George Mason University

Basic Concepts in Psychology

FALL 2020 | PSYC 100 | ALL ASYNCHRONOUS DL SECTIONS

COURSE DESCRIPTION

This is a survey course on the field of Psychological Science. We will explore facts and concepts in the areas of psychological research, biological bases of behavior, human development, memory and learning, personality and social psychology, and mental and physical health. The course is entirely online with no required class meetings. This course meets the Mason Core requirement in the Social and Behavioral Sciences category.

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Student Office Hours: Tuesday 11am-1pm (drop in!) OR Make an appointment at this link

Scan here and enter your phone # to get text reminders for due dates or join here.

MASON CORE LEARNING OBJECTIVES

1. Explain how individuals, groups or institutions are influenced by contextual factors;
2. Demonstrate awareness of changes in social and cultural constructs;
3. Use appropriate methods and resources to apply social and behavioral science concepts, terminology, principles and theories in the analysis of significant human issues, past or present.

COURSE-LEVEL LEARNING OBJECTIVES

✓ Identify basic psychological concepts and research findings and give examples of psychology's integrative themes.

✓ Apply psychological science to everyday life.

✓ Draw appropriate, logical, and objective conclusions about behavior and mental processes from empirical evidence

✓ Evaluate misconceptions or erroneous behavioral claims based on evidence from psychological science.

✓ Evaluate basic psychological research using knowledge of how research is designed and conducted.

✓ Describe ethical principles that guide psychologists in research and therapy.

OVERVIEW

Learning Opportunities:
1. Readings/Videos
2. Assignments
3. Research Participation

Assessment of Learning:
1. Reading Quizzes
2. Exam
3. Semester Project

REQUIRED READINGS

The readings come from an open access educational resource, NOBA, which is the result of an effort to collect textbook material written by experts in various fields and make that content freely available online. A collection of chapters has been customized for this course and is available to you through the course Blackboard site, linked to a social annotation tool called Perusall. You can preview it here: **http://noba.to/jdy7p2kw**

*If you would like to order a print copy, you can do so **at this link.** Please note that you will still be required to comment on the readings in Perusall.*

LEARNING OPPORTUNITIES

Learning opportunities are designed to help you learn the material well. Points are assigned for completing most of these assignments, since I have learned that this encourages students to engage in these activities and results in a higher quality learning experience.

Introductions and Onboarding (5%)

The first week of the course is dedicated to building a learning community, becoming familiar with the online learning environment, and setting you up for success. This part of the course is so important that you will earn 3% of your grade just in these beginning activities! My goal is to get us started with a positive atmosphere of collaboration and inclusivity that will be maintained throughout the course so that everyone can learn to the best of their ability.

Research Participation (7%)

Psychological science depends on research to advance the field, and the department believes that participation can enhance your learning about the field. Therefore, all students are required to serve for seven hours **as participants in psychological research** (there are online studies available). For students who choose not to participate in research, there are alternative assignments in Blackboard.

Prediction and Anticipation Guides

At the beginning of each content unit in Blackboard, there will be a reading anticipation guide where you can preview and predict what you will learn in the readings. This will also help you decide which of the "choice" readings to complete. These are meant to prime your prior knowledge and your curiosity. Learning science tells us that this is a great way to prepare to absorb new information.

Perusall Readings (20%)

There are six learning modules in the course. For each one, you will have three "close reading" assignments – you will read and annotate in Perusall, which is a place to as questions and discuss the readings with your fellow students. Perusall produces scores that measure your engagement with the readings. Lecture videos and other content will supplement these readings to enhance your understanding.

Perusall Assignments (20%)

In every module there are problem-solving assignments that are intended to help you learn the material. Your engagement and effort are what is graded rather than the specific outcome. These are done in the same place as the readings. The goal of these assignments is to help you work through the material to learn it well.

ASSESSMENT of LEARNING

Reading Quizzes (20%)

These are both learning activities and assessment of learning, as there is strong research evidence that quizzing is a high-impact study skill. You will take a quiz for at least one of the three readings each week.

"Show What you Know" Semester Projects (25%)

You will have one semester project, completed with other students in stages to showcase what you have learned. More information in Blackboard.

