

## Holy Family University School of Arts & Sciences

**Semester:** Fall 2022  
**Course:** PSYC 110 A Introduction to Psychology  
**Days/Time:** T - TH: 8 - 9:30 AM  
**Location:** ETC 212  
**Office Hours:** virtually on Mondays 9-3 ([sign up here](#)) or by appointment

**Instructor:** Jill M. Swirsky, Ph.D.  
**Office:** ETC 230  
**Credits:** 3  
**E-Mail:** [jswirsky@holyfamily.edu](mailto:jswirsky@holyfamily.edu)

### Your Professor

The best way to contact me is via e-mail ([jswirsky@holyfamily.edu](mailto:jswirsky@holyfamily.edu)), please always include the name of the course in the subject line. I respond fairly quickly to e-mails on weekdays between the hours of 8 AM and 4 PM. This means that if you send me an e-mail at night or on a weekend... I will likely not respond until the next business day!! Plan accordingly and do not wait until the last minute. I expect proper e-mail etiquette, which includes a professional salutation. For example, "Hi professor" or "Hello Dr. S." are fine, "hey" or "yo" ... not so much. Please review the "[Emailing professors: Etiquette and guidelines](#)" document for more information. If you send me an e-mail with poor etiquette, I will bounce it back to you and ask you to revise! I am always happy to meet with you! To arrange a meeting, e-mail me a list of SEVERAL days/times that work for you, and I will confirm with a meeting time and/or link. I am here for you and will do whatever I can to help you succeed!

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## SECTION 1: COURSE INFORMATION

### Catalog Description

An introduction to the study of human behavior. Explores the origins of psychology as well as the major subfields within the domain, including: the history of psychology, research methods, biological psychology, social psychology, stress coping, psychological disorders, treatment of psychological disorders, learning, emotion, motivation, and human development.

### Course Objectives & Philosophy

Psychology, the study of behavior and mental processes, is extremely broad in its perspective and involves contributions from disciplines as diverse as biology, philosophy, chemistry, sociology, and anthropology. When you leave this course, you will have been exposed to many of the "facts" (vs. myths) that make up the study of psychology, and, perhaps more importantly, you will also acquire the scientific perspective concerning how the field collects and interprets these facts. Apart from exposing you to a new base of knowledge, at the conclusion of this course you will also hopefully have transformed, to some extent, your intuitive sense of yourself and those around you into an understanding that is more factually and scientifically driven.

One of my (many!) goals is to help you bridge the gap between the classroom and the real-world. I hope to help you see all the different ways that Psychology is all around us, and to realize that it's not just about "analyzing each other." Each week, we will cover a different topic. We'll start with Research Methods where we will discuss the importance of clear, objective science, as well as the ethical considerations involved in research. From there we will move into topics like Biological Psychology where we'll discover parts of the brain, and Learning and Behavior (to clear up that pesky confusion

about the difference between operant and classical conditioning). We will think about human development and the importance of considering how what happens early in life impacts later trajectories. We'll learn about Memory, Emotion and Motivation, and Social Behaviors, which are all such a critical part of the human experience. I also include a week on the Psychology of Gender where we will think through (and hopefully challenge) some long-held assumptions about gender diversity. Finally, we'll end the semester by thinking about health, both physical and mental. Each step of the way we will engage in activities and discussion to help you see all the ways that psychology is present in the world around us!

Upon completing this course, students will be able to:

1. Describe the basic concepts represented in the general content domains of psychology.
2. Describe the basic theories represented in the general content domains of psychology.
3. Explain how psychological principles are applied in work, education, and real-world situations.
4. Use scientific evidence to synthesize current research in the field.
5. Identify the hypothesis, independent and dependent variables, and research design of an empirical study of psychological concepts.

## **Textbook**

**Required Textbook:** Weiten, W. (2021). *Psychology: Themes and variations* (11<sup>th</sup> ed.). Boston, MA: Cengage.

Additional materials for course topics may be posted on the Canvas website for the course. These sources may include, but are not limited to, scholarly journal articles, news articles, or videos.

