

This syllabus is subject to change throughout the semester. Check Canvas regularly for updates.

Course Syllabus Psychology 111-030 Fall 2021

Dr. Liz Buvinger

Office: 1233a East Hall

Email: buvinger@umich.edu

Class Hours: Asynchronous lecture

Class Location: N/A; course materials posted on Canvas

Student Hours: Mondays 11am-12pm (online), Thursdays 1:15-2:15pm (in-person); and by appointment; Links to Zoom and Calendar sign-up available on Canvas

GSI and Sections:

Sect	Day	Start	End	Room	GSI
031	W	8:00 AM	9:00 AM	4464 EH	Grace
032	W	9:00 AM	10:00 AM	2334 SEB	Hilary
033	W	4:00 PM	5:00 PM	2336 MASON	Quynh
034	W	5:00 PM	6:00 PM	2336 MASON	Quynh
035	W	6:00 PM	7:00 PM	1448 MASON	Quynh
036	Th	9:00 AM	10:00 AM	1423 EQ	Grace
037	Th	12:00 PM	1:00 PM	3556 DANA	Grace
038	Fr	9:00 AM	10:00 AM	4096 EH	Julia
039	Fr	10:00 AM	11:00 AM	2346 SEB	Hilary
040	Fr	11:00 AM	12:00 PM	4096 EH	Julia
041	Fr	12:00 PM	1:00 PM	4096 EH	Julia
042	Fr	1:00 PM	2:00 PM	4096 EH	Hilary

GSI Student/Office Hours:

Julia Carpenter (juliacar) Office hours M 5-6pm F 10-11am	Grace Hochrein (ghochrei) Office Hours W 1-2pm Th 10:30-11:30am	Quynh Nguyen (qnn) Office Hours Tu 12-1pm F 1-2pm	Hilary Simpson (simpsonh) Office hours M 4:30-5:30pm Tu 4-5pm
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Course Description: An introduction to the field of psychology, which will broadly cover the theoretical bases of human behavior. The lecture portion of this course will be comprised of lectures embedded in Canvas pages, in which I will discuss topics such as behavior and thought, sensation and perception, consciousness, learning and memory, language, intelligence, motivation, personality, social and cultural influences on behavior and thought, development across the lifespan, stress and coping, and psychopathology and treatments. **The expected time for reading/watching lecture content is 3 hours per week (as it would be if we were in-person).** Students will be evaluated through chapter tests, two written assignments, weekly textbook activities, class participation, as well as some smaller applied activities. **Participation in the Psychology subject pool is required for course credit.**

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Textbook: We will be using Nevid's **Essentials of Psychology (6th edition)** for this course. We will also be using the online learning platform (MindTap) associated with the textbook. **You are required to purchase access to MindTap.** You can see the options for purchasing/renting MindTap and the textbook here:

https://www.cengage.com/coursepages/University_Psy111

There are currently two options provided:

1. Purchase access to MindTap (which includes the e-textbook): \$95
2. Purchase access to Cengage Unlimited (learn more on the website): \$120 for 4-month subscription (this is the best option if multiple of your classes are using Cengage textbooks, or if you want a hardcopy of the book)

IMPORTANT: The prices listed at the link above are made as a special agreement with the Publisher (Cengage). The bookstore will include an upcharge, and options you find on Amazon will likely not include access to MindTap. I very strongly encourage you to buy MindTap/the textbook through the link above. I would also encourage you to not buy the textbook/subscription until the first week of class. I will walk through exactly how to purchase the book and MindTap subscription in my first lecture. Even if you want to have a hard copy of the book, you can still wait to purchase until the first week of class because you will always have access to the e-book through the MindTap platform, and you can read that while you are waiting for the hardcopy to arrive in the mail.

When you purchase MindTap through the link above, you will be prompted to create an account. **PLEASE USE YOUR UMICH EMAIL** to sign up for this account. It creates a lot of access problems if you use a different email.

