
Introduction to Psychology

M/W/F | 10:10-11:05 AM | Classroom: Zoom | University of Texas at Tyler

Prerequisite: None

*Why are people
the way that they
are?*

*Why do they do
the things that
they do?*

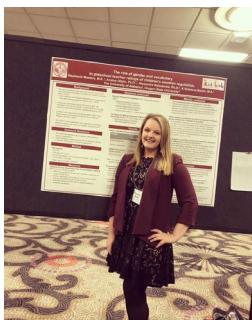
*What can
psychological
science tell me
about the world
around me?*

*How can I use it
to make the
world a better
place?*

Course Description:

If these questions (especially the last two) keep you up at night, this is the perfect section of Intro to Psych for you. Over the semester, you'll grapple with these questions and learn how to think like budding scientists—a skill that will benefit you through college and beyond, regardless of your major or ultimate career path. This course is designed to provide you with a broad overview of several core areas of psychology. Psychology is the scientific study of how organisms think, feel, and behave. Since the field of psychology is so broad, this course will provide you with a basic introduction to several core topics. See the course calendar on the last page for a full listing of topics.

INSTRUCTIONAL TEAM



Instructor: Stephanie Masters

Please call me: Stephanie or Ms. Masters (pronouns: she/her/hers)

Ask me about: Anything related to the class, real world applications of psychology, becoming a psych major, graduate school and other psych-based careers

Email: smasters@uttyler.edu (expect a response within 24-48 hours)

Student hours: Wednesday immediately after class, or by appointment

Office: Zoom



TA: Leambrea (Brea) High (pronouns: she/her/hers)

Ask me about: Packback, in class activities

Email: llewis24@patriots.uttyler.edu

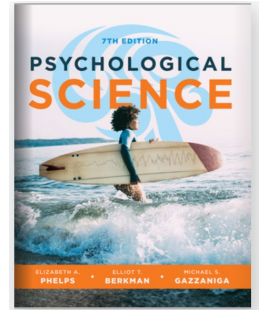
The instructor reserves the authority and discretion to revise the syllabus as needed. Notifications will be sent to you at the earliest possible time if changes are made.

COURSE MATERIALS AND RESOURCES

Required Text: *Psychological science* (7th ed.). New York: W.W. Norton. ISBN: 978-0-393-88493-7

Technology:

You need access to Wi-Fi with video-streaming capacity (Zoom capability recommended).



Course Website:

This course will use Canvas. Canvas provides you with quick access to course materials, such as lecture notes, writing assignments, class updates, and links to the research participation pool. You should check this site frequently as it will be updated regularly. Lecture notes provided on Canvas will only include a basic outline of what will be covered in class, so regular class attendance is still critical for your success in this class. Additionally, the course schedule and any updates to the course schedule will be posted on Canvas. Please refer to this throughout the semester.

PackBack: PackBack is an online curiosity community where you can be fearlessly curious and ask big questions about how what we're studying relates to life and the real world. Packback costs \$29. If you need assistance financially, [please email me](#).

How to Register on PackBack:

1. Create an account by navigating to <https://app.packback.co> and clicking "Sign up for an Account"
Note: If you already have an account on Packback you can log in with your credentials.
2. Then enter our class community's lookup key into the "Looking to join a community you don't see here?" section in Packback at the bottom of the homepage.
Community Lookup Key: cc550caa-d3f4-4319-9517-521a4c9ad215
3. Follow the instructions on your screen to finish your registration.

If you have ANY questions about registration or need technical support, *email* holla@packback.co

COURSE FORMAT AND ORGANIZATION

This course is taught via remote interactive video and audio from an origination site to one or more receive sites or via streaming media technologies. Lectures and assignments are delivered in real time with two-way exchange capabilities between instructor and student. You will come to class everyday via zoom. The zoom link for our class will be available on Canvas. Classes *may* be recorded and uploaded to Canvas.

NOTE: without prior approval from the instructor of this course, students may not record course content and/or post course content publicly, including on social media sites. Students who record and/or post course content without instructor approval may be referred to the Office of Student Conduct for disciplinary action.

If a student participates in recorded online class sessions with their camera engaged, or utilizes a profile image, they are agreeing to have their video or image recorded. If a student is unwilling to consent to have their profile or video image recorded, it's their responsibility to keep their camera off and not to use a profile image. Likewise, students who un-mute their audio input during class and participate orally are agreeing to have their voices recorded. If students are not willing to consent to have their voices recorded during class, they must keep their mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. All recorded lectures, presentations, and class discussions are for viewing by members of this class section only and may not be posted in any public forum or shared with anyone not enrolled in this class. Any student violating these rules may be referred to the Office of Student Conduct for disciplinary action.

