

**PSYCHOLOGY 101:
GENERAL PSYCHOLOGY
SPRING 2019
SYLLABUS**

Instructor: Dr. Alexander Swan

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Office Hours: MWF 11 AM – 1 PM; MTRF 3 – 5 PM

OR GO HERE: <http://swanpsych.com/contact-about-me/>

My Website: www.swanpsych.com

What you can call me: “Dr. Swan”, “Prof Swan”, “Swan”, “Doc”

Preferred Pronouns: He/Him/His

BASIC COURSE INFORMATION

MEETING:

When: Mondays, Wednesdays, & Fridays 10:00 – 10:50 AM

Where: Burgess Hall 103

REQUIRED COURSE TEXTBOOKS:

Keith, K. D., & Beins, B. C. (2017). *The Worth expert guide to scientific literacy: Thinking like a psychological scientist*. New York: Worth Publishers. (KB)

A supplementary Introduction to Psychology Textbook (NOBA): the full PDF can be found on Brightspace. It includes topics I hope you’ll find interesting, and it will provide background information to many of the things I will mention in class. I will assign readings from this text to read alongside the main text above. (NOBA)

COURSE WEBSITE:

All the course announcements, readings, quizzes, grades, this syllabus, and other resources will be available through the course portal on Brightspace. I will try my best to make the Powerpoint slides used for the lectures available online BEFORE each lecture. However, sometimes life will happen and they might not make it until afterward.

COURSE DESCRIPTION:

College catalog description: Introductory course planned as a prerequisite to all other psychology courses and has as its objective the orientation of students to the vocabulary, techniques, problems, and theories of current psychology.

Here’s my take: in general, psychology is the study of human thoughts and behaviors. It is a science, too, much like biology and chemistry. In recent years, it has become apparent that folks don’t want to evaluate claims appropriately and supplant facts with belief and opinions. In this course, we’re going to approach the study of psychology broadly, from the perspective of evaluating evidence and thinking critically about psychological findings. Rather than give you facts about the many fields of psychology and jump from topic to topic, we’re going to spend lots of time honing our skills in the scientific method—a skill that will benefit you way beyond this course or an undergraduate psychology major. Sprinkled throughout the course will be studies from psychology that gave us our current understanding of various facets of human behavior and thought.

CLASS FORMAT:

The course will consist of lectures, demonstrations/activities, videos, and class discussion. Reading assignments should be completed BEFORE the chapter is discussed in class.

INTENDED LEARNING OBJECTIVES:

By the end of the course, you should be able to:

- Appreciate psychology as a behavioral science.
- Spot misconceptions about psychological science.
- Understand and *critically analyze* basic psychological theories, research, and claims you encounter in the general media.
- Distinguish between pseudoscience and true psychological research.
- Apply psychological knowledge to better understand events in the world around you.
- Understand the factual information and concepts presented in the course as well as the terminology used by psychologists.

COURSE REQUIREMENTS AND GRADING

Unit Quizzes (4)	20% (5% each)	Various dates
Pseudoscience Paper	30%	DUE: Monday, March 18, 2019 by 10 AM
Wikipedia Project	30%	Various Dates
Finding Claims Assignments	10%	Various dates
Participation	10%	Various dates

GRADING SCALE:

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

NOTE: Grades will not be changed for any reason, except for clerical errors!

A. UNIT QUIZZES:

- The in-class Quizzes (4 “Units”) consist of short-answer questions and are based on both the lectures and text readings (the Keith & Beans *Guide*). However, I reserve the right to ask questions directly from textbook content (NOBA). Each Quiz will only cover material from the unit. Although none of the Quizzes are cumulative, new material tends to build upon previous material. ANY material covered in the lectures may appear on the Quiz.
- **MAKE-UP POLICY:** Quizzes must be taken on the date scheduled. Vacation is not a valid excuse, nor is an exam scheduled at the same time. If you must miss a Quiz due to some emergency, then you can make it up. I allow the first make-up of the semester with no questions asked or verification required. However, the 2nd missed Quiz and beyond will require a doctor’s note or some other formal verification of absence. All make-up Quizzes must be taken during a make-up period agreed upon by you and me. See additional make-up notes in the Benefit-of-Doubt Policy below.
- No use of notes is allowed for any Quiz. Please be aware that cheating on a Quiz will result in a grade of zero (0) for the exam and reporting of the incident to the Division Chair and Provost. Cheating includes use of notes, books, cell phones, or copying from someone else’s Quiz.

