University of North Texas at Dallas
Spring 2016
SYLLABUS

PSYC 1100D (030): Introduction to Psychology; 3 Hrs

Department of	Sociology & Psychology	Division of	Liberal Arts & Life Sciences

Instructor Name:	Teresa L. Collins-Jones, Ph.D.
Office Location:	*Adjunct Psychology Office, DAL 2 Room 302*
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Office Hours:	**M/W 1-4 pm and T/R 9am-12 pm as well as by appointment**

Classroom Location:	**Virtual**

Course Catalog Description:	This course offers a general understanding and application of the basic principles of psychology. Topics will include the history of psychology, scientific methods, physiological foundation of behavior, development, principles of learning, personality theory, abnormal behavior, and social psychology.

Prerequisites:	**None**
Required Text:	Wade, C., Tavris, C., & Garry, M. (2014). *Psychology, 11th Edition*. New York: Pearson. ISBN-10: 0-205-97958-0
Recommended Text and References	MyPsychLab ISBN 0-205-98542-4 **Reading Assignments:** Students are expected to read in advance the chapters designated by week in the outline below; and any additional reading I assign. Come to class prepared to discuss them.

Access to Learning Resources:	UNT Dallas Library:
	     phone: (972) 780-3625;
	     web: http://www.unt.edu/unt-dallas/library.htm
	UNT Dallas Bookstore:
	     phone: (972) 780-3652;
	     e-mail: 1012mgr@fheg.follett.com

Course Goals or Overview: This course is designed to assist learners to:

1. Describe the research and theory in the psychology of learning, cognition, and motivation.
2. Understand and critically evaluate significant classical and contemporary psychological perspectives.
3. Know the quantitative and qualitative research methods used by psychologists and understand and apply research findings to one's daily life.
4. Understand psychological processes involved in developing academic skills and critical thinking, and to apply this material to their own academic efforts.
5. Develop an appreciation for the complexity of the human person and the psychological processes involved in our experience, behavior, and interactions.
6. Gain academic skills that students will be able to use throughout their college experience (reading effectively, writing, note taking, studying, etc.)

	Learning Objectives/Outcomes: At the end of this course, learners will be able to:	
1	Know, understand, and apply the seven contemporary psychological perspectives.	
2	Know, understand, apply, and analyze the scientific method and research results in psychology.	
3	Know, understand, and apply principles of social psychology.	
4	Know, understand, and apply principles, concepts, and major theories related to life span development including prenatal influences, cognitive development (Piaget), moral development (Kohlberg), personality development (Freud), attachment and identity (Erikson).	
5	Know, understand, and apply principles, concepts, and major perspectives on personality.	
6	Know, understand, and apply the criteria, prevalence, causes (etiology), treatment, and prognosis for major psychological disorders, particularly anxiety and mood disorders.	
7	Know, understand, and apply principles of health psychology.	
9	To gain exposure to the different types of careers in Psychology.	

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class.

Week	TOPICS	Assignment Due Date
Week One January 19-24	**Introduction to General Psychology** **Welcome** **Review the Syllabus** **What is Psychology** **How Psychologists Do Research** Reading: Wade, Tavris, and Gerry, Chapters 1 (pages 2-31) and 2 (pages 32-67)	DQ 1 *participate all week*
Week Two January 25-31	**Interpreting the Findings of Research** **Reading Journal Articles** **Genes, Evolution and Environment** **The Nervous System** Reading: Wade, Tavris, and Gerry, Chapters 3 (pages 68-97) and 4 (pages 98-111)	DQ 2 *participate all week* Quiz Over Chapter 3 (Quiz 1) Due 1/31
Week Three February 1-7	**Understanding the Brain** **New Developments (SPECT scans/fMRIs)** **Overview of Neuropsychology** Reading: Wade, Tavris, and Gerry, Chapter 4 (pages 112-137)	DQ 3 *participate all week* Reflection #1 Due 2/7
Week Four February 8-14	**Sleep** **Mental States** **Senses: Vision and Hearing** Reading: Wade, Tavris, and Gerry, Chapters 5 (pages 138-173) and 6 (pages 174-198)	DQ 4 *participate all week* Quiz Over Chapter 5 (Quiz 2) Due 2/14
Week Five February 15-21	**Senses** **Perceptual Power** **Learning and Condition** Reading: Wade, Tavris, and Gerry, Chapters 6 (pages 199-217) and 7 (pages 218-253)	DQ 5 *participate all week* Reflection #2 Due 2/21
Week Six February 22-28	**Behavior in Social and Cultural Context** **Problem Solving and Decision Making** Reading: Wade, Tavris, and Gerry, Chapters 8 (pages 254-297) and 9 (pages 298-317)	DQ 6 *participate all week* Quiz Over Chapter 8 (Quiz 3) Due 2/28
Week Seven February 29-March 6	**Measuring Intelligence** **Memory** Reading: Wade, Tavris, and Gerry, Chapters 9 (pages 318-337) and 10 (pages 338-379)	DQ 7 *participate all week*
Week Eight March 7-13 *Midterm*	**Applying Psychology to Real World Problems** **Brief Review** **Questions and Answers**	DQ 8 *participate all week* **Mid-Term Exam (Chapters 1-10) DUE 3/13**
Week Nine March 14-20	**SPRING BREAK**	

