

**PSYCHOLOGY FUNDAMENTALS C SYLLAUBS**  
**PSCI 11C – PSYCH 9C ~ Spring 2023**  
**Tuesdays & Thursdays from 2pm to 3:20pm in BS3 1200**

**INSTRUCTOR INFORMATION**

Name: Dr. Joanne Zinger  
 Email: [joanne.zinger@uci.edu](mailto:joanne.zinger@uci.edu)  
 Cell Phone: (951) 662-3735

Instagram: <https://www.instagram.com/drzinger.uci/>  
 Facebook: <https://www.facebook.com/pages/Dr-Zinger/220380864030>

**UCI email address:** Although I will read and respond to message sent to me on the Canvas website, I *strongly prefer* to that you email me directly at my uci email address ([joanne.zinger@uci.edu](mailto:joanne.zinger@uci.edu)). It is easier for me to keep track of my emails (and to respond to them more quickly) when they are all in the same place.

**Office hours (OH):** I will hold office hours at the following days/times:

- Mondays from 10:30am to 11:30am in the Calit2 courtyard (<https://tinyurl.com/3sj5kwtn>), which is building number 325 on the campus map: <https://tinyurl.com/4p3tkpyc>
- Thursdays from 10:30am to 11:30am via zoom: <https://uci.zoom.us/j/93191884039>. My zoom office hours will typically be held as “fully open,” meaning there will be no waiting room – and anyone can show up at any time. However, if you would like to have a private conversation (i.e., you want to be sure that no one “pops in” during our conversation), please let me know at the beginning of our conversation and we can go into a breakout room. (As such, if you show up and I am not in the room, this simply means that I am meeting privately with another student in a breakout room and I will be back soon).

**TA and PEER TUTOR INFORMATION**

Name	Email Address	Office Hours
Peer Tutor Ivanna Zuniga	<a href="mailto:iazuniga@uci.edu">iazuniga@uci.edu</a>	Wednesdays from 3pm to 4pm via zoom: <a href="https://uci.zoom.us/j/92283225361">https://uci.zoom.us/j/92283225361</a>
Peer Tutor Shruti Gundu	<a href="mailto:sgundu@uci.edu">sgundu@uci.edu</a>	Wednesdays from 4pm to 5pm in the Student Center Terrace (East Food Court area) and via zoom: <a href="https://uci.zoom.us/j/97327546475">https://uci.zoom.us/j/97327546475</a>
Peer Tutor Tsuf Zait-Givon	<a href="mailto:tzaitgiv@uci.edu">tzaitgiv@uci.edu</a>	Wednesdays from 7pm to 8pm via zoom: <a href="https://uci.zoom.us/j/96568777009">https://uci.zoom.us/j/96568777009</a>
TA Jennifer Barajas	<a href="mailto:barajas4@uci.edu">barajas4@uci.edu</a>	Thursdays from 9am to 10am via zoom: <a href="https://uci.zoom.us/j/95253227052">https://uci.zoom.us/j/95253227052</a>
TA Benjamin Kaveladze	<a href="mailto:bkavelad@uci.edu">bkavelad@uci.edu</a>	Thursdays from 5:15pm to 6:15pm via zoom: <a href="https://uci.zoom.us/j/99778032390">https://uci.zoom.us/j/99778032390</a>
Peer Tutor Ranelle Rigor	<a href="mailto:jrigor@uci.edu">jrigor@uci.edu</a>	Fridays from 11am to 12pm via zoom: <a href="https://uci.zoom.us/j/96800288996">https://uci.zoom.us/j/96800288996</a>

\* These zoom office hours – like Dr. Zinger’s zoom office hours - will typically be held as “fully open,” meaning there will be no waiting room – and anyone can show up at any time. However, if you would like to have a private conversation (i.e., you want to be sure that no one “pops in” during your conversation), please let the TA or peer tutor know at the beginning of your conversation and the two of you can go into a breakout room. (As such, if you show up

and the TA or peer tutor is not in the room, this simply means that they are meeting privately with another student in a breakout room and they will be back soon).

## DISCUSSION SECTIONS

The TAs & peer tutors will hold optional online discussion sections (via zoom or in person, depending on the day/time) each week, from **Week 1 through Week 10**. Feel free to attend whichever discussion section best fits your schedule on any particular week. You do NOT need to be enrolled in a discussion (and if you are enrolled, you can still attend whichever discussion session works best for you).

- Mondays from 12pm to 12:50pm with Peer Tutor Ranelle in SSL 105
- Mondays from 1pm to 1:50pm with Peer Tutor Shruti via zoom: <https://uci.zoom.us/j/98267984125>
- Mondays from 5pm to 5:50pm with Peer Tutor Ivanna via zoom: <https://uci.zoom.us/j/99846275489>
- Tuesdays from 11am to 11:50am with TA Benjamin via zoom: <https://uci.zoom.us/j/96865095084>
- Tuesdays from 1pm to 1:50pm with Peer Tutor Tsuf in SSL 119
- Tuesdays from 4pm to 4:50pm with Peer Tutor Shruti via zoom: <https://uci.zoom.us/j/93363781874>
- Wednesdays from 9am to 9:50am with Peer Tutor Tsuf via zoom: <https://uci.zoom.us/j/92148854472>
- Wednesdays from 11am to 11:50am with TA Benjamin via zoom: <https://uci.zoom.us/j/92720705472>
- Wednesday from 12pm to 12:50pm with TA Jennifer via zoom: <https://uci.zoom.us/j/99712090836>
- Wednesdays from 1pm to 1:50pm with Peer Tutor Ranelle in SSL 152
- Wednesdays from 2pm to 2:50pm with TA Jennifer via zoom: <https://uci.zoom.us/j/95333462372>
- Thursdays from 4pm to 4:50pm with Peer Tutor Ivanna via zoom: <https://uci.zoom.us/j/96313942791>

Although these discussion sections are optional, you are strongly encouraged to attend. The activities for discussion sections will vary...sometimes, the TAs and peer tutors will review for and/or go over quizzes or exams. Other times, they may do activities related to something we are learning (to help you gain a deeper understanding of the material) and/or they may lecture on sections of the book that I will not talk about in lecture (but that you are still responsible for). Most importantly, the discussion section is an opportunity for you to ask questions, engage in the material, get extra help – and interact with real live human beings! Data from past classes suggest that there is a relationship between discussion section attendance and course performance. For example, the last time I taught this course (Spring 2022), there was a moderate-to-strong positive correlation ( $r = .40$ ) between attending discussion and course grades (such that students who attended more discussion sections earned considerably higher grades). For example, students who attended 8 or 9 discussions throughout the quarter earned an average of 36 points more than students who attended fewer than 8 discussion sections. Those 36 points could mean the difference between a B- and an A in the course! Activities done in discussion section will be included in the “Discussion Random Extra Credit” (described in the extra credit section, below), meaning that you *might* earn extra credit for your attendance/participation – but please note: To be eligible for extra credit, you must arrive on time and stay for the entire 50 minutes. Please do not be disrespectful to your TAs/peer tutors and fellow students by arriving late and/or leaving early.

## COURSE MATERIALS

### Textbook (Required)

In Psych Fundamentals C, we will be covering Chapters 11-15 of *Psychological Science (6<sup>th</sup> Edition)* by M. Gazzaniga (W.W. Norton & Co., 2018). The other Psych Fundamentals courses (Psych Fundamentals A & B) will be using chapters from a different textbook (*Interactive Psychology* by Gross et al.). As such, the textbook publisher has created a custom e-book that includes the Gazzaniga chapters that will be covered in our course plus the Gross et al. chapters will be covered in the Psych Fundamentals A & B courses. So, you have a few purchasing options for this course:

- **Option #1 – Rent a Custom E-Book from the Publisher:** This e-book includes all the chapters you will need for the entire Psych Fundamentals ABC series, including the chapters from the Gazzaniga *Psychological Science* textbook that will be used in our course and the chapters from the Gross et al. *Interactive Psychology* textbook

that will be used in the Psych Fundamentals B & C courses. The e-book is available directly from the publisher for \$69.95 and can be rented here: <https://digital.wwnorton.com/interpsychpsychsci6irvine>; you will have access to this ebook for 1-year after purchase. **This is the best option for most students**, especially those who are planning to take Psych Fundamentals A and/or B anytime in the next year (and who don't have financial aid/scholarships that require them to purchase books directly from the bookstore).

