

Introduction to Psychology

PSY 2301, Section 0W2

Fall 2022

Instructional Mode: Online

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TA:

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Virtual Office Hours: W 9 – 10am CST

MS Teams link: shorturl.at/fmrD7

Virtual Office Hours:

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Course Platform

This course is fully online. All course materials, assignments, and exams will be hosted on the eLearning section for this class. More information about each of these components can be found on pages 2 - 5 of the syllabus.

General Core Area 080 Social and Behavioral Sciences

Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

Objectives of Core Area

Critical Thinking (CT): to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information

Communication (COM): to include effective development, interpretation, and expression of ideas through written, oral, and visual communication

Empirical and Quantitative Skills (EQS): to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

Social Responsibility (SR): to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Course Description

This course provides an overview of the major domains, theories, and methods within the field of psychology. Because no prior knowledge of psychology is required or assumed, the course is designed to serve both as a foundation for psychology majors and minors, as well as a one-stop sampling of the field for interested non-majors. This is a survey course, and thus will cover *a lot* of material. We will discuss a wide range of areas within psychology, including the biological bases of behavior, sensation and perception, cognition, language, and emotion. We will also cover highlights from several subdisciplines within the field, such as developmental, social, and clinical psychology. The approach to the course is one that uses multiple perspectives to examine different aspects of the human experience.

My goal is to facilitate a broad appreciation of the major aspects of psychology and to provide you with a better understanding of yourself and other people. Along the way, I hope you will discover certain areas within psychology that you would enjoy exploring in more depth in other classes.

Learning Outcomes:

After completing the course, students should be able to:

1. Describe and explain the nature of psychology as a scientific discipline (PLO 1.1)
2. Describe and analyze major theoretical perspectives and overarching themes (PLO 1.2)
3. Use critical thinking to evaluate popular media and scholarly literature (CT)
4. Demonstrate effective writing skills in various formats (e.g., summaries, integrations, critiques, technical reports) and for various purposes (e.g., informing, teaching, explaining, defending, persuading, arguing) (COM)
5. Identify and explain different research methods used by psychologists (EQS)
6. Demonstrate how psychological principles can explain and inform clinical issues, social issues, organizational issues, and public policy (SR and PLO 3.1)

Required Text

Gleitman, H., Gross, J., & Reisberg, D. (2011). *Psychology* (8th Edition), New York: Norton & Company.

Video recorded lectures are sequenced to correspond with the order of chapters in the textbook. Each of these chapters is required reading (see schedule below) and will supplement material presented in lectures. Although any material appearing in the textbook is fair game for the exams, material presented in lectures is prioritized. The textbook is most useful for deepening your understanding of concepts covered in the lectures.

See my introduction to the course video for more information about how to access this textbook.

Course Materials

e-learning will serve as the central hub for this online course.

There you will find:

1. Video recordings of lectures

These will be posted as soon as they are ready, but all lectures for each section will be available at least a week in advance of the exam for that section of the course (see schedule below). The lectures will not be accessible during the exams.

2. Outlines of lectures

A folder labeled “Lecture Outlines” contains a separate Microsoft Word document for each of my lectures that highlights the central concepts, terms, and examples I present. These outlines are sketches of the lectures and are intentionally incomplete. It is your job to use these outlines to take more extensive notes as you view the lectures. These can then be used to prepare for (and use during!) your exams.

3. Response Paper assignments

A folder labeled “Response Paper Assignments” contains the questions and instructions for each of the four required response papers (more information under “Evaluation”).

4. Exam Reviews

A week before each exam, a review sheet will be uploaded to e-learning to help you study.

5. A link to a discussion board for asking and answering questions

There is an “Ask Questions” link at the bottom of our e-learning homepage that takes you to a discussion board with a forum entitled “Have questions?” If you click on that, you’ll enter the forum and you can create a new thread with your question. The TA or I will then answer it within 24 hours. If you have other questions (i.e., not about course content), please email the TA or me.

