PSYS 1400 (3 credits; S1 Social Science)
Introduction to Psychological Science
Summer, Term 2, 2024

Information in this syllabus is subject to change. This is Version 1.0, publication date 27 June 2024.
Revisions, as well as the detailed schedule and other course information, are only available on Brightspace.

Principal Instructors Dr. Larry Rudiger Dr. Sue Fenstermacher **Graduate Teaching Assistant (GTA)** Young Chin Park	Office hours by appointment, via Microsoft Teams. Message us at **PSYS1400@uvm.edu** (see below).
How to contact us	○ Please contact us via the course email: **PSYS1400@uvm.edu** ○ Always use your UVM e-mail account so we can reply (if needed) with confidential information about your work in the class. ○ In most cases, you will get a reply within 1 business day as e-mail is checked frequently (but not on Saturdays). ○ For most-prompt response, send to the class account instead of to individual instructors.
How we contact you	Most information will be posted on Brightspace. If we need to contact you individually, we will use your UVM e-mail address. Students are expected to manage their own e-mail accounts so that they can receive messages related to the course.
Web-based resources	Class materials, assignments, assessments, and other course materials can be accessed via **Brightspace**: **https://brightspace.uvm.edu/** This is also the gateway for the Acrobatiq online learning platform, which replaces a conventional textbook. Course readings outside the Acrobatiq platform (i.e., articles from psychological research journals) are also available in Brightspace. **Technical support for students** • Please read this technology check list to make sure you are ready for classes **https://www.uvm.edu/it/kb/student-technology-resources/** • Students should install Microsoft Teams on their personal devices (details below). • Contact the Helpline (802-656-2604) for support with technical issues. • Also, see the full list of UVM's web-based resources at the end of this syllabus.

Section	CRN	Time	Days	Location
OL2	61838	N/A	July 1-August 9	Online

PSYS 1400 is for all learners!

We strive to make this course accessible and welcoming. We know that you come to the course with your own experiences, identities, and learning goals. As we outline in the rest of this syllabus, we have designed PSYS 1400 to reflect the **diversity** of human experience. We seek to do this by **including** research and learning goals that are relevant to and reflective of the lives of students. We also are committed to addressing, head-on, the systematic barriers to **equity** for persons who are members of marginalized communities and identities. It is so important, we will say it again: PSYS 1400 is for all learners!

Course Design

This course combines in-person learning, during class time, with web-based activities. Exams are self-paced and based on an empirically-validated online-learning model (U-PACE—more on this format later). Pre-recorded presentations that emulate the learning activities during class time are available. Assessments will be available to students to access at their own pace.

Brightspace

Students are expected to monitor the course's space in Brightspace regularly. This serves as the main hub for PSYS 1400, and is where we will post announcements, lecture recordings, assignments, and assessments. As described below, you will take Brightspace Tests via Brightspace. Please note the following.

- You are responsible for understanding the basics of the Brightspace system, which is accessible using a web browser. If you are having trouble, you can get free technical support from the UVM Tech Team: **https://www.uvm.edu/it/help/**, or by calling (802) 656-2604. Just remember that these support technicians cannot get to the PSYS 1400 Brightspace area.

- While this happens rarely, very complex Brightspace-related problems will probably require a consultation with the Center for Teaching and Learning's team. For more information, consult their web page: **http://www.uvm.edu/ctl**.

Course Objectives

PSYS 1400 introduces students to the ways psychologists seek to understand behavior. We will pursue this objective through intensive study of representative research, a focused survey of major trends in the field, and by highlighting fast-breaking psychology-related topics in the news. The emphasis is on *how* questions are framed, and evidence is obtained to answer them, and how theories are developed, evaluated, and conveyed. By the end of the course, students should be able to read and think like psychologists. These critical thinking skills should serve you well regardless of your future profession and make you an educated consumer of psychological services. In addition, we will focus on research-based techniques to help you become a more efficient learner.

