Syllabus

Course Information:
PSYC 1301.001 Introduction to Psychology
Fall 2015
Th/Th 9:30-10:50

Instructor Information:
Laura Lamb
Office location: BEP 248A
Office Hours: Tue/Thur 8:30-9:30, Wednesday 1:00-2:30, or by appointment
Office Phone: 903-566-7382
Email address: llamb@uttyler.edu (best way to contact me)

NOTE: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Catalog Description
A survey of empirically based knowledge of behavior and mentation of individuals

Student Learning Outcomes
1. Critical Thinking Skills (includes creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information). Students will be able to apply their critical thinking skills throughout this class. Through lecture time, students are presented with published research studies from psychology and information on how to critically analyze them.

2. Communication Skills (includes effective development, interpretation and expression of ideas through written, oral and visual communication. Students will be able to apply their communication skills through expression of ideas from psychology during class lecture time.

3. Empirical and Quantitative Skills (includes the manipulation and analysis of numerical data or observable facts and results in informed conclusions). Students will be able to apply empirical quantitative skills that illustrate an understanding of the techniques and methods of psychology.

4. Social Responsibility (includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities)
Although psychology is the study of individual characteristics, students are exposed to topics such as social psychology, in which interactions between people becomes the focus, including race relations and prejudice. Individual difference is explored in relation to both “nature and nurture,” the latter including contextual differences such as culture. Students will demonstrate an understanding of the factors which affect human interactions and relationships.

List of Lecture Topics:
• fields of psychology, the growth of psychology, human diversity, research methods in psychology, ethics and psychological research, and careers in psychology
• neurons, central nervous system, peripheral nervous system, endocrine system, genes, evolution, and behavior
the nature of sensations, vision, hearing, smell, taste, kinesthetic and vestibular senses, perception
consciousness experience, sleep, dreams, drug-altered consciousness, mediation, and hypnosis
classical conditioning, operant conditioning, comparing classical conditioning and operant conditioning, cognitive learning
the sensory registers, short-term memory, long-term memory, the biology of memory, forgetting, special topics in memory
the building blocks of thought, language and thought, nonhuman thought and language, problem solving, decision making
theories of intelligence, intelligence tests, what makes a good test, what determines intelligences, mental abilities and human diversity, extremes of intelligence, and creativity
perspectives on motivation, hunger and thirst, sex, other motives, emotions, nonverbal communication of emotion, gender, culture, and emotion
methods in developmental psychology, prenatal development, the newborn baby, infancy and childhood, adolescence, adulthood, late adulthood
the following theories of personality: psychodynamic, humanistic, trait theories cognitive social learning theories
personality assessment
perspectives on psychological disorders, mental illness and the law
the following disorders: mood, anxiety, psychosomatic, somatoform, dissociative, sexual, personality, schizophrenic, and childhood
gender and cultural differences in psychological disorders
the following therapies: insight, behavior, cognitive, and group
effectiveness of psychotherapy, biological treatments, institutionalization and its alternatives, gender and cultural difference in treatment
social cognition, attitudes, social influence, social action

Evaluation and Grading
Tests: 80%
Comprehensive Final Exam: 20%

*Final Exam date will be posted as soon as the university releases the official exam calendar.*

Teaching Strategies

It is VERY important that you come to class prepared. I lecture based on content from each week’s module. Here is what I expect from you:

*** Before you come to class on Tuesdays you should be prepared in the following ways (you can always work ahead in this area should you choose):

- read the chapter
- have the chapter PP printed out and ready to take notes on it

Required Text, Materials/Supplies, and Related Readings

*Psychology, 4/e*

By: Cicarelli and White

Course Policies (attendance, make-up assignments, etc.)

Research Requirement: CR/NC
This is a required (not optional) project you must complete in this course. If you fail to complete the research requirement (see description below), your grade will be dropped an automatic letter grade. You will need to gather all documentation and turn it in to your instructor by the dates listed above. There is no partial credit for this project. It is an all or nothing grade. I encourage you to being this immediately so you will not have any problem completing it.

Class Attendance Policy:
Class attendance is the responsibility of the student. When a student has a legitimate absence, the instructor may permit the student to complete missed assignments. In many cases, class participation is a significant measure of performance, and non-attendance may adversely affect a student’s grade. When a student’s absences become excessive, the instructor may recommend that the student initiate a withdrawal.

ATTENDANCE BONUS: I will take attendance EACH day. I will offer an incentive for coming to class (points will be added to you total number of points earned for the entire semester). If you miss:

- 0 absences: 3 points to FINAL grade
- 1 absence: 2 points to FINAL grade
- 2 absence: 1 point to FINAL grade

I do not “excuse” absences for this bonus exercise. It is an all or nothing policy. I understand things do happen like illness or funerals so that is why I choose to use attendance as a bonus.

(NOTE: If you are a university athlete, please provide me with the paperwork the first week of class as you are exempt from this policy).