Exam (3%)

There is one timed, cumulative, online exam scored for completion at the end of the semester. More info in Blackboard.
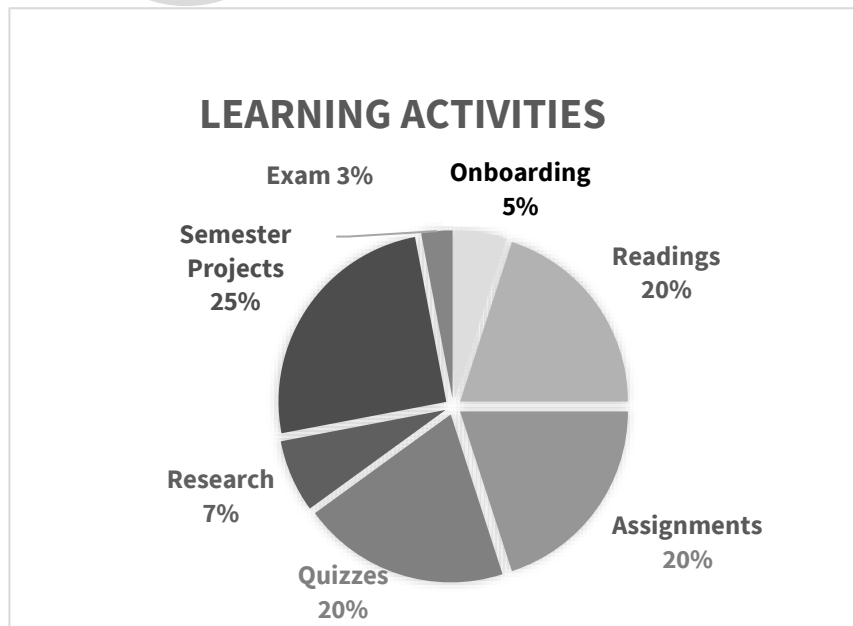
Learning in a time of Global Crisis

Below are listed my usual course policies. However, this is not a "usual" time. I fully understand that more of us than ever will face new obstacles, or old obstacles in novel ways, during this time. Please communicate with me if such things are getting in your way in this class. My goal is to facilitate your growth and success in this strange and uncertain time; I can only do that if you tell me what is happening.

GRADING POLICIES

The grading scale and points allocated per assignment are shown below.

Grading Scale

Final Grade	%
A+	98 - 100%
A	94 - 97%
A-	90 - 93%
B+	87 - 89%
B	84 - 86%
B-	80 - 83%
C+	77 - 79%
C	74 - 76%
C-	70 - 73%
D	60 - 69%
F	<60%

LEARNING ACTIVITIES

- Exam 3%
- Onboarding 5%
- Readings 20%
- Assignments 20%
- Quizzes 20%
- Research 7%
- Semester Projects 25%

Extra Credit/Dropping Lowest Grades

There are a few built-in opportunities for extra credit. This will include a midterm survey and other activities offered to the entire class. Do not ask me for other opportunities for extra credit. Your *lowest quiz grade will be dropped* from your final grade. A running total will be shown after we complete two quizzes – so that your total quiz grade *always* has the lowest one dropped. The one that has been dropped will be added back in if you score lower in future quizzes.

Late Work

I build flexibility and choice into this course, balanced with structure. My former students will tell you that I have been exceptionally accommodating when students have personal situations that prevent them from completing their work on time. Please do reach out to me if this is the case for you. That said, considering the number of students in my courses, I cannot extend deadlines just because you waited until the last minute and then forgot or overslept. In general, Perusall readings and assignments will be accepted for a percentage of the scores, up to 24 hours late. Otherwise, there will be NO LATE ASSIGNMENTS accepted and quizzes cannot be accessed after the due date. If you miss quiz deadlines, remember that two of them will be dropped. Start the readings early and keep a schedule to stay organized. I will provide plenty of reminders so you can stay on track.

POLICIES & EXPECTATIONS

The following describe various policies that will be in place this semester.

Technology

This course is conducted via Blackboard and Perusall. Assignments and quizzes must be completed online, preferably on a computer rather than a phone. If your wifi connection is weak or if you will be away from the internet for a length of time, it is your responsibility to plan ahead and complete work before the deadlines.

Withdrawal and Refund Dates

It is the student's responsibility to drop a course. Non-participation or failure to pay does not constitute official withdrawal. To view specific deadlines, log into your MyMason account: 1) Click on "My Class Schedule" under Student Quick Links 2) Select the current term 3) Click on "View Drop Deadline Dates" at the bottom of the page. You can find the academic calendar with these dates here: https://registrar.gmu.edu/calendars/spring-2021/

Student Privacy Statement

At times, students may disclose personal information in online discussions. It is expected that the class will respect the privacy of classmates just as you would if we were in a face to face classroom. The personal information disclosed in this class should not be repeated outside of the course.

Accommodations

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students. If you are seeking accommodations, please visit http://ds.gmu.edu/ for detailed information about the Disability Services registration process. Then discuss your approved accommodations with me. Disability Services is in The Student Union Building I (SUB I). Email: ods@gmu.edu | Phone: (703) 993-2474.

