

SYLLABUS

PSYCH 532 *** SPRING 2016

What will I learn in this course?

Google the question, “How is the Internet changing the way we think?,” and you will find no shortage of opinions - or fears. In this course, you will examine empirical evidence for whether the Internet is changing the way we learn, communicate, socialize, attend, develop, and age.

THIS COURSE IS COMPLETELY ONLINE.

You must have access to high-speed Internet every day of the semester.

Psychological Effects of the Internet

How will I learn?

You will read and synthesize original research literature, which will be augmented with readings and videos from the popular press (Wired magazine, Edge, TED talks).

Your course grade will be based on the quality and timeliness of your completing five Assignments per week, including interactive discussions (conducted

asynchronously, through the Learn@UW discussion board, and conducted synchronously, through text-based chat).

You will be expected to engage with the course, by logging into Learn@UW, multiple times per week. At the end of the course, you will also produce a Term Project, demonstrating your mastery of the course.



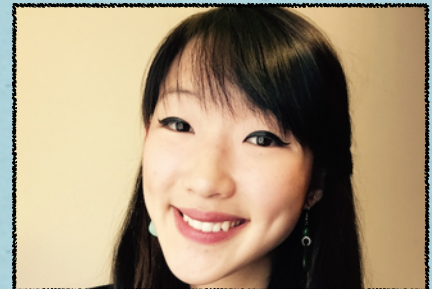
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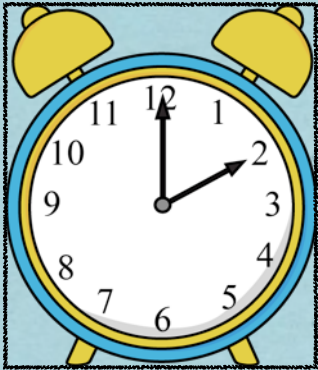
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HOW MUCH TIME DO I NEED TO SPEND ON THIS COURSE?

PSYCH 532, "Psychological Effects of the Internet," is a 4-credit, semester-long course.

Therefore, you're expected to spend **a total of 180 hours on the course** (15 weeks x 4 credits x 3 hours of work per credit).

You should plan to spend **10 hours of work each week on Assignments** and another **30 hours of work across the semester on your Term Project.**

IMPORTANT NOTE!

This is a completely online course. You are required to have daily access to high-speed Internet. Not having access to the Internet (because you forgot to pay your cable bill or you are traveling or your roommate is hogging all the bandwidth playing video games) will **NOT** be a valid excuse for not completing your work.

WHAT BOOKS DO I NEED TO BUY?

None!

(zero)

All course materials, including the Assignments and the instructions for the Term Project, will be available on Learn@UW.

WHAT EXAMS DO I HAVE TO TAKE?

None!

(zero)

There will be no quizzes, no tests, and no final exam. Instead, your grade will be based on Assignments and a Term Project.

How can I do well in this course?

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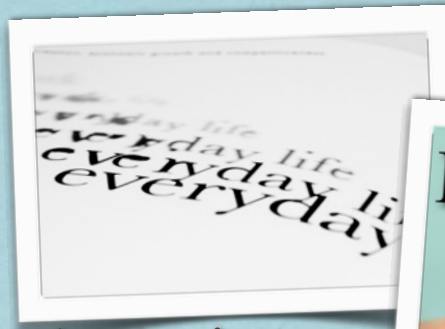
The best way to learn any new skill – be it playing acoustic guitar or speaking Portuguese – is to practice every day.

Similarly, the best way to do well in this course is to engage with the course every day. Login to Learn@UW every day.

If you've taken other online courses, you might be surprised by how this course works.

In other online courses, you might have been able to hang back and then cram in a lot of work at the end of the term. A hang-back strategy will **not**

THE KEY POINT



* login to
Learn@UW
every day!



work in this course.

In this course, you must keep up. You will have two weeks to complete each Assignment. You will also have one week of 'late time' after each Assignment is due to complete the Assignment late. But after two weeks of regular completion time and one

week of 'late time,' you'll no longer be able to complete the Assignment. It will be gone, forever.

So, to do well in this course, you must keep up, and you should work ahead to avoid unexpected delays, because after each Assignment is gone, it's gone – just like in real life.

HOW WILL I EARN A GRADE IN THIS CLASS?

On each Assignment, you can earn the following points:

2 points: If you complete the assignment before its due date and compose a well-organized assignment that's at least 200 words long and fulfills all the assignment's requirements.

