



Psychology 202 (Lectures 3 and 4): Introductory Psychology – Spring 2020

*****All times in this syllabus are Central Standard Time (CST)**

Instructor and Teaching Assistant

Instructor: Jonathan M. Gallimore, Ph.D.

Office Location: Brogden (Psych) 215

Office hours: Tuesday 3 to 4 pm, Wednesday 4 to 5 pm, and Thursday 5 to 6 pm (Central Time or Madison time). You may attend office hours without an appointment.

If the times listed for office hours do not work for your schedule, please send me or our TA an email so we can schedule a time to meet with you.

Office Hours location: Access office hours via Zoom

<https://uwmadison.zoom.us/j/8797524076?pwd=NjZQWFErL0pzUDZPM3dWN1Y0V25xUT09>

Meeting ID: 879 752 4076

Passcode: Z1y6q9

Email Contact for Personal Questions: jmgallimore@wisc.edu

Preferred Contact for Course Questions: If you have a question, the BEST way to get a fast response is to post your question on the Course Questions discussion board in Canvas. *Before asking a question, please make sure you have checked the syllabus and the Course Questions discussion board for the answer. :-)*

Teaching Assistant: Dean Shaban

TA Office Hours Location: Zoom

<https://uwmadison.zoom.us/j/92851419092?pwd=TUIwM21UV3dUOUZ5b3BPcUVFTHQyZz09>

TA Office Hours: 10:00 am to 11:00 am Tuesday

TA Email/Preferred Contact: dshaban@wisc.edu

Teaching Assistant: Kat Swerbenski

TA Office Hours Location: Zoom

<https://uwmadison.zoom.us/j/98213945598>

Meeting ID: 982 1394 5598

TA Office Hours: 1 to 2 pm Tuesday

TA Email/Preferred Contact: swerbenski@wisc.edu

Meeting Time: Online

Location: Online

Instructional Modality: Online, asynchronous

Canvas Course URL: <https://canvas.wisc.edu/courses/238228>

Required Course Materials

- **InQuizitive:** Purchase with textbook
- **Textbook:** Gross, J. J., Schmader, T., Hard, B. M., and Anderson, A. K. (2020). Interactive Psychology: People in Perspective. W.W. Norton: ISBN: 9780393535945

Requisites: Not open to students who have taken PSYCH 201 or PSYCH 281

Course Designations: Breadth – Social Science, Level – Elementary, and L&S Credit – Counts as Liberal Arts and Science credit in L&S

Credit Hour Requirements: UW-Madison follows the federal credit hour definition (34 CFR 600.2): one hour (i.e., 50 min.) of classroom and a minimum of two hours of out-of-class student work each week, for fifteen weeks, per credit. For example, Psych 202 Lecture 6 is offered for 3 credits. Each student is therefore expected to complete 3 hours of “in-class” work and complete at least 6 hours of out-of-class work (e.g., reading, assignments, quizzes, and studying) each week for the duration of the semester.

Course Description

This course will introduce you to the field of psychology. It is a survey of bio-psycho-social approaches to intrapersonal and interpersonal factors affect cognitions, behaviors, and emotions. A primary feature of the course is its focus on the scientific method as the route to psychological knowledge. We will consider how psychology is relevant to daily life and current social issues. You will gain an introductory understanding of the following topics: behavior, including its development, motivation, frustrations, emotion, intelligence, learning, forgetting, personality, language, thinking, and social behavior.

Course Learning Objectives

By the end of this course, students should be able to ...

- 1) describe, and be able to discuss, the inferences that are allowed by major methodological approaches in psychology, including correlational studies, experimental studies, and case studies.
- 2) describe major theoretical perspectives, concepts, hypotheses, and empirical findings in a wide variety of core domains of psychology, including learning, memory, perception, intelligence, decision making, social behavior, health and well-being, and psychological disorders.
- 3) apply the psychological concepts discussed above to real-world practical situations and current events.
- 4) identify and describe the functionality (in terms of their role in human behavior and/or subjective experience) of major brain areas.
- 5) discuss the relative contribution of nature (i.e., genetics) and nurture (i.e., experience) in multiple psychological phenomena.
- 6) describe the changes that occur in various psychological phenomena across the lifespan.

