INTRO PSYCHOLOGY

Class Times: T/Th 3:50-5:10pm in *HEG 102* | **Virtual Consultation Hours** (booked via Calendly): M/W 12-1pm

Instructor

Dr. Justin Hulbert
e-mail: jhulbert@bard.edu

Book a Zoom Consultation:
calendly.com/just-hulbert

Course Materials

GLOBALYCEUM
Empowering Active Learning

Perusall

brightspace
by D2L

bardcollege.brightspace.com

Prerequisites

A scientific interest in what makes individuals tick.

Assessment

- Globalyceum activities: **35%**
- Perusall annotations: **15%*‡**
- Make-your-own-text: **40%**
- Final reflection: **10%**
- Extra credit

 *I'll drop your lowest 2 scores
 ‡Excluding chapter peer review

Course Overview

How does the mind create the reality we perceive? How do experiences shape the brain, and how do processes in the brain influence thought, emotion, and behavior? This course investigates these and related questions by studying the science of the human mind and behavior. The course covers topics such as attention, memory, perception, development, psychopathology, and social behavior. A particular emphasis will be given to the biological, cognitive, and socio-cultural roots that give rise to human experience. In so doing, we consider how behavior differs among people and across situations. Even if you do not intend to pursue the academic discipline further, the scientific literacy skills modeled throughout the course are designed to support your ability to think critically and transfer knowledge effectively, no matter where life takes you.

Learning Objectives

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Coming out of this course, you should have:

- A critical understanding of how it is that human beings think, feel, and behave, including biological and environmental influences.

- Developed a basic appreciation for the primary research methods and theories used to empirically study psychology.

- Honed your written, visual, and verbal communication skills, supporting the ability to work effectively both individually and in groups.

- Improved your ability to make connections between topics within psychology, across disciplines, and to everyday life.

- Established a solid foundation for further study of psychology (e.g., moderation, upper-level courses, and Senior Projects) or other courses in the sciences.

Joint Responsibilities

Achieving the broad aims of this course requires commitments from both me and you. Below you will find an outline of some of those responsibilities. Did I leave something out? Let me know–we can discuss additional responsibilities/group norms as a class.

- **I (Justin) agree to…**
    a) Make myself available outside of class via email, Brightspace discussion boards, and during posted Zoom Consultation Hours (by appointment through calendly.com/just-hulbert) to answer questions, provide extra help, and discuss matters related to the course of study.
    b) Respond in a timely fashion (typically by the end of the next school day) to email queries. In the event that more time is required to fully address the student query, I'll acknowledge receipt of the email and provide you with an estimated response time or suggest meeting in person.
    c) Facilitate a thoughtful, considerate, and engaging learning environment.
    d) Make available on Brightspace key materials forming the basis of synchronous activities for the purposes of review or catching up following absences.
    e) Provide adequate time to complete assignments and notify students about any necessary changes to the course schedule/format as promptly as possible.
    f) Provide comprehensive and fair assessments of materials presented or assigned. Assignments, with a level of feedback commensurate with the nature and aims of the task, will be returned to students in a timely fashion.
    g) Create and welcome opportunities for students to provide feedback on the course/teaching throughout the semester.
- **You are responsible for…**
    a) Showing up to class (in whatever form it takes) regularly, on time, and prepared while carefully following the relevant health and safety guidelines. I

Virtual Consultations

Staying connected during a time of social distancing can be challenging. But assistance is just a few clicks away.

- Other students probably share many of your questions/concerns. Posting questions on Brightspace will allow everyone to benefit from (and contribute to) the exchange.

- For more personalized issues (or if my Consultation Hours don't work), send me an email. But don't wait until the last minute before a deadline. Give yourself (and me) sufficient time to respond thoughtfully.

- It's easy to arrange a Virtual Consultation. Think of it like dropping by my office. We can chat about life, classes, careers, and (of course) course content.

  1. Simply go to calendly.com/just-hulbert

  2. Select a meeting time & let me know how I can best prepare

  3. You'll get a Zoom link (and reminder) emailed to you

Writing/other academic help is available through Bard Learning Commons (lc@bard.edu).

will take attendance when we are in person in order to facilitate contact tracing (and encourage students to use the same seat throughout the semester); however, you will *not* be penalized for absences owing to the pandemic. If you are sick or feel ill, please do *not* attend class. Your classmates and I will work to provide notes and answer questions to help you catch up again.

b) Checking your **Bard email** and **Brightspace** regularly for important announcements about the course. Adapting to the pandemic has made keeping in regular contact more important than ever. By clicking "Announcements" and then "Notifications" on the Brightspace landing page, you can request text and/or email alerts to be sent to you for a variety of course-related happenings.

c) Keeping up with the assignments and readings. As the required text is now completely digital, you can access the material on your computer or smart device from anywhere. You can even have the text read aloud to you! But keep in mind that there is no substitute for a deep and focused consideration of the material, spaced out over time and viewed interactively through multiple lenses.

d) Substantively participating in course discussions (in class and/or online). Note that a top-notch level of participation *does not necessitate responding to every question* raised in class or online; active or passive efforts to welcome contributions from everyone in the class are also looked upon favorably. Though you are welcome to challenge your fellow students' and my thoughts/conclusions, please do so in a fashion that is respectful. Challenge ideas, not the person raising them.

e) Maintaining connectivity. There are many benefits to taking handwritten notes. However, the need for social distancing and masks, along with the need to host more activities online, requires access to an

internet-connected device during and between class meetings. As such, it is strongly recommended that you bring a fully charged laptop or tablet with you to class. Smartphones are another option, though some features may be limited on such a device.

f) Submitting assignments digitally via Brightspace (unless prior arrangements have been made with me). If circumstances (e.g., illness) are likely to prevent you from turning in an assignment on time, please be proactive and inform me privately (over email or Zoom Consultation) as soon as possible. Students requiring alternative course accommodations (including extended time/flexibility on assignments due to disability) should contact me privately as early as possible after the first class meeting.

g) Upholding academic integrity. Plagiarism (e.g., copying other's words or ideas without proper citation) will not be tolerated. You are expected to work independently on each graded assignment, unless explicitly instructed otherwise. When in doubt as to what constitutes plagiarism within the confines of this course, you are encouraged both to consult the student handbook (http://www.bard.edu/dosa/handbook/index.php?aid=1201&sid=705) and to contact me for further guidance. There is absolutely no penalty for asking for clarification; however, failing to abide by Bard's standards for academic integrity can result in failing the course.

