Syllabus – Summer 2 – PSYC 1301 – Introduction to Psychology – ONLINE

Instructor Information: Kristie Allen, M.A.

Hello! My name is Kristie Allen. I serve as a lecturer for the Department of Psychology and Counseling. I graduated from Grand Valley State University (Allendale, MI) with my Bachelors in Psychology and later from UT Tyler with my Masters in Clinical Mental Health Counseling. I am passionate about working with college students to find meaning in their coursework and a greater purpose in their educational journey. The human mind is one of the most fascinating and complex subjects of modern science. My goal is to help you develop a basic understanding of psychology as a science-based discipline. This includes providing you with an introduction to a number of domains within the psychology discipline including (but not limited to!) human development, cognition, personality theory, and the biological bases for human behavior. Additionally, it is important to me that you learn how to apply the course content to your chosen education and career pathways.

Please note – I like to think of this as an Intro to Psych "Bootcamp"! We have 5 weeks to touch on a vast array of topics, so things will move fast! You NEED to be mindful of due dates in order to do well in this class. I have tried my best to break up the course into "bite sized" pieces that you can move through and master at this expedited pace. Many of our modules have full 15-week semester courses devoted towards covering the topics we are touching on in this intro class!

The best way to contact me is to send a message through CANVAS. I usually respond to messages within one business day, Monday through Friday. Weekend availability will vary. You can also e- mail me directly at **kallen@uttyler.edu** or call me at **(903) 566-7208.**

Each Tuesday, I will be available from 10:00am-11:30am via ZOOM for Office Hours. Link below:

https://uttyler.zoom.us/j/89547602881?pwd=x1qB5O4r7zT9j3BwpI14ohrxoT3ca5.

I am committed to facilitating an online learning environment that is equitable, inclusive and welcoming and that fosters a climate of mutual respect and full participation. Given that some of your points will derive from interacting with other students via discussion board posts, I expect you all to demonstrate that same level of respect to one another. Please be kind, open-minded, and receptive to feedback as that is the best way to ensure you get the most you can out of this class.

Course Catalog Description:

A survey of empirically based knowledge of behavior and mentation of individuals.

Student Learning Outcomes:

- Demonstrate familiarity with the major concepts, theoretical perspectives, research methods, core empirical findings, and historic trends in psychology.
- Explain (including advantages and disadvantages) and compare major theoretical perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and socio-cultural);
- Demonstrate knowledge and understanding of the following general domains: biological bases of behavior and mental processes, sensation and perception, learning and memory, cognition, consciousness, personality, social processes, developmental changes in behavior and mental processes that occur across the lifespan, emotion, and motivation;
- Draw the distinction between scientific and non-scientific methods of understanding and analysis.
- Recognize and understand the impact of diversity on psychological research, theory and application, including (but not limited to): age, race, ethnicity, culture, gender, socio-economic status, disability, and sexual orientation.
- Understand and apply psychological principles to personal experience and social and organizational settings.
- Demonstrate critical thinking skills and information competence as applied to psychological topics.

Textbook:

Great news: your textbook for this class is available for **free** online!
Psychology 2e from OpenStax Links to an external site.Links to an external site., ISBN 978-1-975076-45-0

You have several options to obtain this book:

- View online Links to an external site.Links to an external site.(Links to an external site.)

- Download a PDF Links to an external site.(Links to an external site.)

You can use whichever formats you want. Web view is recommended -- the responsive design works seamlessly on any device.

Evaluation and Grading:

6 Quizzes (20 questions each worth 1 point, totaling 20 points per quiz) – 100 points

I will drop the lowest grade! This is already built in.

4 Discussion Board Posts (15 points each) – 60 points

1 Psychology in the News Assignment – 40 points

** You have an opportunity to complete an additional "Psychology in the News" assignment for 15 extra credit points**

I will do my best to ensure assignments are graded within 72 hours of submission. I will drop your lowest quiz grade (CANVAS will actually do this automatically), so please do not ask to redo or reopen the assessment.. This is your freebie! You will also have an extra credit opportunity worth 15 points that will go towards your overall grade. Because of this policy, I will not be lenient on due dates so no need to ask for an extension as it will not be granted.

Course Flow – What Can You Expect?

Five weeks is a short period of time to cover all that is necessary in a It is important to begin with the expectation that this course will require a similar amount of time and effort from you as a face-to-face course, but that you will have more flexibility as to when you complete the work.

This class is divided into Modules that are 2-5 days in length. Each module contains PowerPoint slides, video clips, articles, and other assignments that you will produce as the semester goes on.

You will want to make sure that you have read and taken notes over each chapter and viewed the additional module content before taking each quiz.

Quizzes:

- You may use your textbook, Power Points, notes, **but NOT another person**. Do not rely on these items exclusively because of the time constraints. You really need to KNOW the material.
- Each quiz is a mixture of 20 questions, true/false and multiple choice, and matching
- The quizzes are timed, 90 minutes
- Please study as if this was an in-person quiz!
- Please read the section on academic dishonesty. It is not tolerated ***AT ALL***. If cheating is suspected, you will be reported to the Office of Student Affairs

Discussion Boards:

There is a grading rubric for each discussion board activity which is located in the "Getting Started" module. The Discussion boards are located under specific modules.