Department of Psychological Science Learning Goals and This Course

The Department of Psychological Science proposes several learning goals for students. In addition to the above course objective, the following departmental learning goals specifically pertain to PSYS 1400:

- **Learning Goal 1: Students should understand core concepts, theoretical perspectives, empirical findings, and historical trends in most of the core areas of psychological science that include: social, developmental, clinical, biobehavioral, learning & memory, and history of psychology.**
  - PSYS 1400 provides a broad introductory-level survey of topics in Psychological Science. Lectures, readings, and assignments for this course will cover material spanning all of the central areas of study in the field, including memory, learning, the brain and nervous system, consciousness, sensation and perception, emotion and motivation, intelligence, social and personality psychology, human development, and defining and treating psychological disorders, as well as an overview of the history of the field and research methodology. We will learn not only about prominent concepts, theoretical perspectives, and historical trends in psychological science but will review and evaluate empirical findings in each core topic area.
- **Learning Goal 2: Students should be able to critically evaluate and interpret primary and secondary literature in the science of psychology.**
  - The initial weeks of lecture and course readings will cover core principles of psychological science research methodology, which we will utilize throughout the course to evaluate both classic and contemporary research examples. Included in the assigned readings is an empirical journal article. In addition to research studies described in the Acrobatiq platform and other sources throughout the semester, we will evaluate and discuss these primary sources in detail, focusing on the structure of the article, methodology, interpreting results, and implications of the findings.

UVM Catamount Core S1: Social Science

PSYS 1400 is designated as an S1 (Social Science) course. The social sciences focus on how individuals, groups, and institutions affect and interact with each other. Through systematic investigation, social scientists generate explanatory frameworks for understanding human behavior, action, and social practices. Studying social science prepares students to examine past and present social problems; to think critically about individual, local, regional, and global contexts; and to improve societal well-being. After completing an S1 course, students will (1) Be able to draw on course topics, materials, and activities to *describe* how individuals, groups or institutions affect and interact with each other; (2) Be able to *identify and demonstrate understanding of* theories of human behavior, experience, institutions, or social systems addressed in the course; and (3) *Recognize and evaluate* methods and processes of systematic investigation in one or more applied examples of social science research.

Reading

Acrobatiq online learning platform. Instead of a conventional textbook, PSYS 1400 is primarily based on an interactive, all-online learning platform. In addition, we will be reading an original journal article; it is also available through Brightspace. Your understanding of all the assigned material is measured by your performance on Brightspace-Test questions.

As will be explained more fully in the lectures, in assignments, and on Brightspace, some sections of the required readings will ***not*** be discussed in lecture. This is intentional. The goal is to broaden the course's scope and to provide you with an opportunity to develop and employ your skills of **reading to learn**, not simply reading to reinforce what was covered in lecture. Reading-to-learn techniques are part of the curriculum. Concrete guidance on developing these skills will be available in Brightspace and through other opportunities on campus.

Learning Activities and Assessments

To achieve the learning outcomes of this course, students will complete assigned readings in the Acrobatiq online learning platform and external journal article (available on Brightspace), view lectures via the Audio-Visual Presentations located in Brightspace. In addition, you will be expected to demonstrate your mastery of the course material via successful completion (achieving a score of

90% or above) of 33 Brightspace Tests. Note that, to be eligible to earn a grade of A+, the threshold is higher and is explained below.

These learning activities will enable you to understand important issues, principles, theories, and research findings from a range of perspectives (biological, emotional, cognitive, and personality) that affect individual behavior, along with their developmental and social/cultural contexts. Further, you will learn about several scientific investigations conducted in psychology, with respect to their fundamental methodological features, including study designs. Through this process, you will gain the ability to identify, understand, and devise adequate scientific methodologies to inquire about human behavior.

Learning about critical thinking

An important aspect of this course (and of a college education) is learning about how scientific results may be limited—flawed, really—by weaknesses in the way research is designed. Several of these flaws are common and learning to recognize them is a useful skill to develop within the context of this course's content. To focus students' attention on this learning goal, which is number two, above, we have implemented a set of *critical thinking* lessons and assessments.

