



PYCH 1301: Introduction to Psychology Syllabus

Class Time: MW 2pm-3:25pm

Class Location: COB 103

Instructor: Korina Odom, Ph.D.

Email: korinaodom@uttyler.edu

Office: HPR 207

Office Hours: MW 3:40pm-4:40pm in person or by appointment via Zoom if necessary.

Course Description:

This introductory to psychology course will provide you with an overview of the scientific study of human behavior and mental processes. Lectures will stem from major areas of psychology – particularly cognitive, developmental, social, and clinical psychology. Topics covered include origins of scientific study of psychology, research methodology, correlates of behavior, cognition, attention and memory, learning, human development, emotion, social attitudes and behavior, personality, and psychological disorders.

Required Texts:

Ciccarelli, S., & White., J. (2026). Psychology (7th ed.). Pearson.
ISBN-13: 9780138163747

Students are not required to purchase this textbook from the UT Tyler book and can purchase this textbook from other websites if applicable.

Learning Outcomes and Expectations

General Learning Outcomes for Introductory Courses:

1. Students will be able to identify key concepts in the arts, sciences, and humanities to provide a broad perspective on the human condition.
2. Students will be able to recognize and explain the scientific method and evaluate scientific information.

Learning outcomes for this course:

By the end of this course, students should be able to:

1. Define and explain basic psychological concepts
2. Identify and understand basics of the scientific method and research methodology in psychological science.
3. Apply psychological principles to real world situations and to everyday life scenarios.

4. Develop and refine critical thinking skills by analyzing psychological research and media.
5. Develop and refine communication skills (e.g., writing assignments and class discussions) in the expression of ideas and analysis related to psychological concepts.
6. Understand that phenomena are related to a complex interaction of factors and recognize that there is rarely just one simple cause of an effect.
7. Gain deeper understanding of the cultural and individual differences that are present in the range of topics discussed in class.

Note: The learning outcomes described above will be assessed through a combination of in-class activities, homework assignments, writing assignments, and exams.

Assignments and Exams

In-class activities (10%): There will be a series of in-class activities throughout the course of the semester that will count towards a participation grade. In-class activities will be unannounced. These activities will be turned in by the end of class time, and credit will be awarded based on participation. These activities will include “ticket out the door” exercises and applications of psychology throughout everyday life.

Student Project (30%): Students will complete a series of journal entries plus a short synthesis throughout the semester. Students will complete 6 journal entries (*4 required-areas entries and 2 free-choice entries*). Throughout the semester, students will use real world examples that illustrate psychological concepts that have been covered in lectures at the time they are due via journal entries. The purpose of these journal entries is for students to be able to recognize psychological phenomena and be able to accurately explain it in their own words. Entries that clearly address the prompt in full should be at minimum $\frac{1}{2}$ a page. For the second part of the project, students will complete a short synthesis in APA format that should draw connections across journal entries, using them as evidence to build an argument about how psychological phenomena work. Synthesis documents that fully address the prompt in full should be at minimum 1 to 2 pages. Journal entries will be due throughout the course of the semester while the synthesis paper will be due at the end of the semester (see schedule). There will be two workshop days for students to get instructor guidance and peer feedback as they complete these assignments.

Exams (60%): There will be three non-cumulative exams over the semester. Each of the exams will be worth 60% of your, and exam format will consist of multiple choice and true / false questions. Exams will be completed in the classroom on designated exam days. See syllabus for exam dates. Make-up exams will be given under *compelling* circumstances (i.e., medical emergency, familial emergency, death of a loved one, etc.). If you need to make up for an exam, it is important to let me know as soon as possible that you will not be able to take the exam on the scheduled day. Make up exams will be taken at the same time as your final exam during the scheduled exam period. For instance, if you need to make up for Exam 1, you will take an alternate version of Exam 1 and Exam 3 in the same sitting.

Research Requirement: The Department of Psychology and Counseling requires that all students enrolled in 1000-, 2000-, and 300-level psychology courses complete a research requirement. **Therefore, students must earn 5 SONA credits to receive 10 extra credit points. Extra credit points will be applied to your lowest exam grade. Students must complete all 5 credits in order to receive the 10 extra credit points.**

