UCONN
UNIVERSITY OF CONNECTICUT

PSYC 1100
General Psychology 1
Fall 2021

Syllabus

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT or on the live Google Doc. Feel free to bookmark this page for easy access. This syllabus is also updated periodically as students ask clarification questions about class policies.

Our schedule is available on HuskyCT and in another Google Doc. Be sure to check it regularly for updates.

Table of Contents (Links)

Course and Instructor Information

Course Title: General Psychology I (PSYC 1100)
Credits: 3
Format: lecture (Tu/Th, 2-2:50pm, SCHN 151) and lab (various sections)
Prerequisites: none
Office Hours: BOUS 127, Th 3:00-5:00pm + by appointment
Contact: in person (before or after class or during office hours); see the Class Communication Policies section for policies and contact information

Professor: "Dr. Alex" -- Dr. Alexandra Paxton (*pronouns*: she/her/hers)
A note from Dr. Alex:

> *I'm a professor in the Psychological Sciences Department, and I study human communication and social interaction. Whether you're taking PSYC 1100 at the start of your PSYC major or are just taking it as part of your general education requirements, I'm looking forward to spending this semester with you as we explore the science of psychology!*
>
> *I've designed this syllabus to give you important information about our class and to point you to other resources that can support your success in and outside of the classroom. I know that everyone is facing extraordinary pressures this semester. I encourage you to reach out to me and our TA if you find yourself facing any barriers to your engagement with our class.*
>
> ***I encourage each of you to take advantage of my office hours.*** *Office hours are a great time to talk about questions about the course and class material, but I'm also happy to talk about other questions you might have about psychology—especially if you're interested in careers in psychology!*

Dr. Alex's avatar on HuskyCT

Lecture Teaching Assistant: "Gray" -- Gray Thomas (*pronouns*: he/him/his)
A note from Gray:

> *I am a 1st year PhD student in the Ecological Psychology Program and affiliated with the Center for the Ecological Study of Perception and Action. I am a member of Dr. Alex's dyscord lab, and my work focuses on interpersonal dynamics, and what contributes to meaningful interactions between people and groups of people. I am from Oklahoma, love basketball, and a dream side job would be to be a voice actor someday. I enjoy helping people along their paths in life, so feel free to reach out to me at any point during the semester if you all need help with anything!*

Gray's avatar on HuskyCT

Course Description

Catalogue Description

Basic principles that underlie mental processes and behavior; research methodology, biopsychology, sensation, perception, learning, memory and language.

Additional Description

This course is an **introduction to psychology as a natural science**. We'll be focusing on the scientific study of mind and behavior, along with basic scientific literacy. This will include foundational concepts as well as emerging approaches to psychology. This course is designed to fulfill UConn's CA3 (Science and Technology) General Education requirement, meaning that this class will "acquaint students with scientific thought, observation, experimentation, and formal hypothesis testing, and enable students to consider the impact that developments in science and technology have on the nature and quality of life."

We **will not cover social psychology, personality psychology, or psychological counseling**. However, if you are interested in these topics, our study of physical and biological processes of psychology in this course will build a solid foundation for you when you take PSYC 1101 or 1103.

COVID-19 Emergency Semester

The syllabus is an aspirational statement of what we could and should do, and it projects how the fourteen weeks of the semester will unfold for us as a community of learners. As the past year has demonstrated, circumstances may shift for reasons outside of our control. **We must acknowledge that the syllabus's usual promise of stability cannot predict challenges we might face in the next few months**: our own health, the health of our loved ones, struggles with jobs and employment, caregiving responsibilities, or even the mundane problems of finding a quiet place in which to study. I want us to begin our semester with the understanding that it is hard for us to know the issues that will affect us individually or collectively in the coming months and with the request that we approach our time together with compassion and empathy.

My biggest priority this semester is your physical, mental, and emotional well-being. To that end, our grading system has built-in flexibility for assignments and assessments (see Course Requirements and Grading section). Please be in touch if you are facing issues that impact your ability to participate fully in the class, and I urge you to reach out as soon as you can about any possible issues so that we can work together to try to find solutions. If you encounter challenges that fall beyond the purview of the course, we are happy to serve as a sounding board or to help you find the resources at UConn that can best meet your needs. I've put many of those resources into this syllabus, but don't hesitate to reach out to us if you are unable to find what you need here.

