



Course Syllabus Introduction to Psychology

Course: PSY2301.001.18S

Meeting time: Tu/Th, 11:30am – 12:45pm

Location: GR 4.428

Dates: Jan 8th – Apr 29th, 2018

Instructor: Kim Orsten-Hooge, Ph.D.

Office: JO 4.206

Office hours: Tu/Th 1:30-2:30pm, or appt.

Email: kdoh@utdallas.edu

TA: Liang Han

Office: GR 4.608

Office hours: Tu/Th 10:15-11:15am

Email: liang.han@utdallas.edu

Contacting your instructor and TA

Email is the easiest and fastest way. *Please put PSY2301 in the email header.* We get lots of emails, and we want to spot emails from our students quickly, so make them spot-able!

Required Text

Schacter, D., Gilbert, D., Nock, M., and Wegner, D. (2017). Psychology, 4th edition.

ISBN-10: 1-4641-5546-1; ISBN-13: 978-1-4641-5546-8

Please note that there are e-book versions available to rent/buy for cheaper than the usual hardcover. Go to store.macmillanlearning.com and search for this book to see some of your options. *Make sure you've got the correct edition!*

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 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 serves as an introduction to psychology; as such, it is broad in scope. The course will introduce you to the history of psychology, current paradigms and theories, and research methods. We will cover multiple subtopics in psychology, including neuroscience, stress and health, development, personality and personality disorders, intelligence, and cognition, including sensation, perception, memory, and language. Because of time limitations, none of these topics can be covered in great depth, but if there is any topic that you find particularly interesting, contact me for optional supplemental resources. Guest lectures may supplement regular lectures.

Learning Outcomes

After completing the course, students should be able to:

- Describe and explain the nature of psychology as a scientific discipline (PLO 1.1)
- Describe and analyze major theoretical perspectives and overarching themes (PLO 1.2)
- Use critical thinking to evaluate popular media and scholarly literature (CT)
- 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)
- Identify and explain different research methods used by psychologists (EQS)
- Demonstrate how psychological principles can explain and inform clinical issues, social issues, organizational issues, and public policy (SR and PLO 3.1)

Course Structure

Exams	65%
Writing assignment	20%
Attendance	15%
Research Credit	see below

A	93-100 (4.00)	B+	87-89 (3.33)	C+	77-79 (2.33)	D+	67-69 (1.33)
A-	94-96 (3.67)	B	83-86 (3.00)	C	73-76 (2.00)	D	63-66 (1.00)
		B-	80-82 (2.67)	C-	70-72 (1.67)	D-	60-62 (0.67)
						F	< 59 (0.00)

Readings

Readings are to be completed before each class period; assigned readings are listed in the course schedule. Additional readings may also be assigned. I will notify you in writing via Blackboard/email.

Exams: 65%

There will be 4 exams throughout the semester. Exam dates are listed on your course schedule. Exams may consist of a combination of multiple choice, short answer questions, labeling diagrams, fill-in-the-blank questions, and matching. Format and point structure of each exam will be announced closer to each exam day. *Your lowest exam grade will be dropped.*



Writing Assignment: 20%

You have three options for your writing assignment:

- Option 1:* Review an academic, peer-reviewed journal article (must be approved by the instructors). The article should discuss something within the realm of Psychology (that's a big realm!). Your review should describe the topic investigated, the experimental motivation (why was the research done?), the hypothesis, methodology, reported results, interpretations of the findings, and the implications of the findings. Do not exceed 5 pages, double-spaced.
- Option 2:* Write a proposal for an original research project regarding something within the realm of Psychology (that's a big realm!). Your proposal should include the topic you intend to investigate, your experimental motivation (why should the research be done?), your hypothesis, proposed methodology, anticipated results, and how you would interpret any potential findings. Do not exceed 5 pages, double-spaced.
- Option 3:* Provide evidence that you have presented (or will present) original research at any local/national/international conference during *the current semester*. You must be one of the people who was present at the conference and presented the research. Evidence includes a copy of the conference agenda/program with your research title and name included and an abstract of the research presented (if that's not already in the agenda/program). Evidence for research to be presented includes a copy of the abstract submission acceptance letter.