COURSE OBJECTIVES AND LEARNING OBJECTIVES

Learning Outcomes: By the end of this course, I am both confident and hopeful that you will be able to:

- ✓ Identify and define basic areas of psychology
- ✓ Understand the importance of psychology as an empirical science
- ✓ Apply the scientific method to psychological principles
- ✓ Apply psychological concepts to real life situations
- ✓ Think critically about current research and topics in psychology
- ✓ Discriminate between accurate and inaccurate psychological concepts in the real world

GRADING AND ACADEMIC RESOURCES

Final letter grades will be assigned according to the following scale:

A	900-1000 pts	B	800-899 pts	C	700-799 pts	D	600-699 pts	F	≤599 pts
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Final percentage scores will be rounded up/down to the nearest whole number from .50. I will not entertain individual appeals for “personalized rounding schemes” nor will I create “extra assignments” for anyone to attempt to raise their grade in the final weeks of the course. (Each such request will be subject to a deduction from the “it’s in the syllabus” extra credit point)

If you become concerned about (or would simply like to improve) your performance in the class at any point, please reach out as soon as you can. There is absolutely no shame in needing or seeking help but remember that this assistance will be the most beneficial for you, grade-wise, if you are able to put my tips and tricks into practice as early in the course as possible.

COURSE REQUIREMENTS

	Points	Percentage
Exams	400	40%
Writing Assignment	200	20%
Discussion Posts (PackBack)	200	20%
In-Class Assignments	200	5%
Total:	1000	100%

- 1. Exams (40%):** There will be four non-cumulative exams in this course. Each exam will cover $\frac{1}{4}$ of the course material. The exams will be worth 40% of your grade at the end of the semester. All exams will be calculated by a percentage out of 100 points. Material from the textbook, supplemental documents, assignments, and videos/demonstrations will be included on the tests. Tests are timed, cannot be paused.

All exams will be given online. Exams will be given on Canvas, and you will take it at home. You will have the regular class period to complete each exam. These technically open-book and open-note, but you may not work with other students or communicate with anyone else while you are taking them. A time limit means you will need to be prepared for the exam in order to do well.

2. **Writing Assignment (20%):** There will be one (1) written assignment. You will turn your papers in through Canvas. I will not accept papers by email. The due dates for each paper are included in the syllabus. If you do turn in a paper late, you will receive a five-point (5) deduction for each business day (MTWRF) it is late. I will not accept papers after five business days (5), so you will receive a zero (0) on the assignment. The last paper will not be accepted after 12/07 at 11:59pm so that final grades can be calculated and entered. Please see my late assignments policy for more information.

3. **PackBack Discussion Posts (20%):** Participation is a requirement for this course, and the PackBack Questions platform will be used for online discussion about class topics. PackBack Questions is an online curiosity community where you can be fearlessly curious and ask big questions about how what we're studying relates to life and the real world. Your participation on PackBack will count towards a portion of your final grade. In order to receive your points, you must post **one** question and **two** answers relevant to our class subject matter per week.
If you have ANY questions or concerns regarding PackBack registration or throughout the semester, please contact the customer support team at holla@packback.co!

Before you start posting, be sure to read the Community Guidelines found in the tutorial on PackBack. If your post doesn't follow the PackBack Community Guidelines, there is a chance it will be removed, and you won't receive points for that post. **However**, it can take up to 24 hours for the PackBack team to moderate a post and send a coaching email. *This is why it is important that you complete your PackBack questions and responses far before the deadline!*

4. **In Class Activities (20%):** During some class periods, I have activities that are intended to help you increase your understanding as well as allow me to monitor your mastery of the lecture material. These will not be difficult but will test your knowledge of what we cover in class. These will be graded for completion.

EXTRA CREDIT

There will be several opportunities for extra credit throughout the semesters. All extra credit points earned will be added to your total number of points in the class, unless otherwise specified. Other extra credit opportunities **may** be available throughout the semester.

Course evaluation (10 points) : Toward the end of the semester, you will receive instructions on how to complete UT Tyler's anonymous course-instructor evaluation. This form is used to evaluate teaching the effectiveness of instructors. You will receive 10 extra credit points by providing me with verification that you completed the evaluation. Upon completing the survey, you will see a status note for each course you are taking. I suggest sending me a screenshot or other image of the status note. Documentation regarding your completion of the evaluation must contain no information regarding how you evaluated the course and the instructors.

Find a video (5 points): Once per semester, you may find a video demonstrating a concept we have studied in class and explain how the video demonstrates what we have studied in class.

Unit based extra credit: The class material is broken down into four (4) units. For each unit, there will be an opportunity to earn extra credit. Each assignment will be worth 5-10 points.

LATE ASSIGNMENTS

Make-up exams may be in a different format than the original exam.