## **Canvas**

The syllabus assignment descriptions, and related rubrics are posted on our course Canvas page. I use Canvas regularly to post important documents, assignments, rubrics, grades, respond to discussion board questions, as well as to make announcements. It is your responsibility to check the course's Canvas site frequently, in addition to your Holy Family email! If you are new to Canvas, here is a helpful link: [Canvas at Holy Family University](#). If you need assistance from the [Holy Family Help Desk](#) you can contact them at [helpdesk@holyfamily.edu](mailto:helpdesk@holyfamily.edu) or by phone at 267-341-3402.

NOTE\*\*\* Canvas will not send you an email that announcements have been posted or that you have received a message in your inbox, unless, you tell Canvas to do so. In the settings section of Canvas you can change your preferences as to what types of correspondence you would like to receive. I strongly suggest you update your settings to notify you by e-mail when there is a new announcement or when a grade has been posted.

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## **SECTION 2: ASSIGNMENTS & COURSE REQUIREMENTS\*\***

\*\*Graded assignments are typically returned within 3-5 days

### **Welcome/Ending Posts**

During the first and last weeks of the course you will participate in a discussion board. The welcome post asks you to introduce yourself and the ending post will ask you to reflect back on the course as a whole. Each is worth 15 points.

### **Cumulative Exams**

There will be 4 (four) cumulative exams offered throughout the course of the semester (see the course schedule below for dates – Exam 4 will be held during the scheduled final exam period). Anything in the assigned chapter, lecture, or in-class activities is fair game to show up on an exam!) Exams will be completed on Canvas and we will NOT have class on exam days. On the day of the exam, the exam will open at 8 AM and be available until 11:59 PM that evening. You can complete the exam at any point

during that day. Exams must be completed in 1 (one) sitting and you will have 60 minutes from the time you begin. Each exam can only be completed once and is worth 60 points. Exams are open books/notes but should be completed independently. **I do not allow make-ups unless we have discussed it before the day of the exam.** Be proactive, look ahead, and communicate with me if you anticipate a problem.

### **Discussion Forums**

Each week you will submit a clarification question on a topic you struggled with from that chapter OR a question extending the material beyond what we discussed in class. In addition to submitting your own question, you will also answer TWO classmates' questions. I will also be an active participant on the boards, answering any questions that don't get answered and correcting any points that are unclear/inaccurate. Don't worry, I won't call you out in public, but I will comment privately if I suspect you are confused. I will also privately provide feedback on how to better structure your question and responses. More information is available in Section 6 and on Canvas.

### **Engagement and participation**

This class is partially lecture based, but we will do a lot of activities and group discussions. This means that to get the most out of the material, you must not only attend class... but actively engage! Each week (starting week 2) you can earn up to 5 points for participation and engagement (50 points total). I will post grades every week so you will know where you stand. Points are awarded on a weekly basis, so even if you miss one day of class in a week you can still earn full points for that week. I realize that some people are shy and don't like talking in class, but engagement is part of college and real-life. If this is something you struggle with, come see me! I have lots of tips and tricks for making it a little easier to speak up.

### **Academic Honesty Assignment**

Plagiarism, whether intentional or not, is very serious. This assignment was designed to make sure you understand when and how to give credit to your sources. If you have already done the IU certificate for me in a previous class, you can just resubmit the certificate from last time, you do not need to do it again. However, you do need to complete a new contract. This assignment is worth 30 points and it must be completed for you to pass this course.

### **Topic Paper**

Psychology is all around us – in our thoughts, behaviors, emotions, motivations, and feelings. A huge part of learning the material in this course involves extending and connecting what we learn in class with examples from our lives. Over the course of the semester, you will write one (1) 5-page paper connecting something from the material with a fictional example (book, movie, show, video game, etc.). More information is available in Section 6 and on Canvas.

