UCONN
UNIVERSITY OF CONNECTICUT

PSYC 1100 Course Syllabus
Common Curriculum Sample for TOI-6

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Course and Instructor Information

Course Title: General Psychology I
Instruction Mode: in person
Term: Fall 2024
Lecture Schedule: Day/time
Lecture Location: Location

Credits: 3 Credits
Prerequisites: no prerequisites

Professor/Instructor: Instructor

Email: email address
Office Hours: office hours

Laboratory Instructor and Schedule: varies by section

Course Materials

- Required Materials: Achieve for Psychology (6th Edition) by Schachter, Gilbert, & Nock

- Required course materials should be obtained by the first day of class and is available for purchase through the UConn Bookstore.

- Additional course media and lecture slides are available within Husky CT

Course Description

PSYC 1100 catalog description: Basic principles that underlie mental processes and behavior; research methodology, biopsychology, sensation, perception, learning, memory and language.

Section description: This course is an introduction to the scientific study of the mind and behavior. The topics we will cover include: (1) how the scientific method is applied to the study of the mental processes, (2) how neural processes and circuits give rise to cognition and behavior, (3) the cognitive processes that support perceptions, thought, memory and communication as well as the (4) the development of cognitive process and (4) individual differences.

Note about Introduction to Psychology at UConn: At UConn, the introduction to psychology is a two-part sequence: PSYC 1100 (psychology as a "natural science"; this course) and PSYC 1101/1103 (psychology as a "social science"). Thus, there are several major topics in psychology (e.g., social psychology, personality and psychological therapy) that will not be covered in this class but are often covered in PSYC 1101/1103. There are also major topics in psychology that we will touch on (abnormal psychology, developmental psychology) but will not cover in depth. These topics are also often covered in PSYC 1101/1103.

TOI-6 Scientific and Empirical Inquiry

Knowledge production stems from an interplay of observation, data, hypotheses, and theory concerning the natural universe, social systems, and theoretical models. Through scientific inquiry in the form of problem-solving and questioning, a greater understanding of observable phenomena develops and facilitates well-reasoned conclusions and predictions. Essential to this inquiry is a comprehension of major principles guiding modern scientific thought and awareness of the roles and limitations of interpreting and predicting observable phenomena.

Courses within this Topic of Inquiry category **must meet two or more** of the following TOI-6 Learning Objectives

Common Curriculum Objective	Course Objective(s)	Course Assignment
Learning Objective 1: Students will be able to explain and appropriately utilize basic scientific language and concepts.	1. Identify unifying principles of science and demonstrate competence in applying them **1.1 Identify features of various subfields within psychological science** **1.2) Identify basic methods of psychological science research.** **1.3) Identify distinct brain circuits and their relation to function.** **1.4) Identify basic terminology in genetics and cognitive science**	• Husky CT Extra Credit Practice Quizzes • Husky CT Exams
Learning Objective 2: Students will be able to design or conduct an experiment or analysis suitable to test a scientific hypothesis and be able to interpret the results.	2.Interpret experimental data to logically derive and state valid conclusions **2.1) Evaluate the methods and results of primary research in the psychological sciences** **2.2) Analyze primary source material** **2.3) Incorporate primary source material into a presentation**	• Husky CT Extra Credit Practice Quizzes • Husky CT Exams • **Assignments 1, 2 and 3 involve finding and extracting information from a primary review paper and at least one primary research paper and developing a power-point or other presentation platform.**

| Learning Objective 3: Students will be able to solve problems described verbally, graphically, symbolically, or numerically. | 3. Identify, analyze and evaluate arguments based on key scientific factors

3.1) Discriminate between sources of psychological scientific information.

3.2) Evaluate the relative advantages and disadvantages of different research methods. | • Husky CT Extra Credit Practice Quizzes
• Husky CT Exams
• **Assignments 1, 2 and 3 involve finding and extracting information from a primary review paper and at least one primary research paper and developing a power-point or other presentation platform.** |

Course Structure & Format

There are two primary components to this course: (1) Course Lecture and Assigned Readings and (2) the Laboratory.

Course Lecture and Assigned Readings: The main component of this course is an in-class lecture, which will include power-point presentations, demonstrations and videos. For most lectures, there will be assigned textbook readings and some optional material. Note that the lectures and readings are complementary. Although there is overlap, some assigned material discussed in the textbook will not be covered in lectures and vice versa. Exams will be based on material covered in the course lecture and in the assigned readings. Exams account for 75% of your final grade (see *Course Requirements, Exams and Assessments* for more detail).

