

PSYCH 101 AU17: Introduction to Psychology

University of Washington

TEACHING TEAM

Professor: Dr. Tabitha Kirkland (*tabithak*)
Lead TA: Margarita Zeitlin (*mzeitlin*)
Teaching Assistants (TAs): Imani Burris (*imanib*), Katherine Seldin (*kseldin*)
Peer Tutors: Alex Feng (*alexfeng*), Liang Su (*liangs5*)

Email policy:

- General course policy questions: please post on the [general discussion board](#).
- Questions about the content covered each week: please post on the weekly discussion board.
- To discuss ideas or plan study sessions with your classmates: please post on [The Coffee Shop](#), an ongoing, student-led discussion board.
- For brief questions about your individual situation: please contact both Dr. Kirkland and Margarita Zeitlin (*NetID@uw.edu*, above).
- If you have a question or topic you'd like to discuss in greater depth: plan to visit office hours. You can attend office hours for the professor or any of the TAs.

MEETINGS

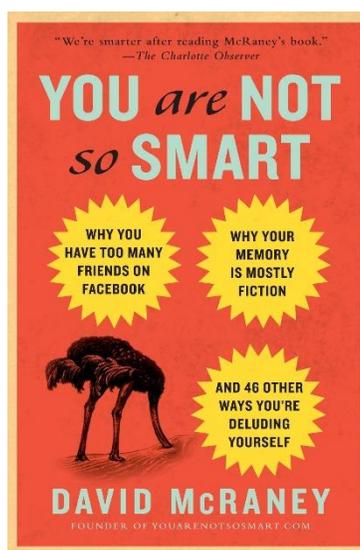
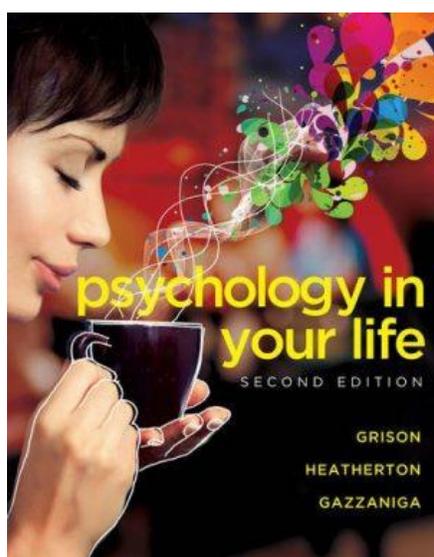
Lectures: Mon-Fri 10:30-11:20am Kane 120
[CLUE](#) study sessions with peer tutors: Thu 6:30-8pm Mary Gates 241
Social hour & YANSS discussions: Fri 2:30-3:20pm Suzzallo Library Starbucks

Office hours: we will be available online via [Chat](#) during these hours; in-person visitors will receive priority

Day	Time	Who	Where
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Mon	3:30-5	Imani	Chem Library 130
Tue	2:30-4	Dr. Kirkland	Guthrie 133
Wed	12-2	Margarita	Chem Library 130
Thu	3:30-5	Katherine	Chem Library 130

REQUIRED MATERIALS



Textbook: *Psychology in Your Life (PIYL)* by Grison, Heatherton, & Gazzaniga (2nd ed). The textbook is essential for succeeding in this course and will be used for pre-lecture reading quizzes as well as a supplement to lecture. You'll need the book and access to the publisher's online materials ("InQuizitive"). *Note: if you don't have the textbook yet, you can sign up for free 21-day ebook and InQuizitive access using any of the quiz or ebook links in the Modules.*

Purchase options:

1. New book including InQuizitive (ebook, paperback, looseleaf) from any source (\$99.50 looseleaf, \$145 paperback from UW bookstore)
2. Ebook from the textbook publisher (\$65): <https://digital.wwnorton.com/psychlife2>
 1. Option to upgrade to a looseleaf copy for \$15 at any point in the quarter
3. Used, rented, or borrowed book from any source + InQuizitive access code (\$20): <https://digital.wwnorton.com/psychlife2>

There are also 2 copies of the book [on reserve in the Odegaard Undergraduate Library](#). They can be checked out for two hours at a time. Feel free to use this as a resource when studying on campus.

