

# **General Psychology**

## PSYC 1101- F/SZ, Fall 2020

### Online, Asynchronous

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*\*\*or by appointment*

#### **Required Text**

*Psychology*, (5<sup>th</sup> ed.). by Daniel L. Schacter, Daniel T. Gilbert, Matthew K. Nock, and Daniel M. Wegner.

ISBN-10: 1319406289

ISBN-13: 9781319406288

*Please note that you will also need access to Macmillan's LaunchPad.*

#### **Course Description**

Introduction to Psychology is a broad survey of the major topics in psychology, including (but not limited to) research methodology, biological and social factors influencing behavior, development, learning, memory, and cognition.

**Course Goals:** After successfully completing this course, you should be able to:

- Describe the basic processes underlying a variety of psychological phenomena, including development, emotion, motivation, learning, memory, and consciousness
- Demonstrate familiarity with major psychological concepts, theoretical perspectives, empirical findings, and historical trends
- Discuss the ways that environmental and biological processes contribute to psychological phenomena
- Apply psychological concepts to general descriptions of human behavior as well as his/her own experiences and attitudes
- Understand methods in psychological research and effectively communicate these scientific rationales in writing

#### **Course Requirements and Grading:**

The weighting of the assignments and the grading scheme for this course are listed below.

**\*\* There will be NO class-based curving.** With this grading system, a low A is still an A (i.e., 687 points and 615 points will look the same on your transcript) but a high B (e.g., 89%) will NOT be rounded up to an A. You are responsible for earning the points corresponding with your desired grade. Please do not email me at the end of the semester asking for ways to earn one

extra percentage point to boost your letter grade. You are responsible for your fate in this course!\*\*

Assignment	Points	Percent of Grade
Psychology Portfolio	200	29.11%
Chapter Quizzes	120	17.47%
Chapter LearningCurve Activities	102	14.85%
PsychSim Lab Activities	90	13.10%
Discussion Board Post	30	4.37%
Discussion Board Responses	30	4.37%
Concept Practice Activities	70	10.19%
Syllabus Quiz	45	6.55%
+ Research Participation (see below)		
<b>TOTAL</b>	<b>687</b>	<b>100%</b>

Points	Grade
618 - 687	A
550 - 617	B
481 - 549	C
344 - 480	D
0 - 343	F

\*A grade of C or higher is required to PASS (for Pass/Fail Students).

## Psychology Portfolio

Throughout the course of the semester, students will create a psychology portfolio in order to develop a scholarly understanding of course materials and apply psychological principles to the real world outside of the classroom. The portfolio will be broken down into several “deliverables” which will be turned in for grade throughout the semester. Students will also submit a final, finished product, due Tuesday November 24<sup>th</sup> at 11:59pm. The scope and grading rubrics for each deliverable will be provided in separate documents on Canvas.

## Chapter Quizzes

There will be four (4) chapter quizzes that cover material presented in assigned readings, in-class activities such as lectures, videos, discussions, demonstrations, and online-activities. These quizzes will consist of ~30 multiple choice questions and will be worth 30 points each.

Students will have 20 minutes to complete the quizzes; once you have started a quiz, it must be completed in the same session. This means that you may not start the quiz and come back to it later and you may not close your browser as your progress will not be saved and your quiz will be submitted as incomplete. Quizzes which have not been submitted by 11:59am on the designated due date will receive a **zero**.

All quizzes will be open book and open note but **must** be completed independently. Students may use their books and class notes but may not use the personal or material assistance of other individuals. Students are still expected to adhere to the Georgia Tech Honor Code and any student who is suspected of cheating will be reported to the Office of Student Integrity.

Please be aware that absolutely no makeup quizzes will be given without a GT approved absence or an illness with appropriate documentation. See the registrar's website:

<https://registrar.gatech.edu/records/leaves-of-absence>.

