

**PSY 105A: GENERAL PSYCHOLOGY**  
MWF 2-2:50; E 270

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**Office Hours:** M 11-12:30; T 12:30-2; Th 11-12:30; or by appointment

**Course Description:**

This course will introduce you to the scientific study of human behavior and mental processes by exposing you to the problems, methods, and findings of modern psychology. During our 15 weeks together, we will cover a variety of sub-disciplines within psychology to give you a sense of the breadth of the field and an understanding of its foundational principles. This course will prepare you to take more advanced coursework in psychology as well as enhance your ability to evaluate psychological claims with which we are all constantly bombarded in the news and media. We will explore the different ways psychologists approach understanding humans and you will have the opportunity to apply the lessons you learn to your own life experiences. Be prepared to question some of your assumptions about the way your mind works and the reasons people act the way they do as we sift through psychological research to separate myth from fact.

In this course, we will use a variety of methods of instruction. We know from cognitive psychology that the more ways you engage with material, the more likely you are to master it and make connections between concepts. We will emphasize four ways of engaging in material this semester. The primary source of information is your textbook. We are covering a lot of material in 15 weeks, more than can be covered in our class time together, so it is critical you are devoting substantial time to reading and studying your textbook. The next method of engagement is lecture. Because we cannot cover everything in the textbook in lecture, I've selected the material that is most likely to cause confusion or misunderstanding when students tackle it on their own. The lectures are designed to expand upon and enrich what's covered in the textbook, not just present the same information in an alternative format. In addition to lectures, our time together in class will include discussions, activities, and demonstrations, the third method of engaging in the material. These opportunities will allow you to take a more active role in your processing of the material, which helps improve retention and understanding. I've found students really benefit from these experiences and they have asked for more of them during our class sessions. To accommodate this request, I have moved some of the material I used to lecture about to an online format by creating "mini-lecture" videos about 15-20 minutes in length. You will watch these videos on your own outside of class so we can spend more of our class time actively engaged in the material. The final method of engaging in the material is with the assignments. The assignments in this course are carefully constructed to get you to engage with the content in ways to promote understanding and retention of the information. There are a lot of assignments in this course, but none of them are busywork, as they will help you make personal connections with the content, write for different audiences, and critically evaluate sources of information.

**Course Student Learning Outcomes:**

- Demonstrate knowledge of psychological terms and concepts.
- Apply established theories and important research findings in psychology to various real world situations.
- Explain specific behavior or issues using psychological theories or research findings.
- Distinguish between beliefs based on scientific evidence and beliefs based on common sense, personal intuition, or personal experience.
- Distinguish between research findings from which you can infer a cause and effect relationship from findings that are correlational.

**Psychology Department Student Learning Outcomes:**

- To be able to critically analyze, synthesize and evaluate ideas.
- To be able to conduct independent psychological research and apply psychological and methodological concepts to novel research ideas.
- To be able to effectively convey their evidence based analysis of psychological research and theories through oral and written formats.
- To be able to describe the nature of the relationship between brain, thoughts, feelings, and behavior.
- To be able to describe and apply the different theories and schools of thought of psychology (e.g., behaviorism) and to be able to place them in a historical perspective.

**Required Materials:**

Myers, D. G. & DeWall, C., N. (2016). *Exploring Psychology* (10<sup>th</sup> ed). New York, NY: Worth Publishers.

- You may purchase the physical textbook or the electronic version, whichever you prefer.

**Assignments:***Exams (225 points)*

There will be 3 exams given throughout the semester, each worth 75 points. Exams will consist of multiple choice, matching, and short answer items, typically focusing on definitions of important terms, development of critical thinking skills, and application of course concepts to real life situations. Exam items will cover material from lecture, assigned readings, and in-class activities. Roughly 15-20% of material will come from information covered in the textbook only, 15-20% of material will come from information covered in lecture only, and the remaining 60-70% will be covered in both places. The third exam will be given during finals week, but will be non-cumulative and structured like the other exams.

*Chapter Reading Quizzes (70 points)*

There will be 14 weekly reading quizzes throughout the semester. Each quiz will consist of 10 randomly selected questions and will be worth up to 5 points. The purpose of the quizzes is to make sure you understand the concepts from the book and give you practice with questions similar to the multiple choice items on the exams. These **quizzes will be posted on Canvas and will close at 10:00 pm on Sundays**. You will only have **20 minutes to complete the quiz**, so make sure you have read the material thoroughly and understand the concepts before starting the quiz. I strongly recommend you do NOT leave these quizzes to the last minute (i.e., 9:40 on Sunday evening), as *technical issues will not be accepted as an excuse for not completing the quiz on time*. No late quizzes will be allowed, except for extreme circumstances.