### **SONA Research Participation (not graded)**

Each student is required to participate in either a research study or complete an alternative research article-based assignment. Your participation will occur via Holy Family University's SONA Research Participation System. SONA is an online research participation system that is used by faculty at Holy Family University to conduct research. Approximately 3 to 4 weeks into the semester each student will receive an email from the SONA coordinator that will provide your username and password. Additional information about the SONA system is also available in the SONA handout (available via Canvas).

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## **SECTION 3: GRADING POLICIES**

### **Grading Policy**

Grading will be consistent with the Holy Family grading system:

<i>Letter Grade</i>	<i>Equivalent</i>	<i>Per Credit</i>
A	94 – 100	4.0

A-	90 – 93	3.7
B+	87 – 89	3.3
B	83 – 86	3.0
B-	80 – 82	2.7
C+	77 – 79	2.3
C	70 – 76	2.0
D+	65 – 69	1.5
D	60 – 64	1.0
F	59 and below	0

## Grade Calculations

All grades will be posted on Canvas. Final letter grades will be assigned using the Holy Family University grading scale as listed in the University Catalog. Your final course grade will be determined by the 7 criteria listed below. To calculate your grade, add up all the points you have earned (including any extra credit), divide it by the total number of points possible (500), and multiply by 100. Then use the above chart to find the corresponding letter grade. For example, if you received 437 points for the semester you would compute the following:  $437/500 = .874 * 100 = 87.4\% = B+$ .

Assignment	# points	% of grade
1. Exams (4 X 60 points each)	240	48
2. Topic paper	50	10
3. Discussion post (10 X 10 points each)	100	20
4. Engagement & participation	50	10
5. Academic Honesty Assignment	30	6
6. Welcome/ending post (15 points each)	30	6
7. SONA Participation	N/A	N/A
<b>Total Points</b>	<b>500</b>	<b>100</b>

## Grid for Assessment

Course Outcome Objectives	Evaluation Methods	Grading Instruments
1. Describe the basic concepts represented in the general content domains of psychology.	<ul style="list-style-type: none"> <li>● Exams</li> <li>● Topic paper</li> <li>● Discussion post</li> <li>● Engagement &amp; participation</li> </ul>	<ul style="list-style-type: none"> <li>● Exam answer key</li> <li>● Topic paper rubric</li> <li>● Discussion post rubric</li> </ul>
2. Describe the basic theories represented in the general content domains of psychology.	<ul style="list-style-type: none"> <li>● Exams</li> <li>● Topic paper</li> <li>● Discussion post</li> <li>● Engagement &amp; participation</li> </ul>	<ul style="list-style-type: none"> <li>● Exam answer key</li> <li>● Topic paper rubric</li> <li>● Discussion post rubric</li> </ul>
3. Explain how psychological principles are applied in work, education, and real-world situations.	<ul style="list-style-type: none"> <li>● Exams</li> <li>● Topic paper</li> <li>● Discussion post</li> <li>● Engagement &amp; participation</li> </ul>	<ul style="list-style-type: none"> <li>● Exam answer key</li> <li>● Topic paper rubric</li> <li>● Discussion post rubric</li> </ul>
4. Use scientific evidence to synthesize current research in the field.	<ul style="list-style-type: none"> <li>● Exams</li> <li>● Topic paper</li> <li>● Discussion post</li> <li>● Engagement &amp; participation</li> <li>● Academic honesty assignment</li> </ul>	<ul style="list-style-type: none"> <li>● Exam answer key</li> <li>● Topic paper rubric</li> <li>● Discussion post rubric</li> </ul>
5. Identify the hypothesis, independent and dependent variables, and research design of an empirical study of psychological concepts.	<ul style="list-style-type: none"> <li>● Exams</li> <li>● Topic paper</li> <li>● Engagement &amp; participation</li> </ul>	<ul style="list-style-type: none"> <li>● Exam answer key</li> <li>● Topic paper rubric</li> </ul>

## SECTION 4: COURSE/UNIVERSITY POLICIES

### Technology Policy

I understand that many students like to follow along with the PowerPoint on their laptops in class, and that is fine. I reserve the right to change my laptop policy at any time during the semester based on student performance. There is no reason you need to be on your phone in class. It is rude and distracting and makes it difficult to pay attention. If I see you on your phone I WILL ask you to put it away. You have been warned! If there are extenuating circumstances (e.g., you are a parent monitoring communication from a babysitter), please let me know ahead of time.