I WILL NOT PLAGIARIZE ANOTHER'S WORK
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Matt Groening
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Assessment Details

- **Globalyceum** (*35% of your final course grade*) is an online active-learning platform built to work on your laptop, tablet, or phone so that you can study whenever and wherever you'd like. Replacing a printed textbook, Globalyceum provides an interactive learning experience, complete with short readings, informative videos, and integrated lab activities to keep you on track throughout the semester. It's also far cheaper than most Introduction to Psychology textbooks offered by the major publishers.
    - You'll notice something different about the assigned readings on Globalyceum–they're not the typical lengthy, dry textbook chapters you might have seen elsewhere. Instead,

they are offer focused, accessible coverage of the material in order to serve as a jumping-off point for the deeper exploration we will do together in class and independently as you work toward the larger learning objectives and completion of the major course assignments. Designed to be read on any internet-connected device, you can adjust the font and even play an audio version of the text. Don't have a pen and paper handy? No problem, just click on the "Take Notes" button at the top of each reading and a moveable window pops up into which you can type formatted text, paste material, and insert other media/links. Your notes will be saved automatically with that particular reading so you can go back and study them.

- The short quizzes that follow each assigned reading (typically 10 multiple choice questions) will reinforce key ideas and help you (and me) identify areas that may require additional attention to achieve mastery. The reading quizzes are designed to be formative—that is, to help you learn, as well as to assess your progress. Research from cognitive psychology indicates that repeated testing of studied information improves long-term retention (Karpicke & Roediger, 2008). That's right: Tests and quizzes can be so much more than a stressful final evaluation of your abilities; they can be used as a powerful study technique, pacing learning, cementing your understanding, and (yes) likely improving grades on later assessments. Rather than take up class time with stressful pop quizzes to achieve these aims, Globalyceum's reading quizzes are intentionally low-stakes (each correct answer earns 1 point—out of approximately 800 available Globalyceum points across the semester), allow you to (optionally) *re-take the quiz* once (for a total of two attempts) to improve your initial grade (your highest score will be recorded), and provide you with question-specific feedback for a 5-minute period at a time of your choosing within a 24-hour "Review Window" following the quiz deadline. The platform keeps a record of your progress, so you can check your Globalyceum scores at any time.

- Note that all Globalyceum assignments are due by *11:55pm* (i.e., before the end of the day) on the specified dates, typically the Saturday ending the week during which we covered the associated topic in class. See the tentative course schedule below. Unless amended, these deadlines hold, regardless of your designated team/section (more on that later). However, some time will be reserved during your assigned asynchronous periods to work on these activities. You are also able to work ahead and complete Globalyceum readings/activities in advance of the deadline. So, if you are interested in a particular topic or realize that you're going to be busy later in the semester, go ahead and get a jump-start on it!

    - Globalyceum will automatically send you an email reminder 24 hours before due dates. While helpful, do not rely entirely on those reminders. Put the deadlines in your personal calendar immediately and plan accordingly. Note

that the system's email reminders are automated and will be sent to you even if you've already completed a quiz/assignment. If you're ever concerned whether or not the system has recorded your responses, you can check your grade book on the platform at any time.

- Written responses to activities will be saved automatically. However, timed quizzes require you to "Submit" at the end in order for your responses to be recorded. While quiz questions will be presented one at a time, you can go back, should you want to review/change your previous answer. But don't forget to submit the quiz before the deadline! In general, you should be able to complete the quizzes at a rate of about one question per minute. However, I have given you double the time to complete the quizzes in the first couple of weeks. I've then tapered the allowable time in subsequent weeks. The timer will appear along side of the quiz to keep you on track.
- Globalyceum assignments automatically become unavailable to complete after the deadline, so plan accordingly. If you have accommodations through the disability office that involve extended deadlines, please let me ASAP after the first class meeting so I can adjust your deadlines in the system.
- Quizzes and lab activities are to be completed independently unless otherwise (and explicitly) specified by me/this syllabus. See note above regarding plagiarism.

- To get started with Globalyceum:
  - You can purchase an access code at the College Bookstore (which can then be applied online) or you can purchase access directly online for $49.99 (payable by debit/credit card, check/money order, or PayPal). If you're still shopping for classes, good news: There's also 14-day free trial. Whether you already purchased a code at the Bookstore or have yet to purchase access/register for the trial period, follow the below steps.
  - As we will be using Globalyceum in conjunction with Brightspace, it is very important that you register through our Brightspace course page, rather than going to Globalyceum's website directly. So, if you purchased an access code from the College Bookstore, ignore the instructions on the access card telling you to visit Globalyceum's webpage directly. Here's what *everyone* should do (even if you purchased a code at the Bookstore):
    1. Log in to your Brightspace account using your Bard credentials at bardcollege.brightspace.com.
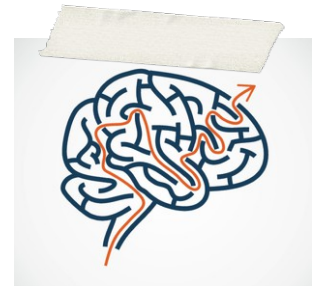
2. Select "Introduction to Psychological Science, Section C - Hulbert (F20)." If you don't see the course listed, let me know immediately so I can add you.

3. Click the "Course Introduction" module.

4. At the top of the module, you'll find a link to an external learning tool called "Access Globalyceum." Click it and open the resource in a new browser window.

5. If everything is working as it should (through was is called "single sign on/SSO"), you should *not* be prompted to enter your email address or create a new password. Easy! But contact me if you are prompted to do otherwise (as we'll need to work on integrating everything under SSO).

6. You will then be taken to the Globalyceum portal, where you will find the relevant "Psychology" course. Click the green "Add to Cart" button next to "Psychology."