Academic Misconduct

George Mason's honor code, requires all community members to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are prohibited. It is every student's responsibility to familiarize himself or herself with the honor code. The honor code is available HERE. In the event that a student cheats by plagiarizing, the instructor may assign an F grade for the assignment, and/or for the course.

Civility (Non-Academic Misconduct)

Please remember that we are members of a larger learning community where excellence is achieved through civility. Our actions affect everyone in our community. Please be respectful of others regardless of gender, age, race, culture, religion, or sexual orientation. It is expected that all students will follow general "netiquette" in online work. For example: http://www.albion.com/netiquette/corerules.html

Individuals who engage in disruptive online behaviors such as posting disrespectful or hostile comments, posting inappropriate comments, or shouting (using all capitals) may have their online access privileges revoked and/or may receive an F for the class.

Title IX: George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202: Sexual Harassment and Misconduct details Mason's process, the resources, and the options available to students. Any faculty or staff member is required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator, but please know that this will result only in someone reaching out to you directly to let you know about available services and to determine if you wish to take any action. You can also contact the Student Support and Advocacy Center (703-380-1434) or Counseling and Psychological Services (703-993-2380) to speak to someone confidentially, as those offices are not required to report disclosures. You may also seek assistance from Mason's Title IX Coordinator (703-993-8730; titleix@gmu.edu).

Holidays/College Closures

In general, online classes continue in the event of weather-related or other closures. Please check the calendar for any holidays that may affect your work: https://ulife.gmu.edu/religious-holiday-calendar/.
You are expected to submit before a due date that falls on a holiday that you observe.

TIPS FOR SUCCESS

You *can* expect to earn an A in this class. Do the following and you will succeed!

Readings/Videos/Links

Do the readings, ask questions in Perusall while you read, watch the videos, and take notes as you go. After you read or watch, try to summarize (out loud or writing). This helps you remember what you just learned.

Predictions and Retrieval Practice

Research on learning tells us that previewing and frequent retrieval practice (quizzing) helps you learn concepts better. Knowing the concepts well helps you with understanding and applying at a higher level. Read and answer the prediction questions in Blackboard before you read. You can even take the quiz the first time before you read – you have two chances to take it so the second one can be after you read, which also helps with learning. This can all make classes more enjoyable too!

Managing your Time

You are expected to spend 10-15 hours per week on this course. PRINT the schedule and mark off each item as you complete it. If you begin to fall behind talk to me about how best to get back on track. *If a crisis emerges, contact me *immediately* -* I cannot accommodate your emergency if you wait until afterwards to talk to me.

Research Participation

Try to complete some of your hours in the beginning of the semester. Most students find this interesting! You are responsible for keeping track of the appointment time, location, and experimenter information.

Grades

Grades are kept on Blackboard. Perusall grades are transferred after each deadline. If you have a question or concern, please contact me immediately.

Collegiate Compassion

I believe we learn best when we can show up as whole and healthy people. To learn effectively we need to have basic security: a roof over our head, a safe place to sleep, a stable place to live, and enough food to eat. If you are struggling to meet any of these basic needs please talk to me, visit our campus food pantry or other Mason resources. Asking for assistance and advocating for yourself is an important part of your collegiate experience. You are not alone!

Email/Announcements

Announcements/reminders are posted in Blackboard, sent to your GMU email, and texted with Remind (if you choose). Check email regularly. I will make every effort to respond to emails or Remind messages within 48 hours. I expect you will extend the same courtesy.

Come "see" me!

Attend Drop-in Student Office Hours or make an appointment for 1:1 conversation. E-mail me and I will try to respond within a day or two.

Wellness

If you are experiencing feelings of anxiety, panic, depression, sadness during the semester, Student Health Services (703-993-2831) and Counseling and Psychological Services Offices (703-993-2380) provides a range of resources to assist and support you. Students can call or walk-in during open hours. If you or someone you know experiences a mental health crisis or emergency, seek help immediately. Call 911 for local emergency services, the National Suicide Prevention Lifeline (1-800-273-8255), or text the Crisis Text Line (741-741) anytime. I am also available to speak with you about stresses related to your work in my course.

Personal Success!!!

Please utilize me as a resource to help you succeed, both in class and outside class. I want you to earn the grade that you want and enjoy this class, do well in college, and still have a life with your friends, family, job, and hobbies. If one or more of those things are not happening, please talk to me so we can work together to figure out a plan to improve your situation.