Week Ten **March 21-27**	**Emotion, Stress, and Coping** Reading: Wade, Tavris, and Gerry, Chapter 11 (pages 380-419)	DQ 10 *participate all week*
Week Eleven **March 28-April 3**	**Motivation: Biology and Psychology** Reading: Wade, Tavris, and Gerry, Chapter 12 (pages 420-459)	DQ 11 *participate all week* Reflection #3 Due 4/3
Week Twelve **April 4-10**	**Lifespan** **Development Overview** Reading: Wade, Tavris, and Gerry, Chapter 13 (pages 460-503)	DQ 12 *participate all week* **Article Critique** **Due 4/10**
Week Thirteen **April 11-17**	**Personality** **Theories, Influences, and Approaches** Reading: Wade, Tavris, and Gerry, Chapter 14 (pages 504-541)	DQ 13 *participate all week*
Week Fourteen **April 18-24**	**Psychological Disorders: Part I** **Diagnosing Mental Disorders (DSM 5)** **Anxiety Disorders** **Trauma and Obsessive Compulsive Disorders** **Depressive Disorders and Bipolar Disorder** Reading: Wade, Tavris, and Gerry, Chapter 15 (pages 542-559)	DQ 14 *participate all week* **Interview** **Due 4/24**
Week Fifteen **April 25-May 1**	**Psychological Disorders: Part II** **Personality Disorders** **Substance Abuse and Addiction** **Schizophrenia** **Dissociative Disorders** Reading: Wade, Tavris, and Gerry, Chapter 15 (pages 560-581)	DQ 15 *participate all week* Quiz Over Chapter 15 (Quiz 4) Due 5/1
Week Sixteen **May 2-5**	**Approaches to Treatment and Therapy** **Careers in Psychology** Reading: Wade, Tavris, and Gerry, Chapter 16 (pages 582-615)	DQ 16 *participate all week* Reflection #4
Finals Week **May 9-13**	**Final Exam**	**Final Exam** **(Chapters 11-16)** **Due 5/11**

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Class Discussions (150 points)
Each week you will be asked to participate in one discussion. <u>You will post your own response to the questions and respond to at least two posts made by your peers or the instructor in each discussion thread on more than one day</u>. Your posts should integrate information that you have learned in class as well as incorporate the scholarly literature that you find in the library or on the web. *Please avoid using websites like Wikipedia or psychology.org, instead try to rely upon .edu or .gov websites*. Your initial posts should be made by Day 4 of each week (Thursday) and you should stay active in the current discussion through the last day of the week (Sunday). Do not work ahead or get behind as points will be deducted for late submissions. Make sure that you check your spelling and grammar before posting your response. In your replies to your peers, you can expand or clarify a point made in a previous post, offer additional information, or discuss whether you agree or disagree with a post made by a classmate or the instructor. Develop your responses and cite the references that you use to support your position.

Quizzes (60 total points)

Four quizzes will cover material from the assigned readings, lectures, and class discussions.

Exams (2 exams, 150 points each)
There will be a total of two exams worth 150 points each. Exams cover material from the texts, assigned readings, lectures, and class discussions, and will typically consist of multiple choice, short answer, and/or essay questions. The exams are not cumulative.

Article Critique (25 points)
You will choose an interesting empirical article to review (one that reports the results of a study, not a review of several studies) on a topic of your choice from a published journal.   You will submit a 2- to 3-page commentary on the article by providing a brief summary followed by an analysis of the study and your reactions.

Interview (75 points)
You will identify one contributor to the field of psychology who helped to shape our discipline. Become familiar with his/her work by doing research on the person and his/her contributions to the field. If you were able to interview this figure, what 10 questions would you ask the person, what do you think shaped his/her work (the time, environment, family of origin, gender, ethnicity, etc.), how might he/she respond to your questions, and what do you think he/she might change if given the opportunity to revise their work.

Reflections (40 total points or 10 points each)
To facilitate discussion and understanding of the material, you will be asked to write a reflection on a specific topic **on four different weeks**. Each reflection should be 2-3 pages long and should be a "reflection" on what you have learned. You will be asked to demonstrate that you understand the concepts by connecting the ideas or issues we have discussed in class and that you have reviewed in your readings as well as through outside experiences. *Synthesize, analyze and evaluate.* And finally, critically examine your own development through these learning activities.

Grading Matrix:

Instrument	Value (points or percentages)	Total
Weekly Discussions	15 Discussions at 10 points each	150
Quizzes	4 quizzes at 15 points each	60
Exams	2 exams at 150 points each	300
Interview	Interview with Contributor to the Field	75
Article Critique	Critique of an Article of Interest	25
Reflections	4 reflection activities at 10 points each *Reflections are graded as credit/no credit	40
Total:	**100%**	**650**

Grade Determination
A = 590 – 650 pts; i.e., 90% or better
B = 525 – 589 pts; i.e., 80 – 89 %
C = 460 – 524 pts; i.e., 70 – 79 %
D = 390 – 459 pts; i.e., 60 – 69 %
F = 299 pts or below; i.e., less than 60%

University Policies and Procedures

Students with Disabilities (ADA Compliance):
Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly

encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:
Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy:
No extensions are given, unless a legitimate excuse is received well before the due date. For illness or injury a doctor's note is required. An unexcused late assignment will result in an automatic 10 point deduction and an additional 5 point deduction for each day after that.

Exam Policy:
Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook). Note: If you need to reschedule your exam and the due date has passed, you may be given an alternate form of the exam.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at
http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf
for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies

Online Attendance and Participation:
The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency.

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/registrar for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Inclement Weather and Online Classes: Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Online "Netiquette:
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at http://www.untdallas.edu/osa/policies. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- http://www.untdallas.edu/dlit/ecampus/requirements
- https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html

This syllabus is subject to change. If changes are made, I will communicate them to you in a timely manner.