Discussion book: *You Are Not So Smart (YANSS)* by McRaney. This book was written for a general (rather than student) audience and will be used for required reading responses as well as an optional in-person discussion group.

Purchase in any format (new, used, audiobook, ebook, etc -- \$11-16)

ABOUT THIS COURSE

Psychology is the scientific study of mind and behavior. This course will survey the major concepts, theories, and research findings in psychological science. Through readings, lectures, and discussion, you will learn about the basic subject matter of psychology, various subfields and theoretical perspectives, how psychologists study behavior, and how psychological knowledge has been applied to improve the quality of life.

This course is a prerequisite to more advanced psychology courses. The topics covered in this class are explored more fully in these advanced classes. Thus, if you are thinking of majoring in psychology or just want to learn more about it, this course can help you decide what areas of psychology are most interesting to you and, therefore, which advanced courses you might want to take.

LEARNING GOALS

1. **Knowledge of Psychology:** The most directly measurable goal in this course is to increase your knowledge of psychology. This goal includes enhancing your knowledge and understanding of: a) major psychological approaches to the study of behavior; b) major issues in psychology; c) concepts, basic terminology, research findings, and applications of psychological work; d) the research process and its limitations. Your progress on this goal will be measured by performance on the exams.
2. **Scientific Values and Skills:** I hope that this course will stimulate your intellectual curiosity about human behavior, increase your appreciation of the scientific method, help you recognize faulty or biased research, and increase your ability to critically evaluate scientific information. You can reach this goal by attending regularly, participating fully in activities, and visiting office hours.
3. **Everyday Life:** I hope the information in this course will increase your understanding of other people's and your own behavior, help you to appreciate the complexity of human behavior, and promote an intelligent skepticism about accepting psychological "facts" and "truths" that you come across in everyday life (e.g., in news reports and "pop" web articles, on TV and radio talk shows).

You can reach this goal by attending regularly, participating fully, and talking with people in your life about the ideas in this class.

EXPECTATIONS

My Role as Instructor

I am here to guide you in exploring this fascinating material. I will do my best to make class time interesting, engaging, and enjoyable for everyone. I will use on a variety of methods to promote learning, including videos, discussions, and activities. I will create and enforce a learning atmosphere that is safe, comfortable, and respectful for everyone. I will communicate my expectations clearly and hold all learners to equitable standards. I will welcome questions, comments, and suggestions, and I will adapt to individual needs whenever possible. I may modify this syllabus as needed to accommodate your learning.

Your Role as Learner

Students learn best when they are actively engaged and involved in the learning process. This is an active and interactive course in which you will often learn by discussing and/or doing. You are expected to observe the world, read, discuss, and participate. I think of our classroom as a *collaborative learning community* wherein we all teach and learn from each other. Every time you make a comment or ask a question, you teach something to the rest of us. I challenge you to abandon the traditional passive student role and to get involved with teaching and learning – I think you’ll enjoy it.

If this is one of your first college classes, please know now that college works quite differently from high school. There is less structure, time, and guidance, and more independent learning is required. **You are responsible for keeping yourself on schedule, knowing due dates, and planning ahead.** Be an active participant in your own education: frequently study concepts you don’t understand and contact me right away if any circumstances arise that interfere with your ability to participate fully in class.

COURSE REQUIREMENTS

1. Pre-Lecture *PIYL* Reading Quizzes: InQuizitive [5 pts x 10 quizzes = 50 pts]

You are responsible for completing the assigned textbook reading from *Psychology in Your Life (PIYL)* before class. To help you stay accountable, you will be required to take an online pre-lecture reading quiz **before class time at the beginning of each week** (see schedule). These quizzes use InQuizitive, an adaptive learning game in which you gain and lose points based on

correctness and how confident you are in your answer to each question. Each quiz is worth 5 points and should take around 30 minutes to complete.

You can access all quizzes through the [Canvas modules](#). Please use your UW email address to login to the site. If you happen to access the quizzes through the textbook publisher's site instead, note that your scores won't sync with Canvas until you click one of the quiz links in Canvas.

All InQuizitive quizzes have three levels: Level 1 has an equal distribution of questions from all learning objectives; Level 2 will give you questions based on how well you're doing (harder questions if you're doing well, easier questions if you're not); and Level 3 will give you personalized questions based on the learning objectives you had the most trouble with in Levels 1 and 2. You have the opportunity to earn full credit on every quiz by continuing to play until you reach the target score, or you can stop once you've answered the minimum number of questions and get partial credit.