Our class will be following UConn's COVID-19 protocols. Please familiarize yourself with the protocols and check the website frequently for updates over time. As of the start of the semester, this means that you will need to be masked while inside buildings. While you are in class, you can *briefly* remove your mask to take drinks but will need to replace it immediately, and you cannot eat in classroom spaces. **If you are experiencing symptoms of COVID-19 or any other illness, _please do not come to class_; it is far more important to protect yourself and those around you.** For more on COVID-19 testing and other campus procedures, see UConn's COVID dashboard.

I'm hopeful that our classroom will provide a community for all of us in these difficult times. Throughout the semester, **always remember to practice kindness and forgiveness for others *and* yourself**, as we are all living through incredibly difficult times. I hope that we—as a collective—can continue to learn from each other as we navigate life during a pandemic.

Course Goals and Objectives

By the end of the semester, students will:

1. **… build a knowledge base about psychology as a natural science**.
    - For each major research area of psychology, students will be able to:
        - *define* its specific focus,
        - *summarize* important findings,
        - *evaluate* potential research methods to test hypotheses from it, and
        - *connect* it to other areas of psychology.
    - Students will also be able to *illustrate* the complexity of the brain-body-environment system in shaping behavior and cognition.
2. **… grow scientific literacy**.
    - Students will be able to:
        - *describe* how the steps of the scientific method fit together,
        - *define* the basic elements of statistics, and
        - *evaluate* the merits of scientific studies.
    - Importantly, students will also be able to *explain* the current state of the ethics in psychology and the reasons for our current system and *evaluate* novel ethical issues when presented with new studies or research methods.
3. **… hone critical thinking skills**.
    - Students will be able to *critique* popular portrayals of the science of psychology (including in the media and in public discourse) and will be able to *defend* those critiques with improved analytical thought and specific scientific findings.
    - Students will be able to:
        - *assess* their own thinking and learning,
        - *create* a plan to meet their educational goals, and

- ■ *evaluate* their own success.
4. **… relate psychology to a variety of domains**.
   - ○ Students will be able to *analyze* how specific findings in psychology impact society, public policy, other academic fields, other professions, and even their everyday life.

Course Materials

Textbook and Supplementary Media

We'll be using an **open-access textbook that is available online for free in HTML or PDF**:

OpenStax College (2020). *Psychology 2e*. Houston, TX: OpenStax CNX. Retrieved from https://openstax.org/details/books/psychology-2e.

Printed versions are available for a nominal fee through the [UConn Bookstore](direct link here) ([direct link here](#)) and may be shipped to you if you are not on campus.

Supplementary media will be made available through HuskyCT throughout the semester. These are intended to complement the textbook and lectures. They may include original scientific articles, instructional readings, video clips, and popular science articles.

Software and Technology

Our activities will require you to be able to access course material, complete assignments, and interact with others online. To do this, you will need the **following software and/or technical requirements**:

- Laptop or desktop computer
  - ○ **NOTE:** This course has *NOT* been designed for use with mobile devices.
  - ○ If you do not have access to a laptop or desktop computer, please contact UConn Information Technology Services to ask about arranging a long-term loan of UConn-owned laptops.
- An internet browser of your choice
- Access to high-speed internet with a minimum speed of 1.5 Mbps (*4 Mbps or higher is recommended*)
- HuskyCT (HuskyCT/ Blackboard Accessibility Statement, HuskyCT/ Blackboard Privacy Policy)
- UConn WebEx (WebEx Accessibility Statement, WebEx Privacy Policy)
- Google Apps (Google Apps Accessibility Statement, Google for Education Privacy Policy)
- A PDF reader/viewer of your choice
- Speakers (*required*) and/or headphones (*recommended*)

If you need help with technology, there are a number of UConn services that can help; I've listed a few of them in the Additional Resources section of the syllabus. For information on managing your privacy at UConn, visit UConn's Privacy page.

Course Overview

Course Content and Format

Course content is organized into modules, and each module includes folders on HuskyCT with all associated content. Each module includes 3-4 general topics and includes about 6 lectures. Our course schedule specifies the module to which each lecture belongs (in the leftmost column). Each module ends with an exam (see Exams section). All of the course content and assignments associated with each lecture are grouped in a single folder on HuskyCT with that lecture number. For more information on how to navigate the lecture folders, see the "Course Overview" module on HuskyCT.