There is a new set of learning tools, which include an Audio-Visual Presentation and other tools. These are available in Brightspace and are assigned as shown on the schedule. To apply what students have learned about these concepts, there are now questions that have been incorporated in a subset of the Brightspace Tests. To successfully answer these items correctly, students will need to both understand the critical-thinking concepts as well as the material in the associated psychological-science content.

Graded Components & Determination of Final Letter Grades

There are no points associated with completing any of the learning activities, including readings and tools within the Acrobatiq platform. See below for details.

1. Thirty-three Brightspace Tests

Most of your grade in this course will be based on your performance on 33 Brightspace Tests. To successfully complete (or "pass") a Brightspace Test, you need to achieve a score of 90% or above on that test; because each Brightspace Test contains 10 questions, this means that you can miss no more than one question and pass that test.

You may take a test as many times as needed to achieve this score, but **YOU MUST WAIT A MINIMUM OF TWO HOURS between re-takes of the same test. Violations of this policy will be treated as violations of the University's standards of Academic Integrity, potentially resulting in course failure.**

Brightspace Tests contain 10 multiple-choice questions. As mentioned above, you can retake Brightspace Tests an unlimited number of times without penalty, if you adhere to the 2-hour rule on repeated attempts. The retakes will also consist of 10 multiple-choice questions, but they will not be the same questions. The Brightspace Tests are meant to test a sample of what you learned, and from that, we make an inference about your level of mastery of all the material's learning objectives. For that reason, on any given Brightspace Test, *there will likely be important concepts that are not tested*.

In order to maximize your time during the mandatory 2-hour wait between test re-takes, you are allowed to continue to ONE additional Brightspace Test, even if you have not passed the prior Brightspace Test, but Brightspace will not allow you to progress any further. Also, getting all questions on a Brightspace Test correct does not increase your grade. The goal is to pass all the Brightspace Tests (missing no more than 1 question on each) by the end of the semester.

Take the Brightspace Tests in order!

Preparing for Brightspace Tests: You decide when to study, and when to take Brightspace Tests. In this course, we recommend that you set aside a *minimum* **of 3-4 hours of preparation time for each Brightspace Test**. Note that this estimate is consistent with the guidelines set out in the Carnegie Foundation standards, which are intended to establish standards for full-time college-student status, and to maximize the portability of courses across institutions. For more details, see this web page: **https://www.carnegiefoundation.org/faqs/carnegie-unit/**

The Acrobatiq assignments are richer and fuller than the lesson presentations. The lesson presentations highlight concepts, but do not include everything you need to know for the Brightspace Tests. They also offer material that is not in Acrobatiq but will be included on the Brightspace Tests. Studying the lesson presentations alone is not enough. Similarly, studying the reading assignments alone is not enough.

Tips to keep in mind

- For each Brightspace Test, you will be given 7 minutes. **You must wait 2 hours to study further before you can retake a Brightspace Test.** Failure to do so will constitute a violation of this syllabus and UVM's Code of Academic Integrity and as such, will be referred to the Center for Student Ethics and Standards, which may result in a final grade of "XF," which denotes failing a course because of an academic-integrity code violation. So, please, be careful!
- When you submit an attempt on a Brightspace Test, the system will show you the time you started and the time you submitted your attempt. The system will also send you an e-mail confirmation for each attempt. File these if there are any questions about whether you've made a particular attempt. Also, your Test attempts can be reviewed in Brightspace under the course-menu item, *My Grades*. For each Test, you can see all your attempts for each Test and can confirm that you followed the 2-hour rule.

- The system is set up so that, until you pass a given Brightspace Test, then you will not be able to access the Test associated with the Topic after the subsequent one. So, for example, you need to achieve a passing score on the Brightspace Test number 3 to be able to see Test number 5.
- However, even if you do not score at least 90%, you may immediately move on to the NEXT Brightspace Test without waiting. So, for example, even without passing Test number 3, if you have already passed Test number 2, then you will be able to see Test number 4.
- Over many years' experiences at many colleges and universities, we have found that students are less likely to skip tests if they print out a copy of the schedule and, as they pass tests, check them off. As mentioned above, you can also review your status in the Brightspace Grade Book, which is available from the Course-Menu item, *My Grades*. Those Tests where you have made attempts will appear at the top of the list and if you skipped any, that will be apparent from reviewing this report.
- Referring to any materials during the Brightspace Test *or* getting someone else to take the Brightspace Test for you or help you during the Brightspace Test *is strictly prohibited and is serious academic misconduct*.
- For Brightspace Test security, it is *strictly prohibited to copy, take a screen shot, or distribute any materials on the Brightspace Tests*.
- Typically, students retake the Brightspace Tests several times before they achieve 9 out of 10 correct. This is normal and no cause for alarm. Persistence pays off! We are here to encourage and help you.