### Title IX

Please refer to *HFU Title IX Policies* on our website for detailed information for detailed information. Please be aware of the following:

### Reporting and Confidentiality

Your instructor is considered a responsible employee which means that she must report to the Title IX coordinator all relevant details about the alleged sexual violence shared by the complainant. To the extent possible, information reported to a responsible employee will be shared only with people responsible for handling the University's response to the report.

### Confidential Resources

For those 18 or older, who are not yet prepared to make a report or pursue a complaint under this Policy, the University provides confidential professional and pastoral counseling. Conversations with professional and pastoral counselors are confidential.

Name	Phone	Email
Counseling Services	267-341-3222	<a href="mailto:counselingcenter@holyfamily.edu">counselingcenter@holyfamily.edu</a>
Campus Ministry	267-341-3261	<a href="mailto:campusministry@holyfamily.edu">campusministry@holyfamily.edu</a>
Health Services	267-341-3262	<a href="mailto:healthservices@holyfamily.edu">healthservices@holyfamily.edu</a>

### Center for Academic Enhancement

The Center for Academic Enhancement (CAE) is located in the library on the second floor. The purpose of the CAE is to provide support services for students for their coursework. In many cases they can link students who need extra help in a course with a peer tutor. For more information about the CAE and the wide range of services they provide for students please visit this site, [CAE](#) or email the CAE at [cae@holyfamily.edu](mailto:cae@holyfamily.edu) (267-341-3326).

### Academic Integrity Policy

The University's policy on academic honesty is available for review in the current Undergraduate Catalog and Graduate Catalog. Both documents are available in print (School Office) and on the University's [website](#). Violations of the University's standards in any form (including but not limited to plagiarism) as described therein or otherwise identified will not be tolerated. Plagiarism and/or cheating on any assignment will not be tolerated. In the event of plagiarism or cheating, appropriate university guidelines will be followed and/or disciplinary action will take place. Any proven incidents of academic dishonesty are subject to progressive sanctions. Responsibility for knowing and understanding the University's position and policies on academic integrity rests with each student.

You are welcome and encouraged to talk with classmates or with me about course material as you study.

**However, your assignments should represent your own work and should not be completed with other students.** If students have consulted any resources for completion of an assignment (e.g., journals, books, or other media), such resources must be cited in your reference section. Failure to cite such

materials will be considered plagiarism. Undocumented use of information from the internet will be considered plagiarism. Cheating includes falsifying data, submitting work from other courses for credit in this course, submitting the work of someone else as your own, helping others to plagiarize or cheat from your own or someone else's work, or doing work for which another person is to receive credit. I reserve the right to refer any suspected cases of plagiarism, cheating, or collaboration to the University Disciplinary Committee.

### **Class Attendance, Preparation and Participation Policy**

The University attendance policy outlined in the Undergraduate Catalog (2019-2020) states “All students are expected to attend all the class and laboratory sessions of every course in which they are registered. They may not absent themselves except for illness or some other serious matter. In any semester, absences equal to twice the number of weekly contact hours of a given class are deemed excessive. Credit may be jeopardized by absences that have exceeded the allotted number.” Attendance in this course or in any course is *essential*. Your understanding of material from one week typically serves as a foundation for material in upcoming weeks of the session. An excessive absence form will be submitted to the dean's office for any student who violates the attendance policy set forth by the university. Students are expected to read the materials, ask questions, give comments, and, in a word, *participate*. Course grades may be negatively affected by repeated absences and/or lack of participation. I will take attendance each week via a sign in sheet. You may NOT sign in anyone other than yourself.