Except for Option 3, all writing assignments should be submitted via TurnItIn on Blackboard. Please see the section below on Academic Dishonesty. You may turn the assignment in multiple times and view your Similarity Score each time. I leave it up to you to make sure you have turned in an honest piece of writing by the due date. Any Similarity Score above 20% will warrant my closer assessment, but I will most likely review all reports. If you have questions, just let me know. I'm happy to discuss and clarify!

Attendance: 15%

Every now and then, at the end of class, I will ask you all to come sign your name as you leave. Or I may ask you to do an activity during class and hand it in as you leave. These will be my ways of gauging attendance – because there are a *lot* of you. You can miss two of these pop-attendance calls. After that, you will lose 2.5% of your attendance percentage points for every one you miss. It is your benefit to come to class. In addition to novel material that you won't find in your textbooks, being in class offers the benefit of asking questions and participating in discussion. I don't expect perfect attendance – you all have real lives that happen in real time and sometimes things happen. I do expect a demonstrated effort to be in class on time and ready to learn new stuff...most of the time!

- Tardiness:* Please try your best not to be late to class. It can really disrupt the beginning of the lecture, especially in a classroom this size. If you are repeatedly (i.e., more than 3 times) more than 10 minutes tardy (without prior notification to me of some good reason for it), 1 percentage point will be taken off your final grade for the 4th and each subsequent time you are late to class.



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. A link to “Research Exposure Credit (REC) Requirement” is also posted on the BBS Information Center in eLearning (link on the left side).

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.

Wk.	Day	Topic	Readings
1	Jan. 9	Welcome to class; Introduction	Ch. 1
	11	History	
2	16	Methods	Ch. 2
	18	Neuroscience	Ch. 3
3	23	Neuroscience	
	25	Sensation and Perception	Ch. 4
4	30	Sensation and Perception/Review	
	Feb. 1	Exam 1	
5	6	Consciousness	Ch. 5
	8	Memory	Ch. 6
6	13	Memory	
	15	Learning	Ch. 7
7	20	Learning	
	22	Intelligence	Ch. 10
8	27	Intelligence/Review	
	Mar. 1	Exam 2	
9	6	Language and Thought	Ch. 9
	8	Language and Thought	
10	13	<i>SPRING BREAK – NO CLASS</i>	
	15	<i>SPRING BREAK – NO CLASS</i>	
11	20	Development	Ch. 11
	22	Development	
12	27	Emotion and Motivation/Review	Ch. 8
	29	Exam 3	
13	Apr. 3	Social Psychology	Ch. 13
	5	Stress and Health	Ch. 14
14	10	Personality/disorders	Ch. 12; Ch 15.8
	12	Personality/disorders	
15	17	Psychological disorders	Ch. 15.1-7, 9
	19	Psychological disorders	
16	24	Review/ Writing assignment due	
	26	Exam 4	



Make-up exams and late work

Late work will not be accepted unless a documented reason for the work being late is provided. Unless you have previously discussed things with me (e.g., religious observance, school-sponsored activities like research conferences), ***you will not be allowed to make up a missed exam***. Extreme situations preventing you from taking the exam may be considered if legitimate documentation is provided, but these exceptions are rare.

Withdrawal from Class

The administration at UT Dallas has established deadlines for withdrawal from any course. These dates and times are published in the Comet Calendar (<http://www.utdallas.edu/calendar>) and in the Academic Calendar (<http://www.utdallas.edu/academiccalendar>). It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or other instructor cannot drop or withdraw any student unless there is an administrative drop such as the following:

- Have not met the prerequisites for a specific course
- Have not satisfied the academic probationary requirements resulting in suspension
- Office of Community Standards and Conduct request
- Have not made appropriate tuition and fee payments
- Enrollment is in violation of academic policy
- Was not admitted for the term in which they registered

It is the student's responsibility to complete and submit the appropriate forms to the Registrar's Office and ensure that he or she will not receive a final grade of "F" in a course if he or she chooses not to attend the class after being enrolled.