- **Option #2 – Rent a Custom E-Book from the UCI Bookstore:** This is the exact same e-book that the publisher is offering (with a 1-year access) but the price is higher (\$93.25). This option really only makes sense for students who have financial aid/scholarships that require them to purchase books directly from the bookstore. **Note:** The e-book purchased at the bookstore will default to the *Interactive Psychology* book, which is not the book we'll be using for this class. However, the account that you have created (by virtue of buying this book) will give you access to the *Psychological Science* book (which is the book for our class). You simply need to go to the Custom e-book website (<https://digital.wwnorton.com/interpsychpsychsci6irvine>) after buying the book from the bookstore - and then click on the "Psychological Science, 6<sup>th</sup> edition, Chapters 11-15" link. If the system asks you to log in, you should use the same email and password that you used when you purchased the book from the bookstore. Please let me know if you have any trouble figuring this out.
- **Option #3 – Buy or Rent the 6<sup>th</sup> edition of the Gazzaniga book from Amazon (or another online seller):** You can rent or purchase the Gazzaniga Psychological Science book (on its own, *without* the chapters that will be used in Psych Fundamentals A and B) from an online vendor (e.g., amazon.com). Although these prices may change, the last time I checked, amazon is renting paperback copies for about \$33, selling used paperback copies for as low as \$42, and selling new paperback copies for about \$56. This option may make sense for students who cannot currently afford the e-book, who strongly prefer a hard copy of the book, and/or who do not plan to take Psych Fundamentals A or B.
- **Option #4 – Buy or Rent the 5<sup>th</sup> edition of the Gazzaniga book from Amazon (or another online seller):** Although the 6<sup>th</sup> edition is the "official" edition of this course, the 5<sup>th</sup> edition is extremely similar to the 6<sup>th</sup> edition – so, it is OK to use the 5<sup>th</sup> edition, if necessary. You can rent or purchase used copies of the 5<sup>th</sup> edition of the Gazzaniga book (on its own, *without* the chapters that will be used in Psych Fundamentals A and B) from an online vendor (e.g., amazon.com). Although these prices may change, the last time I checked, amazon is selling used copies for as low as \$7 and renting copies for \$16. This option may make sense for students who cannot currently afford the e-book or the 6<sup>th</sup> edition.

A few additional notes about the textbook:

- If you order a hard copy of the Gazzaniga book online, you should order it *as soon as possible* so you can be sure it arrives by the first week of class (especially because Amazon delivery is running slower than usual these days).
- There are several copies of the 6<sup>th</sup> (and 5<sup>th</sup>) edition of the book on reserve at the Langson Library.

### **Iclicker (Strongly Recommended)**

One way that you can earn attendance points is to use an iclicker during our face-to-face lectures – and using your iclicker during class helps to promote student engagement (in addition to tracking attendance). If you do choose to use an iclicker during class (which I strongly recommend), here's what you need to know:

#### Step 1: Join our class

- To "join" our class (for the purposes of the iclicker), go to <https://join.iclicker.com/TGNP> (or go to [join.iclicker.com](https://join.iclicker.com) and enter code TGNP)
- Sign in (if you already have an iClicker account) or create a new account (if you don't already have any account). If creating an account, **make sure that you enter your UCInetID** (as opposed to your student ID number) in the section that asks for your "Student ID")
- Once you have signed in (or signed up), you should be "dropped" directly into this course (Psych Fundamentals C – PSCI 11C / PSYCH 9C). If you don't see this course in your account, use the + sign to search for the course

(with “University of California Irvine” as the institution name and “Psych Fundamentals C” as the course name). Then, select “Add This course” and it will be added to the “Main Courses” screen of your iclicker account.

Step 2: Choose between using a physical iclicker or an iclicker subscription

- You can use either a physical iclicker remote (Gen1, Gen2, and iclicker+ are all okay – as long as they are the iclicker brand) or you can purchase an iclicker subscription (which allows you to answer iclicker questions with your cell phone, tablet, or laptop).
- Brand new iclickers (Gen2) cost about \$45 on amazon, but you can find used iclickers on ebay for as low as \$10 (for the Gen1 iclicker); alternatively, a 6-month iclicker subscription costs \$15.99.
- Although it is ultimately up to you, I personally recommend that you use a physical iclicker (as opposed to doing the iclicker subscription) because the physical iclicker does not require the internet to work. As such, if there are internet problems/deadspots in the classroom, the physical iclicker will still work (whereas those using their cell phone, tablets, or laptops may encounter problems).

If you use a physical iclicker:

- Be sure to add your iclicker number to your iclicker account (so your iclicker use will be recorded).
- You do not need to pay for an iclicker subscription – you only need to pay for the actual device.
- Be sure that your iclicker is set to the “AA” Frequency.

If you go with the iclicker subscription option:

- You can download the iclicker student mobile app via the App Store or Google Play, or you can use the iclicker web app by signing in as a student at iclicker.com.

Additional notes:

- Please let me know if you have any questions or need help with your iclicker device, account, or subscription – I will do my best to troubleshoot with you.
- If you cannot afford a physical iclicker or a subscription, please let me know – I may have a physical iclicker that you can borrow for the quarter.

### Major/Career Guide (Optional)

*The Insider's Guide to the Psychology Major: Everything you Need to Know about the Major and Profession* by Amira Rezec Wegenek is an optional book that you may want to consider buying. This book provides a terrific overview of the psychology major, as well as details about different career options you can pursue with this major. It is easy to read and you can get used copies for as low as \$8 on amazon. You will not be responsible for any of the information in this book (in terms of tests or quizzes) - but I do strongly recommend it for all psychology (and psychological science) majors, as it contains great advice about how to prepare for your future in this field.

## COURSE FORMAT

**In-Person Lecture.** This course is primarily designed to be a face-to-face course, and – unless you are notified otherwise – I will be present in our lecture hall, delivering a lecture, every Tuesday & Thursday from 2pm to 3:20pm. You are strongly encouraged to attend lecture in person, as I believe that students really do learn better – and have more fun – in in-person lectures.

**Pre-Recorded Video Lectures.** If you are unable to attend one (or more) in-person lectures (e.g., due to illness, to avoid a very long commute, etc.), you will have the option of watching pre-recorded lecture videos (which cover the same content that we will cover in the in-person lectures). For most of these videos, when you start the video, you will see a note that says, “Play the video to take the quiz. The video will automatically pause for you to answer the questions.” Please note that even though you should answer when the video pauses (to help keep you engaged in the video), this is NOT actually a quiz. The only way for me to make the questions “interactive” – which makes it more fun – is to call it a “video quiz”...but I won’t be keep track of what your answers are here, so don’t worry if you get a question wrong. (Indeed, for some questions, there *is* no wrong answer – sometimes, I am just asking about your experiences or for your

opinion). So, please don't get thrown off by the fact that Canvas is calling this a "video quiz"...it is not a quiz at all. It's just a video with interactive questions to help keep you engaged.

**Let's keep everyone healthy!** Although coming to the in-person lecture is *usually* the best choice, please do not come to class if you don't feel well and/or if you have tested positive for COVID-19 in the last 5 days.

### OFFICE HOURS

We are committed to being available to help students outside of class. In addition prompt responses to your emails and Message Board posts, we will hold office hours (via zoom and/or in person) on **Mondays, Wednesdays, Thursdays, & Fridays** (see above for specific times). During office hours, we are happy to answer any questions about the class/material, allow you to review previous quizzes/exam, answer any questions about broader education/career issues, and/or help you study/discuss better study techniques. Our regularly scheduled office hours are 'walk in' office hours – meaning that you do not need to tell us you are coming or schedule an appointment with us – you can just show up! However, if you would like to meet with one of us *outside* of our regularly scheduled office hours, you should email us to make an appointment.

### EVALUATION

You will have the opportunity to earn up to 300 points in this course. Scores for all assignments/quizzes/exams will be posted on the online gradebook on Canvas, and the online gradebook data will be used to calculate your final grade in the course. When we release your scores, please check them right away! If you find discrepancies/potential errors, please bring them to our attention as soon as possible.

