



Syllabus

*Excluding materials for purchase, course information may change throughout the semester.
Be sure to check regularly for updates.*

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Course and Instructor Information

Course Title: General Psychology I (PSYC 1100)

Credits: 3

Format: lecture (Tu/Th, 9:30-10:20am, SCI1 GO1) and lab (various sections)

Prerequisites: none

Student Hours: BOUS 127, Th 4:00-5:00pm + by appointment

Contact: in person (before or after class or during student hours); see the [Class Communication Policies](#) section for policies and contact information

Professor: “Dr. Alex” -- Dr. Alexandra Paxton (*pronouns: she/her/hers*)

A note from Dr. Alex:

I'm a professor in the Psychological Sciences Department, and I study human communication and social interaction. Whether you're taking PSYC 1100 at the start of your PSYC major or are just taking it as part of your general education requirements, I'm looking forward to spending this semester with you as we explore the science of psychology!

I've designed this syllabus to give you important information about our class and to point you to other resources that can support your success in and outside of the classroom. I know that everyone is facing extraordinary pressures this semester. I encourage you to reach out to me and our TA if you find yourself facing any barriers to your engagement with our class.

I encourage each of you to take advantage of my student hours. Student hours are a great time to talk about questions about the course and class material, but I'm also happy to talk about other questions you might have about psychology—especially if you're interested in careers in psychology!



Dr. Alex's avatar

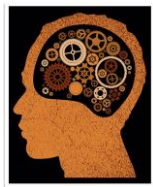
Lecture Teaching Assistant: “Caitrín” (pronounced CAT-trin) -- Caitrín Hall (*pronouns: she/her/hers*)

Course Description

Catalogue Description

Basic principles that underlie mental processes and behavior; research methodology, biopsychology, sensation, perception, learning, memory and language.

Additional Description



This course is an **introduction to psychology as a natural science**. We'll be focusing on the scientific study of mind and behavior, along with basic scientific literacy. This will include foundational concepts as well as emerging approaches to psychology. This course is designed to fulfill [UConn's CA3 \(Science and Technology\) General Education requirement](#), meaning that this class will “acquaint students with scientific thought, observation, experimentation, and formal hypothesis testing, and enable students to consider the impact that developments in science and technology have on the nature and quality of life.”

We will not cover social psychology, personality psychology, or psychological counseling. However, if you are interested in these topics, our study of physical and biological processes of psychology in this course will build a solid foundation for you when you take PSYC 1101 or 1103.

Well-Being, Growth, and Success





Success in our course, your educational career, and your life beyond college depends on your personal health and well-being. Stress is an expected part of the college experience, but it can be compounded by unexpected setbacks or life changes outside the classroom. I encourage you to reframe the challenges and the obstacles that you will overcome this semester as part of the pathway to success, and research suggests that this *growth-focused mindset* has powerful benefits even beyond the classroom. Remember that you are not alone. Reflect on your role in taking care of yourself throughout the semester, before the demands of exams and projects reach their peak.

Adopting a growth-focused mindset can help you grow as a learner and a person. All students can succeed in this class, and we are here to help you along your journey. If you face a problem this semester—in our class or out of it—take a look at these resources and make a plan. Remember to ask questions, take advantage of my student hours, reach out to your academic advisor, and **seek out the support services at UConn that are eager to help you with your physical, mental, and academic well-being** (including those listed in the [Additional Resources section of the Syllabus](#)).



Course Goals and Objectives

By the end of the semester, students will:

-  **... build a knowledge base about psychology as a natural science.** (Goal 1)
 - For each major research area of psychology, students will be able to *define* its specific focus, *summarize* important findings, *evaluate* potential research methods to test hypotheses from it, and *connect* it to other areas of psychology.
 - Students will also be able to *illustrate* the complexity of the brain-body-environment system in shaping behavior and cognition.
-  **... grow scientific literacy.** (Goal 2)
 - Students will be able to *describe* how the steps of the scientific method fit together, *define* the basic elements of statistics, and *evaluate* the merits of scientific studies.
 - Importantly, students will also be able to *explain* the current state of the ethics in psychology and the reasons for our current system and *evaluate* novel ethical issues when presented with new studies or research methods.
-  **... hone critical thinking skills.** (Goal 3)
 - Students will be able to *critique* popular portrayals of the science of psychology (including in the media and in public discourse) and will be able to *defend* those critiques with improved analytical thought and specific scientific findings.
 - Students will be able to *assess* their own thinking and learning, *create* a plan to meet their educational goals, and *evaluate* their own success.
-  **... relate psychology to a variety of domains.** (Goal 4)
 - Students will be able to *analyze* how specific findings in psychology impact society, public policy, other academic fields, other professions, and even their everyday life.