Laboratory: Students will also attend a weekly laboratory class. Laboratory classes will focus on research methods, statistics, and scientific literacy as they relate to the psychological sciences. Laboratory classes, which are taught by graduate instructors, will include their own assignments, quizzes, and/or exams. Your laboratory grade will account for 25% of your final grade (see *Course Requirements, Exams and Assessments* for more detail). **Please note that laboratory classes begin the third week of class (start date for lab courses).**

Course Requirements and Grading

Summary of Course Grading

Course Components	Weight
Best exam score	25%
Second best exam score	25%
Third best exam score	25%
Lab section grade	25%
Experimental Literacy requirement	-3% Course Penalty for incomplete
Extra Credit: Experimental Literacy	up to 1.25% added to Final Grade
Extra Credit: Practice Quizzes	up to 2.5% added to Final Grade

Your grade for the course will be based on exams, your lab section assignments and participation, practice quizzes, and completion of the experimental literacy component.

Exams: There are three exams and an optional cumulative final exam. Exams 1-3 will consist of 40 multiple choice questions. Although Exams 2 and 3 will focus largely on material covered after the previous exam, both will contain some questions on the scientific method and research methods in psychology (material that will be covered largely before Exam 1). The cumulative final exam will cover the entire course and consist of 50 multiple choice questions. The final exam is optional and will be an opportunity for students to make-up for a low score or a missed exam. If you take all exams including the optional final, the lowest exam score will be dropped. All exams will be taken in Husky CT, will not use Respondus Lockdown Browser, will be open note. For each exam, you will have a 24-hour window to take the exam but will be given 80 minutes to complete the exam.

Lab Section and Assignments: On the first day of lab, your lab instructor will provide their own lab syllabus that will outline how you will be assessed in the lab. The final grade of the lab will account for 25% of your final PSYC 1100 grade.

Experimental Literacy Requirement: One goal of General Psychology is to acquaint students to the process of experimentation in psychology. Therefore, you will be expected to satisfy an experimental literacy requirement. This requirement may be satisfied through participating in research studies at UConn laboratories or through approved alternative assignments (e.g., writing summaries of psychological research). All the details of the literacy requirement will be posted on the HuskyCT site by the second week of class. You will be expected to complete 5 Experimental Literacy credits (each of which takes about 30-minutes of time to complete). Completion of the Experimental Literacy Requirement is pass/fail. Failure to complete the literacy requirement will lead to a penalty against your final grade (up to 3 percentage points).

Extra Credit: Practice Quizzes (total extra credit up to 2.5%). For each chapter (there are 10 chapters total), there will be a practice quiz consisting of anywhere between 10-20 questions. For each practice quiz that you complete by their respective due dates (see schedule below) <u>AND</u> that you score at least 80%, you will receive .25% towards your Final Grade. Please note that you are able to complete the practice quizzes up to 5 times before the due date (your highest score will be logged). All Practice Quizzes must be completed and submitted via the Achieve platform (links via HuskyCT). Completing the practice quizzes has the added benefit of preparing you for the exams.

Extra Credit: Additional Experimental Literacy Activities (total extra credit up to 1.25%). You may obtain additional experimental literacy credits for extra credit. Each additional Experimental Literacy credit you receive will be worth .25% towards your Final Grade. The maximum number of extra Experimental Literacy credits (beyond the required 5) is 5 credits, which totals 1.25% towards our final grade.

Grade Scale:

A : 93-100 pts	B : 83-86 pts	C : 73-76 pts	D : 63-66 pts
A- : 90-92 pts	B- : 80-82 pts	C- : 70-72 pts	D- : 60-62 pts
B+ : 87-89 pts	C+ : 77-79 pts	D+ : 67-69 pts	F : 0-59 pts

Grade Rounding Policy: There is no rounding for Exam Grades or Final Lab Grades (for example, an 82.75 exam grade does not get rounded to 83). When Final Grades are calculated, fractions of grade will be rounded to the nearest integer. Any Final Grade containing decimals <= .499 will be rounded down. Any Final grade containing decimals >=.500 will be rounded up. For example: 92.67 will get rounded up to 93 (Letter Grade = A), 89.4 will get rounded down to 89 (Letter Grade = B+).

Weekly Time Commitment: You should expect to dedicate between 9-12 hours a week to this course. This expectation is based on the various course activities, assignments, and assessments and the <u>University of Connecticut's policy regarding credit hours.</u>

Late/Missed Policy

Missed Exams: If there are extenuating circumstances that prevent you from taking exams, please bring this to my attention <u>before</u> the day of the exam. Failure to do so will lead to a penalty; failure to make-up exams within two days of the exam date will be considered a missed exam (0 pts).