The other reason to take your quiz well before the deadline is you are allowed to take each quiz a maximum of two times. If you do not like the score you get on your first attempt, you may try again. If you are happy with your score on the first attempt, you do NOT have to take the second attempt. If you choose to take the second attempt, **your final score will be the average of the two attempts.** For example, if you get a 5 on your first attempt and a 9 on your second attempt, your final score will be a 7. Your second quiz will have different questions than the first. If you decide to take the quiz again, I highly recommend you spend some more time reviewing the chapter and making sure you understand the concepts before your second attempt. The answers to your quiz questions can be seen in Canvas after you submit your quiz. If you believe your answer has been falsely marked as incorrect, please email me a screenshot of the question along with your rationale for why your answer is correct.

#### *Psychology Blog Project (90 points)*

As this is a survey course, we will not have enough time in class to discuss all the material in each chapter. To extend our conversations and exploration of psychology beyond the classroom, each student will create a WordPress® (<http://wordpress.com/>) blog. I maintain the course blog (<http://genpsych.ianmacfarlanephd.com/blog/>) and encourage you to subscribe to the course blog so you get an email reminder when I post new content. The course blog will syndicate your posts, meaning a preview of what you write on your own blog will appear on the course blog. When people want to read more about what you have to say, they click on your post and it takes readers to your personal blog site. This way the comments and responses stay on your post, and your blog will remain yours even after the course is over.

#### Blog Creation (10 points)

Your first assignment is to create a blog for the course. There are resources on Canvas that will assist with your blogs. Make sure to select the “WordPress.com” version so the blog is completely free. If you want to purchase your own domain and use the “WordPress.org” version, you can do so, but this is NOT a requirement of the course. When it comes to naming your blog, some students choose something very specific to the course, like “TimmysPSY105blog,” and this option works fine because there is typically not a lot of competition for these domain names. I would encourage you, however, to consider a less specific name in case you want to continue using this website in the future for another purpose. You may need to create a blog for another class, compose a website for a project, or want to make a professional portfolio to help with your job search. A more general name like “TimmysCollegeBlog” or “TimmysPerspectives” makes the transition to other material smoother. You can change the title and/or domain later, but it can get a little complicated.

For your first post (**due by the start of class on Wednesday, 1/16**), I want you to introduce yourself and provide a little background about how you approach the course. In addition to whatever general information you want to share about yourself, please also answer the following questions:

- Why you chose to take this class? (*It is okay to be honest*)
- What background, if any, do you have in psychology?
- What do you think of when you hear the word “psychology”?
- Look at the course schedule on the syllabus. Which three topics look the most interesting to you? Why? Which three topics look the least interesting to you? Why?
- What question about psychology do you want to answer by the end of this class?

### First Impression Posts (40 points)

Over the course of the semester, you will be required to create eight “first impression” posts (each worth up to 5 points; see Canvas for rubric). The intention for these posts is to capture your initial thoughts or hypotheses about upcoming content based on what you already know.

Sometimes what we learn in class will confirm your original impressions. Other times, your ideas will turn out to be incorrect. In the end, whether you were right ahead of time or not is not the important part of this project (and will not affect your grade on the assignment). The purpose of this exercise is to work on identifying our initial impressions and assumptions, then challenging them with new data. This is how psychology works as a discipline and I want you to practice *doing* psychology in addition to *learning about* psychology.

Each week (often on Fridays), I will post at least two writing prompts for the upcoming week. You only need to address one of the prompts in your post. You can create multiple posts per week, but only one can count toward your class grade. The prompts will ask you to do things like explain something in pop culture or current events, share your position on some debated topic, discuss a personal experience, or give your reaction to a video or the results of a research study. Since I want these posts to be your initial thoughts rather than research projects, the first impression posts are due at the beginning of our first class meeting of the week. This is typically Mondays at the start of class, but exact due dates will be posted to Canvas.

