	Instructor	Kristin Kuhlman Atchison, Ph.D.	Graduate Teaching Assistant	Melissa Heinrich Melissa.Heinrich@UTDallas.edu
	Email	KristinJ.Atchison@UTDallas.edu		
	Office	JO 3.206	Office hours	W 11:30 - 12:30 in JO 4.312
	Virtual Visiting Hours	Tuesdays 2 -3 PM on TEAMS LINK	Undergraduate Teaching Intern	Maria Husain Maria.Husain@UTDallas.edu (Teams link available in Teams or eLearning)
	In-Person Visiting Hours	Tuesday/Thursday 2 -3 PM	Office Hours	M 10 - 11AM
	MS Teams Voicemail	972-883-2371		

If the above visiting hours do not work, please email any of us to schedule an appointment

The course syllabus provides a general plan for the course; deviations may be necessary. Unanticipated circumstances including discovery of the need to spend more time mastering particular content may require changes to the syllabus. In such situations, I will discuss the need for changes with the class prior to making them both in class and on our eLearning site.

- My syllabi are longer than most, because it is also a "Frequently Asked Questions" document. Please refer back to this throughout the semester with questions you may have about course structure or policies.

Discrimination Policy

I am committed to equal opportunity for all students. No one shall be treated differently, separately, on the basis of race, religion, national origin, marital status, sex, sexual orientation, gender identity or expression, age, or disability. Discipline will be imposed where appropriate for any act of discrimination.

Classroom Conduct Requirements Related to Public Health Measures

UT Dallas will follow the public health and safety guidelines put forth by the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (DSHS), and local public health agencies that are in effect at that time during the semester. As your instructor, I personally will follow guidance as put forward by the CDC and encourage students to do the same to keep our community and each other safe.

General Core Area 080 Component Area

Description: 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:

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

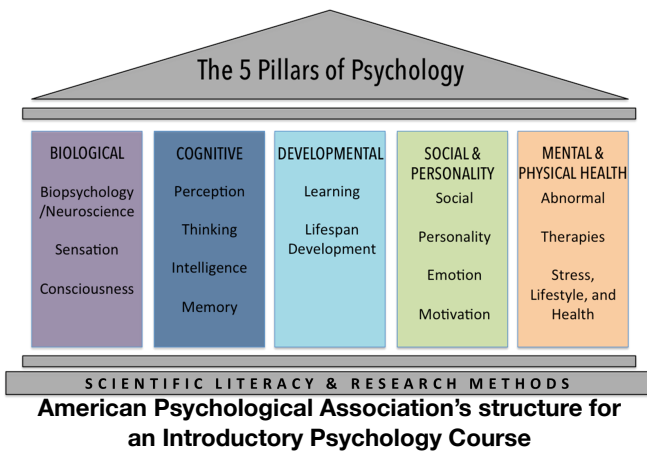
- Social Responsibility (SR)–to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Course Pre-requisites, Co-requisites, and/or Other Restrictions: None

Course Description: Overviews the major theories and scientific research examining the human mind and behavior. The topics range from studies of perception, cognition, memory, language, and thought to studies of development, personality, relationships, motivation, abnormal patterns of thought and behavior, and cultural differences. (3-0) S

Course Website: *You are then responsible for checking eLearning frequently (several times a week).* Failure to do so may result in loss of participation points, which CANNOT be made up.

Student Learning Objectives/Outcomes



The recently published “[APA guidelines for the Undergraduate Psychology Major](#)” (2023) is a list of skills and knowledge recommended by American Psychological Association for psychology majors. Several of APA’s outcomes and foundational indicators are listed below. All quotes in the outcome/objective table are from this document. Specifically, this course follows American Psychological Association’s structure for an Introductory Psychology Course. More information can be found here: <https://www.apa.org/ed/governance/bea/intro-psych-report.pdf>

<u>Course Outcomes</u>	<u>Learning Objectives</u>	<u>Measurements</u>
<i>Students will be able to:</i>	<i>Students will be able to:</i>	
“1.1 Describe key concepts, principles, and theories in psychological science” (CT)	1. “1.1a Use basic psychological concepts to describe or explain behavior” 2. Identify psychology is a science	<ul style="list-style-type: none"> • SmartBooks • Participation Assignments • Podcast Assignment • Assessments
“1.2 Develop a working knowledge of psychology’s major subfields”	1. Recognize the 5 Pillars of Psychology 2. Identify subfields in each pillar	<ul style="list-style-type: none"> • SmartBooks • Participation Assignments • Podcast Assignment • Assessments