### **Disability Disclosure Statement**

Holy Family University serves a variety of learning styles and needs and is committed to accessibility. If you anticipate or experience any obstacles in this course, you may contact the Office of Disability Services for assistance (contact information below). In accordance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, Holy Family University's Office of Disability Services provides reasonable accommodations to qualified students with a disability (physical, psychological, learning, ADHD, chronic health-related, etc.). Please note that accommodation plans will not be retroactively implemented. More details regarding policy can be found in the Student Handbook, pages 17-19. The Office of Disability Services is located in the Campus Center room 206. Students may contact this office at 267-341-3231 or [disAbilityservices@holyfamily.edu](mailto:disAbilityservices@holyfamily.edu) for information at any point. Canvas' statement of commitment to accessibility can also be found [here](#). Canvas also has a variety of options that help support students which include the following: **Screen Readers:** VoiceOver (for Macs), JAWS and NVDA for PCs. Please note that there is not screen reader support for Canvas. For Macs please use Safari to utilize VoiceOver, Internet Explorer 11 for JAWS and Firefox for NVDA. To access the screen reader option, use the [Canvas page navigation menu](#).

### **Late Assignments**

You are expected to turn in all assignments on their respective due dates. It is your responsibility to view lectures and complete all readings/assignments in a timely fashion to keep up with this course. Make-up assignments/exams can be offered at my discretion, but I typically require advance notice and/or an extremely good reason, as well as documentation (e.g., doctors note). In the event of an emergency situation, you MUST email me BEFORE an assignment is due and provide documentation of the emergency. Missing an assignment without a valid excuse will result in a zero for that assignment. I understand that you are humans, and are balancing a mountain of other expectations and responsibilities, but part of that responsibility involves learning how to handle situations when they come up. When in doubt, ALWAYS speak up before something is due – it's much easier for me to be flexible and accommodating before the deadline. Having computer or Internet difficulties before an assignment is due is not a valid excuse for turning in an assignment late.

### **Appropriate Use of Course Materials**

The materials distributed in this class and on Canvas may be protected by copyright and are provided solely for the educational use of students in this course. You may not redistribute them for purposes

unapproved by the instructor; in particular, you are not permitted to post course materials or notes from lectures on commercial websites. Unauthorized use of course material may be considered academic misconduct. In addition, you are not permitted to video record or audio record lectures and discussions without written approval from the instructor. Please be aware that class content and discussions contain information for students enrolled in the course only and no other individuals except the enrolled student should be able to access or engage with class content, either during or outside of class meetings.

### **Self-disclosure & Confidentiality**

The educational process involves exposure to challenging topics and ideas. Some of these topics and ideas may provoke feelings of discomfort. If this should occur, please reach out to the free services offered on campus from Counseling Services Center (link to make appointment and/or contact information). There will be opportunities in this class to talk about yourself and share personal thoughts, feelings, opinions, ideas, and experiences both in class and in course assignments. You are responsible for monitoring your own level of comfort in self-disclosure. You will not be expected to disclose more about yourself than you choose to share. In the same respect, self-disclosure is a process that must be *used with discretion and specific to course content and discussion*. It should not detract from the lesson plan or normal group process of course learning objectives.

Both the instructor and students will need to protect the confidentiality of persons who may be described in various aspects of this course. Please practice good professional discretion at all times. Some of the material covered in readings, lectures, and discussions may be considered controversial or personal. Please be aware of this and exercise common sense, sensitivity, and courtesy in interactions related to class material. That said, sometimes things come up or come out, be respectful of this and do not discuss classmates’ personal information with others outside of class. Your comments are not confidential where state law requires the reporting of threats of harm, violence, or child abuse and neglect (from evidence or suspicion), and when information is subpoenaed by the courts.