Virtual Office Hours

I am available to answer any questions you have during my “virtual office hours”, which are held on Wednesdays from 9 – 10am CST using MS Teams. Just use this link: shorturl.at/fmrD7

If using a mobile device, you will need to first install the MS Teams app.

Evaluation

Evaluation of student performance will be based on a combination of exams and response papers. You also are required to complete two “Research Exposure Credit” for this course (see page 5).

Exams:

Any material covered in lectures and/or reading assignments are fair game for the exams. A total of four exams will be administered. Each exam will be a combination of multiple-choice, true-false, fill in the blank and short answer questions. Each exam counts as 100 points towards your final grade.

Exams will not be returned but you may go over previous exams with the TA during his office hours or at another scheduled time.

Make-up exams will NOT be offered.

Your lowest exam grade will be dropped. Missing one of the exams for any reason will result in a grade of zero that may serve as your one dropped grade.

Exams will be administered online via e-learning on September 19th, October 12th, November 7th, and December 7th.

The exam will appear at the top of the homepage for our course on e-learning at 12:01am CST on the testing day and remain available for you to take until 11:59pm

that evening. I have decided to give you a full 24-hour window to take it because some of you may have intermittent internet access, or have challenging schedules right now, or may be in a different time zone. Things are tough for many of us and I want to give you as much flexibility as possible to take the exam.

Once you start, **you will have 90 minutes to complete it.** It must be completed in one sitting. You cannot stop, save, and come back to it two hours later, so plan ahead!

The exam is open notes. HOWEVER, you must work on it alone. By beginning the exam, you are acknowledging that you agree with the following statement: "I acknowledge the department's policy on academic dishonesty, and I will take the test alone, using my own notes".

Suspicion that you violated this agreement will be referred to the Office of Community Standards and Conduct for review. This statement will appear again in the instructions when you take the exam.

Questions appear one at a time in a random order. They may vary from student to student. No backtracking is allowed, which means you cannot go back to a question once you've answered it.

Just like an in-class exam, you will not receive any feedback during the exam concerning whether you answered a question correctly or incorrectly.

If you haven't completed the exam within 90 minutes after you started it, your exam will be submitted in its current form. The system will give you timing warnings halfway through, and then at 5- and 1-minute remaining. For most students, timing should not be an issue, but I provide this information just in case you are a student who like to take more time.

If you have permission to receive extra-time from the Office of Student Accessibility and would like more than 90 minutes to complete the exam, please email me and I will make sure you get it.

To prepare for the exam, watch all the available recorded lectures, use the provided lecture outlines, and take notes—especially about the concepts, terms, and examples mentioned on the lecture outlines. Virtually everything on the exam appears in some form on these outlines.

RECORDED LECTURES AND NOTES POSTED ON ELEARNING ARE REMOVED ABOUT ONE HOUR BEFORE THE EXAM BEGINS, SO PLEASE PREPARE IN ADVANCE FOR THIS.

Response Papers:

You are required to complete four response papers over the course of the semester. Each is worth 25 points, so collectively they are worth 100 points, the equivalent to one exam

grade.

Response paper assignments will be posted on e-learning. Each will pose a question to you based on material for that section of the course. These questions will be broad and open-ended and require you to apply concepts from corresponding lectures to aspects of your lives or real-world events.

Write your response papers in essay form (i.e., no bullet points or incomplete phrases). **Each response paper needs to be at least 400 words but no more than 800 words.** Other formatting choices are up to you.

Your grade will be determined based upon whether you directly and clearly address the assigned question(s), and how well your response reflects content from lectures and/or the textbook. You are not required to use any outside sources of information, but you can if you choose.

We may check for plagiarism using Turnitin software. *You will not receive credit for the assignment if it is determined you plagiarized any content in your response paper.*

The four response papers are due a week before each exam. The due dates are September 12th, October 5th, October 31st, and December 7th.