<p>"1.4 Apply psychological content to solve practical problems" (CT)</p>	<ol style="list-style-type: none"> 1. 1.4a Identify "examples of relevant and practical applications of psychological principles to everyday life" 2. 1.4b Recall "problem-solving strategies informed by psychological science" 3. "1.4d Identify how individual differences in beliefs, values, and interactions with others may give rise to conflicts, including prejudicial and discriminatory behavior" 	<ul style="list-style-type: none"> • SmartBooks • Participation Assignments • Podcast Assignment • Assessments
<p>"1.5 Provide examples of psychology's integrative themes*"</p>	<ol style="list-style-type: none"> 1. 1.5a Recognize "integrative themes that appear throughout psychological science" 	<ul style="list-style-type: none"> • Participation Assignments • Assessments
<p>"2.1 Exercise scientific reasoning to investigate psychological phenomena" (CT)</p>	<ol style="list-style-type: none"> 1. "2.1a Define psychological research concepts (e.g., empiricism, variables, operational definitions, measurement)" 2. 2.1c Recognize "common fallacies in thinking (e.g., confirmation bias, post hoc explanations, implying causation from correlation) that potentially impair accurate research conclusions and predictions" 	<ul style="list-style-type: none"> • SmartBooks • Participation Assignments • Assessments
<p>"2.3 Incorporate sociocultural factors in scientific research practices" (SR)</p>	<ol style="list-style-type: none"> 1. "2.3a Recognize that research emerges from the researcher's value system and worldview" 2. "2.3d Recognize that the focus of psychological research may narrowly reflect western concerns and biases" 	<ul style="list-style-type: none"> • SmartBooks • Participation Assignments • Podcast Assignments • Assessments
<p>"3.1 Employ ethical standards in research, practice, and academic contexts"</p>	<ol style="list-style-type: none"> 1. 3.1a Define "the underlying values (e.g., beneficence, privacy) addressed in ethical standards" 2. 3.1b Identify "key principles in ethics codes relevant to psychological science for the protection of researchers as well as human and nonhuman participants" 3. 3.1c Recognize "the ethical evaluation process for approving research proposals" 	<ul style="list-style-type: none"> • SmartBooks • Assessments
<p>"3.3 Apply psychological principles to strengthen community and improve quality of life" (SR)</p>	<ol style="list-style-type: none"> 1. 3.3a Recognize "how cultural context is considered when evaluating quality of life" 2. "3.3d Recognize psychology's role in developing, designing, and disseminating organizational and public policy" 3. Recognize the influence psychology research plays in informing public policy. 4. Discuss the role of science for informing social issues. 	<ul style="list-style-type: none"> • Participation Assignments • Podcast Assignments

<p>"4.2 Write and present effectively for different purposes" (COM)</p>	<ol style="list-style-type: none"> 1. "4.2 a Recognize communication content and form differ based on purpose" 2. "4.2b Express ideas that accurately reflect basic psychological concepts and principles" 3. "4.2c Organize ideas to fit a basic project's purpose and length" 	<ul style="list-style-type: none"> • Participation Assignments • Podcast Assignments
<p>"5.1 Exhibit effective self-regulation"</p>	<ol style="list-style-type: none"> 1. "5.1a Describe self-regulation strategies (e.g., focused attention, time management, meeting deadlines) that can improve performance" 2. "5.1c Identify self-awareness and self-care strategies to promote high-quality performance" 	<ul style="list-style-type: none"> • Participation Assignments • Podcast Assignments • Assessments

***Psychological Science’s Integrative Themes (APA, 2021a)**

- A. Psychological science relies on empirical evidence and adapts as new data develop.
- B. Psychological science explains general principles that govern behavior while recognizing individual differences.
- C. Psychological, biological, social, and cultural factors influence behavior and mental processes.
- D. Psychological science values diversity, promotes equity, and fosters inclusion in pursuit of a more just society.
- E. Our perceptions and biases filter our experiences of the world through an imperfect personal lens.
- F. Applying psychological principles can change our lives, organizations, and communities in positive ways.
- G. Ethical principles guide psychological science research and practice.