### **Diversity Statement**

This classroom supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. Students will be encouraged to be open and curious about others, demonstrate a willingness to examine one’s own beliefs in the context of others’ similar and dissimilar beliefs, demonstrate confidence in expressing one’s own views about diversity as well as sensitivity listening to and absorbing others’ views, and demonstrate consideration of alternate philosophies about culture and society that demonstrates open-mindedness

### **Consideration, Professionalism, & Respect**

This classroom is a space where people can feel respected and comfortable in their opinions. Others in the class may differ in religious/cultural background, sexual orientation, and/or gender identity or gender expression. You will treat your fellow classmates (and me!) with professionalism and respect. Everyone is entitled to their own opinion. Therefore, it is acceptable to disagree, but not to attack or degrade someone for their opinion. This includes but is not limited to inappropriate language, rude remarks and insulting comments; none of which will be tolerated. Students are expected to handle themselves in a professional manner during class discussions. If I feel that a statement made in class is problematic, you will be given a warning for the first offense. Subsequent problematic comments will be subject to progressive sanctions, such as failing the given assignment or even the class.

## **SECTION 5: COURSE SCHEDULE**

<b>Week</b>	<b>Dates</b>	<b>Topic</b>	<b>Readings/Assignments</b>
1	Aug 30 Sept. 1	Introduction to Course History, Areas, & Themes	Chapter 1 <b>Welcome Post</b>

2	Sept. 6 Sept. 8	Psychological Research	Chapter 2 <b>Sign up for paper topic</b> <b>Academic Honesty assignment</b>
3	Sept. 13 Sept. 15	Biological Psychology	Chapter 3
	Sept. 20 Sept. 22	Exam 1 Review <b>Exam 1 available 8:00 AM - 11:59 PM</b>	
4	Sept. 27 Sept. 29	Learning & Behavior	Chapter 6
5	Oct. 4 Oct. 6	Human Development	Chapter 10
6	<b>Oct. 11</b> Oct. 13	<b>No classes, fall break</b> Psychology of Gender	A child called X, NOBA chapter
	Oct. 18 Oct. 20	Exam 2 Review <b>Exam 2 available 8:00 AM - 11:59 PM</b>	
7	Oct. 25 Oct. 27	Memory	Chapter 7
8	Nov. 1 Nov. 3	Emotion & Motivation	Chapter 9
9	Nov. 8 Nov. 10	Social Psychology	Chapter 12
	Nov. 15 Nov. 17	Exam 3 Review <b>Exam 3 available 8:00 AM - 11:59 PM</b>	
10	Nov. 22 <b>Nov. 24</b>	Stress, Health, & Coping <b>No class – Thanksgiving break</b>	Chapter 13 <b>SONA due (11/25)</b>
11	Nov. 29 Dec. 1	Psychological Disorders & Treatment	Chapter 14 & 15
	Dec. 6 Dec. 8	Summary & wrap up Exam 4 review	<b>Ending post (12/11)</b>
		<b>Exam 4 available 8:00 AM - 11:59 PM during final exam period (date TBD)</b>	

The course schedule is subject to change at my discretion (you will be notified by e-mail and an updated schedule will be posted on Canvas). You are expected to come to each class having read/viewed all the material for that week! All assignments are due Sundays at 11:59 PM unless otherwise noted. See [here](#) for the Academic Calendar.



## SECTION 6: ASSIGNMENT DESCRIPTIONS AND RUBRICS

### Discussion Forums

Each week you will submit a clarification question on a topic that you struggled with from that chapter OR a question that extends the material beyond what we discussed in class. In addition to submitting your own question, you will also comment on TWO of your classmates' posts answering their questions. This is a science class which means I am not looking for your opinion, I want to see facts backed up by data. Statements such as "I think", "I feel", "I believe", "it is said", or "they say" are not acceptable, one point will be deducted per statement. When in doubt, look it up! Direct quotes are not permitted, please paraphrase with proper citations. One point will be deducted per quote.

#### Your own post:

- A question may only be posed once. This means you need to read what others have posted before you submit your post! Your response should contribute something new. Duplicate questions will not earn full points.
- Posts must either be clarification questions, discussion questions, or extensions of the material. Questions that could be answered with a quick Google search or from reading the textbook will NOT earn points.
  - **NO:** What is Erikson's theory?
  - **YES:** I was confused about the difference between Erikson's 5th (identity versus role confusion) and 6th (intimacy versus isolation) stages of development. The 5th stage takes place in adolescence and the 6th is adulthood - but don't adolescents need intimacy too?

