

University of North Texas at Dallas
Fall 2015
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		
Office Phone:	972.741.5605		
Email Address:	Use email (messages) in Blackboard classroom or Teresa.Collins-Jones@untdallas.edu		
Office Hours:	T/R 10:30-12:30 and R 6-7 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). <i>Psychology, 11th Edition</i> . 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:			
	<ol style="list-style-type: none"> 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.
8	Know, understand, and apply principles of social 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 August 24-August 30	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
Week Two August 31-September 6	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 Quiz Over Chapter 3 (Quiz 1)
Week Three September 7-13	Understanding the Brain New Developments (SPECT scans/fMRIs) Overview of Neuropsychology Reading: Wade, Tavris, and Gerry, Chapter 4 (pages 112-137)	DQ 3 Reflection #1
Week Four September 14-20	Sleep Mental States Senses: Vision and Hearing Reading: Wade, Tavris, and Gerry, Chapters 5 (pages 138-173) and 6 (pages 174-198)	DQ 4 Quiz Over Chapter 5 (Quiz 2)
Week Five September 21-27	Senses Perceptual Power Learning and Condition Reading: Wade, Tavris, and Gerry, Chapters 6 (pages 199-217) and 7 (pages 218-253)	DQ 5 Reflection #2
Week Six September 28-October 4	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 Quiz Over Chapter 8 (Quiz 3)
Week Seven October 5-11	Measuring Intelligence Memory Reading: Wade, Tavris, and Gerry, Chapters 9 (pages 318-337) and 10 (pages 338-379)	DQ 7
Week Eight October 12-18	Applying Psychology to Real World Problems Brief Review Questions and Answers	DQ 8 Mid-Term Exam (Chapters 1-10) DUE 10/15

Week Nine October 19-25	Emotion, Stress, and Coping Reading: Wade, Tavis, and Gerry, Chapter 11 (pages 380-419)	DQ 9
Week Ten October 26-November 1	Motivation: Biology and Psychology Reading: Wade, Tavis, and Gerry, Chapter 12 (pages 420-459)	DQ 10 Reflection #3
Week Eleven November 2-8	Lifespan Development Overview Reading: Wade, Tavis, and Gerry, Chapter 13 (pages 460-503)	DQ 11 Article Critique Due 11/7
Week Twelve November 9-15	Personality Theories, Influences, and Approaches Reading: Wade, Tavis, and Gerry, Chapter 14 (pages 504-541)	DQ 12
Week Thirteen November 16-22	Psychological Disorders: Part I Diagnosing Mental Disorders (DSM 5) Anxiety Disorders Trauma and Obsessive Compulsive Disorders Depressive Disorders and Bipolar Disorder Reading: Wade, Tavis, and Gerry, Chapter 15 (pages 542-559)	DQ 13 Interview Due 11/21
Week Fourteen November 23-29	Psychological Disorders: Part II Personality Disorders Substance Abuse and Addiction Schizophrenia Dissociative Disorders Reading: Wade, Tavis, and Gerry, Chapter 15 (pages 560-581)	DQ 14 Quiz Over Chapter 15 (Quiz 4)
Week Fifteen November 30-December 3	Approaches to Treatment and Therapy Careers in Psychology Reading: Wade, Tavis, and Gerry, Chapter 16 (pages 582-615)	DQ 15 Reflection #4
Finals Week December 7-9	Final Exam	Final Exam (Chapters 11-16) Due 12/8

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. 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. 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	40
	<i>*Reflections are graded as credit/no credit</i>	
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):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (i.e., ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. Grades assigned before an accommodation is provided will not be changed as accommodations are not retroactive. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call Laura Smith at 972-780-3632.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (i.e., SETE) is a requirement for all organized classes at UNT. 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 the SETE 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 come in late for an exam and another student has already turned in a completed exam, you cannot take the regular 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.unt.edu/unt-dallas/policies/Chapter%2007%20Student%20Affairs,%20Education,%20and%20Funding/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Classroom Policies

1. Since discussion is an essential part of this course, please come to class prepared and on time.
2. Please turn off your cell phones and pagers.
3. Do not come into class late or leave early.
4. You are responsible for tracking your own grade progress (see course requirements and grading scheme to help you keep track of available points). If you have questions about your grade come to office hours, make an appointment, or contact me via email. Do not make specific inquiries about your grade in class.
5. No late work will be accepted unless you have a valid, documented excuse (documented illness or death in the family). If you miss an assignment and you have a valid, documented excuse, notify me as soon as possible via phone or email so we can arrange a reasonable time for you to make up the missed assignment.
6. All work must be turned in during class. I will not accept emailed work unless you have a valid, documented excuse.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance 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 class. The dynamic and intensive nature of this course makes it impossible for students to make-up or receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible for notifying the instructor if they will be missing class, and they must share their reason for missing class. Students are also responsible for making up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes if class is missed.

To get the most out of this class your attendance is required.

- An attendance sign in sheet will be circulated at the beginning of each class. Sign your name in the sheet to document your attendance. Failure to sign the sheet will be considered an absence.
- Students are expected to attend all scheduled meetings of this class. Students are also expected to be on time for all scheduled class meetings. Students who come to class late will be counted as absent. **After 3 absences, 5 overall points will be deducted for every class period missed.**
- If you have a documented excuse for your absence let me know as soon as possible and bring it to class. A valid, documented excuse consists of a doctor's note documenting your illness or death in the family.

Diversity/Tolerance Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. 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 Office of Student Life as the instructor deems appropriate.

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