The University of New Mexico – Los Alamos
Psychology 105, Section 300: General Psychology
Spring 2015 – Online
Version 1.0 January 6, 2014

INSTRUCTOR: Carol S. Furchner, Ph.D. (Dr. F)

<table>
<thead>
<tr>
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<th>Bldg. 6, Room 623A</th>
</tr>
</thead>
<tbody>
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<td>Email:</td>
<td><a href="mailto:furchner@unm.edu">furchner@unm.edu</a></td>
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<td>Phone:</td>
<td>505-412-3379 (cell - leave message or text)</td>
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<td>Skype:</td>
<td>carol.furchner (prearranged calls only)</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>MW 11:30 – 1:00 PM or by appointment</td>
</tr>
</tbody>
</table>

Links to syllabus sections: Course Resources Online Environment Policies Grades and Grading Expectations & Communications Activities Map Course Technical Needs Resources Learn Support & UNM/UNM-LA Policies

Textbook Information

Purchase Textbook OR E-Book, not both

Textbook (soft cover) OR


e-book


NOTE: You may purchase your textbook through the MBS online bookstore that UNM-LA now uses: [http://bookstore.mbsdirect.net/unm.htm](http://bookstore.mbsdirect.net/unm.htm). You are not required to purchase your textbook through this bookstore; it has a return policy and buyback policy that may not be offered by other vendors, but textbooks purchased elsewhere may cost less. Textbooks purchased elsewhere can’t be sold back to MBS.

I don’t recommend using older versions of the textbook, because there are significant differences between the 8th and 9th editions. To reduce your costs, you may want to look into renting the book or using the e-book version.

Course Resources

Course Web Site – Online Classroom
Login with your UNM NetID at this URL (web address): [http://learn.unm.edu](http://learn.unm.edu) and then select PSY-105-300 from the list of courses in the center column.

Catalog Description

“Overview of the major content areas in psychology. Topics to be covered include learning, cognition, perception, motivation, biological systems, social and abnormal psychology, development, personality and approaches to psychotherapy. Meets New Mexico Lower Division General Education Common Core Curriculum Area IV: Social/Behavioral Sciences.” (3 credits, no prerequisites; from UNM catalog)

Course Objectives and Learning Outcomes

In this course, we will be talking about ourselves, our lives, and the people around us (and sometimes other animals). On completion of this course, you will be able to demonstrate proficiency by identifying, defining, describing, explaining, and/or applying your knowledge, using the scientific vocabulary of psychology, at a level appropriate to an introductory course:

1. Fundamental concepts, perspectives, principles, theories, and areas of psychology, and how this knowledge can be used to explain, predict, and influence behavior.

2. How psychologists use scientific methods to conduct research in human and animal behavior.
3. How popular media representations of research in psychology, “common sense”, and popular myths about human behavior can be critically analyzed and contrasted with research-based evidence in psychology.

4. Biological, psychological, and social/environmental influences that interact to affect behavior and mental states, how the individual is affected by these, and how the individual influences other people.

**The Online Environment and Blackboard Learn in This Course**

**Online Environment**
This course will be conducted entirely online. It will not meet in a classroom. This means that in addition to using your textbook, you will login into this course several times each week, obtain reading materials here, submit assigned work, take quizzes and exams, and participate in discussions with your classmates and with the instructor. There will not be any fixed meeting times, but you will be able to “meet” with the instructor as needed via phone or a web conference, or in person if you can come onto the UNM-LA campus.

It will be taught in Blackboard Learn, UNM’s system for delivering online courses. Information about taking an online course, setting up your computer environment, and where to obtain instructions/training for using Learn is available in the **Course Orientation** module in the online classroom.

**NOTE:** This is an online course, taught entirely via computer and the internet. **It is YOUR RESPONSIBILITY to make sure that you have access to a reliable computer and internet connection that you can use several times each week to work on this course.**

**Learning to Use Learn and How It Is Used in This Course**
You should become familiar with Learn during the first week of classes, if this is your first course using Learn. Introductory training materials that describe the basics of how to navigate in the Learn course environment, take tests, submit assignments, participate in discussions, etc., are available here: [http://online.unm.edu/help/learn/students/](http://online.unm.edu/help/learn/students/)

**During the first week of classes,** you will also become familiar with how Learn will be used in this class.

1. Login at [http://learn.unm.edu](http://learn.unm.edu), and select PSY-105-300 from the list of courses.
2. Open the **Course Orientation – Do First!** Learning Module on the home page for the course, located in the menu on the left side of the screen. In this module you will
   - Load the free software needed for this course on your computer, if you haven’t already done so (listed in **Set Up Your Computer Environment to work with Learn**).
   - Follow the instructions in the order that they are presented in **Course Orientation – Do First!** You will read and view informational materials, explore the course, and complete several activities marked “DO.” These include Course Messages, Student Background Survey, Assignment, a Discussion, a Blog, a Quiz, and a Pretest.
3. Explore the **Course Resources** folder in the course menu on the home page and become familiar with its contents.

   The **Course Resources** folder contains information about Learn, its use in this course, how to do the various activities that you will do in this course, and how you will be graded on them (grading rubrics). It contains details that expand on this syllabus. You can find this information in **Writing in this Course, Information - Discussions, Information – Blogs, Information - Quizzes and Exams, Information - Assignments, and Information - Unit Essays, Presentations, and Discussions.** Expect to refer to this information frequently, especially during the first few weeks of the course.