- Syllabus & Related materials quiz                      6 points (2% of your course grade)
- Chapter Quizzes    3 quizzes at 14 points each = 42 points (14% of your course grade)
- Midterm Exams    2 exams at 70 points each = 140 points (47% of your course grade)
- Iclicker (or Comprehension Checks)                      20 lectures at 1 point each = 20 points (7% of your course grade)
- Message Board    2 post per week at 1 point each over 10 weeks = 20 points (6% of grade)
- Final Exam    72 points (24% of your course grade)

### POINT BREAKDOWN & GRADES

*Grading is done a straightforward point system – there will be no curve! Simply add up all your points and see below:*

<u>If you earn.....</u>	<u>Your grade will be...</u>	<u>If you earn...</u>	<u>Your grade will be...</u>
278 to 300 points (93 to 100%)	A	218 to 229 points (73 to 76%)	C
269 to 277 points (90 to 92%)	A-	209 to 217 points (70 to 72%)	C-
260 to 268 points (87 to 89%)	B+	200 to 208 points (67 to 69%)	D+
248 to 259 points (83 to 86%)	B	188 to 199 points (63 to 66%)	D
239 to 247 points (80 to 82%)	B-	179 to 187 points (60 to 62%)	D-
230 to 238 points (77 to 79%)	C+	Less than 179 points (Below 60%)	F

Please note that if your total score includes a fraction of a point, I will round to the nearest whole number, where .49 or below would be rounded down, and .50 or above would be rounded up. For example, if you earn a total of 199.49 points for the quarter, that score will be rounded down to 199 points, and if you earn a total of 199.50 points for the quarter, that score will be rounded up to 200 points.

### LEARNING THE MATERIAL

**Achieving course goals.** My goal in this course is for you to thoroughly and completely learn all of the information in Chapters 11 through 15 in the Gazzaniga textbook (as well as one chapter about Industrial/Organizational Psychology from another textbook, posted on the course website) so you will be well prepared for any upper-division Psychological Science or Psychology course that assumes you have basic knowledge of concepts related to health & well-being, social

psychology, personality psychology, abnormal psychology, therapies, and/or industrial/organizational psychology. To achieve this goal, my lectures will follow along pretty closely with the chapters, although I will also incorporate videos, surveys, demonstrations, and other activities to help enhance your learning and to allow you to gain a deeper understanding of the material. My lectures will touch upon almost all of the major topics presented in these six chapters - but in most cases, the book will go into more detail than I will. Therefore, it is important BOTH attend lecture (or watch the lecture videos) AND read the book, as each serves to reinforce the other. It really does take multiple exposures to a body of material to really thoroughly understand it and to get it to "stick" in your long-term memory, hence the importance of both hearing it in lecture and reading it on your own.

**Lecture Supplements.** Attending lecture (or watching the lecture videos) and taking good notes is crucial to your success in this class. To assist you with your note-taking, I will post (sometimes slightly modified) copies of my powerpoint lecture slides on our course website (in addition to the lecture videos). In addition, I will post a few open-ended questions and multiple choice questions that you should be able to answer based on each chapter, as well as a website or two related to each chapter that you may find interesting. Finally, you will also be provided with a review sheet before each exam (at least a week in advance). Want *even more* practice questions? You can purchase a large test bank of practice questions associated with the Gazzaniga book (called "Inquisitive") from the textbook publisher for \$25: <https://digital.wwnorton.com/psychsci6>.

**Reading the textbook.** I personally recommend that you read the appropriate chapter BEFORE coming to lecture (or watching the lecture videos)...because then everything I say will make so much more sense! Sometimes, reading helps you without you even realizing it – we are not always aware of all the different things that affect our learning. However, if it works better for you to read the chapter after hearing my lecture, you are welcome to do that as well – just as long as you read the relevant chapter(s) before taking the quizzes/exams that cover those chapters.

**Tips for quizzes/exams:** It is very true that when studying psychology, many concepts ARE very similar. If you don't know the material INSIDE AND OUT, it will seem like there are many correct answers when in fact, there is only one. The best remedy for this is to learn the material EXTREMELY well. If you have trouble with the quizzes or exams, please consider doing the following:

- Attend discussion (where the TAs and peer tutors will go over the most missed questions)
- Come see me, any of the TAs, or any of the peer tutors during office hours to carefully examine your individual quiz (to see which questions you got wrong) and to discuss study tips
- During the meeting, determine why you got the questions wrong that you got wrong so you can understand the (sometimes subtle) differences between the answers – this will help to improve your understanding and to make sure you don't make the same sorts of mistakes on the final
- If you REALLY are convinced that there are multiple correct answers to a question, I strongly encourage you to write up a grade re-evaluation request (see below). If you make a good argument, I will really consider it. I think I'm pretty reasonable with such things - and I certainly don't take it personally. In fact, I'm happy that you are putting so much thought into it.

**Please note:** During lecture, if you need me to repeat something or need me to slow down, please raise your hand and let me know! Furthermore, if you raise your hand and I don't see you (which can certainly happen in such a large class), please go ahead and say, "Dr. Zinger! I have a question!". Help me help you! 😊

## I-CLICKER & COMPREHENSION CHECKS

In order to succeed in this course, it is important that you attend lecture (or watch the lecture videos) every week. Indeed, attendance points are worth 7% of your grade in this course. Attendance points can be earned in one of two ways:

**Attendance Points Option 1: I-Clicker (Strongly Recommended).** One way to earn attendance points is by using your iclicker during the in-person lecture. You will receive one attendance point for every lecture in which you attend class and answer more than 50% of the iclicker questions using your working and registered iclicker. (If you attend class and answer 50% or fewer of that day's iclicker questions – perhaps because you arrived late or left early - you will receive 0.5 points for that day). Please note:

- You are NOT ALLOWED to give your iclicker to a friend or classmate and have them “click in” for you. This is considered academic dishonesty. Any students caught doing this will lose points and will be reported to the UCI Office of Academic Integrity.
- If you forget your iclicker, if your iclicker is not working properly for some reason, or if you do not have an iclicker, then you do still have the option of earning the attendance point by completing a comprehension check (see below).

**Attendance Points Option 2: Comprehension Check.** Another way to earn attendance points complete the online Comprehension Check that is associated with a particular set of lecture videos (or a particular in-person lecture). For example, you may answer the Health & Wellness Comprehension Check after you finish watching the three Health & Wellness lecture videos (or after you attend the Health & Wellness in-person lecture). Each Comprehension Check will be worth 1 point, and they will be graded on a pass/no pass basis (such that you need to earn at least a 72.5% on the question set in order to get the point). The comprehension check questions will be solely based on the lecture videos (which will cover the same material as the in-person lecture) – and thus, should be quite easy if you watched (and took notes on) the lecture videos (or the in-person lecture); however, it is unlikely that you will pass these comprehension checks *without* watching the lecture videos (or attending the in-person lecture). Please note:

- There will be two comprehension checks each week – one for the Tuesday lecture (or the videos associated with that lecture) and one for Thursday lecture (or the videos associated with the Thursday lecture)
- The comprehension check associated with the Tuesday lecture will be due on Tuesday at 11pm of that week and the comprehension check associated with the Thursday lecture will be due on Thursday at 11pm of that week. This is done so that the experience of students watching the pre-recorded lecture videos (in terms of when they learn the course material) will closely mirror those who are attending lecture in person.
- If you attend lecture (and answer more than half the questions with your working and registered iclicker), you do NOT need the comprehension check for that lecture – the comprehension check option is ONLY needed for students who don’t come to lecture (or who don’t use an iclicker).

## QUIZZES AND EXAMS

**Online Syllabus Quiz.** To succeed in this class, it is imperative that you become familiar with all of the information in this syllabus. To encourage you to carefully read and learn this information, you will take an online quiz that will assess your knowledge of the material found in this syllabus; this quiz will be given during Week 1. The syllabus quiz will have 6 multiple choice questions (each worth 1 point), and you will be given 9 minutes for this quiz.