7. Select "Proceed to Checkout."

8. After agreeing to the Terms of Use and Privacy Policy, you will see various options to complete your payment, including a button to initiate your 14-day free trial or redeem a Bookstore code. If you are still waiting for financial aid or are considering dropping the course, you can use the free trial. But, one way or another, it is critical that you maintain Globalyceum access throughout the time you are enrolled in the course, as many activities (and much of your grade) will depend on it.

9. You can return to the link under the "Course Introduction" module of our Brightspace page whenever you want to access Globalyceum (e.g., for an assigned reading, activity, or quiz). To make it easy, I've copied the access link to each week's Brightspace module. Make the portal through Brightspace your friend. It's my friend! I'm guessing it just doesn't call me regularly because it's busy doing its assigned readings… :(.

- Familiarize yourself with Globalyceum by reading the quick-start/how-to guides posted to Brightspace (also found under the "Students Start Here" tab in your Globalyceum portal). You can also explore the "Help" materials.

- Globalyceum recommends you use either the most recent version of the Chrome or Firefox web browser (I've had mixed results with Safari). But you should be able to access the portal on your smartphone, tablet, or computer. If you have any technical problems with Globalyceum, email support@globalyceum.com. You can carbon copy me on that email, but they suggest that first contact should be with Globalyceum so that they can help you directly. For general IT issues, contact helpdesk@bard.edu.

- **Perusall Annotations** *(15% of your final course grade)*

- I've heard a shocking rumor: Many college students regularly don't read the assigned materials or give them more than a quick skim! The reasons for this are likely manifold. The materials may be too costly, too dry, too plentiful, too heavy to lug around in the form of a physical textbook. As an instructor, I attempt to balance these legitimate criticisms with the imperative to expose students to the necessary background material to spark insight and discussion. To this end, I have decided to adopt Perusall. Throughout the semester, you will be required to read and annotate certain course materials using this collaborative e-reader with sophisticated data analytics.

- Perusall helps you learn faster by collaboratively annotating the readings and communicating with your classmates. Collaboration gets you help whenever you need it, makes learning more fun, enables you to help others (which research shows is also a great way for you to learn), and helps me make class better by emphasizing information that you need. Perusall also can read the assigned materials aloud and allow you to take notes (just for yourself—though you can easily share them with other students)!

- If you have a question or information to share about a passage in the readings, highlight the text and type in a comment as an annotation. You can also respond to a classmate's annotation in threads in real time or upvote questions you find helpful. Simply click the question mark to indicate "I have the same question" or the green checkmark to indicate "this answer helped my understanding." Good annotations contribute to the class by stimulating discussion, explaining your thought processes, helping others, and drawing attention to good points. If a particular classmate's point is relevant, you can explicitly "mention" them and they will be immediately notified, even if not presently signed on. I'd encourage everyone to check in on the Perusall discussion again after doing a first pass on a reading and respond to comments and questions or possibly add new commentary based on newfound understanding. Remember that annotations will be visible to other students, as well as to me (though I will not annotate directly—it is your space).

- Research shows that the following behaviors on Perusall predict higher end-of-semester grades and long term mastery of the subject. Accordingly, I will consider these factors in calculating your Perusall score:
    - Contributing thoughtful questions and comments to the class discussion, spread throughout the entire reading (some examples: https://perusall.com/downloads/scoring-examples.pdf)
    - Starting the reading early
    - Breaking the reading into chunks (instead of trying to do it all at once)
    - Reading all the way to the end of the assigned reading
    - Posing thoughtful questions and comments that elicit responses from classmates
   - Answering questions from others

- • Upvoting thoughtful questions and helpful answers
- Based on the overall body of your annotations, you will receive a score for each assignment that generally follows the benchmarks listed in the rubric below.

Score	Characteristics
3	Your contributions demonstrate *exceptionally* thoughtful and thorough reading of the assignment; you provided exceedingly helpful answers and/or insightful commentary. It is likely that this high score will be rarely given.
2	Your contributions meet expectations by demonstrating thoughtful and thorough reading of the assignment. You asked good questions, provided helpful answers, and/or otherwise interacted with your fellow students in a helpful way. You should aim for at least this score. Learn from your past scores to improve the quality of your future annotations.
1	Your contributions fell below expectations, demonstrating only superficial reading or limited coverage.
0	You did not make the required contributions by the deadline or they demonstrated reading of only part of the assignment that was merely superficial.

- In some cases, we will use Perusall during our class time together. Other annotated reading assignments will be done outside of our synchronous meetings. Students' reactions to the course readings prior to class will be used to guide the use of our synchronous class time. Thus, it is important that you complete these annotated reading assignments by the deadline given. That will give me the necessary time to prepare accordingly in time for our next synchronous class together.
- To get started with Perusall:
    1. Log on to Brightspace and navigate to this course.
    2. Navigate to the "Course Introduction" module.
    3. Click "Perusall, External Learning Tool" at the top of the page.
    4. Because the accounts are now linked, *use the Perusall link in Brightspace whenever you want to use Perusall for this course* (e.g., to complete an assignment) rather than trying to sign in to Perusall's website directly.
- I will *drop your your two lowest Perusall assignment scores*. This way, if you happen to miss one (or two) assignments or were still trying to grasp what makes for high-quality annotations, your grade won't suffer.
- The help feature in Perusall can be quite, well, helpful in answering your questions. You can also find a Perusall FAQ here or submit a support request here: https://support.perusall.com/hc/en-us/categories/360002173133-Students.