### **Discussion Board Post**

Normally in a face-to-face setting, there is a lot of lively discussion surrounding the topics and research explored in this course. As this class is asynchronous, these discussions will now take place via chapter discussion boards. Students will select an article from a provided article list, summarize the article, relate it to the weekly reading, and then pose a thoughtful question or comment for other students to comment on. More than one student may cover a particular article. While I have tried to select a variety of articles to encompass a wide range of interests, if you are not happy with your choices and wish to pursue your own article related to the topics discussed *you may as long as I approve the article first.* Discussion board posts are due on Fridays at 11:59pm. Please be mindful of online etiquette- be respectful of the thoughts and opinions of classmates and also be mindful of how your own words may be interpreted by others without normal social cues gleaned from a face to face classroom environment. Students will be responsible for facilitating one discussion board each according to the following format:

<b>Student Last Name</b>	<b>Discussion Content</b>
A - Ca	Ch. 1 OR Ch. 2
Ch - E	Ch. 3
F- G	Ch. 5
H - K	Ch. 7
L - Ma	Ch. 6
Mb - Pa	Ch. 9
Pe - Si	Ch. 10 OR Ch. 12
So - T	Ch. 11
U - X	Ch. 13
Y - Z	Ch. 15

### **Discussion Board Participation**

Students will engage in weekly discussion board posts. Unless it is a student's assigned week to facilitate, students should read and comment on at least one discussion board post *per chapter.* Comments should be respectful, thoughtful, and continue to move the discussion forward (in other words "I don't understand," "I agree," and "good point!" do NOT count). Discussion board replies are due on Sundays at 11:59pm.

### **LearningCurve**

Students must work independently on chapter LearningCurve assignments, which are available through Macmillan LaunchPad. LearningCurve is a learning engine that presents concepts to students, adapting to your performance to help you learn efficiently and effectively, and master core concepts. The chapter LearningCurve assignments should take minutes a day throughout the course of the week and are due by 11:59 PM on Sundays. Typically, they align with the material to be covered in the following week. See the Course Summary at the end of the Syllabus for due dates for the chapter LearningCurve assignments. Your lowest scoring LearningCurve chapter grade will be dropped from the final grade calculation.

## **PsychSim Activities**

One of the most important skills students should be developing and refining throughout the semester is the ability to think critically and scientifically. In order to practice these skills, students will complete nine (9) “PsychSim” Activities in Macmillan LaunchPad (each worth 10 points). These activities may include demonstrations where you are the participant, reading additional material about a research study discussed in the book, and relevant videos to the material discussed in class, followed by a series of multiple-choice questions about the activity you completed. These activities should each take about fifteen (15) minutes each. Refer to the syllabus to see which activities are due on which days. You are allowed and encouraged to use your book and notes as resources and are encouraged to take notes while reading (material in these activities are fair game on exams). Students must work independently on these activities. Late work will NOT be accepted for any reason. Your lowest scoring PsychSim lab activity grade will be dropped from the final grade calculation.

## **Concept Practice Activities**

Some of the topics that are discussed in class will be intuitive and immediately understandable while others will be more complex. In order to reinforce some of these more difficult to understand concepts, students will complete thirteen (14) “Concept Practice” Activities in Macmillan LaunchPad (each worth 5 points). These activities will help students gain a deeper understanding of more difficult ideas by reinforcing terminology and providing additional examples both from research studies and that students may encounter in their daily lives. These activities should each take about ten (10) minutes each. Refer to the syllabus to see which activities are due on which days. You are allowed and encouraged to use your book and notes as resources and are encouraged to take notes while reading (material in these activities are fair game on exams). Students must work independently on these activities. Late work will NOT be accepted for any reason.

## **Syllabus and Course Orientation Quiz**

The syllabus is a student’s guide to the course and outlines all expectations, deadlines, and procedures students need to be aware of in order to succeed. Yet, many students only glance over deadlines or worse yet, don’t read it at all. This quiz is a syllabus/course expectations scavenger hunt which familiarizes students with the expectations of the course and answers many common questions students may have throughout the semester.

## **Research Exposure Program, School of Psychology, Georgia Institute of Technology:**

We in the School of Psychology, believe that exposure to research is essential to gaining a better understanding of the scientific study of human behavior. Being involved in research is a good way to experience first-hand and learn about the scientific enterprise. There are three ways to experience research activity to fulfill the research exposure requirement for PSYC 1101:

1. Experience research as a volunteer participant in studies conducted in the School of Psychology at GT. You can learn about, and sign-up for, the experiments on the experiment web site: [gatech-psych.sona-systems.com](http://gatech-psych.sona-systems.com)
2. Complete a series of article critiques (see Option 2 below)
3. Or some combination of both.