**Road Map: Overview of Course Activities and Where to Find Them**

**Overview**
The course is organized around major topics covered in Modules in the textbook, mostly one major topic per week. The topics are further organized into two units, each of which covers 5-6 major topics. You will see this organization in the list of Learning Modules that appears in the “Course Content” section in the course menu.
The Home Page
On the **home page** of the course, which is the page that opens after you login and select the course, you will see:

- On the left, the **Course Menu** contains the following sections:
  - The Psychology 105 Home Page (“the Home Page”).
  - The **Course Information** section contains Course Orientation – Do First! and Course Resources, Syllabus, Semester Schedule, Calendar, and Course Dashboard.
  - **Course Communications and Tools** contains links to Announcements, Course Messages, Discussion Board, and My Grades (your grades).
  - **Course Content** contains links to learning modules used in this course. There is a learning module for each major topic. Links to Extra Credit Quizzes and Textbook Free Resources are also in this section.
  - The **Support and Resources** section contains links to technical support, academic and student support, and other resources in psychology, for use inside and outside the course.

- On the right, you’ll see the **Course Content Area**, in which course materials will be displayed. The home page contains a brief introduction to the topic for the week and gives you information about which learning module is currently in use.

Most but not all materials are posted at the beginning of the semester; more will appear as the semester goes on, at least one week before any due dates, usually earlier.

Each Week ...
This course is organized around major topics, one per learning module. In most weeks, one learning module/topic will be covered (and some topics span more than one week).

The textbook/e-book is organized into Modules containing a subtopic (not the same as a learning module). Each week you will be assigned to read between two and four Modules from the textbook, plus some additional online materials. In most weeks we will begin a new topic on **Monday** with a pretest and finish it on the next **Monday** with an assignment, a quiz, a blog, and discussions due. Exceptions will be noted in the Semester Schedule.

You will be assigned several activities related to the major topic. With the exception of modules in the textbook/e-book, **each topic’s learning module contains links to all of the online materials that you will need to access for that topic**. This includes links to:

- **Week x - Topic n** ...
  - **This introductory material contains a brief description, schedule, and learning objectives for the topic**
  - **Reading assignment** – the Modules in the textbook, plus a list of other assigned readings and links to them; some modules will also contain links to optional (recommended) readings
  - **Video clips** – required and optional (links)
  - **A Discussion**, an **Assignment**, a **Myths discussion**, and a **Blog** that are related to the topic. **Instructions will be provided for what you’re expected to do each week in each of these.**
  - **A Quiz** on the assigned reading and videos, which is available until the quiz’s due date; and a **Make-up Quiz**, available after each week’s quiz deadline until the end of the semester.
  - **A Pretest** about topics covered in the NEXT topic
  - **OPTIONAL Lecture Notes** (from parallel face-to-face course) – optional, for your information
  - **Links to optional and Supplementary Information** about the topic (optional, just pointers to further exploration if you’re interested)

You should normally work through the materials in each learning module in the order in which they are presented. When we cover individual topics, the schedule is mostly predictable, and all items are due by 11:59 PM Mountain time (GMT-07). The schedule for items you turn in usually looks like this, and exceptions are noted in the Semester Schedule. **The schedules for Unit Consolidation weeks’ (see below) will differ.**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Pretest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td><strong>Discussion</strong> – initial post</td>
</tr>
</tbody>
</table>
Unit Consolidation Weeks
There will be two Unit Consolidation weeks in which the schedule will differ. You will write a Unit Essay, which is a 2-5 page paper discussing a question related to one or more topics in the unit. You will also create a Unit Presentation, which you will present in the context of the Unit Discussion. This gives you an opportunity to do something creative with the material covered in the unit. There will be a Unit Exam. Instructions and links to these exams are found in Unit 1 and Unit 2 Consolidation learning modules.

Check the due dates of Unit Exams, Unit Essays, Presentations, and Discussions in the Semester Schedule. You will be given several days during which you may take a Unit Exam at any time. See Exams, below.

Semester Schedule
The Semester Schedule is your guide to “what” and “when” for this course. It lists all topics we will cover, assignments you will do, required discussions, quizzes, blogs, exams, and dates when all work is due. A link to the Semester Schedule can be found in the course menu. Changes will be announced in Announcements and shown as updates in the schedule. Print out the Semester schedule — it is set up to be used as a checklist for work items as you complete them. The Semester Schedule in the course menu is the “official” schedule/calendar. Check the date of your printed copy against the Semester Schedule in the course menu to make sure you have the latest version.

Learn Calendar
The Learn Calendar contains links to graded items on their due dates. This calendar will not contain links to reading materials; they can be found in the Semester Schedule and in each topic’s learning module. Do not rely solely on the Learn Calendar for the work that is required!

How Much Work Will This Class Require?
You can expect to spend 9-12 hours per week on reading and studying the textbook and lecture notes and watching videos, and on quizzes, discussions, blogs, essays, and assignments. Most traditional three-credit courses require 2-3 hours of work per week outside the classroom for every hour spent in class. Since there are no classes, the expected number of hours per week includes the time you would otherwise spend in a classroom. (And you don’t have to drive to class.)

Is This Course Self-Paced?
This course is NOT self-paced. It proceeds on a schedule, in which some work is due each week. You are expected to turn in assigned work on the dates that are specified in the Semester Schedule.

