

# Psychology of You!



*What happens to my brain if I drink or do drugs? How can I best handle stress? What is the most effective way to study? Will I be lonely?*

In this class, we will use psychology and neuroscience to help you better understand the new social, academic, and developmental stage of life you now find yourself in. We'll consider questions like these and develop new questions to explore that are most relatable to YOU!

## Course Goals

Ask more meaningful questions

Find credible sources

Learn how to read scientific journals

Evaluate sources of knowledge

Feel more confident as a scholar

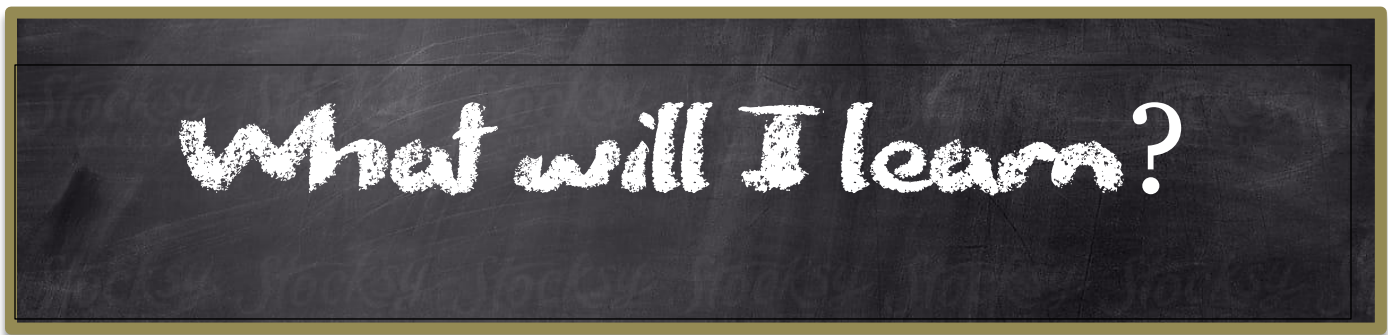
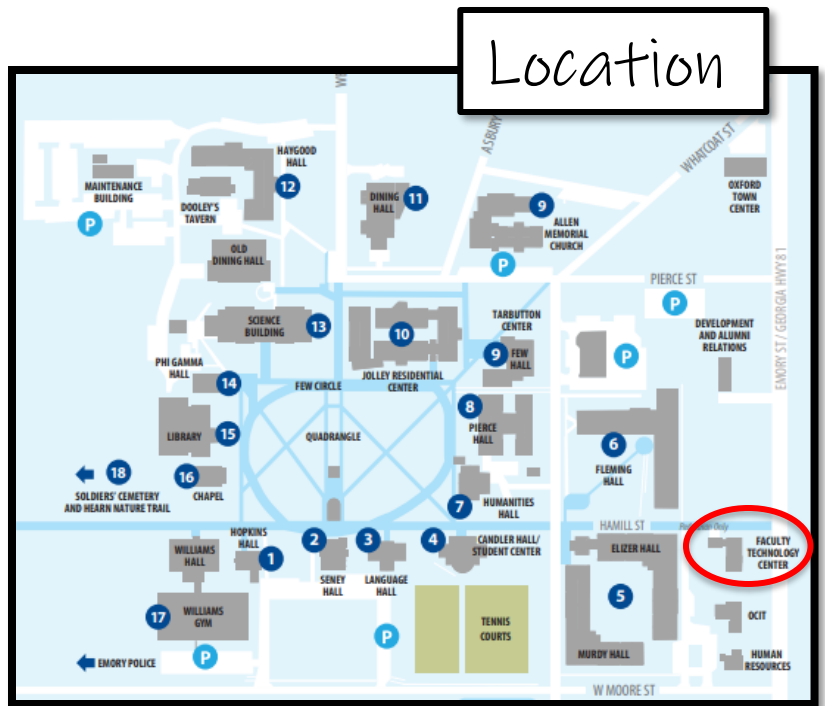
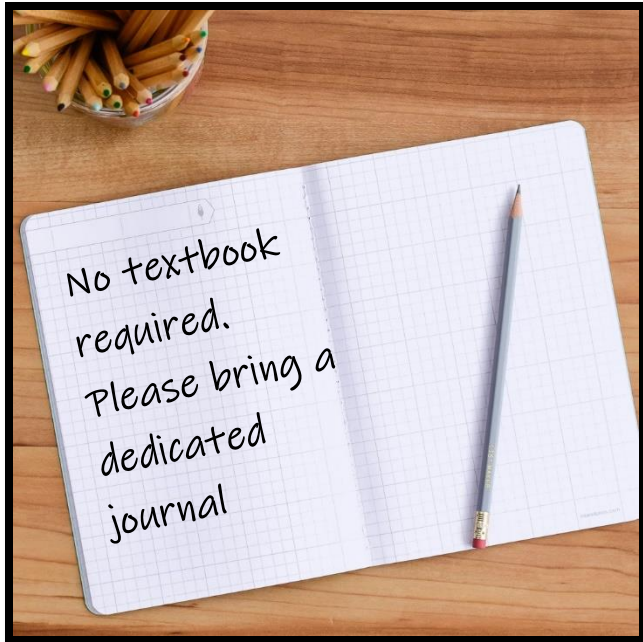
hello!