I recommend going through the "How to Use InQuizitive" practice quiz first so you understand the scoring and confidence ratings.

2. Lecture Participation: PollEv [5 pts x 10 weeks = 50 pts]

In-class discussion and activities will be facilitated through Poll Everywhere (PollEv), a free classroom response system which collects responses sent electronically and shows them in real time. Your PollEv account has already been created using your UW email address. You will be graded on your own rate of participation each week, defined as the number of items you responded to divided by the total number of items presented. Points will be awarded according to the scale shown below. You will receive a separate participation score for each week of class, which will be updated on Canvas. The first three days of class (Week 0 in the schedule) will not count toward your participation points.

To use PollEv:

1. **Login and manage your account:** visit polleverywhere.com and type in your UW email. After entering your email, you will see a small prompt to login via Single Sign-On. Enter your usual UW NetID and password.
 - Note: you must use your UW email address to participate in polls. You cannot receive credit for participating with a personal email address. Polls will only accept responses from registered users.
2. **Participate in polls:** go to pollev.com/uwpsych on your mobile device. You can also text your responses using information provided in class; however, you will need to add your phone number to your account (on polleverywhere.com) in order for the system to track those responses and match them to your account.

Having trouble connecting to PollEv during class? [Report the issue here.](#)

Participation Rate	Weekly Points
80-100%	5
70-79%	4
60-69%	3
50-59%	2
40-49%	1
0-39%	0

3. YANSS Reading Responses [3 pts x 5 weeks = 15 pts]

Every non-exam week, we will read one or two short (really!) chapters from *You Are Not So Smart* (YANSS). Each chapter discusses some type of cognitive bias or funny fact about how our minds work, with several examples from real life. You are responsible for submitting a 2-3 paragraph response to this reading by the end of the day (11:59pm) on the Thursdays listed on the course schedule. The first paragraph should summarize the major concepts from the reading **in your own words**, without using direct quotes from the book. The second (and third) paragraphs should reflect on what you read: for example, you may apply the content to your life; you may discuss what was surprising, interesting, confusing, upsetting, etc.; you may link the readings to other relevant issues/topics in the course; you may identify larger implications of the reading; you may discuss counter-examples and evidence that does not support the ideas from the reading; and so forth. Your paper will be scored as full, half, or no credit, depending on how completely it meets these instructions. Your lowest score in this category will be dropped.

Optionally, on Friday afternoons we will have a social hour and discussion group in which we discuss the ideas from that week's YANSS reading in an informal setting. Please note that, while you are most welcome, you are not expected or required to attend this group.

Notice: *The University has a license agreement with VeriCite, an educational tool that helps prevent or identify plagiarism from Internet resources. Your instructor may use the service in this class by requiring that assignments are submitted electronically to be checked by VeriCite. The VeriCite Report will indicate the amount of original text in your work and whether all*

material that you quoted, paraphrased, summarized, or used from another source is appropriately referenced.

4. Exams [30 pts x 5 exams = 150 pts]

Five multiple-choice exams will be given in class, each with 30 questions worth 1 point. Exams are *not* cumulative but do cover every learning modality in the class (lecture, both books, videos, etc). Please bring a pencil, purple scantron sheet, and ID card to each exam. You can purchase scantrons at the UW Bookstore or in the undergrad library (OUGL). If you are unable to take an exam at the scheduled time, notify us as soon as possible before the exam. You are allowed to take any of the five regular exams up to one day early; **you may not take any exam late**. However, an optional cumulative final exam will be held during finals week which can replace the lowest score on any of the previous exams.

5. Out-of-Class Activities [5 pts x 3 activities = 15 pts]

Three activities will be held in place of our normal class time (on dates noted in the schedule below) and can be submitted on Canvas by 11:59pm on their due date. Each is worth 5 points and graded credit/no credit. No late activities are accepted.

6. Extra Credit: Research Participation [up to 0.3 grade points]

Extra credit points can be earned by participating in research approved by the Department of Psychology for that purpose. For every 2 hours of research participation your grade point will be raised by 0.1, up to a maximum of 6 hours (0.3 grade points). These extra credit points are added on top of your course total to produce your final course grade. You will receive more information in class.

