Syllabus Course Information:

PSYC 1301.001 Introduction to Psychology

Summer I 2016- ONLINE

Instructor: Laura Owens

Office location: BEP 245 Office Hours: email for questions, ZOOM, 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:

• 15 Reading Quizzes (10 points each): 150 possible points
• 5 chapter tests (100 points each): 500 possible points
• 1 comprehensive final exam: 150 possible points

TOTAL POINTS POSSIBLE: 800

A: 800-720
B:719-640
C: 639-560
D: 559-480
F: 479 and below

Course Policies:

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 –

Lectures and Reading Assignments:

Please make sure you have printed and/or downloaded your PowerPoint, read the chapter, listened to the lecture, and made notes BY THE dates listed below. This will ensure that you are ready for your reading quiz. You may always read ahead and begin working on the lecture content.’

The lecture videos that I have prepared for you are 1-2.5 hours in length. You can compare this to the rigor of lecture you would get in a face-to-face class.

Ch. 1: 6/7
Ch. 2: 6/8
Ch. 3: 6/9
Ch. 4: 6/13
Ch. 5: 6/14
Ch. 6: 6/15
Ch. 7: 6/20
Ch. 8: 6/21
Ch. 9: 6/22
Ch 10: 6/27
Ch. 11: 6/28
Ch. 12: 6/29
Ch. 13: 7/5
Ch. 14: 7/6
Ch. 15: 7/7
**TESTS:** The test opens at 12am on the date listed below and closes at 11:59pm on the date listed below. The tests are timed just as if you are in a face-to-face classroom. You must be ready to complete the test on your first attempt. The timer starts when you click “Begin”. You cannot stop the timer once you start.

Ch. 1-3: 6/10-6/12  
Ch. 4-6: 6/17-6/19  
Ch. 7-9: 6/24-6/26  
Ch. 10-13 7/1-7/3  
Ch. 14-15: 7/6-7/7

**READING QUIZZES:** Quizzes open at 12:00am on the date listed below and closes at 11:59pm on the dates listed below. These quizzes are untimed and may be stopped and started. They are only open on the dates listed below. You may not work ahead or go back. This is in order to keep the online version of the class as close to a face-to-face class as possible.

Ch. 1: 6/7  
Ch. 2: 6/8  
Ch. 3: 6/9  
Ch. 4: 6/13  
Ch. 5: 6/14  
Ch. 6: 6/15  
Ch. 7: 6/20  
Ch. 8: 6/21  
Ch. 9: 6/22  
Ch 10: 6/27  
Ch. 11: 6/28  
Ch. 12: 6/29  
Ch. 13: 7/5  
Ch. 14: 7/6  
Ch. 15: 7/7

The chapter reading quizzes are 10 questions each (1 point for each question). The questions come from a very large test bank that aligns with your chapter readings. Each student’s quiz will be unique. That means that no one student will have the same quiz. It is likely that out of all students in the course, you
will likely only share a question or two that your classmates have. Please use your notes and reading to help you complete the quizzes.

**Comprehensive Final Exam:** opens 12am 7/8 and closes 11:59pm 7/9. It is given like the tests. It is a one attempt final and will be timed.

**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. The university sets the final exam schedule.

**TEACHING ASSISTANT:** Rebecca Olson is my teaching assistant this semester.

TA Contact info: roolson2@patriots.uttyler.edu

Rebecca will helping me with assignment reminders as well as fielding question on the Content Q&A board.

**WHAT IS THE CONTENT Q&A:**

You will discover in your class ‘Course Menu’ a link called “CONTENT Q&A”. If you have any course content questions (not questions about course workings), this is where you go. First, scroll through to see if any other students have submitted your question and if not, submit your question. You must submit your question as follows:

1. Click “NEW THREAD”
2. When you ask your question please include the following format:
   a. In the title of the thread- you must include chapter number, page number, and a specific question. For example, “Ch. 1 pg. 18” Question about how a psychiatrist is different than a psychologist”.
   b. When you try your question, please be very specific. For example, “I read that a psychiatrist is a medical doctor but a psychologist is not. Which one of them does counseling? Can they both prescribe medicine?”
3. Click ‘Submit’
4. Check back in 24 hours for an answer. We check this board at least once a day. Please make sure if you are asking content questions within 24 hours of the test or final exam, you might not get a reply in time. Make sure you are putting your questions out in a timely manner.

If you have questions about course workings, please email those questions to me. If they are submitted in the CONTENT Q&A forum, they will be deleted.
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.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 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@uttyle.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.