for that matter. Part of being successful means asking for the help you need. Any student experiencing difficulty affording or accessing nutritious food, or who does not have a safe, stable place to live, is urged to contact Slug Support at 831-459-4446 or deanofstudents@ucsc.edu. A comprehensive listing of food and housing resources on campus and in Santa Cruz is available at <http://basicneeds.ucsc.edu>. If you are feeling highly stressed, anxious, or depressed, please seek help from Counseling and Psychological Services (CAPS) at the Student Health Center (831-459-2628). [The CAPS web page](#) also provides information about seeing a therapist and lists various crisis numbers.

Grading Breakdown

97 - 100 A+	87 - 89 B+	77 - 79 C+	67 - 69 D+	59 or below F
93 - 96 A	83 - 86 B	73 - 76 C	63 - 66 D	
90 - 92 A-	80 - 82 B-	70 - 72 C-	60 - 62 D-	

Reach out early and often!

- There are a number of other writing supports available on campus. [Sign up](#) for 30 minute or 1 hour sessions for 1-on-1 support through the writing center. You also have options to [sign up for help](#) through Learning Support Services. You can work on writing assignments in a [Writing Study Hall](#); a tutor will roam the study hall to answer quick questions that pop up. You may also sign up for [1-on-1 reading and writing support](#).

- Feel free to email me if you are not sure who to contact to receive the assistance you need and I can direct you to them with compassion and without judgment

- Grades first rounded up to nearest whole number
- Also, no one told me I can't primarily base grades on participation, so... I did? Show up, and your success in the class is all but guaranteed :)

Congratulations on finishing the entire syllabus! If you have made it this far, make my day by sending me an email with a picture of your pet or another random animal you like :)