No late first impression posts will be accepted for credit. There are, however, 14 weeks of prompts posted and you are required to create eight posts, so there is some slack built in to the system for you to take a few weeks off without penalty. To encourage you to stay active, however, any posts in excess of the nine required can replace a previous post if the grade is better. For example, let’s say you got 5/5 on all your blogs except for one in which you received 3/5. You could write a 9<sup>th</sup> post, and if you get 4/5 it will replace the previous one. If your 9<sup>th</sup> post only gets 2/5, you get to keep your previous score and can try again to get a better score the next week.

### Refinement Posts (40 points)

One of the most important components of the scientific method is peer-review. Psychologists routinely share their work with other experts and rely on each other’s feedback to advance the field. Similarly, blogging is supposed to be an interactive activity, with readers supplying comments to the author. To satisfy both of these ends, you will create refinement posts in response to your classmates’ first impressions. These will be in the form of comments left on the first impression posts. The purpose of refinement posts is to analyze the first impression post and improve it. Improvement may take the form of confirming the initial impressions and illustrating how the psychological construct works (e.g., explaining the mechanisms of how classical conditioning led to the person’s fear of puppets). Improvement might also be correcting any information that does not align with what we learned in class (e.g., while the original post suggests workers should always be in a low-stress environment, the Yerkes-Dodson law shows that for some tasks it is better to have a moderate level of stress to decrease errors).

As all of us are growing in our understanding of psychology and will inevitably have mistakes in our original impressions, it is important the refinement posts be constructive and work toward helping each other understand the material better. Any language that puts down, demeans, is crude, or is unnecessarily harsh will not be tolerated and will, at a minimum, result in a zero on

the assignment. Refinement posts should be based on data and include citations for the sources of your information (we will discuss how to do this appropriately in class).

A minimum of eight refinement posts are required for the semester, with each post being worth up to 5 points (see Canvas for rubric). Like the posts, only one comment per week can count toward your grade, but comments beyond the required eight can replace lower scores. Comments on the previous week's blog posts are typically due on Sundays at noon, but exact due dates will be posted to Canvas.

#### Additional Information Regarding Course Blogs

Some students are concerned about privacy settings with blogging. You have the option to set your blog to be open to anyone online or by invitation only. If you choose to make your blog invitation only, you are required to invite everyone in the class. Once the semester is over, you may choose to make your blog completely private or delete it if you wish. Keep in mind it may be to your benefit to keep this blog as evidence of your familiarity with web publishing for a future employer. If you choose to keep your blog public, make sure you are being safe online. DO NOT post contact information, personal information that could lead to identity theft, or pictures of people with their names. I also encourage you to use only your first name or create a pseudonym to use for your writing. Also be aware that random people online may post comments to your page that are offensive or are trying to sell products. I encourage you to delete these comments without responding to the authors. Do not delete comments you simply disagree with, as part of the purpose of blogging is to engender conversations and get other people's perspectives. To help ensure safety and civility, you are required to make me an administrator of your blog for the duration of the semester. There is a video on Canvas detailing how to do that.

Blogging for this class is considered academic writing and, as such, is subject to all the usual rules regarding academic integrity (see policies below). This means you will include citations for any content you use that is not your own original ideas, including images. Use of copyrighted images without permission will be considered an academic integrity violation, so make sure to use either public domain or Creative Commons licensed images on your blog. I will post detailed information on this topic to Canvas and I encourage you to talk to me if you have any questions.

If you are new to WordPress®, there are numerous places to read up on how to use the tools, and official tutorials on many aspects are available at <http://codex.wordpress.org/>. WordPress® also provides a getting started guide at <http://learn.wordpress.com/>. I also have a series of instructional videos posted to YouTube which are available at <http://bit.ly/2vmZ0tt> (there are also links posted in Canvas).

#### *Psychology Research in the Media Project (75 points)*

This project will help you better understand the way psychology is typically presented to us, through the media. The press frequently reports on psychological research, but how well do they convey the information? We will explore this question through a series of projects where you will use a news article as a case study of the media effects

#### Part I: Pop Culture Research Critique (25 points)

Find an article published in a news source targeted toward the general public, whether print (e.g., *New York Times*, *Washington Post*) or online (e.g., CNN.com, MSNBC.com, WebMD, Psychology Today) that provides a description and discussion of a specific research study related to some aspect of psychology. Articles can be of any length, but keep in mind that you're going

to need to write a few pages, so selecting a very brief report will make your job harder. Articles with the words “Study Finds” or “Researchers Say” are generally promising. **You must have an article approved by me by the start of class on Monday, 1/28.** Email me the link to your article. Do not wait until the last minute, as many students do not select an appropriate article the first time. Late article approval will result in point deductions on the assignment. Details of this assignment will be provided in class and posted to Canvas.