**Online Interim Quizzes.** About halfway in-between the start of the class and our first midterm, then again halfway in-between our first midterm and our 2nd midterm, and again halfway in-between our 2nd midterm and our final, you will be assigned to take an online interim quiz. These quizzes should be thought of as a “warm-up” for the midterms/final. The first quiz will focus on what we have covered in the class so far, the second quiz will focus on what we have covered since the first midterm, and the third quiz will focus on what we have covered since the second midterm. Each quiz will have 14 multiple choice questions (each worth 1 point), you will be given 20 minutes for each quiz.

**Online Midterms.** The first midterm will cover all material we have covered in the class until that point; the second midterm will cover everything we have covered in the class since the first midterm. Each midterm exam will consist of 56 multiple choice questions (each worth 1.25 points), and you will be given 79 minutes (1 hour and 19 minutes) each exam.

**Online Final Exam.** The online Final Exam will be CUMULATIVE and will include 75 multiple choice questions (each worth 0.96 points), and you will be given 105 minutes (1 hour & 45 minutes) for this exam.

**Wait, what? All quizzes and exams (including the final exam) are online???** Yes, you read that correctly! Even though this course primarily designed to be a face-to-face course, all of our quizzes, midterms, and the final exam will be online. I have chosen to put the quizzes and exams online for a few reasons:

- They are more environmentally-friendly. No need to make hundreds of pages of photocopies that are only going to be recycled a few hours after the exam.

- They are more efficient. The TA's do not have to run the scantrons through a machine, you don't have to buy a scantron, I can see your (and the whole class') performance at the touch of a button, and you can see your scores as soon as you finish the quiz/exam.
- They are more comfortable. You can take your quizzes/exams in an environment that is comfortable for you at a time of day when you feel the most alert – instead of being squished in an uncomfortable classroom in the early afternoon.
- They leave more time for in-class instruction. Instead of spending valuable class time giving you quizzes and tests, I can use that time to go over more topics, go into more detail about certain topics, bring in guest speakers, do hands-on activities, and/or watch useful videos.
- They are convenient for students who cannot come to class in person (e.g., due to illness or COVID-related quarantine)

## ONLINE QUIZ & EXAM RULES & REGULATIONS

There are a few rules about online comprehension checks, online quizzes, and online exams that you should be aware of:

**You get one shot.** Each comprehension check/quiz/exam can only be taken once, and once you start it, you must complete it, so please be sure to take it at a time and place where you will not be interrupted.

**Don't be a cheater.** Comprehension checks, quizzes, and exams must be taken independently (without help from anyone else!). For these assessments, the following is considered CHEATING and is not allowed:

- Getting help from a friend, family member, or classmate during the assessment
- Working together on the assessment with a classmate (or a group of classmates)
- Posting comprehension check, quiz, or exam questions (or answers) online (including on a google doc), sharing comprehension check/quiz/exam questions (or answers) with other (past, current, or future) students, and/or obtaining previously used comprehension check/quiz/exam questions or answers (i.e., from former students or from online sites)

Any students who are caught doing any of these things will receive a *zero* on the comprehension check/quiz/exam in question (and will be referred to the Associate Dean/Academic Conduct Committee). Similarly, if I suspect that a student might cheat on a comprehension check, quiz, or exam, I reserve the right to require that student to take all comprehension checks, quizzes, and/or exams in my office. Also, as an additional measure to discourage cheating, please note that your quiz and exam questions will be randomly selected from a "test bank" that contains three times the number of questions that you will be given. This means that each student's quiz/exam will contain a different set of questions. Finally, if you see any classmates working together, if you find a website on which comprehension check/quiz/exam questions (or answers) have been posted, if you learn of any classmates who are posting, sharing, or obtaining comprehension check/quiz/exam questions (or answers), or if you have any other knowledge of academic dishonesty/cheating, please tell me right away so I can investigate the situation.

**Open notes/open book.** Although you are *not* allowed to get help from friends, family, classmates, etc. during the quizzes/exams, you *are* allowed to use your book/notes during these assessments. However, because the quizzes/exams are timed, you will only have limited time to look up information – if you do not already know the material very well and you rely too heavily on your book/articles/notes to answer the questions, you will likely feel very rushed and/or not have enough time to answer all the questions. As such, I recommend that you study for these quizzes/exams as if they are *not* open book/articles/notes – and then only use your book/articles/notes to check your work if you have any remaining time after answering all the questions. [On the other hand, comprehension checks are not timed – so, you can take as much time as you need to answer those questions].

**Don't panic.** If you have technical issues during your comprehension check, quiz, or exam, do not panic! Please just email me (or text me at 951-662-3735) right away and tell me what happened and we will figure out a way to fix it. Technical issues are rare, but they do happen sometimes, and I am able to best help you resolve them when I am made aware of them as soon as they happen. That being said, if you are taking the comprehension check/quiz/exam late at



night, please email me instead of texting me if you have an issue. Hopefully it goes without saying, but I'd rather not be woken up by a text message in the middle of the night! ☺

**EXTRA CREDIT:** You may earn extra credit in several ways

**Opportunity #1: Outside Activities.**

*Option 1A.* You may earn extra credit by participating in experimental research through the Social Ecology Human Subjects Lab. Participation in research is completely voluntary; there may be alternative ways to accrue extra credit for this course. **It is your responsibility to read through the policies on the [HS Lab Student Participation Page](#) and note the deadlines listed on the [SONA login page](#).** To participate in research, login to SONA and view the list of available studies. Studies are listed randomly and change throughout the quarter as they become available. If you agree to participate in an experiment, you form a contract with the researcher to be present at the assigned time and designated place. **If you accrue 2 unexcused no-shows your account will be limited and you will not be able to sign up for additional studies for the remainder of the quarter.** You will earn 1 SONA credit for each hour of research participation. For example, 1 hour of research participation = 1 SONA credit. You may assign a total of 3 SONA credits to this course. You must allocate each credit earned to the course(s) of your choice. This course is listed in SONA as **Sp23\_PSCI 11C\_Psychology Fundamentals\_Zinger**. It is your responsibility to check your credit assignments before the stated deadlines on the SONA login page, as accounts will be disabled and no changes, extensions, or exceptions will be made. No credit will be given if a student does not properly allocate his or her credit. For questions about the HS Lab or SONA please contact [sereslab@uci.edu](mailto:sereslab@uci.edu).

- **HS Lab Student Participation Page:** <https://sites.uci.edu/hslab/student-info/>
- **SONA Login Page:** <https://uci.sona-systems.com/Default.aspx?ReturnUrl=%2f>

*Option 1B.* You may elect to read current articles that are relevant to our psychology fundamentals lectures or textbook. These articles may come from newspapers, magazines, psychology journals, or book chapters (other than your textbook); articles from websites are OK only if they are associated with legitimate news sources (e.g., Huffington Post, OC Register, etc.). For each article, you should write a brief summary (at least one FULL page, double-spaced, typed with 1" margins, nothing larger than 12-point type) and indicate how it relates to the content of our class. You need also to provide a copy of each article (or a link to the article) with your summary. You may complete up to 3 summaries, for up to 3 extra credit points (1 point per summary). Summaries are due to the Canvas dropbox by Sunday of Week 10 at 11pm.

*Option 1C.* Occasionally throughout the quarter, I may learn of different events happening around campus that I think you will benefit from. As these events/activities come up, I will add them to the "Outside Activities EC Events" section of our course website, and I will allow you to earn 1 extra credit point by attending/participating in the activity and then submitting a brief essay (e.g., 1 paragraph) about the event (what you did and/or learned, thoughts and/or reflections, etc.) to the appropriate Canvas dropbox. You may participate in up to 4 of these events/activities, for up to 4 extra credit points (1 point per event/activity). For events happening in Weeks 1-9, you should submit your summary within one week of attending the event. For events happening in Week 10, you should submit your summary by Sunday of Week 10 at 11pm.