- **[Psychology Research Pool](#)**: register to participate in the extra credit program, search for available experiments, and sign up to participate in them.

There is an alternate option available if you do not wish to participate in research; please contact the Subject Pool Manager at psypool@uw.edu for more details.

Please note that these opportunities tend to fill up toward the end of the quarter, so it's in your best interest to participate early. (Better to have the credit and not need it than to need it and not have it.)

I do not give additional individual extra credit opportunities to make up for poor performance.

GRADES

It is your responsibility to *earn* the grade you want, starting on the first day of the quarter. Some of these categories are much easier to get points in, and every point counts

equally. Doing the reading quizzes and participating in class from the very beginning are great ways to get some of these "easy" points.

Grading Category	Points
1. PIYL Quizzes	50
2. PollEv Participation	50
3. YANSS Responses	15
4. Exams	150
5. Out-of-Class Activities	15
Total Points	280

Any extra credit earned will be added on to your final total.

The UW uses a [numerical grading system](#). The following scale will be used to assign final grade points in the course, with corresponding letter grade equivalents for your reference. Please be aware that 0.7 is the lowest passing grade used at the UW. Any grade below that is a 0.0.

Percentage (%)	Grade Points	Letter Grade Equivalent		Percentage (%)	Grade Points	Letter Grade Equivalent
94-100	4.0	A		76	2.2	C+
93	3.9	A		75	2.1	C
92	3.8	A-		74	2.0	C
91	3.7	A-		73	1.9	C
90	3.6	A-		72	1.8	C-

89	3.5	A-		71	1.7	C-
88	3.4	B+		70	1.6	C-
87	3.3	B+		69	1.5	C-
86	3.2	B+		68	1.4	D+
85	3.1	B		67	1.3	D+
84	3.0	B		66	1.2	D+
83	2.9	B		65	1.1	D
82	2.8	B-		64	1.0	D
81	2.7	B-		63	0.9	D
80	2.6	B-		62	0.8	D-
79	2.5	B-		60-61	0.7	D-
78	2.4	C+		0-59	0.0	F
77	2.3	C+				

Incompletes

Only students with special circumstances beyond their control who have obtained permission from Dr. Kirkland are eligible for a grade of Incomplete. Incompletes will not be given out at the end of the quarter to escape a poor grade.

SCHEDULE OF TOPICS + DUE DATES

Due dates for assignments and exams are listed below. Required reading includes chapters in *Psychology in Your Life (PIYL)* and *You Are Not So Smart (YANSS)*. InQuizitive quizzes cover *PIYL* and response papers cover *YANSS*. Readings from *YANSS* will also be discussed during our optional social hour every Friday afternoon.

INTRODUCTION						
Week	Day	Date	Topic	InQuizitive from <i>PIYL</i>: due at 10:30am	Reading from <i>PIYL</i>	Reading response from <i>YANSS</i>: due at 11:59pm
0	Wed	9/27	Welcome		Syllabus, course website, textbook pages xviii-xix	
	Thu	9/28	Introducing Psychology and extra credit info (<i>Brianna Yamasaki</i>)	PIYL Quiz 1: Chapter 1	Chapter 1	YANSS Response 1: Ch 1 <ul style="list-style-type: none"> Ch 1: Priming, p. 1-13
	Fri	9/29	Introducing Psychology		Chapter 1	

PART I: BIOLOGICAL PSYCHOLOGY						
Week	Day	Date	Topic	InQuizitive from <i>PIYL</i>: due at 10:30am	Reading from <i>PIYL</i>	Reading response from <i>YANSS</i>: due at 11:59pm
1	Mon	10/2	The Nervous System	PIYL Quiz 2: Chapter 2	Chapter 2	

	Tue	10/3	Neurons		Chapter 2	
	Wed	10/4	The Brain: Subcortical Structures		Chapter 2	
	Thu	10/5	The Brain: Cerebral Cortex		Chapter 2	YANSS Response 2 <ul style="list-style-type: none"> • Ch 3: Confirmation Bias, p. 27-31 • Ch 40: Attention, p. 220-226
	Fri	10/6	Strange Brains		Chapter 2	
2	Mon	10/9	Consciousness and Unconsciousness	PIYL Quiz 3: Chapter 3	Chapter 3	
	Tue	10/10	Sleep and Dreams		Chapter 3	
	Wed	10/11	Altered States of Consciousness		Chapter 3	
	Thu	10/12	Drugs and Consciousness		Chapter 3	
	Fri	10/13	Exam 1: Introduction and Biological Psychology			