Incomplete Grade Policy

As per university policy, incomplete grades may be given, at the discretion of the instructor of record for a course, when a student has completed at least 70% of the required course material but cannot complete all requirements by the end of the semester. An incomplete course grade (grade of 'I') must be completed within the time period specified by the instructor, not to exceed eight (8) weeks from the first day of the subsequent long semester. Upon completion of the required work, the symbol 'I' may be converted into a letter grade (A through F). If the grade of Incomplete is not removed by the end of the specified period, it will automatically be changed to F.

Student Conduct and Discipline

The University of Texas System (Regents' Rule 50101) 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 UT Dallas online catalogs (<http://catalog.utdallas.edu>).

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 Student Code of Conduct, UTDSP5003 (<http://policy.utdallas.edu/utdsp5003>). Copies of these rules



and regulations are available to students in the Office of Community Standards and Conduct, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972-883-6391) and online at <https://www.utdallas.edu/conduct/>.

A student at the University neither loses their 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 its 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 demonstrates a high standard of individual honor in his or her scholastic work.

Academic Dishonesty: Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes plagiarism, cheating, fabrication, and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: <https://www.utdallas.edu/conduct/dishonesty/>.

Student Grievance Procedures

Procedures for student grievances are found in university policy UTDSP5005 (<http://policy.utdallas.edu/utdsp5005>). In attempting to resolve any student grievance regarding disputes over grades, application of degree plan, graduation/degree program requirements, and thesis/and dissertation committee, adviser actions and/or decisions, evaluations, and/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 originated.

Resources to Help You Succeed

The Office of Student Success operates the Student Success Center (SSC, <http://www.utdallas.edu/studentssuccess>), which offers assistance to students in the areas of writing, mathematics, communication, multiple science fields, reading, study skills, and other academic disciplines. These services are available through individual and small group appointments, workshops, short courses, and a variety of online and instructional technologies. All students enrolled at UT Dallas are eligible for these services.

The **Math Lab** gives short-term and semester long support for a variety of introductory and advanced mathematics courses. Students may drop in to visit with a math tutor on a regular basis. Comet card is required.



The **Writing Center** offers a collaborative learning environment for one-to-one and small group assistance with general and advanced writing assignments and overall writing skills. Scheduling an appointment is strongly recommended, but walk in appointments are possible if a tutor is available.

The **Peer Tutoring** program offers free tutoring assistance in multiple locations for many of the historically challenging undergraduate subjects at UT Dallas. Tutoring sessions, offered every weekday on a drop-in basis, are one-on-one or in a small group format. The sessions are designed to meet students' individual questions and needs related to course/subject concepts. All peer tutors are current UT Dallas students who made an A- or better in the course and have a strong faculty/staff recommendation. Students should check the Student Success Center website each semester for subject offerings and session times.

The **Peer-Led Team Learning (PLTL)** program provides an active, engaged learning experience for students who meet in small groups once a week with a Peer Leader who helps guide them through a potentially difficult gateway course. Students that attend sessions regularly typically earn a half to a whole letter grade higher than students that do not participate in the PLTL program.

Supplemental Instruction (SI) provides free, peer-facilitated weekly study sessions for students taking historically difficult courses. SI sessions encourage active, collaborative learning based on critical thinking and transferable study skills. SI leaders attend lectures, take notes, and read assigned material just like the enrolled students. Students should check the SSC website for subject and session times.

The **Communication Lab (CommLab)** offers one-on-one and group consultations where you will gain practical feedback for improving oral and group presentations.

Success Coaches are available for individual student appointments to discuss study skills, time management, note taking, test taking and preparation, and other success strategies. The Student Success Center's main office is located in the McDermott Library Building and can be contacted by calling 972-883-6707 or by sending an email to ssc@utdallas.edu.

Changes in syllabus timeline or course requirements

The descriptions and timelines contained in this syllabus are subject to change at my discretion. Explanation of and criteria for any changed/additional assignments/requirements will be provided in writing to students via Blackboard or email. It is the student's responsibility to know when an assignment/requirement is due (as indicated by instructor) and turn the assignment in on time.