Once you have purchased MindTap, you will be able to access it through our Canvas site, via Modules (click on “Access MindTap here”). The first time you access MindTap through Canvas, you will be prompted to sign in. You will sign in using your UMICH email and password that you set up for the MindTap account. **I have set all Chapter 1 Mastery Training to "Practice" so that you can play around with how that activity works in the first week of class and not worry about it affecting your grade. Feel free to post questions on the Canvas Discussion Board if you have any.**

It is very important that you watch the videos and read the instructional content for MindTap that I have linked through Modules in Canvas. There is a bit of a learning curve; make sure you get started early, so you don't fall behind.

Additional Registration/Purchasing Support

Should you need additional guidance, please visit www.cengage.com/start-strong

Students with financial aid who are required to purchase materials through the campus bookstore can find MindTap available for purchase there. If you purchase MindTap at the bookstore on campus you will be given an Access Code. Do not lose this code! It will be required when you sign into Cengage/MindTap for the first time.

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Reading Expectations and Lecture: I generally recommend that you have the readings completed BEFORE watching lecture videos. Lectures will help to reinforce what you have read and give you the opportunity to ask questions that came up while you were reading. That being said, **if you feel you learn the material better by reading the lectures first and then going to the textbook to reinforce that information, then do that!** What I care about is that we are creating a positive learning environment for you. There will be a Canvas Discussion board dedicated to each chapter of the textbook, and I will be checking that regularly and answering questions. I strongly encourage students to reply to each other's questions on those discussion boards as well.

Attendance: Given the remote and asynchronous nature of the lecture portion of this course, attendance is a difficult thing to measure. While there are no points associated with lecture *attendance*, it will be vital for you to engage with that content to succeed in this course. To that end, **there will be Lecture Participation activities embedded in the lectures each week that will contribute to your final grade.** Make sure to look out for those links!

Canvas: We will be using just one Canvas site for this course. All assignments, resources, and grades will be posted on our main course site (PSYCH 111 030 FA 2021) and will be organized within Modules. Your GSI will have a separate 'Page' and 'Files' designated for their sections. You can access this page via a link on the homepage of our main Canvas site. I will post instructions for the course assignments and additional readings on Canvas in Modules. I suggest you check the site regularly for any updates or changes to the syllabus. I may change the syllabus throughout the semester based on what material we are able to get through in lecture. This will sometimes change the due dates for readings and exams as well. It is your responsibility to keep up to date.

Student Hours/Contacting Me: I would love to meet/interact with each of you individually throughout the course of the semester. That could be done in a variety of ways: coming to my Zoom Student Hours (Mondays 11am-12pm), coming to my in-person Student Hours (Thursdays 1:15-2:15pm), emailing me, posting on Canvas Discussion boards, or scheduling a one-on-one meeting. My Monday Zoom Student Hours will be open, so there's no need to schedule an appointment. The Zoom link can be found on the left side of the Canvas site with the other course navigation links. My Thursday In-person Student Hours are scheduled by 10-minute appointment slots (feel free to sign up for more than 1, if you need the extra time). The calendar to sign-up for an appointment slot can also be found on the left side of the Canvas site with the other course navigation links. I am scheduling my in-person Student Hours this way so we don't get too many people piled up in the small space outside my office. Masks will be required for in-person office hours. You can contact me individually if you need to meet outside of my normally scheduled hours.

If you need to get in touch with me quickly, email is the best method. When emailing me, please include Psych 111 in the subject of the message and be sure to sign your email (also see Email etiquette document in Files section of Canvas). I will do my best to respond to email within **24 hours** during the work week. If you have not received a response after 2 days, please send me another message. I won't be offended—sometimes emails just get buried!

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Diversity, Equity, and Inclusion (DEI) Statement (Credit: Rita Hu): Our class will start off talking about why psychology is a science. In an ideal world, science would be objective. However, as we move further into the semester and as you advance further along your college career, we realize that much of science is subjective and is historically built on a small subset of privileged voice. Integrating diversity is important for a more comprehensive understanding of psychology. The GSIs and I have undertaken the responsibilities to expand the course materials to reflect our diverse field of psychology and the world. This semester (and past year and a half), we are going through a critical time with many events, including but not limited to COVID-19, racism, xenophobia, and the aftermath of the US Presidential election, revealing that our communities are still far from cherishing diversity, equity and inclusion. We would like to invite you to create a learning environment for everyone that supports a diversity of thoughts, perspectives, experiences and identities (including age, race, gender, class, sexuality, religion, ability etc.).