Course Policies

Grades and Grading Policies

<table>
<thead>
<tr>
<th>Activity</th>
<th>Max Points</th>
<th>Approx % of total</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 Exam</td>
<td>200</td>
<td>13%</td>
<td>Covers first 6 topics</td>
</tr>
<tr>
<td>Unit 2/Final Exam</td>
<td>200</td>
<td>13%</td>
<td>approx. 70% on last 5 topics</td>
</tr>
<tr>
<td>Pretests (11)</td>
<td>50</td>
<td>3%</td>
<td>5 points each; miss one without penalty</td>
</tr>
<tr>
<td>Quizzes (12)</td>
<td>275</td>
<td>18%</td>
<td>25 pts each; miss one without penalty</td>
</tr>
<tr>
<td>Topic Discussions (12)</td>
<td>220</td>
<td>14%</td>
<td>20 pts each; miss one without penalty</td>
</tr>
<tr>
<td>Assignments (11)</td>
<td>200</td>
<td>13%</td>
<td>20 pts each, miss one without penalty</td>
</tr>
<tr>
<td>Myths discussions (11)</td>
<td>50</td>
<td>3%</td>
<td>5 pts each, miss one without penalty</td>
</tr>
<tr>
<td>Blog entries (12)</td>
<td>110</td>
<td>7%</td>
<td>10 pts each, miss one without penalty</td>
</tr>
<tr>
<td>Unit Essays (2)</td>
<td>150</td>
<td>10%</td>
<td>50 and 100 pts</td>
</tr>
<tr>
<td>Unit Presentations (2)</td>
<td>60</td>
<td>4%</td>
<td>30 points each</td>
</tr>
<tr>
<td>Unit Discussions (2)</td>
<td>30</td>
<td>2%</td>
<td>15 points each</td>
</tr>
<tr>
<td>Course Orientation</td>
<td>25</td>
<td>2%</td>
<td>Survey, assignment, message, discussion, blog</td>
</tr>
</tbody>
</table>
There will be a pretest for each learning module (topic). It will be due on the day before we begin covering the topic. You will find the link near the END of the PREVIOUS week’s learning module (where you’ll most likely be working as you finish up the previous topic). The purpose of pretests is to introduce you to questions about the materials covered in the learning module, to “prime” your brain/memory for the topics that are about to be covered. After you have completed the pretest, you will be given your score and answers to each question; you
should review the answers. Your score will be recorded as 5 points if you take the pretest and attempt to answer all of the questions; you are not expected to know the answers, and you won’t be penalized for incorrect answers. You will be given 60 minutes to take each pretest. You may take it as many times as you like. There will not be a make-up available after its due date. (Many people take far less time, especially on re-takes.) Some questions from pretests will appear on Topic Quizzes and Unit Exams.

Each pretest will be available at least one week before it is due. You should normally take it before you begin reading and working on the materials in the topic.

You may miss one pretest without penalty, and you will earn 5 extra credit points if you take all the pretests.

Quizzes
There will be one quiz per topic (learning module), plus one on the course orientation materials during Week 1. The purposes of quizzes are to help you and the instructor assess your progress in learning and understanding the materials covered in each topic, and to help you remember them using the technique of quizzing yourself (aka “the Testing Effect.”).

Quizzes will cover all materials assigned for the topic (reading from textbook and elsewhere, video/audio clips, handouts, and assignments). Most quizzes will contain 25 questions, which are drawn at random from a large pool of questions, and each quiz will be worth 25 points. You will be given 60 minutes to complete each quiz. Quizzes will be made available at least a week before they are due and most will be due on Mondays (except where noted on the Semester Schedule). You may miss one topic quiz without penalty and earn up to 25 extra credit points if you take all the quizzes.

You may take each quiz an unlimited number of times, up until the cut-off time for the quiz. You will normally see a different set of questions each time you take a quiz. Your recorded grade on each quiz will be your highest score of all of your attempts on that quiz, including the make-up version (see below). After you have completed a quiz, you will immediately be given your score and you may view the correct answers.

Make-up Quizzes: You will be given an opportunity to make up each quiz after its deadline. Make-up quizzes will be available online after the deadline for each quiz, for the rest of the semester, until Tuesday of finals week. You may also take make-up quizzes as many times as you like. However, make-up quizzes are worth only 80% of on-time quizzes. If you get all questions correct on a make-up quiz, your score will be 80% of 25, or 20 points. You can also use make-up quizzes to help you review for exams, since you won’t be penalized if your score on a re-take is lower than earlier scores.

For more information about the reasons that we’re using this quizzing method, see Information – Quizzes, Pretests, and Exams in the Course Resources folder.

Links to quizzes and make-up quizzes can be found in the learning module for each topic.

Discussions
There will be four types of discussions in this course, one of which will be graded. All of these discussions can be accessed using Discussion Board in the Learn course menu, and links to graded discussions will also be provided in each learning module.

Topic, Myths, and Presentation Discussions (graded)
Discussions are assigned because writing and communicating about ideas and concepts in an area of study is an effective way of learning about and deepening your understanding of that area. Take the graded discussions seriously – they make up about 18% of your grade.

Topic discussions: Explaining a topic to someone else is a good way to learn it and to verify that you understand it. In some questions, you will be asked to analyze and criticize a point of view or a current event that relates to that topic, which helps you to apply what you know and look critically at the information that is available to you. You will also use comments to discuss at least one post made by another class member.

Myths Discussions: For each topic, you will post about a myth or misconception in psychology, either one that you personally held or one that you’re aware of, describe evidence that contradicts it, and provide a reference for the evidence. A major theme of this course is to use the information we study to challenge our beliefs, “common knowledge,” and “common sense.” Evaluating myths and misconceptions against evidence is one way to learn to think critically about what we know.
**Presentation Discussions:** You will use a discussion post to introduce each of your “presentations” and to comment on the presentations created by other students.

There will also be a preliminary “introduce yourself” discussion during the first week (Discussion 00-I).

See **Information – Discussions** in the **Course Resources** folder for a full description of how to participate in discussions and tips on making discussions successful.

You should complete all of the assigned reading and view all of the assigned videos for the topic before making your initial post in the discussion.