PART II: DEVELOPMENTAL PSYCHOLOGY

Week	Day	Date	Topic	InQuizitive from PIYL: due at 10:30am	Reading from PIYL	Reading response from YANSS: due at 11:59pm
3	Mon	10/16	Physical Development: Prenatal, Infancy, & Childhood	PIYL Quiz 4: Chapters 4, 10.2	Chapter 4	
	Tue	10/17	Social and Cognitive Development in Childhood		Chapter 4	
	Wed	10/18	Gender Identity in Children <i>Guest lecture: Dr. Selin Gulgoz</i>		Chapter 10.2	
	Thu	10/19	Adolescence & Early Adulthood		Chapter 4	YANSS Response 3 <ul style="list-style-type: none"> Ch 2: Confabulation, p. 14-26
	Fri	10/20	Adulthood & Aging		Chapter 4	
4	Mon	10/23	Types of Learning and Classical Conditioning	PIYL Quiz 5: Chapter 6	Chapter 6	
	Tue	10/24	Classical and Operant Conditioning		Chapter 6	

	Wed	10/25	Operant Conditioning		Chapter 6	
	Thu	10/26	Observational Learning		Chapter 6	
	Fri	10/27	Exam 2: Developmental Psychology			

PART III: COGNITIVE PSYCHOLOGY

Week	Day	Date	Topic	InQuizitive from <i>PIYL</i> : due at 10:30am	Reading from <i>PIYL</i>	Reading response from <i>YANSS</i> : due at 11:59pm
5	Mon	10/30	Memory	PIYL Quiz 6: Chapters 7 & 8	Chapter 7	
	Tue	10/31	Memory		Chapter7	
	Wed	11/1	Memory		Chapter 7	
	Thu	11/2	Mental Representation & Decision-Making		Chapter 8	YANSS Response 4 <ul style="list-style-type: none"> • Ch 32: The Misinformation Effect, p. 175-182 • **Ch 11: The Dunning-Kruger Effect, p. 78-81 • **Ch 39: The Anchoring

						Effect, p. 214-219 **choose 1 of these
	Fri	11/3	<i>NO CLASS</i> <i>Out of Class Activity 1: ZAPS Lab: "Measuring Intelligence"</i>			
6	Mon	11/6	Intelligence	PIYL Quiz 7: Chapter 5	Chapter 8	
	Tue	11/7	Sensation and Perception		Chapter 5	
	Wed	11/8	Sensation and Perception		Chapter 5	
	Thu	11/9	Exam 3: Cognitive Psychology			
	Fri	11/10	NO CLASS: Veterans Day			

PART IV: SOCIAL & PERSONALITY PSYCHOLOGY

Week	Day	Date	Topic	InQuizitive from <i>PIYL</i> : due at 10:30am	Reading from <i>PIYL</i>	Reading response from <i>YANSS</i> : due at 11:59pm
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7	Mon	11/13	Motivation	PIYL Quiz 8: Chapters 9, 10.4, 12	Chapters 9.1, 9.2, 10.4	
	Tue	11/14	Emotion		Chapters 9.3, 9.4	
	Wed	11/15	Social Cognition		Chapter 12	
	Thu	11/16	Social Influence		Chapter 12	YANSS Response 5 <ul style="list-style-type: none"> • Ch 8: Introspection, p. 64-68 • Ch 28: Self-Serving Bias, p. 157-161
	Fri	11/17	Social Relations		Chapter 12	
8	Mon	11/20	Knowing Ourselves	PIYL Quiz 9: Chapter 13	Chapter 13	
	Tue	11/21	Theories of Personality		Chapter 13	
	Wed	11/22	<p><i>NO CLASS</i></p> <p><i>Out of Class Activity 2: ZAPS Labs: "Big Five" and "Narcissism"</i></p>			
	Thu	11/23	NO CLASS: Thanksgiving			

