George Mason University Fall 2022 | Psyc 100-002|TR 10:30-11:45am

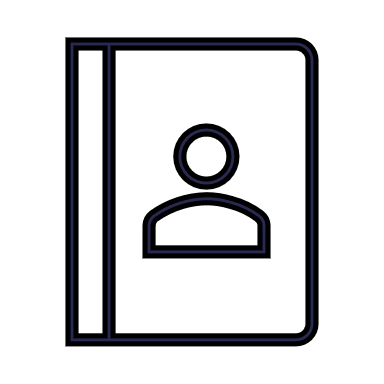
# Basic Concepts in Psychology

## Collegiate Compassion

It is important to me that you feel able to show up fully in our work together. I am human first, as are you – and we work best when we feel whole, healthy, and secure: *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 visit [our campus food pantry](https://ssac.gmu.edu/patriot-pantry/) or other [Mason resources](https://learningservices.gmu.edu/campus-resources/). Asking for assistance and advocating for yourself is an important part of your collegiate experience. You are not alone!

## 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, see help immediately. Call 911, the National Suicide Prevention Lifeline (1-800-273-8255) or text the Crisis Text Line (741-741) I am also available to speak with you about stresses related to your work in my course.

20TDay/Time/Location:20T Tuesday and Thursday 10:30 – 11:45 am Innovation Hall 103

# Book: provided in Blackboard free of cost.

20TQ&A:20TI am always available before and after class to talk with you. If you need more time, please come to Drop-in Student Office Hours Wed 2-3 pm or Thu 9-10 am or [make an appointment here.](https://outlook.office.com/bookwithme/user/be540a02184b420a87f22acee58fd79d@gmu.edu?anonymous&ep=plink)

Instructional Team

21TProfessor:21T Alison H. Melley, Ph.D. [amelley@gmu.edu](mailto:amelley@gmu.edu) (you can call me Dr. Melley, pronouns she/her)

## Graduate Teaching Assistants (GTAs): I have a team of dedicated PhD students who will give you feedback on your assignments and work to support your success in the course.

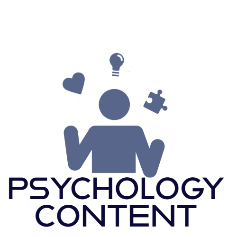
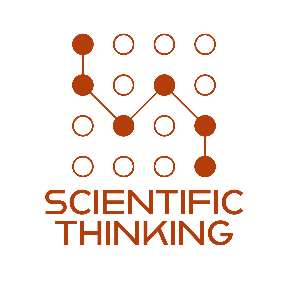
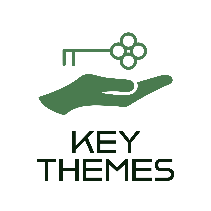
## Learning Assistants (LAs): We also have a team of undergraduate students who have taken this course with me and are now working to support you. They will be in class each week and will facilitate group chats and in-class learning.

Accessibility: I’ve worked to make this course user-friendly and flexible, so that you can learn well. [GMU’s Disability Services office](http://ds.gmu.edu/%20) can identify specific learning accommodations that will help make all your learning environments equitable. If you have already met with them, be sure to send me your faculty contact sheet [(upload faculty contact sheet at this link](https://forms.office.com/r/5wnjminSD6) and in Blackboard), and feel free to talk with me about any changes that are needed. You do not need to divulge any personal information to advocate for yourself. We can work together to be sure the course meets your needs. If you do not require accommodations to learn well, please understand that some of your fellow students might, and it is important to me that you do not make assumptions about where, when, or how they learn.

## Earth globe: Americas with solid fill

## LEARNING IN A TIME OF GLOBAL CRISIS

*My goal is to facilitate your growth and success during this strange and uncertain time; I can only do that if you tell me what is happening. Please communicate with me if there are obstacles getting in the way of your success in this class.*

****Transferable Skills icon - two arrows facing opposite directions



TRANSFERABLE SKILLS: Practice skills that transfer to any profession.

SCIENTIFIC THINKING: Become an informed consumer of psychological science.

CONTENT: Learn basic psychological concepts and apply these to everyday life.