Access the topic and myths discussions from the topic’s learning module or from the course menu, under Discussion Board. A link to each presentation discussion will be in each Unit Consolidation learning module and on the Discussion Board.

Each topic discussion will be worth up to 20 points, and each myths discussion will be worth up to 5 points. You may miss one of each without penalty. If you contribute to all of the discussions, you may earn up to 20 extra credit points. Presentation discussions will be worth up to 15 points each, and you can’t miss one without penalty.

**“The Water Cooler” Discussion (not graded)**

The **Water Cooler** discussion will be open all semester, and it will not be graded. It’s there for the purpose of asking questions about the course or its components (quizzes, assignments, etc.) or a topic in psychology, asking for help, sharing tips about Learn, commenting on current events and their relation to what we are studying, pointing out interesting and relevant articles or movies, etc. I will post items of interest and controversy here from time to time. Access “The Water Cooler” using the **Discussion Board** item on the course menu.

**Feedback about the course (Survey) (not graded)**

The **Feedback** discussion will allow anonymous posting. It is a place for you to post comments, suggestions, and criticisms of the course, policies, procedures, etc., without fear of retribution. From time to time I may post questions in this discussion requesting feedback about various aspects of the course. All posts in this discussion will be anonymous, unless you choose to identify yourself in your comment. Obviously, this discussion will not be graded. Access Feedback using the **Discussion Board** item on the course menu.

**About reading through the discussions**

You should read through the discussions, including the posts and responses made by other students and me. People often post questions and information of general interest, and I will post information, explanations, and links to further information that will help clarify a topic. You should especially read my comments on posts that you make and answer any questions I ask you about your posts.

**Assignments**

You will have eleven **Assignments**, which will involve using information in the current topic. The assignments are chosen in order to illustrate and use ideas, concepts, and applications from the current topic, to help you improve your understanding of them. They are used to assess your progress towards the course and topic learning objectives, in giving you practice in defining, describing, analyzing, applying, and explaining what you are learning. Assignments are linked in the learning module for the related topic. More information about assignments, how to submit them, and how they will be graded can be found in **Information - Assignments** in the **Course Resources** folder, and on the individual assignments themselves. You may miss one assignment without penalty, and you may earn up to 20 extra credit points by completing all assignments. Links to assignments are in each topic learning module.

**Blogs**

Blogs will be used for reflection on this course, to allow you to self-assess what you are learning and its impacts on you. For each topic, you should write a short reflection on your experience with the materials or activities associated with the topic.

Blogs will be public, and you’re encouraged, though not required, to read other people’s blog entries and to comment on them. They will be organized by topic, so your entries will appear in the blogs for each topic. Blogs will be graded, although grading will be very lenient. I will try to answer questions that you pose in your blogs, or point you to where you can get more information. Blog entries are worth 10 points per week, and you can miss one blog without penalty. Links to blogs are in each topic learning module.
**Unit Essays**
You will be assigned two essays, one per unit.

There are several purposes for requiring the essays: (1) To encourage you to think critically about the topic, to find more information about it, to understand it well enough to write about it, to question what you have read about it, and to describe multiple points of view, experiments, theories, or pieces of data. (2) To provide you with feedback on your writing, because that is a skill that most beginning college students need to develop, and writing clearly is critical to success in college. (3) To help you develop the ability to critically analyze what you read or hear in the media, on blogs, and in the popular press about various topics related to psychology – these are often full of misinformation.

Essay topics will be published as we begin each Unit. They will be found in the *Unit Consolidation* learning module for the Unit. See the Semester Schedule for essay due dates. For more information about writing and submitting essays and how they will be graded, see *Information – Unit Essays, Presentations, and Discussions* in the *Course Resources* folder and the individual essay assignments themselves.

**The first essay may be revised at your option after you receive comments and a grade; revisions may raise your grade up to 90% of the points that the essay is worth. Revisions are due one week after your essay is graded and returned to you. (There is no time for a revision for the Unit 2 essay.)**

Turn in your essay on time; the rewrite option is not available for papers that were turned in late, unless the instructor has given prior approval.

**Unit Presentations and Discussions**
*Unit Presentations* give you the opportunity to create something related to the topics covered in each unit, to encourage you to think about the topic in a new way that is meaningful to you. The presentation can be more writing, a poem, a cartoon, a picture or poster, a web site, music, video, a Pinterest board … and you may work with other students or alone, as you choose.

Since this is an online course, you will not be able to make the presentation to the class in the same way you would in a face-to-face class, so instead you will do so within the context of a *Unit Discussion*. You’ll type out a few words about the presentation, such as why you chose to do what you did or to use the medium that you selected, and then you’ll attach your presentation to the discussion topic (same way you attach a file to an assignment), or you’ll include a link to your presentation on the internet. Then other students will be asked to comment on it.

See *Information – Unit Essays, Presentations, and Discussions* and the *Unit Essay, Presentation, and Discussion* assignments themselves for details.

**File Formats**
*Unit Essays* and *Assignments* may be submitted in any of the file formats listed in *Information – Unit Essays, Presentations & Discussions* in the *Course Resources* folder. Files that I can’t read will be returned for resubmission and marked late. If you’re unsure, “save as”, print, or export the file as a .doc, .docx .pdf, .rtf, or .html format; most word processing programs allow at least one of these options. Files of type .doc, .docx, and .rtf files are preferred, and other types will be accepted if I can read them.

**My Computer Crashed!**
If Learn goes down, or your internet link goes down, or if your computer crashes and you can’t submit an exam, DON’T PANIC! Call or text me (505-412-3379) and we’ll work it out. If a Learn problem prevents you from submitting an assignment or essay, use your external email to send it as an attachment to me at furchner@unm.edu. (It would be wise to write this phone number and email address down somewhere that you can access it if your computer has crashed.)