**Opportunity #2: Discussion Sections.** The TAs and peer tutors will hold optional weekly discussion sections, which you are encouraged to attend. Your attendance/participation in discussion section will be recorded by the TAs and peer tutors each week – and there will be two chances to earn Extra Credit for discussion section attendance/participation. Specifically, at the end of Week 5, we will randomly select one week's attendance (either attendance from Week 1, 2, 3, 4, or 5) to count as 1 EC point, and then again at the end of Week 10, we will randomly select one week's attendance (either attendance from Week 6, 7, 8, 9, or 10). If you attend any discussion section on a week that is chosen, you will earn 1 EC point for your attendance on that week. You can earn up to 2 extra credit points for discussion/peer tutoring session (one point for Weeks 1-5 and one point for Weeks 6-10).

**Opportunity #3: Course evaluations.** Toward the end of the quarter, you will receive an email inviting you to fill out an online evaluation of me/this course (as well as separate evaluations of the TAs and peer tutors). Your answers to these evaluations will be anonymous and we will not be able to read the evaluations until after the quarter is over - but we will

receive a list of students who filled them out. If you fill out the evaluation of me/this course **and** at least one TA or peer tutor evaluation by the deadline, you will be given one extra credit point.

**Combining extra credit options.** To some extent, you may combine these options. Opportunity #1 (outside activities) should be thought of as ONE option, in which you can earn a MAX TOTAL of 3 points. Within those 3 points, you may mix and match (e.g., 1 research study, 1 article summary, and 1 event summary), but no more than 3 points will be given for this option. Opportunity #2 (Discussion Section) and Opportunity #3 (evaluations) should also be thought of as completely separate opportunities – participation in Opportunity #1 (outside activities) does not affect your ability to earn points for Opportunity #2 (Discussion Section) or Opportunity #3 (evaluations). You could potentially earn all 3 points for Opportunity #1 (outside activities) + up to 2 points for Opportunity #2 (Discussion Section) + 1 point for Opportunity #3 (evaluations), for a possible total of 6 EC points (which would, effectively, "boost" your grade as much as 2%).

### **LATE PASS**

I know that sometimes, things get tough. Maybe you have too much on your plate or you are having a bad day or you just need a little bit more time to get things done. I get it – we all need to be cut a little slack sometimes.

To accommodate for this – and for other unexpected ways that “life gets in the way” – I am allowing each of you ONE free “late pass,” which allows you to submit a quiz, exam, message board post, comprehension check, or extra credit summary one day (i.e., 24 hours) late, with no grade penalty – and with no explanation or documentation required.

You simply need to email me at any point BEFORE the quiz/exam/post/comprehension check/summary is due and say, “I would like to use my late pass for [name of quiz/exam/post/comprehension check/summary here] – and I will give you a 24-hour extension.

You can use your late pass on ANY quiz/exam/post/comprehension check/summary you would like (except for SONA extra credit studies, as I don’t have control over those) - but please note:

- You only get ONE late pass per quarter – and once you use it, you cannot use it for anything else. So, choose wisely.
- To use the late pass, you must email me BEFORE the quiz/exam/post/comprehension check/summary is due.
- You are not required to use the late pass. If you are able to complete/submit everything on time throughout the quarter, then please do so. However, the late pass is non-transferrable (i.e., you can’t give your pass to another student, even if you don’t plan to use it).

### **MISSING QUIZZES or EXAMS**

You will have a fairly large window (usually several days) to complete quizzes and exams, and you are expected to complete the assessments before the window closes. However, we understand that events sometimes arise that may prevent you from completing the quiz/exam during the open window. If you simply need a short (e.g., 24-hour) extension on a quiz or exam, please take advantage of the late pass option (described above) – but if you have already used up your late pass or if a 24-hour extension would not be enough (such that you need to actually miss/skip the quiz/exam altogether), here’s what you need to know:

- Acceptable reasons for missing a quiz or exam include illness (physical or mental), accidents or injury (e.g., car accident, broken bone), family emergencies, religious observances, “can’t miss” family events (like graduations and weddings), university-sponsored conflicts, and evacuation due to natural disaster (e.g., fire, earthquake). *Vacation plans, employment obligations, being confused about the quiz/exam window days/times, and simply forgetting to take the quiz/exam* are not acceptable reasons for missing a quiz or exam.
- If you know in advance that you will need to miss a quiz or exam for an acceptable reason, you must let me know as soon as you become aware of the conflict/issue.
- If you miss a quiz or midterm for an acceptable reason and you have documentation of this reason (e.g. doctor's note, copy of positive COVID test, etc.), you must contact me as soon as possible. In these cases, make-up quizzes/exams will not be given. Instead, students who miss a quiz or midterm for an acceptable reason, have documentation, and contact me immediately will receive a score that is equivalent to the average score of the

quizzes that they do actually take (for a missed quiz) or will receive a score that is equivalent to the score of the midterm that they do actually take (for a missed midterm).

- If you miss the final and you have a documented reason (e.g., doctor's note, copy of positive COVID test, etc.), you must contact me immediately. Make-ups for the final exam will be determined on a case-by-case basis.
- In all cases (quiz, midterm, final), if you do not have documentation, you do not have an acceptable reason, and/or you do not contact me immediately, you will receive *zero* points for the quiz or exam that you missed. You definitely do not want to receive a zero, so you should take every step to keep this from happening!

## MESSAGE BOARD

**The basics.** On the message board, you can post questions, make comments, and answer/respond to other people's questions and comments. I will post some questions/topics to give you ideas re: what to talk about – but really, any questions, comments, or responses related to the course are appropriate for the discussion board. You should make at least one original (new thread) post by 11pm on Thursday of each week and one reaction (response to someone else's thread) post by 11pm on Sunday of each week.

**How many posts?** You will need to make a TOTAL of 2 postings per week (one original post and one reply post) to receive full message board points.

**Do I need to post on EVERY forum each week?** No. I will post several different forums/questions each week for you to choose from – but you do not need to post in all of them. You should simply choose the one or two forums that you are most interested in each week and make your posts there. For example, if there are 8 message board forums (7 questions plus a miscellaneous forum), you can choose any of those 8 forums to make your original post, and you can choose any of those 8 forums to make your reply post – such that your original post does not *need* to be (but *can* be) in the same forum as your reply post. So, you might decide to make your original post in Question 1 and your reply post in Question 3 (or you might decide to make both of your posts in Question 5) – and that would be just fine.

**Why a message board?** The message board for this class has several goals/purposes: 1) To allow you to connect with your classmates; 2) To stimulate critical thinking about psychology; and 3) To allow you to ask us and/or your classmates questions about the class, about class topics, or about psychology in general.

## SENDING EMAILS

We do enjoy receiving emails from students, and you should feel free to shoot us an email if you have a quick question or concern. However, we ask that you adhere to the following simple but very important guidelines:

- *Use our UCI email address!* Although we will read and respond to any messages that we receive directly through Canvas, we strongly prefer to receive emails directly to our UCI email address (see page 1 for email addresses). Receiving all our messages in one mailbox helps us keep track of things more easily (and we are likely to respond to you more quickly when the message is sent to our UCI address)
- *Tell us who you are!* This includes telling us your first and last name. Strangely enough, we do not have ESP.
- *Tell us what class you are in!* I am teaching two different classes this quarter, and I still don't have ESP.
- *Please check the syllabus before asking us your question!* The syllabus is very wise.
- *Consider coming to office hours!* Sometimes questions are more easily answered in a live conversation (face-to-face or via zoom).
- *Don't forget the Message Board!* If you have a question that you think other students may be able to answer OR that you think other students might benefit from hearing our answer, consider posting the question on the message board in lieu of emailing us. We check the message board on a regular basis.
- *Use a proper greeting!* You may call your TAs and peer tutors by their first name, but I prefer that you call me Dr. Zinger or Professor Zinger.
- *Be professional!* Make sure there are no errors or type-o's in your message – and most importantly, ask yourself, "Is the tone of my message professional and respectful? Would I send an email with this tone, wording, and/or type of request to a boss or supervisor?" If the answer is no to any of these questions, please REVISE the message before sending to make it more appropriate.

- *One at a time, please!* Please only send your email to one of us at a time; in other words, do not email all of us at the same time with the same message. If you email me, one the TAs, or one of the peer tutors with a question/concern, please allow us up to 24 hours to respond. If you do not receive a response from a TA or peer tutor within 24 hours, please email me (and indicate in your email that you already emailed a TA or peer tutor but did not get a response). Alternatively, if you do not receive a response from me within 24 hours, please email one of the TAs or peer tutors (and indicate in your email that you already emailed me but did not get a response).