- **Make-Your-Own-Textbook Chapter** *(40% of your final course grade, determined by the number of project points out of 200 you receive on the various project components described below)*
    - Have you ever complained about the required text for a course? Maybe even this course? Well, now is your opportunity to make something of those critiques! This semester, you will work with a group of 1-2 other students from your assigned team/ section to author a chapter of a psychology "textbook" that (ideally) reflects one of your interests in the field. What you produce need not (and should not) be a standard textbook chapter, however. It should be more informative, accessible, relevant, engaging, interactive, and multimedia rich than what we have come to expect from textbooks. You could present it as a wiki, a collaborative Google doc, a website, or even a smartphone app, for instance. To bring this project to fruition, you can expect to workshop various aspects of its development during synchronous and asynchronous class meetings. Along the way, you will receive feedback from your peers in the class, people outside of the class (e.g., upper-level psychology students or maybe even experts in the field), as well as from me. You'll even have a role in deciding how the assignment will be graded. Perhaps the most exciting thing about this project, though, is that your creation may become a part of the assigned materials for students in my future classes. In building your expertise in psychology, you could be improving the way in which future generations of students learn about the topic! Here are some major milestones for the project:
        1. As a class, discuss the strengths and weaknesses of existing textbooks.
        2. Identify one content area in which you will work to gain expertise and produce the equivalent of a textbook "chapter." To do so, you will be asked to rank the following topics according to your level of interest. While I cannot promise that you will be assigned your top choice, I will do my best to match chapter assignments to interests.
            - History of psychology
            - Biological psychology
            - Sensation and perception
            - Learning and memory
            - Language
            - Intelligence
            - Development
            - Social psychology
            - Abnormal/clinical psychology
            - Emotions
            - Evolutionary psychology
            - Human sexuality
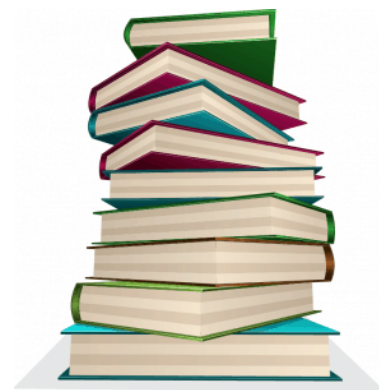
- Personality
- Consciousness
- Positive psychology
- Industrial/organizational psychology
- School psychology

3. Pitch the idea for your chapter to me and your peers in a brief format. What makes your chapter better than previously published ones? What topics do you hope to cover? What features will be included? This proposal can be presented in written form or submitted as a audio/video file. Only one submission per group is required *(25 project points)*.

4. Work together as a class to agree upon a rubric according to which your final project submission will be graded. What features make for a good textbook chapter?

   - For example, we might want to consider aspects like: depth and breadth of coverage, currency (are the references and examples relevant to what we know today?), clarity, accessibility, engagement, creativity, formatting and style, responsiveness to feedback, etc. You should also consider how well the chapter supplements allow readers/professors to self/assess learning progress (e.g., with chapter quizzes or tests). Remember, I am going to use these agreed-upon criteria to grade your work. So you want to be both comprehensive and specific when creating this rubric.

5. As a group, decide how you are going to gain expertise in your assigned topic area. You could divvy up the subsections or double up and then merge your efforts. To this end, you'll likely want to conduct literature searches, explore library holdings (feel free to contact the Bard research librarians for assistance), read the some of the foundational primary source articles (theoretical and empirical), consult existing textbooks and trusted psychology websites, search for useful videos online, etc. I have provided some "Additional Resources" below to get you started. But you should explore beyond these starting points.

   - During asynchronous and synchronous meetings throughout the semester, we'll spend some time workshopping relevant skills, like how to efficiently digest empirical articles, interpret figures, summarize/paraphrase scientific text, reference in APA style, construct an online survey, write a cover letter, etc.

6. Generate a proposed table of contents for your chapter (what topics will you cover and how will they be organized), along with a glossary, and a set of clear learning objectives. Designate one person in your group to submit these materials to Brightspace for a single group grade *(25 project points)*.

7. Work as a group to draft your chapter, including supplementary materials (e.g., interim summaries, student activities, discussion questions, review quizzes, slideshows, videos, etc.). Your chapter *must include some form of reader assessment* (e.g., a final chapter test and/or interim "check-your-knowledge" quizzes). Exactly how these assessments are presented is up to you. Consult printed and digital textbooks/courses for ideas. Regardless, these assessments should effectively tap what your group believes to be the most important concepts from the chapter and include some way of evaluating reader understanding (e.g., an answer key/suggested answer/rubric).

8. Get your peers in the class to annotate your chapter draft using Perusall. Each student should aim to annotate the draft of at least two other groups *and* respond to annotations left by others in their own draft. This annotation process will contribute to your project grade and should help improve everyone's final product *(25 project points—this is separate from the Perusall grade you receive for non-project related reading assignments)*. So it is worth investing the necessary time and effort.

9. As a group, construct an online survey to administer to individuals outside of the class and get their feedback about your chapter. Consider the best ways to obtain useful quantitative and qualitative feedback using methods we workshop in class *(25 project points)*.

10. Using the aforementioned online survey, solicit feedback from at least five different people (per group/chapter). Respondents should *not* be fellow students in this class; however, I otherwise will leave it up to you and your group to decide whom to ask to complete the survey—be thoughtful here. Who would be willing and able to give you the most valuable feedback? I don't expect this sample of respondents to be large or representative enough to draw particularly firm conclusions. Instead, I am primarily interested in giving you the opportunity to get a feel for the basics of survey development and administration. Think of it as a mini focus group, whose feedback you take with a grain of salt.

11. As a group, revise your draft chapter based on the feedback you received in the form of Perusall annotations and survey responses (feel free to divide up the labor—but do this fairly amongst your group members). You are not obligated to abide by every suggestion offered. However, you will be required to write a cover letter (see below) explaining how you addressed concerns or why you did not believe they needed to be addressed.

12. As a group, have a designated member submit your group's final chapter to Brightspace with a consensus cover letter that:

- Explains your group's goals for the chapter (imagine you're trying to sell it to a publisher)
- Summarizes how your group responded (or why you didn't) to feedback from the peer review and online survey
13. I will group grade your submission using the rubric we established *(100 project points)*.