B. PSEUDOSCIENCE PAPER:

- In the age of “fake news”, I find the best use of your time in an Introductory/General Psychology

course is to learn the valuable critical thinking skills that will help you distinguish science from pseudoscience. There are a number of myths in psychology that are still pervasive in our cultural and popular knowledge (e.g., right brain vs. left brain people). These myths are perpetuated in claims that fall into the realm of pseudoscience and distract from real scientific facts and findings. There are warning signs, of course. You will use these signs to help you locate shaky claims. For this course project, I want you to go out into the world and find a pseudoscientific claim to promote scientific thinking as early as possible in your college career.

- You will need to find and present ONE SOURCE that is promoting your pseudoscience claim
- You will evaluate this source using *10 Questions to Determine Fake Science from Real Science*.
- I will provide a separate document with more details and we will discuss these details in an early semester class period. Another document outlines the scoring rubric.
- Basic details are as follows: A 3-page, double-spaced paper describing your pseudoscientific claim and a detailed analysis of its shortcomings based on the warning signs described in Schmalz & Lilienfeld (2014), with a separate document that includes your answers to the 10 Questions Sheet evaluating one source (must be attached to paper).

C. EDIT AN EXISTING WIKIPEDIA ARTICLE IN PSYCHOLOGY

- For this course project, you will be following a semester-long training module with weekly assignments with the goal to ultimately improve a Wikipedia article on a topic in psychology. I selected the articles that need the most love on Wikipedia.
- You and partner will work individually and together on various assignments following a prescribed plan available on our Wikipedia EDU website ([https://dashboard.wikiedu.org/courses/Eureka_College/PSY_101_General_Psychology_\(Spring_2019\)?enroll=ebsootyf](https://dashboard.wikiedu.org/courses/Eureka_College/PSY_101_General_Psychology_(Spring_2019)?enroll=ebsootyf)). Information and training modules will be available 24/7 on both our course website, Wikipedia, and Brightspace.
- Your grade will ultimately depend on what you produce, but not necessarily what sticks. Wikipedia is constantly being edited, and editors (including yourselves) never get the last word.
- We will discuss the specifics of the project early in the semester during class so we can all be on the same page. I will answer any and all questions about the nature of the assignment. If I don't have the answer, the folks at Wikipedia do!
- You MUST work with one other person. The only exception will be granted in the case of an odd number of students in the class (to be determined by a random number generator if multiple people want to work separately).
- The assignment will have a separate penultimate piece: a small 2-page reflection essay. In this essay, will describe and reflect on your experience completing the editing Wikipedia project, evaluating your expectations, discussing shortfalls and limitations, evaluating your partner's performance, and specifically linking the article you edited back to the overall course content (i.e., what did you learn about Psychology that you hadn't known before?)
- Finally, the course calendar at the end of this syllabus contains milestones/due dates for the project throughout the semester. Additionally, your student dashboard at the class Wikipedia URL has due dates listed in an easy timeline. Keep on track with these! I will try to remind you all in class as best I can.

D. FINDING CLAIMS

- For each Investigation topic, you will find a source on the Internet in support of or against a claim I make in class. The best way to do this is by taking the claim and entering directly into an Internet search. You will write a one-page summary of the source you find (Typed, 12-pt, Times New Roman, single-spaced, with full link to source).