**Who should you email – Dr. Zinger, one of the TAs, or one of the peer tutors?** And if one of the TAs or peer tutors, which one? Good question! For the most part, any of us can answer your questions/concerns, but sometimes, one person is a better choice than another:

- For general questions about the course or questions about the message board, you should email one of the peer tutors (Tsuf, Ivanna, Shruti, or Ranelle).
- For questions about discussion section, it is best to email the TA or peer tutor whose discussion section you attended (or plan to attend).
- For questions regarding course material, it is best to email the TA or peer tutor who teaches the discussion section that you most regularly attend. If you are unable to attend any of the discussions, it is best to email the one of the peer tutors (Tsuf, Ivanna, Shruti, or Ranelle) with your question.
- For questions or issues related to the comprehension checks, quizzes, exams, extra credit, and/or technical issues with the course website, it is best to email Dr. Zinger.

## LECTURE ETIQUETTE

**Talking during lecture.** While we do strongly encourage you to attend lecture, I would like to remind you of the importance of being courteous to your fellow classmates while in class. With a lecture hall of this size, I know it is very tempting to have a conversation with your classmates during class. However, when you talk with your neighbor, you are not only getting in the way of your OWN learning, you are also getting in the way of the learning of those around you, as these conversations are VERY DISTRACTING to your fellow classmates who are trying to pay attention to the lecture. Although the best course of action would be to hold off all neighborly communication until AFTER lecture, if you must communicate with your neighbor, I BEG OF YOU to please pass them a note, send them an email/IM, send them a text message, or step outside...*but do not speak!* It is my experience that most students are very respectful of this request - but even ONE PERSON who is talking (or even whispering) can ruin the concentration of the entire class. Don't be that one student!

**Leaving early.** If you do come to class, please plan to stay for the ENTIRE CLASS. You should do your best to arrive on time (or, ideally, early), and while I do have *some* understanding of students who accidentally (and occasionally) arrive a little late (given that, sometimes, it cannot be avoided), I have much less understanding for students who leave early. Class will go for the entire 1 hour and 20 minutes; please plan your schedule accordingly. This means you should not schedule work, meetings, or other appointments in a way that would require you to leave class early.

**Packing up belongings.** You should not start packing up your belongings before class is dismissed. Even though one individual person may not be making that much noise by putting away/moving their things, when 200+ students do this all at once, it makes a LOT of noise and it is very distracting for the other students who are trying to listen to our last few minutes of lecture. Please wait until class is officially dismissed before packing up your stuff and getting ready to leave (or before actually leaving). To be clear, class is not dismissed until I say, "Okay, that's all I have for today!"

## LAPTOP USAGE

Many of you use a laptop during lecture to (presumably) take notes. While I certainly understand that technology has many benefits, that you can probably type faster than you can handwrite, and that everyone has their own learning style, I encourage laptop users to consider whether this is the best approach for them. A study done by some of my students in my SE10 (Research Design) class found that in-class laptop users, on average, had a *lower* GPA than non-laptop users. You may wish to experiment for a few weeks and compare your learning/performance for weeks that you used your laptop versus weeks where you did not. Also, if you do decide to use a laptop in class, I strongly discourage you from trying to "multi-task" during lecture. I realize that checking your email, instant messaging, surfing the web, and checking

social media pages is usually more entertaining than taking notes – but we, as humans, can only pay attention to so many things at once. If you are trying to “multitask” while listening to lecture, your comprehension of the lecture material will surely suffer as a result. In fact, those same SE10 students also asked people the degree to which they multi-task in this manner (with their laptop) during lecture; they found a medium negative correlation between “multi-tasking” and GPA, such that students who did more multi-tasking during lecture had lower GPAs. This type of multi-tasking not only can hurt your learning/performance, it also robs you of the experience of truly being *present* in the present moment, truly *experiencing* your current environment, and truly *engaging* in the class. Do not rob yourself of these things!

## GRADE RE-EVALUATION REQUESTS

Occasionally, students may sometimes believe that there is more than one right answer to a multiple choice question, and that the item they chose, while marked wrong, should actually be correct. If you believe that you deserve more points than you have earned on a particular comprehension check, quiz, or exam, you must state your argument in writing and submit your argument to the Grade Re-Evaluation Request Canvas dropbox. You should be thorough in your argument, referring to page numbers in your text or outside references where appropriate. You must turn in these arguments within **one week** of receiving the grade/score in question. After one week, your grade/score is permanent.

## JOINING THE CLASS LATE

**On the waiting list before the quarter starts?** Given that some students will drop this course during the first two weeks, you do have a chance of getting into the course – even when the course is full – by adding your name to the waiting list. If you are on the waiting list, I strongly encourage you to attend lecture (and discussion), use your iclicker, keep up with the reading, and take the syllabus quiz (as if you were enrolled). To be added to the Canvas website, simply email me ([joanne.zinger@uci.edu](mailto:joanne.zinger@uci.edu)) to ask to be added – and be sure to include your UCInetID (the first part of your UCI email address) in your message.

**Joining the class after the quarter starts?** The registrar allows you to add this course (or add yourself to the waiting list) through Friday of Week 2 (if space allows). However, if you choose to join the class (or add your name to the waiting list) *after* the quarter starts, you will not be allowed to make up any attendance points or quizzes that were due before you joined the class (or the waiting list). For example, if you join the class (or the waiting list) in Week 2, you will have missed the syllabus quiz and the first two attendance points, and you will not be allowed to make those up. Please keep this in mind when deciding whether or not to join the class (or the waiting list) after the quarter has already begun.

## MICROSOFT OFFICE

Did you know that you can get Microsoft Office (which includes Microsoft Word) for FREE just by being a UCI student?! If you don't already MS Office on your personal computer and you would like it, go here for more info: [https://uci.service-now.com/sp?id=kb\\_article&sysparm\\_article=KB0012660](https://uci.service-now.com/sp?id=kb_article&sysparm_article=KB0012660) . (Alternatively, if you have a device on which you cannot download Microsoft Word, you can still use this program by logging into the UCI Virtual Computer Lab: <https://www.oit.uci.edu/labs/vcl/> ).

## INCLUSIVE CLASSROOM POLICY

I will uphold the University of California, Irvine’s commitment to ensuring equality and valuing diversity. UCI recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from UCI’s community or if you have a need for any specific accommodations, please speak with me early in the quarter about your concerns and what we can do together to help you become an active and engaged member of our class and community. For some of you, the following resources may be helpful:

- Social Ecology Academic Advising : <https://students.soceco.uci.edu/pages/advising>
- Diversity and Awareness at UCI: <https://uci.edu/diversity/>
- Disability Services Center - <https://dsc.uci.edu/>

- UCI LGBT Resource Center - <https://lgbtrc.uci.edu/>
- Undocumented Student Support - <https://dream.uci.edu/>
- UCI Counseling Center - <https://counseling.uci.edu/>

Any student who faces challenges securing sufficient food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support (dos.uci.edu; 949-824-5181). Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any resources that I may possess. Also note the following resources available at UCI:

- Student Outreach and Retention Center (SOAR) – <https://soar.uci.edu/>
- SOAR Food Pantry: <https://basicneeds.uci.edu/>

### IMMIGRATION/CITIZENSHIP POLICY STATEMENT

The University of California welcomes and supports students without regard to their immigration or citizenship status. I personally support these university policies, and I am able to discuss campus resources and accommodations as needed. Specialized services and consultations are available to students who are facing challenges related to their immigration status, or the status of their family members, through the UCI Dreamers Office, G458 South 4th Floor of the Student Center, also known as the Rise Suite (Rooted in Student Empowerment Suite). Phone: (949) 824-69390. Website: <http://dreamers.uci.edu/contact>. Alejandra Jeronimo ([ajeroni1@uci.edu](mailto:ajeroni1@uci.edu)) and Luis Fuentes ([lfuente1@uci.edu](mailto:lfuente1@uci.edu)) are the Dream Center Directors. Finally, the undocumented students and their family members can receive legal services at the University of California Undocumented Legal Services Center: <https://law.ucdavis.edu/uc-undocumented/>.