Course Materials

Textbook, Readings, and Supplementary Media

All readings, lecture videos, and supplementary material are freely available and will be provided through [Perusall](#), an educational technology tool provided to UConn students for free through HuskyCT.

Software and Technology

Our activities will require you to be able to access course material and assignments. To do this, **you will need the following software and/or technical requirements:**

- Laptop computer
 - **NOTE:** Smartphones and tablets may not allow you to access required materials.
 - If you do not have access to a laptop computer, you can [borrow one for up to 4 hours from the UConn Library](#) or [request a 7-day loan from UConn Information Technology Services](#).
- An internet browser (ideally Google Chrome or Mozilla Firefox)
 - **NOTE:** Perusall has often not worked well with the Apple Safari browser in the past.
- Access to high-speed internet with a minimum speed of 1.5 Mbps (*4+ Mbps recommended*)
- HuskyCT ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- Perusall ([Perusall Accessibility Statement](#), [Perusall Privacy Policy](#))
- Speakers (*required*) and/or headphones (*recommended*)



If you need help with technology, I've listed a few UConn services in the [Additional Resources section](#) of the syllabus. For information on managing your privacy at UConn, visit [UConn's Privacy page](#).

Course Overview

Course Commitment to Well-Being

The syllabus is an aspirational statement of what we could and should do, and it projects how the semester will unfold for us as a community of learners. However, circumstances may shift for reasons outside of our control. We must acknowledge that the syllabus cannot predict challenges we might face: our own health, the health of our loved ones, struggles with jobs and employment, caregiving responsibilities, and more. **I want us to begin our semester with the understanding that it is hard for us to know the issues that will affect us individually or collectively and with the request that we all approach our time together with compassion and empathy.**

My biggest priority this semester is your physical, mental, and emotional well-being. To that end, our grading system has built-in flexibility for assignments and assessments (see [Course Requirements and Grading](#) section). Please be in touch if you are facing issues that impact your ability to participate fully in the class, and I urge you to reach out as soon as you can so that we can work together to try to find solutions. If you encounter challenges that fall beyond the purview of the course, I am happy to serve as a sounding board or to help you find the resources at UConn that can best meet your needs. I've put many of those resources into our syllabus, but don't hesitate to reach out if you are unable to find what you need.

If you are experiencing symptoms of COVID-19 or any other illness, *please do not come to class*; it is far more important to protect yourself and those around you. Remember, we are part of a community, and your actions will affect the well-being of those around you. If you need to miss class, you'll find some helpful information in the ["What do I do if I need to miss class?" section of the Course FAQ](#).

I'm hopeful that our classroom will provide a community for all of us, even in difficult times. Throughout the semester, **always remember to practice kindness and forgiveness for others and yourself.** I hope that we—as a collective—can continue to learn from each other as we navigate our changing lives.

Course Content and Format

Our class's structure and expectations will likely be very different from other classes you've had. Our class embraces an active and collaborative learning style, with everyone participating in the co-creation of our learning space. **Everyone can succeed in our class by becoming an engaged, active, and autonomous member of our learning community.** Learning should challenge you to integrate new information with your

own experiences, goals, and knowledge, with plenty of opportunities to learn from and share with others. Being a successful learner—and not just a successful student—requires active participation, and our class is designed to help you do just that.



Course content is organized into modules, and each module includes folders on HuskyCT with all associated content. Each module includes 3-4 general topics and includes about 6 lectures. Each module ends with an exam (see [Exams](#) section). All of the course content and assignments associated with each lecture are grouped in a single folder on HuskyCT with that lecture number. For more information on how to navigate the lecture folders, see the “Course Orientation” module on HuskyCT.

Readings and lecture videos are the core of the course material. Readings and videos will be posted on Perusall. I will post PDFs of the slides so that you can take notes while following along with the videos. Be sure to complete all assigned readings and view all lectures prior to coming to class.