Grading: Please keep a record of your scores. We will post your scores in Canvas. Canvas will display your grade, or you can calculate your grade by hand at any time. Graded events and final points in the class will not be curved nor rounded up. There is a total of 300 points possible which means the cut-points for letter grade are as follows: A = 276-300 points; AB = 261-275.99; B = 246-260.99; BC = 231-245.99; C = 216-230.99; D = 180-215.99; and F = less than 180 points. This distribution will be applied before the extra credit points (described below) are added to your point totals. The grading system in this class is designed to maximize student learning. All students who master the material at a high level will earn high grades. There are no fixed percentages of students who can earn A's or B's, etc., which allows all students to strive for maximum mastery of course material and towards achieving high grade outcomes. Under this system, your grades will not be affected by how well your classmates do. Instead, students are graded according to their own mastery of the course material as reflected by their scores.

Grades will be based on the following percent scale:

- A** = 92 to 100% (276-300 points)
- AB** = 87 to 91.99% (261-275.99 points)
- B** = 82 to 86.99 % (246-260.99 points)
- BC** = 77 to 81.99% (231-245.99 points)
- C** = 72 to 76.99% (216-230.99 points)
- D** = 60 to 71.99% (180-215.99 points)
- F** = < 60% (less than 180 points)

Excluding extra credit points, grades are based on a total of 300 points. A breakdown of the points per graded element is below.

Introduction Materials and Quiz	= 16 points (5.33%)
Reading (2 pts per chapter)	= 26 points (8.67%)
InQuizitive (4 pts per chapter)	= 52 points (17.33%)
Wrappers (2 pts per chapter)	= 26 points (8.67%)
Exams	= 180 points (60%)
3 exams = 36 points per exam (12% per exam)	
1 final exam = 72 points (24%)	
Total possible points	= 300 points

Graded Course Elements

Introduction Materials and Quiz: The Introduction Materials and Quiz are **5.33% (or 16 points)** of your Course Grade. It is very important for you to read and understand the syllabus because it contains all the mechanics of our class. Additionally, I have put together other articles and assignments for you to complete (like making a weekly schedule and submit a copy for points). Therefore, you will take a quiz on the syllabus and the introductory materials in Canvas. This quiz is timed but you can take the quiz as many times as you would like. We will record your most recent score on the quiz. You have until 11:59 pm on the third Friday (F, 2/12) of the semester to finish this quiz and the introductory materials. **The Introduction Materials and Quiz cannot be late or made-up – even for excused absences.**

Reading: Reading the textbook is worth **8.67% (or 26 points)** of your Final Grade. To get the most out of a chapter module you must be prepared by making contact with the course material through reading the textbook **before** working on a module. For each chapter, you will read the textbook, interact with all figures, and answer the Check Your Understanding questions at the end of each section of the book. **When you have finished reading a chapter, take a screenshot or picture of the last unit in that chapter. Make sure you scroll to the top of the page so that I can see the COMPLETED stamp and check mark.** To get credit for reading a chapter, you must submit this picture and correctly answer two questions about the chapter in a quiz. If you read the chapter, interacted with all figures, and answered all Check Your Understanding questions, you should have no problem getting 100% on this quiz. **Reading assignments / quizzes cannot be completed late or made-up - even for excused absences.**

InQuizitive: InQuizitive questions are worth **17.33% (or 52 points)** of your Final Grade. After reading each chapter, you will have the opportunity to practice using the information for that chapter by answering questions in InQuizitive. InQuizitive may be worked on at any time but to get full credit, you must reach the point threshold for each chapter before the due date for each chapter. InQuizitive due dates are in Canvas and on the course schedule (see last page of the syllabus). InQuizitive is graded based on the percentage of points that you obtained out of 2000 points (this is your target points). If you earn 2000 points before the assignment due date, you will get full credit for that chapter. You may increase or decrease points for a question depending on your confidence level, and you get feedback to improve your understanding. I anticipate you spending about 60 to 90

minutes per week using InQuizitive, but the time required will vary from student to student. You can use your notes and textbook for InQuizitive but the less you refer to these tools the better. Not only can InQuizitive assess what you know, it can also help you identify and fill gaps in your knowledge. You can access InQuizitive via the links in the Modules section or in the Assignments section. **InQuizitive cannot be completed late or made-up - even for excused absences.**

