

# PSY2301.001—Introduction to Psychology—Fall 2013

Conference Center 1.120; Monday, Wednesday & Friday 11:00-11:50

## Instructor Contact Information

Dr. James C. Bartlett

GR 4.520; 972-883-2079

jbartlet@utdallas.edu

Office hours: Tuesdays 1-2pm and by appointment

Dr. Shayla C. Holub

JO 3.216; 972-883-4473

sholub@utdallas.edu

Office hours: Wednesday 8:30-9:45am and by appointment

## Teaching Assistant Contact Information

Sheila Meldrum

GR 4.606; sheila.meldrum@utdallas.edu; Office hours: Wednesdays 12-1 and by appointment

**Prerequisites:** None

### **Course Description:**

This course introduces students to the phenomena, principles, and theories of psychology. Psychologists study how biological, cognitive, social, and cultural factors interact to determine how we develop our amazing capacity for complex behavior, emotions, and cognitions. Psychologists seek to understand why some individuals suffer from psychological disorders, whereas others are able to be resilient in the face of adversity.

### **Student Learning Objectives:**

After completing the course, students should be able to:

- 1.1 Describe and explain the nature of psychology as a scientific discipline.
- 1.2 Describe and analyze major theoretical perspectives and overarching themes of psychology and their historical development.
- 1.3 Describe, apply, and analyze five selected content areas within psychology.
- 2.1 Identify and explain different research methods used by psychologists.
- 2.2 Explain and apply basic statistical analyses and employ critical thinking to evaluate the appropriateness of conclusions derived from their use.
- 3.1 Use critical thinking to evaluate popular media and scholarly literature.
- 4.1 Demonstrate effective writing skills in summarizing and evaluating technical reports.
- 5.1 Apply psychological concepts, theories, and research findings to issues in everyday life.
- 5.2 Identify appropriate applications of psychology to mental health and organizational problems.
- 80.1 Explain and apply major theoretical and scholarly approaches, empirical findings, and historical trends in a social/behavioral science.
- 80.2 Explain and apply basic research methods in a social/behavioral science.
- 80.3 Apply modes of critical thinking used in a social/behavioral science.

### **Required Textbook and Materials:**

Schacter, D. L., Gilbert, D. T., & Wegner, D. M. (2011) Psychology .(Second edition). New York: Worth

### **Exams and Assignments:**

**Exams:** We will have four non-cumulative exams based on the lectures and reading, which will include multiple choice and short answer essay questions. Material from lectures, readings, and discussions will appear on the exams.

**Exam answer forms:** Exam System II, Form 229630. You are required to bring your own scantron for each exam! Make sure you bring the correct form. **Scantrons will not be provided.**

**Projects:** We will require 2 projects, both of which will arise out

of activities in class. These assignments should reflect your own work and are to be completed independently. Late assignments will not be accepted.

**Attendance/Class Participation:** This course will require the use of a clicker, which will allow us to document your attendance and participation in the course. A clicker is an audience response device that resembles a small calculator. This allows you to provide real-time feedback to your instructor during class. Class summary results are displayed graphically, providing students and the instructor a gauge as to how well the class is grasping the material. You can purchase (and sell back) your clicker at the UTD Bookstore.

Students must bring their clicker to all class sessions beginning September 6th. The attendance/class participation grade is based on percent of classes attended and responses to in-class questions and polls (allowing for 10% excused absences). **It is your responsibility to bring your clicker to class;** you will not be allowed to "sign in" in alternate ways after September 6th. Handouts on using clickers will be found in elearning.

**Research Participation:** As part of this course, you will be required to participate in on-going research or alternative activities within the School of Behavioral and Brain Sciences. Details about this requirement can be found on a separate handout distributed on the first day of class.