Course Requirements:

Lecture Participation/Engagement in Active Learning (10% of final grade): For lecture this semester, I will be posting content within Modules. Each week, I will post materials on Tuesday mornings (and sometimes on Wednesdays, if it's a big chapter). The content of lectures will vary throughout the semester and will include written text, videos, and PowerPoints. In my lecture videos, I will be focusing on some "sticky points", as well as complex theories and concepts. Additionally, I will supplement the textbook with current research findings and point out ways we can apply the concepts presented in the textbook to our everyday lives. Lastly, when relevant, I will make an effort to identify and evaluate under-representation in the field of Psychology and the effect this has had on societal trends, on Communities of Color, and on the field of Psychology as a whole.

I will also present activities related to these lecture materials that will help keep you engaged with the material covered. This could take the form of worksheets that you complete while watching a lecture video, an embedded video quiz within a lecture, polls, asynchronous small group work, or interactive Discussion board posts. *Turning in/Completing these activities will count toward your Lecture Participation/Engagement grade.* A couple of times throughout the semester, I will assign a full-length film or a longer video/documentary. These films/videos will be the basis of written assignments, test questions, and discussions in section, so you'll want to make sure you take the time to watch them. Although this is a big class, I hope that you will feel comfortable asking questions or requesting clarification as needed; Discussion boards in Canvas can be used, or you can ask questions in your Discussion sections or in my Student Hours. Applying the concepts we learn in class to your everyday life is one of the best ways to really learn the material, and having conversations about those connections is a great way to work through those connections!

- **Point of View:** The readings, class lecture, and my comments in class will sometimes suggest a particular point of view. This perspective is sometimes my own or is sometimes from a specific scholar, but it does not have to be yours! I encourage you to disagree with the ideas in the readings and lectures as well as the perspectives of your classmates in the course. Please express yourself!! A significant part of a college

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education is learning about the complexity of various issues; therefore, it is important that we listen and respect one another but we do not have to agree. A richer discussion will occur when a variety of perspectives are presented in class for discussion.

Section Participation (14% of final grade): Each of you should be enrolled in a section, in addition to this lecture. You will meet in section with your GSI for 50 minutes each week. All sections will meet in-person (see table on the first page of this syllabus for times and locations). Discussion sections are meant to be fun and active. As such, your participation is desired and expected! In addition to simply being present, you will be expected to be an *active* participant in section by contributing to discussions, participating in activities, and asking thoughtful questions about the course material. Your GSI will provide more detailed information about this in their syllabus. Those who attend section regularly do significantly better on exams (hint hint)!

Given the current situation with the pandemic, we will need to be more flexible regarding attendance for discussion sections. With that flexibility, we will expect open communication about any extenuating circumstances that may prevent you from attending (e.g., required quarantine, other sicknesses). Alternative assignments will be available for those who need to miss section. Those who communicate about their absence ahead of time will be able to make up the full participation points for that section. Those who do not communicate beforehand will be allowed to make up half the participation points for that day. You may provide your GSI with a doctor's note if you have one*. **The main message here is to communicate early and often, so that we can all work together effectively!**

*For those students registered for a verified disability/medical condition through the Services for Students with Disabilities (SSD) Office which may affect attendance, it is highly encouraged that you connect with both me and your GSI to determine the best plan of action for this semester. We are aware that students with chronic conditions may not always have a doctor's note to provide due to the fact that one does not always have to go to the ER or medical office after an episode/flare to manage one's symptoms. This care management might occur at home by yourself or with the support of family/friends. In order to best support your disability-related needs within this course, and the academic accommodations you have been afforded via the SSD Office, please reach out virtually (email) to connect with your instructors to discuss further.