You need to participate in 2 hours of research credit. You have until **Tuesday, November 24<sup>th</sup> at 5:00pm** to complete your research credit. Unsuccessful completion of all research credits can result in up to a letter grade reduction toward the final grade in the course. You will not technically earn points for participating in research hours. By doing 2 hours of research, you get to keep the points you have earned throughout the semester. For every ONE hour you do not complete, you will lose 34.5 points from your total grade. If you do not complete either hour, 69 points will be deducted from your grade (dropping a full letter grade).

Only 1 hr completed:	-34.5 points from total course grade
0 hrs completed:	-69 points from total course grade

When students sign up for studies, it is important that they show up at the appointed time or cancel their appointments 24 hours in advance. Missed appointments are problematic because of the time and opportunities lost such as depriving other students from taking that spot and the lost time of the researchers. If there are two unexcused missed appointments during the semester, the student will no longer be able to sign up for studies. In this case, the remaining requirement must be fulfilled using Option 2. Arriving late to an appointment may constitute a missed appointment if the researcher is not able to accommodate the student in the remaining time.

Students who wish to utilize this option are encouraged to sign up for studies early, as research participation slots book up quickly towards the middle and end of the semester. If you are unable to find research studies, you must complete the article critiques instead to meet this course requirement so plan ahead!

### **Option 2: Article Critiques**

You will conduct 2 article critiques (1 research credit per article) of 2 different empirical papers on a topic of your choice (2-3 pages per article critique). **You have until Tuesday, November 24<sup>th</sup> at 11:59pm to complete your article critiques.** Use Georgia Tech's online library to find the articles and use the following link as a guide to what is an acceptable journal for a published article for this assignment: <https://www.scimagojr.com/journalrank.php?area=3200>. This assignment should be written in APA style ([https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)):

The main points of the paper should include answers to the following questions:

1. What was the hypothesis of the study?
2. Identify the IVs, DVs, extraneous variables, and confounding variables.
3. What were the study results?
4. What are the general conclusions?

### **Course Policies:**

#### **General advice**

While this course is topic-based, the broad thematic concepts are much more important than any individual topic. I urge you to read the relevant section(s) of the text PRIOR to watching the associated lecture, and to go over the material afterwards. This will make studying for the exams

much easier. Instead of reading through your notes only once before the exam, try to build a few layers of understanding and explain the concepts to your friends, family, pet, etc.

I am here to help you understand this material. I am always happy to discuss the material covered in class or the textbook with you. I am also more than happy to discuss any academic questions that you may have that are beyond the scope of the course material. Please come to online office hours or contact me to schedule an appointment if you are unable to attend regular office hours.

## Lectures

I will post student outlines of the class discussion prior to class. These outlines will have key terms and phrases removed from the PowerPoint slides and will allow you to have “fill in the blank” notes ahead of time if you wish to use them. I will upload pre-recorded lecture videos of the content at the start of the week in which the topic is to be discussed on the syllabus. As many students are in different time zones, this allows students to watch the lectures at a time that is most convenient.

## Virtual Q&A Sessions

I will be holding weekly virtual Q&A sessions throughout the semester (**even numbered weeks: Tuesday 11:00am – 12:00pm; odd numbered weeks: Monday 10:30pm – 11:30pm**), with topics of discussion to be announced at the beginning of each week. These sessions are not mandatory; however this will be your opportunity to ask questions you may have about the course content. Please come to the Q&A sessions prepared and having already viewed the assigned lecture videos. Please arrive promptly to the virtual classroom- I will end the session when there are no further questions or commentary. If you are unable to attend the virtual Q&A **you are still responsible for the material that is covered.** If you cannot attend and have a question that you would like to have answered, a discussion board will be made available for students to post questions which I will answer live. All Q&A sessions will be recorded and posted to Canvas after the session should students wish to review them at a later time.

## Missed Work

I will allow you to make up missed work for GT approved absences (<https://registrar.gatech.edu/records/leaves-of-absence>). These types of requests may include: students missing class to deliver a paper at a conference, students attending a seminar or conference related to their studies, students participating in an athletic event for Georgia Tech, documented student illness, students attending a conference related to a leadership group of which they are members and officers, or students attending a meeting or conference as Georgia Tech representatives. Requests for absences due to religious observations are made directly with the Instructor. Please do not send me documentation directly- this is to protect your personal information. The internet is not secure, and I do not want your personal information to be jeopardized. Missed work must be made up within 5 business days of the date on the approved documentation.