Making progress during the summer term, and *Academic Alerts*

The Office of the Provost has developed a policy and system for instructors to use when a student does not appear to be making expected progress in a class. Given the self-paced format for this course, then, with just a few exceptions, which are listed below, students set their own schedule for progress on the Brightspace Tests.

However, we have found that, when students are far behind the presentation of material on the schedule, then this increases the chances that they will not successfully complete the course. In most cases, before we send Academic Alerts, we will contact you and give you a heads up. As with all communication from us, please respond promptly.

Brightspace Test Number	Deadline to avoid an Academic Alert
10	FRIDAY, July 19, 3:00 p.m. EST
20	FRIDAY, August 2, 3:00 pm EST

For information on how to effectively respond to an Academic Alert, see this web page:
https://www.uvm.edu/academicsuccess/AcademicAlert.

Final Grades

Your final letter grade will be determined by the number of the 33 Brightspace Tests you successfully complete (that is, achieve a score of 90% or 100%).

The deadline for completing Brightspace Tests that count toward your final grade is **Friday, August 9, 3:00 pm EST.** Carefully review this table, which summarizes the criteria for each letter grade.

Final Grade	Number of the 33 Brightspace Tests passed (received a score of 90% or 100%).
A	33 and meeting criteria for an A+ as described below
A	33 (all the Brightspace Tests)
A-	32
B	31
B	30
B-	29
C	28
C	27
C-	26
D	25
D	24
D-	23
F	Fewer than 23

To earn a final grade of A+, students must also do the following:

1. Pass at least 30 of the 33 Brightspace Tests at the **100% level**, by the semester deadline, and meet the interim deadlines described below.
2. Complete Brightspace Tests at the 100% level, according to the following schedule. Note that these three deadlines specify the ***minimum*** number of Brightspace Tests passed at the 100% level, by each date. Also, note that the system is set up so that you can continue to later Brightspace Tests when they are passed at the 90% level, but to be eligible for an A+, you must meet the interim deadlines below—you cannot plan to return to prior Tests that you did not pass at the 100% level. Students who meet these deadlines will receive e-mail confirmations.

Minimum number of Brightspace Tests passed at the 100% level	Deadline for A+
10	FRIDAY, July 19, 3:00 p.m. EST
20	FRIDAY, August 2, 3:00 p.m. EST
30	FRIDAY, August 9, 3:00 p.m. EST

Student Accessibility Services (or SAS, formerly ACCESS)

In keeping with UVM policy, any student with a documented disability interested in utilizing Americans with Disabilities Act (ADA) accommodations should contact Student Accessibility Services (SAS). SAS works with students and faculty in an interactive process to develop appropriate accommodations. All students are strongly recommended to discuss with their faculty the accommodations they plan to use in each course. Faculty who receive Letters of Accommodation with **Disability Related Flexible accommodations** will need to fill out the Disability Related Flexibility Agreement. Contact SAS here: **https://www.uvm.edu/academicsuccess/student_accessibility_services**

Checking our records of your work

If you think there was a mistake in how your grade was computed, e-mail **PSYS1400@uvm.edu**. We find that most questions can be resolved through e-mail. If you believe that your grade was calculated in a way that is inconsistent with the syllabus, then you may request an investigation. There are formal processes for appealing grades. You can review them at this URL: **http://www.uvm.edu/~uvmppg/ppg/student/gradeappeals.pdf.** For information on grading and GPA calculation, go to **https://www.uvm.edu/registrar/grades**

Tips for success in PSYS 1400: what has worked for other students?