Textbooks and Materials

- **Reliable internet access:** You are expected to have reliable access to the internet to complete online assignments and participate in learning objectives. "Hotspots" are available on campus.
- **4"X 6" index cards.** Bring one for each class period. These will be used for in-class assignments. Assignments turned in on other sizes will be graded at reduced credit.
 - o You will also need something to write with in this class
- **Note Taking Materials:** You are expected to take notes in this class. How you take them is up to you, paper and pencil, tablet, or computer, doesn't matter to me. But come prepared each class to take notes! 
- **Course Website:** *You are then responsible for checking eLearning site frequently*

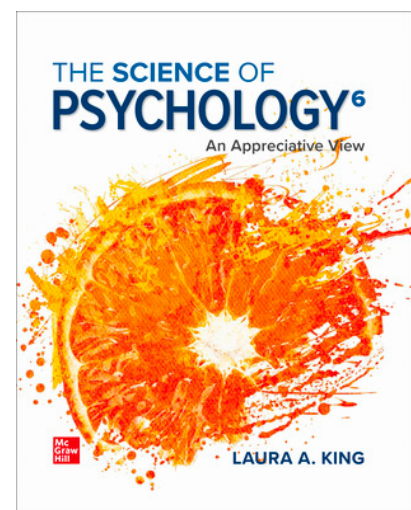
Required:

King, Laura A. (2023). *Science of Psychology: an Appreciative View (6th Edition)*. New York: McGraw-Hill Education.

Connect Online Platform (including eBook)
Hardcopies of the book are NOT REQUIRED!

In our eLearning course, go to any Connect assignment (reading or SmartBook), click the assignment and you will be prompted to sign up!

McGraw-Hill Connect Tech Support: 1-800-331-5094
email or chat: mhhe.com/support



There's also a free app called "McGraw-Hill Read Anywhere" which allows you access all of your Connect readings

and activities on the go after you've purchased and set up your account. The interface on a phone is really fantastic and very handy for working through your learning in smaller chunks of time throughout the semester

If you prefer a print/hard copy of the book, they are available at the campus bookstore. Textbooks and some other bookstore materials can be ordered online or purchased at the [UT Dallas Bookstore](#). Again hardcopies of the text are NOT required, as Connect comes with e-book access.

You will also have the option of purchasing a print copy of the book from within Connect after you get registered for a small fee. If you choose to purchase a hard copy of the text from an online retailer, BE SURE it is brand new and includes the **Connect access code**. You are REQUIRED to have access to complete many graded assignments for the course.

Connect offers an option for **Temporary Access** is a way to obtain 14 days of Connect without having to enter a registration code or purchase online. This option is designed to provide interim access if you are waiting for financial aid or if your access code card is currently out of stock at the bookstore. The 14-day Temporary Access period begins on the day you register with this option. Any work done while using Temporary Access will be saved when you fully registered for your Connect course as long the same email address is used.

If you encounter any difficulties with Connect registration, sign-ins, activities, links to these activities in eLearning, or grade transfer to eLearning, contact McGraw-Hill Connect Tech Support (not your instructor). The best way to get quick and helpful solutions is to contact support via phone. They've always been extremely friendly as well as helpful in resolving issues.

Make sure you register through eLearning, so your grades transfer properly

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

Course Access and Navigation

- Parts of this course can be accessed using your UT Dallas NetID account on the [eLearning](#) website.
- Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information.
- To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.
- UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

Instructor Support and Student Visiting Hours: My Visiting hours are set up to allow students additional time for questions and help. Additional appointments may also be scheduled if needed. I understand college can be challenging and I want to provide you the support needed to succeed in this course. Visiting hours create opportunities to ask questions and get faculty support in a one-on-one setting. Virtual visiting hours are available by joining on your computer or mobile app Join on your computer, mobile app or room device [Click here to join the meeting](#) Meeting ID: 289 528 522 585 Passcode: AvFALF Or call in (audio only) [+1 469-297-6880,,185613648#](#) United States, Dallas Phone Conference ID: 185 613 648# **Student Visiting hours may also be used just to chat!** Stop by and get a cup of hot tea or grab a piece of candy and say "Hi!" 🙌

Additional Student Support: As your instructor I recognize that you have a life outside of this class that may impact your success in this class. As the discrimination policy on page 1 indicates, I am committed to an equal opportunity for all students. To that end, I have compiled a list of campus and community

resources to support students where they need it. In the "Getting Started" folder there is a folder titled "Student Support Resources." In there you will find links to services provided by UTD (Comet Cupboard, Emergency Financial Assistance, First- Generation Students, Galerstein Community Center, Graduation Help Desk, Military and Veteran Center, and the Student Counseling Center) as well as links to community resources that are available to anyone in the community, not just UTD students. Please feel free to contact me if your class performance is being affected by outside life-circumstances. We have the same goal, YOUR SUCCESS in this course!