Exams (36% of final grade): Tests will be given weekly on Mondays and will cover material from the previous week. Tests will be given through Canvas Quizzes and will be open-note and open-book. The questions will be applied and will not be simple to look up in the textbook or online. Therefore, it is important that you engage with the content (i.e., read the textbook, do MindTap activities, watch lecture videos) before taking the Tests. You will have 24 hours during which you can *start* the chapter tests (i.e., opens Mondays at 12:00am EST and closes that day at 11:59PM). Once you open the test, you will have one hour to complete it. I do not necessarily expect these tests to take the full hour, as they will be fairly short -- 7 to 12 items. However, given connectivity issues and other possible technical and logistical complications, I am allowing for this extended time for all students. If you are running into issues with the time limit, please contact me. There will be no final examination for this course, although the test for Ch. 10 will be given during the final examination time period (Monday, 12/13). Consistent with University policy, if you have two other examinations that day, or any other conflict, please reach out to me and I am happy to discuss an alternative time.

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It is my general policy not to offer makeup exams without prior arrangements. If you have special circumstances requiring an alternative test date, I suggest you contact me as soon as possible to discuss the situation.

- Accommodations will be made for students who provided me with their VISAs/Accommodation letters. Extra time can be given within Canvas Quizzes.

Written Assignments (20% of final grade): Along with the examinations, students will be required to complete two formal written assignments. These assignments will give you the opportunity to apply the concepts we will be exploring in the course and will be based on material presented in lecture and the textbook. New this semester, I will be providing the opportunity to complete the second assignment as a recorded oral presentation, rather than a written assignment. Detailed rubrics explaining the requirements for the assignments will be posted on Canvas.

Formatting: Use APA format to the best of your ability. This includes double-spaced text, 1-inch margins on all four sides, and 12-point Times New Roman font. A Title page and References page (in APA format) are required, but you do not need to include an abstract.

Late papers: Unless prior arrangements have been made, late papers will have 5% deducted for each day they are turned in past the due date. A timestamp is provided when a file is uploaded to Canvas and the number of points deducted will be based on this timestamp (i.e., a paper turned in between one minute after the deadline and 23.99 hours after the deadline will have 5% deducted, and will continue to be penalized 5% each subsequent 24 hour period). The Canvas site will accept papers for two weeks after their due date, after which you will receive a zero, unless alternative arrangements have been made with me or your GSI.

Essay #1 (12%): The first written assignment is worth 12% of your final grade and *must be uploaded to Canvas by 11:59pm on Friday, October 8th*. Papers uploaded after the due date will be considered late. More information about this assignment can be found on Canvas.

Assignment #2 (8%): The second written assignment is worth 8% of your final grade and *must be uploaded to Canvas by 11:59pm on Friday, November 19th*. Papers uploaded after the due dates will be considered late. More information about this assignment can be found on Canvas.

Psychopathology Sections (10% of final grade): During the week of November 29th, instead of going to your regularly scheduled section, students will have the opportunity to “attend” **two** sections in which GSIs will present on a variety of Psychological Disorders (e.g. Mood Disorders, Anxiety Disorders, Memory Disorders, Schizophrenic Disorders). Students are required to “attend” **two different** sections during this week. The schedule will be posted on Canvas. I am putting the word *attend* in quotes because these Psychopathology sections will be done remotely and will be accessible via Pages in Canvas. This will help prevent any issues with overcrowding in classrooms.

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For **each** section attended, students will have a short assignment to complete. More detailed information about this assignment will be posted on Canvas. These assignments should be uploaded to Canvas by **11:59pm on Monday, December 6th**. Each assignment is worth 5% of your final grade, for a **total of 10%**.

MindTap Homework (10% of final grade): With each of the Nevid chapters, MindTap provides various activities that can help you learn and absorb the information more effectively. You will be required to complete a number of these activities throughout the semester. In a typical week, you will be required to complete the Mastery Training activity (under “Study It”; 10pts each), one activity under the “Learn It” section (6-8pts each), and one activity under the “Apply It” section (5-7pts each). Chapter 1 Mastery Training is set to Practice, but I still recommend that you complete the Activity so you can learn how to use it without worrying that it will affect your grade). Make sure you spend some time getting comfortable with MindTap so you understand how the Mastery Training works. *You will not be able to cram it all in at the last minute (the program forces you to take a 3+ hour break)—make sure you’re working on this consistently throughout the week!*

The due dates for the assignments are listed in Canvas and in MindTap. All assignments will be due by 11:59pm on the due date. **The vast majority of the time, assignments will be due on Mondays, but there may be some exceptions.** Please pay close attention to those due dates, and plan accordingly.