**Late and Missed Work**
You are expected to complete all assigned work by the deadlines stated in the schedule and to take exams during the periods that they are offered. Exceptions for late work will be made or consequences will be applied at my discretion. Whenever possible, you must inform me of the problem before the deadline for the assignment or exam. I will adjust deadlines if problems attributable to Learn occur. Otherwise, you should follow the course deadlines, because it can be difficult to catch up if you fall behind.
The following table gives you general guidelines for late submissions of each type of assignment:

<table>
<thead>
<tr>
<th>Item</th>
<th>Penalty for being late</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1 Exam</strong></td>
<td>Grade of 0, unless prior arrangements are made with me. With my permission, must be made up within one week of the last day the exam was given. No partial credit will be given.</td>
</tr>
<tr>
<td><strong>Unit 2/Final Exam</strong></td>
<td>Grade of 0, unless prior arrangements are made with me. Making up the Final (taking it late) will probably result in a grade of Incomplete for the course, which will be changed after the exam is made up. No partial credit will be given.</td>
</tr>
<tr>
<td><strong>Pretests</strong></td>
<td>Grade of 0, no make-up available. Must be done on time.</td>
</tr>
<tr>
<td><strong>Quizzes</strong></td>
<td>80% credit on make-up quiz, available after the quiz due date, as described above. Make-up quizzes will be available until Tuesday of Finals Week at 11:59 PM.</td>
</tr>
<tr>
<td><strong>Topic Discussions and Presentation Discussions</strong></td>
<td><em>Initial post:</em> Grade is reduced by 2 points per calendar day that your initial post is late. <em>Comments:</em> Grade is reduced by 1 point per calendar day that comments are late. No points will be given for submissions made after I have graded the discussion, unless prior arrangements have been made and I have given an extension. Post: Grade is reduced by 1 point per calendar day that your post is late, up until . Comments are optional. No points will be given for posts or comments in any discussion after I have graded it (usually 2-4 days after it is due), unless prior arrangements have been made and an extension has been granted.</td>
</tr>
<tr>
<td><strong>Myths Discussions</strong></td>
<td><strong>Assignments, Blogs, Essays, and Presentations</strong> Grade reduced by 10% per calendar day that it is late, up to two days late, unless prior arrangements have been made and I have given an extension. After that, you may turn the item in late for up to 50% credit if you turn it in by the last Friday of classes. For Unit 2 materials (essay, presentation, blog) you will receive a 10% deduction per day late, and no late work will be accepted after Tuesday of Finals Week. Extension requests will be considered on an individual basis.</td>
</tr>
</tbody>
</table>

**NOTES:**
- If an extension (e.g., because of illness or a problem in Learn) is granted on an item, penalties begin on the new due date.
- You may take an exam early, if you need to do so (for example, because of work-related travel). Contact me to make arrangements for the exam to be made available to you. Other materials (pretests, quizzes, assignments, discussions) will be available well in advance, and you may turn in or complete them before the due date.

**Religious Holidays**
If you cannot take an exam because it falls on a religious holiday that you observe, please **contact me in advance** to make alternate arrangements for you to take it. (Most religious holidays last for less time than the interval that exams are available.) Other assignments are given far enough in advance to be completed before the holiday, so if a due date for one of these falls on a religious holiday, it is your responsibility to complete it on time or turn it in early, or accept a late penalty. If you have questions or concerns, discuss them with me.

**Extra Credit**
There are two opportunities to earn extra credit in this course.
- You may earn extra credit by taking all pretests and quizzes and submitting all assignments and discussions and blogs, since you are allowed to miss one of each without penalty.
- We won’t cover several modules in the textbook. You can earn up to 40 extra credit points by taking quizzes on these modules. These quizzes can be found in the **Extra Credit** link on the Course Menu and will be available until the day before the final exam.
NOTE: Extra Credit points will be given for these extra credit quizzes only if you have completed all of the required work: all required pretests, quizzes, assignments, blogs, and topic discussions (missing one of each is ok) and all exams, essays, and presentations/discussions. Extra credit is not a way to compensate for “I didn’t do all the work.” You may take the extra-credit quizzes before you have completed the remainder of the coursework, but make sure that you complete all of the required work in order for these extra-credit quizzes to count towards your grade.

Attendance and Participation Policy

“Attendance” and “participation” mean something different in an online class from a traditional class. Here, you’re expected to login at least three times each week to check for new announcements, course messages, or posting of course materials, and to submit the required assigned work on time; that includes participating in discussions as specified in Course Resources → Information - Discussions.

If you are falling behind, it is important that you contact me to discuss your situation and your options. It’s much better if we can solve a problem than it is for you to fail the class or have to drop.

You should discuss any planned absences or problems with completing work with me, and you should contact me as soon as possible anytime you cannot login for more than a week or if you fail to complete assigned work on time.

Academic Honesty Policy

You are expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, including dismissal, against any student who is found responsible for academic dishonesty. Any student who has been judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course. Academic dishonesty includes, but is not limited to, dishonesty on quizzes, tests or assignments; claiming credit for work not done or done by others, by failing to cite and acknowledge their work (plagiarism); and hindering the academic work of other students.

You are expected to understand what plagiarism is and to avoid doing it. Please read materials in the Plagiarism links, found in Course Resources → Information – Writing in This Course, and make sure you understand what plagiarism is and how to avoid it.

If you can figure out how to work together on the quizzes, you may do so, but the answers you submit should be your own, and not answers you have been given by someone else. You may work together on assignments and presentations, and you will each get the same grade (let me know if you plan to do this). You may not work together on the Unit and Final Exams, Unit Essays or weekly Blogs. If your answers on these suggest, or if I otherwise find out, that you have collaborated with your classmates, plagiarized, or cheated, at best all submissions involved will receive a 0.