Grades

Assignment/Category	Percentage of Overall Grade
SmartBook Assignments (Online)	10%
Podcast Assignments (Online)	10%
Participation Assignments (in-class or online)	20%
Pillar Assessments <ul style="list-style-type: none">5 assessments administered in testing center	60%

Grades for each assignment will be posted on eLearning. Please check these regularly and notify me immediately if you notice any errors. **No posted grades will be changed after the last full week of regular classes (i.e., Final Exam week is too late!).**

Final grades will be calculated as follows:

Final Grades will be calculated as follows:			
96.50-100= A+	92.50-96.49 points = A	89.50-92.49 points = A-	
86.50-89.49 points = B+	82.50-86.49 points = B	79.50-82.49 points = B-	
76.50-79.49 points = C+	72.50-76.49 points = C	69.50-72.49 points = C-	
	59.50-69.49 points = D		0-59.49 points = F

If you are concerned about your grade, see me as early as possible.

Academic Support Resources

The information contained in the following link lists the University's academic support resources for **all** students. Please see <http://go.utdallas.edu/academic-support-resources>. Note: *This is not just for "struggling" students. This is for students who want to improve!*

Student Evaluation of Instructor: I grade you, its only fair you get to grade me! Your constructive assessment of this course plays an indispensable role in shaping education at UT Dallas. Upon completing the course, please take time to fill out the online course evaluation. You are also encouraged to provide me with feedback throughout the course. I will also offer an opportunity for a midterm instructor evaluation.

Course Policies and Requirements

1. **Class Attendance:** Attendance is expected, but not graded. **Do NOT attend class in-person if ill or with any symptoms of Covid-19.**
2. **Online Set Up:** eLearning is the primary means by which I will share information with students. All members of the class are expected to check the eLearning site associated with this class on a regular basis, **at least twice a week.** eLearning is organized by week. Each week’s module is organized into 3 components . “Prepare,” “Learn” and “Your Learning Products”. **PREPARE:** Consists of assigned materials you should read/watch prior to class and completing assignments. **LEARN:** This is class time. On eLearning any external materials presented in lecture may be shared here for review. Lecture outlines will be posted here. Also optional additional online learning activities may be offered. **LEARNING PRODUCTS:** (AKA Homework!) These are your **graded** assignments for the week, including any SmartBooks, or Online Participation. Failure to complete these assignments will result in zeros. Additionally some topics may have **“Supplement”** folders. The materials posted here are NOT ASSIGNED, but are offered for students who need alternate explanations or want more information on a topic.
3. **Generative AI Policy:** As technology continues to change and evolve, we have access to new and interesting tools to help us learn. With that in mind, this policy on generative AI (ex: Chat GPT, Bard, Claude, Dall-E, GrammarlyGO, etc.) is meant to outline the do’s and don’ts in this course. As a psychology course, I want students to leave this class with a better understanding of the field of psychology, part of that is how psychology views AI. Psychology recognizes generative AI as both a useful tool and an interesting research topic. (For an overview read: <https://www.apa.org/monitor/2023/07/psychology-embracing-ai>). As science, part of psychology requires the publication of research findings. Publishers agree that generative AI can’t take responsibility for its work, and thus can not be an author (For overview read: <https://publicationethics.org/cope-position-statements/ai-author>). Psychology views generative AI as a tool that can help students learn. (For an overview read: <https://www.apa.org/monitor/2023/06/chatgpt-learning-tool>) As your instructor for this course, the **process of learning** (rather than the product) is chiefly important to me and helped me create this do and don’t list.

Generative AI Use in this course:	
Do	Don’t
Use it as a study partner: create study guides, evaluate your own ideas, think through a problem, evaluate different perspectives.	Use it to generate, edit or create materials to be turned in as your own (this is cheating!)
Include a disclosure statement of any generative AI use, including why you used it.	AI can’t take responsibility for its output, so it can’t be an author - that is YOU!
Be aware that it can be used to cheat, plagiarize and fabricate. Please see:	Don’t use it cheat, plagiarize or fabricate materials. Please see:
Do use a spell or grammar checker (ex: Grammarly) for any type written work.	Don’t run your work through generative AI to edit. (Ex: GrammarlyGO)
If you aren’t sure if it is an appropriate use, ASK!	Use it to generate an answer and cite as generative AI - I am interested in the learning process and that has to come from you!

Note: This policy applies to ALL assignments and assessments in this class. Any suspected misuse of generative AI will be submitted to the Office of Community Standards and Conduct for suspected academic dishonesty.