- For example, if the claim is “opposites attract,” you might want to find a claim that opposites DO attract and summarize/evaluate the information.
- I will ask for volunteers to discuss what they find before we jump into the psychological evidence regarding the claim. The volunteers will receive an extra credit point to use on a grade category that they please. It’s 10 AM, so I expect a lively discussion!
- These assignments are due for each “Investigation”-labeled class date on the calendar. I will collect them paper at the end of class.
 - **IMPORTANT:** I will not accept late electronic submissions of these assignments (see **BENEFIT-OF-DOUBT POLICY** below), but I will accept email submission prior to class **ONE TIME** in lieu of an unforeseen absence.

E. PARTICIPATION GRADE:

- Small assignments will be given during class on random days throughout the semester. Points will be given out for completing the assignments that will count toward your participation grade. It is highly recommended that you arrive to class on time in order to complete these assignments.

COURSE POLICIES

1. GETTING INFORMATION:

- **EMAIL PROTIP:** I use email for almost all communications/announcements. If you do not check your Eureka email often, forward it to an address you do check. **YAHOO ADDRESSES GET SENT TO MY SPAM FOLDER.** The best way to contact me is always via email. If you cannot come to office hours and/or decide to send an email, be sure to use the following format so that I can help you:

To:
 Subject Line: “PSY 101: (insert your topic here)”
 From: your full address

Dear (insert name of person you are contacting here),

Hello, my name is (your full name here) and I am a student taking PSY 101/General Psychology. I have a question regarding (insert your question here).

*(Considerate closing of your choosing),
 Your full name*

A word of caution: I will do my best to reply within 48 hours. Depending on the nature (and popularity) of your question, my answer may be direct OR posted as a general class announcement on Brightspace. Please hold off on resending a message until 48 hours have passed. Finally, I may not respond to emails between the hours of 8 PM and 8 AM or at any hour on the weekends, so please keep this in mind when deciding whether to resend the message.

- **OFFICE HOURS:** As you may note from the first page of this syllabus, I will be in my office a lot. I have an open-door policy: stop by whenever within the time frames and I will be happy to chat. Additionally, if my door is open during the day and it’s not one of the above time frames, I am available. If my door is closed, but you know I’m here, then you should come back. You can check my website for these times rather than emailing me to ask me if I’ll be there. You might want to email me to let me know you’re coming, but walk-ins are welcome. I will specify whether there are circumstances that will cut into my office time as needed.
 - **AN IMPORTANT NOTE ON OFFICE HOURS:** In case you’re not aware, office

hours are a chance for you to get help on assignment, go over material covered in class, talk about some connections between class material and your other academic or extracurricular work, and so on. They are generally student-directed, but I can help you formulate questions to ask based on my sense of your strengths and weaknesses. I **STRONGLY ENCOURAGE** you to take advantage of this time!

2. LATE WORK AND MAKE-UP POLICY:

- If participation in university-sponsored events (e.g., athletics) or observance of a religious holiday or other sanctioned event prevents your attendance, you must contact me prior to the relevant date, and you must have any appropriate documentation. If an assignment is due on that date, arrangements must be made to complete the assignment ahead of time, if possible.
- Unless otherwise stated, all assignments are due at the beginning of class (unless otherwise noted for electronic assignment submissions). Late assignments will only be accepted in the case of extraordinary circumstances and appropriate documentation, and may involve point/percentage deductions (standard penalty is 10%/24-hr period). Please alert me to these extraordinary circumstances by email within 24 hours of the missed class, and we will set up a time to discuss these on a case-by-case basis.
- Without appropriate circumstances and documentation, early Quizzes or Quiz make-ups will not be granted.
- **BENEFIT OF DOUBT POLICY:** However, I recognize that sometimes life happens; therefore, I have built some flexibility into the course to allow for illness, other obligations, and bad days.
 - First, on Quizzes, extra credit will be offered from one Quiz to the next if there is a 10% improvement. For example, if Quiz 1 receives a 60%, a 70% or higher on Quiz 2 will result in an additional percentage increase of extra credit. If you miss a Quiz AND notified me appropriately, and cannot make-up the Quiz prior to the next Quiz, I will count your next Quiz score twice (so no zeroes are given out).
 - Second, on Quizzes, if you fail to make-up a Quiz and the next Quiz occurs, you will be given previous Quiz score rather than a 0. This is a rare occurrence as I make every effort to have you take a make-up Quiz. This isn't a gift, either; this usually results in a poor grade moving forward. For example, if you miss Quiz 2 and fail to make it up before Quiz 3, Quiz 2 will be given the score you received on Quiz 1.
 - Finally, your lowest Participation assignment and Claims assignment will be dropped from your final category computation. You will not be able to make these up—they are dropped for whatever reason you missed, no questions asked!