#### Your responses:

- While it's fine to say things like "great point" and "I was confused by that too" - simply saying that will not earn points. You must actually answer their question to earn full points!!
- Similarly, once a question has been answered, you cannot re-answer it :) Your response should contribute something new. Duplicate responses will not earn full points.
- We are not looking for your opinion. Statements like "I think" and "personally, I feel" are not acceptable. If you don't know an answer.... look it up! And then cite your sources.
- I love seeing you pull in information from other sources, but simply posting a quote from a website (even if cited appropriately) doesn't show me that you understand the material.

There are 11 weeks of posts but only 10 are graded - use your free week wisely! Late posts will NOT be accepted. This assignment is worth 10 points/week.

Criteria	Description	Points
Novelty of question	Question was unique and has not already been asked	1
On topic	Question is relevant to the course and directly related to this week's material (although it's great if you can also pull in content from other weeks!)	1
Extension/clarification	Question was a clarification or extension of material, not just asking for a recap of something covered in the text/lecture	2
Scientific validity	Question/responses were based on science and were properly cited & supported by scholarly sources	2
Depth	Question/responses showed sufficient thought – not just quotes from a source	2
Novelty of response	Response was unique and has not already been posted – in other words, the response contributes something new to the forum	2
<b>Total</b>		<b>10</b>

### Topic Paper

## Part 1: The paper

Psychology is all around us – in our thoughts, behaviors, emotions, motivations, and feelings. A huge part of learning the material in this course involves extending and connecting what we learn in class with examples from our lives. Over the course of the semester, you will write a 5-page paper connecting something from a specific week's class material with a **fictional** example (book, movie, show, video game, etc. – be creative!). For example, during the week on disorders you could talk about how characters from Winnie the Pooh display symptoms of various disorders, or during the week on human development you could talk about how Baumrind's parenting styles are portrayed in characters from Harry Potter. Feel free to run your topic by me! Your goal is not to summarize the chapter; rather, it is to elaborate upon and extend the material. Similarly, avoid being too anecdotal or personal. It's fine to relate the content back to your life, but let's try to stay away from posting a diatribe about your cousin with autism.

Your responses will be evaluated based on their depth and level of critical thought. The more in-depth your response, the better your grade. Your paper should clearly identify FIVE constructs from the chapter we are covering the week that you sign up to submit your paper including defining them and discussing how they connect to the real-world topic you've selected. **Please bold your 5 constructs.** Your paper should include your own opinions, as well as supporting evidence from the text and at least 3 other EMPIRICAL sources with appropriate citations and a reference page. Note – Wikipedia, blogs, random websites, etc. are not empirical. Look to Psycinfo, Google Scholar, etc. for peer reviewed articles. If in doubt... ask me!

Reflection papers will be largely graded on how well you connect your idea(s) to the course material. This is not a writing class so you will not be explicitly graded on writing, although proper grammar, punctuation, etc. are expected. Proofread, people! **Direct quotes are not allowed, please restate all ideas in your own words** (with citations, of course!). Since we do not cover APA style in this class, I will not be picky about the formatting, but please do see the syllabus and university policy on plagiarism. **Plagiarism of any form, even if unintentional, will have consequences.** If you are unsure if something constitutes plagiarism... ask me 😊

To ensure an equal distribution of people choosing each topic, I created a [google sheet](#) so you can each sign up for a topic. Reflection papers are due Sundays at 11:59 PM on the week you choose. In other words, the week you sign up will determine the deadline. The google sheet is live and is first come-first served. Once a week is full, you must choose a different week. It goes without saying that you may not remove anyone's name. **I will not remind you when your paper is due – it is up to you to note the deadline!!!** Every semester there are a handful of students who forget about their paper and ask for an extension. I am telling you now that the answer will be no. Be responsible. Don't be that student.