- To fulfill this requirement or access extra credit opportunities, all students should register in Sona within the first week of class. The registration will take only a few minutes and will include a brief survey to collect demographic data. This data will serve as a screening tool to determine potential survey eligibility.
- Once you register in the system, there are two ways to fulfill the research requirement:
 - (1) **You may complete research credits by participating in psychology studies.** One credit is earned for every 30 minutes of research participation. Most studies are worth one credit. The number of credits required varies from one course to the next, and your instructor will tell you how many credits are required to complete the research requirement in his or her specific course. Generally speaking, the 1000-, 2000-, AND 300-level course research requirement is 6 credits each. There is a **maximum of 12 credits total if you are enrolled in more than one course that includes the research requirement.**
 - (2) In lieu of the research participation, **you may instead complete a 5-page research report on a topic supplied by your instructor.** The instructor will also supply more detail regarding the proper format of the research report.
- **Timeline to Complete Research Requirement:** If you choose to complete the research participation, at least 2 of the credits must be submitted on or before midterms. The specific due date for these credits will be determined by your course instructor. Failure to do so will result in a **5% reduction** to your final course grade. The remaining 2 credits needed to fulfill the requirement must be submitted on or before the last day of the regular semester (i.e., before the start of finals week). Failure to submit the remaining credits by this date will result in an **additional 5% reduction** to your final grade. **If you choose, instead, to complete the research report, the final report must be submitted to your instructor no later than midterms.** The specific due date for this report will be determined by your course instructor. Failure to do so will result in a **10% reduction** to your final course grade. If you are caught plagiarizing or engaging in other forms of academic dishonesty with regard to the research report, you will face university disciplinary measures in addition to the 10% reduction to your final grade.
- There will be a folder with instructions on how to create a SONA account on CANVAS with more information.

Class Format and Course Policies:

Format: This is an in-person class and will not be accessible via Zoom. The instructor will generally introduce each topic with some background information and/or lectures on some selected aspects of each topic. However, much of what students will learn from the class will be information that students glean from readings, assignments, and class discussions.

Attendance: You are highly encouraged to attend every session of this class. However, class attendance is not counted towards your final grade. If you want to do well in this course, it is *strongly* recommended that you attend class regularly. If you must miss class, it is your responsibility to fill in gaps of anything discussed in class including additional assignments or potential changes to syllabus. Do inform me if extenuating circumstances lead to multiple absences. It is suggested to exchange emails or your preferred method of communication with a peer to get an overview of what you may have missed in class.

Use of Generative A.I Tools: Use of AI is not permitted. All submitted work must be produced by the students themselves. Assignments have been created in that students can use lectures covered in class and apply them to their own lived experiences. Use of generative AI tools such as ChatGPT to complete an assignment is considered as academic misconduct. Extra measures and steps will be taken to assess for AI submitted work. If you are found to have used AI for your writing assignments without prior permission, your assignment will be submitted to the academic misconduct monitor in the Dean's Office and handled accordingly. We agree that AI is wonderful in some settings, however, we are here to help you all think critically and learn the material naturally which is stunted using AI.

Missed Coursework/Makeup Policy:

In-Class Activities: There will be a series of in-class activities throughout the course of the semester that will count towards a participation grade. In-class activities will be unannounced and cannot be made up if you miss class without an excused absence. If you have extenuating circumstances that result in multiple missed activities, please contact me with an acceptable documented excuse (ex. medical excuse).

Student Project: Late submissions will NOT be accepted due to project being posted in advance.

Exams: Make-up exams will be given under *compelling* circumstances (i.e., medical emergency, familial emergency, death of a loved one, etc.). If you need to make up for an exam, it is important to let me know as soon as possible that you will not be able to take the exam on the scheduled day. Make up exams will be taken at the same time as your final exam during the scheduled exam period. For instance, if you need to make up for Exam 1, you will take an alternate version of Exam 1 and Exam 3 in the same sitting.

Canvas Submissions: When you submit an assignment on Canvas, you will receive a message that says it is "successfully submitted," and you will be able to see that it is submitted in your gradebook. You are responsible for checking to ensure that Canvas submission was successfully submitted. Submissions that are not successfully submitted will receive zero credit.

Other Course Policies

Cell phones: Out of courtesy and respect, please make sure your cell phones are turned off or set to silent operation during class. Other than addressing immediate emergencies, please refrain from texting during class. If your cell phone is in sight during an exam, you will receive a zero (0) on that exam.

Laptop and other electronic devices: Though it is common for students to use laptops and tablets as a means of taking notes, it is recommended to use pens and paper rather than using laptops/tablets. This suggestion stems from research that demonstrates students who take handwritten notes have higher academic achievement and are less distracted in the classroom. See references below. Considering electronics are integrated into every aspect of our lives, use of laptops/tablets is okay but only for the purpose of taking notes. Please refrain from using laptops for any other purposes (i.e., social media, shopping, messaging, watching videos) as it may not only be a distraction to you, but also to your fellow peers. Laptops and other e-devices such as smartwatches, meta glasses, air pods, etc. are not permitted for use during exams.