### DR. ZINGER IS ON FACEBOOK & INSTAGRAM

If you have a facebook and/or Instagram account, you may wish to consider liking/following me! You can find me at the following pages:

Facebook: <https://www.facebook.com/pages/Dr-Zinger/220380864030>

Instagram: <https://www.instagram.com/drzinger.uci/>

By following one of my pages, you can learn more about me, psychology, the Department of Psychological Science, Psych Science alum, events you may want to attend, and opportunities that you may want to take advantage of! Also, please note that liking or following my facebook page is NOT the same as becoming my facebook friend. I will NOT be able to see your facebook page nor will your status updates show up in my news feed – and I will not send you any friend requests. Similarly, following my Instagram page does not mean that I will be following yours. (Indeed, you can rest assured that I do not follow any of my students on Instagram – you are entitled to your privacy).

**TENTATIVE SCHEDULE**

Week	Date & Time	Lecture Activity/Topic	Attendance Point	Reading/Assignment
1		<i>Discussion Week 1 on Mon, Tues, Weds, or Thurs: Introductions &amp; Tips</i>		
1	Tues, April 4th	<i>In-Person:</i> Syllabus & Course Overview (and correlation refresher) Lecture <b>OR</b> <i>Online:</i> Introduction to the Course (and correlation refresher) videos (4 videos)	Complete online student information sheet (either in class or at home) by 4/4 at 11pm: <a href="https://tinyurl.com/3xnn2zpw">https://tinyurl.com/3xnn2zpw</a>	<i>Reading:</i> Syllabus
1		<b>Tues, April 4th at 3:30pm through Weds, April 5th at 11pm: Take Syllabus Quiz – 9 minutes</b>		
1	Thurs, April 6th	<i>In Person:</i> Personality Origins lecture <b>OR</b> <i>Online:</i> Personality Origins videos (7 videos)	Use iclicker during lecture <b>OR</b> Complete Personality Origins Comprehension Check by 4/6 at 11pm	<i>Reading:</i> Chapter 13 – Where does personality come from? What are the theories of personality? <i>Assignment:</i> Week 1 message board original post due 4/6 at 11pm
1	Sun, April 9th	<i>Week 1 Message Board Reply Post due Sunday, April 9th at 11pm</i>		
2		<i>Discussion Week 2 on Mon, Tues, Weds, or Thurs: Review for Interim Quiz #1</i>		
2	Tues, April 11th	<i>In Person:</i> Personality Traits & Stability lecture <b>OR</b> <i>Online:</i> Personality Traits & Stability videos (7 videos)	Use iclicker during lecture <b>OR</b> Complete Personality Traits & Stability Comprehension Check by 4/11 at 11pm	<i>Reading:</i> Chapter 13 – How stable is personality?
2	Thurs, April 13th	<i>In person:</i> Personality & Culture, Assessment, & The Self lecture <b>OR</b> <i>Online:</i> Personality & Culture, Assessment, & The Self videos (8 videos)	Use iclicker during lecture <b>OR</b> Complete Personality & Culture, Assessment, & The Self Comprehension Check by 4/13 at 11pm	<i>Reading:</i> Chapter 13 - How is personality assessed? How do we know our own personalities? <i>Assignment:</i> Week 2 message board original post due 4/13 at 11pm

Week	Date & Time	Lecture Activity/Topic	Attendance Point	Reading/Assignment
2		<p><b>Thurs, April 13<sup>th</sup> at 5:00pm through Sat, April 15<sup>th</sup> at 11pm ~ Take Interim Quiz #1 (Chapter 13) – 20 minutes</b></p> <p><i>Drop deadline for Spring is Friday, April 14<sup>th</sup> at 5pm</i></p> <p><i>Week 2 reply message board post due Sunday, April 16<sup>th</sup> at 11pm</i></p>		
3		<p><i>Discussion Week 3 on Mon, Tues, Weds, or Thurs: Go over Quiz #1 &amp; talk about (and/or do activities related to) Chapter 12</i></p>		
3	Tues April 18th	<p><i>In person:</i> Social Influence lecture <b>OR</b></p> <p><i>Online:</i> Social Influence videos (7 videos)</p>	<p>Use iclicker during lecture <b>OR</b></p> <p>Complete Social Influence Comprehension Check by 4/18 at 11pm</p>	<p><i>Reading:</i> Chapter 12 – How does group membership affect people?</p>
3	Thurs, April 20th	<p><i>In person:</i> Milgram Obedience Study film and Help or Harm lecture <b>OR</b></p> <p><i>Online:</i> Milgram Obedience Study video (1 video) and Help or Harm videos (3 videos)</p>	<p>Use iclicker during lecture <b>OR</b></p> <p>Complete the Milgram Obedience &amp; Help or Harm Comprehension Check by 4/20 at 11pm</p>	<p><i>Reading:</i> Chapter 12 – When do people harm or help others?</p> <p><i>Assignment:</i> Week 3 message board original post due 4/20 at 11pm</p>
3	Sun, April 23rd	<p><i>Week 3 message board reply post due Sunday, April 23rd at 11pm</i></p>		
4		<p><i>Discussion Week 4 on Mon, Tues, Weds, or Thurs: Review for Midterm #1</i></p>		
4	Tues, April 25th	<p><i>In person:</i> Attitudes, Non-Verbal Behavior, and the Fundamental Attribution Error lecture <b>OR</b></p> <p><i>Online:</i> Attitudes, Non-Verbal Behavior, and the Fundamental Attribution Error videos (11 videos)</p>	<p>Use iclicker during lecture <b>OR</b></p> <p>Complete the Attitudes, Non-Verbal Behavior, and the Fundamental Attribution Error Comprehension Check by 4/25 at 11pm</p>	<p><i>Reading:</i> Chapter 12 – How do attitudes guide behavior? How do people think about others?</p>
4	Thurs, April 27th	<p><i>In person:</i> Stereotypes &amp; Social Relations lecture <b>OR</b></p> <p><i>Online:</i> Stereotypes &amp; Social Relations videos (10 videos)</p>	<p>Use iclicker during lecture <b>OR</b></p> <p>Complete the Stereotypes &amp; Social Relations Comprehension Check by 4/27 at 11pm</p>	<p><i>Reading:</i> Chapter 12 – What determines the quality of relationships?</p> <p><i>Assignment:</i> Week 4 message board original post due 4/27 at 11pm</p>



Week	Date & Time	Lecture Activity/Topic	Attendance Point	Reading/Assignment
4		<p style="text-align: center;"><b>Thurs, April 27th at 5:00pm through Sat, April 29th at 11pm:</b>  <b>Take Midterm #1 (Chapters 12 and 13) – 79 minutes (1 hour &amp; 19 minutes)</b></p> <p style="text-align: center;"><i>Week 4 message board reply post due Sunday, April 30th at 11pm</i></p>		
5		<i>Discussion Week 5 on Mon, Tues, Weds, or Thurs: Go over Midterm #1 &amp; Review for Interim Quiz #2</i>		
5	Tues, May 2nd	<p><i>In person:</i> Industrial/Organizational Psychology lecture <b>OR</b></p> <p><i>Online:</i> Industrial/Organizational Psychology videos (12 videos)</p>	<p>Use iclicker during lecture <b>OR</b></p> <p>Complete Industrial/Organizational Psychology Comprehension Check by 5/2 at 11pm</p>	<p><i>Reading:</i> I/O Psych chapter posted on course website (entire chapter)</p>
5	Thurs, May 4th	<p><i>In person:</i> Conceptualizing &amp; Classifying Disorders lecture <b>OR</b></p> <p><i>Online:</i> Conceptualizing &amp; Classifying Disorders videos (6 videos)</p>	<p>Use iclicker during lecture <b>OR</b></p> <p>Complete Conceptualizing &amp; Classifying Disorders Comprehension Check by 5/4 at 11pm</p>	<p><i>Reading:</i> Chapter 14 – How are psychological disorders conceptualized and classified?</p> <p><i>Assignment:</i> Week 5 message board original post due 5/4 at 11pm</p>
5		<p style="text-align: center;"><b>Thurs, May 4th at 5:00pm through Sat, May 6th at 11pm:</b>  <b>Take Interim Quiz #2 (Industrial/Organizational Psychology chapter) – 20 minutes</b></p> <p style="text-align: center;"><i>Week 5 message board reply post due Sunday, May 7th at 11pm</i></p>		
6		<i>Discussion Week 6 on Mon, Tues, Weds, or Thurs: Go over Quiz #2 and talk about (and/or do activities related to) Chapter 14</i>		
6	Tues, May 9th	<p><i>In Person:</i> Anxiety &amp; PTSD lecture <b>OR</b></p> <p><i>Online:</i> Anxiety &amp; PTSD videos (8 videos)</p>	<p>Use iclicker during lecture <b>OR</b></p> <p>Complete Anxiety &amp; PTSD Comprehension Check by 5/9 at 11pm</p>	<p><i>Reading:</i> Chapter 14 – Which disorders emphasize emotional states?</p>
6	Thurs, May 11th	<p><i>In Person:</i> OCD &amp; Depression lecture <b>OR</b></p> <p><i>Online:</i> OCD &amp; Depression videos (9 videos)</p>	<p>Use iclicker during lecture <b>OR</b></p> <p>Complete the OCD &amp; Depression Comprehension Check by 5/11 at 11pm</p>	<p><i>Assignment:</i> Week 6 message board original post due 5/11 at 11pm</p>
6	Sunday, May 14th	<i>Week 6 message board reply post due Sunday, May 14<sup>th</sup> at 11pm</i>		