## Part 2: The study guide update

As part of the Open Education framework, instead of simply assigning research a paper assignment, I want to recognize your labor in this class by using this opportunity to create something that will live on beyond this course while also benefiting others. Along with submitting your paper via Canvas, our class will collaboratively build an *Introduction to Psychology Study Guide* that can be used for the purpose of this course and beyond! This study guide will include contemporary, relatable examples for students and by students! We will [openly license](#) and host our guide so that it can be accessed and benefit anyone, free of charge. Therefore, please avoid choosing a topic that is highly personal, or that contains the names of real people. No individual names will be included, the document will be credited to "Dr. Swirsky's Introduction to Psychology courses." If you feel very strongly about not wanting your ideas to be made public, you must notify me in writing prior to the end of the semester. If I do not hear from you, I will take that as consent to anonymously include your ideas in the study guide. Your sheet update should contain a succinct (100-150) summary of your paper identifying how the constructs connect to the text. This is due the same time as your paper (11:59 PM on the Sunday of your topic week).

You will complete the [Google Form](#) which should identify your constructs along with a succinct (100-150) summary of your paper identifying how the constructs connect to the text. Your update should not just be a summary of the topic or of the text, but should be an abbreviated version of your paper showing how you used the real-world topic to demonstrate the class material. The first entry on the sheet is a sample that you can use as a guide. Your sheet update is also due at the same time as your paper week. The guide can be found [\[here\]](#) - please use it as a resource! Sample papers are available on Canvas.

### **Grading Rubric for Topic Paper (and sheet update)**

<b>Criteria</b>	<b>Description</b>	<b>Points</b>
<b>Relevance of real-world topic</b>	The topic you've chosen makes sense with the relevant class material	10
<b>5 constructs identified</b>	Identify 5 constructs from the lecture/reading that you can tie to your real-world topic	10 (2 points each)
<b>5 constructs defined</b>	Clearly define the 5 constructs in your own words (no quotes!)	5 (1 points each)
<b>Topic supported (connect the constructs to the topic)</b>	Back up your ideas! Explain/ describe how your topic connects to the constructs	10 (2 points each)
<b>Appropriate use of citations</b>	At least 3 empirical sources, all cited appropriately (including reference section). 2 points each	6
<b>Clarity of writing</b>	Writing should be clear, concise, and free of typos	4
<b>Google Sheet Update</b>	5 constructs identified and summarized (it should be clear from your update which constructs you chose and how they relate to the topic)	5
<b>TOTAL</b>		<b>50</b>

## SONA Research Participation (not graded)

This semester, each student will be required to participate in either a research study or complete an alternative research article-based assignment. Your participation will occur via Holy Family University's SONA Research Participation System. SONA is an online research participation system that is used by faculty at Holy Family University to conduct research. Approximately 3 to 4 weeks into the semester each student will receive an email from the SONA coordinator that will provide your username and password.

At different points in the semester studies that you are able to participate in will become available. **It is your responsibility to check the SONA website to sign-up for studies.** On the SONA website you can view study descriptions, schedule appointments, check on previously scheduled appointments, cancel appointments, contact the researcher in charge of a study, monitor the credit you have earned, and transfer credits from one course to another. Study sign-ups will occur on a first come first served basis. That is, at various points in the semester there may not be a study currently running, a study may have completed data collection, or all of the time-slots for a given study may be filled.

There is also an alternative assignment for those who are not able to/do not wish to participate in research. This assignment involves reading a scientific article and answering questions about it. If there are no available time slots, it is expected that students would complete the alternative assignment via SONA. More information about the alternative assignment (including the article(s) and questions) is on the SONA website.

The SONA system will close for participation on **November 25**. You are required to complete your participation by this date. **Students who do not complete one of the research requirements will receive an Incomplete until the research requirement has been fulfilled. If you do not receive a passing grade in this class, you will need to complete the research requirement again when you retake the course.** If you have any questions about the SONA system or your participation status you can email our SONA coordinator at [e-mail]. More details are available on Canvas, as well as the [Holy Family University SONA website](#).