Course Information:
PSYC 1301.001 Introduction to Psychology
Summer I 2015/ June 1-July 3, 2015

Instructor Information:
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Office Hours: by appointment
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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: It is very important to realize that an online class is very similar to a face-to-face course. The main difference is that your course is delivered via the Internet and not a face-to-face environment. Online courses require the same amount of rigor, assignment deadlines, due dates, and expectations. Please give it your 100%!

Categories of Assignments and Weights:
Interactive Learning Activities: 10%*
Informal Learning Activities: 10%*
Check for Understanding Video Lecture Quizzes: 15%*
Check for Understanding Supplemental Video Assessments: 10%*
Summative Module Assessment: 25%*
Midterm: 15%
Final: 15%

*will have one of these in each module

Please note that your grades are weighted by “category”.

Interactive Learning Activities—these are assignments such as discussion boards and wiki’s. These assignments will require you to interact with your classmates during a specific time period. Do not worry, the time allotted will be over a 24 hour period.
Informal Learning Activities - these are activities such as crossword puzzles, matching, and sorting. They are meant to help you become more familiar with the content in the module. Feel free to use your notes and book to help you finish these.

Check for Understanding Video Lecture Quizzes: these are quizzes (about 10 multiple-choice questions) that cover content mentioned in the video lectures. If you watched the entire lecture, you should have no trouble with these quizzes. There will be one after each lecture video.

Check for Understanding Supplemental Video Assessments: after each “supplemental video” (e.g. TedTalk, YouTube clip, etc.), you will be presented with a question prompt. These is where you really get to show off your critical thinking skills. Make sure you pay attention to the word requirements.

Summative Module Assessment - At the end of each module, you will be have a multiple-choice assessment that tests your knowledge from the entire module. Please make sure you have COMPLETED EVERYTHING in the module before you take this assessment. It is very important that you have read all readings, watched the lectures, and completed all assignments. They will help you prepare for this assessment.

Midterm - This will be a multiple-choice exam over Modules 1-7. This assessment is timed as if you were in a face-to-face class. Please do not expect to be able to sit down and find answers in your book or notes. First, you will not have enough time to do that and second, I am testing you to see if you understand the content.

Final Exam - This will be a multiple-choice exam over Modules 8-15. This assessment is timed as if you were in a face-to-face class. Please do not expect to be able to sit down and find answers in your book or notes. First, you will not have enough time to do that and second, I am testing you to see if you understand the content.

Required Text, Materials/Supplies, and Related Readings

Psychology, 4/E
Saundra K. Ciccarelli, Gulf Coast Community College
J. Noland White, Georgia College & State University
ISBN-10: 0205973361

Course Policies

WHAT IF I MISS AN ASSIGNMENT/SUBMISSION?
If you miss an assignment 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 within 5 days of missing the assignment for missing the scheduled test prior to a makeup test. Please send the excuse to my email at llamb@uttyler.edu.
Topical Outline – The module will open ONLY on the dates below. The module opens at 12am on the date listed and closes at 11:59pm on the date listed. If you are one of those students that likes to work ahead, I would recommend working ahead on your readings and taking notes on those readings. Your set of class notes that you create for yourself are going to be your best tool for studying for the big assessments.

Module 1-6/1-6/3
- Read Ch. 1
- Lecture Video(s), Check for Understanding Video Lecture quiz, Supplemental Video(s), Check for Understanding on Additional Video assignment, Interactive Activity, Informal Learning Activity, and the Overall Module Assessment

Module 2-6/3-6/4
- Read Ch. 2
- Lecture Video(s), Check for Understanding Video Lecture quiz, Supplemental Video(s), Check for Understanding on Additional Video assignment, Interactive Activity, Informal Learning Activity, and the Overall Module Assessment

Module 3-6/4-6/5
- Read Ch. 3
- Lecture Video(s), Check for Understanding Video Lecture quiz, Supplemental Video(s), Check for Understanding on Additional Video assignment, Interactive Activity, Informal Learning Activity, and the Overall Module Assessment