- **Final Reflection** *(10% of your final course grade)* provides a thoughtful reflection of what you learned in this course. Your reflection should be organized, go beyond simply parroting back course material verbatim, and include how some of the big lessons from this course could be applied to your education, personal life, and/or career going forward. While your submission should be a polished product, having been fine-turned through careful editing, you are welcome to adopt a format that reflects your own preferred style. You could, of course, format this as a standard written term paper, but you could instead produce a video, animation, comic book, podcast, website, or interpretive dance… OK, maybe not an interpretive dance. But you do have pretty wide latitude here. If you're unsure as to whether your plan is appropriate, check with me. To give you a general guideline, your submission should be roughly equivalent to a 3-to-4-page (double-spaced, 11-or 12-point font) paper with reasonable margins. This reflection will take the place of a standard final exam (and will be graded as such). So take it seriously and commit the necessary time to producing it. Your reflection is due (via Brightspace) by 11:55pm on 12/15. It is OK to submit a link to your reflection (if, e.g., you posted a video to Youtube or created a website); however, you should not continue to edit the material after the deadline (at least until I've had a chance to grade it).
- **Extra Credit**
    - **In-class Globalyceum activities** not associated with a pre-specified deadline (e.g., opinion polls) will *count toward Extra Credit factored into your Globalyceum score*. In general, students will receive one point per activity, simply by participating. Of course, for the sake of the class discussion, your participation should be thoughtful.
    - **Research participation** (*5 bonus points for each 30 minutes of participation credit, up to 20 points applied toward your Globalyceum score*) offers a great way to experience first hand the basis of psychological science. A lot of exciting research is happening right here at Bard (even though much of it will necessarily be online this semester due to the pandemic). But that means that you could be able to gain extra credit points from anywhere you have internet access, at any time (before the deadline). Doing so is completely optional. You can choose to participate in any of the approved psychology experiments for which you qualify that are offered through our online experiment booking system, called "SONA" (see below for further instructions). Each experiment is associated with a credit value (1 credit = an estimated 60 minutes of time on task). In addition to participating, in order to receive extra credit, you must submit a brief

(roughly 1 paragraph) summary of your experience in the experiment to Brightspace. I'd recommend bookmarking the SONA website and visiting it early/often to find experiments that interest you (and for which you are eligible).

- Note that there may be other opportunities to participate in research experiments—some may even offer money in recognition of your time, instead of extra credit for your Intro Psych course. You are most welcome to participate in those experiments for pay, but only experiments listed on our SONA site that you completed for credit (not pay) will count as extra credit in our class.
- Here's how to get started using the SONA system:
    1. Visit http://bardresearch.sona-systems.com/ and click on "Request Account" (in red).
    2. Complete the form using the following required information (entering the wrong information could mean you don't get credit for participating):
        - Your Bard email address (you must use your @bard.edu address)
        - Link your SONA account to the appropriate course so that you get credit [i.e., "PSY141C- Intro to Psychological Science (Hulbert)"]
    3. You will receive your login information via email.
    4. Back on the SONA home page, log in with your new credentials.
    5. Select a study in which you are both ELIGIBLE and interested; note that some studies have special restrictions.
    6. If the experiment requires in-person attendance, show up wearing a mask at the scheduled time and place to participate—please do not be late or miss your appointment, unless there is an emergency; let the designated experimenter know if there are any questions/issues prior to your scheduled appointment.
    7. I will automatically be alerted as to whether you attended your appointment or not.
    8. Finally, don't forget to *submit a brief (paragraph-long) description of the experiment to the "Experiment Participation Summaries" section of*

Brightspace (found under the Week 15 module) as soon as possible after participating. All summaries must be submitted electronically by 11:55pm on 12/12 to be considered for extra credit.

- Not giving a s#!t about the class is a recipe for falling behind. But ***not using*** your **"S#!t Happens" token** this semester will be met with *10 points of extra credit, counting toward your Globalyceum score*. Look, I get it. Life sometimes gets in the way of deadlines. Pets do sometimes eat homework. Emergencies happen (pandemic related or otherwise). And, as much as we try to avoid it, we occasionally might plain forget a deadline. In an effort to be flexible and fair to all students, I am offering everyone one "S#!T Happens" token. Think of it like a "get-out-of-a-deadline-free" card. Just email me saying that you would like to use your S#!T Happens token on a particular assignment, and I will grant what together we determine to be a reasonable extension, *no questions asked*. You don't have to explain why you are using the token. Just tell me that you are using it, so that we can set an extension (without any late penalty). While it is completely reasonable to use your token during the semester and there should be absolutely no shame in doing so, if you happen to be lucky enough not to need to use it, I will grant extra credit points. Of course, if you realize that something may prevent you from completing your contribution to a pending group assignment, please give your group members (and me) as much advanced warning as possible so that everyone can adjust accordingly.

Additional Resources

There are treasure troves of information about psychology sprinkled around the internet–much of it can be accessed for free. If you find yourself struggling to understand a concept (or are looking for resources to help build out the Make-Your-Own-Textbook), I'd encourage you to search around, carefully evaluate the quality of the sources, and share useful finds with the rest of the class (email it or, even better, post it to Brightspace–there's a discussion forum for this). Below are some resources I have identified:

- Books & articles:
    - **Library:** https://www.bard.edu/library/databases.php?searchtype=sub&subject=psyc
    - **Google Scholar:** https://scholar.google.com
- **APA Dictionary of Psychology:** https://dictionary.apa.org
- Free textbooks & related resources:
    - **OpenStax Psychology:** https://openstax.org/books/psychology/pages/1-introduction
    - **Salor Foundation:** https://ocw.mit.edu/ans7870/9/9.00SC/MIT9_00SCF11_text.pdf
    - **Open Textbook Library:** https://libguides.humboldt.edu/openedu/psyc
    - **Project Gutenberg:** https://www.gutenberg.org/wiki/Psychology_(Bookshelf)
    - **BCcampus OpenEd:** https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?subject=Psychology
    - **NOBA Project:** http://noba.to/d95jpvm7