KEY THEMES: Retain knowledge that will guide you even after you finish this course.

# Things We Will Learn and Do

(Learning Objectives – [click here to skip to the end of the document](#_Things_We_Will) for more details on this)

# Learning Activities and Grading

|  |  |  |  |
| --- | --- | --- | --- |
| Things You Do Solo: | | | |
| **P149C1T3#y1**READ: The textbook is linked in Blackboard, from open access resources, and is free of cost. | P156C1T3#y1TAKE: Practice Quizzes. These are based on the readings, and you can take them multiple times. | Cheers with solid fillRESEARCH: You will participate in research studies conducted by psychology faculty and graduate students. | Document with solid fillJOURNAL & SEMESTER PROJECT: Throughout the semester you will build a portfolio of your learning and get feedback from your TA. You will use this journal to create a final applications project. |

|  |  |  |
| --- | --- | --- |
| Things We Do Together: | | |
| 0BPOLLev 21TClass time is a mix of lectures and activities. We will use Poll Everywhere for in-class questions, surveys, and demonstrations. | P152C1T3#y1LEARN & SHAREThis is where you connect with your group members in class and work through your understanding of what we are learning. | Checkbox Checked with solid fillCONCEPT CHECKS1BAt the end of each unit, you will take an in-class quiz about the concepts you have learned. |

21THow am I graded?

Research shows that when grades are prioritized, less learning happens – so I use nontraditional grading techniques based on concepts of “ungrading” and “specifications grading.” This means that you need to reach a certain level of proficiency to earn credit for your work. Effort is rewarded as well as actual learning. You need a grade and I want it to represent both the work you have done and the amount you have learned. You may feel apprehensive about this approach – that is completely normal. I ask you to give it time before you make a judgment.

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| --- | --- | --- | --- | --- | --- |
| 22TLearning Activity | 22TWeekly Effort (READ+TAKE+POLLev) | 22TUnit Concept Checks (in class) | 22TWeekly Journals | 22TSemester Project | 22TResearch Participation |
| 22T**Percent of Course Grade** | 22T**30%** | 22T**25%** | 22T**13%** | **25%** | **7%** |
|  | **275 possible effort points**  **200 points = 100%** | **5 total, 5% each** | **13 total**  **7 for 1 point, 6 for 5 points**  **= 37 points** | **100 points** | **7 points** |
|  |

Final Grade Scale

A 90-100%

B+ 87 to 90%

B 80 to 86%

C+ 77 to 79%

C 70 to 76%

D 60 to 69%

F less than 60%

21TDeadlines, Attendance/Participation, Late Work

We have deadlines because experience tells me that learners need structure. It also infuses distributed practice (i.e., cramming only results in short-term learning). We will complete many assignments *during class time.* Regular attendance will be important for your learning – but if you cannot attend class periodically, you should reach out to group members and review notes from class that day. “Things We Do Together” cannot be made up for points so you don’t want to miss too many classes, but you do have “solo” opportunities to earn effort points. There are always learners who need a different schedule or have unexpected events, so if you need extensions on “Things You Do Solo” just complete the form in Blackboard and suggest a new due date. You do not need to provide a reason – requests for extensions are always granted.

# The Fine Print (details)

# Things you do solo:

21T**READ** and annotate:21T (50 possible effort points) I have compiled a textbook for you from no cost, open-access materials. It is linked in Blackboard and connect to Hypothes.is, an accessible platform that is also free of cost. Hypothes.is allows us to annotate the textbook together in a social way. You can earn effort points (up to 10 per unit) when you comment and use hashtags to categorize:

#ask -- for when you are asking a question

#keytheme - for when you see a connection to one of our key themes.

#apply - for when you see a connection to the unit question.

#rephrase -- for when you are restating an idea in your own words

#elaborate -- for when you are making a connection to something else you know or adding information such as a link to another resource

#analyze - for when you are thinking out loud, problem-solving, analyzing from different points of view.

21T**TAKE:** 21T(125 possible effort points) Practice quizzes in Blackboard – one per reading topic. Get 80% correct to earn 5 effort points. You can retake them as many times as you wish.