Class meetings will be devoted to activities and discussions about course material (instead of passive lecturing), so students are expected to have completed the readings and lecture videos before attending class. This is a type of [flipped classroom](#): Before class, students will read the assigned material and watch pre-recorded lecture videos, and during class meetings, students will engage more deeply with class concepts through activities and discussions. This means that you will have time to digest the material on your own first, freeing up class meetings to build a community of learners and apply your knowledge. One of the primary goals of this class design is for you to strengthen your skills as a *learner* and not just as a *student*.

Class meetings are dynamic and engaging opportunities to engage more fully with the material, your classmates, and me. Attendance is not graded or tracked, but some group assignments are only available during class periods. Please be respectful of the learning environment and others in it by engaging *fully* with class activities. Feel free to use your digital devices to take notes or work on group assignments, but please refrain from using them for non-course-related activities during class time. All digital devices should be silenced during class to avoid disrupting other students’ learning.

Accompanying Lab Section

All students must participate in a weekly lab section that focuses on topics of scientific literacy and hands-on learning. The lab sections complement the lecture section, but they are run separately from the lecture. **Your lab TA is entirely responsible for your lab section, so the schedules and activities will be different from our lecture section.** Be sure to consult your schedule to find the format, time, and location of your session. If you have any questions about your lab grade or lab assignments, please reach out directly to your lab TA.



Weekly Time Commitment

You should expect to dedicate approximately 6-8 hours per week on required activities for the lecture section of the course (see [UConn’s policy on credit hours](#)). Optional opportunities—like student hours—are not included and may add extra time, depending on how much you choose to engage in them. This does not include activities associated with your lab section, which should take another 3-4 hours per week.

Class Communication Policies



[Come Chat with Me](#): For most questions, please come see me in person (before or after class or during student hours). Focusing on in-person communication helps me build stronger relationships with all of you, and it helps you receive more in-depth answers from me.

[Find Announcements on HuskyCT](#): I will post announcements to our class’s section on HuskyCT. Please be sure to check HuskyCT often for the most up-to-date information.

[Ask Questions and Share Information on our HuskyCT Discussion Board](#): For questions about class procedure and requirements, please see the “Class Procedures and Requirements” forum on our

HuskyCT Discussion Board. If you have a question, please first look through the existing posts to see if your question has already been asked and answered. If you can't find a similar question, please make a new post about it there by clicking the "Create Thread" button. You can post anonymously if you would like. Our TA and I will do our best to get back to you within 2 business days.

Avoid Using Email: Because email is impersonal and restrictive, please use email only in specific settings (described below), and come talk to me in person about most things instead. In-person conversations build stronger relationships and foster a more collegial learning atmosphere than email. I look forward to getting to know you!

Please carefully read the following email policies to make sure that you can get help quickly. I do my best to reply to emails that follow these policies within 2 business days of receiving them, which means Monday through Friday, 9am-5pm ET, excluding holidays and university breaks.

1. Because I am committed to providing thorough answers, **I am not available to answer any questions about class material or confirm grades by email.** If you have a question about class material or your grades, please come chat with me before or after class meetings or during student hours. (Once classes are over, I am happy to answer questions about grades by email.)
2. **If you would like to set up a one-on-one meeting with me because my student hours conflict with your schedule,** please send me an email that (1) is from your @uconn.edu email address, (2) includes the subject line "PSYC 1100 Meeting Request," (3) lists three possible times when you would like to meet, and (4) provides a brief (1- to 2-sentence) description of the meeting.
3. **If you would like to discuss CSD-approved accommodations,** please send me an email that (1) is from your @uconn.edu email address, (2) includes the subject line "PSYC 1100 CSD Accommodation," (3) has your contact in the CSD as a recipient of the email, and (4) describes your question or need.
4. **If you joined our class late and would like to get access to assignments that we completed before you joined our class,** please send me an email that (1) is from your @uconn.edu email address, (2) includes the subject line "PSYC 1100 Joined Late," and (3) includes the date that you joined our class. You must email me with this request no later than February 15.
5. **If you have a question about a token that you submitted,** please send our lecture TA Caitrín Hall (caitrin.hall@uconn.edu) an email that (1) is sent from your @uconn.edu email address; (2) includes the subject line "PSYC 1100-060 Token;" (3) identifies the token number that you submitted, the assignment that you are referencing, *and* the date that you requested; and (4) clearly states your question. If your email does not follow this policy, Caitrín will respond with a gentle form reminder.
6. **For any other questions, you must follow the "three-before-me" rule:** The "three-before-me" rule means that you must clearly describe how you tried to find the information from at least *three* other sources. This can include your classmates, our discussion board, our class announcements, our syllabus, or other resources. Often, other folks have asked similar questions and have received answers that are available to help you, too! Please send me the email that (1) is from your @uconn.edu email address, (2) includes the subject line "PSYC 1100 Information Request," (3) clearly describes your question, and (4) describes how you followed the "three-before-me" rule.