- **Simply Psychology:** https://www.simplypsychology.org
- **MERLOT Project:** https://www.merlot.org/merlot/Psychology.htm (or to search more widely https://www.merlot.org/merlot/searchMaterials.htm)
- **National Institute of Open Schooling:** https://nios.ac.in/online-course-material/sr-secondary-courses/Psychology-(328)/english-medium.aspx
- **DevPsy Directory:** http://www.devpsy.org/links/open_source_textbooks
- Videos:
  - **Khan Academy:** https://www.khanacademy.org/test-prep/mcat/behavior#concept-intro
  - **Paul Bloom:** http://videolectures.net/yalepsyc110s07_introduction_to_psychology/
- Use as an entry point (with caution):
  - **Wikipedia:** https://www.wikipedia.org
  - **Youtube:** https://www.youtube.com

Diversity and Access

Students in our courses come from a variety of backgrounds and viewpoints. It is very exciting to be able to benefit from these differences, and I anticipate a learning environment in which all approaches and backgrounds are respected and challenged in a way that promotes personal growth. To this end, I expect all members of the class to foster a climate of intellectual curiosity and enthusiasm by: (1) actively engaging in our activities and discussions; (2) being prepared to recognize the impact of bias, privilege, and histories of inequity; (3) and voicing opinions in a way that respects others. As a rule of thumb to encourage more voices to be heard, after you've contributed to a conversation in class, wait for three other people to speak before sharing more. You may notice that I pause between asking a question and accepting responses from the class. This is for a similar purpose.

Bard College is committed to providing equal access to all students. If you anticipate issues related to the format or requirements of this course, please schedule a consultation with me, as I would like us to discuss ways to ensure your full participation in the course. Together, we can plan how best to support your learning and coordinate your accommodations. Students who have already been approved to receive academic accommodations through Disability Services should share their accommodation letter and make arrangements to meet as soon as possible (within the first two weeks of the semester, if at all possible).

Have a learning difference or disability—including mental health, medical, or physical impairment—and are not yet registered? Please contact Disability Support Services at disabilityservices@bard.edu. The Director of Disability Resources and Accessibility, Erika van der Velden (evandervelden@bard.edu), will confidentially discuss the process to establish reasonable accommodations. Please note that accommodations are not retroactive and require advance notice to implement.

Whether course material brings up challenging issues or you are facing another type of challenge, the Bard Counseling Service may be able to help. For more information, see : https://www.bard.edu/counseling/.

COVID-19 Adaptations

In this unusual semester, as we all work as students, faculty, staff in a time of COVID, community responsibility will become an even bigger part of our daily lives. We all have a role to play in helping to keep others as safe as possible. Of course, no choices are risk free, but we can make choices that reduce risk for ourselves and others. To this end, there are a few additional rules and behaviors that we will all need to abide by:

- You must complete the daily check in, on the Involvio app in order to receive your daily green pass.
- We will all need to "foam in" as we enter the space, and wipe down tables and chairs. We will do the same (wipe and "foam out") when we are leaving the classroom.
- In class we will remain physically distant (>6 feet) and wear masks at all times. If you forget a mask, please get one at the nearest mask dispenser before you enter the building.
- We can't eat or drink in class, due to masking.
- Across campus, distancing and masking should happen at all times, even in dorms, Kline or campus paths. The more we all adhere to these safety measures, the safer we will be.

The College has established the "Bard Cares Team" to address instances where students or employees are having difficulty abiding by the community norms of behavior regarding the College's established COVID-19 protocol. The Team has developed a clear set of steps based in restorative practices to ensure compliance with health and safety measures on campus. If you see something that you are not comfortable addressing in the moment, you can send an email to cares@bard.edu.

Please do not attend class if you are sick, feel ill, know you may have been exposed to the novel coronavirus, or have any of the symptoms listed on the Involvio app. You are expected to complete the daily health screening using the app *before* showing up to class in a mask and having "foamed in." Short outdoor mask respites will be offered throughout the semester, weather permitting. Again, you will *not* be penalized for absences due to illness or quarantine. This course and the community we build around it will accommodate the realities of the pandemic with the flexibility they demand.

Given the above, we should expect, and plan for, occasional absences throughout the semester. We'll implement a system of note-taking, stay in close touch with each other, and utilize tools on the Brightspace course site to manage these disruptions. Please email me (or schedule a consultation) should you envision a significant disruption to your ability to meet the course requirements/deadlines. I will do my best to work with you (and other resources to which you have access at Bard) to support you. And, remember, you may also use your "S#!T Happens" token, no questions asked, for one deadline extension (details can be found

under "Extra Credit," above). It is important that we minimize unnecessary disruptions in the face of the pandemic. As such, please take the time now to review the course schedule below and transfer deadlines to your personal calendar. Doing so will help you avoid scheduling conflicts and allow you to carve out the necessary time to perform your best.

In an effort to restrict the number of individuals with whom we come into regular contact and to maximize the strength of the (distanced) interpersonal connections we build, enrolled students will be divided into two "teams." While I've designated the teams as either **Red** or **Green**, you'll be able to select your own team name. So, if you happen to have red-green colorblindness, don't worry. Anyway, with limited exceptions (e.g., during the first week's orientation), only one team will physically congregate in the classroom at a time. The other team will use that time to work asynchronously. Asynchronous activities for a given week will be released on Brightspace by the end of the day on the Monday of that week. While the course structure, content, and I will all serve as connecting fibers across teams, it is expected that the two teams will chart somewhat different trajectories based on their developing interests. Think of this as an additional way in which your experience this semester will be personalized.

Remember that the College-wide policy for grading this semester is that any student can request to take any class P/D/F at any point, even after they have received a final letter grade, all the way up to the start of the spring 2021 semester.

Occasionally (even when we meet in the classroom, face-to-face), we will make use of Zoom (so we can work collaboratively from a safe distance). Rather than sending everyone countless Zoom links, we will be making use of the Zoom integration in Brightspace. In Brightspace's "Course Introduction" module, you will find our permanent Zoom link. Simply click "Zoom Integration" to get started at the appointed time.