21T**RESEARCH:**21T Participate in 7 credit hours’ worth of research studies. Details are in Blackboard. Faculty and graduate students in the psychology department need your help! They are running experiments and research studies and they need you to participate in them. Usually, students enjoy this – and 1 credit hour usually means less than one hour. You must be 18 to participate in most studies – there are alternative ways to meet this requirement in Blackboard.

21T**JOURNAL:** (13 total)21T each week of the course you will complete a short journal entry focused on your learning. It will also be a conversation between you and your TA about your progress in the course. This can be written text or a video recording. Your TA will give you feedback. At the end of each unit, you will create a brief Unit Reflection – this is a summary of your weekly entries, response to TA feedback, and a plan for the next unit. You earn points for completion, and those points go toward the grade for your semester project. It is ok to miss a week here and there, but the Unit Reflections are required. Points vary per unit (1 point per weekly entry (7 possible), 5 Unit Reflections, 5 points each, 1 Course Reflection – 5 points).

Specifications grading: Meets specs = 100%, does not yet meet specs = 50%, Not completed = 0%.

21T**SEMESTER PROJECT**21T: The culmination of your journal work will be a project focused on a Big Problem. The project can be an infographic, video, or podcast and will address a problem that is interesting to you. The project should be “public-facing” in that it is created for people who may not know anything about psychology. Details will be provided in the first weeks of class and twice during the semester we pause regular class activities to focus on this ongoing project. At the end of the semester (last week of class **and** during finals week) projects are shared with the class and you will provide feedback to each other.

Specifications grading: Exceeds specs = 100, Meets specs = 85, Turned in, does not yet meet specs = 50%, Not turned in = 0%.

# Things We Do Together:

21T**PollEv:** (at least 50 possible effort points)21T Poll Everywhere is a polling technology where you can respond to questions using your phone or another device in class. Questions are sprinkled throughout the class time – sometimes they are reviews of the last class, sometimes checking how well you have learned new material. Since these are created throughout the semester, I cannot predict the total possible effort points.

21T**LEARN & SHARE:**21T (40-50 possible effort points). These are in-class activities that take a bit longer than a quick PollEv question. These will involve small-group work where you will apply what you are learning and collaborate with classmates to learn together. You will use PollEv to record your group’s progress and earn points for the activity. We will do these 8-10 times this semester and each time you can earn up to 5 effort points

21T**CONCEPT CHECKS:**21T (5 total) at the end of each unit, there will be an in-class Concept Check. These questions will include content we learned in class and will focus on the Learn & Share activities and the PollEv participation questions. There are five concept checks and together they will be 25% of your course grade. In the event that you miss a concept check, the average of your scores will count as the grade for that missing one. We will use PollEv for these concept checks but they are separate from effort points.

***In-class activities cannot be made up.***

# More Fine Print (details)

Technology

Use of Blackboard, Poll Everywhere, and Hypothes.is are required for this course. All learning activities must be completed online, but you can always write, draw, or make a video to upload! You will need a device in class – Pollev works well on a smartphone. If your Wi-Fi connection is weak or you will be away from the internet, it is your responsibility to plan to complete your work.

### 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/>

### Student Privacy Statement

At times, students may disclose personal information in online class discussions. It is expected that you will respect the privacy of classmates. The personal information disclosed in this class should not be repeated outside of the course.

### 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 themselves with the honor code. [The honor code is available HERE](https://oai.gmu.edu/wp-content/uploads/2019/08/George-Mason-University-Honor-Code-2019-2020-final.pdf). If 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.

## 

## 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.

Title IX: George Mason University is committed to providing a learning, living, and working environment that is free from discrimination and a campus free of sexual misconduct and other acts of interpersonal violence 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](https://universitypolicy.gmu.edu/policies/sexual-harassment-policy/) 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](mailto: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 and let me know if there are major conflicts I should be aware of: <https://ulife.gmu.edu/religious-holiday-calendar/>.

### Managing your Time

You are expected to spend 8-10 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. *Students who wait until the last minute before each deadline, or until the end of the course do not do as well in my courses.* Start early and keep a schedule to stay organized.