## Proper Conduct

Students are expected to behave in a manner that is conducive to a learning environment. Please show respect for the learning process, other students, and your instructor by not engaging in disruptive behaviors. This includes making sure that computer microphones are turned off unless

a student has a question. Students may also use the chat feature in Microsoft Teams to ask questions should they not have microphone access.

### **Grade Review**

In order to maintain test integrity, I will not be releasing the quiz keys to the class. Students interested in looking over their scored quizzes should email the course TA who can set up a time with you to review your exam and answer individual questions. I strongly encourage students that have questions or concerns to talk to me during online office hours. If you are unable to meet with me during office hours, please let me know and we will find a mutually convenient time to meet. Other than office hours, the best way to reach me is via email.

If you think there has been an error in grading, contact me immediately by email. Because email is not secure, you can ask for a check on a grade over email but I will not discuss exact point totals over email.

### **Technology**

Students must be able to perform basic computer skills such as access to the internet, log onto websites that require usernames and passwords, navigate tabs and links on web pages, open and send emails, create and send attachments, download and view attachments including Microsoft Word documents and PowerPoint slideshows, open and view streaming videos, input and save information entered into online questionnaires, create, save, and upload files in widely-accessible formats (e.g., .rtf, .pdf, or .docx), and create folders on personal computers to organize and save completed work.

Students will need reliable and frequent access to a computer and to the internet. Students will also need a headset with a microphone (or speakers and a microphone) to listen to online resources and conduct other activities in the course.

This course will use the Georgia Tech Instructure Canvas learning management system.

Log on to Georgia Tech Canvas (<https://canvas.gatech.edu>)

User Name: Your GaTech username (e.g. gburdell3)

Password: Your GaTech password

### **Communication**

Although the LaunchPad e-textbook and associated site is interactive, official grades (e.g., exams), important announcements, lecture slides, and other miscellaneous information will be posted on the course Canvas page (<https://canvas.gatech.edu>).

Email is the preferred method of communication. Emails sent to the entire class will be sent to your GT email address (i.e., [XXX@gatech.edu](mailto:XXX@gatech.edu)). Please either plan on checking your GT account for emails at least once a day or check to ensure that mail sent to your GT email account are forwarded to the account you use and check regularly.

Please contact me via email, using your GT email account; **DO NOT** use Canvas inbox.

- I will respond to your email within 2 business days during the regular work week.

- I cannot guarantee that I will check and respond to emails on the weekends and academic holidays; please plan accordingly.

When sending email correspondences to the instructor or TA, please put “PSYC 1101” in the subject line to ensure that your email is given the proper attention. You are always welcome to speak with me either before or after class, as well as during office hours.

## **University Policies:**

### **Academic Integrity**

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit <http://www.catalog.gatech.edu/policies/honor-code/> or <http://www.catalog.gatech.edu/rules/18/>.

All students are assumed to have read the Code of Student Conduct and consented to be bound by it. Any student suspected of cheating or plagiarizing on a quiz, exam, or assignment will be reported to the Office of Student Integrity who will investigate the incident and identify the appropriate penalty for violations. Violations of these rules of conduct are taken extremely seriously and will result in a failing grade for the course (at a minimum). Specific violations include (but are not limited to):

- Use or provision of prohibited assistance during quizzes or exams
- Sharing of outside assignments such as research reports or papers
- Plagiarism- this includes both the use of the words and ideas without attribution (e.g., by presenting online materials as if they were your own work)

### **Student Athletes**

Student athletes must provide an official schedule of their activities for the entire semester. Failure to do so will preclude opportunities for event-related make-ups. Make-ups will generally not be allowed for events that are not documented on the official schedule. Make-ups for events documented on the official schedule will generally occur *prior* to the regularly-scheduled exam.

### **Disability Services Accommodations Procedures for Students**

Georgia Tech complies with regulations of the Americans with Disabilities Act of 1990 and offers accommodations to students with disabilities. If you need classroom accommodations, please make an appointment with the Office of Disability Services to discuss the appropriate procedures. Their website is [www.adapts.gatech.edu](http://www.adapts.gatech.edu)

### **Title IX and Statement on Limits to Confidentiality**

Georgia Tech and the College of Sciences are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials and discussions are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As an instructor, I

much report (per Policy 6.7 and Policy 4.6.5 of the Policy Manual of the Board of Regents of the University System of Georgia) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

- Allegations of sexual assault, sexual discrimination, sexual harassment, gender-based harassment, dating or domestic violence, or stalking when they involve Georgia Tech students, faculty, or staff, or third parties visiting campus.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you may have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a confidential setting, you are encouraged to make an appointment with the Student Counseling Center (<http://counseling.gatech.edu>), the Women's Resource Center (<http://www.womenscenter.gatech.edu>), and/or VOICE (<http://healthinitiatives.gatech.edu/well-being/voice>). For more information, please visit <https://titleix.gatech.edu/home>.