4. **Assessments.** (60%) The lowest of the five assessments will be dropped. Thus each counted assessment is worth 15% of your course grade. All assessments will be online. All assessments will be taken online at the UT Dallas testing center (<https://ets.utdallas.edu/testing-center/students/>).
- (A) **Assessment Procedures and Policies.** Any material offered in the course (lectures, readings, videos, Connect assignments, etc.) is fair game for assessment content.
- (B) **Grades.** Your assessment grades will be posted on eLearning. If you would like to see your graded assessment, the assessment and your responses will be available for your review during visiting hours or by appointment with me or your Graduate TA. You may not take pictures of the questions or responses but you may take notes. In the calculation of your final grade, the lowest assessment score will be dropped (see "[How eLearning calculates your grade.](#)") If you missed an assessment and received a zero, this will be counted as your lowest assessment score and will be dropped.
- (C) **Make-up assessment policy:** The first assessment that you fail to take, **regardless of the reason**, will serve as the assessment grade that is dropped before calculating the final grade for the course. This INCLUDES missing an exam because you failed to register with the testing center at least 48 hours before the exam. If you miss a second assessment, you may make up the assessment only if the reason for missing the assessment is due to an **extreme and unforeseen circumstance** (e.g., car accident, hospitalization, death of an immediate family member). In order to make up an assessment for these reasons, you must petition to make it up by **thoroughly documenting** the reason for your absence. This documentation includes a typewritten explanation of reason for your absence and copies of any supporting official materials which must have the date, the name of the issuing party (e.g., your physician), or proof of positive COVID-19 test. This must also clearly indicate that you were unable to take the assessment on the regular dates, according to some relevant authority. As an example, a bill from a physician's office showing that you were there around the time of an assessment is not enough to warrant the approval of your petition. You must have a signed note from the physician saying that you were hospitalized or ordered to stay home from school and work on the days of the assessment because of your physical or mental condition. Elective medical or dental appointments are never excused. All documentation relevant to your make-up petition must be submitted via email ASAP after the missed assessment, but no later than when you return to classes (virtually or face-to-face.) If your documentation is late or incomplete, I will not accept it and your petition will not be considered. After assessing the evidence, I will notify you by e-mail as to whether your case warrants permitting a make-up. If it does not, you will receive a grade of 0 for the missed assessment. Falsification of materials related to makeup work is considered a violation of the Student Code of Conduct and will result in a minimum of a failing grade on the assessment for which the documentation was submitted.
- (D) UT Dallas Testing Center. All assessments are **EXCLUSIVELY** administered in the [UT Dallas Testing Center](https://ets.utdallas.edu/testing-center/students/) (<https://ets.utdallas.edu/testing-center/students/>). This is to reduce chances of academic dishonesty, allows flexibility in scheduling of assessments, and maximizes our in-class time together.
- (A) You must reserve your seat online through RegisterBlast (exam scheduling tool) no later than 48 hours prior to the exam time. Registration for all assessments open the first day of classes. **REGISTER FOR ALL ASSESSMENTS AT THE BEGINNING OF THE SEMESTER!!!** You can change dates if conflicts arise, but registration CAN fill up!! Save your spot NOW! (Finals week fills up

FAST!)

- (B) If you fail to register for an assessment before the 48-hour window, this will be considered your dropped exam. See ["Make-up Policy"](#)

MYTHBUSTERS:

- *Myth - The 5th assessment is optional or replaces your lowest grade*
 - **FALSE**
 - The 5th assessment is not optional, if you fail to take it, you will receive a zero. If this is your lowest grade, it will be dropped
 - If your 5th assessment grade is higher than your lowest assessment grade, that lower score continues to remain dropped, and will continue to not be calculated.
- *Myth: The 5th assessment is a comprehensive final*
 - **FALSE**
 - The 5th assessment covers Ch 15-17

5. **Preparation Assignments. (10%)** SmartBook assignments are assigned as "Learning Products.". They are assigned as a way to facilitate reading the chapters. SmartBook assignments are due Mondays at 11:59 PM. The lowest 2 assignments will be dropped. Additional preparation assignments may be included to facilitate the reading of materials outside of the textbook. **There will be NO makeups or grace periods for missed Preparation assignment opportunities.**
6. **Podcast Assignment (10%)** Each chapter will have 2 or more choices of podcasts episodes (in some cases videos) to choose from. You will listen to the episode of your choice and complete the learning assignment (see eLearning in "Getting Started" folder for details). There is a "Podcast" template you will use to complete the assignment. **Only assignments using the template will be graded.** Each assignment will go through a plagiarism and Generative AI check. If violations are found, you will be referred to the [Office of Community Standards and Conduct](#). For each unit assessment you must complete one podcast assignment. Due dates are listed in the schedule. The lowest podcast assignment grade will be dropped. Because you have the flexibility to choose which chapters to complete, and the drop policy, **there will be NO makeups or grace periods for missed podcast assignment opportunities.**
7. **Participation Assignments. (20%)** These include BOTH in-class participation assignments that will be completed synchronously during class AND homework assignments that are due online. The lowest (2) participation assignments will be dropped. Deadlines for online homework assignments are Mondays at 11:59 pm, and will be assigned at least 1 week before they are due. In-class assignments may not be announced and could occur during any class period, at any point in our scheduled class time. We will have at least one participation assignment per week.
- (A) One extra opportunity will be provided at the end of the semester to replace a 3rd low /missing assignment. This will be the ONLY makeup opportunity offered (outside of DOS involvement). More information will be posted the last weeks of class on eLearning.
- (B) **There will be NO additional makeups or grace periods for missed participation assignment opportunities.**