### Email/Announcements

Announcements that are made in class are not always repeated in writing. If you miss class, make sure to check with a classmate for notes. Reminders are posted in Blackboard and sent to your GMU email. *Read these.* Use Course Messages or email to contact Dr. Melley and email to contact your TA or LA.

Check course messages and email regularly. I will make every effort to respond to emails within 48 hours. I expect you will extend the same courtesy if I send you a private message.

### Revisions/Extra Credit

There is no extra credit, but you can re-do any assignment where you did not get credit. Do this within a week after getting the feedback!

### Come see me!

Attend Drop-in Student Office Hoursor [make an appointment](https://outlook.office365.com/owa/calendar/GeorgeMasonUniversity1961868@gmuedu.onmicrosoft.com/bookings/) for 1:1 conversation. I hope that all of you take advantage of office hours to talk about the course, the assignments, or just chat. Not sure what to do during office hours? [Click here for tips.](https://www.insidehighered.com/advice/2018/02/05/tips-clear-and-professional-electronic-communication-job-opinion)

Things We Will Learn and Do (a.k.a. Learning Objectives)

This course focuses on applications of psychological science that will help students navigate their lives. It also meets the Mason Core requirement in the Social and Behavioral Sciences category. Following are the detailed learning objectives for the course.

PSYCHOLOGY CONTENT

* Identify basic concepts and interpret research findings.
* Apply psychological principles to personal growth and other aspects of everyday life.

SCIENTIFIC THINKING

* Solve problems using psychological methods.
* Describe how to solve problems using psychological methods.
* Evaluate psychological research.
* Draw logical and objective conclusions about behavior and mental processes from empirical evidence.
* Examine how psychological science can be used to counter misinformation.

KEY THEMES

* Provide examples of psychology’s integrative themes

TRANSFERABLE SKILLS

* Critical and analytical thinking
* Information Management
* Communication
* Collaboration
* Integrity
* Inclusivity
* Technology

MASON CORE LEARNING OBJECTIVES

* Explain how individuals, groups or institutions are influenced by contextual factors.
* Demonstrate awareness of changes in social and cultural constructs.
* 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 Calendar is on the next page. Please note it is subject to change, but if there is any significant change I will be sure you know about it.