Lecture videos and readings form the core of the course material, and you are expected to complete all assigned readings and view all lectures. Readings will be posted on HuskyCT; you should finish the readings before you watch the corresponding lecture videos. Lecture videos will be posted on HuskyCT in 2-4 separate videos (up to 50 minutes total per lecture), and I will post PDFs of the slides so that you can take notes while following along with the videos.

Class meetings will be devoted to activities and discussions about course material (instead of passive lecturing), so students are expected to have completed the readings and lecture videos *before*

attending class. This is a type of *flipped classroom*: Before class, students will read the assigned material and watch pre-recorded lecture videos, and during class meetings, students will engage more deeply with class concepts through activities and discussions. This means that you will have time to digest the material on your own first, freeing up class meetings to build a community of learners and apply your knowledge. One of the primary goals of this class design is for you to strengthen your skills as a *learner* and not just as a *student*.

Attending class meetings is not required; attendance is not graded or tracked. As a result, please be respectful of the learning environment and others in it by engaging *fully* with class activities when attending class meetings. Feel free to use your digital devices to access course materials or take notes, but please refrain from using them for non-course-related activities during class time. All digital devices should be silenced during class to avoid disrupting other students' learning.

Correct mask-wearing in our class activities—like all other indoor spaces—is mandatory. (See UConn's COVID policies.) Anyone who is not wearing a mask or is not wearing a mask appropriately will be asked to correctly wear a mask or will be asked to leave. Correct mask-wearing is an important way that everyone at UConn can protect themselves and our community.

Labs

All students must participate in a weekly lab section. Be sure to consult your schedule to find the format of your session. **Please note that your lab TA is entirely responsible for your lab section.** If you have any questions about your lab grade or lab assignments, please reach out directly to your lab TA.

Weekly Time Commitment

You should expect to dedicate approximately 6-8 hours per week on required activities for the lecture section of the course. Optional opportunities—like office hours—are not included in this estimate and may add another 30-60 minutes per week, depending on how much you choose to engage in them. This expectation is based on the various course activities, assignments, and assessments (see UConn's policy regarding credit hours and the Online Student website).

As we will discuss in our section on science-backed studying (and, later, our content section on Memory), remember that **spaced practice—or distributing the same amount of study time over multiple days or weeks—leads to better retention and understanding without adding more time demands**. For more advice on study habits and more tips for success, consult the video on study tips from our "Course Orientation" module on HuskyCT.

You should expect to spend an additional 3-4 hours per week on the lab section of the course, including attending the lab and completing work related to it. However, remember that the lab is entirely run by the TA assigned to the section, so please reach out to them with any questions about it.

Class Communication Policies

Announcements: I will post announcements to our class's section on HuskyCT. Please be sure to check HuskyCT regularly and often for the most up-to-date information.

HuskyCT Discussion Board: For questions about class procedure and requirements, please see the "Class Procedures and Requirements" forum on our HuskyCT Discussion Board. If you have a question, please first look through the existing posts to see if your question has already been asked and answered. If you can't find a similar question, please make a new post about it there. You can do this by clicking "Create Thread" (after clicking on the "Class Procedures and Requirements" forum). You can post anonymously if you would like. Our TA and I will do our best to get back to you within 2 business days.

In-Person Communication: **For any other questions, please come see me in person (before or after class or during office hours).** Focusing on in-person communication helps faculty members and students build stronger relationships with students, and it helps students receive more in-depth answers.

Email: **Email should only be used in one of the following ways and with the following requirements.** Emails sent for any other reason or sent without the required items will not be considered. Please plan to talk with me in person, either before or after class meetings or during office hours. In-person conversations build stronger relationships and foster a more collegial learning atmosphere than email conversations. I look forward to getting to know you!

1. **To set up a one-on-one meeting with me if my office hours conflict with your schedule.** Your email (1) must be sent from your @uconn.edu email address, (2) must include the subject line "PSYC 1100 Meeting Request," and (3) must include three possible times when you would like to meet and a brief (1- to 2-sentence) description of the meeting.
2. **To discuss CSD-approved accommodations.** Your email (1) must be sent from your @uconn.edu email address, (2) must include the subject line "PSYC 1100 CSD accommodation," and (3) must include your contact in the CSD as a recipient of the email.