MYTHBUSTERS:

- *Myth: I can email Dr. Atchison for an extension/makeup on one of the above assignments if I am sick or have a conflict*
 - **FALSE**
 - Each of the assignments has a drop policy in place to protect you for when something comes up! The drop policy isn't there to drop low grades (but it can do that too). It is there to drop missing grades. Your life will intervene in this class, we just schedule it into the syllabus!!
 - **NOTE:** If you have extreme circumstance that is affecting all of your classes, please contact me or the [Dean of Students Office](#).

8. Research Exposure Credit Requirement (REC):

- 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 and/or posted on the course eLearning page.
- 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 **May 1st at 11:59pm CST**.
- Alternative assignments will be posted February 15th. These alternative assignments are helpful for students who do not qualify to participate or choose not to participate in research.

MYTHBUSTERS:

- *Myth: Dr. Atchison manages RECs for her classes.*
 - **FALSE**
 - This is a school-wide requirement for several courses. All parts of this are handled by the school (SonaBBS@utdallas.edu). I just receive a list of students whose grades need to be changed because they have not met the above requirements. All the information I have about this is posted in "Getting Started" in eLearning.
 - **Slide Presentations and Outlines:** Outlines of the slide text are provided, but copies of the slides are not offered due to copyright laws on distributing images. These are in the "Learn" folder for each week.
9. **Email.** For security reasons, email communications between instructors and students regarding this class will be conducted using a UTD email account. When sending email messages related to this course, please include **PSY 2301 & Section/Time in the subject line**. I teach 4 courses, so it speeds up my response to your question, if I know what class we are discussing.
10. **eLearning.** eLearning is the primary means by which I will share information with students. All members of the class are expected to check the eLearning site associated with this class on a regular basis, at least twice a week.
- a. **How eLearning calculates your grade:** I have put the above grading and drop policies into eLearning "Weighted Total" category. At the beginning of the semester this means that eLearning will drop even high grades, because those are the only grades there. As you get more variety in grades other grades will drop. For example, if a higher grade comes in, previous lower grades remain dropped. Conversely, if lower grades come in (like not completing an assignment/assessment) previous grades that were being dropped will be calculated into your course grade. **What this means for the end of the semester if you decide not to complete any assignment or assessment your current grade could go down.** The new zero will be the could be your lowest grade, and a previously dropped grade will now be calculated in your course grade. Because what is dropped in each category changes as grades come in, eLearning does NOT mark grades as "Dropped" in the grade book at ANY POINT. Additionally, eLearning has slightly different breakdowns for +/- grades than I have above. When I go to submit final grades, I will make corrections to those in Orion (not eLearning) to properly apply those policies.

MYTHBUSTERS:

- *Myth: Dr. Atchison will go in at the end of the semester and drop my lowest grades.*
 - **FALSE**
 - eLearning has been dropping your lowest grades per the syllabus policies from the moment you get your first grade. It will continuously update what is being dropped all semester based on what grades are the lowest in a given category. But eLearning does not mark them as "dropped." *Myth: Calculations for the final course grade don't happen until the end of the semester.*
 - **FALSE**
 - eLearning is attempting to calculate your final course grade from day 1. Your course grade is visible at any point in the semester under "Weighted Total".

11. **Extra Credit:** There is no extra credit for the course.

Additional resources:**Class Conduct and Norms**

The university-wide policies are below, however we will work together to establish a code of class conduct and expected norms. These norms of conduct will address how we treat each other and the expectations we have of respect and professionalism as a community of learning on the first day of class. eLearning will be updated with this information once we have created it.

Class Participation

Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. It also includes engaging in group or other activities during class that solicit your feedback on homework assignments, readings, or materials covered in the lectures (and/or labs). Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct](#).