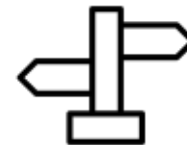
Course Requirements and Grading

Summary of Course Grading and Grade Bundle Table

Our class uses a grading system called *specifications grading*. Specifications grading emphasizes skill development and promotes student autonomy. Rather than getting a percentage score for each gradebook item and weighting all of those scores to get your final grade, students are graded on each achieving

performance benchmarks for each kind of gradebook item. Students can cash in tokens for opportunities to retake assessments, resubmit assignments, or submit late work (see [Tokens](#) section).

One major feature of this system is that **students have much more freedom to decide what kind of learning experience they want to have**. This is because each letter grade is based on a “bundle” of gradebook items. If you complete the requirements for that bundle of work, you will receive that grade. This straightforward grading allows you to decide what level of involvement you want with the class, and you can know from the very beginning of the class exactly what you need to do in order to get that grade. At the same time, because you tokens allow you to retake assessments and resubmit assignments, **it emphasizes student competency and can reduce student anxiety**.



I particularly like this quote from a peer-reviewed journal publication by [Blackstone and Oldmixon \(2019\)](#), which comes from an actual syllabus that they created:

*In general, Satisfactory should not be viewed as “minimally competent,” but rather as a mark of having achieved the assignment’s learning goals and specifications ... The final letter grade is not an assessment of your intelligence, your abilities, or your value as a person. **Rather, the grade reflects what you demonstrated that you learned in the course: no more, no less.***



***Built into this system is a good deal of choice as to how much you wish to learn and how hard you want to work to demonstrate and apply that learning.** You might choose that passing the course with a C is sufficient for your goals—it is perfectly appropriate and worthy of respect for you to make that choice, especially if it allows you to proactively allocate your time to other endeavors. If you strive to get an A in the course and maximize your learning, you should know that you are taking on that work and challenge yourself, and should make sure you are in a personal and academic situation to achieve that level of engagement. (p. 197)*

Each bundle corresponds to a letter grade. You must complete all of the requirements for the bundle in order to receive that letter grade. Exam requirements *must* be completed to achieve a given grade bundle. You *may* receive a minus grade if you complete all requirements with the exception of one requirement at the next-lowest bundle (not including the exam requirement). You *may* receive a plus grade if you complete most of the requirements at one bundle and some of the requirements at a higher bundle. The bundles are based on the following items (with the associated Course Goals noted):

- [exams](#) (📅, 📖, 🗣️, 🎯),
- [Preparation for Class Meetings](#) (Preps; 📅, 📖),
- [Active Learning activities](#) (Actives; 📅, 📖, 🗣️, 🎯),
- [Critical Thinking and Synthesis exercises](#) (CTS; 🗣️, 🎯),
- [Experimental Literacy Credits](#) (ELC; 📖), and
- [lab performance](#) (lab; 📖, 🗣️).

Because different gradebook items target different skills or learning outcomes, it is important to emphasize that **performance on one type of grade item cannot substitute for performance on another grade item**. In other words, you can’t make up for a low score in the lab with high scores on the exams, and you can’t make up for low scores on exams with completing more Actives.

Each of the items below describes approximately how many opportunities of that item will be provided throughout the semester so that you can plan ahead. The total number of opportunities for each type can also be found in the Grade Bundles table (listed as “opportunities” or abbreviated to “opp”). Assignments will be made available on HuskyCT and will include specific details about grading, deadlines, and expectations.