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Mom • Wife • Teacher • Psychopharmacologist • Dog/Cat owner • Comic book reader • Tequila enthusiast • Feminist • Intersectionalist • American • Pennsylvanian • Atlantean • AA/BA/MA/PhD

Caring • Silly • Awkward • Stubborn • Anxious





**Students will come to understand:**

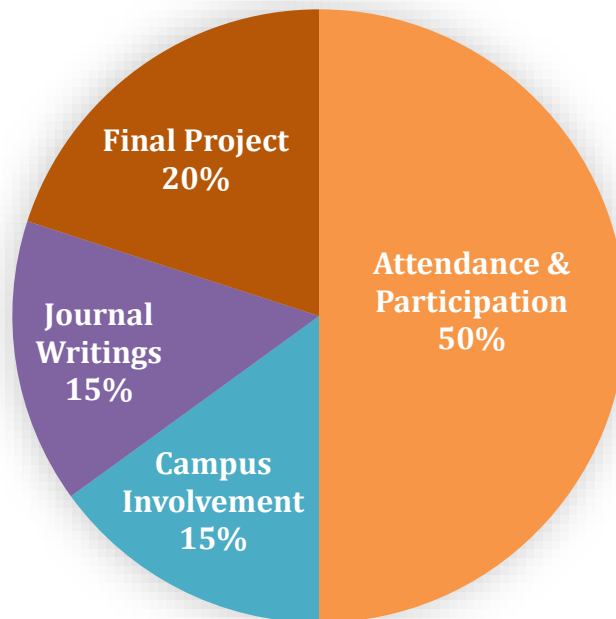
- That college will challenge them in ways they might not be prepared for
- Where to get help when needed
- That they're not alone in their experiences
- That they belong at Emory



**And along the way, students will learn content specific information such as:**

- Basic brain science
  - Lobes & neural communication, brain myths
- Drugs and Alcohol
  - Impact on brain & body
  - Safe practices, harm reduction
- How to care for your brain
  - Sleep, nutrition, exercise
  - Strategies for a healthy mental and emotional outlook
- How to study effectively
  - Exposure & practice with science based recommendations

How will you evaluate  
my learning?



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**Bonus!**

*Grocery store Field Trip! (not required)*

*Off campus event or meal! (not required)*

## **Appendix 1: More details on assignments, workload, and grading policies.**

### **1. Attendance & Participation:**

#### **a. Attendance**

- i. Class attendance is mandatory and will be taken at each class session. We have 27 meeting days this semester, three of which will take place outside the classroom.
- ii. **GRADING:**
  1. For regular classroom days: you are allowed to miss 3 class sessions with no penalty, no questions asked. You do not need to inform me ahead of time.
  2. For our out of class days: Your attendance is expected. Absences must be accompanied by a doctors note or other such documentation.

#### **b. Participation:**

- i. The seminar class is designed to be experiential, and learning will occur through in-class activities and discussions. Students are expected to fully participate in all class discussions and activities. All assigned reading material will need to be completed before each class meeting.
- ii. **GRADING:** Participation comes in many forms. It does not mean you must speak in front of class or offer your personal or intimate experiences or opinions. It may be completing in-class assignments, talking with a neighbor, asking questions in class/online/email/in office hours, completing homework, doing class activities, staying off your phone, etc. Participation will be marked simply as “none/some/much” and each opportunity for participation will be collected.

#### **c. Milestone Project Digication Session (September 19, in Library 230)**

- i. All students will take part in a lesson on Digication. This will take part during class and is mandatory.
- ii. **GRADING:** Attendance & Participation in class during the session, including making some substantial changes to your portfolio (color, uploads, pictures, design). A short paragraph about the experience in your journal.
- iii. **BONUS:** Class votes on best Portfolio template/draft and top three winners will be awarded \_\_\_ extra Fun Points

#### **d. Advising (October 22 & 24, in Peirce Hall 216)**

- i. All students will meet with me, their advisor, during pre-registration. In advance of the meeting, students will have
  1. made class choices and will provide a rationale for their choice of schedule,
  2. identified 3 potential majors and will provide a rationale for selecting those majors
  3. explored the requirements for the majors/minors
  4. identified knowledge, skills, and abilities needed to succeed in a career in your chosen field. (Only one field necessary for this part)
- ii. **GRADING:** Completeness, neatness, and timeliness. This is to be written in your journal, but will be assessed separately.
- iii. **BONUS:** Any student who finds a potential summer internship or research opportunity will be awarded \_\_\_ extra Fun Points. NOTE: most summer opportunities will not be available so early. However, last year's program should still have a

website or information available. Since so many are offered yearly, information about a 2019 summer program will be accepted.