****Your lowest score for each MindTap activity will be dropped at the end of the semester.**

In addition to the graded (required) material in MindTap, you will see “Why does [X] matter to me?” activities, pre-class quizzes and well as a variety of activities under the Learn It, Study It, and Apply It sections. These are great ways to help you study and really learn the material well. I encourage you to take advantage of these great resources!

Extra Credit (up to 1.5% added to final grade):

Course Evaluations: You will receive **0.25% added to your final grade** for completing the online course evaluations. Remember that there are evaluations for both lecture and your section. You will receive 0.25% extra credit for completing the evaluation for your GSI and another 0.25% extra credit for completing the evaluation of me in lecture. You will need to upload proof of completion to Canvas for both of these to get the extra credit. **This will need to be in the form of a screenshot of the confirmation page to which you will be redirected after submitting your evaluation. You WILL NOT receive a confirmation email from the university, so you must take the screenshot at the time of submission. If you do not have a screenshot to upload to Canvas, you will not receive the extra credit. Please plan accordingly.**

Other Extra Credit Activities: You can earn a total of **1% extra credit** by completing two optional Extra Credit assignments. Each Extra Credit Assignment will be worth an additional 0.5% on top of your final grade. More detailed information about these Assignments will be posted on Canvas.

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** While these extra credit opportunities may seem small by themselves, keep in mind that adding 1.5% to your final grade is NOT a small thing. For example, if your final grade is an 85%, then the extra credit would bump you to 86.5% (that's a B to a B+). If you are close to the edge of a grade at the end of the semester, I will look to see whether you did extra credit as a marker of whether or not to consider bumping you up. It will always benefit you to put in a little extra work!

Other Important Information:

Introductory Psychology Subject Pool: In addition to these requirements, students in Introductory Psychology are responsible for participation in the Introductory Psychology Subject Pool or the completion of the alternative written assignments. Additional information regarding this will be provided by representatives from the Psychology Undergraduate Office. Students should direct questions about this requirement or the optional written assignments to the Psychology Student Academic Affairs office located at 1343 East Hall or contact them at subject.pool@umich.edu.

Grade appeals: If you believe that a score does not reflect accurately the quality of your work, you may submit a grade appeal to your GSI within five business days, following the procedure posted on the class Canvas site. We welcome your grade appeal. Grade appeals are *not* tantamount to whining and are not themselves disrespectful. We all make errors, and it is entirely possible that your work should be reviewed. Please read the directions posted on Canvas carefully before submitting an appeal!

Grading: Student grades will be based on the assignment weights presented in the table below. Because this course is based on weights, rather than points, you should not focus on the total point value for any given assignment. The Canvas gradebook is set up with these weights, so your grade should be accurate (except for extra credit; Canvas doesn't take that into account).

LETTER GRADE		Assignment	% final grade
A+ = 98% +	C+ = 77% - 79%	Exams	36%
		Homework (MindTap)	10%
A = 93% -100%	C = 73% - 76%	Section Participation	14%
A- = 90% - 92%	C- = 70% - 72%	Lecture Participation	10%
B+ = 87% - 89%	D+ = 67% - 69%	Two Written Assignments	20%
B = 83% - 86%	D = 63% - 66%	Psychopathology Sections	10%
B- = 80% - 82%	D- = 60% - 62%	EC: Two assignments (.5% each)	1%
		EC: Both course evals	0.5%
Subject Pool is required to earn credit for this course			

Academic Integrity: The University of Michigan community functions best when its members treat one another with honesty, fairness, respect, and trust. The college promotes the assumption of personal responsibility and integrity and prohibits all forms of academic dishonesty and misconduct. I strongly enforce University guidelines with regard to plagiarism, cheating, and academic misconduct. All cases of academic misconduct will be referred to the Office of the Assistant Dean for Undergraduate Education. Being found responsible for academic misconduct will usually result in a grade sanction, in addition to any sanction from the college. For more

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information, including examples of behaviors that are considered academic misconduct and potential sanctions, please see lsa.umich.edu/lsa/academics/academic-integrity.html. In addition, unless prior permission has been granted the use of *any* electronic recording or imaging device is prohibited in this class. If you have any questions about behavioral expectations and guidelines for this class beyond these descriptions please feel free to contact me.