The pandemic has further exposed and exacerbated existing inequalities, including differing levels of access to technology (e.g., high-speed internet and personal computing devices) and other resources (e.g., quiet workspaces, as well as funds for textbooks and supplementary course materials) that facilitate learning at a distance. So, while this course will make heavy use of Zoom videoconferencing (in and out of the classroom), classroom activities that require internet-connected devices (smartphones, tablets, and/or tablets), and online subscription services (e.g., for digital access), I am committed to working collaboratively to facilitate access. Should you not have access to a a portable, internet-connected device in class, please contact the Dean of Inclusive Excellence, Kahan Sablo (ksablo@bard.edu) or let me know so that we can strategize. The Scale Project is a student-led organization committed to increasing equity and access for lower-income students at Bard. They have produced a document entitled, "Being Not-Rich at Bard College" that provides additional tips for navigating some of these challenges. The Scale Project and I both welcome additional suggestions and other feedback.

When the class meets remotely via Zoom, we all have to work a bit harder to stay engaged and focused. I recommend removing as many distractions as possible, even if it means something as simple as closing other open windows on your device or moving some unnecessary books of your desk. Of course, I understand that we don't have the ability to control every aspect of our environments. So, while I encourage everyone to have the camera turned on while we are together on Zoom, I recognize and respect that this may not always be possible for a variety of reasons.

Tentative Course Schedule

Week	Date (day)	Red Team Team Name: _____	Green Team Team Name: _____
1	9/1 *(t)*	**GETTING TO KNOW YOU** ▸"Getting to Know You" survey (Brightspace, abbreviated "BS") ▸Schedule short (10 min) meet-and-greet meeting w/ me over the next few weeks (https://calendly.com/just-hulbert/10-minute-meeting) ▸Course overview (assign scribes for 9/1 & 9/3; see note-taking reading on BS) ▸"Rank Your Interests" survey (BS) ▸"Personal Bio" assignment (submit via BS)–during respite–*due 9/3* ▸Establish teams, team names (Zoom), group/topic assignments, & scribes ▸Annotate the syllabus (Perusall, abbreviated "PS") ➡Homework (before next class meeting on 9/3): – Register for Globalyceum (abbreviated "GL") – "Overview of Psychology" (reading & "Set a Major Goal" activity on GL) – Finish annotation of the syllabus (PS) & your "Personal Bio" (submit via BS) Class scribe: _____ (submit notes to BS after class)	
1	9/3 *(th)*	**HYPOTHESIS TESTING** ▸Annotate Putnam, Sungkhasettee, & Roediger (2016, PS) ▸Discussion: Is psychology a science? ▸Mini-lecture: The scientific method ▸Activity: What makes a good/bad textbook? How can we assess this? Class scribe: _____	
1	9/5 (sa)	★ Due (by 11:55pm Saturday): – Week 1 Readings, Reading Quizzes, & Lab Activities (GL) – Finish Putnam et al. annotation (PS)	
2	9/8 *(t)*	**BIOLOGY & BEHAVIOR** *(async)* ▸Check "Week 2 Async" (on BS) ▸Work on Week 2 Lab Activities (GL)	**THE NERVOUS SYSTEM** *(sync)* Class scribe: _____
2	9/10 *(th)*	**THE NERVOUS SYSTEM** *(sync)* Class scribe: _____	**BIOLOGY & BEHAVIOR** *(async)* ▸Check "Week 2 Async" (on BS) ▸Work on Week 2 Lab Activities (GL)
2	9/12 (sa)	★ Due (by 11:55pm Saturday): – Week 2 Readings, Reading Quizzes, & Lab Activities (GL) – Any outstanding asynchronous activities from the week – Chapter Pitches (single group submission via BS)	
3	9/15 *(t)*	**SENSATION & PERCEPTION** *(async)* ▸Check "Week 3 Async" (on BS) ▸Class/group check-in survey (BS) ▸Work on Week 3 Lab Activities (GL)	**REVIEW PITCHES/DEVISE RUBRIC** *(sync)* Class scribe: _____

Week	Date (day)	Red Team Team Name: _____	Green Team Team Name: _____
3	9/17 (th)	REVIEW PITCHES/DEVISE RUBRIC (sync) Class scribe: _____	SENSATION & PERCEPTION (async) ▶Check "Week 3 Async" (on BS) ▶Class/group check-in survey (BS) ▶Work on Week 3 Lab Activities (GL)

3	9/19 (sa)	★ Due (by 11:55pm Saturday):
		  – Week 3 Readings, Reading Quizzes, & Lab Activities (GL)
		  – Any outstanding asynchronous activities from the week	

4	9/22 (t)	LEARNING (async) ▶Check "Week 4 Async" (on BS) ▶Work on Week 4 Lab Activities (GL)	LEARNING (sync) Class scribe: _____
4	9/24 (th)	LEARNING (sync) Class scribe: _____	LEARNING (async) ▶Check "Week 4 Async" (on BS) ▶Work on Week 4 Lab Activities (GL)

4	9/26 (sa)	★ Due (by 11:55pm Saturday):
		  – Week 4 Readings, Reading Quizzes, & Lab Activities (GL)
		  – Siegel (2011, PS)
		  – Any outstanding asynchronous activities from the week	

5	9/29 (t)	COGNITION (async) ▶Check "Week 5 Async" (on BS) ▶Work on Week 5 Lab Activities (GL)	CASE CONFERENCE: MEMORY & LANGUAGE (sync) Class scribe: _____
5	10/1 (th)	CASE CONFERENCE: MEMORY & LANGUAGE (sync) Class scribe: _____	COGNITION (async) ▶Check "Week 5 Async" (on BS) ▶Work on Week 5 Lab Activities (GL)

5	10/3 (sa)	★ Due (by 11:55pm Saturday):
		  – Week 5 Readings, Reading Quizzes, & Lab Activities (GL)
		  – Any outstanding asynchronous activities from the week
		  – Table of Contents, Glossary, Learning Objectives (group submission via BS)	

6	10/6 (t)	HUMAN DEVELOPMENT (async) ▶Check "Week 6 Async" (on BS) ▶Work on Week 6 Lab Activities (GL)	HUMAN DEVELOPMENT (sync) Class scribe: _____
6	10/8 (th)	HUMAN DEVELOPMENT (sync) Class scribe: _____	HUMAN DEVELOPMENT (async) ▶Check "Week 6 Async" (on BS) ▶Work on Week 6 Lab Activities (GL)

