SYLLABUS

Course Information:
PSYC 1301.060 Introduction to Psychology
Fall 2015
ONLINE

Instructor Information:
Sarah Sass, Ph.D.
Office: HPR 213
Email: (best way to reach me) ssass@uttyler.edu
Office Hours: Tuesdays, 1-3p, or by appointment**

** Because this is an online class, I will be holding “virtual” office hours. You will be able to
reach me during office hours by email or chat (we can also arrange skype or other communication
as needed). Please note that our TA, Lauren, will have in-person office hours throughout the entire
semester (as noted below) in addition to being available by email throughout the entire semester. I
am also happy to set-up in person appointments with you, just email me at ssass@uttyler.edu.

For time-sensitive issues, BE SURE TO EMAIL BOTH LAUREN AND I rather than just
Dr. Sass to be sure you get a timely response. We can usually answer most emails within 24
hours M-F, or 48 hours on the weekends.

Teaching Assistant Information:
Lauren Early
Office: HPR 138
Email: (best way to reach her) learyl@patriots.uttyler.edu
Office Hours: Wednesdays, 3-5p

Online Course: This course is 100% online. Your ability to function within the Blackboard
system will facilitate your success in this course. Online learning requires students to be very
self-disciplined. Be sure you understand and are prepared to comply with all required class
assignments and deadlines. For this course, refer to the syllabus for all assignments and due
dates. **I recommend that you go through the syllabus and enter all due dates into your
organization system (planner, google calendar, etc) as it is your responsibility to remember
deadlines and complete all assignments on time.

Student-Instructor & Student-TA Interaction: Lauren and I check email daily and in most
cases can reply to students within 24 hours, Monday through Friday (and usually with 48 hours
during a weekend). If it has been longer than 24 hours and it is M-F, please email us your
question again. If you would like to talk with us but it is not during our regularly scheduled
office hours listed above, be sure to email us to schedule an in-person or phone appointment.
**E-mail is the BEST way to reach us in a timely way and is the preferred method of
communication to set-up appointments!!

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. 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/or visual communication.) Students will be able to apply their communication skills through expression of ideas from psychology during class discussion boards.

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 Content and Topics:

- subfields 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
- conscious 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

methods in developmental psychology, prenatal development, the newborn baby, infancy and childhood, adolescence, adulthood, late adulthood

perspectives on motivation, hunger and thirst, sex, other motives, emotions, nonverbal communication of emotion, gender, culture, and emotion

human sexuality, gender, gender roles, sexual dysfunction, and sexually transmitted diseases

stress, stressors, physiological factors in stress, and coping with stress

social cognition, attitudes, social influence, social action

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

**Evaluation and Grading**

**Course Introduction Quiz:** 2 points

**Introduce yourself DB post:** 3 points

**Ungraded Chapter Quizzes:** 15 points. These are ungraded quizzes so you can test your knowledge of the material in a low-stakes environment. You earn 1 point for completing each quiz, regardless of your score (15 quizzes at 1 point each)

**Reflection Assignments:** 20 (2 at 10 points)

**Discussion Board Assignments:** 10 (2 at 5 points)

**Tests:** 40 points (5 at 10 points each, lowest test score dropped)

**Cumulative Final:** 10 points

**Research Requirement** (Credit/No Credit) – if not completed, -10 points and letter grade drops, see below for more information.

**Total Points Possible:** 100 points

A: 100-90

B: 89-80 points

C: 79-70 points

D: 69-60 points

F: 59-50 points
**Teaching Strategies**

The course is divided into modules based on the chapters that will be covered in each of your 5 tests, not including your comprehensive final exam. Within each module you will find Powerpoint slides that coincide with the chapters in your text. It will be helpful to print the slides and use them to take notes as you read through each chapter. You will also find additional content, sources, and information in each module relevant to the chapters. Be sure that you view and/or read all of the supplemental content in order to aid your understanding and utilization of the concepts. For several modules, there is a reflection or discussion board assignment associated with the content. See each module and the syllabus for more detailed information.

The class will expect all participants to share responsibility for the educational process. The instructor will facilitate learning by guiding students to sources of knowledge and promoting independent development and discovery of new knowledge. Online learning requires participation and leadership from each student. Powerpoint notes, assigned readings, online discussion, and course activities will provide a basis for discussion, reflection, and learning. Academic integrity is expected from each student, and plagiarism from any source will not be tolerated and is punishable by failure of the course. DO NOT use another’s work IN ANY FORM and submit it as your own. ALWAYS cite your sources and generate your own work.