Module 4-6/5-6/8
- Read Ch. 4
- Lecture Video(s), Check for Understanding Video Lecture quiz, Supplemental Video(s), Check for Understanding on Additional Video assignment, Interactive Activity, Informal Learning Activity, and the Overall Module Assessment

Module 5-6/8-6/9
- Read Ch. 5
- Lecture Video(s), Check for Understanding Video Lecture quiz, Supplemental Video(s), Check for Understanding on Additional Video assignment, Interactive Activity, Informal Learning Activity, and the Overall Module Assessment

Module 6-6/9-6/10
- Read Ch. 6
- Read Ch. 7 through “Intelligence”
- Lecture Video(s), Check for Understanding Video Lecture quiz, Supplemental Video(s), Check for Understanding on Additional Video assignment, Interactive Activity, Informal Learning Activity, and the Overall Module Assessment

Module 7-6/11-6/12
- Read Ch. 7 “Intelligence” through the end of the chapter
- Lecture Video(s), Check for Understanding Video Lecture quiz, Supplemental Video(s), Check for Understanding on Additional Video assignment, Interactive Activity, Informal Learning Activity, and the Overall Module Assessment
MIDERM- 6/16-6/17 Opens, June 16 (12am) and closes, June 17 (11:59pm)- This is a one-time opportunity. That means, when you log on and click “Start”, your timer will begin. You cannot log off and on. When your timer is up, the exam will automatically submit.

Module 8-6/18-6/19
- Read Ch. 9
- Lecture Video(s), Check for Understanding Video Lecture quiz, Supplemental Video(s), Check for Understanding on Additional Video assignment, Interactive Activity, Informal Learning Activity, and the Overall Module Assessment

Module 9-6/19-6/22
- Read Ch. 8
- Lecture Video(s), Check for Understanding Video Lecture quiz, Supplemental Video(s), Check for Understanding on Additional Video assignment, Interactive Activity, Informal Learning Activity, and the Overall Module Assessment

Module 10-6/22-6/23
- Read Ch. 13
- Lecture Video(s), Check for Understanding Video Lecture quiz, Supplemental Video(s), Check for Understanding on Additional Video assignment, Interactive Activity, Informal Learning Activity, and the Overall Module Assessment

Module 11-6/23-6/24
- Read Ch. 12
- Lecture Video(s), Check for Understanding Video Lecture quiz, Supplemental Video(s), Check for Understanding on Additional Video assignment, Interactive Activity, Informal Learning Activity, and the Overall Module Assessment

Module 12-6/24-6/25
- Read Ch. 10
- Lecture Video(s), Check for Understanding Video Lecture quiz, Supplemental Video(s), Check for Understanding on Additional Video assignment, Interactive Activity, Informal Learning Activity, and the Overall Module Assessment

Module 13-6/25-6/26
- Read Ch. 11
- Lecture Video(s), Check for Understanding Video Lecture quiz, Supplemental Video(s), Check for Understanding on Additional Video assignment, Interactive Activity, Informal Learning Activity, and the Overall Module Assessment

Module 14-6/26-6/29
- Read Ch. 14
- Lecture Video(s), Check for Understanding Video Lecture quiz, Supplemental Video(s), Check for Understanding on Additional Video assignment, Interactive Activity, Informal Learning Activity, and the Overall Module Assessment
Module 15 - 6/30-7/1
- Read Ch. 15
- Lecture Video(s), Check for Understanding Video Lecture quiz, Supplemental Video(s), Check for Understanding on Additional Video assignment, Interactive Activity, Informal Learning Activity, and the Overall Module Assessment

FINAL EXAM- Opens, July 2 (12am) and closes, July 3 (11:59pm)- This is a one-time opportunity. That means, when you log on and click “Start”, your timer will begin. You cannot log off and on. When your timer is up, the exam will automatically submit.

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

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.utt Tyler.edu/wellness/rightsresponsibilities.php](http://www.utt Tyler.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.utt Tyler.edu/registrar](http://www.utt Tyler.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.