Lecturer Wrappers: Lecture Wrapper questions are worth **8.67% (or 26 points)** of your Final Grade. Before reading a chapter, you will answer a few questions about what you expect to get out of the chapter and your existing knowledge of the chapter. At the end of a chapter (after reading and InQuizitive), you will answer a few questions about the chapter, like key points or remaining questions that you have about the chapter's concepts. There are no right and wrong answers to these questions, and you get credit for simply answering the questions. However, if you write nonsense for your answers and do not genuinely answer the questions, then your lecture wrapper will receive a zero. That is, either you submit good, acceptable lecture wrappers and get credit, or you do not and do not get credit. The lecturer wrapper questions will help you monitor and adjust your learning to help you become a better learner in the long run. Students often do not engage in self-monitoring, so it is imperative that I help you develop these skills. **Lecture Wrappers cannot be completed late or made-up - even for excused absences.**

Exams:

1. Exams will be related to material covered in class, supplemental articles, and the textbook. Throughout the class there will be four examinations (including the cumulative final exam). With the exception of the cumulative final exam, each exam will cover several chapters (~ 3 to 4) of the textbook and related class material. Exams may include multiple choice, matching, short answer, definitions, essays, and identification questions. The cumulative final exam will take place during the final week of the semester, and it will include information from all 13 chapters. To help you avoid conflicts with other exams, exams will be open for a 24-hour period in Canvas. Please note the final exam date for our class that was determined by UW-Madison Registrar (see the course schedule for the exact date and time). ***Unlike the other three exams, the final exam will be cumulative.***

2. Exams will occur on the days noted in the class schedule (see the last page of the syllabus). However, in some rare circumstances, exams may need to be re-scheduled. It is your responsibility to note any changes made to the schedule throughout the semester. I strongly suggest turning on Announcement notifications in Canvas and subscribing to our Course Questions discussion board. **It is your responsibility to be informed of any announcements, assignments, or course alterations that have been posted in Canvas or emailed to your WISC account.**

3. You are expected to complete all 4 exams. If you miss an exam, you will get a zero on that exam. Missing an exam will drastically lower your grade (i.e., each exam is worth 12% of the total points possible in this course, except the final exam which is 24%). **Make-up examinations are allowed only under the following three circumstances and require documentation:** (1) participation in a university-sanctioned event, (2) serious illness, or (3) a death in the family. Make-up exams will only be administered **after** the regularly scheduled exam. I will never allow any student to take any exam early. The make-up exam must be completed within 96 hours of the regularly scheduled exam. If your circumstance persists longer than 96 hours and prevents you from completing a makeup exam, additional documentation is needed, and you might consider a medical withdrawal from class. If you become aware of a scheduling problem like a religious holiday that conflicts with the class exam schedule, please bring this conflict to my attention as soon as possible so we can discuss alternatives. **If something happens that prevents you from taking an exam, please contact me or our TA as soon as possible. This shows us that you care about our class and your grade.**

4. Makeup exams **will not be allowed** for the following reasons:

- You were sick for days before the exam and could not study for the exam. You must experience an illness, UW-sanctioned travel, or unforeseen family emergency on the day of an exam to take a make-up exam. Studying for exams should not be crammed into a few days before the exam. This policy also applies to other graded events because you have numerous days to complete graded events so being sick on the due date or having an emergency happen that prevents you from completing your assignments is not an acceptable reason for an extension.
- You have an exam in another class during our class meeting / exam. All classes are equal. If an exam is scheduled outside of regular class time and conflicts with another class, the department or professor administering the exam outside of the regular class time has to provide you accommodations. For example, maybe you have a Math 123 exam that is scheduled outside of regular class time and it occurs during our regular class time. In this case, Math 123 has to provide you with exam accommodations and provide you with an alternate time/date. Here is a link to UW-Madison's exam policy:
<https://registrar.wisc.edu/exampolicy/>

5. Early exams will **not** be administered under any circumstances.

6. Exam scores will be posted in Canvas after everyone has completed the exam and it is graded. You might see a score after taking the exam but that score only displays questions that are automatically graded. Keep in mind that some students might need make-up exams and those need to be completed before grades are released. After exam scores have been released, I will open the exam for a 48-hour review period. I will announce this review period in Canvas and / or via WISC email. Additionally, I will discuss the most commonly missed questions with the class in my announcements.