3. GRADE DISPUTE POLICY:

- If you disagree about how your term paper was graded, you must dispute the issue *in writing* (not email). Write a paragraph about why you think your attempt was correct/sufficient and turn it (with the original assignment) in to me at the lecture following the return of the relevant assignment. Only reasonable and well-justified complaints will be considered, and all decisions are final. Please note that if you submit a complaint, I will re-grade the entire assignment, and your grade could increase, decrease, or remain the same. **This policy does not apply to final course grades.**

4. CLASS ETIQUETTE:

- **Please do not use your cell phones during class.** I would prefer them to be put on silent or off and away in your bag/pocket. If your cell phone goes off during class or quiz, please silence it immediately; do not let it ring through. I will remind everyone prior to exams to make sure their phones are turned off. Please refrain from text messaging during class. I know you think you're being subtle; I assure you that I can see you texting.
- Please do not leave the class partway through unless it is an emergency; it is very disruptive. If you

must leave, please sit near a door or at the edge of an aisle so as to not disrupt your fellow classmates.

- Please have respect for the class, your peers, and yourselves by being fully present in the class. Please avoid anything not relevant to the class, such as sleeping, surfing the Internet/social media, or doing homework for other classes.
- **LATENESS:** Please try to arrive a few minutes before the start of lecture. We will begin promptly at 10:00 AM, and it can be distracting to me and to your peers if you arrive late. I will try not to keep you late.

5. **LAPTOP & TABLET POLICY:**

- Research indicates that taking notes by hand results in significantly better retention of conceptual information than taking notes on a laptop (see Mueller & Oppenheimer, 2014), even when students are engaged in the material (i.e., are not also checking their email or Facebook feed).
- Further, laptop use can be distracting in various ways to the entire class. Because my goal is to maximize the likelihood of a favorable learning environment, **I strongly recommend that you not use laptops in class.**
- However, laptops will be permitted on a probationary basis; should the use of laptops be taken advantage of or prove distracting to other students, I will revisit this policy then.

6. **ATTENDANCE:**

- **Students who take notes, ask questions, respond to questions, and come to office hours are typically the ones who succeed in this class.**
- Though attendance is not required by College policy, I strongly recommend you attend class prepared and present. As such, you will not be penalized in your grade for missing a class directly. However, I WILL REWARD folks who arrive to class on time and attend each class, most likely with some helpful exam advice, if you catch my drift. If you do happen to miss a class, that's OK, but you will be responsible for *all* material covered in lecture, some of which will not be covered by the textbooks. If you know about an absence beforehand, please send me an email to let me know.