#### Part II: Scholarly Research Critique (25 points)

Now that you have critiqued a news article describing psychological research, you will compare the news article with the original research published in a peer-reviewed journal. Details of this assignment will be provided in class and posted to Canvas.

#### Part III: Media Production (25 points)

For the final component of the project, you will take on the role of journalist and write a new summary of the research article. You will post this summary on your blog. Because real journalists have to deal with length limitations, your summary can be no longer than the original article (in words). After summarizing the news article, you will write a reflection about what you’ve learned from exploring the way psychology research is presented to the public and your opinions on accuracy in journalism. Details of this assignment will be provided in class and posted to Canvas.

#### *Small Assignments (100 points)*

Throughout the semester, there will be a number of small assignments to help illustrate the psychological concepts we are studying. Some of these will take place in class, and may include classroom discussions, demonstrations, designing or participating in experiments, viewing and discussing videos, or other such activities. In-class activities cannot be made up unless you have spoken to me BEFORE the absence and your absence is excused (see Attendance policy below). Other small assignments will be online, such as quizzes on the video mini-lectures or blog posting assignments (which do NOT count toward your 8 required posts).

#### *Research Requirement (0 points)*

The field of Psychology is dynamic; our understanding of human thought and behavior is constantly evolving as new research unfolds. So that you will develop a better understanding of the research process, all General Psychology students must complete **3 hours** of research experience. This is a course requirement; your work will be considered incomplete if you do not complete your research hours. There are two ways to complete this requirement. First, you may be a participant in ongoing research studies here at Elizabethtown College. Our faculty and upper-level students conduct original research, and your exposure to their work will enrich your understanding of what psychological research “looks like” on the ground level. Approved studies will be posted on a table in the hallway next to Esbenschade 260 and/or scheduled online via email. When you sign up for a study, be sure to take note of the *study date, place, and time*, as well as the *name and contact information for the experimenter*. When you complete a research study, the experimenter will sign a research slip as evidence of your participation. There is a research participation worksheet posted to Canvas that you need to fill out for **each study** in which you participate. You will need to fill out the worksheet and staple the participation slip to it in order to receive credit. Most studies are not posted until weeks 5 – 12 of the semester, so do not be alarmed if you are not immediately able to locate a study. There is an alternative

assignment if you prefer to complete the research requirement by doing written work. Details regarding the alternative assignment will be posted to Canvas.

*Total Points:*

Exams	225
Quizzes	70
Psychology in the Media Project	75
Psychology Blog Project	90
Small Assignments	100
<u>Research Participation</u>	0
Total	560

**Grading:**

Grades will be assigned on a scale no more stringent than the following percentages:

Letter	%	Letter	%
A	> 93%	C	73%
A-	90%	C-	70%
B+	87%	D+	67%
B	83%	D	63%
B-	80%	D-	60%
C+	77%	F	< 60%

**Tentative Course Schedule:**

Date		Class Topic	Readings/Assignments
<b>Week 1</b>			
1/14	M	Course Overview	
1/16	W	Psychology Then & Now	Ch. 1 (1-14); <b>Introductory Blog Post</b>
1/18	F	Scientific Method	Ch. 1 (14-33)
<b>Week 2</b>			
1/21	M		<i>No Class – MLK Jr Day</i>
1/23	W	Why Research Design Matters	Ch. 1 (14-33)
1/25	F	Power of Experiments	Ch. 1 (14-33)
<b>Week 3</b>			
1/28	M	Attachment Theory	Ch. 4 (119-147); <b>Pop Culture Article Selection</b>
1/30	W	Cognitive Development	Ch. 4 (147-170)
2/1	F	Moral Development	Ch. 4 (147-170)
<b>Week 4</b>			
2/4	M		<i>No Class – Video Lecture: The Synapse Ch. 2 (34-48)</i>
2/6	W	The Subcortical Brain	Ch. 2 (48-77)
2/8	F	Cerebral Cortex	Ch. 2 (48-77)
<b>Week 5</b>			
2/11	M	Classical Conditioning	Ch. 7 (245-256)
2/13	W	Operant Conditioning	Ch. 7 (256-267)
2/15	F	Observational Learning	Ch. 7 (267-279); <b>Pop Culture Research Critique</b>