Grade Bundle Table

Letter Grade	Exams (4 opportunities through the semester)	Preps (21 opp.)	Actives (20 opp.)	CTS (4 opp.)	ELC	Min. Lab Grade
A	Earn an average of at least 85% on all attempts of any 3 exams	17	15	3	5	85%
B	Earn an average of at least 80% on all attempts of any 3 exams	15	13	2	3	80%
C	Earn an average of at least 70% on all attempts of any 3 exams	13	11	1	1	70%
D	Earn an average of at least 55% on all attempts of any 3 exams	11	9	0	0	55%

Specifications grading will likely be new to many students, so **if you have questions, I encourage you to reach out to me as soon as possible via the HuskyCT Discussion Board or in person!** To help introduce you more to specifications grading, here are some example scenarios:

- Let's say that you do everything in the "A" letter grade row. You would earn an "A" in the class.
- Let's say that you do everything in the "B" letter grade row. You would earn a "B" in the class.
- Let's say that you earn an average of 84% on your exams but complete all of the other requirements of the "A" grade bundle. You would earn a "B+" in the class.
- Let's say that you earn an average of 98% on your exams but only complete all of the other requirements in the "B" grade bundle. You would earn a "B" in the class.
- Let's say that you earn an average of 70% on your exams but complete all of the other requirements of the "B" grade bundle. You would earn a "C+" in the class.
- Let's say that you earn an average of 68% on your exams and that you complete all of the other requirements for the "A" grade bundle. You would earn a "D+" in the class.

Gradebook Item: Exams (Course Goals 1, 2, 3, and 4)

We will have 4 exams during the semester: 3 non-cumulative exams during the semester and a cumulative final exam at the end of the semester. Each non-cumulative exam covers one module of content. If you are satisfied with your performance on all three exams during the semester, this means that you won't have to take the final exam. You may cash in a token to make up a missed exam or retake an exam, according to the [Tokens](#) section. Everyone will get a second free second attempt on the final without having to cash in a token; all other policies still apply.

Our exams will be an opportunity for you to demonstrate your critical thinking about the concepts in our class. All exam questions will be closed-form (like multiple choice, matching, and true/false), with no open-ended questions, but many of them will tap into [your higher-order thinking](#). You can receive partial credit for questions with multiple parts (like matching or multiple answer questions). Exam questions may be taken from any course material, including readings, lecture, or supplementary media. Each exam will be randomly drawn from a larger pool of questions. If you retake an exam by cashing in a token (as described in the [Tokens](#) section), a new exam will be randomly drawn.

All exams are open-note and open-book. Remember that your work must be your own, as noted in our [Academic Integrity policy](#). This means that you cannot discuss the test questions with other people before you take it, while you are taking it, or before other students have taken it. Although exams are open-note and open-book, **I urge you to study before the test:** Research on test performance for open-book tests versus closed-book tests has shown that students who study do significantly better on the test.

All exams will be conducted through HuskyCT. You will not need Respondus Lockdown Browser. Exams will be open for one full day, including one class period. This will allow flexibility for each student to find a time that fits with their schedule. Exam windows will be announced in advance. **If you are unable to take the**

exam during that time window, you can turn in a token to take it at another time in keeping with the requirements of the Token section.

Each exams will be scored as a percentage. If a student takes multiple attempts of the exam, their grade will be an average of all attempts of that exam.

Gradebook Item: Preparation for Class Meetings (Course Goals 1 and 2)

Preparation for Class Meetings assignments (Preps) reflect active engagement with learning material in advance of class meetings. Such preparation is essential both for your own learning and for your contribution to the classroom community. As an individual, preparing on your own gives yourself time to engage with the material for yourself, building connections for yourself within the material and to your own life. As a member of the community, preparing before attending class means that you're able to fully contribute to the activities within the class meeting, building the foundation for you to be a peer learning *and* a peer teacher.

Prep assignments require that you engage with the assigned material using Perusall, a free educational technology tool that's linked through HuskyCT. You complete Prep assignments by leaving [annotations \(or comments: see examples here\)](#) on the material and by interacting with other students' annotations (like upvoting their comments or answering their questions). I encourage you to take this as an opportunity to both enrich your own understanding of the material and help support others in their learning.

Each Prep will be graded as “S” (satisfactory) or “U” (unsatisfactory). Requirements for an “S” will be posted for each assignment.