### **Grading Policy**

Grading is based on a set of a priori criteria: 90% correct for A's, 80% for B's, 60% for C's, and 50% for D's. +/- are given at the discretion of the professors. Grades will be based on the total number of points across the course. **The four exams will count 70% (17.5% each) of the grade, the papers taken together will count 20% (10% each), and attendance participation 10%.**

### **Course & Instructor Policies**

**DON'T MISS AN EXAM!** Make-up exams will be given only if: (a) you were seriously ill and have verifiable documentation from a physician, (b) you were detained the day and time of the exam, or (c) you made arrangements **prior** to the exam to attend an urgent family affair (e.g., funeral) or religious holy day. In any of these cases, you must notify one of the professors in advance of the scheduled time of the exam (call and leave a voice-mail message if you can do nothing else). Otherwise, you will receive an F. **It is the student's responsibility to make sure that an exam is made up within one week of the scheduled exam time.** Beware-- make-up exams are designed to be more comprehensive to compensate for having more study time.

**Faulty Exam Questions:** Occasionally, we write faulty exam questions. If you encounter such a question, let us know immediately after the exam period. We will consider your arguments before grading the exams, and if necessary throw out the question for everyone.

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

Date	Topic	Reading
Aug 26	Introduction to course	
28	What is Psychology?	Chapter 1
30	Diverse perspectives in Psychology	Chapter 1
Sept 2	<b>Labor Day – NO CLASS</b>	
4	Research Methods: Measurement, validity and sampling	Chapter 2
6	Research Methods: Correlation and causality, experiments and ethics	Chapter 2
9	Brain, behavior and mind: Neurons, neurotransmitters, & drugs	Chapter 3
11	Brain, behavior and mind: The functional architecture & evolution of brain	Chapter 3
13	Sensation & Perception: Psychophysics & signal detection; vision	Chapter 4
16	Sensation & Perception: Audition and the other senses	Chapter 4
18	Memory: Encoding, storage & retrieval	Chapter 6
20	Memory: Systems and sins of memory	Chapter 6
23	<b>Exam # 1</b>	
25	Learning: Habituation & classical conditioning– <b>1<sup>st</sup> project assigned (Part 1)</b>	Chapter 7
27	Learning: Operant conditioning and observational learning	Chapter 7
30	Learning: Cognitive Maps- <b>1<sup>st</sup> project assigned (Part 2)</b>	Chapter 7
Oct 2	The structure and learning of language; concepts & categories	Chapter 9
4	Thought: Judging, deciding & solving problems	Chapter 9
7	Nature and levels of consciousness; attention	Chapter 5
9	Unconscious processes	Chapter 5
11	Dreams, drugs and religious experiences	Chapter 5
14	Intelligence: Measurement & sub-types– <b>1<sup>st</sup> project due</b>	Chapter 10
16	Intelligence: Genetic factors; can we increase intelligence?	Chapter 10
18	<b>Exam # 2</b>	
21	Development: Studying the baby human	Chapter 11
23	Development: Piaget and the preschool-age child	Chapter 11
25	Development: The developing person- <b>2<sup>nd</sup> project assigned</b>	Chapter 11
28	Development: The social world of children	Chapter 11
30	Personality: The psychodynamic approach	Chapter 12
Nov 1	Personality: Contemporary approaches	Chapter 12
4	Health Psychology: Managing stress	Chapter 16
6	Health Psychology: Promoting health and wellness	Chapter 16
8	<b>Exam #3</b>	
11	Emotion: Expressing and regulating feelings	Chapter 8
13	Motivation: A way to understand behavior	Chapter 8
15	Psychopathology: When reality is lost- <b>2<sup>nd</sup> project due</b>	Chapter 14
18	Psychopathology: When sadness pervades	Chapter 14
20	Psychopathology: Assessment of mental illness	Chapter 14
22	Treatment: Healing the mind, changing behavior	Chapter 15
25- 29	<b>Fall Break—NO CLASS</b>	
Dec 2	Social Psychology: Social stigma	Chapter 13
4	Social Psychology: Attitudes and attributions	Chapter 13
6	Social Psychology: The dark side of human behavior	Chapter 13
9	Social Psychology: The dark side of human behavior (cont.)	Chapter 13
11	Positive Psychology	
16	<b>Exam #4- 11:00 am</b>	

## 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, 972/883-6391).

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 over 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.

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