Date	Class Topic			Readings/Assignments
<b>Week 6</b>				
2/18	M	How to Make Memories		Ch. 8 (280-292)
2/20	W	How to Improve Memory		Ch. 8 (292-301)
2/22	F	Why do We Forget?		Ch. 8 (301-313)
<b>Week 7</b>				
2/25	M	Catch Up & Review		
2/27	W	<b>Exam 1</b>		
3/1	F			<i>No Class</i>
<b>Week 8: 3/4-8</b>			<i>No Class – Spring Break</i>	
<b>Week 9</b>				
3/11	M	Mechanics of Sleep		Ch. 3 (87-104)
3/13	W	How to Get Good Sleep		Ch. 3 (87-104)
3/15	F	Chemicals & Consciousness		Ch. 3 (104-117)
<b>Week 10</b>				
3/18	M	What is “Addiction”?		Ch. 3 (104-117); <b>Scholarly Research Critique</b>
3/20	W	Emotion		Ch. 10 (386-403)
3/22	F	Personality Theory		Ch. 13 (490-505)
<b>Week 11</b>				
3/24	M	Personality Assessment		Ch. 13 (505-525)
3/27	W	Personality & Culture		Ch. 13 (505-525)
3/29	F	Stress		Ch. 11 (404-419)
<b>Week 12</b>				
4/1	M	Coping with Stress		Ch. 11 (419-439)
4/3	W	Coping with Stress		Ch. 11 (419-439)
4/5	F	<b>Exam 2</b>		
<b>Week 13</b>				
4/8	M	Theories of Intelligence		Ch. 9 (340-354)
4/10	W	Assessing Intelligence		Ch. 9 (354-363)
4/12	F	Group Dynamics		Ch. 12 (440-462)
<b>Week 14</b>				
4/15	M	Stereotypes & Discrimination		Ch. 12 (462-475)
4/17	W	Obedience		Ch. 12 (475-489)
**4/18**	Th	Power of the Situation		Ch. 12 (475-489)
<b>Week 15</b>				
4/22	M		<i>No Class – Easter Break</i>	
4/24	W	Classifying Mental Illness		Ch. 14 (526-536)
4/26	F	Mood Disorder & Anxiety		Ch. 14 (536-556); <b>Media Production Project</b>
<b>Week 16</b>				
4/29	M	Psychotic, Traumatic, & Personality Disorders		Ch. 14 (556-567)
5/1	W	Psychiatric Medication		Ch. 15 (593-604)
5/3	F	Psychotherapy		Ch. 15 (568-593)
<b>Exam 3 – Thursday 5/9 – 2:30pm-3:30pm</b>				

**Technology**

This course will be web-enhanced through the use of Canvas. Readings, lecture slides, some handouts, and links to other resources will be provided through this system. Unless otherwise specified, you will turn your assignments in via Canvas. You can access Canvas through the following link: <https://etown.instructure.com/login/>. Questions concerning content/postings should be directed to me, while questions regarding access/technical issues should be directed to the Elizabethtown College IT Help Desk (717-361-3333; [helpdesk@etown.edu](mailto:helpdesk@etown.edu)). A PDF viewer is required to view the content posted to the Canvas site. Free Adobe software is available for download via <http://get.adobe.com/reader/>.

**Policies:***Academic Integrity*

Scholastic misconduct is broadly defined as any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not limited to): cheating on assignments or examinations; helping another student cheat on assignments or examinations; plagiarizing, which means misrepresenting as your own work any part of work done by another; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned (including papers you have submitted in previous semesters); providing others with copies of your assignments; depriving another student of necessary course materials; or interfering with another student's work.

Plagiarism is a serious offense which will not be tolerated. Most of the time, however, plagiarism happens because students are rushing through assignments and do not leave themselves with sufficient time to properly attribute information taken from other sources. For this class you may cite your sources using either APA or MLA style. If you plan to be a psychology major or minor, I encourage you to get used to APA style, as you will be using this throughout your coursework. Note that for either style, you need to include citations each time you use information from a source. It is incorrect to use information throughout a paragraph and only include a citation at the end. Also, if you use 5 or more consecutive words from a source, you must include quotation marks and include the page number (or paragraph number if you are using an online source) in your citation. Failure to provide the page/paragraph number for a direct quote is a form of plagiarism and will not be tolerated.