Class Recordings

Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Unless the Office of Student AccessAbility has approved the student to record the instruction, students are expressly prohibited from recording any part of this course. Recordings may not be published, reproduced, or shared with those not in the class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

The instructor **may** record meetings of this course. These recordings will be made available to all students registered for this class if the intent is to supplement the classroom experience. If the instructor or a UTD school/department/office plans any other uses for the recordings, consent of the students identifiable in the recordings is required prior to such use unless an exception is allowed by law. Class Materials

Class Materials

The instructor may provide class materials that will be made available to all students registered for this class as they are intended to supplement the classroom experience. These materials may be

downloaded during the course, however, these materials are for registered students' use only. Classroom materials may not be reproduced or shared with those not in class, or uploaded to other online environments except to implement an approved Office of Student AccessAbility accommodation. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools.

Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time. Accommodations will only be considered with an incident number from the eLearning Help Desk.

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

"As a Comet, I pledge honesty, integrity, and service in all that I do."

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.

Assignments & Academic Calendar (Topics, Reading Assignments, Due Dates, Exam Dates)

The course syllabus provides a general plan for the course; deviations may be necessary. Unanticipated circumstances including discovery of the need to spend more time mastering particular content may require changes to the syllabus. In such situations, I will discuss the need for changes with the class prior to making them both in class and on our eLearning site.

TIPS FOR SUCCESS:

- **Take notes on lectures by hand and REVIEW them!**
 - **On conceptual exam questions, students who took notes by hand performed significantly better than students that took notes on laptops. ([Mueller & Oppenheimer, 2014](#))**
- **Complete participation and SmartBook assignments! Final course grades are directly related to your completion of these assignments!**
- **Register for all assessment NOW!**

All times are listed as US CENTRAL STANDARD TIME

Week 1: January 15-21	
Lecture Topics: Foundations — Scientific Literacy and Research Methods	
Preparation	Read: Syllabus, Note Taking 101 and Chapter 1 & 2 Watch: "How to get the most out of studying" Part I and II
Learn	Tuesday: Course Introduction, <i>What is Psychology</i> Thursday: <i>Psychology's Scientific Method</i>
Your Learning Products (Due 1/22 @11:59 PM CST)	Complete: Ch 1 & 2 SmartBooks, Metacognition Awareness Inventory

Week 2: January 22 - 28	
Lecture Topics: Foundations — Scientific Literacy and Research Methods; Pillar 1 —Biological	
Preparation	Read: Chapter 2 & 3, "Psychology's WEIRD Problem"
Learn	Tuesday: <i>Psychology's Scientific Method</i> Thursday: <i>Biological Foundations of Behavior</i>
Your Learning Products (Due 1/29 @11:59 PM CST)	Complete: Ch 3 & 5 Smartbooks

Week 3: January 29 - Feb 4	
Lecture Topics: Pillar 1 — Biological	
Preparation	Read: Ch 3 & 5 (pages 138-155 & 171-175)
Learn	Tuesday: <i>Biological Foundations of Behavior</i>
	Thursday: <i>States of Consciousness</i>
Your Learning Products (Due 2/5 @11:59 PM CST)	Complete: <i>Ch 4 Smartbook</i> <u>Podcast Assignment 1 (Choice of Ch 1-3 or 5 DUE)</u>

Week 4: Feb 5 - 11	
Lecture Topics: Pillar 2 — Cognitive	
Preparation	Read: Chapter 4
Learn	Tuesday: <i>Sensation and Perception</i>
	Thursday: <i>Sensation and Perception</i>
2/6 - 2/8 at UTD Testing Center Pillar 1 Assessment: Scientific Literacy, Research Methods, and Biological (Ch. 1-3 & 5) (must register no less than 72 hours in advance) https://ets.utdallas.edu/testing-center	
Your Learning Products (Due 2/12 @11:59 PM CST)	Complete: <i>Chapter 7 SmartBook</i>

Week 5: Feb 12 -18	
Lecture Topics: Pillar 2 — Cognitive	
Preparation	Read: Chapter 7
Learn	Tuesday: Memory
	Thursday: Memory
Your Learning Products (Due 2/19 @11:59 PM CST)	Complete: <i>Chapter 8 SmartBook</i>

Week 6: Feb 19-25	
Lecture Topics: Pillar 2 — Cognitive	
Preparation	Read: Chapter 8
Learn	Tuesday: <i>Thinking, Intelligence and Language</i>
	Thursday: <i>Thinking, Intelligence and Language</i>
Your Learning Products (Due 2/26 @11:59 PM CST)	Complete: <i>Chapter 6 SmartBook</i> <u>Podcast Assignment 2 (Choice of Ch 4, 7 or 8 DUE)</u>