**WHAT IF I MISS A QUIZ, TEST, OR ASSIGNMENT?**
Because you have a multiple-day window in which the discussion board posts, reflections, exams and quizzes are available, AND you can drop your lowest exam score **there are no make-up** discussion boards, reflections, exams or quizzes, unless serious extenuating circumstances required by university policy warrant it. You will be required to provide an acceptable form of documentation for missing any assignment and approval will be required.

**Tentative Course Schedule:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>READINGS</th>
<th>TOPICS</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-3</td>
<td>1) Read ch.1-3</td>
<td>Introduction</td>
<td>1) Intro quiz by 8/30, 11:59 p.m.</td>
</tr>
<tr>
<td><strong>Intro and Module 1</strong></td>
<td>Introduction module and module 1.</td>
<td>The Biological Perspective</td>
<td>3) Complete chapter 1-3 quizzes by 9/7, 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sensation and Perception</td>
<td>4) Complete test #1 over chapters 1-3 (available 9/8-9/13)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>5) Complete Perception reflection by 9/13, 11:59 p.m.</td>
</tr>
<tr>
<td>Weeks 4-6</td>
<td>Read ch. 4-6</td>
<td>Conscience</td>
<td>1) Complete chapter 4-6 quizzes by 9/28</td>
</tr>
<tr>
<td>Sept 14-Oct 4</td>
<td></td>
<td>Learning</td>
<td>2) Complete test #2 over chapters 4-5 (available 9/29-10/4)</td>
</tr>
<tr>
<td><strong>Module 2</strong></td>
<td></td>
<td>Memory</td>
<td>3) Complete How to Sleep Better reflection by 10/4/15</td>
</tr>
<tr>
<td>Weeks</td>
<td>Read ch. 7-9</td>
<td>Cognition: Thinking,</td>
<td>1) Complete chapter quizzes by</td>
</tr>
</tbody>
</table>

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### Module 3
**Oct 5 - Oct 25**
- **Weeks 7-9:** Read ch. 10-13
- **Module 3:** Intelligence, and Language Development Across the Lifespan
- **Emotion**
- **Motivation**
- **10/19**
  2) Complete round 1 of research by 10/25
  3) Complete test #3 over chapters 7-9 (available 10/20-10/25)

### Module 4
**Oct 26 - Nov 15**
- **Weeks 10-12:** Read ch. 10-13
- **Module 4:** Sexuality and Gender Stress and Health Social Psychology Theories of Personality
- **10/19**
  1) Complete chapter quizzes by 11/9
  2) Complete test #4 over chapters 10-13 (available 11/10-11/15)
  3) Complete DB 1 by 11/15

### Module 5
**Nov 16 - Dec 6**
- **Weeks 13-15:** Read ch. 14-15
- **Module 5:** Psychological Disorders Psychological Therapies
- **11/15**
  1) Complete chapter quizzes by 11/30
  2) Complete Round 2 of research requirement by 12/6 (if doing SONA points for Option 1, and if for Option 2 you were told to resubmit).
  3) Complete test #5 over chapters 14-15 (available 12/1-12/6)
  4) Complete DB 2 by 12/6

### Finals week
- **Review for exam**
- **COMPREHENSIVE FINAL**
- **Complete exam over chapters 1-15 – available 12/7-12/10.**

**Note:** Tests will only be available to you on the dates noted. A very generous window is offered to allow you flexibility regarding when you take your test. Tests will be open from 12:00 am on opening day until 11:59 pm on closing day. Please note that students who do not put off the test to the last minute tend to do better.

**Research Requirement CR/NC**
- **Part 1 Research Documentation Due: 10/25/15**
  - Option #1: 2 Credits Due
  - Option #2: Final Draft of Critique Paper Due
- **Part 2 Research Documentation Due: 12/6/15**
  - Option #1: 2 Credits Due
  - Option #2: Corrections of Critique Due, if applicable

**RESEARCH REQUIREMENT (Credit/No-Credit – CR/NC)**
The UT-Tyler Department of Psychology requires that students in 1000 and 2000 level psychology courses complete one of the following two options to help enhance your understanding of scientific research.

This is a required (not optional) project you must complete in this course. ***If you do not complete the research requirement (see description below), your grade will be dropped a letter grade. I encourage you to begin this immediately*** so you will not have any problem completing it.
**Option #1: 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).