7. I will provide students with numerous tools to help them succeed on Exams. One tool students can use to make flashcards is **Quizlet**: <https://quizlet.com/> **InQuizitive** is a great way for students to identify gaps in their knowledge and assess their learning. There are **supplemental files** (go to Canvas → Files → Supplemental Materials) to help students with studying techniques (e.g., generate and test), learning techniques (e.g., mnemonic devices or memory strategies), and college success.

8. Instructors have the authority to decide whether to proctor their tests, quizzes, or other course assessments whether the courses are offered in-person or remotely. Failure to use the proctoring service assigned will result in a zero on the graded assessment.

[Honorlock](#) is the campus-supported proctoring tool. Honorlock will proctor your exams this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account, download software, or schedule an appointment in advance. Honorlock is available 24/7, and all that is needed is a computer, a working webcam/microphone, your ID, and a stable internet connection.

To get started, you will need Google Chrome and download the [Honorlock Chrome Extension](#). When you are ready to complete your assessment, log into Canvas, go to your course, and click on your exam. Clicking "Launch Proctoring" will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan of your room. Honorlock will be recording your exam session through your webcam, microphone, and recording your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device.

Honorlock support is available 24/7/365. If you encounter any issues, you may contact them through live chat on the [support page](#), or within the exam itself. Some guides you should review are [Honorlock MSRs](#), [Student FAQ](#), [Honorlock Knowledge Base](#), and [How to Use Honorlock](#).

To help you acclimate to Honorlock, I will open a practice exam that will let you try the onboarding process before the exam so that there are no surprises on exam day. This practice exam is part of the Introduction to the Class module.

Privacy of Student Information and Digital Proctoring Statement

The privacy and security of faculty, staff, and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported teaching and learning tools, including proctoring tools and takes necessary steps to ensure that tool providers prioritize proper handling of sensitive data in alignment with FERPA, industry standards, and best practices.

Under the Family Educational Rights and Privacy Act (FERPA – which protects the privacy of student education records), student consent is not required for the university to share with Honorlock those student education records necessary for carrying out the proctoring service. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to treat vendors as school officials and to share student education records with them where they perform services for the university and are subject to FERPA requirements governing the use and redisclosure of personally identifiable information from education records. Honorlock is FERPA compliant and is bound by the terms of its agreement with the university to comply with FERPA's restrictions on the use of student education records.

Academic Calendar & Religious Observances: I am more than happy to work with students that have religious holidays during the semester. Please keep in mind that many of our class assignments can be completed at any time and early submissions are always welcome and encouraged. However, it is possible that an exam might occur during a religious holiday. Please review our course schedule at the end of the syllabus and see if there is any conflict with your religious holidays. **If there is a conflict between the due date for a graded course element and a religious holiday, please email me during the first 2 weeks of class** so that we can create a plan to accommodate your religious holiday. Students who wish to inquire about religious observance accommodations for exams or assignments should contact the instructor within the first two weeks of class, following the university's policy on religious observance conflicts, <https://secfac.wisc.edu/academic-calendar/#religious-observances>

Extra Credit Points:

- You will be given the opportunity to earn as many as 15 extra credit points during the semester.
- Your extra credit points will be added to your final point total after the final grade is determined.
- ***We will calculate a “pre-extra credit” grade based on the 300 points possible and the above percentage distribution.***
- ***We will then calculate a “post-extra credit” grade.***
- As per department policy, ***grades can be raised only one grade category***. Therefore, if you have an A/B it is possible to earn an A; if you have a C it is possible to earn a B/C (but not a B) with the addition of your extra credit points. You could earn the full 15 points, and this could potentially result in a “post-extra credit” point total that would raise your “grade” on the percentage grade distribution by more than one category. However, your final grade can only be increased by one grade category.
- **There is no guarantee that you will receive a grade increase with extra credit.** We hope that you gain an improved understanding of psychological science through participating in research studies and/or taking extra credit quizzes. Many students will find this extra credit process improves their grade in the

class. Regardless of whether your grade increases, we hope you still find the participation valuable, and hope that it results in a higher grade too.