Week 7: Feb 26 - March 3	
Lecture Topics: Pillar 3 — Developmental	
Preparation	Read: Chapter 6
Learn	Tuesday: Learning
	Thursday: Learning
2/27- 2/29: at UTD Testing Center Pillar 2 Assessment: Cognitive (Ch. 4, 7 & 8) (must register no less than 72 hours in advance) https://ets.utdallas.edu/testing-center	
Your Learning Products (Due 3/4 @11:59 PM CST)	Complete: <i>Chapter 9 SmartBook</i>

Week 8: March 4 - 10	
Lecture Topics: Pillar 3 — Developmental	
Preparation	Read: Chapter 9
Learn	Tuesday: <i>Human Development</i>
	Thursday: <i>Human Development</i>
Your Learning Products (Due 3/18 @11:59 PM CST)	Complete: <i>Chapter 11 SmartBook</i>

SPRING BREAK: March 11-15	
Preparation	Read: Anything you want, or nothing at all....
Learn	Relaxing and recharging
Your Learning Products	Catching up on sleep, reading for pleasure, connecting with family and friends

Week 9: March 18-24	
Lecture Topics: Pillar 3 — Developmental	
Preparation	Read: Chapter 11
Learn	Tuesday: <i>Gender, Sex and Sexuality</i>
	Thursday: <i>Gender, Sex and Sexuality cont.</i>
Your Learning Products (Due 3/25 @11:59 PM CST)	Complete: <i>Ch 10 SmartBook</i> <u>Podcast Assignment 3 (Choice of Ch 6, 9, or 11 DUE)</u>

Week 10: March 25- 31	
Lecture Topics: Pillar 4 — Social	
Preparation	Read: Chapter 10
Learn	Tuesday: <i>Motivation and Emotion</i>
	Thursday: <i>Motivation and Emotion</i>
3/26- 3/28 at UTD Testing Center Pillar 3 Assessment: Developmental (Ch. 6, 9 & 11) (must register no less than 72 hours in advance) https://ets.utdallas.edu/testing-center	
Your Learning Products (Due 4/1 @11:59 PM CST)	Complete: <i>Ch 12 SmartBook</i>

Week 11: April 1- 7	
Lecture Topics: Pillar 4 — Social	
Preparation	Read: Chapter 12 & 13
Learn	Tuesday: <i>Personality</i>
	Thursday: <i>Social Psychology</i>
Your Learning Products (Due 4/8 @11:59 PM CST)	Complete: <i>Chapter 13 SmartBook</i>

Week 12: April 8 - 14	
Lecture Topics: Pillar 4 — Social	
Preparation	Read: Chapter 13, " Fighting Cognitive Dissonance ", " Working together against racism "
Learn	Tuesday: <i>Social Psychology</i>
	Thursday: <i>Social Psychology</i>
Your Learning Products (Due 4/15 @11:59 PM CST)	Complete: <i>Chapter 15 SmartBook</i> <u>Podcast Assignment 4 (Choice of Ch 10, 12 or 13 DUE)</u>

Week 13: April 15-21	
Lecture Topics: Pillar 5 — Mental Health and Health	
Preparation	Read: Chapter 15
Learn	Tuesday: <i>Psychological Disorders</i>
	Thursday: <i>Psychological Disorders</i>
4/16 - 4/18 at UTD Testing Center Pillar 4 Assessment: Social (Ch. 10, 12 & 13) (must register no less than 72 hours in advance) https://ets.utdallas.edu/testing-center	
Your Learning Products (Due 4/22 @11:59 PM CST)	Complete: <i>Ch 16 SmartBook</i>

Week 14: April 22-28	
Lecture Topics: Pillar 5 — Mental Health and Health	
Preparation	Read: Ch 16
Learn	Tuesday: <i>Therapies</i>
	Thursday: <i>Therapies</i>
Your Learning Products (Due 4/29 @11:59 PM CST)	Complete: <i>Ch 17 SmartBook</i>

Week 15: April 29 - May 3	
Lecture Topics: Pillar 5 — Mental Health and Health	
Preparation	Read: Chapter 17
Learn	Tuesday: <i>Health Psychology</i>
	Wednesday May 1st @ 11:59 PM All REC credits due - Please see handout in "Getting Started" folder on eLearning
	Thursday: Top-10 List Discussion
Your Learning Products: <u>Due LAST DAY OF CLASSES 5/3</u> @11:59 PM CST)	Complete: <u>Podcast Assignment 5 (Choice of Ch 15-17 DUE)</u>

Finals Week: May 6- 10	
Preparation	Study: Pillar 5 Study Topics
5/6 - 5/8 Pillar 5 Assessment: Mental Health & Health (Ch. 15, 16 &17)	