WHAT IF I MISS A TEST?
If you miss a test for an excused reason (doctor’s documented illness, death/funeral, evacuation for natural disaster, or University related, religious observance), I may permit you to retake the test. You will be required to provide an acceptable form of documentation for missing the scheduled test prior to a makeup test.

Tests will most likely be administered on these dates but these dates are subject to change due to the instructor’s discretion.

Topical Outline –

QUizzes:
Ch. 1-3: 9/11 (Thursday)
Ch. 4-6: 10/1 (Thursday)
Ch. 7-9: 10/22 (Thursday)
Ch. 10,12-13: 11/12 (Thursday)
Ch. 14-15: 12/3-12/4 (Thursday- Friday: Given online on Blackboard Opens 11:00am 12/3 and closes 11:59pm 12/4)

**Comprehensive Final Exam:** The date will be announced as soon as it is assigned by the university. It will only be administered on the date assigned by the university.

**Part 1 Research Documentation Due:** 10/15  
**Part 2 Research Documentation Due:** 12/3

**THERE WILL BE NO ROUNDING OF GRADES SO PLEASE DO NOT ASK.**

*I am not allowed to move the final exam nor am I allowed to administer the exam at an earlier date.*

**TEACHING ASSISTANT:**  
Rebecca Olson is my teaching assistant this semester. She will attend each class and take a set of class notes. She will be available 2 hours a week for tutoring or by appointment. The tutoring dates/times will be listed on the Blackboard Announcements page one week after the semester starts.

- Mondays: 9:30-10:30am  
- Thursdays: 12:30-1:30pm

Please watch BB and your email for the location. I will send that out in an email as soon as we get the room reserved.

If you miss class and need a copy of the class notes for that day, you may meet with him during his 1 hour study session and make copies of the day of notes you missed. My TA is not a note taking service and will only provide you with notes for when you missed. I am not expecting that you will need many copies as you should not miss class much at all.

If you are having trouble with note taking, she will be glad to assist you with some note taking strategies.

**TA Contact info:** rolson2@patriots.uttyler.edu

**RESEARCH REQUIREMENT**  
**Scientific and Social Responsibility Component for Lower-Division Psychology Courses**

We in the Psychology Department believe it is important that students in psychology courses demonstrate behaviors consistent with the conduct and understanding of scientific research. We also believe that it is important that we strive to improve the communities in which we live. Based on these ideals and values, the UT-Tyler Department of Psychology now requires that students in 1000 and 2000 level psychology courses complete one of the following two options to demonstrate social and scientific responsibility.

**Option #1:** Students will complete 4 credits of psychology research or training participation credits. Four credits of research participation or training is equivalent to 2 hours of your time. These studies and training are either research projects conducted by psychology faculty or graduate students, all of which have been approved by the UT-Tyler Institutional Review Board.
(IRB). You can also serve as a volunteer client to assist graduate students practice interview, therapy, and assessment skills. This is only through the UT Tyler Department.

Each credit is equivalent to ½ hour of time spent participating in a research project. Some projects will be 30 minutes or less (equal to 1 credit), whereas others may be up to one hour (equal to 2 credits) or longer (equal to 3 or more credits). Below are step-by-step instructions for students to log into the web-based research participation system.

**How to Log on to Research Sign-up System**

Go to the following website:  http://uttyler.sona-systems.com

Follow these steps:
(1) On the left-hand side of the page, click the link that says “New Participant?”
(2) Type in your information. Note that your student ID number MUST be accurate.
(3) Log in with your new username and password
(4) Click the link that says “Study Sign Up”
(5) Click the link of the study you wish to participate in (the number of credits the study is worth will be listed on the webpage)
(6) Click the link that says “Timeslots Available”
(7) Select a date and time that will work for you
(8) Repeat Steps 4 - 7 until you have completed all 4 credits.

Once you participate, the system will track the number of credit hours you have completed. This information is available by clicking the “My Credits and Credits” link.

**Option #2:** Students will complete a 5-page research paper. The topic is available on Blackboard under ‘Assignments’. You must submit your paper by the first research deadline via Blackboard as well as turn in a hard copy to me. If your paper is accepted then you will receive your 2 credits. If it is not acceptable, you will be notified to revise and resubmit by the final deadline. The paper is to be five-pages, double-spaced, 1-inch margins and written in Times New Roman 12pt. font.

*Paper Topic: You are to write a 5 page paper discussing 5 major research methods used in psychology. This paper must be APA style- no exception.*

**HOW TO DOCUMENT RESEARCH HOURS ON SONA:**

I will go into SONA on the due date(s) and print out a summary of credit. There is no need to supply me with a printout.

**University Policies**

**Students 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](http://www.uttyler.edu/wellness/rightsresponsibilities.php)

**Grade Replacement/Forgiveness and Census Date Policies**

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. 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 of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- 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

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**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 offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu
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. (i) “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.
(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining
by any means another’s work and the submission of it as one’s own academic work offered for credit.
(iii) “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 dishonesty.

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.