7. **ADVICE FOR COURSE SUCCESS:**

- It is important for all students to realize that there will be a distribution of grades in this class that reflects your mastery of some very technical and often-challenging concepts. Complete mastery of all concepts will earn an "A," good but imperfect knowledge earns a "B," average or adequate knowledge will earn a "C," and poorer knowledge will receive grades of "D" or "F." By these criteria, the majority of grades should (and likely will) be "B/C" grades. Remember that your grade in this course is not a reflection of your general ability or your character.
- **This is a difficult, but not impossible course;** it is my hope that you will find this class challenging but rewarding in terms of the knowledge you will walk away with. If you anticipate having difficulty (or when you are), I strongly urge you to do the following:
 - Attend every lecture, and take good notes. While attendance will not be graded, per se, the ability to truly learn and use the material in this class is strongly related to attendance.
 - Review lecture notes on the day of the lecture (before you go to bed). If you need clarification on anything, ask in the next lecture, lab, or office hours. Don't wait until right before the exams!
 - Manage your time wisely. This is an intense course with many moving pieces and specific terminology. Familiarize yourself with the syllabus, put important dates in your calendars now, and space out your work – there is just too much to do it at the last minute
 - Use the resources available to you – that includes your course materials (especially this

syllabus), me, and the many amazing services offered on campus.

- Discuss the material with another student. Form a study group. Go to office hours. Ask me questions. ASK QUESTIONS. ASK ALL THE QUESTIONS—DO NOT ALLOW IN YOUR OWN CONFUSION.

8. FINAL POINT: I CARE ABOUT YOU

- Eureka College is an institution committed to helping everybody associated with it—students, teachers, administrators, grounds staff, custodians—become their best selves. As a teacher, I become my best self by helping you become *your* best self. That means:
 - Everything I ask you to do (even stuff you don't like) is intended to help you learn and grow. You can trust me to have your best interests at heart.
 - My office is always a safe space for you. So is our classroom. If you ever feel that isn't true, *talk to me.*
 - If you need any accommodation--- for disability, mental health, or just having a rough week, *talk to me.*
 - If anything in you like is keeping you from doing your best work in our class, talk to me. It can be illness (physical, mental). It can be loneliness and homesickness. It can be trouble at home, trouble with family, trouble with relationships. It can be fear for personal safety, food insecurity, homelessness, job loss. Whatever it is, I can't promise a solution, but I can promise to do whatever I can to help you find the resources you need. *Talk to me.*
 - I want our class to be a safe space. To me this means a place where you feel safe expressing your thoughts, working through things. But it also means a space where you are safe from abuse, negativity, bigotry. Some of the topics we deal with may be difficult. We may struggle. We may need to take breaks, come back to things. This is all part of thinking through big ideas. Because these things don't happen right away, but occur over time, brief snapshots of our class are not representative of who we are and what we do. To ensure our class remains a safe space, come tell me as soon as possible so I can rectify the situation.

ADDITIONAL COURSE AND COLLEGE INFORMATION

ACCESSIBILITY (ADA) STATEMENT:

The Learning Center, located on the first floor of Alumni Hall, provides academic services to all Eureka College students. Consultations are available in the areas of math and writing. Study groups, individual academic counseling, and course specific tutoring are also available by contacting Jason Zimmerman at x6520 or jzimmerman@eureka.edu.

Any Eureka College student with a disability or other special circumstances requiring accommodations or other consideration in order to successfully complete the requirements of this course is requested to identify himself/herself/themself to the instructor and discuss the matter privately. This disclosure should be made within the first week of the course so proper accommodations can be made.

ACADEMIC HONESTY AND INTEGRITY STATEMENT:

Eureka College strives to instill individual responsibility and integrity in its students, and expects its students to behave with integrity throughout their time at the College. Any giving or receiving of unpermitted aid on tests or assignments is considered cheating. If a student is uncertain about how to document sources or incorporate materials into a paper, it is his or her responsibility to seek help by speaking to the faculty member, another professor, or a Writing Center tutor. The College's Academic Dishonesty policy is outlined in the Student Handbook.

