

PSYCHOLOGICAL EFFECTS OF THE INTERNET

SYLLABUS * * * PSYCH 532 * * * SPRING 2020

Why should I take this course?

Google the question, “How is the Internet changing us?,” and you will find no shortage of opinions – or fears. In this course, you will critically examine empirical evidence for whether the Internet is changing the way we learn, educate, broadcast, communicate, socialize, make decisions, emote, attend, develop, age, and receive psychological therapy.

**IMPORTANT:
THIS COURSE IS
COMPLETELY ONLINE**

You MUST have access to high-speed Internet EVERY DAY of the ENTIRE COURSE.

What will I learn?

At the end of the course, you should be able to ...

- (1) Identify nine previous technologies or past-times that were previously feared — and appraise how those fears parallel fears about the Internet.
- (2) Assess five principles of learning on which Internet-based higher education capitalizes.
- (3) Evaluate five challenges that college students face today and how Internet-based education can tackle each challenge.
- (4) Critique the claim that the Internet is making interpersonal communication briefer and less formal.
- (5) Illustrate four intentional and four unintentional incidents in which the Internet has amplified mass communication.
- (6) Connect the social psychological principle of similarity attraction to the popularity of online dating apps; connect interpersonal aggression to the phenomena of online bullying and trolling.
- (7) Interpret how and why emotional contagion spreads through the Internet; hypothesize why there are so many photos, gifs, and videos of cats on the Internet.
- (8) Identify how each of six sources of motivation can affect Internet use; describe five reasons why people binge watch (TV shows or movies).
- (9) Adjudicate four reasons why the Internet is not changing our attention spans.
- (10) Discriminate three primary decision-making heuristics and generate an example of how each applies to Internet use.
- (11) Relate two positive effects of Internet use on aging and two on child development.
- (12) Explain how much variance in Internet activities is accounted for by personality factors; describe four famous selfies made prior to the Internet.
- (13) Evaluate whether Internet-based psychological therapy works as well as in-person therapy.
- (14) Formulate two ways that secondary Internet-data (Facebook likes, Tweets, Wikipedia clicks, etc) can answer psychological research questions.

How will I learn?

You will read and synthesize original research literature, augmented with readings and videos from the popular press (e.g., WiRED magazine, TED talks).

Your course grade will be based on the quality and timeliness of your completing six assignments per unit, including interactive

discussions conducted asynchronously and synchronously (through text-based chat).

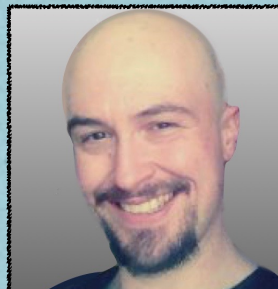
You will be expected to engage with the course and with your peers every day of the term. At the end of the course, you will produce a Term Project, demonstrating your mastery of the course content.



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(by appt.)



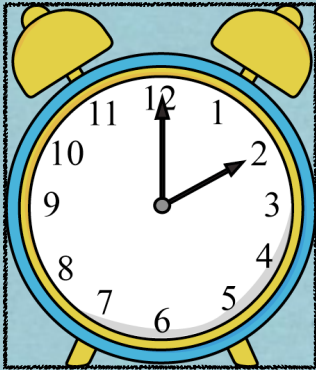
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HOW MUCH TIME DO I NEED TO SPEND ON THIS COURSE?

“Psychological Effects of the Internet” is a **4-credit**, L&S Social Science Breadth, Intermediate Level, Psychology Dept. Depth Course, with the prerequisite of Intro Psychology.

Therefore, you’re expected to spend **a total of 180 work hours on this course** (4 course credits x 45 work hours per credit).

You **must** spend **12 hours of work during each of the 14 Units on assignments** plus another **12 hours of work across the term 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 Assignments and instructions for the Term Project, are at <https://internet.psych.wisc.edu>.

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 84 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. Get on the course website 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** 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 one week of 'late time,' you'll no longer be able to complete the assignment.

So, to do well in this course, you must keep up. In fact, you should work ahead to avoid unexpected mishaps, because after the opportunity to complete each assignment is gone, it's gone – just like in life.

HOW WILL I EARN POINTS IN THIS CLASS?

On each of the 84 assignments, you can earn the following points:

3 points: If you completed the assignment before its due date AND your INITIAL assignment fulfilled ALL the requirements.

2 points: If you completed the assignment before its due date BUT your INITIAL assignment didn't fulfill all the requirements. However, you corrected your initial assignment to fulfill ALL the requirements ANY TIME before one week after the due date.