Gradebook Item: Active Learning (Course Goals 1, 2, 3, and 4)

Active Learning activities (Actives) are in-class opportunities for you to check in with your understanding of the class material, engage in peer teaching and learning, and strengthen your problem-solving skills. You will work together with a small group of other students in order to complete them.

Each Active will be graded as “S” (satisfactory) or “U” (unsatisfactory). Requirements for an “S” will be posted for each assignment.

Gradebook Item: Critical Thinking and Synthesis (Course Goals 3 and 4)

Critical Thinking and Synthesis exercises (CTS) are in-class opportunities to demonstrate their competency with class concepts through original creative work. You will engage with other sources (like videos or readings) and then create something original with your classmates.

Each CTS will be graded as “S” (satisfactory) or “U” (unsatisfactory). Requirements for an “S” will be posted for each assignment.

Gradebook Item: Experimental Literacy Credits (Course Goal 3)

When learning about science, experiencing scientific concepts in different ways can help you get a better idea of the scientific process and the variety of things that psychological scientists study. Because of this, **all students fulfill an experimental literacy component for all PSYC 1100/1101/1103 courses (including ours).** You can earn Experimental Literacy Credits (ELCs) through participating as a volunteer in research studies on the [Participant Pool website](#) or by completing alternative assignments posted on the General Psychology Alternate Assignment section on HuskyCT (like taking quizzes about psychology videos or writing papers about psychology articles). In order to get access to the Alternate Assignment section on HuskyCT, you will need to follow [the instructions listed on the “Alternate Assignment” FAQ here](#). Each ELC is equivalent to approximately 30 minutes of work. **Opportunities to earn ELCs close before the end of the semester, so be sure to check the Participant Pool website for important dates so that you can fulfill this requirement before those opportunities close.**

If you have questions about the Participant Pool or the Alternative Assignment section, please contact the Participant Pool coordinator directly (uconnpsychologyparticipantpool@gmail.com), since I won't

be able to help answer pool-related questions. I will receive a spreadsheet at the end of the semester with the number of credits, which will determine whether or not you completed the ELCs for your grade bundle.

Gradebook Item: Lab (Course Goals 2 and 3)

This will come from the grade that you earn in your weekly lab section, following the syllabus that your lab TA provides. Be sure to reach out directly to your lab TA with questions about lab grades. Your lab grade will factor into your grade bundle by indicating whether you earned the minimum lab grade for that bundle.

Using Tokens to Resubmit Work or Submit Late Work

Tokens are used to resubmit work or to make up late work. Each student will start the semester with three tokens; additional opportunities to earn tokens may be announced on HuskyCT during the semester. If an assignment has multiple parts (like Actives or CTSeS), a single token can count for any or all of those parts, and you will only have to redo the parts on which you earned a “U” or did not submit on time.



Tokens have some limitations. Tokens cannot be used for [ELCs](#) or [labs](#), since they are not handled directly by our class. Tokens cannot be used on the final exam, since class will be over; as a result, everyone will have one additional free token applied exclusively to the final. Tokens cannot be used to resubmit Satisfactory work, since “Satisfactory” is the highest grade possible. Alternate assignments may be given for some tokens.

Students may cash in tokens for any reason within 3 weeks of the original deadline, until the final day of our class for the semester. All work must be turned in by the agreed-upon deadline; the latest possible deadline for work will be the last day of the semester. There may be opportunities for students to earn additional tokens throughout the semester; these will be announced on HuskyCT.

To cash in a token, just follow the instructions in the “Tokens” sidebar link of HuskyCT. Please allow 2 business days for your request to be processed. Your assignment will appear as graded under “My Grades” on HuskyCT once it has been processed, and any concerns or issues will be noted in the “Feedback” section of the token. All grading policies and requirements will be the same as for the original assessment or assignment unless otherwise noted; only the deadline will change.

Due Dates and Late Policy

All course due dates are identified in HuskyCT and on the course schedule (all times Eastern). Due dates may change as the semester progresses; changes will be communicated in advance on HuskyCT. **Late work will be accepted only if a student cashes in a token**, as described in the [Tokens](#) section.