	Fri	11/24	NO CLASS: Thanksgiving			
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PART V: MENTAL & PHYSICAL HEALTH

Week	Day	Date	Topic	InQuizitive from <i>PIYL</i> : due at 10:30am	Reading from <i>PIYL</i>	Reading response from <i>YANSS</i> : due at 11:59pm
9	Mon	11/27	Exam 4: Social & Personality Psychology			
	Tue	11/28	Introduction to Psychological Disorders	PIYL Quiz 10: Chapter 14	Chapter 14	
	Wed	11/29	Psychological Disorders of Emotion		Chapter 14	
	Thu	11/30	Psychological Disorders of Thought		Chapter 14	YANSS Response 6 <ul style="list-style-type: none"> • Ch 7: Normalcy Bias, p. 53-63 • Ch 37: Learned Helplessness, p. 205-209
	Fri	12/1	Psychological Disorders of Self and Disorders in Children		Chapter 14	

10	Mon	12/4	Psychological Treatments	PIYL Quiz 11: Chapters 11, 15.1	Chapter 15.1	
	Tue	12/5	Stress and Coping		Chapter 11	
	Wed	12/6	Positive Psychology		Chapter 11	
	Thu	12/7	<i>NO CLASS</i> <i>Out of Class Activity 3: Mental Health Day</i>			
	Fri	12/8	Exam 5: Mental & Physical Health			

FINAL EXAM						
Week	Day	Date	Topic			
11	Mon	12/11	Final Exam (9-10am) optional; replaces lowest exam grade			

COURSE POLICIES

Canvas: The Course Website (<http://canvas.uw.edu>)

Canvas will be used for downloading materials, viewing lecture recordings, participating in discussion, submitting assignments, and so forth. Plan to check it regularly. Our course home page can be accessed on the main dashboard or from the *Courses* menu on the left menu.

Email Communication

- **General course policy questions:** please post on the general discussion board.
- **Questions about the content covered each week:** please post on the weekly discussion board.
- **To discuss ideas or plan study sessions with your classmates:** please post on The Coffee Shop, an ongoing, student-led discussion board.
- **For brief questions about your individual situation:** please contact both Dr. Kirkland and Margarita Zeitlin (*NetID@uw.edu*, above).
- **If you have a question or topic you'd like to discuss in greater depth:** plan to visit office hours. You can attend office hours for the professor or any of the TAs.

Please use standard professional guidelines for all written communication, including using a formal greeting, writing in complete sentences, and signing your name. Please include PSYCH 101 in your subject heading along with a specific phrase related to your question or comment. Here is a general template that will go over well with any instructor (full details at <http://bit.ly/2cef1XU>):

To: tabithak@uw.edu; mzeitlin@uw.edu

Subject: PSYCH 101: question about Chapter 3

Dear Dr. Kirkland and Margarita,

This is a polite line that recognizes our common humanity (e.g., I hope you are enjoying the weather / had a great weekend / etc.).

I'm in your Class Name, Section Number that meets on This Day. (Any other identifying details you include will be helpful in helping me figure out who you are.) This is the question I have or the help I need. I've looked in the syllabus and at my notes from class and online and I asked someone else from the class, and I think This Is The Answer, but I'm still not sure. (This shows you did your homework before contacting us, which gains you instant respect.) This is the action I would like you to take.

Thank you,
Favorite Student

Guidelines for Discussion

- When the class is engaged in lecture and whole-class discussion, please raise your hand to ask questions or otherwise contribute. Side comments and conversations are distracting. If you feel tempted to whisper comments to a classmate, either participate in the whole-class discussion instead or write your comments to share privately.
- If you contribute frequently, I may call on other people instead to get a variety of perspectives.

- In an academic setting, everyone has the right to express different views in a respectful atmosphere. Please be considerate of your classmates.

Technology in the Classroom

- Mobile phones should be *silenced* and put away before class. Unless we are actively engaged in a participation activity, **do not use your phone during class**. Limit the temptation to check your phone by keeping it in your bag.
- For your own sake, I strongly suggest that you *do not* use your laptop during class. Scientific research has shown that **typing notes in class causes worse learning of the material compared to writing** – and not just because of their potential for distraction. If you must use your laptop to take notes, please sit in the last two rows.
- Our lectures are live-streamed by Panopto Recordings and posted on Canvas. Feel free to use these as a resource.
- If you are learning English, you are welcome to use an electronic dictionary during class. Please note that you may only use a paper dictionary during exams and that you must sit in the first two rows to do so.