You should take care not to leave your computers or thumb drives where others can steal or copy your work or make your files “public.” When using a public computer, you should make sure that you erase your work from the computer and remove your thumb drive.

Expectations and Communications

Expectations of the Instructor

What you can expect from the instructor (me):

- I will take all your questions, comments, and concerns seriously.
- Appropriate netiquette
- I will respond promptly to communications from you. If you send me a course message, I will respond within 24 hours (within 48 hours for messages sent on Friday and Saturday).
  - If you need help immediately or if there is an emergency, call me or text me at 505-412-3379. I’ll respond as quickly as I can (my phone is usually, but not always, on). Unless the emergency is dire, please call only between 9 AM and 9 PM.
- I like to encourage interactions among everyone and do not wish to be the “professor” so much as the “guide,” so I do not respond to every post or comment in each discussion. Instead, I expect that you will work
to develop a community and support each other. I will participate in the discussions mostly to ask you for more information about your posts, to deal with any problems or misconceptions, to help you answer your questions or point you to ways of finding answers, and to comment on trends I see in your comments and responses. I will also point out interesting tidbits of information related to psychology through new topics in discussions. (I love to talk about psychology, and I hope you will too.)

- I will grade your work objectively and give you constructive feedback about your assignments, essays, and discussions within 7 days after the due date for items turned in on time, usually sooner. If I am unable to do so, I will let you know when you can expect to receive feedback. If your work is turned in late, I will grade it when I can, but it will probably take longer for me to provide feedback.
- I will keep an accurate record of your grades.
- I will announce changes to schedules and provide updates through Course Messages and/or Announcements.
- I will make sure that course materials are posted well in advance of due dates; I will try to make sure that all links are working. I will work with the UNM Learn support team to resolve as quickly as possible any problems with the course that are caused by Learn.
- I will listen to criticism of the course objectively (although I may opt not to change it), and I will welcome it when you point out errors, broken links, contradictory instructions, etc.

Expectations of Students

What is expected from the student (you)

- Keep up with the readings and turn in the assigned work on time. Your grade will be much better and your stress will be much lower if you don’t procrastinate.
- You are expected to have read the reading assignments and watched the video clips in each topic’s learning module before you participate in discussions, turn in an assignment, and write a reflection on the topic. You will get a lot more out of the class if you read and view the assigned materials before other activities begin. Active, informed participation will make the course more meaningful and enjoyable for you, and you will remember and understand more.
- Academic honesty: no cheating, no plagiarism, no interference with other students’ work.
- Be polite: follow the rules of online etiquette (netiquette) in discussions and email. See Netiquette in the Course Orientation module for the standards that you are expected to follow).
- Ask questions about anything that is problematic or unclear. Don’t be shy – there’s no penalty for asking a question, and the only stupid question is the one for which you need the answer but don’t ask.
- Login to the course at least three times each week and check your Course Messages, feedback on assigned work, announcements, and the current discussions. Respond when requested, including to questions I ask you in discussions.
- Respond to my messages to you within 48 hours. Reply ASAP to phone calls or texts; these will signal a matter that needs to be taken care of quickly.
- Read all of the feedback I provide you on your written work, discussions, and blogs, and discuss it with me if you like – it’s given to help you learn.
- Check your progress on My Grades periodically; call problems to my attention.
- Notify me as soon as you are aware that you have problems with doing the coursework on time or if there is a problem with taking an exam; don’t wait until the due date has passed, unless the problem is due to an emergency.
- Notify me as soon as possible if you find problems with the course (such as a link that doesn’t work) or problems with Learn or a question about your grade. I want to get these fixed ASAP, and I appreciate being told, especially if it’s due to my mistake. If the problem is due to your mistake, I want to help you resolve it.
- When asked for feedback on various aspects of the course, please try to give candid, anonymous (if you prefer) responses.
- Remember that I am here to help you succeed.
Contacting the instructor
My on-ground office hours are posted in Instructor Information in the Course Menu. In addition, I’m happy to set up an appointment to talk on the phone or Skype, or meet with you if you can come to the UNM-LA campus. I enjoy meeting you, and I don’t often get to do that with online students. Feel free to send messages in Course Messages with comments or questions to me anytime, or call me on my cell phone between 9 AM and 9 PM. You can also send a text message to my cell phone. Keep my cell phone number (505-412-3379) and external email address (furchner@unm.edu) somewhere you can access them if Learn or your computer crashes.

Course Messages vs. Email in This Course
In this course we will communicate with each other using Learn’s Course Messages tool, which is accessed from the Course Menu. It’s like email, except these messages are sent and received entirely within the Learn classroom; they are NOT sent to your external UNM email. Make sure you check your Course Messages each time you login to the class. When you first login, in the upper left of the My Learn screen, you will see a box called My Messages that will tell you if you have a new message. You can also check for new messages by clicking on Course Messages on the course menu.

Please use Course Messages for normal communications with me about the course, unless you can’t login to Learn or you’re having problems with Learn; then use the email you normally use to send email to my UNM email address, furchner@unm.edu. Put PSY105 in the subject line so I don’t miss it – I get a lot of email, so I need this flag. (If it’s really urgent, just call me on my cell phone or text me).