Academic dishonesty constitutes a major breach of the trust that exists between the instructor and the student. It includes passing off another's ideas as one's own (plagiarism), any attempt to gain information about a test or exam prior to the test or exam date without the instructor's consent, and providing unauthorized assistance on a test, exam, paper, or other assignment to another student. **Cheating or plagiarizing on a test, exam, quiz, paper, or other assignment will result in a failing grade for the assignment. Further dishonesty will result in failing the course. Students who fail for academic dishonesty will not have the option of withdrawing from the course.**

A specific note on plagiarism: Plagiarism occurs when someone misrepresents the work of another as his or her own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgement, but it also includes employing or allowing another person to write or alter work that a student then submits as his or her own. Although some assignments or projects in this class can be completed in pairs, all writing must be the work of the student whose name is on the assignment, and that student alone. If you are at all uncertain about what constitutes plagiarism, please see me – do not risk your grade or integrity! I also encourage you to meet with me if you suspect that another student in the course has engaged in academic misconduct.

TITLE IX POLICY:

Title IX of the Education Amendments of 1972 states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Eureka College is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of sexual misconduct and discrimination. Sexual discrimination violates an individual's fundamental rights and personal dignity. Eureka College considers sexual discrimination in all its forms to be a serious offense. This resource refers to all forms of sexual discrimination, including: sexual harassment, sexual assault, and sexual violence by employees, students, or third parties (Title 20 U.S.C. Sections 1681-1688).

Persons who wish to report any form of sex discrimination may contact the College's Title IX Coordinator. The Title IX Coordinator can assist with all aspects of the reporting procedure and will conduct an investigation into a complaint. Employees of the College can also make an initial report to their immediate supervisor who must report it to the Title IX Coordinator.

IMPORTANT NOTE: I am a mandatory reporter, compelled by both federal/state law and College policy. If you disclose a report of sex discrimination, I must report it to the Title IX Coordinator within 24 hours.

Resources for victims of sexual misconduct:

- The Title IX Coordinator can assist with finding on and off campus resources.
- Tazwood Center for Wellness: (309) 347-5522
- National Sexual Assault Hotline www.rainn.org
- Woodford County Center for Prevention of Abuse: 800-559-7233
- Reassignments – When the survivor and the accused student participate in the same class(es) and/or reside in the same college residence or in proximity to one another, survivors may request that a fair and immediate way to reassign and/or move one of the persons be decided upon by College Administration.

INCLUSIVITY

Every student in this classroom, regardless of personal history or identity categories, is a valued member of this group. Your experiences are valuable and important, and you should feel free to share them as they become relevant to our class. No student in this class is ever expected or believed to speak for all members of a group.

In this classroom you have the right to determine your own identity. You have the right to be called by whatever name you wish, and for that name to be pronounced correctly. You have the right to be referred to by whatever pronouns you wish. You have the right to adjust those things at any point in your education.

If you find that there are aspects of course instruction, subject matter, or classroom environment that result in barriers to your inclusion, please contact me privately without fear of reprisal.

COUNSELING SERVICES:

Provided by Tazwood Center for Wellness, seeing a professional counselor as a Eureka College student is easy and free. Whatever is on your mind, don't be afraid to talk to someone.

Tazwood Center for Wellness visits campus twice a week for on campus counseling appointments. Each student receives 6 free sessions per semester.

Tazwood Center for Wellness
3248 Vandever Ave. Pekin, IL 61554
309-437-5522 (Phone)
309-347-1148 (Emergency Response Services)

CHANGES TO SYLLABUS:

I reserve the right to make policy/course changes to the syllabus at any time with advance notice to students.

TENTATIVE COURSE SCHEDULE

Note: The schedule is subject to change depending on the progress of the course.