Success and Well-Being

All students can succeed in this course, and our TA and I are here to help you along your journey. Please ask questions and attend office hours. All questions are important here.

Success in our course and your entire educational career depends heavily on your personal health and well-being. This is *especially* true during this semester. Stress is an expected part of the college experience, but it often can be compounded by unexpected setbacks or life changes outside the classroom. I strongly encourage you to reframe the challenges and the obstacles that you will overcome this semester as part of the pathway to success, but remember that you are not alone. 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 that may impact your performance in your courses as soon as it occurs and before it becomes too overwhelming. In addition to your academic advisor, **I strongly encourage you to reach out to the support services at UConn that are eager to help you with your physical, mental, and academic well-being** (including those listed in the Additional Resources section).

Course Requirements and Grading

Summary of Course Grading

Our class will use a system called *specifications grading*. Specifications grading emphasizes skill development and promotes student autonomy. Rather than getting a percentage score for each gradebook item and weighting all of those scores to get your final grade, students are graded on each gradebook item as *satisfactory* or *unsatisfactory*, and students earn their final course grade by achieving a certain number of *satisfactory* grades on a specific number of each kind of gradebook items. Students also have a certain number of tokens that can be cashed in for opportunities to retake assessments or resubmit assignments or use to complete late work (see Tokens section for more about tokens).

One major feature of this system—especially during our stressful time—is that **students have much more freedom to decide what kind of learning experience they want to have**. This is because each letter grade is based on a "bundle" of gradebook items. If you complete the requirements for that bundle of work, you will receive that grade. This straightforward grading allows you to decide what level of involvement you want with the class, and you can know from the very beginning of the class exactly what you need to do in order to get that grade. At the same time, because you can retake assessments and resubmit assignments by cashing in your tokens, **it emphasizes student competency and can reduce student anxiety**.

Each bundle corresponds to a letter grade. You must complete all of the requirements for the bundle in order to receive that letter grade (see Grade Bundles section). Exam requirements *must* be completed to achieve a given grade bundle. You *may* receive a minus grade if you complete all requirements with the exception of one requirement at the next-lowest bundle (not including the exam requirement). You *may* receive a plus grade if you complete most of the requirements at one bundle and some of the requirements at a higher bundle. The bundles are based on the following items: exams, Knowledge Checks, Learning and Reflection activities, Peer Engagement exercises, Experimental Literacy Credits, and lab performance. Each of the items below describes approximately how many opportunities of that item will be provided throughout the semester so that you can plan ahead. Assignments will be made available on HuskyCT and will include specific details about grading, deadlines, and expectations.

Grade Bundles

Letter Grade	Exams (Passing = 75%)	Knowledge Checks	Learning and Reflection	Peer Engagement	ELCs	Minimum Lab Grade
A	Pass 3 exams on the first attempt	16	4	3	4	85%
B	Pass 2 exams on the first attempt, pass 1 exam on the second attempt	13	3	2	3	80%
C	Pass 1 exam on the first attempt, pass 2 exams on the second attempt	10	2	1	2	70%
D	Earn at least 65% on 3 exams on any attempt	7	1	0	1	55%

Specifications grading will likely be new to many students, so **if you have questions, I encourage you to reach out to me as soon as possible via the HuskyCT Discussion Board or in person**! To help introduce you more to specifications grading, here are some example scenarios:

- Let's say that you do everything in the "A" letter grade row (pass 3 exams on the first attempt, complete 16 Knowledge Checks, pass 4 Learning and Reflections, complete 3 Peer Engagements, earn 4 ELCs, and earn at least 85% in lab). **You would earn an "A" in the class because you completed all of the requirements of the "A" grade bundle.**
- Let's say that you do everything in the "B" letter grade row (pass 2 exams on the first attempt and 1 exam on the second attempt, complete 16 Knowledge Checks, pass 4 Learning and Reflections, complete 3 Peer Engagements, earn 4 ELCs, and earn at least 85% in lab). **You would earn a "B" in the class because you completed all of the requirements of the "B" grade bundle.**
- Let's say that you pass 2 exams on the first attempt and 1 exam on the second attempt but complete all of the other requirements of the "A" grade bundle. **You would earn a "B+" because you completed the exam requirements of the "B" grade bundle and all of the requirements of a higher grade bundle.**
- Let's say that you pass 3 exams on the first attempt but only complete all of the other requirements in the "B" grade bundle. **You would earn a "B" because you completed all of the requirements of the "B" grade bundle and only completed one of the requirements of the "A" grade bundle.**
- Let's say that you earn a 70% on 3 exams (but do not pass any of them on your first or second try) but complete all of the other requirements of the "B" grade bundle. **You would earn a "D+" because you completed the exam requirements of the "D" grade bundle but completed all of the other requirements of the "B" grade bundle.**