- Carefully review the course documents as there is important information regarding the format and grading of this course, which is necessary to understand for successful completion.
- Many students find that they get the most benefit from studying the learning activities in Brightspace in addition to (but before) attending class or viewing the lecture presentations. Completing the readings in advance will better prepare you for the lesson presentation, enable you to ask good questions, and will better solidify the information in your memory. This course is designed to utilize both the assigned readings *and* in-class activities; therefore, you will not be prepared to take a Brightspace Test without completing both. However, if you prefer to do the reading after viewing the associated presentation, then there is no penalty, as there are no points associated with anything other than the Brightspace Tests.
- As you read, make flash cards—not only ones with terms and definitions, but also more complex concepts.
- After you have done these things, spend your time with your flash cards. This is the most efficient way to learn material.
- **Follow the two-hour policy for Brightspace Tests.**
    - You may retake a Brightspace Test as many times as you need in order to pass (missing no more than 1 question).. However, you *must* wait a full 120 minutes after submitting an attempt before taking the same Brightspace Test again.
    - Failure to wait two hours before re-taking a Brightspace Test **is considered *cheating*** and will be treated as such. At a minimum, any attempts where you did not let 2 hours elapse will be deleted.
    - No matter your score, you may move on to the **next** Brightspace Test without waiting. However, you will not be able to take later tests as they are set to be hidden until you've passed the test that was 2 prior. As a result, you can work on two consecutive Tests at a time.
- **Make and stick to a schedule.** This course does have a self-paced component, but as much as possible, you should be viewing the lecture presentations and completing the work for each week as listed in the schedule. Stay on track, and please do not assume that you will be able to catch up if you fall too far behind in the beginning of the course.
- **Don't "under-scope" the time needed for thorough learning.** Many students underestimate how much time it takes to get to the point where you can pass by missing no more than one question.
    - These are general characteristics of how people think: we tend to over-estimate our knowledge and under-estimate the time needed to accomplish complex tasks.

- Start off with a bang! Do as much as you can now in case something happens later in the semester in your life outside of school.
- As described above, Academic Alerts will be sent in instances where students do not appear to be making satisfactory progress in the course and appear at risk for failure.

- **Stay optimistic!** We are here to support you and help you understand all the material. It is our goal for every student to earn an "A" in this course (or A+!) and this is completely possible: you are not in competition with each other. If at any point you become confused or unsure about any aspect of the course, please contact a member of the teaching team.

Resources to support online learning

- Checklist of things to do to prepare you and your computer for remote learning at UVM this semester: **https://www.uvm.edu/it/kb/student-technology-resources/**
- Checklist for success in **https://learn.uvm.edu/about/support-for-students/checklist-online-credit-courses/**
- Academic support for online courses: **https://www.uvm.edu/academicsuccess/online-learning-student-resources-remote-instruction**
- Consider viewing this 30-minute webinar on online learning success (Mar 2020): **https://www.youtube.com/watch?v=Xp_MYsqQyvE**

Course and University Policies

- The **Code of Student Conduct** outlines policies related to violations of the Green and Gold Promise. Sanctions for violations include fines, educational sanctions, parent notification, probation, and suspension.

Attendance and illness/isolation/quarantine—but note that attendance is not recorded in PSYS 1400 and does not affect you.

- Given the self-paced design of this version of PSYS 1400, then any students who are incapacitated due to illness or quarantine should *not* need special accommodations, but you are welcome to contact us just to let us know how things are going.

Communication

- Faculty and students will promote academic discourse and the free exchange of ideas by listening with civil attention to all individuals.
- Faculty and students will treat all members of the learning community with respect and will not discriminate on the basis of characteristics that include race, color, religion, national or ethnic origin, sex, sexual orientation, marital status, disability, or gender identity or expression.
- Much of the communication in PSYS 1400 takes place via e-mail. The Classroom Code of Conduct extends to electronic communication. Think before you hit "send." Messages from students that are aggressive, hostile, or profane will lead to an investigation by the Center for Student Ethics and Standards.