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.

**Research Participation Initial Registration and Account Setup:** The psychology pool administrator maintains the student credits in the department’s online research participation system, which is called the Sona System. Students are required to register with this online system to track and submit their credits. The website address is: [http://uttyler.sona-systems.com](http://uttyler.sona-systems.com). Click “Request Account” and fill out required information, preferably with your uttyler email address, and your password will be emailed to you. Once you log into the website with your username and password, you will be able to schedule yourself for different studies on specific dates and times. To view a list of studies, click on “Studies” link. You will see a list of studies, along with a brief description that will include the number of credits the study is worth and the location of the study. Studies that have open appointments will have “Timeslots Available” listed next to the name of the study. Be sure to check the website often, as studies are added on a weekly basis. Keep in mind that a particular study may only be running for a few weeks, so sign up for a study early and complete your research credits as soon as you are able. **Waiting until the end of the semester may result in not having a sufficient number of studies available to complete the number of credits you need.** The website keeps track of your total credits, and you will assign those credits to the course(s) that allow them. Note that you cannot “double dip” – the same SONA credits cannot be applied to 2 qualifying psychology courses. **If you have problems with the research website, contact Dr. Eric Stocks (estocks@uttyler.edu) for assistance.**

**Tips: Remember to start early.** There may not be a large number of studies available toward the end of the semester because the researchers and their student assistants are trying to analyze the data from their semester projects before the semester ends. Check Sona each week throughout the semester in order to find new studies in which you can participate!

To assign credits to specific courses – in the event that you are in more than one course that requires participation and/or offers extra credit for participation – please do the following:

1. Click the “My Schedule/Credits” link.
2. Assign the credits for each study in which you have participated to a specific course.
3. The system will allow you to assign any number of the total credits you have accumulated to any specific course. However, you only have your total number of accumulated credits to distribute to your course(s). For example, if you have two courses that require participation and you have 10 accumulated credits, you can allocate those 10 credits to one course, the other course, or divide them in some way between both...
** By the due dates for the research requirement listed above, be sure that you “apply” the credits you need to this course.

Types of Studies: There are two basic types of studies. The first is a laboratory study, and you will meet with a researcher at a specific location on the UT-Tyler campus. The second type is an online study. With this type of study, you can complete it from any computer connected to the internet. The type of study will be listed in the description of the project on the website.

Cancelling an Appointment: If you need to cancel an appointment for a timeslot you have signed up for, you can do this from the My Schedule / Credits page on the website. Select this link, and you will see all the studies you have signed up for, as well as those you have completed. Click “Cancel” on the appointment you need to cancel, and you will see a confirmation page. Note, however, that you should avoid cancelling an appointment unless absolutely necessary. Aside from not receiving the credit from the study, you are also inconveniencing the student researchers who are waiting at the laboratory to greet you. If you do need to cancel, you may try to contact the researcher in charge of the study (listed on the website) to reschedule.

Option #2: Students will complete a 2-page, single spaced critique of a journal article. Specifically, you will critique one of the following journal articles by answering the questions below. If a submitted critique is incomplete or does not adequately address the questions, you may be asked to revise it. You will only have 2 chances for this critique - so be sure to do a good job on this!

Papers should have 1-inch margins and be written in Times New Roman 12pt. font.

Questions
1. What question or questions were the researchers trying to answer in the study?
2. Is the study best described as an experiment, a correlational study, or a descriptive study? Explain your answer.
3. Briefly, and in your own words, what was done and what was found in this study? (Answer in general terms; elaborate details are not needed.)
4. What did the researchers conclude from their findings?
5. Do you think the study was well designed for answering question(s)? Why or why not?
6. Do you have any other comments or questions regarding this article?

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.uttler.edu/wellness/rightsresponsibilities.php](http://www.uttler.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

**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 federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 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.

(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.

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.

Psychology B.S./B.A. Program Mission Statement:

The mission of the undergraduate program in Psychology is to provide students with a demonstrable
knowledge and understanding of the science of behavior and the mind, including content in Memory
and Thinking; Sensory and Behavioral Neuroscience; Developmental Psychology; Clinical and
Abnormal Psychology; Social Psychology; Psychological Measurement and Methodology. We seek
to prepare students for either postgraduate education or a wide variety of employment settings and
careers. Psychology B.S./B.A. Program Learning Outcomes may be found at:

http://www.uttyler.edu/psychology/BSBAPychPLO