Exams

We will have 4 exams during the semester: 3 non-cumulative exams during the semester and a cumulative final exam at the end of the semester. Each non-cumulative exam covers one module of content. As noted in the Summary of Course Grading section, you will only be expected to pass 3 exams (on either the first or second attempt, depending on the bundle). **For our specifications grading, a passing grade is considered 75% or higher.** If you pass all three exams during the semester, this means that you won't have to take the final exam. You may cash in a token to retake an exam, according to the Tokens section. You may earn a "D" in the class if you earn at least 65% on 3 exams on any attempt.

Our exams will be an opportunity for you to demonstrate your critical thinking about the concepts in our class. All exam questions will be closed-form (like multiple choice, matching, and true/false), with no open-ended questions, but many of them will tap into your higher-order thinking. Exam questions may be taken from any course material, including readings, lecture, or supplementary media. Each exam will be randomly drawn from a larger pool of questions. If you retake an exam by cashing in a token (as described in the Tokens section), a new exam will be randomly drawn.

All exams are open-note and open-book. Remember that your work must be your own, as noted in our Academic Integrity policy. This means that you cannot discuss the test questions with other people before you take it, while you are taking it, or before other students have taken it. Although exams are open-note and open-book, **I urge you to take whatever time you can to study** before the test: Research on test performance for open-book tests versus closed-book tests has shown that there is still a significant improvement on test performance for students who study.

All exams will be conducted through HuskyCT. You will not need Respondus Lockdown Browser. Exams will be open for one full day, including one class period. This will allow flexibility for each student to find a time that fits with their schedule. Exam windows will be announced in advance. **If you are unable to take the exam during that time window, you can turn in a token to take it at another time.**

Knowledge Checks

Knowledge Checks are opportunities to check in with your understanding of the class material. They are short surveys to help you evaluate your understanding of the lecture and related reading(s). Knowledge Checks will be open-material and will include only closed-form questions. There will be **approximately 20 Knowledge Checks** throughout the semester, with one Knowledge Check corresponding to the content from one lecture. Knowledge Checks **will be graded for completion ("complete"/"incomplete")**.

You are encouraged to take Knowledge Checks as a serious opportunity to evaluate your understanding. After the availability period for each Knowledge Check closes, you will be able to see your answer and all possible answers for each question, along with whether you got the question correct or incorrect. I encourage you to use this information to go through class materials to identify the right answers; research has shown that self-correction activities significantly improve understanding.

Learning and Reflection

Learning and Reflection (L&R) activities will ask you to engage in [metacognition (or thinking about your own thinking and learning)](#). You will be required to write a reflection and then provide feedback on peers' reflections. There will be **approximately one L&R posted per 2-3 weeks** for a total of approximately 5 L&Rs throughout the semester. Each L&R **will be graded as "P" (pass) or "F" (fail)**.

Peer Engagement

Students will be able to **demonstrate their competency with class concepts through Peer Engagement (PE) exercises**. You will engage with other sources (like videos or readings) and then participate in a discussion board with classmates. There will be **approximately one PE posted every 2-3 weeks** for a total of approximately 4 PEs throughout the semester. Each PE **will be graded as "P" (pass) or "F" (fail)**.

Experimental Literacy Credits

When learning about science, experiencing scientific concepts in different ways can help you get a better idea of the scientific process and the variety of things that psychological scientists study. Because of this, all students fulfill an experimental literacy component for all PSYC 1100/1101/1103 courses (including ours). You can earn **Experimental Literacy Credits (ELCs) through participating as a volunteer in research studies on the [Participant Pool website](#) or by completing alternative assignments posted on the General Psychology Alternative Assignment section on HuskyCT** (like taking quizzes about psychology videos or writing papers about psychology articles). Each ELC is equivalent to approximately 30 minutes of work.