Classroom Culture of Care: LSA is committed to delivering our mission while aiming to protect the health and safety of the community, which includes minimizing the spread of COVID-19. Our entire LSA community is responsible for protecting the collective health of all members by being mindful and respectful in carrying out the guidelines laid out in our [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Individuals seeking to request an accommodation related to the face-covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#).

In our classrooms all students are expected to adhere to the required safety measures and guidelines of the State of Michigan and the University of Michigan, wearing a face covering that covers the mouth and nose in all classrooms, and not coming to class when ill or in quarantine. It is important to also be thoughtful about group gatherings as well as about classroom activities and exercises that require collaboration.

Any student who is not able and willing to comply with campus safety measures for this [in-person/hybrid] course should contact the course instructor or their academic advisor to discuss alternate participation or course options. Students who do not adhere to these safety measures while in a face-to-face class setting, and do not have an approved exception or accommodation, may be asked to participate on a remote basis or disenroll from the class.

For additional information refer to the [LSA Student Commitment to the Wolverine Culture of Care](#) and the [OSCR Addendum to the Statement of Student Rights and Responsibilities](#).

Course Recordings: Course lectures may be audio/video recorded and made available to other students in this course. As part of your participation in this course, you may be recorded. If you do not wish to be recorded, please contact your GSI the first week of class (or as soon as you enroll in the course, whichever is the latest) to discuss alternative arrangements.

Students are prohibited from recording/distributing any class activity without written permission from the instructor, except as necessary as part of approved accommodations for students with disabilities. Any approved recordings may only be used for the student's own private use.

Religious Observances and Special Circumstances: I realize that there are various religious obligations which students may encounter during the term. If you are aware of a conflict with a course expectation and your observance of a religious holiday, I suggest that you contact me as soon as possible. I will do my best to make the necessary accommodations. The following link is to the University policies specific to holiday observances.

<https://lsa.umich.edu/lsa/academics/dates-and-deadlines/religious-holidays.html>

Students Needing Academic Accommodations: The University of Michigan is committed to providing equal opportunity for full participation and access in all programs, services, and activities. Requests for academic accommodations by persons with disabilities may be made by contacting the Services for Students with Disabilities (SSD) Office located at G664 Haven Hall. The process for registering with the SSD Office can be found here on their main

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webpage: <https://ssd.umich.edu/>, where the first step is completing the online Student Intake Form. Once your eligibility for accommodations has been determined, you will be issued a Verified Individualized Services and Accommodations (VISA) letter. Students can register with the SSD Office at any time, though it is highly encouraged to provide the VISA letter to me at the beginning of the term, or at least two weeks prior to needing the accommodation (test, project, etc...). The SSD Office also provides additional support services such as academic coaching, assessment referral support and so much more. The SSD Office can be contacted in a multitude of ways (for example, their email is ssdoffice@umich.edu), so don't hesitate to reach out!

For those students eligible for additional time, I will change the settings within Canvas Quizzes to grant you the designated extra time. Students with any afforded testing accommodations must provide their VISA letter, or the necessary documentation, at least two weeks prior to the exam, and ideally at the beginning of the semester.

When providing me with your VISA letter, this is a great opportunity for us to discuss how your accommodations may present within this course and for us to discuss any additional accommodations or supports which may be necessary. **If your VISA letter is being provided through the new SSD portal, please make sure to still email me or come to my student office hours to talk about what supports you may need for this course.**

I do my best to accommodate students with documented disability/medical condition needs within their learning environment. However, if you ever have any questions or concerns, please do not hesitate to connect with me via email or student hours.