Research Exposure Credit:

One requirement of all students enrolled in this class is completion of **two research exposure credits**. This requirement provides students practical and direct experiences with research and is an important means to understanding behavioral research. Details about this requirement appear on the separate Research Exposure Credit Requirement handout distributed on the first day of class or posted on the course eLearning page. A link to “Research Exposure Credit (REC) Requirement” is also posted on the BBS Information Center in eLearning.

Failure to complete the research exposure requirement will result in lowering your total grade in this class. For each Research Exposure Credit you fail to complete, your course grade will be reduced by 1/3 letter grade. For example, if you only complete one of the two required credits and your grade for all other course requirements is an A+, then your grade would be lowered from an A+ to an A. If you do not complete both credits, your grade would be lowered from an A+ to A-. The deadline for completion of these credits is found on the REC instruction sheet.

Grades

Possible Points	
Letter	Points
Exam 1	100
Exam 2	100
Exam 3	100
Exam 4	100
Response Papers	100
Total	500
Total after dropping lowest exam	400

No extra credit assignments will be offered.

Letter Grades

Letter	Percentage
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 or lower

Course Schedule

Month	Day	Topic	Chapter
August	22	Introduction / What is Psychology?	Prologue
	24	Research Methods	1
	29	Research Methods, ctd; Ethics	1
	31	Genetic and Evolutionary Contributions	2
September	5	LABOR DAY - NO CLASS	
	7	Genetic and Evolutionary Contributions, ctd	2
	12	The Brain and Central Nervous System	3
		DUE DATE: RESPONSE PAPER	
	14	Sensation and Perception	4,5
	19	Exam 1	
	21	Face Perception	
	26	Consciousness	6
October	28	Learning	7
	3	Learning, ctd	7
	5	Memory	8
		DUE DATE: RESPONSE PAPER 2	
	10	Thinking	9
	12	Exam 2	
	17	Language	10
	19	Intelligence	11
	24	Intelligence, ctd	11
	26	Motivation and Emotion	12
November	31	Social Psychology	13
		DUE DATE: RESPONSE PAPER 3	
	2	Social Psychology, ctd	13

7	Exam 3	
9	Development	14
14	Development, ctd	14
15	Personality	15
21	FALL BREAK – NO CLASS	
23	FALL BREAK – NO CLASS	
28	Personality, ctd	15
30	Clinical Psychology	16
	DUE DATE: RESPONSE PAPER 4	
December 5	Clinical Psychology, Autism	16
7	Exam 4	

Because this class is online and asynchronous, you have flexibility regarding when you view the lectures, take notes, and read textbook chapters. Just make sure you pace yourself to be able to do so effectively in advance of each response paper and exam.

The dates in the schedule above correspond to an in-person class schedule. You are not required to follow it but doing so is recommended to ensure adequate pacing and maintain a routine.

The topics listed on the syllabus refer in general terms to what will comprise that day's lecture. I do, however, reserve the right to change lecture topics if more time is needed on a topic or based upon class interest. Additional required readings may also be added.

It is the policy of the University of Texas at Dallas to adhere to the requirements of the United States Copyright Law of 1976, as amended, (*Title 17, United States Code*), including ensuring that the restrictions that apply to the reproduction of software are adhered to and that the bounds of copying permissible under the fair use doctrine are not exceeded. Copying, displaying, reproducing, or distributing copyrighted material may infringe upon the copyright owner's rights. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to appropriate disciplinary action as well as civil and criminal penalties. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. For more information about the fair use exemption, see <http://copyright.lib.utexas.edu/copypol2.html>. As a UT Dallas student, you are required to follow UT Dallas' copyright policy (UTDPP1043 at <http://policy.utdallas.edu/utdpp1043>) and the UT System's policy, UTS107 at <http://www.utsystem.edu/board-of-regents/policy-library/policies/uts107-use-copyrighted-materials>.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations, which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/8836391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the

academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22 PO Box 830688
Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

These descriptions and timelines are subject to change at the discretion of the Professor.