Course Messages vs. Discussions
Use Course Messages to ask questions or make comments or provide information that you’d rather keep private between you and me, such as, “I will be on travel for my job the whole time Exam 1 is scheduled – can I arrange to take it early?” You may use the Water Cooler or Feedback discussion to raise questions or make comments that are likely to be of general interest, such as, “I don’t understand the difference between negative reinforcement and punishment. Can you explain or give me an example?” If you send a message to me with a question like this, I’ll probably post it in a discussion, with your name removed, because others will probably be having this difficulty too. If you have a question about how to submit an assignment or about something in the topic that you didn’t understand, chances are pretty good that some of your classmates will have the same question and would benefit from seeing the answer. Post these questions in the current topic discussion or the Water Cooler discussion forum. If you have comments or want to discuss something that interests you, odds are that it will interest some of your classmates, too.

Announcements.
I will use Announcements (on the course menu) to call your attention to anything you should know about, such as changes in a schedule, clarification of instructions, or when a week’s materials have been graded. You should check announcements each time you login to Learn. You should see links to new announcements on the course selection page after you login.

You will receive information about campus emergencies via LoboAlerts. Confirm that you are signed up to receive notifications at http://loboalerts.unm.edu.

Unexpected cancellations.
You can find information about unexpected changes in the schedule or cancellations of events (such as an exam) in Announcements.

Technical Needs

Computer Requirements
Since this course is taught entirely online, frequent use of a computer is required. You must have access to a computer and to the internet, and you will need to be familiar with the use of a browser such as Safari, Firefox, Chrome, or Internet Explorer. Access at least once weekly to a high-speed (broadband) internet connection is strongly recommended, since some of the assigned work will use video clips. High-speed connections include DSL, wireless, cable, and satellite. Public access to high-speed internet is available at most libraries, some coffee shops, and on UNM main and branch campuses. You should be aware that public computers may not have all of the
software installed that you need for this course. Some locations may restrict the amount of time you can use public computers, and most public wireless networks are not secure.

From the UNM-LA campus, you can access Learn and MyUNM from public computers, from computers in computer labs, and from computers in the library. If you wish to use your own computer on campus, you can connect to one of the UNM-LA Wireless networks. Instructions for accessing these are given here: http://goo.gl/Gc2S44 (http://losalamos.unm.edu/campus-life/computing-services/wireless-network.html)

Since this is an online course, some minimum hardware and software are required in order to complete the course. For the most recent recommended operating system requirements and web browser compatibility, see Blackboard Help for Students, Service Pack 13, here: http://goo.gl/Q3E1gC (https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13) . Note that Learn works with a limited number of browsers and versions, so you should make sure you are using one of these. For all browsers, JavaScript and cookies must be enabled. I do not anticipate that you will need to have Java enabled for this class, but you may need it in other online classes.

Remember, it is your responsibility to ensure that you have adequate computer and internet access when you are taking an online course.

Information on setting up your computer with the software for this course is available in Set Up Your Computer to Work with Learn in the Course Orientation module in the Course Menu.

At present, Learn is not officially supported while running in a browser on mobile devices (tablets or smart phones) and some functions run poorly on these, if at all. You can try using them, but if you run into difficulties, UNM and UNM-LA personnel will NOT be able to help. DO NOT ATTEMPT to use one of these devices to submit critical work such as assignments, exams, or discussion posts. Sometimes work that looks like it has been submitted using a mobile device just disappears. Blackboard supplies a mobile version of Learn, for a fee, which also is not officially supported and should be used only for viewing, not creating or submitting materials. You can find more information about the mobile version of Learn here: http://online.unm.edu/help/learn/mobile/students/.

Computer Accounts

By UNM policy, you are required to have a UNM computer account (NetID). You will use this account to access this course via Learn. You will also use this account that you use to access MyUNM (LoboWeb) at http://my.unm.edu, from which you access LoboWeb, register for classes, check your UNM LoboMail, print your transcript, check your financial status, check your degree progress, etc. Your NetID and password for Learn are the same as your login to your UNM main campus account.

You are required to check your UNM email (LoboMail) periodically, as this is the main communication method used by the university. You may forward your LoboMail to another email address; however, this is not encouraged by UNM and not supported by UNM IT personnel. http://goo.gl/st4LnQ (https://unm.custhelp.com/app/answers/detail/a_id/6701/kw/forward%20lobomail) . Remember that we will be using Course Messages in Learn as our primary means of communications within this class.

You can access MyUNM by clicking on the “My UNM” link on either the UNM–Los Alamos web page (http://losalamos.unm.edu) or the main campus web page (http://www.unm.edu), or by typing in the web address http://my.unm.edu . You must then login using their NetID and password. Email is available on the UNM Email tab.

You should be aware of the computer use policies as they affect any aspect of your education at UNM-LA. See Computer Use Policy links on this page: http://goo.gl/f3pguH (http://losalamos.unm.edu/campus-life/computing-services/index.html).
Support and Resources for Online Learning

Online Learning at UNM-LA Student Guide
Especially if this is your first online course, you should read the Online Learning at UNM-LA Student Guide – Blackboard Learn: http://goo.gl/9gRxqD
(http://losalamos.unm.edu/academics/online-learning/students/online-learning-student-guide-blackboard.pdf).

Student Readiness
You can assess your overall readiness for an online course by taking the quiz in Appendix A of the Online Learning at UNM-LA Student Guide.

You can view the computer skills needed for an online course in Appendix C of the Online Learning at UNM-LA Student Guide. If you need additional training in computer skills, several tutorials are offered at no charge through lynda.com at http://lynda.unm.edu.

Training and Help for Learn

UNM has provided additional help and quick-start training materials for Learn at http://online.unm.edu/help/learn/ and under the Support button inside the Learn classroom. Click on the red “Table of Contents” button on the upper left.