Week	Date & Time	Lecture Activity/Topic	Attendance Point	Reading/Assignments
7		<i>Discussion Week 7 on Mon, Tues, Weds, or Thurs: Talk more about (and/or do more activities related to) Chapter 14</i>		
7	Tues, May 16th	<i>In Person:</i> Bipolar, Suicide, & Childhood/Developmental Disorders lecture <b>OR</b> <i>Online:</i> Bipolar, Suicide, & Childhood/Developmental Disorders videos (8 videos)	Use iclicker during lecture <b>OR</b>  Complete the Bipolar, Suicide, & Childhood/Developmental Disorders Comprehension Check by 5/16 at 11pm	<i>Reading:</i> Chapter 14 – Which psychological disorders are prominent in childhood?
7	Thurs, May 18th	<i>In Person:</i> Thought Disturbances & Intro to Personality Disorders lecture <b>OR</b> <i>Online:</i> Thought Disturbances & Intro to Personality Disorders videos (5 videos)	Use iclicker during lecture <b>OR</b>  Complete Thought Disturbances & Intro to Personality Disorders Comprehension Check by 5/18 at 11pm	<i>Reading:</i> Chapter 14 – Which disorders emphasize thought disturbances?  Assignment: Week 7 message board original post due 5/18 at 11pm
7	Sun, May 21st	<i>Week 7 message board reply post due Sunday, May 21<sup>st</sup> at 11pm</i>		
8		<i>Discussion Week 8 on Mon, Tues, Weds, or Thurs: Review for Midterm #2</i>		
8	Tues, May 23rd	<i>In Person:</i> Personality Disorders lecture <b>OR</b> <i>Online:</i> Personality Disorders videos (4 videos)	Use iclicker during lecture <b>OR</b>  Complete Personality Disorders Comprehension Check by 5/23 at 11pm	<i>Reading:</i> Chapter 14 – What are personality disorders?
8	Thurs, May 25th	<i>In Person:</i> Providers & Recipients, Behavioral Approaches, Cognitive Behavioral Approaches, Humanistic Approaches, Context of Therapy, and Pharmacological Treatments lecture <b>OR</b> <i>Online:</i> Providers & Recipients, Behavioral Approaches, Cognitive Behavioral Approaches, Humanistic Approaches, Context of Therapy, and Pharmacological Treatments videos (7 videos)	Use iclicker during lecture <b>OR</b>  Complete Providers & Recipients, Behavioral Approaches, Cognitive Behavioral Approaches, Humanistic Approaches Comprehension Check by 5/23 at 11pm	<i>Reading:</i> Chapter 15 – How are psychological disorders treated?  Assignment: Week 8 message board original post due 5/23 at 11pm

Week	Date & Time	Lecture Activity/Topic	Attendance Point	Reading/Assignments
8		<p style="text-align: center;"><b>Thurs, May 25<sup>th</sup> at 5:00pm through Sat, May 27th at 11pm:</b>  <b>Take Midterm #2 (I/O Chapter &amp; Chapter 14) – 79 minutes (1 hour &amp; 19 minutes)</b></p> <p style="text-align: center;"><i>Week 8 message board reply post due Sunday, May 28th at 11pm</i></p>		
9		<p style="text-align: center;"><i>Discussion Week 9 on Tues, Weds, or Thurs (no discussion Mon 5/29 due to holiday): Go over MT #2 &amp; Review for Quiz #3</i></p>		
9	Tues, May 30th	<p><i>In Person:</i> Dr. Bruss guest lecture PLUS Non-Pharmacological Biomedical Treatments; Most Effective Treatments, and Treatment of Personality Disorders and Childhood &amp; Adolescent Disorders lecture <b>OR</b></p> <p><i>Online:</i> Dr. Bruss guest lecture (recording to be posted shortly after class) PLUS Biomedical Treatments; Most Effective Treatments, and Treatment of Personality Disorders and Childhood &amp; Adolescent Disorders lecture (9 videos)</p>	<p>Use iclicker during lecture <b>OR</b></p> <p>Complete Context of Therapy, Biomedical Treatments, Most Effective Treatments, and Treatment of Personality Disorders and Childhood &amp; Adolescent Disorders Comprehension Check by 5/30 at 11pm</p>	<p><i>Reading:</i> Chapter 15 – What are the most effective treatments? Can personality disorders be treated? How should childhood disorders and adolescent disorders be treated?</p>
9	Thurs, June 1st	<p><i>In Person:</i> Health &amp; Wellness lecture <i>OR</i></p> <p><i>Online:</i> Health &amp; Wellness lecture (7 videos)</p>	<p>Use iclicker during lecture <b>OR</b></p> <p>Complete the Health &amp; Wellness Comprehension Check by 6/1 at 11pm</p>	<p><i>Reading:</i> Chapter 11 (entire chapter)</p> <p><i>Assignment:</i> Week 9 message board original post due 6/1 at 11pm</p>
9		<p style="text-align: center;"><b>Thurs, June 1st at 5:00pm through Sat, June 3rd at 11pm:</b>  <b>Take Interim Quiz #3 (Chapter 11 &amp; 15) – 20 minutes</b></p> <p style="text-align: center;"><i>Week 9 message board reply post due Sunday, June 4th at 11pm</i></p>		
10		<p style="text-align: center;"><i>Discussion Week 10 on Mon, Tues, Weds, or Thurs: Review for Final exam</i></p>		
10	Tues, June 6th	<p><i>In person:</i> Review for Final Exam <b>OR</b></p> <p><i>Online:</i> Review Game videos (3 videos)</p>	<p>Use iclicker during lecture <b>OR</b></p> <p>Complete the Review Games Comprehension Check by 6/6 at 11pm</p>	

Week	Date & Time	Lecture Activity/Topic	Attendance Point	Reading/Assignment
10	Thurs, June 8th	<p><i>In person:</i> Careers in Psychology Guest Lecture with UCI Social Ecology Field Study Director (Dr. Dmitry Tsukerman) <b>OR</b></p> <p><i>Online:</i> Careers in Psychology videos (8 videos)</p>	<p>Use iclicker during lecture <b>OR</b></p> <p>Complete the Careers in Psychology Comprehension Check by 6/8 at 11pm</p>	<p><i>Assignment:</i> Week 10 message board original post due 6/8 at 11pm</p> <p><b><i>Optional reading:</i></b> The Insider's Guide to the Psychology Major</p>
10	Sun, June 11th	<i>Week 10 message board reply post due Sunday, June 11<sup>th</sup> at 11pm</i>		
Finals Week		<b>Monday, June 12<sup>th</sup> at 8am through Fri, June 16<sup>th</sup> at 11pm: Take Final Exam (cumulative) 105 minutes (1 hour &amp; 45 minutes)</b>		