## **Fall 2020 Covid-19 Pandemic Policies:**

### **Expectations and Guidelines**

Each of us has a responsibility to ourselves and our fellow Yellow Jackets to be mindful of our shared commitment to each other's health and safety. We are all required to wear a face covering while inside **any** campus facilities/buildings including during in-person classes, **and** to adhere to social distancing of at least six (6) feet.

If an individual forgets to bring a face covering to class or to any indoor space, there will be a clearly marked supply of these in each building. If a student fails to follow Georgia Tech's policies on social distancing and face coverings, they will initially be reminded of the policy and if necessary, asked to leave the class, meeting, or space. If they still fail to follow the policy, they may be referred to the Office of the Dean of Students. [Information on the Institute's policy on face coverings.](#)

Additional information is available in the [Student Guidebook](#).

### **Instructor Illness or Exposure to Covid-19**

In the event that a class needs to be cancelled due to an illness or other emergency situation the instructor will notify students as early as possible. As this course is asynchronous, assignments will continue to be due on the dates designated by the syllabus unless otherwise notified. Virtual office hours and Q&A/ Discussions will either be held by Teaching Assistants (TAs), or will be cancelled until the instructor is able to resume full time duties.

### **Student Illness or Exposure to Covid-19**

During the semester, you may be required to quarantine or self-isolate to avoid the risk of infection to others. Quarantine is the separation of those who have been exposed to someone with Covid-19 but who are not ill; isolation is the separation of those who have tested positive for Covid-19 or been diagnosed with Covid-19 by symptoms.

If you have nor tested positive but are ill or have been exposed to someone who is ill, please follow the [Covid-19 Exposure Decision Tree](#) for reporting your illness.

During the quarantine or isolation period you may feel completely well, ill but able to work as usual, or too ill to work until you recover. As this course is fully remote, unless you are too ill to work, you should be able to complete your course work as scheduled while in quarantine or isolation.

If you are ill and unable to do course work, this will be treated similarly to any student illness. The Dean of Students will have been contacted when you report your positive test or are told that it is necessary to quarantine and will notify your instructor that you may be unable to attend class events or finish your work as the result of a health issue. Your instructor will not be told the reason. Once appropriate notification from the Dean of Students has been received, **students should directly contact the instructor in order to adjust deadlines and due dates if the student is too ill to complete them as scheduled.** All video recordings of lectures, lecture slides, and course materials that have been utilized while the student is ill will remain on Canvas to be accessed once well again.

### **CARE Center, Counseling Center, Stamps Health Services, and the Student Center**

These uncertain times can be difficult and many students may need help in dealing with stress and mental health. The [CARE Center](#), [Counseling Center](#), and [Stamps Health Services](#) will offer both in-person and virtual appointments. Face-to-face appointments will require wearing a face covering and social distancing, with exceptions for medical examination. Student Center services and operations are available on the [Student Center](#) website. For more information on these and other student services, contact the Vice President and Dean of Students or the [Division of Student Life](#).

### **Accommodations for Students at Higher Risk for Severe Illness with Covid-19**

Students may request an accommodation through the Office of Disability Services (ODS) due to 1) the presence of a condition as defined by the Americans with Disabilities Act (ADA), or 2) identification as an individual of higher risk for Covid-19, as defined by the Centers for Disease Control (CDC). Registering with ODS is a 3-step process that includes completing an application, uploading documentation related to the accommodation request, and scheduling an appointment for an “intake meeting” (either in person or via phone or video conference) with a disability coordinator.

If you have been approved by ODS for an accommodation, I will work closely with you to understand your needs and make a good faith effort to investigate whether or not requested accommodations are possible for this course. If the accommodations request results in a fundamental alteration of the stated learning outcomes of this course, ODS, academic advisors, and the School of Psychology will work with you to find a suitable alternative that as far as possible preserves your progress toward graduation.