Technical Support
If you are having technical problems with Learn or your connection to Learn, you can contact free technical support through one of the following ways:

- Phone: (505) 277-0857 (M-F 8:00 am – 5:00 pm) – IT and Learn support on Main Campus
- UNM IT support: http://help.unm.edu (to enter trouble tickets)
- Web: http://learn.unm.edu – Technical Support box
- You can request help from within Learn by clicking on Create Support Ticket from within the Learn Course Menu.
- In addition, you may call me at 505-412-3379 between 9 AM and 9 PM for technical questions; I may be able to help, or I may have to refer you to one of our technology professionals.

Hint: many Learn “oddities” and “hangs” can be fixed by saving your work, closing your browser and re-opening it, then logging back into Learn; or, if that fails, by saving all work, closing all your windows, and rebooting your computer.

Academic Support

UNM-LA Academic Support center
The Academic Support Center at UNM-LA offers tutoring and academic help. For more information, go to the ASC website at http://asc.unm.edu. Any questions related to course organization, setup, or requirements should be directed to me.

Libraries
The Library at UNM-LA has many electronic databases that you may find useful. You can link to the UNM-LA Library web site here: http://losalamos.unm.edu/library/index.html
You can access many electronic resources, including books and journals, through the Main Campus Library at http://elibrary.unm.edu.

Student Services
Student Services is a central hub of information for prospective, current, and former students to find assistance and answers to questions about admissions, academic advising, registration, financial aid, and other resources on campus. http://goo.gl/VWNiA4
(http://losalamos.unm.edu/faculty-staff/student-services/index.html)

English as a Second Language
The English as a Second Language (ESL) program at UNM-LA offers classes for people who are learning English. See the ESL website at http://goo.gl/L2a9cV
(http://losalamos.unm.edu/adult-learning-center/esl-classes.html).

UNM and UNM-LA Policies

Drop Policy
If you decide to drop the class, it is your responsibility to do so, and you should initiate your own withdrawal from the class. You should be aware of University-wide posted deadlines for tuition refunds and mandatory assignment of grades, posted on the UNM-LA Academic Calendar at http://goo.gl/IMeduAP
(http://losalamos.unm.edu/academics/academic-calendar.html). I will not drop you if you simply stop logging in or stop turning in work.

Dropping a course may affect your financial aid status and/or tuition refund. A drop after the “no grade” deadline will result in a grade of “W.” If you do not officially drop the class, you will receive the grade earned based on the syllabus grading criteria, which may be an “F.”

If you find yourself in difficulty, don’t just stop logging in. Talk with me, and we’ll try to work something out!

Students’ Online Classroom Participation May Be Monitored
The online classroom provides tools for the instructor to monitor your online activities in this class. In addition to seeing all of the posts and comments that you make in discussions and blogs, I have access to course logs, which contain records of when you logged in, what course materials you opened during each session, and when you submitted exams and assigned during each session. Your grades will not be based on this data, but rather on the work you submit, i.e., you will not be graded on how often or for how long you login. However, this information will be used to identify difficulties that you may be having with the online classroom or with the course, leading to an attempt to contact you.

Assessment
“UNM-Los Alamos conducts ongoing assessments of student learning so it can continue to improve its curriculum to give you the best education possible. The data collected for this assessment will be selected by the instructor or department and may come from exams, projects, or other assignments. The assessment will focus on the learning outcomes listed in this syllabus. The assessment will focus on the learning outcomes listed in this syllabus. The data from this assessment will be collected and reported anonymously. Data summaries will be reported to the department, to the Office of Instruction, and posted on the web. The information collected will be used to make improvements to curriculum and teaching. This assessment is not a reflection of your grade and is not a grading exercise; it is simply an evaluation of how well students are mastering certain skills.”

Course Evaluations
“You will be requested to participate in an online course evaluation near the end of the course. It is similar in intent, but somewhat different from, the paper course evaluation that is given in face-to-face classes. UNM-LA requests that all students participate because the information they provide is helpful in improving courses for future students.”

American Disabilities Act and Accessibility Support
"In accordance with University Policy 2310 and the American Disabilities Act (ADA), reasonable academic accommodations may be made for any qualified student who notifies the instructor of the need for an
accommodation. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as the instructor is not legally permitted to inquire. The student is responsible for demonstrating the need for an academic adjustment by providing Student Services with complete and appropriate current documentation that establishes the disability, and the need for and appropriateness of the requested adjustment(s). However, students with disabilities are still required to adhere to all University policies, including policies concerning conduct and performance. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Services at 505-661-4692 for additional information.” The UNM Accessibility Resource Center’s web site is at this link: http://as2.unm.edu/

In other words, if you need an accommodation to allow you to take and fully participate in this course, you have to tell me (the instructor) about it, because no one else is allowed to, and I am not allowed to ask you. If you inform me of a disability for which you need accommodations in this course, you may be required to document that disability, per UNM policy.

The UNM Online Accessibility Support policy statement is available here: http://goo.gl/A7zcis (http://online.unm.edu/help/learn/students/accessibility-support.html)

Blackboard’s Commitment to Accessibility statement is available here: http://goo.gl/1n12Jv (http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx)

Other Policies – Student Handbook
UNM-LA follows the UNM policies as stated in the Pathfinder – Student Handbook, which can be found at this link: http://goo.gl/W2B6Es (http://pathfinder.unm.edu/campus-policies/other-campus-policies.html).

Course Schedule
The schedule for this course is available in a separate document called “Semester Schedule." A link to the Semester Schedule is provided in the course menu.

The syllabus for this course consists of this document, materials in the course that it references, and the Semester Schedule.

STRONGLY RECOMMENDED: Read the articles linked in Studying and Learning: Strategies for Success, which can be found in the Course Resources module in the Course Menu. They contain a lot of good strategies for this course and others.