PSYC 100 Spring 2021 Course Schedule

	To Read/Watch/Do/Take/Turn In	Begin before	Due Date
Module 1 INTRODUCTION AND RESEARCH **Weeks 1-3** **1/25 – 2/16** *Drop Deadline 2/12*	Introductions and Onboarding READ AND COMMENT: Syllabus Q & A (Perusall); Learning from Home DO: Create Introductions slide (link in Blackboard); Create SONA Account (Blackboard) WATCH: Introduction Video, Learning Online Video (Blackboard)	Feb 2	Feb 9
	Unit 1: Empiricism & Research READ AND COMMENT: Why Science?, Research Designs, and One Choice reading (Perusall) WATCH: Why Empiricism, Study Design, Identifying Study Design, Internal/External Validity DO: Group Work 1.1 and 1.2 (Perusall) TAKE: Quiz 1	Feb 9	Feb 16
PROJECT Will open in Blackboard by Feb 5	Project READ: Project Instructions (Perusall, Blackboard), Ask questions in Perusall - not graded but we will answer questions here (not in email.) DO: find your group in Blackboard, check your due date, begin using the discussion board to organize your project.	Drafts: March 2 March 16 OR March 30	
Module 2 BIOLOGICAL & COGNITIVE BASES OF BEHAVIOR **Weeks 4-6** **2/17 – 3/9**	Unit 2: Biological READ AND COMMENT: Brain & Nervous System, Sensation and Perception, and One Choice (Perusall) WATCH: Synaptic Transmission, The Human Brain: Major Structures and Functions, Information Processing in the Brain, plus choice videos (Blackboard) DO: Group Work 2.1, 2.2 (Perusall); Study the Peripheral Nervous System Chart (Blackboard) TAKE: Quiz 2 (Blackboard)	Feb 23	March 2
	Unit 3: Cognitive READ AND COMMENT: Memory (Encoding Storage and Retrieval), TWO Choice readings (Perusall) WATCH: How Reliable is your Memory?, Eyewitness ID, and optional videos (Blackboard) EXPLORE: Brain Exercises (Blackboard) DO: Group Work 3.1, 3.2 (Perusall), Sign up for research participation (SONA) TAKE: Quiz 3 (Blackboard) TURN IN: Semester Project Draft (March 2 Groups - Blackboard)	March 2	March 9

	To Read/Watch/Do/Take/Turn In	Begin before	Due Date
Module 3 HUMAN DEVELOPMENT & PERSONALITY and SOCIAL **Weeks 7-10** **3/10 – 4/6**	Unit 4: Developmental Influences on Behavior READ AND COMMENT: Conditioning and Learning, TWO Choice readings (Perusall) WATCH: The Difference Between Classical and Operant Conditioning, optional videos (Blackboard) DO: Group Work 4 (Perusall) TAKE: Quiz 4 (Blackboard) TURN IN: Semester Project Draft (March 16 Groups - Blackboard)	March 16	March 23
	Spring Break would have occurred now. This module is 4 weeks long to make up for that. Take some time off when it works for you to clear your head and take the extra time to work on your research participation and your semester projects!		
	Unit 5: Personality and Social Influences on Behavior READ AND COMMENT: Personality Traits and TWO Choice Readings (Perusall) DO: Group Work 5 (Perusall); Look up how many research credits you still need (SONA), do alternative research assignments as needed (Blackboard) WATCH: Personality Traits - the Big 5 and More and optional videos (Blackboard) TAKE: Quiz 5 (Blackboard) TURN IN: Semester Project Draft (March 30 Groups - Blackboard)	March 30	March 23 April 6
Module 4 MENTAL & PHYSICAL HEALTH **Weeks 11-12** **4/7 – 4/20**	Unit 6: Mental and Physical Health READ AND COMMENT: THREE Choice Readings WATCH: Videos (Blackboard) DO: Groupwork 6 (Perusall) TURN IN: Semester Project (Padlet, link in Blackboard)	April 13	April 20
Module 5 CAREERS and PEER REVIEWS **Weeks 13 - 14** **4/21 – 4/30***	Unit 7: Careers/Projects READ AND COMMENT: Careers in Psychology (Perusall) WATCH and COMMENT: Graduate Student Panel (1 hour, in Perusall) GroupWork 7 (Perusall) COMMENT: Peer reviews of projects in Padlet, vote for your favorites! FINISH: Research Participation Requirement (SONA, Blackboard)	April 27	April 30* *Note THIS IS A **Friday**.
FINALS WEEK 5/3 – 5/8	**Final Exam due 5/8 (no studying see Blackboard for details)** **Keep commenting on projects in Padlet!**		

Schedule is subject to change – I will provide plenty of notice.