Extra Credit Process:

There are two ways to earn extra credit points in this course. The first is participation in research studies conducted by faculty and graduate students in the Psychology Department. The second option is to complete extra readings and take extra credit quizzes offered during the semester. Please refer to the Extra Credit Handout posted in Canvas → Files for details. An Introductory survey is also offered during the first few weeks of class. Participation in the Introductory Survey is **voluntary**. However, you will have the greatest chance to easily earn the full extra credit points if you complete this survey. You will receive an email at your WISC email account with your login and password to take the Introductory Survey. Once you receive this information, you can take the survey at: <http://UWMadison.sona-systems.com>. By completing the Introductory Survey, you may become eligible for a greater number of studies. If you are under 18 years old, there are other opportunities for extra credit. Please read the Extra Credit Handout in Canvas for further details and contact Dr. Valerie Ahl veahl@facstaff.wisc.edu if you have additional questions.

Class Expectations:

1. Your presence in class will greatly benefit your learning experience. As your instructor, I want to help you learn the course material. Like most things, learning requires practice, patience, and persistence. Please schedule times to read, work on class assignments, study, and actively participate by reading the discussion boards and announcements.
2. I realize that we are conducting our class during a global pandemic. Undoubtedly, someone will contract COVID-19 and / or be placed into quarantine (probability is not on our side). Symptoms and the effect of COVID-19 vary from person to person. You should continually monitor yourself for COVID-19 symptoms and get tested for the virus if you have symptoms or have been in close contact with someone with COVID-19. You should reach out to me (and your other instructors) as soon as possible if you become ill or need to isolate or quarantine, so that we can make alternate plans for how to proceed with the course. You are strongly encouraged to communicate with me (and your other instructors) concerning your illness and the anticipated extent of your absence from the course. I will work with you to provide alternative ways to complete the course work.
3. Your learning will benefit the most if you read the corresponding text material **BEFORE** working on assignments like InQuizitive. As awesome as this class may be, it is designed to supplement – **not replace** – the material in your textbook. However due to the dynamic nature of psychology, I may need to supplement the textbook (e.g., include videos or demonstrations) and expand on class topics. These additional elements are fair game for exam questions.
4. To maintain the educational process, I will make routine announcements via Canvas and / or your WISC email account that will help guide you. You are responsible for the content of these announcements. It is strongly recommended that you check Canvas and your campus email at least 5 to 7 times per week.
5. Please be polite and respectful to your classmates and me. College is preparing you for the work world and you will benefit from treating class like a job with co-workers, a manager, and deadlines. College is a safe place to make mistakes without them costing you your job.
6. It is strongly recommended that you review the student's [Rules, Rights and Responsibilities](#) in the Undergraduate Guide.

What You Can Expect from Me: Like you, I will spend several hours each week preparing for class and will strive to maintain a classroom environment that is conducive to learning and respectful of all individuals. I welcome questions on the Discussion Boards, and I am always happy to work with students individually during office hours or scheduled appointments. I will do my best to construct challenging assignments and exams that are graded fairly. I am willing to listen to and consider any concerns you have about the content of homework, quizzes, or exams. I will respond promptly to emails and update Canvas regularly. If you have a question, then the BEST way to get a fast response is to post your question on our Course Question discussion board in Canvas. Please contact me or our TA via email about personal issues that do not apply to other students. For example, **do not email me** and ask if the system has recorded that you read chapter 1 or confusion about a growth mindset. Instead, post these questions on the Course Questions discussion board in Canvas because other students have the exact same question. **Please email me** if you have had an accident or are in the hospital.

Diversity and Inclusion

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.”

Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

Usage of Audio Recorded Lectures Statement

Lecture materials and recordings for Psychology 202 Lecture 6 are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have any course materials and recordings outside of class, including posting on internet sites or selling commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor’s express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university’s policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Ethics of being a student in the Department of Psychology

The members of the faculty of the Department of Psychology at UW-Madison uphold the highest ethical standards of teaching and research. They expect their students to uphold the same standards of ethical conduct. By registering for this course, you are implicitly agreeing to conduct yourself with the utmost integrity throughout the semester.

In the Department of Psychology, acts of academic misconduct are taken very seriously. Such acts diminish the educational experience for all involved – students who commit the acts, classmates who would never consider engaging in such behaviors, and instructors. Academic misconduct includes, but is not limited to, cheating on assignments and exams, stealing exams, sabotaging the work of classmates, submitting fraudulent data, plagiarizing the work of classmates or published and/or online sources, acquiring previously written papers and submitting them (altered or unaltered) for course assignments, collaborating with classmates when such collaboration is not authorized, and assisting fellow students in acts of misconduct. Students who have knowledge that classmates have engaged in academic misconduct should report this to the instructor.