Week	Day	Date	Lecture	Topic	Readings	Major Assignment Due Dates
1	M	1/14	----	NO CLASS – ORIENTATION		
	W	1/16	1	Course Introduction		
	F	1/18	2	Course Introduction: Wikipedia Project		
2	M	1/21	----	NO CLASS – MLK DAY		
	W	1/23	3	Scientific Literacy	KB: Ch 1	
	F	1/25	4	Scientific Method & Science vs. Pseudoscience	KB: Ch 1	
3	M	1/28	5	Scientific Method & Science vs. Pseudoscience	KB: Ch 1	WP: Introduction to the Wikipedia Assignment (Only Readings)
	W	1/30	6	Scientific Method & Science vs. Pseudoscience	KB: Ch 1	WP: Training I MUST HAVE WP ACCOUNT
	F	2/1	7	Investigation: Biopsych Myths	NOBA: Reading 6	Claim 1
4	M	2/4	8	Investigation: Biopsych Myths; WP: Plagiarism & Sources	NOBA: Reading 6	
	W	2/6	9	Ways of Knowing	KB: Ch 3	WP: Training II/Exercise, Evaluating Wikipedia
	F	2/8	10	Ways of Knowing	KB: Ch 3	
5	M	2/11	11	Investigation: Sensation & Perception Claim	NOBA: Reading 10	Claim 2; WP: Training III, Editing Psy Topics
	W	2/13	----	QUIZ 1		WP: Exercise, CHOOSE TOPIC
	F	2/15	12	Facts vs. Alternative Facts	KB: Ch 2	
6	M	2/18	13	Investigation: Memory Claim	NOBA: Reading 31	Claim 3
	W	2/20	14	Understanding Stats/Claims I	KB: Ch 4	WP: Training IV/Exercise, Citations
	F	2/22	15	Understanding Stats/Claims II	KB: Ch 4	
7	M	2/25	16	Investigation: Intelligence Claim	NOBA: Reading 26	Claim 4
	W	2/27	17	Measurement I	KB: Ch 5	WP: Training V, Plagiarism & Group Editing; START WRITING/EDITING
	F	3/1	18	Measurement II	KB: Ch 5	
8	M	3/4	19	Investigation: Stats/Methods Claim	NOBA: Reading 4	Claim 5
	W	3/6	20	Investigation: Stats/Methods Claim		Pseudoscience Paper Draft

						Peer Swap
	F	3/8	----	QUIZ 2		WP: Peer Review
9	M	3/11	----	NO CLASS – SPRING BREAK		
	W	3/13	----	NO CLASS – SPRING BREAK		
	F	3/15	----	NO CLASS – SPRING BREAK		
10	M	3/18	21	Closer Look: Where Myths Begin	KB: Ch 6	Pseudoscience Paper Due
	W	3/20	22	Investigation: Consciousness Claim	NOBA: Reading 25	Claim 6
	F	3/22	23	Investigation: Consciousness Claim		WP: Last to Respond to Peer Review
11	M	3/25	24	Heuristics	KB: Ch 7	
	W	3/27	25	Heuristics	KB: Ch 7	WP: Training VI, Making Work Live
	F	3/29	26	Investigation: Cognitive Claim	NOBA: Reading 27	Claim 7; Pseudoscience Paper Rewrites Due (Optional)
12	M	4/1	27	Investigation: Cognitive Claim		
	W	4/3	----	QUIZ 3		
	F	4/5	28	Attribution	KB: Ch 8	WP: Training VII, Adding Images/Media & Exercise, Adding Links CONT TO POLISH WORK!
13	M	4/8	29	Investigation: Social Claim	NOBA: Reading 33	Claim 8
	W	4/10	30	Investigation: Social Claim		
	F	4/12	----	NO CLASS – DR. SWAN @ MPA		WP: Reflective Essay DUE
14	M	4/15	31	Attitudes Toward Science	KB: Ch 10	
	W	4/17	32	Investigation: Psychopathology/Therapy	NOBA: Reading 51	
	F	4/19	----	NO CLASS – EASTER BREAK		WP: Last Day to Edit WP Article for Final Grading
15	M	4/22	----	NO CLASS – EASTER BREAK		
	W	4/24	33	Investigation: Psychopathology/Therapy		
	F	4/26	----	Psychopathology Film		
16	M	4/29	----	Psychopathology Film		
	W	5/1	----	Psychopathology Film/Film Discussion		
F	M	5/6	----	FINAL QUIZ (8 – 10 AM)		