Course Outline

Module 1: Biological Bases of Behavior
  Week 1-Introduction
  Week 2-Research Methods
  Week 3-Roots of Behavior
  Week 4&5-Brain and Nervous System
  Week 6 Review and Exam
Module 2: Perceiving the World
  Week 7-Sensation
  Week 8-Perception
  Week 9-Consciousness
  Week 10-Review and Exam
Module 3: Mental Process and Observable Behaviors
  Week 11-Learning
  Week 12-Memory
  Week 13-Thinking
  Week 14-Review and Exam

Student Responsibilities and Policies

- As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Review these important standards, policies, and resources:
    - The Student Code
        - Academic Integrity and Strategies to Minimize Academic Misconduct
        - Sexual and Gender Misconduct, including reporting policies on and policies against discrimination, harassment, and inappropriate romantic relationships
    - Other University Policies, including Adding or Dropping a Course, Credit Hours and Workload
    - Academic Calendar
- **Please note that academic misconduct (e.g., cheating, plagiarism, etc.) is taken very seriously at the University of Connecticut.** Please take time to review the above links for an overview of definitions and UConn's policies, student frequently asked questions, and strategies students can take to minimize misconduct.
- **Due Dates and Late Policy:** All course due dates are identified in the syllabus and in the learning unit in HuskyCT. Deadlines are based on Eastern Standard Time unless otherwise specified. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*
- **Feedback and Grades:** I will make every effort to provide grades within 1-week of the Exam and/or Assignment. To keep track of your performance in the Lecture section of the Course, refer to My Grades in the Lecture HuskyCT. To keep track of your performance in the Lab section of the Course, refer to My Grades in the Lab HuskyCT.
- **Missing an exam**: See "Missed Exams" under Course Requirements and Grading.

- **E-mail policies**: Email is my preferred mode of communication. Please allow an appropriate amount of time for email responses. I will do my best to respond within 48 business hours.
- **Policy on grade change**: Your final grade is calculated based on the parameters described above in *Exams and Grading* section above. If you think that your final grade has been miscalculated, you may contact Dr. Suanda. You may not request a grade change for any other reason. If students feel that their grade is incorrect or unfair for reasons other than a computational or clerical error, there are formal ways to appeal according to UConn policy.

<div style="background:#12355B;color:#fff;text-align:center;font-weight:bold;">Student Resources</div>

All students can succeed in this course and we are here to help you along the way. Please do not hesitate to email with questions or set-up a meeting. Success in this course, especially in this semester of transitions, depends heavily on your personal health and well-being. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. Reflect on your role in taking care of yourself throughout the semester, before the demands of exams and projects reach their peak. Please feel free to reach out to me about any difficulty you may be having that may impact your performance in your courses or campus life as soon as it occurs and before it becomes too overwhelming. In addition to your academic advisor, I strongly encourage you to contact the many other support services on campus that stand ready to assist you.

- **Dean of Students Office**
- **Center for Students with Disabilities**
- **Academic Achievement Center**
- **Psychological Sciences Major Advising**
- **Student Health and Wellness**
- **Student Health and Wellness - Mental Health**
- **Husky Study Groups**: Are you interested in forming a study group with other students in the class? There is a study group application in Nexus that can help you get started. Learn more about Husky Study groups here.

Accommodations for Illness or Extended Absences

Please stay home if you are feeling ill and please go home if you are in class and start to feel ill. If illness prevents you from attending class, it is your responsibility to notify your instructor as soon as possible. You do not need to disclose the nature of your illness, however, you will need to work with your instructor to determine how you will complete coursework during your absence.

If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support. Regional campus students should email the Student services staff at their home campus to request support and faculty notification.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or http://csd.uconn.edu/.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from Blackboard's website)

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:
- HuskyCT/Blackboard (HuskyCT/ Blackboard Accessibility Statement, HuskyCT/ Blackboard Privacy Policy)
- Adobe Acrobat Reader (Adobe Reader Accessibility Statement, Adobe Reader Privacy Policy)
- Google Apps (Google Apps Accessibility, Google for Education Privacy Policy)
- Microsoft Office (free to UConn students through uconn.onthehub.com) (Microsoft Accessibility Statement, Microsoft Privacy Statement)
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- University students are expected to demonstrate competency in Computer Technology. Explore the Computer Technology Competencies page for more information..

Technical Assistance

- This course uses the learning management platform, HuskyCT. If you have difficulty accessing HuskyCT, you have access to the in person/live person support options available during regular business hours through the Help Center. You also have 24x7 Course Support including access to live chat, phone, and support documents.
- Student technology training is now available in a new HuskyCT short course created by students for students. It will prepare you to use the IT systems and services that you will use throughout your time at UConn, whether learning online or on-campus.

Course Evaluation

Students will be given an opportunity to provide feedback on their course experience and instruction using the University's standard procedures, which are administered by the Office of Institutional Research and Effectiveness (OIRE).

The University of Connecticut is dedicated to supporting and enhancing teaching effectiveness and student learning using a variety of methods. The Student Evaluation of Teaching (SET) is just one tool used to help faculty enhance their teaching. The SET is used for both formative (self-improvement) and summative (evaluation) purposes.

Additional informal formative surveys and other feedback instruments may be administered within the course.