Punctuality

- Please be on time for class. Arriving late or leaving early breaks the flow of the class and can be a cause for distraction. If you *must* occasionally arrive late or leave early, please take a seat near the door.
- Please wait until class ends to pack your things. I will always end class on time. Packing early invariably causes a “domino effect,” which is distracting to everyone and may result in your missing important information.

Attendance

- If you miss any class session, consult the schedule to see what topics were covered. You are responsible for obtaining notes and information on any in-class announcements from peers. Do not contact us to ask what you missed. If you have questions concerning the missed class that you are unable to answer yourself after reviewing a classmate’s notes, please see one of us during office hours for clarification.

RESOURCES FOR SUCCESS

Follow These Study Tips

- Research shows that when we do more than one thing at a time, we're not actually doing them simultaneously. Instead, we're shifting our attention from one thing to another. During that shift, we lose focus, and it takes effort to refocus on the new task. In fact, some research shows that the more often we "multitask," the more distracted we are by irrelevant information, and the worse we are at concentrating. **Limit the temptation to multitask** in class and when studying by putting away any distracting materials.
- **Study in frequent, short, focused sessions** (e.g., 15 minutes), with periodic breaks. Research shows that we learn best by absorbing information over time. This will also give you more opportunities to review difficult concepts. "Cramming," or attempting to study a lot of material in a single session, results in very weak learning and retention of the material. This strategy is a poor use of your valuable time.
- **Test yourself** when studying: use the self-quizzes in Appendix B of your textbook, use the resources on the textbook publisher's website (<https://digital.wwnorton.com/psychlife2>), and/or use flashcards to quiz yourself on terms and their examples (check out quizlet.com).
- **Talk to people** about what you learn in class, and think about examples of the class material from your own life. Research shows that we learn best when we connect new ideas to the things we already know.

Find Study Buddies

I strongly encourage you to form a study group with 2-3 of your classmates. Successful study groups meet about once per week to review the material together, quiz each other, and help each other avoid procrastination. Plus, studying with other people is way more fun than studying by yourself, and can help you find more community in a big class.

Attend Office Hours

These hours (listed at the top of the syllabus) are a specific time your instructor and TAs set aside specifically to talk with students. We are *always* available during office hours – no appointment needed. Just stop by! Come to office hours with questions, comments, or topics for debate. We are also happy to talk about other [psychology](#)-related topics, such as getting involved in research or applying to graduate school. Please correspond with us via email to set another time if those times don't fit your schedule.

Attend [CLUE Sessions](#)

CLUE study sessions are led by the peer tutors every Thursday, beginning October 5. During alternate weeks, CLUE will be conducted as either an activity session or an exam review session. During CLUE, you can expect a quick refresher lesson on one or more topics, activities designed to reinforce one or more of the topics, and an open forum for questions. Please plan to study ahead of time and bring your questions.

Get Extra Help Studying

There are many resources on campus to help you improve your study skills, time management, reading speed, and content knowledge. For example, check out the Instructional Center for

drop-in tutoring and workshops for several courses in psychology. More info: <https://www.washington.edu/uaa/advising/finding-help/study-centers-and-tutoring/>.

Stay Healthy

The UW offers a wide [array of services](#) for staying physically and mentally healthy, from rec sports to meditation to counseling, crisis intervention, and support groups. Some specific resources include:

- [Student Health & Wellness](#): UW department dedicated to supporting students through challenges that might otherwise compromise education.
- [D Center](#): The D Center strives to create an inclusive, accessible space affirming of all bodies, minds and identities by fostering a culture of social justice and pride.
- [Q Center](#): UW's gender and sexuality support & celebration center.
- UW counseling center: 401 Schmitz Hall, 206-543-1240
- Hall Health mental health center: 206-543-5030 (appointments); 206-583-1551 (emergencies)
- Crisis lines (for immediate help):
 - UW Medical Center ER: 206-598-4000
 - King County Crisis Line: 206-461-3222

Access and Accommodations

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but are not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924, uwdrs@uw.edu, or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.