You will be required to submit an electronic copy of all major assignments which will be compared with the TurnItIn database. Penalties for scholastic misconduct in any portion of the academic work for a course shall be made at the discretion of the instructor and may range from point deductions on the assignment to failing the class. All academic misconduct (no matter how small) will be reported to the Academic Review Committee, which may impose sanctions up to and including expulsion. Elizabethtown College's full academic integrity policy is available in the Elizabethtown College Catalogue under the Academic Judicial System section of the Academic Policies chapter (a link to the current EC Catalogue is posted on Canvas). If you have any questions about whether something might be considered an academic integrity issue or not, please talk with me about it BEFORE you turn in an assignment.

*Attendance*

Regular and engaged attendance is critically important to your success in this class. Topics not covered in the textbook will be discussed in class and roughly 15-20% of exam material will

come directly from classroom learning activities. Students who miss more than three consecutive classes without documentation may be dropped from the course at the instructor's discretion. Students will be contacted prior to such action. PowerPoint slides will be posted to the Canvas site, but will be outlines which require additional information from lectures or activities. If you miss class, it is your responsibility to get notes from a classmate. I will post full lecture slides after class, but you will definitely want additional information beyond what is printed on the slides. I am happy to meet with you about course material you missed if you have questions remaining after getting notes from a classmate and completing the reading assignments. If you must arrive late or leave early, please sit near the door so you create a minimal disruption.

#### *Changes to the Syllabus*

All aspects of this syllabus are subject to change at the discretion of the instructor. Students will be informed in writing of any changes to the syllabus via a post to Canvas.

#### *Communication*

Outside of class, I will communicate with you most frequently via your *Elizabethtown College email address*. **It is your responsibility to monitor this address and you are responsible for the information delivered to this address.** I highly recommend you check your email at least daily. I will also post messages to Canvas, so you are encouraged to check Canvas regularly. The best way to contact me is through email. I will always attempt to respond to email promptly, which means within 24 hours. **I typically do not check my email after 8pm**, so if you email me at night, do not expect a response until the next morning at the earliest.

#### *Extra Credit*

Extra credit opportunities may be given at the discretion of the instructor. Possible examples of extra credit opportunities include: participation in psychological research beyond the course requirements, attendance at events relevant to the course, or further research into a topic of interest. The maximum amount of extra credit possible for this class is 11.5 points (~2% of your final grade).

- Participating in research conducted by students and/or faculty in the psychology department that is in excess of the 3 required hours will earn extra credit at the rate of 1 point for a 30-minute credit. The amount of research credit time varies by study. You will be told how much research credit is available for the study as part of the informed consent process before you begin and you receive a voucher slip that indicates how much time your participation is worth. Turn the research participation worksheet and participation slip in to me to earn your points.
- Extra credit assignments may arise during the semester as opportunities to attend campus or community events become available. The amount of points received for attending such events will vary by the time commitment (the points will be posted along with the information about the event). The length of the response paper required will also vary, but will be a minimum of 2 pages.
  - Event Attendance Response Paper Requirements:
    1. Describe the event (e.g., where, when, why)
    2. Who was the target audience?
    3. What did you learn?
    4. How does this relate to something we have discussed in class or some other aspect of psychology?

5. If you had been in charge of the event, what would you do plan next as a follow-up? How might the event coordinators continue to build momentum, conduct additional research, etc.?
- Students can also write a short paper on an approved psychology topic for extra credit. Paper topics, length/source requirements, and points awarded for successful completion must be pre-arranged with me. These papers must be proposed no later than 4/9 and turned in no later than 4/30.

### *Incompletes*

An “incomplete” only may be given as a grade for the course when a student has a **passing grade the course** and has an unforeseen and uncontrollable event occur that prevents him or her from earning a significant number of points in the course. Thus, incompletes are rarely given and each situation will be considered on a case-by-case basis. To have an incomplete changed to a different grade all missing work must be completed by the end of the following term.