## Campus Support Services and Resources for Students:

In your time at Georgia Tech, you may find yourself in need of support. Below you will find some resources to support you both as a student and as a person.

### Academic support

- Center for Academic Success <http://success.gatech.edu>
  - 1-to-1 tutoring <http://success.gatech.edu/1-1-tutoring>
  - Peer-Led Undergraduate Study (PLUS) <http://success.gatech.edu/tutoring/plus>
  - Academic coaching <http://success.gatech.edu/coaching>
- Residence Life's Learning Assistance Program  
<https://housing.gatech.edu/learning-assistance-program>
  - Drop-in tutoring for many 1000 level courses
- OMED: Educational Services (<http://omed.gatech.edu/programs/academic-support>)
  - Group study sessions and tutoring programs
- Communication Center (<http://www.communicationcenter.gatech.edu>)
  - Individualized help with writing and multimedia projects

### Personal Support

#### Georgia Tech Resources

- The Office of the Dean of Students: <https://studentlife.gatech.edu/>; **404-894-6367**; Smithgall Student Services Building 2<sup>nd</sup> floor
  - You also may request assistance at [https://gatech-advocate.symplicity.com/care\\_report/index.php/pid383662?](https://gatech-advocate.symplicity.com/care_report/index.php/pid383662?)
- Center for Assessment, Referral, and Education (CARE): <http://care.gatech.edu>; **404-894-3498**; Smithgall Student Services Building 1<sup>st</sup> floor
  - Primary resource for mental health support at Georgia Tech, providing primary assessments and referrals to mental health resources both on and off campus.
  - *Students may walk in during business hours (8am-4pm, Monday, Wednesday, Thursday, and Friday and 9am-5pm on Tuesday)*
- Counseling Center: <http://counseling.gatech.edu>; **404-894-2575**; Smithgall Student Services Building 2<sup>nd</sup> floor
  - Services include short-term individual counseling, group counseling, couples counseling, testing and assessment, referral services, and crisis intervention. Their website also includes links to state and national resources.
  - *Students in crisis may walk in during business hours (8am-5pm, Monday through Friday) or contact the counselor on call after hours at 404-894-2204.*
- Students' Temporary Assistance and Resources (STAR):  
<https://studentlife.gatech.edu/content/star-services>
  - Can assist with interview clothing, food, and housing needs.
- Stamps Health Services: <https://health.gatech.edu>; **404-894-1420**
  - Primary care, pharmacy, women's health, psychiatry, immunization and allergy, health promotion, and nutrition
- Women's Resource Center: <http://www.womenscenter.gatech.edu>; **404-385-0230**

- VOICE <http://healthinitiatives.gatech.edu/well-being/voice>; **404-385-4464** or **404-385-4451**
  - Confidentially answers questions and provides resources for those affected by sexual violence
  - *Students in crisis may walk in during business hours (8am-5pm, Monday through Friday) or contact the GT PD (404-894-2500) and ask to speak to the VOICE on-call advocate*
- LGBTQIA Resource Center: <http://lgbtqia.gatech.edu/>; **404-385-2679**
- Veteran's Resource Center: <http://veterans.gatech.edu/>; **404-385-2067**
- Crisis Text Line: 741741
  - Communicate with a trained crisis counselor, from anywhere in the United States, anytime, about any type of crisis
- Crisis Text Line for students of color: STEVE
  - Communicate with a crisis counselor dedicated to supporting the mental health and emotional wellbeing of students of color
- Trevor Lifeline for LGBTQ students: **866-488-7386**
- Georgia Crisis and Access Line: **1-800-715-4225**
- National Suicide Prevention Line: **1-800-273-TALK**
- Georgia Tech Police: **404-894-2500**

### **Statement of Intent for Inclusivity**

As a member of the Georgia Tech community, I am committed to creating a learning environment in which all of my students feel safe and included. Because we are individuals with varying needs, I am reliant upon your feedback to achieve this goal. To this end, I invite you to enter into dialogue with me about the things I can stop, start, and continue doing to make my classroom an environment in which every student feels valued and can engage actively in our learning community.