1 point: If you complete the assignment after its due date OR if you complete the assignment before its due date but you don't compose a well-organized

assignment that's at least 200 words long and fulfills all the assignment's requirements.

0 points: If you don't complete the assignment one week after its due date.

Points earned on Assignments will be added to points earned on the Term Project. Your final course grade will be the total points you earn as a percentage of the total points possible, using the grading scale to the right.

A	94-100%
AB	89-93.99%
B	84-88.99%
BC	79-83.99%
C	70-78.99%
D	60-69.99%
F	Less than 60%

What are the important dates to know?

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Unit 1: January 19 to January 24 * Getting Started on the Internet *
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Unit 2: January 25 to January 31 * Learning via the Internet *
January 27: Last day to drop this course or withdraw from all
courses without getting a grade of DR or W on your transcript
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Unit 3: February 1 to February 7 * Educating via the Internet *
February 7: Last day to request instructional accommodations
(for existing disabilities)
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Unit 4: February 8 to February 14 * Communicating via the Internet *
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Unit 5: February 15 to February 21 * Broadcasting via the Internet *
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Unit 6: February 22 to February 28 * Socializing on the Internet *
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Unit 7: February 29 to March 6 * Emotion and the Internet *
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Unit 8: March 7 to March 13 * Motivation and the Internet *
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Unit 9: March 14 to March 20 * Perception & Attention to the Internet *
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March 18: Last day to drop this course

March 21 to March 27: Spring Break
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Unit 10: March 28 to April 3 * Decision Making on the Internet *
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Unit 11: April 4 to April 10 * Development & Aging with the Internet *
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Unit 12: April 11 to April 17 * Personality on the Internet *
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Unit 13: April 18 to April 24 * Clinical Psychology on the Internet *
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Unit 14: April 25 to May 1 * Conducting Research on the Internet *
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Unit 15: May 2 to May 8 * Looking Forward on the Internet *
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May 6: Last day to turn in Term Project
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HOW DO I RECEIVE REASONABLE INSTRUCTIONAL ACCOMMODATIONS FOR DISABILITIES?

UW-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility.

Students are expected to inform the instructor of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. The instructor will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations, as part of a student's educational record is confidential and protected under FERPA.

WHERE DO I TAKE FORMAL COMPLAINTS ABOUT A TEACHING ASSISTANT OR COURSE INSTRUCTOR?

Occasionally, a student may have a complaint about a Teaching Assistant or Course Instructor. If that happens, you should feel free to discuss the matter directly with your Teaching Assistant or your Course Instructor.

If your complaint is about the Teaching Assistant, and you do not feel comfortable discussing it directly with them, you can discuss it with the Course Instructor. If you don't want to approach the Course Instructor, you can discuss the matter with the Associate Chair for Undergraduate Studies, Professor Karl Rosengren, KRosengren@wisc.edu.

If your complaint has to do with sexual harassment, you may take your complaint to Dr. Linnea Burk, Clinical Assistant Professor and Director, Psychology Research and Training Clinic, Room 315 Psychology (608-262-9079; Burk@wisc.edu).

If you believe the Teaching Assistant or Course Instructor has discriminated against you because of your religion, race, gender, sexual orientation, disability, or ethnic background, you may take your complaint to the UW-Madison Office of Equity and Diversity, room 179-A Bascom Hall, or go to <http://www.oed.wisc.edu/>.

FROM YOUR PROFESSOR

I am genuinely interested in each student succeeding in this course. If you encounter any barriers to your success, please let me know. I'm always available by email at MAGernsb@wisc.edu.



WHAT'S THE BEST WAY TO RESPOND TO ANOTHER STUDENT'S DISCUSSION BOARD POST?

*YOUR RESPONSES TO OTHER STUDENTS' DISCUSSION POSTS SHOULD ALWAYS CONTAIN AT LEAST **TWO (OR MORE)** OF THE FOLLOWING:*

★ A COMPLIMENT

I like how ...
I like that ...

★ A COMMENT

I agree that ... because ...
I disagree that ... because ...

★ A CONNECTION

I have also read that ...
I have also seen that ...
I have also heard that ...
I have also thought that ...

★ A QUESTION

I wonder why ...
I wonder how ...
I wonder who ...
I wonder what ...
I wonder when ...
I wonder where ...

WHAT ARE THE ETHICS OF BEING A STUDENT IN THE DEPARTMENT OF PSYCHOLOGY?