Joining Our Course After the Start of the Semester

If you joined our course after the start of the semester, you may get access to assignments that we completed before you joined our class without having to use a token. To do so, you must send me an email that (1) is from your @uconn.edu email address, (2) includes the subject line “PSYC 1100 Joined Late,” and (3) includes the date that you joined our class. **You must email me with this request by February 15.** After this deadline, such assignments will only be accepted if you cash in a token.

I will reopen the assignments and reply to your email with an updated due date. **Work must be completed by the updated due date to be considered on time.** As with our other work, late work will be accepted if you cash in a token, as described in the [Tokens](#) section.

Feedback and Grades

Grades for [Preps](#) will be released as soon as the due date passes. [Actives](#) and [CTSeS](#) will be graded within 2 weeks of the due date. [Exam](#) grades will be released within 1 week after the exam closes. Please keep these timelines in mind when planning to cash in tokens.

Student Responsibilities and Resources

Course Culture



Everyone in our class is expected to help cultivate a culture of diversity, equity, and inclusion. Everyone should feel welcome to engage with the learning environment and one another with respect and kindness. Previous research has shown that feeling included promotes each student's well-being and impacts their ability to learn.

Throughout the semester, we will also be discussing and challenging racism, sexism, homophobia, and other bigotry as we learn to think critically about science, psychology, and society. Everyone should be especially mindful of issues of diversity, equity, inclusion, and justice during these conversations.

Academic Integrity and the UConn Student Code

Growing as a person and as a learner requires that you do your own work. Like all courses at UConn, our course will follow the campus guidelines on academic integrity and honesty. Make sure that *all* of your work is your own. Remember to acknowledge any ideas that are not your own through [proper citations](#). If you are having difficulty with course materials or assignments, please come see me for help—rather than resorting to cheating! You can also take advantage of numerous resources to help you succeed in your academic work, like those mentioned here.



Everyone is responsible for acting in accordance with the [University of Connecticut's Student Code](#), so be sure to familiarize yourself with it. The statements on [Academic Integrity in Undergraduate Education and Research](#) are particularly relevant to our class. All work should be your own; by submitting your work through HuskyCT after logging in with your unique NetID and password, you are certifying that you completed this work yourself.

Cheating and plagiarism are taken very seriously at UConn. Cheating and plagiarism can be unintentional or deliberate, but **all cheating and plagiarism—whether deliberate or unintentional—will be subject to consequences for academic dishonesty**. I encourage everyone to take advantage of [the UConn Library's resources for recognizing and avoiding plagiarism](#).

UConn Policy Against Discrimination, Harassment, and Related Interpersonal Violence

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. More information is available at equity.uconn.edu, titleix.uconn.edu, and [the Office of the Provost](#).



Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. For more about accommodations, contact the Center for Students

with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>. (Note: CSD requires that students make arrangements for accommodations each semester.)

Adding or Dropping a Course

If you decide to add or drop a course, be sure to follow official procedures by dates listed on [UConn's Academic Calendar](#). For more information, see the [undergraduate catalog](#).

Accommodations for Illness or Extended Absences

If life circumstances (including extended illness) affects your ability to complete your coursework, reach out to the [Dean of Students](#) to request accommodations.

Additional Resources and Student Responsibilities

More information on each student's responsibilities (as a member of the UConn community) are provided on [UConn's Online Student Getting Started](#) guide. Be sure to review this guide for important information.

It's important to remember that you aren't alone. **UConn has a variety of services to help you as a *person* and as a *student***—from technical assistance to career services to psychological counseling. Here are a few of these centers and services:

- Academic support
 - [Husky Study Groups](#) ([explainer video here](#))
 - [UConn Student Technology Training course on HuskyCT](#) (made for students, by students)
 - [UConn Online Student Center and eCampus Services](#)
 - [Direct link to FAQ section](#)
 - [Direct link to Tips for Success section](#)
 - [UConn Technology Support Center](#)
 - [UConn HuskyCT FAQ](#)
 - [HuskyCT 24/7 Course Support](#)
 - [UConn Academic Calendar](#)
 - [UConn Academic Achievement Center](#)
 - [UConn Dean of Students Office](#)
 - [UConn Psychological Sciences Major Advising](#)
- Whole-person support
 - [UConn Cultural Centers](#)
 - [UConn Student Health and Wellness-Mental Health \(SHaW-MH\)](#)
 - [UConn Alcohol and Other Drug Services](#)
 - [UConn Center for Career Development](#)