Opportunities to earn ELCs close before the end of the class: Depending on the opportunity, they will close either on November 19 or on December 08. If you plan to earn ELCs through volunteering in research questions, the Participant Pool will close on Wednesday, December 08 at 11:59pm ET. If you are planning to earn ELCs through completing alternate assignments, some alternate assignments are due on November 19 at 11:59pm ET; the remaining assignments are due on December 08 at 11:59pm ET.

If you have questions about the Participant Pool or the Alternative Assignment section, please contact the Participant Pool coordinator directly (uconnpsychologyparticipantpool@gmail.com), since I won't be able to help answer pool-related questions. I will receive a spreadsheet at the end of the semester with the number of credits, which I will use to determine whether or not you completed the number of ELCs required for your grade bundle.

Lab

This will come from the **grade that you earn in your weekly lab section**, following the syllabus that your lab TA provides. Be sure to reach out directly to your lab TA with questions about lab grades. Your lab grade will factor into your grade bundle by indicating whether or not you earned the minimum lab grade for that bundle.

Tokens

Each student will **start the semester with three tokens** that can be used to resubmit a failed assignment, retake a failed assessment, submit a late assignment, or complete a missed assessment (with the exception of the final). More than one token cannot be used for the same assignment or assessment. If a token is used to take a **missed** exam, the grade on the exam is counted as the student's **first** attempt; if a token is used to take a **failed** exam, the grade on the exam is counted as the student's **second** attempt. Tokens cannot be used for ELCs or labs. You cannot use a token on an assignment or assessment that you have already passed. This is because each of the items in a grade bundle is only based on pass/fail or achieving a minimum grade.

Students may cash in tokens for any reason and at any time until the final day of our class (December 09). All work must be turned in by the agreed-upon deadline; the latest possible deadline for work will be December 10 (the last day of the fall semester). There may be opportunities for students to earn additional tokens throughout the semester; these will be announced on HuskyCT.

To cash in a token, please complete the "Token" assignment on HuskyCT (in the "Tokens" sidebar link). In the assignment, state the specific assignment that you would like to submit or resubmit, along with the new deadline that you would like to have. Please allow 2 business days for your request to be processed. Your assignment will appear as graded under "My Grades" on HuskyCT once it has been processed, and I will acknowledge your new deadline in the "Feedback" section of that assignment. All grading policies and requirements will be the same as for the original assessment or assignment unless otherwise noted; only the deadline will change.

Due Dates and Late Policy

All course due dates are identified in HuskyCT and on the syllabus. Deadlines are based on Eastern Time unless otherwise specified. **Late work will be accepted if a student cashes in a token**, as described in the Tokens section. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in advance on HuskyCT.

Feedback and Grades

I will make every effort to share grades for individual assignments and assessments promptly. Knowledge Check grades will be released after the Knowledge Check closes. Exam grades will be released within 1 week after the exam closes. L&Rs and PEs will be graded within 2 weeks of the due date.

Your gradebook on HuskyCT will also be updated periodically with counts of the total numbers of each type of gradebook item that you have passed. These will be shown as "Total Exams Passed," "Total KCs Passed," "Total L&Rs Passed," and "Total PEs Passed." These counts will *only* include currently graded items.

Midterm Progress Reports (added October 27)

On October 27, a midterm progress report was sent to StudentAdmin and added to your gradebook on HuskyCT. As noted in above, our course has multiple ways for you to make up missed or failed assignments or assessments (including exams), and this means that you may still have opportunities to make a higher grade. Midterm progress reports were assessed as follows:

- If you passed Exam 01 on the *first* attempt and completed *at least* 9 Knowledge Checks, you earned an **"A"** as your midterm grade.
- If you passed Exam 01 on the *first* attempt and completed *fewer than* 9 Knowledge Checks, you earned an **"A-"** as your midterm grade.
- If you passed Exam 01 on the *second* attempt and completed *at least* 6 Knowledge Checks, you earned a **"B"** as your midterm grade.
- If you passed Exam 01 on the *second* attempt and completed *fewer than* 6 Knowledge Checks, you earned a **"C"** as your midterm grade.
- If you did not pass Exam 01 on any attempt but earned at least 65% on any attempt on Exam 01, you earned a **"D"** as your midterm grade.
- If you did not earn at least a 65% on any attempt of Exam 01, you earned an **"F"** as your midterm grade.
- If you did not submit an attempt for Exam 01 and submitted fewer than 5 Knowledge Checks, you earned an **"N"** as your midterm grade.