### **Tentative Course Schedule**

*\*\*Please note that all due dates are in EASTERN US time\*\**

Day	Date	Topic	Readings	Assignments Due
<b>Week 1: Welcome, Orientation, Foundations of Psychology</b>				
T	08/18	Welcome; Course Overview; Course Navigation	Course Syllabus	Check technology requirements, acquire course materials
R	08/20	Psychology: Evolution of a Science	Ch. 1 (sec. a-c)	
Sun	08/23	Prep for Week 2		Ch. 1 & 2 Learning Curves due at 11:59pm
<b>Week 2: Statistics and Methods in Psychology</b>				
T	08/25	Methods in Psychology Pt. 1	Ch. 2 (sec. a & b)	
R	08/27	Methods in Psychology Pt. 2	Ch. 2 (sec. c)	
F	08/28	Chapter 2 Wrap-Up		Syllabus Quiz due at 11:59pm

		Concept Practice: Statistical Significance PsychSim: Understanding Psychological Research		Ch. 2 Concept Practice due at 11:59pm  Ch. 2 PsychSim due at 11:59pm  Ch. 1 & 2 Discussion Board Posts (Last names A – Ca) due at 11:59pm
Sun	08/30	Prep for Week 3		Ch. 3 Learning Curve due at 11:59pm  Ch. 1 & 2 Discussion Board Responses due at 11:59pm

### Week 3: Neuroscience and Behavior

T	09/01	Neuroscience and Behavior Pt. 1	Ch. 3 (sec. b & c)	
R	09/03	Neuroscience and Behavior Pt. 2	Ch. 3 (sec. a)	
F	09/04	Chapter 3 Wrap-Up  Concept Practice: Agonists and Antagonists  PsychSim: Hemispheric Specialization PsychSim: Neural Messages		Ch. 3 Concept Practice due at 11:59pm  Ch. 3 PsychSim (x2) due at 11:59pm  Ch. 1 – 3 Quiz due at 11:59pm  Ch. 3 Discussion Board Posts (Last names Ch – E) due at 11:59pm
Sun	09/06	Prep for Week 4		Ch. 5 Learning Curve due at 11:59pm  Ch. 3 Discussion Board Responses due at 11:59pm

### Week 4: Consciousness

T	09/08	Consciousness Pt. 1	Ch. 5 (sec. a & b)	
R	09/10	Consciousness Pt. 2	Ch. 5 (sec. c)	
F	09/11	Chapter 5 Wrap-Up  Concept Practice: Stages of Sleep		Ch. 5 Concept Practice due at 11:59pm

		PsychSim: Your Brain on Drugs		PsychSim due at 11:59pm  Ch. 5 Discussion Board Posts (Last names F – G) due at 11:59pm
Sun	09/13	Prep for Week 5		Ch. 5 Discussion Board Responses due at 11:59pm
<b>Week 5: Portfolio Assignment 1: Foundations</b>				
T	09/15	Work on Portfolio Assignment 1		
R	09/17	Peer Review		
F	09/18	Portfolio Assignment 1 Deliverable		Portfolio Assignment 1 due 11:59pm
Sun	09/20	Prep for Week 6		Ch. 7 Learning Curve due at 11:59pm
<b>Week 6: Learning</b>				
T	09/22	Learning Pt. 1	Ch. 7 (sec. a & b)	
R	09/24	Learning Pt. 2	Ch. 7 (sec. c)	
F	09/25	Chapter 7 Wrap-Up  PsychSim: Classical Conditioning PsychSim: Operant Conditioning		Ch. 7 PsychSim (x2) due at 11:59pm  Ch. 7 Discussion Board Posts (Last names H – K) due at 11:59pm
Sun	09/27	Prep for Week 7		Ch. 6 Learning Curve due at 11:59pm  Ch. 7 Discussion Board Responses due at 11:59pm
<b>Week 7: Memory</b>				
T	09/29	Memory Pt. 1	Ch. 6 (sec. a & b)	
R	10/01	Memory Pt. 2	Ch. 6 (sec. c & d)	
F	10/02	Chapter 6 Wrap-Up  PsychSim: Short-Term Memory PsychSim: Forgetting		Ch. 6 PsychSim (x2) due at 11:59pm  Ch. 5 - 7 Quiz due at 11:59pm  Ch. 6 Discussion Board Posts (Last names L – Ma) due at 11:59pm

Sun	10/04	Prep for Week 8		Ch. 9 Learning Curve due at 11:59pm  Ch. 6 Discussion Board Responses due at 11:59pm
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### Week 8: Language