### *Late Work*

Assignments are due at the beginning of class on the date listed in the syllabus. I encourage you to start assignments well in advance of the due dates in order to protect yourself from something happening at the last minute. I do, however, recognize unforeseen things come up in life, so each of you gets one “free pass extension” for the semester. This free pass grants you a 24-hour extension on any component of the Psychology in the Media project, no questions asked. You do not need to explain the situation. Simply send me an email that says you are using your free pass **at least 24 hours before the assignment is due**. Requests to use the free pass in the 24 hours before the assignment is due will not be granted. The free pass cannot be used for exams, quizzes, or regular blog posts. Normal late penalties will accrue after the 24-hour extension period. Papers turned in after class but on the same day will be penalized 5%, with 10% additional penalty for every additional calendar day the assignment is late (thus if the assignment is due on Tuesday but turned in on Thursday the maximum score you could receive is 75%). Assignments will not be accepted more than 7 days after the original due date unless we have pre-arranged a new due date and late penalty. Extensions may be given at the discretion of the instructor, but **no extensions will be given during the 24 hours before an assignment is due**. It is your responsibility to budget your time so you are not working on assignments at the last minute. Assignments turned in more than 7 days after the due date in the syllabus must be emailed to me.

### *Make-Up Exams*

If circumstances prevent you from being in class on the day of an exam, please notify me as soon as you can (BEFORE the exam) in order to arrange to complete a make-up exam. Make-up exams will be scheduled prior to the exam date if possible. Please note **I will require documentation** (e.g., a doctor’s note) explaining your absence from class in nearly all cases. Make-up exams may be different than the original exam and **must be completed within 1 week of the original exam date**.

### *Role of Instructor*

I will provide learning opportunities designed to provide you with information about psychology and foster critical thinking. I have created the course to incorporate different methods of learning and assignments draw upon multiple skillsets to be successful. Every effort will be made to accommodate different learning styles and you are encouraged to provide feedback both formally

and informally. I pledge to carefully consider constructive feedback about teaching methods and incorporate suggestions to the extent feasible. I am responsible for treating you in a respectful, professional manner and creating a classroom atmosphere where students treat each other professionally. I will be accessible outside of class and encourage you to meet with me either during office hours or individual appointments to discuss concerns (e.g., about the class, workload, assignments, etc.), conflicts or problems that affect course performance, concepts which need further clarification, additional resources related to course material, or careers in psychology.

*Statement on Classroom Conduct*

All students have the right to a civil, productive, and stimulating learning environment. In turn, as the instructor I have a responsibility to nurture and maintain such an environment. Lively, even heated, discussion is part of a stimulating learning environment. Both instructors and students, however, have a fundamental obligation to respect the rights of each other and an equally fundamental obligation to respect the instructional setting as a place for civil, courteous behavior. We all bring different backgrounds, experiences, assumptions, and opinions into this class. The class will be a better experience for everyone if everyone feels safe enough to share their perspectives. It is encouraged to challenge each other's perspectives, but we will debate ideas and theories using evidence to support our own positions. Repeated behaviors that undermine the learning environment described above may result in being asked to leave the class for a day or, if other interventions do not succeed, you may be dropped from the course at the instructor's discretion.

*Statement on Disabilities*

Elizabethtown College welcomes otherwise qualified students with disabilities to participate in all of its courses, programs, services, and activities. If you have a documented disability and would like to request accommodations in order to access course material, activities, or requirements, please contact the Director of Disabilities, Lynne Davies, by phone (717) 361-1227 or e-mail [daviesl@etown.edu](mailto:daviesl@etown.edu). If your documentation meets the college's documentation guidelines, you will be given a letter from Disability Services for each of your professors. Students experiencing certain documented temporary conditions, such as post-concussive symptoms, may also qualify for temporary academic accommodations and adjustments. As early as possible in the semester, set up an appointment to meet with me, the instructor, to discuss the academic adjustments specified in your accommodations letter as they pertain to my class. This syllabus is available in alternative formats upon request.

*Statement on Diversity*

We will all bring unique perspectives to this course and I hope those who feel comfortable will share insights and alternative interpretations throughout the semester. Cultural perspectives will be explicitly included in many of our discussions and will likely come up in many others. I welcome feedback on ways to increase the diversity of perspectives being provided in class and methods for creating a more inclusive atmosphere through my teaching.

*Statement on Religious Observances*

Elizabethtown College is willing to accommodate individual religious beliefs and practices. It is your responsibility to meet with me in advance to request accommodation related to your religious observances that may conflict with this class, and to make appropriate plans to make up any missed work.

*Statement on School Closure*

In the event of a school closure (due to inclement weather or another issue) on a day when we are scheduled to have class, please be sure to check your email for a message from me. I may contact you with instructions to conduct the course virtually over Canvas, give you a link to a pre-recorded lecture, or provide an assignment or activity.