Intellectual Property Statement/Prohibition on Sharing Academic Materials

- Students are prohibited from publicly sharing or selling academic materials that they did not author (class syllabus, outlines or class presentations authored by the professor, practice questions, text from the textbook or other copyrighted class materials, etc.); and students are prohibited from sharing assessments (for example homework or a take-home examination). Violations will be handled under UVM's Intellectual Property policy and Code of Academic Integrity. **https://www.uvm.edu/policies/student/acadintegrity.pdf**

Religious Holidays

Because attendance is not recorded in PSYS 1400, you will not need to notify us if you need to miss a class day because of a religious holiday. For more details see this page: **https://www.uvm.edu/registrar/religious-holidays**

Promoting Health & Safety

The University of Vermont's number-one priority is to support a healthy and safe community. Please consult the following resources.

- Center for Health and Wellbeing: **https://www.uvm.edu/health**
- Counseling & Psychiatry Services (CAPS) Phone: (802) 656-3340
- **C.A.R.E.** If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by visiting the Dean of Students website at **https://www.uvm.edu/studentaffairs.**

FERPA-Rights Disclosure

The purpose of this policy is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.
http://catalogue.uvm.edu/undergraduate/academicinfo/ferparightsdisclosure/

Course Schedule

Note that these are not deadlines (the course is self-paced). This is a model schedule that spreads the work out over the entire term.

Week	Day	Date	Class Day	Topic	Brightspace Tests	Acrobatiq	
						Unit	Module
1	Monday	July 1	1	Introduction to course and syllabus	1		
	Tuesday	July 2	2	Welcome to Psychology	2	2	2-3
				Research Methods	3°	3	4-5
	Wednesday	July 3	3	External reading ("Psychics and Scientists")	4		
	Thursday	July 4	(Independence Day Holiday)				
	Friday	July 5	4	Memory	5	6	14-15
					6	6	16
	Monday	July 8	5	Memory	7°	6	17
	Tuesday	July 9	6	Wellness	8	14	41-46
	Wednesday	July 10	7	Brains, Bodies, & Behavior	9	4	6-7
	Thursday	July 11	8	Brains, Bodies, & Behavior	10	4	8
	Friday	July 12	9	Brains, Bodies, & Behavior	11°	4	9
3	Monday	July 15	10	Consciousness	12	17	58 & 59 ONLY
	Tuesday	July 16	11	Sensing and Perceiving	13-14	5	10-11
	Wednesday	July 17	12	Sensing and Perceiving	15-16°	5	12-13
	Thursday	July 18	13	Learning	17	9	23-24
	Friday	July 19	14	Learning	18°	9	25
4	Monday	July 22	15	Intelligence	19	8	19-20
	Tuesday	July 23	16	Intelligence	20°	8	21-22
	Wednesday	July 24	17	Lifespan Development	21	10	26, 27, 28*
	Thursday	July 25	19	Lifespan Development	22	10	28**, 29
					23°	10	30-31
	Friday	July 26	20	Emotion & Motivation	24	11	32
5	Monday	July 29	21	Emotion & Motivation	25°	11	33-34
	Tuesday	July 30	22	Psychology in our Social Lives	26	13	38-39
	Wednesday	July 31	23	Psychology in our Social Lives	27°	13	40
	Thursday	August 1	24	Personality	28	12	35-36
	Friday	August 2	25	Personality	29°	12	37
6	Monday	August 5	26	Psychological Disorders	30	15	47-49
	Tuesday	August 6	27	Psychological Disorders	31°	15	50-53
	Wednesday	August 7	28	Treatment	32, 33°	16	54-57
	Thursday	August 8	29	Treatment	32, 33°	16	54-57
	Friday	August 9	--	No additional assignments.			
	Finals. All Brightspace Tests should be complete by **Friday, August 9, 3:00 pm EST, 2024.** NOTE: There is no final exam in this course.						

*On Test 21, Module 28, up through assimilation & accommodation.

**On Test 22, the rest of Module 28, Piaget & Vygotsky.

°Denotes a Brightspace Test that includes 2 critical-thinking items.