Discussion Boards require a substantial initial post (2-4 paragraphs in length) worth 8 points. You will be required to respond to at least two fellow students' posts worth 3 points each. These replies must provide content and depth and are to be continual throughout the length of the assignment's open period. I will also give 1 points for accurate grammar/spelling.

Total Points Possible - 15

If cheating is suspected, you will be reported to the Office of Student Affairs.

Module	Module Opens at 12am	Module Closes, ASSIGNMENTS DUE, at 11:59pm	Reading	Due
1: Psychology is a SCIENCE!	Monday, July 7	Thursday, July 10	Chapter 1 1.1 What is Psychology? 1. 2 History of Psychology 1.3 Contemporary Psychology Chapter 2 2.1 Why is Research Important 2.2 Approaches to Research 2.3 Analyzing Findings 2.4 Ethics	Quiz 1 Discussion 1
2: Biological Bases of Human Behavior – Neuroscience + Consciousness	Friday, July 11	Wednesday, July 16	Chapter 3 3.1 Human Genetics 3.2 Cells of the Nervous System 3.3 Parts of the Nervous System 3.4 The Brain and the Spinal Cord 3.5 The Endocrine System Chapter 4 4.1 What is Consciousness?	Quiz 2 Discussion 2
3: Cognition, and Memory, and Sensation/Perception (Oh My!)	Thursday, July 17	Tuesday, July 22	Chapter 7 7.1 What is Cognition 7.2 Language Chapter 5 5.1 Sensation vs. Perception 5.3 Vision 5.4 Hearing Chapter 8 8.1 How Memory Functions	Quiz 3 Discussion 3

			8.2 Parts of the Brain Involved with Memory 8.3 Problems with Memory 8.4 Ways to Enhance Memory	
4: Social Psych, Personality, and Emotion	Wednesday, July 23	Monday, July 28	Chapter 11 11.1 What is Personality 11.2 Freud and the Psychodynamic Perspective 11.3 Neo-Freudians: Adler, Erikson, Jung, and Horney 11.8 Cultural Understandings of Personality 11.9 Personality Assessment Chapter 12 12.1 What is Social Psychology 12.2 Self-presentation 12.3 Attitudes and Persuasion 12.4 Conformity, Compliance, and Obedience 12.5 Prejudice and Discrimination 12.6 Aggression 12.7 Prosocial Behavior Chapter 10 10.1 Motivation 10.4 Emotion	Quiz 4 Discussion 4
5: Learning & Lifespan Development	Tuesday, July 29	Friday, August 1	Chapter 6 6.1 What is Learning 6.2 Classical Conditioning 6.3 Operant Conditioning 6.4 Observational Learning	Quiz 5

			Chapter 9 9.1 What is Lifespan Development? 9.2 Lifespan Theories 9.3 Stages of Development 9.4 Death and Dying	
6: Mental Health MATTERS.	Saturday, August 2	Friday, August 8	Chapter 14 14.1 What is Stress? 14.2 Stressors 14.3 Stress and Illness 14.4 Regulations of Stress 12.5 The Pursuit of Happiness Chapter 15 15.1 What are Psychological Disorders? 15.2 Diagnosing and Classifying Psychological Disorders 15.4 Anxiety Disorders 15.7 Mood Disorders 15.9 Dissociative Disorders 15.11 Personality Disorders Chapter 16 16.1 Mental Health Treatment: Past and Present 16.2 Types of Treatment	Quiz 6 Psychology in the News Assignment

Extra Credit Opportunity:

Please visit the Extra Credit Module for information on your extra credit options.

Academic Dishonesty:

Canvas has tools that shows when/if a student has plagiarized information. It will generate a report once you submit your work and any information matching other sources will be highlighted in a document. I am sure you know that this would be considered to violate our

Academic Dishonesty Policy and you will be turned into the Student Affairs office for review. Your work must be original and in your own words. I cannot stress enough; make sure ALL of your work is ORIGINAL. If you aren't sure if the work you are about to submit abides by the academic dishonesty policy of the university) don't submit it. You know if the work you are submitting is completely original. Make sure that you always include in-text citations as well as a Works Cited page in APA format with all of your work. For assistance with APA formatting, you may visit the writing center on campus and find this site to be helpful:

https://owl.english.purdue.edu/owl/resource/560/01/.

University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Student Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php (Links to an external site.)Links to an external site.

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus- (Links to an external site.)Links to an external site.

carry/index.php

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit

www.uttyler.edu/tobacco-free. (Links to an external site.)Links to an external site.

Grade Replacement/Forgiveness and Census Date Policies

Summer 2023 Census Date – July 7

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the

Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. (Links to an external site.)Links to an external site.Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)

- Schedule adjustments (section changes, adding a new class, dropping without a "W, grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit

https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, (Links to an external site.)Links to an external site.the SAR office located in the University Center #3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- "Cheating, includes, but is not limited to:
    - copying from another student's test paper;
    - using during a test, materials not authorized by the person giving the test;

    - failure to comply with instructions given by the person administering the test;
    - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes,. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
    - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
    - collaborating with or seeking aid from another student during a test or other assignment without authority;
    - discussing the contents of an examination with another student who will take the examination;
    - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- "Plagiarism, includes, but is not limited to, the appropriation, buying, receiving as agift, or obtaining by any means another's work and the submission of it as one's own academic work offered for

- "Collusion, includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic
- All written work that is submitted will be subject to review by plagiarism

CEP Vision and Mission and Program Standards

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.