Accommodations for Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations, as part of a student's educational record is confidential and protected under FERPA.

UW-Madison students who have experienced sexual misconduct (which can include sexual harassment, sexual assault, dating violence and/or stalking) also have the right to request academic accommodations. This right is afforded them under Federal legislation (Title IX). Information about services and resources (including information about how to request accommodations) is available through Survivor Services, a part of University Health Services: <https://www.uhs.wisc.edu/survivor-services/>.

Complaints

Occasionally, a student may have a complaint about a TA or course instructor. If that happens, you should feel free to discuss the matter directly with the TA or instructor. If the complaint is about the TA and you do not feel comfortable discussing it with him or her, you should discuss it with the course instructor. Complaints about mistakes in grading should be resolved with the TA and/or instructor in the great majority of cases. If the complaint is about the instructor (other than ordinary grading questions) and you do not feel comfortable discussing it with him or her, make an appointment to speak to the Associate Chair for Undergraduate Studies, Professor Maryellen MacDonald, mcmacdonald@wisc.edu.

If your complaint concerns sexual harassment, you may also take your complaint to Dr. Linnea Burk, Clinical Associate Professor and Director, Psychology Research and Training Clinic, Room 315 Psychology (262-9079; burk@wisc.edu).

If you have concerns about climate or bias in this class, or if you wish to report an incident of bias or hate that has occurred in class, you may contact the Chair of the Department, Professor Craig Berridge (berridge@wisc.edu) or the Chair of the Psychology Department Climate & Diversity Committee, Catherine Marler (catherine.marler@wisc.edu). You may also use the University's bias incident reporting system, which you can reach at the following link: <https://doso.students.wisc.edu/services/bias-reporting-process/>.

UW Psychology Club: If you are interested in psychology and would like to meet new people that share the same interest, you are welcome to check out UW's Psych Club. You will have the opportunity to observe aspects of psychology outside of a classroom setting, watch popular movies that involve psychology, meet professors, psychologists, and other people with careers in psychology, take part in fun fundraising activities,

and more. All students can become new members; you do not have to be a psych major. For more information, email psychclub@psych.wisc.edu, and our Facebook group, "UW Psychology Club."

Peer Learning Association: We will have the opportunity to benefit from the Peer Learning Association (PLA). PLA gives students the opportunity to meet each week and learn course material that is confusing or does not make sense. PLA facilitators are not TAs or Instructors but are expert learners that have previously taken Psych 202 and they will utilize numerous facilitation techniques to help you learn the material. PLA is a semester long commitment and PLA is not a cram session held a day or two before the exam. Information about PLA will be posted in Canvas → Files and will be announced in class. I strongly encourage you to join PLA and take advantage of this unique opportunity.