T	10/06	Language Pt. 1	Ch. 9 (sec. a)	
R	10/08	Language Pt. 2	Ch. 9 (sec. b)	
F	10/09	Chapter 9 Wrap-Up  Concept Practice: Language Areas in the Brain		Ch. 9 Concept Practice due at 11:59pm  Ch. 9 Discussion Board Posts (Last names Mb – Pa) due at 11:59pm
Sun	10/11	Prep for Week 9		Ch. 9 Discussion Board Responses due at 11:59pm

### Week 9: Portfolio Assignment 2: Learning & Memory

T	10/13	Work on Portfolio Assignment 2		
R	10/15	Peer Review		
F	10/16	Portfolio Assignment 2 Deliverable		Portfolio Assignment 2 due at 11:59pm
Sun	10/18	Prep for Week 10		Ch. 10 & 12 Learning Curves due at 11:59pm

### Week 10: Intelligence & Personality

T	10/20	Intelligence	Ch. 10 (sec. a & b)	
R	10/22	Personality	Ch. 12 (sec. a & c)	
F	10/23	Chapter 10 & 12 Wrap-Up  Concept Practice: Studying Intelligence in Twins  PsychSim: What Kind of Person Are You?		Ch. 10 Concept Practice due at 11:59pm  Ch. 12 PsychSim due at 11:59pm  Ch. 9-10, Ch. 12 Quiz due at 11:59pm  Ch. 10 & 12 Discussion Board Posts (Last names Pe – Si) due at 11:59pm
Sun	10/25	Prep for Week 11		Ch. 11 Learning Curve due at 11:59pm

				Ch. 10 & 12 Discussion Board Responses due at 11:59pm
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### Week 11: Human Development

T	10/27	Human Development Pt. 1	Ch. 11 (sec. a & b)	
R	10/29	Human Development Pt. 2	Ch. 11 (sec. c)	
F	10/30	Chapter 11 Wrap-Up  Concept Practice: Attachment Concept Practice: Piaget's Stages Concept Practice: Erikson's Stages		Ch. 11 Concept Practice (x3) due at 11:59pm  Ch. 11 Discussion Board Posts (Last names So – T) due at 11:59pm
Sun	11/01	Prep for Week 12		Ch. 13 Learning Curve due at 11:59pm  Ch. 11 Discussion Board Responses due at 11:59pm

### Week 12: Social Psychology

T	11/03	Social Psychology Pt. 1	Ch. 13 (sec. a & c)	
R	11/05	Social Psychology Pt. 2	Ch. 13 (sec. b)	
F	11/06	Chapter 13 Wrap-Up  Concept Practice: Conformity Concept Practice: Obedience Concept Practice: Cognitive Dissonance		Ch. 13 Concept Practice (x3) due at 11:59pm  Ch. 13 Discussion Board Posts (Last names U – X) due at 11:59pm
Sun	11/08	Prep for Week 13		Ch. 15 Learning Curve due at 11:59pm  Ch. 13 Discussion Board Responses due at 11:59pm

### Week 13: Psychological Disorders

T	11/10	Psychological Disorders Pt. 1	Ch. 15 (sec. a & c)	
R	11/12	Psychological Disorders Pt. 2	Ch. 15 (sec. b)	
F	11/13	Chapter 15 Wrap-Up  Concept Practice: Explaining Anxiety Disorders		Ch. 15 Concept Practice (x3) due at 11:59pm  Ch. 11, 13, & 15 Quiz due at 11:59pm

		Concept Practice: Explaining Mood Disorders Concept Practice: Symptoms of Schizophrenia		Ch. 15 Discussion Board Posts (Last names Y – Z) due at 11:59pm
Sun	11/15	Prep for Week 14		Ch. 15 Discussion Board Responses due at 11:59pm
<b>Week 14: Portfolio Assignment 3: Applications</b>				
T	11/17	Work on Portfolio Assignment 3		
R	11/19	Peer Review		
F	11/20	Portfolio Assignment 3 Deliverable		Portfolio Assignment 3 due 11:59pm
Sun	11/22	Prep for Week 15		
<b>Week 15: Course Wrap-Up</b>				
T	11/24	Final Portfolio Project		SONA research credits due at 5:00pm  Article critiques due at 11:59pm  Final Portfolio Project due at 11:59pm