For more information on the number of gradebook items available throughout the semester and about our grading system, see our Summary of Course Grading. I did not factor in L&Rs or PEs because only one of each was included in the gradebook to date. Your lab performance and ELCs are not included because information about those components will only be sent to me at the end of the semester.

Student Responsibilities and Resources

Course Culture

Our course, like all courses at UConn, will **cultivate a culture of respect, diversity, and inclusivity** to ensure that everyone feels welcome to engage in the learning environment. Not only is this essential to promoting everyone's general well-being, but it also helps everyone achieve their academic potential: Previous research has shown that students' feelings of belonging are highly correlated with their ability to learn. Throughout the semester, we will also be **discussing and challenging racism, sexism, homophobia, and other bigotry** as we learn to think critically about science, psychology, and society.

Academic Integrity and the UConn Student Code

Like all courses at UConn, our course will follow the campus guidelines on academic integrity and honesty. Make sure that all of your work is your own. Remember to acknowledge any ideas that are not your own through proper citations. **If you are having difficulty with course materials or assignments, please come see me for help—rather than resorting to cheating!** You can also take advantage of numerous resources to help you succeed in your academic work, like those mentioned here.

Everyone is responsible for acting in accordance with the University of Connecticut's Student Code, so be sure to familiarize yourself with it. The statements on Academic Integrity in Undergraduate Education and Research are particularly relevant to our class. All work should be your own; by submitting your work through HuskyCT after logging in with your unique NetID and password, you are certifying that you completed this work yourself.

Cheating and plagiarism are taken very seriously at UConn. Cheating and plagiarism can be unintentional or deliberate, but *all* **cheating and plagiarism—whether deliberate or unintentional—will be subject to consequences for academic dishonesty**. I encourage everyone to take advantage of the UConn Library's resources for recognizing and avoiding plagiarism.

UConn Policy Against Discrimination, Harassment, and Related Interpersonal Violence

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at equity.uconn.edu, titleix.uconn.edu, and the Office of the Provost.

Students with Disabilities

UConn is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. Students who require accommodations should contact the Center for Students with Disabilities. (*Note: CSD requires that students make arrangements for accommodations each semester.*)

Adding or Dropping a Course

If you decide to add or drop a course, be sure to follow official procedures. Matriculated students should use the Student Administration System; non-degree students should refer to Non-Degree Add/Drop Information on the registrar's website. For more information, see the undergraduate catalog.

Accommodations for Illness or Extended Absences

If illness prevents you from engaging with our classwork, please reach out to us as soon as possible. You do not need to tell us the nature of your illness, but you will need to work with us to determine how you will complete coursework during your absence. If life circumstances are affecting your ability to focus on courses, reach out to the Dean of Students to request support.

Additional Resources and Student Responsibilities

More information on each student's responsibilities (as a member of the UConn community) and resources are provided on UConn's Online Student Getting Started guide. Some of the responsibilities and resources have been included in this syllabus, but be sure to review other important information, including information about the Student Code, online course and communication etiquette, how to report discrimination, harassment, and related interpersonal violence, and more.

With so much going on this semester, it's important to remember that you aren't alone. **UConn has a variety of services to help you as a *person* and as a student**—from technical assistance to career services to psychological counseling. Here are a few of these centers and services:

- Academic support
    - Husky Study Groups (explainer video here)
    - UConn Student Technology Training course on HuskyCT (made for students, by students)
    - UConn Online Student Center and eCampus Services
        - Direct link to FAQ section
        - Direct link to Tips for Success section
    - UConn Technology Support Center
    - UConn HuskyCT FAQ
    - HuskyCT 24/7 Course Support
    - UConn Academic Calendar
    - UConn Academic Achievement Center
    - UConn Dean of Students Office
    - UConn Psychological Sciences Major Advising
- Whole-person support
    - UConn Cultural Centers
    - UConn Student Health and Wellness-Mental Health (SHaW-MH)
    - UConn Alcohol and Other Drug Services
    - UConn Center for Career Development