Course Schedule

<u>Week & Date</u>	<u>Course Topic</u>	<u>Due Dates</u>
1 M, 01/25 to Sa, 01/30	Orientation – Syllabus, Intro Materials Ch 1 – Welcome to Psychology	Ch 1: Lecture Wrapper Pre-Reading: F, 01/29 Ch 1: Reading: Sa, 01/30
2 Su, 01/31 to Sa, 02/06	Orientation – Syllabus, Intro Materials Ch 1 – Welcome to Psychology Ch 2 – Research Methods	Ch 1: InQuizitive: T, 02/02 Ch 1: Lecture Wrapper Post-Reading: W, 02/03 Ch 2: Lecture Wrapper Pre-Reading: F, 02/05 Ch 2: Reading: Sa, 02/06
3 Su, 02/07 to Sa, 02/13	Orientation – Syllabus, Intro Materials Ch 2 – Research Methods Ch 3 – Brain, Mind, and Behavior	Ch 2: InQuizitive: T, 02/09 Ch 2: Lecture Wrapper Post-Reading: W, 02/10 Ch 3: Lecture Wrapper Pre-Reading: F, 02/12 Orientation Materials: F, 02/12 Ch 3: Reading: Sa, 02/13
4 Su, 02/14 to Sa, 02/20	Ch 3 – Brain, Mind, and Behavior Exam 1 (W, 02/17) Ch 4 – Sensation and Perception	Ch 3: InQuizitive: T, 02/16 Ch 3: Lecture Wrapper Post-Reading: W, 02/17 Ch 4: Lecture Wrapper Pre-Reading: F, 02/19 Ch 4: Reading: Sa, 02/20
5 Su, 02/21 to Sa, 02/27	Ch 4 – Sensation and Perception Ch 6 – Learning	Ch 4: InQuizitive: T, 02/23 Ch 4: Lecture Wrapper Post-Reading: W, 02/24 Ch 6: Lecture Wrapper Pre-Reading: F, 02/26 Ch 6: Reading: Sa, 02/27
6 Su, 02/28 to Sa, 03/06	Ch 6 – Learning Ch 7 – Memory	Ch 6: InQuizitive: T, 03/02 Ch 6: Lecture Wrapper Post-Reading: W, 03/03 Ch 7: Lecture Wrapper Pre-Reading: F, 03/05 Ch 7: Reading: Sa, 03/06
7 Su, 03/07 to Sa, 03/13	Ch 7 – Memory Exam 2 (W, 03/10) Ch 8 – Thought, Language, and Intelligence	Ch 7: InQuizitive: T, 03/09 Ch 7: Lecture Wrapper Post-Reading: W, 03/10 Ch 8: Lecture Wrapper Pre-Reading: F, 03/12 Ch 8: Reading: Sa, 03/13
8 Su, 03/14 to Sa, 03/20	Ch 8 – Thought, Language, and Intelligence Ch 10 – Stress and Health	Ch 8: InQuizitive: T, 03/16 Ch 8: Lecture Wrapper Post-Reading: W, 03/17 Ch 10: Lecture Wrapper Pre-Reading: F, 03/19 Ch 10: Reading: Sa, 03/20
9 Su, 03/21 to Sa, 03/27	Ch 10 – Stress and Health Ch 11 – Development	Ch 10: InQuizitive: T, 03/23 Ch 10: Lecture Wrapper Post-Reading: W, 03/24 Ch 11: Lecture Wrapper Pre-Reading: F, 03/26 Ch 11: Reading: Sa, 03/27
10 Su, 03/28 to Sa, 04/03	Ch 11 – Development Ch 12 – Personality	Ch 11: InQuizitive: T, 03/30 Ch 11: Lecture Wrapper Post-Reading: W, 03/31 Ch 12: Lecture Wrapper Pre-Reading: F, 04/02 Ch 12: Reading: Sa, 04/03
11 Su, 04/04 to Sa, 04/10	Ch 12 – Personality Exam 3 (W, 04/07) Ch 13 – Psychological Disorders	Ch 12: InQuizitive: T, 04/06 Ch 12: Lecture Wrapper Post-Reading: W, 04/07 Ch 13: Lecture Wrapper Pre-Reading: F, 04/09 Ch 13: Reading: Sa, 04/10
12 Su, 04/11 to Sa, 04/17	Ch 13 – Psychological Disorders Ch 14 – Therapies	Ch 13: InQuizitive: T, 04/13 Ch 13: Lecture Wrapper Post-Reading: W, 04/14 Ch 14: Lecture Wrapper Pre-Reading: F, 04/16 Ch 14: Reading: Sa, 04/17
13 Su, 04/18 to Sa, 04/24	Ch 14 – Therapies Ch 15 – Social Psychology	Ch 14: InQuizitive: T, 04/20 Ch 14: Lecture Wrapper Post-Reading: W, 04/21 Ch 15: Lecture Wrapper Pre-Reading: F, 04/23 Ch 15: Reading: Sa, 04/24

14 Su, 04/25 to Fr, 04/30	Ch 15 – Social Psychology Last Day of the Semester (Friday – 04/30) Final Exam Review 04/30 Time: TBA	Ch 15: InQuizitive: T, 04/27 Ch 15: Lecture Wrapper Post-Reading: W, 04/28
15 Su, 05/02	Final Exam - <u>SUNDAY</u> May 2th - Available all day	

***Note: Although the syllabus is a good guideline, class demands could cause changes in the syllabus or class schedule. Anything in this syllabus is subject to change. Changes will be announced via Canvas and/or WISC email, and you are responsible for being aware of, and adhering to, these changes. I highly recommend checking Canvas and your WISC email account daily.