Syllabus

Course Information:
PSYC 1301.060 Introduction to Psychology
Spring 2015
Online

Instructor Information:
Ashlee Braswell Coleman, M.A., LPC-Intern
Email address: abraswell@uttyler.edu
I make every effort to respond to your emails within 24 hours Monday-Friday 8-5pm.
If I have not responded to your email within 24 hours, please resend your email.

Required Text, Materials/Supplies, and Related Readings

PSYCHOLOGY
Ciccarelli and White

EDITION: 4TH 15
PUBLISHER: PEARSON
ISBN: 9780205972241

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.

You are responsible for obtaining access to the required films in the course. I make every effort to provide links to the material when it is available online for free. You may find it beneficial to obtain a subscription to Netflix in order to have easy access to some video content.

Mozilla Firefox is the most compatible browser with the Blackboard site. I recommend that you use it when accessing and participating in the course, especially for your tests.

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:**
- 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
- 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: 20
Reflection Assignments: 300 (100 points each)
Discussion Board Assignments: 200 (100 points each)
Tests: 500 (100 points each)
Comprehensive Final Exam: 100

Total Points Possible: 1120 points
A: 1008-1120 points
B: 896-1007.9 points
C: 784-895.9 points
D: 672-783.9 points
F: below 671.9 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. I recommend printing the slides and using them to take notes as you read each of your chapters. You will also find additional content, sources, and information in the modules related to the topics covered within. Be sure that you view and/or read all of the supplemental content in order to aid your understanding and utilization of the concepts.

There is also an assignment within each module that coincides with the content. See each module for more detailed information.

If you have any questions about the content in the course, check the Content Question Discussion Board. See if someone else has asked the same question and read my answer. Feel free to ask for more clarification if you have further questions. If you do not see your question in the DB, create a new thread and ask me a specific question about the content.

Course Policies

You are expected to pace yourself through the reading and study of the material and to be aware of all deadlines for assignments in the course.

**Academic Dishonesty will NOT be tolerated. DO NOT use another’s work IN ANY FORM and submit it as your own. ALWAYS cite your sources and generate your own work.**

I expect you to email me if you have any questions, comments, or concerns throughout the semester as soon as they arise. Though I do not have an office on campus, I work very hard to
be readily available to my students via email. Please do not wait until you’ve missed an assignment or until it is very late in the semester before you email me with any concerns.

**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.

**Topical Outline**

**Course Introduction Quiz**
Must Be Completed By: 1/16/15 at 11:59pm

**Research Requirement CR/NC**
Part 1 Research Documentation Due: 2/12/15
  - Option #1: 2 Credits Due
  - Option #2: Final Draft of Research Paper Due
Part 2 Research Documentation Due: 3/26/15
  - Option #1: 2 Credits Due
  - Option #2: Corrections of Research Paper Due, if applicable

**Reflection Assignments**
Magic and the Brain: 1/22/15
Cross-Cultural Exploration of Death: 2/26/15
SMILE: 4/16/15

*Please note that all Reflection Assignments are due by 11:59pm on the date listed above.*

**Discussion Board Assignments**
How to Sleep Better: 2/2/15-2/6/15

*Please note that your Initial Post (IP) must be made within the first 24 hours of the DB opening.*

**Tests**
Ch. 1-3: 1/29/15-2/1/15
Ch. 4-6: 2/12/15-2/15/15
Ch. 7-9: 3/5/15-3/8/15
Ch. 10-13: 4/9/15-4/12/15

*Tests will only be available to you on these dates. I offer a range of dates for each so that you will be able to take the test with flexibility around your schedules. Tests will be open from 12:00am on opening day until 11:59pm on closing day.*
RESEARCH REQUIREMENT
Scientific and Social Responsibility Component for Lower-Division Psychology Courses

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. I encourage you to begin this immediately so you will not have any problem completing it.

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 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).

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 worthwill 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. You must submit the final draft of your paper by the first research deadline via Blackboard. 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.** You do **not** need to include an abstract. You **must** include a works cited page as well as proper in-text citations of your sources. Please note that your paper should contain 5 pages of content **in addition** to your cover page and works cited page.

**HOW TO DOCUMENT RESEARCH HOURS ON SONA:**
I will go into SONA on the due dates 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:

**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](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.