6	10/10 (sa)	★ Due (by 11:55pm Saturday):
		  – Week 6 Readings, Reading Quizzes, & Lab Activities (GL)
		  – Any outstanding asynchronous activities from the week	

Week	Date (day)	Red Team Team Name: _____	Green Team Team Name: _____
7	10/13 *(t)*	SOCIAL PSYCHOLOGY *(async)* ▸ Check "Week 7 Async" (on BS) ▸ Work on Week 7 Lab Activities (GL)	SOCIAL PSYCHOLOGY *(sync)* Class scribe: _____
7	10/15 *(th)*	SOCIAL PSYCHOLOGY *(sync)* Class scribe: _____	SOCIAL PSYCHOLOGY *(async)* ▸ Check "Week 7 Async" (on BS) ▸ Work on Week 7 Lab Activities (GL)
7	10/17 (sa)	★ Due (by 11:55pm Saturday): – Week 7 Readings, Reading Quizzes, & Lab Activities (GL) – Kassin & Kiechel (1996, PS) – Any outstanding asynchronous activities from the week	
8	10/20 *(t)*	EMOTION & MOTIVATION *(async)* ▸ Check "Week 8 Async" (on BS) ▸ Class/group check-in survey (BS)	CHAPTER WORKSHOP *(sync)* Class scribe: _____
8	10/22 *(th)*	CHAPTER WORKSHOP *(sync)* Class scribe: _____	EMOTION & MOTIVATION *(async)* ▸ Check "Week 8 Async" (on BS) ▸ Class/group check-in survey (BS)
8	10/24 (sa)	★ Due (by 11:55pm Saturday): – Week 8 Readings, Reading Quizzes (GL) – *there aren't lab activities this week* – Any outstanding asynchronous activities from the week	
9	10/27 *(t)*	DISORDERS & TREATMENTS *(async)* ▸ Check "Week 9 Async" (on BS) ▸ Work on Week 9 Lab Activities (GL)	JIGSAW CLASS: DEPRESSION TX *(sync)* Class scribe: _____
9	10/29 *(th)*	JIGSAW CLASS: DEPRESSION TX *(sync)* Class scribe: _____	DISORDERS & TREATMENTS *(async)* ▸ Check "Week 9 Async" (on BS) ▸ Work on Week 9 Lab Activities (GL)
9	10/31 (sa)	★ Due (by 11:55pm Saturday): – Week 9 Readings, Reading Quizzes, & Lab Activities (GL) – *Note that one of the asynchronous GL lab activities this week involves watching a movie. If you have trouble accessing a relevant movie in time for the assigned deadline, just let me know.* – Any outstanding asynchronous activities from the week	
10	11/3 *(t)*	PERSONALITY *(async)* ▸ Check "Week 10 Async" (on BS) ▸ Work on Week 10 Lab Act. (GL)	PERSONALITY *(sync)* Class scribe: _____
10	11/5 *(th)*	PERSONALITY *(sync)* Class scribe: _____	PERSONALITY *(async)* ▸ Check "Week 10 Async" (on BS) ▸ Work on Week 10 Lab Act. (GL)

Week	Date (day)	Red Team Team Name: _____	Green Team Team Name: _____
10	11/7 (sa)	★ Due (by 11:55pm Saturday): – Week 10 Readings, Reading Quizzes, & Lab Activities (GL) – Any outstanding asynchronous activities from the week – Rough Draft of Textbook Chapter (single group submission via BS)	
11	11/10 *(t)*	PEER REVIEW *(async)* ▸Annotate other chapters (PS)	SURVEY DESIGN *(sync)* Class scribe: _____
11	11/12 *(th)*	SURVEY DESIGN *(sync)* Class scribe: _____	PEER REVIEW *(async)* ▸Annotate other chapters (PS)
11	11/14 (sa)	★ Due (by 11:55pm Saturday): – Peer Review (annotations for at least two other groups' chapters, PS) – Survey Design (single group submission via BS; wait for approval to administer)	
12	11/17 *(t)*	SURVEY ADMINISTRATION *(async)*	A REPLICATION CRISIS? *(sync)* ▸Debate: Is psychology a science? Class scribe: _____
12	11/19 *(th)*	A REPLICATION CRISIS? *(synch)* ▸Debate: Is psychology a science? Class scribe: _____	SURVEY ADMINISTRATION *(async)*
13	11/24 *(t)*	NO CLASS - THANKSGIVING RECESS	
13	11/26 *(th)*	NO CLASS - THANKSGIVING RECESS *(all class meetings after Thanksgiving Recess will be entirely **virtual**)*	
14	12/1 *(t)*	OPEN SCIENCE MANIFESTO *(async)* ▸Check "Week 14 Async" (on BS)	OPEN SCIENCE *(sync)* Class scribe: _____
14	12/3 *(th)*	OPEN SCIENCE *(synch)* Class scribe: _____	OPEN SCIENCE MANIFESTO *(async)* ▸Check "Week 14 Async" (on BS)
14	12/5 (sa)	★ Due (by 11:55pm Saturday): – Bargh (2014, PS) – Any outstanding asynchronous activities from the week	
15	12/8 *(t)*	TEXTBOOK PROOFREADING *(async)*	VIRTUAL PRE-RELEASE PARTY *(sync)* Class scribe: _____
15	12/10 *(th)*	VIRTUAL PRE-RELEASE PARTY *(sync)* Class scribe: _____	TEXTBOOK PROOFREADING *(async)*
15	12/12 (sa)	★ Due (by 11:55pm Saturday): – Final Textbook Chapter w/ Cover Letter (single group submission via BS) – Research Participation Extra Credit Summaries (submitted via BS)	

Week	Date (day)	Red Team Team Name: _____		Green Team Team Name: _____
16	12/15 *(t)*	NO CLASS - COMPLETION WEEK ★ Due (by 11:55pm Tuesday): – Final Reflection (individual submission via BS)		
16	12/17 *(th)*	NO CLASS - COMPLETION WEEK		

Schedule is subject to change to improve pacing and/or accommodate unforeseen events (e.g., severe weather, pandemic, alien abduction). Check announcements on Brightspace/over email.