### e. Library Scavenger Hunt

- i. All students will take part in a library lesson, hosted by the librarians (**time & date TBD**). After this lesson, you will be divided into teams and sent on a scavenger hunt to locate items in the library and online. Each new item will offer a clue to the next item.
- ii. **GRADING**: Attendance at the library session, completion of the hunt by the due date, a short paragraph about the experience in your journal, and a short in-class quiz about the library/credible sources.
- iii. **BONUS**: Whichever team completes the hunt first, will be awarded \_\_\_ extra Fun Points

### f. Trip to the Organic Farm (time, date TBD, at Oxford's Organic Farm)

- i. All students will take a trip to the Organic Farm. (NOTE: if there is a scheduling problem or an accessibility concern, an alternate assignment will be made available. Please let me know as soon as possible).
- ii. **GRADING**: Attendance & Participation during the session; a short paragraph about the experience in your journal.

## 2. Campus Involvement

- a. All students will select \_\_\_ number of things from our Campus Involvement List to attend. You must collect at least \_\_\_ Fun Points.
- b. **GRADING**: Completeness, timeliness, and a short paragraph about the experience in your journal.
- c. **BONUS**: Whoever collects the most number of Fun Points gets their vote counted \_\_\_X when deciding on our class event/meal.

## 3. Journal Writings

- a. Throughout the semester, you will be asked to write informal, low stakes, paragraphs. While some of these are meant to be reflective, some will be just to get you writing every day. The goal of the journal is for active personal reflection over structured topics examining areas of challenge for first year students. This active reflection will enable students to bring connection to in classroom and out of classroom experiences with the opportunity to develop a higher understanding of personal values and growth.
- b. **GRADING**: Content, neatness, and timeliness

## 4. Final Project

- a. Students will choose a short oral report, a reflective essay, or a project designed to share knowledge outside of the classroom. The topic must fit into one of the 6 Campus Life messages found in the image below. More details regarding rubrics and grading will come later.



## **INCLUSIVE LEARNING ENVIRONMENT STATEMENT**

The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. I am dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, I encourage students to speak directly with me about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System

<http://campuslife.emory.edu/about/initiatives/programs/bias.html>

### **Technology policies:**

The use of laptops, tablets, etc. during class for purposes other than taking notes (e.g., gaming) can be distracting to other students. Please use these with consideration for others. Phones are to be turned to silent and stored away during class.

### **Honor Council:**

The Honor Code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.

### **Disability Statement:**

Emory University is committed under the Americans with Disabilities Act and its Amendments and Section 504 of the Rehabilitation Act to providing appropriate accommodations to individuals with documented disabilities. If you have a disability-related need for reasonable academic adjustments in this course, provide the instructor(s) with an accommodation notification letter from Access, Disabilities Services and Resources office. Students are expected to give two weeks notice of the need for accommodations. If you need immediate accommodations or physical access, please arrange to meet with instructor(s) as soon as your accommodations have been finalized.

**Office of Accessibility Services:**

Office of Accessibility Services works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, you must contact OAS. It is the responsibility of the student to register with OAS. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed. Students registered with OAS who have a letter outlining their academic accommodations, are strongly encouraged to coordinate a meeting time with your professor that will be best for both to discuss a protocol to implement the accommodations as needed throughout the semester. This meeting should occur as early in the semester as possible. Students must renew their accommodation letter every semester they attend classes. Contact the Office of Accessibility Services for more information at (404) 727-9877 or [accessibility@emory.edu](mailto:accessibility@emory.edu). Additional information is available at the OAS website at <http://equityandinclusion.emory.edu/access/students/index.html>.

**Writing Center:**

Consultants in the Oxford Writing Center are available to support Oxford College students as they work on any type of writing assignment, at any stage of the composing process. Consultants can assist with a range of projects, from traditional papers and presentations to websites and other multimedia projects. Writing Center Consultants take a similar approach as they work with students on concerns including idea development, structure, use of sources, grammar, and word choice. They do not proofread for students. Instead, they discuss strategies and resources students can use as they write, revise, and edit their own work. Students of all levels and abilities, including both native and non-native speakers of English, are welcome in the Writing Center. Learn more, view hours, and make appointments by visiting the website of the Writing Center. Please review the Writing Center's policies before your visit.

**Mental and behavioral health:**

Counseling and Career Services' (CCS) professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. Call 770-784-8394 to make an appointment or [log in](#) for details on scheduling and other resources. Please note that appointments can't be scheduled by email.

***Disclaimer:***

The instructor reserves the right to make modifications to this information throughout the semester.