Flanigan, A. E., Wheeler, J., Colliot, T., Lu, J., & Kiewra, K. A. (2024). Typed versus handwritten lecture notes and college student achievement: A meta-analysis. *Educational Psychology Review*, 36(3), 78.

Van der Weel, F. R., & Van der Meer, A. L. (2024). Handwriting but not typewriting leads to widespread brain connectivity: a high-density EEG study with implications for the classroom. *Frontiers in Psychology*, 14, 1219945.

Course Communication

Communication: E-mail will be the official mode of communication for this course. Students should feel free to e-mail me at any point with questions about course content and or about any extenuating circumstances students may be experiencing. When e-mailing, please type “PSYCH-1301” in the subject line. Instructors get many emails daily, so it is important to put this in the subject line. Although I am committed to responding to emails quickly, e-mails sent past 5:00 PM or on weekends might not be read until the next weekday. If you email me and don’t hear back within two business days, please send a follow up email. I will appreciate the gentle reminder.

Office Hours: Although email will serve best for quick questions, you are encouraged to come to my office during office hours to discuss any questions or concerns you have about topics pertaining to this course. You may also email me to make an appointment for a separate meeting if necessary.

Canvas: Canvas will serve as the website for this course. Course documents, assignments, and grades will be posted on this website. Should anything change the schedule of the course, any syllabus update will be posted on Canvas.

Notification of change: The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this document as the need arises. In such instances, the instructor will notify students in class and/or via email and will endeavor to provide reasonable time for students to adjust to any changes.

Grading Policies

Assignment	Percentage of Final Grade
In-Class Activities	10%
Student Project (1)	30%
• 6 <i>Journal Entries</i>	20%
• 1 <i>Synthesis Paper</i>	10%
Exam (3)	60%
Total	100%

A+ 97-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F ≤59%
A 93-96%	B 83-86%	C 73-76%	D 63-66%	
A- 90-92%	B- 80-82%	C- 70-72%	D- 60-62%	

Outline of Topics and Course Schedule

Week	Date	Topic	Suggested Reading	Assignments
1	M 8/24	Syllabus Review	Syllabus	
	W 8/26	Science of Psychology	Ch. 1	Create SONA Account by Friday
2	M 8/31	Biological Perspective	Ch. 2	
	W 9/02	Biological Perspective		

3	M 9/07	No Class: Labor Day Holiday		
	W 9/09	Consciousness	Ch. 4	
4	M 9/14	Learning	Ch. 5	
	W 9/16	Learning		Free-Choice Journal Entry 1 due Sun 9/20, 11:59pm
5	M 9/21	Cognition: Thinking	Ch. 7	
	W 9/23	Cognition: Language / Review		
6	M 9/28	Exam 1		
	W 9/30	Psychology Journal Project: Workshop 1		Cognitive Journal Entry due Sun 10/4, 11:59pm
7	M 10/05	Development Across the Lifespan: Infancy-Childhood	Ch. 8	
	W 10/07	Development Across the Lifespan: Adolescence		
8	M 10/12	Stress & Health	Ch. 11	
	W 10/14	Stress & Health		Developmental Journal Entry Due Sun 10/18 by 11:59pm
9	M 10/19	Theories of Personality	Ch. 13	

	W 10/21	Theories of Personality		
10	M 10/26	Motivation & Emotion / Review	Ch. 9	
	W 10/28	Exam 2		Free-Choice Journal Entry 2 due Sun 11/1, 11:59pm.
11	M 11/02	Sexuality & Gender	Ch. 10	
	W 11/04	Psychology Journal Project: Workshop 2		
12	M 11/9	Social Psychology	Ch. 12	
	W 11/11	Social Psychology		Social Journal Entry 11/15, 11:59pm.
13	M 11/16	Psychological Disorders	Ch. 14	
	W 11/18	Psychological Disorders		
14	M 11/23	Thanksgiving Break! <i>Be safe and have fun!</i>		
	W 11/25			Clinical Journal Entry Due 11/29, 11:59pm.
15	M 11/30	Psychological Therapies	Ch. 15	
	W 12/2	Psychological Therapies		Completed Psychology Concept Journal Project due TODAY, by 11:59pm.

16	M 12/7	Finals Week: Exam 3		Time and Date TBA
	W 12/9			