1 point: If you didn't complete the assignment before its due date BUT you did complete the assignment before one week after the due date

OR if you completed the assignment before its due date BUT your initial assignment didn't fulfill ALL the requirements AND you didn't correct your initial assignment to fulfill ALL the requirements ANYTIME before one week after the due date.

0 points: If you still haven't completed the assignment one week after the due date.

The points you earn on your 84 assignments (maximum points = 252) will be added to the points you earn on your Term Project (maximum points = 12). Your final course grade will be the percentage of points you earn (**of the maximum 264 points**), using the grading scale to the right.

A 95.00 - 100%

AB 90.00 - 94.99%

B 85.00 - 89.99%

BC 80.00 - 84.99%

C 70.00 - 79.99%

D 60.00 - 69.99%

F Less than 60%

What are the important dates to know?

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Course Opens: January 7 * * * Begin Working Ahead on JAN 7! * * *
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Unit 1: January 21 to January 26 * Welcome to the Internet *
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Unit 2: January 27 to February 2 * Learning via the Internet *
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January 29: Last day to drop this course or withdraw from all courses without getting a grade of DR or W on your transcript

February 2: Last day to request instructional accommodations (for existing disabilities)
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Unit 3: February 3 to February 9 * Educating via the Internet *
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Unit 4: February 10 to February 16 * Communicating via the Internet *
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Unit 5: February 17 to February 23 * Broadcasting via the Internet *
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Unit 6: February 24 to March 1 * Socializing on the Internet *
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Unit 7: March 2 to March 8 * Emotion and the Internet *
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Unit 8: March 9 to March 15 * Motivation and the Internet *
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March 16 to March 22: Spring Break!
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Unit 9: March 23 to March 29 * Perception & Attention to the Internet *
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Unit 10: March 30 to April 5 * Decision Making on the Internet *
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Unit 11: April 6 to April 12 * Development & Aging with the Internet *
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Unit 12: April 13 to April 19 * Personality on the Internet *
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Unit 13: April 20 to April 26 * Clinical Psychology on the Internet *
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Unit 14: April 27 to May 3 * Looking Forward to the Internet *
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May 1: Term Project due!
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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.

FROM YOUR PROFESSOR

I am genuinely interested in each and every 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.



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

Occasionally, a student may have a concern about a TA or course instructor. If that happens, you should feel free to discuss the matter directly with the TA or instructor. If the concern is about the TA and you do not feel comfortable discussing it with them, you should discuss it with the course instructor.

Concerns about mistakes in grading should be resolved with the instructor or TA in the great majority of cases. If the concern is about the instructor (other than ordinary grading questions), and you don't feel comfortable discussing it with them, make an appointment to speak to the Associate Chair for Undergraduate Studies, Professor Maryellen MacDonald.

If you have a concern about sexual harassment, you may also take your concern to Dr. Linnea Burk, Clinical Associate Professor and Director, Psychology Research and Training Clinic, Room 315 Psychology (262-9079; burk@wisc.edu).

If you have concerns about climate or bias in this class, or if you wish to report an incident of bias or hate that has occurred in class, you may contact the Chair of the Department, Professor Craig Berridge (berridge@wisc.edu) or the Chair of the Psychology Department Climate & Diversity Committee, Professor Martha Alibali (martha.alibali@wisc.edu). You may also use the University's bias incident reporting system, which you can reach at this link.

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

YOUR RESPONSES TO OTHER STUDENTS' DISCUSSION POSTS MUST 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. [Here](#) is information on how to avoid plagiarism. Students who have knowledge that classmates have engaged in academic misconduct should report this to the instructor.

HOW DOES UW-MADISON SUPPORT DIVERSITY AND INCLUSION?

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

UW-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world (see <https://diversity.wisc.edu>).

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, no in-person lectures or in-person labs, and no in-person attendance requirements.

The course offers nearly a hundred grading opportunities, rather than only two or three across the entire semester. 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, including chronic health conditions, students with religious conflicts, students with caregiving 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. All course content is available two weeks before the first assignment is due; each Discussion Board opens two weeks before it's due. Complete as many assignments in advance as you can. If, for example, you're a student with a chronic health condition, the work you do in advance when you're 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 Canvas's "What If" grades, and you'll see that all students can turn in some assignments late and still earn a good final grade. **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 Canvas's "What If" grades, and you'll see that all students can miss an assignment here or there and still earn a good final grade.

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 IF I HAVE A QUESTION, COMMENT, OR CONCERN?

Whenever you have a question, comment, or concern, feel free to email Professor Gernsbacher at MAGernsb@wisc.edu

Please do NOT email the TAs.

Please title the subject line of your email message **PSY 532: Question** and be sure to use your wisc.edu email account.

If you want to meet with Professor Gernsbacher synchronously (via phone, video conference, or text chat), simply email her to set up a time!