Sexual Misconduct Policy: Title IX prohibits discrimination on the basis of sex or gender, which includes sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage anyone dealing with sexual misconduct to talk to someone about their experience, so they can get the support they need. Alleged violations can be non-confidentially reported to the Office for Institutional Equity (OIE) at institutional.equity@umich.edu

If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

- UM Sexual Assault and Prevention Center (SAPAC) 24-hour confidential crisis line (734) 936-3333 * <http://sapac.umich.edu/>
- UM Counseling and Psychological Services (CAPS) (734) 764-8312 * <http://caps.umich.edu/>
- University of Michigan Police (DPSS) (734) 763-1131 (or 911 for emergency) * <http://www.dpss.umich.edu/>
- UM Office of Student Conflict Resolution (724) 936-6308 * <http://oscr.umich.edu>
- UM Newnan Academic Advising Center (734) 764-0332 * <https://lsa.umich.edu/advising>

Student Mental Health and Wellbeing: Throughout the semester I will be presenting class material which some students may find personally difficult and/or emotionally upsetting. I will make an effort to give 'trigger warnings' when appropriate, but it is impossible for me to know each student's history. In response to this, I want to provide appropriate referral information for anyone

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who feels it would be helpful to consult with a professional for support with any concerns which may arise during the term.

Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For personal concerns, U-M offers many resources, some of which are listed at [Resources for Student Well-being](#) on the Well-being for U-M Students website. You can also search for additional resources on that website.

For help, contact **Counseling and Psychological Services (CAPS)** at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult **University Health Service (UHS)** at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

Additional resources include:

- The UM Department of Psychiatry outpatient clinic (734) 764-0231
- The UM Psychiatric crisis emergency services (734) 936-5900
- The UM Psychological clinic (734) 764-3471
- The UM Addiction Treatment Services (800) 525-5188
- Multi-Ethnic Student Affairs (MESA) (734) 763-9044
- Trotter Multicultural Center (734) 763-3670
- Spectrum Center (734) 763-4186
- Wolverine Support Network (student-led) www.umichwsn.org
- Comprehensive list of resources on our department website:
<https://lsa.umich.edu/psych/undergraduates/student-resources.html>

For a complete listing of other mental health resources available on and off-campus, visit <http://umich.edu/~mhealth/>. **You can also refer to the Resources Page on our Canvas site, which includes an expanded list.**

*** If you need help finding resources related specifically to COVID-19, you can email lsa-covid-help@umich.edu**

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Schedule of Assigned Readings and Assessments/Activities

On the following several pages you will find a table that includes all assigned readings and assessments/activities that align with the topics we will cover each week throughout the semester.

*****A few important things to note about the table:**

- Chapter assignments from Nevid’s Intro to Psych textbook will be designated with “Nevid”.
- Required supplemental readings will be designated with the authors’ names and can be found under Files > Required Supplemental Readings in Canvas, as well as in the corresponding Week’s Module on Canvas.
- Films that you are assigned to watch can be found within the Media Gallery on Canvas.
- Optional readings and videos will also be noted—these are interesting and relevant materials that I think you may enjoy. The readings can be found under Files in “Optional Readings”, and the videos can be found in the Media Gallery on Canvas.
 - I uploaded a PDF of an older version of the Hock book, so you will need to find the relevant reading in that document (posted in Files > Optional Readings); there are not files for each individual recommended chapter.

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*****For this course, each “Week” is defined as Tuesday through Monday*****

