Syllabus

Course Information:

PSYC 1301 Introduction to Psychology

ONLINE-DUAL CREDIT

SPRING 2017

Instructor Information: Ashlee Coleman, MA, NCC, LPC

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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.

Evaluation and Grading:

Below you will find the specific category and the weight of that category.

- Reading Quizzes (20%)
- Tests (70%)
- Comprehensive Final Exam (10%)
Please note that grades are weighted by category. At any point during the semester you can do some simple math to figure out what your current grade is. Please see the example below:

- Student A has a Reading Quiz average of 80, Test average of 90, and estimate they will make an 80 on the final exam (since this is done at the end of the semester you will have to estimate here).
- Multiply your averages by the weights above then add each product for your final grade.
  - Reading Quiz Average: 80*.20= 16
  - Tests Average: 90*.70= 63
  - Final Exam Estimate: 80*.10= 8

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FINAL GRADE: 87%

Teaching Strategies:

Please make sure you have logged into Blackboard and reviewed the informational messages explaining the workings of this course.

It is very important that you are reading each assigned chapter and taking notes on the provided PowerPoints. These notes will be your best tools to help you take your reading quizzes and prepare for the tests and final exam.

Each chapter module has a YouTube lecture covering the chapter. The lectures are anywhere from an hour to almost 2 hours.

Required Text, Materials/Supplies, and Related Readings:

Your textbook is an “e-book”. That means I will email you a code to register for the textbook subscription and then you will have access to the textbook for 12-months. If you are wanting a hard copy (not needed), you can purchase it for a very reduced rate (around $20) through Pearson/Revel after you have enrolled in the Revel part of the course.

This e-book allows you access to a multi-sensory approach to learning this content. You can read the chapters on your own, pop in your ear buds and have it read to you, have it read over Bluetooth in your car, etc. Please take a little time and explore the Revel program for our textbook. I really think you will like it.

REVEL for Psychology

Saundra K. Ciccarelli, Gulf Coast Community College
J. Noland White, Georgia College & State University

ISBN-10: 0134623703
Course Policies (attendance, make-up assignments, etc.)

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.

WHAT IF I MISS AN ASSIGNMENT?

READING QUIZZES: Your reading quizzes are open for one week. They are untimed and can be completed at any point during that week. I do not allow any makeups on these quizzes- NO EXCEPTIONS. Please start far enough in the week to anticipate vacations, illnesses, funerals, internet outages, etc. I can promise you, if you wait till the night or even hours before they are due, trouble seems to find you.

TESTS: 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 –

TESTS (70%)- administered online through BLACKBOARD: Each test is approximately 75 multiple choice questions. There is an equal representation of each chapter on each test. You will have 1 hour and 15 minutes to complete the test. This is the same amount of time the students in the face-to-face section have. The test are administered on Blackboard. You may not stop and start the test. Once you click, “BEGIN”, your timer will start. You may begin your test anytime during the dates listed below. Just make sure you remember you only have one attempt, cannot stop and start, and your test will be cutoff when the timer ends.

Using search engines, your book, and/or notes to find answers for the tests is considered cheating. If cheating is suspected, a report will be made to the Student Affairs Office. Please prepare for the test just as you would if this was a face-to-face class.

Ch. 1-3: 2/8-2/9
Ch. 4-6: 3/1-3/2
Ch. 7-9: 3/29-3/30
Ch. 10,12-13: 4/17-4/18
Ch. 14-15: 4/26-4/27
READING QUIZZES (20%) and dates for reading (administered online through REVEL)- quizzes open at 12:01am on the date listed below and closes at 11:59pm on the dates listed below.

Please feel free to use your notes to take these quizzes. These quizzes are meant to help you prepare for the tests. You are also allowed 3 attempts on the quiz questions. You will not earn as many points the more attempts you make however, this gives you an extra opportunity to redeem yourself if you miss some questions the first attempt.

Ch. 1: 1/16-1/22 Please note that this is only week you will have 2 chapters due.

Ch. 2: 1/16-1/22 Please note that this is only week you will have 2 chapters due.

Ch. 3: 1/23-1/29
Ch. 4: 1/30-2/5
Ch. 5: 2/6-2/12
Ch. 6: 2/13-2/19
Ch. 7: 2/20-2/26
Ch. 8: 2/27-3/5
Ch. 9: 3/6-3/12
SPRING BREAK 3/13-3/17
Ch 10: 3/20-3/26

Please note that we skip Ch. 11

Ch. 12: 3/27-4/2
Ch. 13: 4/3-4/9
Ch. 14: 4/10-4/16
Ch. 15: 4/17-4/23

Comprehensive Final Exam (10%): The comprehensive final exam has 150 multiple-choice questions. About 10 questions are chosen from each chapter. You will have one attempt and 2 hrs. and 30 minutes to complete the exam. You are not allowed to stop and start the exam. Once you click “Begin” your timer will start.

It will only be administered on the date assigned. I am not allowed to move the final exam nor am I allowed to administer the exam at an earlier date. FINAL EXAM DATE: 5/3-5/4.

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
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.uttler.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 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.