THE FACULTY OF THE DEPARTMENT OF PSYCHOLOGY AT UW-MADISON EXPECT THEIR STUDENTS TO UPHOLD THE HIGHEST STANDARDS OF ETHICAL CONDUCT. BY REGISTERING FOR THIS COURSE, YOU ARE IMPLICITLY AGREEING TO CONDUCT YOURSELF WITH THE UTMOST INTEGRITY THROUGHOUT THE SEMESTER.

In the Department of Psychology, acts of academic misconduct are taken very seriously. Such acts diminish the educational experience for all involved – students who commit the acts, classmates who would never consider engaging in such behaviors, and instructors.

Academic misconduct includes, but is not limited to, cheating on assignments, sabotaging the work of classmates, plagiarizing the work of classmates or published sources, and assisting fellow students in acts of misconduct. For detailed information on how to avoid plagiarism, see <http://writing.wisc.edu/Handbook/QuotingSources.html>.

Students who have knowledge that classmates have engaged in academic misconduct should report this to the instructor.

HOW CAN I TAKE ADVANTAGE OF THE FLEXIBILITY ACCOMMODATION THAT IS BUILT INTO THIS COURSE?

THIS COURSE IS BASED ON THE PRINCIPLE OF UNIVERSAL DESIGN, WHICH PRESCRIBES THAT INSTRUCTIONAL ACCOMMODATIONS SHOULD BE BUILT INTO THE ENVIRONMENT AND AVAILABLE TO ALL STUDENTS (JUST LIKE ELEVATORS AND CURB CUTS) RATHER THAN NEEDING TO BE REQUESTED EX POST FACTO OR AVAILABLE TO ONLY SOME STUDENTS.

Therefore, in this course, all lecture videos are accompanied by written transcripts; all PDFs are screen-readable (and voiceable with text-to-speech software, as well as searchable and highlightable). There are no timed tests, in-person lectures or labs, and no in-person attendance requirements.

The course offers numerous grading opportunities, rather than only two or three across the entire semester, and the course is highly structured with explicit due dates. All of these accommodations are built into this course to facilitate all students' success.

Most importantly, the course has a built in flexibility accommodation available to all students. All students have the opportunity to work ahead; to turn work in late (with a small penalty); and to miss occasional assignments and still earn a good final grade.

Flexibility is built into this course to aid all students, including students with disabilities and chronic health conditions, students with religious conflicts, students with care-giving responsibilities and unpredictable work schedules, student athletes -- everyone.

To take advantage of the flexibility accommodation, you must do three things.

First, take advantage of the opportunity to work ahead. The entire course is available two weeks before the start of the term; each Discussion Board opens two weeks before it is due. Take advantage of the opportunity to work ahead and complete as many assignments in advance as you can. If, for example, you are a student with a chronic health condition, the work you do in advance when you are feeling well will be like money in the bank for the times later in the term when you might not be feeling well.

Second, take advantage of the opportunity to turn in work up to one week late, with a small penalty. Experiment with the Final Grade Estimator, and you will see that all students can turn in as many as 10 Assignments late and still earn a final grade of A. **It is unnecessary to ask for an extension on any Assignment because all students have a one-week extension on every Assignment, including the Term Project.**

Third, take advantage of the opportunity to miss an Assignment if needed. Again, experiment with the Final Grade Estimator, and you will see that all students can miss as many as 5 Assignments and still earn an A in the course.

Flexibility is built into this course because we know how important it is for everyone to have a built-in flexibility accommodation. Take advantage of it.

What can I expect from Professor Gernsbacher?



Professor Gernsbacher and her Teaching Assistants abide by the “Seven Principles of Good Practice in Undergraduate Education.”

1. She will educate using the methods of active learning.
2. She will emphasize your spending time on task.
3. She will provide rapid feedback to you.
4. She will encourage you to cooperate and reciprocate with other students.
5. She will communicate high expectations.
6. She will respond to your email within 24 hours.
7. She will respect your diverse talents.

WHO DO I CONTACT WHEN I HAVE A QUESTION?

If you're in The Apps, The Bookmarks, The Browsers, The Double-Clicks, The Emojis, The Hashtags, or The Homepages Section, contact **Rachel Hamilton**, Rachel.Hamilton@wisc.edu

If you're in The HTMLs, The Laptops, The Links, The Passwords, The Tablets, The URLs, or The WiFis Section, contact **Pamela Gu**, Pamela.Gu@wisc.edu

Or contact Professor Gernsbacher, MAGernsb@wisc.edu