Week	Reading(s)	Topic(s) Covered	Activities/Assessments
Week 1 (8/31-9/6)	Nevid Ch. 1, mod 1.1	<ul style="list-style-type: none"> ● Syllabus ● Intro to MindTap ● Intro to Subject Pool ● What is Psychology? ● Background info on the discipline 	Available 9/3 thru 9/8: Syllabus & Subject Pool quiz
Week 2 (9/7-9/13)	Nevid, pp. 241--244 (Psych of Daily Life) Bjork & Bjork (2015) Roediger, McDermott, & McDaniel (2015) Putnam et al. (2011)	<ul style="list-style-type: none"> ● Learning & Memory/Study Skills ● APA style formatting 	Wed 9/8 11am-1pm, Cengage (MindTap) Support Office Hours with Ryan Kaltz on Zoom https://cengage.zoom.us/j/93648028784 Watch <i>How to Get the Most Out of Studying</i> video series https://www.samford.edu/departments/academic-success-center/how-to-study 9/13: Learning/Memory Strategies test
Week 3 (9/14-9/20)	Nevid Ch. 1, mods 1.2 & 1.3 Griggs (2014); Griggs (2017); Le Texier (2019) Optional: Hock’s “Obey at Any Cost” and Hock’s “A Prison by Any Other Name”	<ul style="list-style-type: none"> ● Methods and Classic Experiments in Psychology & Ethics 	Watch <i>Obedience</i> Watch <i>Quiet Rage</i> 9/20: Ch. 1 Test (Sections 1.2 & 1.3; graded)

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Week	Reading(s)	Topic(s) Covered	Activities/Assessments
Week 4 (9/21-9/27)	Nevid Ch. 2	<ul style="list-style-type: none"> ● Biological Foundations of Behavior 	9/27: Ch. 2 Test
Week 5 (9/28-10/4)	Nevid Ch. 3, module 3.5 & Nevid Ch. 4 Optional: Hock’s “To Sleep, No Doubt to Dream...”	<ul style="list-style-type: none"> ● Perception & Consciousness 	Watch <i>Secrets of Sleep</i> videos (2) 10/4: Ch. 3 & 4 Test Note: I am only requiring one MindTap activity for Ch. 3; the rest are optional
Week 6 (10/5-10/11)	Nevid Ch. 9	<ul style="list-style-type: none"> ● Development 	Friday, 10/8: Paper #1 Due 10/11: Ch. 9 Test Optional: Watch <i>Young@Heart</i> documentary
Week 7 (10/12-10/18)	Nevid Ch. 11	<ul style="list-style-type: none"> ● Guest lecture on Emerging Adulthood (Dr. Katie Jodl) ● Personality 	10/18: Fall Break, No Test

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Week	Reading(s)	Topic(s) Covered	Activities/Assessments
Week 8 (10/19-10/25)	Nevid Ch. 12 Optional: Hock's "To Help or Not to Help"	<ul style="list-style-type: none"> • Social Behavior 	<p>10/22: Deadline for first extra credit assignment</p> <p>10/25: Ch. 11 & 12 Test</p>
Week 9 (10/26-11/1)	Nevid Ch. 5	<ul style="list-style-type: none"> • Learning 	11/1: Ch. 5 Test
Week 10 (11/2-11/8)	Nevid Ch. 6	<ul style="list-style-type: none"> • Memory 	11/8: Ch. 6 Test
Week 11 (11/9-11/15)	Nevid Ch. 7	<ul style="list-style-type: none"> • Language development - Guest speaker (Dr. Ann-Michelle Tessier) • Thinking, Intelligence & Testing 	<p>11/15: Ch. 7 Test</p> <p>Watch <i>Educating Peter</i></p> <p>Optional: <i>Graduating Peter</i></p>
Week 12 (11/16-11/22)	Nevid Ch. 8	<ul style="list-style-type: none"> • Motivation and Emotion 	<p>Friday, 11/19: Paper #2 Due</p> <p>11/22: 8 Test</p>
Week 13 (11/23-11/29)	Nevid Ch. 13 Nevid Ch. 14	<ul style="list-style-type: none"> • Psych Disorders • Methods of Therapy 	11/29: No Test
Week 14 (11/30-12/6)	Review Ch. 13/14 lecture content; no new lecture content	<ul style="list-style-type: none"> • Psychopathology Sections: Choose to attend <u>TWO</u> 	<p>12/3: Deadline for 2nd extra credit assignment</p> <p>12/6: Psychopathology Worksheets due</p> <p>12/6: Ch. 13 & Ch. 14 Test</p>

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Week	Reading(s)	Topic(s) Covered	Activities/Assessments
Week 15 (12/7-12/13)	Nevid Ch. 10	<ul style="list-style-type: none">• Psychology and Health	12/13: Ch. 10 Test (this is during finals week)