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| --- | --- | --- | --- | --- | --- |
|  | Weekly Dates | What we are learning. | What you will READ. | What you will do. | Important Dates |
| Unit 1: FOUNDATIONS | **Week 1**  **8/23 & 8/25** | Foundations | * Syllabus | TAKE: Semester Start Survey  JOURNAL 1: Big Problem | **TAKE & JOURNAL due: Tue 8/30 10:00am** |
| **Week 2**  **8/30 & 9/1** | Research Methods | * Why Science * Research Designs * Conducting Psychology Research in the Real World | TAKE: Unit 1 Quizzes  JOURNAL 2: Unit Reflection  JOIN: GroupMe with your Learning Assistant (LA). | **TAKE & JOURNAL due:**  **Wed 9/6 10:00am** |
| Unit 2: COGNITIVE & BIOLOGICAL BASES OF BEHAVIOR | **Week 3**  9/6 ***-* 9/8** | Cognitive Psychology | * Memory | **UNIT 1 CHECKPOINT in class 9/6.**  TAKE: Memory Quiz  JOURNAL 3: Study Plan | **TAKE & JOURNAL due:**  **Tue. 9/13 10:00am** |
| **Week 4**  **9/13 & 9/15** | Cognitive Psychology | * Judgment and Decision-Making | TAKE: Judgement Quiz  JOURNAL 4: Key Theme | **TAKE & JOURNAL due: Tue. 9/20 10:00am** |
| **Week 5**  **9/20 & 9/22** | Biopsychology | * The Brain and Nervous System * Sensation and Perception | TAKE: Biopsychology Quizzes  JOURNAL 5: Unit Reflection | **TAKE & JOURNAL due: Tue. 10/4 10:00am** |
|  | **Week 6**  **9/27 & 9/29** | Pause for Projects |  | **UNIT 2 CHECKPOINT in class 9/27.**  MEET: Your TA | **TA Meeting completed by Tue. 10/4 10:00am** |
| UNIT 3: DEVELOPMENTAL, PERSONALITY, & SOCIAL INFLUENCES ON BEHAVIOR | **Week 7**  **10/4 & 10/6** | Developmental Psychology | * Research Methods in Developmental Psychology * Conditioning and Learning | TAKE: Development Quizzes  JOURNAL 6: Big Problem Project | **TAKE & JOURNAL due: Thu. 10/13 10:00am** |
| **Week 8**  ***~~10/11~~ (no class- Fall Break\*)***  **10/13** | Personality Psychology | * Personality Traits * An Introduction to the Science of Social Psychology | TAKE: Personality & Intro to Social Quizzes  JOURNAL 7: Key Theme | **TAKE & JOURNAL due: Tue. 10/18 10:00am** |
| **Week 9**  **10/18 & 10/20** | Social Psychology | * Culture * Gender | TAKE: Social Psychology Quiz  JOURNAL 8: Unit Reflection | **TAKE & JOURNAL due:**  **Tue. 10/25 10:00am** |
|  | Weekly Dates | What we are learning. | What you will READ. | What you will do. | Important Dates |
| UNIT 4: APPLIED PSYCHOLOGY Part 1 | **Week 10**  **10/25 & 10/27** | Clinical Psychology  (Diagnosis) | * **Student Choice! Choose two:** * Anxiety and Related Disorders * Mood Disorders * ADHD and Behavior Disorders in Children * Autism: Insights from the Study of the Social Brain * Psychopathy | **UNIT 3 CHECKPOINT 10/25**  TAKE: Diagnosis Quizzes  JOURNAL 9: Big Problem | **TAKE & JOURNAL due:**  **Tue. 11/1 10:00am** |
| **Week 11**  **11/1 & 11/3** | Clinical Psychology  (Treatment)  *Pause for Projects 11/2* | * Psychopharmacology * Therapeutic Orientations | TAKE: Treatment Quizzes  JOURNAL 10: Unit Reflection | **TAKE & JOURNAL due:**  **Tue. 11/8 10:00am** |
| UNIT 5: APPLIED PSYCHOLOGY Part 2 | **Week 12**  **11/8 & 11/10** | Positive Psychology, Stress | * Positive Psychology * The Healthy Life | **UNIT 4 CHECKPOINT 11/8**  TAKE: Positive Psychology Quizzes  JOURNAL 11: Big Problem | **TAKE & JOURNAL due:**  **Tue. 11/15 10:00am** |
| **Week 13**  **11/15 & 11/17** | I/O, Human Factors, Community Psychology | * Industrial/Organizational (I/O) Psychology * Human Factors & Engineering * Introduction to Community Psychology | TAKE: Applied Psychology Practice Quizzes  JOURNAL 12: Unit Reflection  POST: Project | **TAKE, JOURNAL, & POST due:**  **Tue. 11/22 10:00am** |
|  | **Week 14**  **11/22 & ~~11/24~~**  ***No class 11/24*** | Class Museum (Semester Projects) | Come to class!  Give & receive feedback | **UNIT 5 CHECKPOINT 11/22**  MEET: with your TA  GIVE: feedback to classmates | **MEET & GIVE deadline:**  **Tue. 11/29 10:00am** |
|  | **Week 15**  **11/29 & 12/1** | Class Museum (Semester Projects)  11/30 Course Reflections | Come to class!  Give & receive feedback | REVISE: project if needed  JOURNAL 13: in class, Course Reflection | **JOURNAL: due Thu 11/29 in class**  **REVISE Project: due Tue. 12/1 (optional)** |
|  | **12/5-6 GMU Reading Days** |  |  |  |  |
|  | **12/13 Final Exam Day Tues 10:30** | LA Meeting | *No final exam. On this day I will have an interest meeting for students who want to find about becoming a Learning Assistant.* |  | **Any late assignments or re-dos are due today – Wed 12/7 – no exceptions!** |