Missing a deadline is a stressful experience. Sometimes it's just the result of one-off timing issue, but sometimes it's the result of something more persistent – struggling with material, life circumstances, mental state – and the source of the trouble is not always obvious from the inside. Students in the situation often blame themselves and feel like they could just complete the assignment the next day if they just do what they should, but the next day might not be any easier if the issue is persistent, and the stress snowballs as late penalties accumulate. Students sometimes fail classes because they get trapped in this cycle and ultimately never submit the assignment. If you are in this situation, I can help.

If you are going to miss a deadline:

1. Email me whatever you have before the deadline. If I get something from you, no matter how incomplete, the first day's late penalty will be halved.
2. Stay in contact with me until you finish. We will make a plan to get you back on track

RESEARCH REQUIREMENT

The Department of Psychology and Counseling requires that all students taking 1000- and 2000-level psychology courses to complete a research requirement. Research Methods and Statistics are exempt from this policy.

The Research Requirement is for Credit or No Credit. This is a *required (not optional) project you must complete in this course set by the Department of Psychology*.

If you fail to complete the research requirement, your grade will be dropped an automatic letter grade. I encourage you to begin this immediately so you will not have any problem completing it. Problems always arise for students who wait until the last minute.

There are two ways to fulfill the research requirement:

Option #1: Participate in departmental research through the Sona System.

Option #2: Write a 10-page paper in full APA style Extensive information about completing the research requirement is located within the course on Canvas.

Timeline:

Deadline #1: 9/28

Deadline #2: 12/2

EMAILS

I encourage you to use e-mail to ask questions relating to all aspects of this course. If you send e-mail to me at smasters@crimson.ua.edu, I will generally answer you within 24-48 hours; sometimes I will be much quicker, and sometimes (occasionally, I hope!) slower. You can e-mail questions about course material, exams, and writing assignments, and pass on your comments and advice on lectures, discussions, and other aspects of the course. Emails that could be addressed by reading the syllabus or Canvas will be directed to those resources.

Please use appropriate email etiquette, include the course number (PSYC 1301) in the subject line, and your full name in the email.

TECHNOLOGY

There's no way that I, your TA, or any of your peers can know what you're doing behind your screen during class. That being said, if you're voicing your opinion or sharing your story with a group of people, you'd probably want them to pay full attention to you. Please just be kind. Because technology is critical to an online class, please let me and/or your TA know if you face difficulties accessing the material, "coming" to class, or keeping up with the requirements so we can do what we can to help.

STUDENT HOURS & OPEN DOOR POLICY

I have set office hours devoted to making time with students. However, if you need to meet with me outside that time, please feel free to send me an email and make an appointment. If you have issues or questions about the course or need support with life or college in general, I highly recommend you reach out. Quite often college can be a time of change and may present unique hardships. I want you to not only succeed in this course, but in college and life. If you ever have an issue affecting your ability or desire to continue at UA, please come talk to me and any other issues, please let me know. Even if I don't know how to help, I can direct you to someone on campus that can.

PARENTAL/CAREGIVER ACCOMMODATIONS

It is 2022 – if we want all genders to be represented in the academic community, we should also expect children to be present in some form. The university does not have a formal policy on children in the classroom. The policy below is strictly a reflection of my own beliefs and commitment to student, faculty, and staff parents and caregivers.

Nursing babies are welcome in class anytime. For older children, I understand that illness and unforeseen disruptions in childcare often put parents in difficult positions. While this is not meant as a long-term childcare solution, occasionally bringing a child to class to cover gaps in care is perfectly acceptable. If you need to miss class to provide caregiving, please let me know. In addition, if you feel as though your coursework is impacted by your caregiving responsibilities, I hope that you will feel comfortable disclosing your student-caregiver status to me. While I maintain the same high expectations for all students in my classes regardless of parenting status, I am happy to problem solve with you in an effort to help you find your school-caregiver balance.

Finally, I ask that all students work together to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

CULTURAL DIVERSITY & CLASS CITIZENSHIP

I hope to create an environment where open discussion about topics in psychology, perhaps some sensitive topics, is encouraged. Please respect the opinions and perspectives of your classmates. I want to hear your thoughts and experiences. In order to create this atmosphere of trust, respect and sensitivity from the whole classroom is crucial. This means respecting differences in other's viewpoints, experiences, and points of view. You are welcome to disagree with others' opinions, but one of the most valuable aspects of college is exposure to the variety of life experiences and viewpoints—listen carefully to others and present your views respectfully. The Code of Student Conduct requires that students behave in a manner that is conducive to a teaching/learning environment. Students who engage in behavior that is disruptive or obstructive to the teaching/learning environment will be subject to disciplinary sanctions outlined by the Code of Student Conduct. Unkind or demeaning comments will not be tolerated.

SEXUAL VIOLENCE, IDENTITY-BASED HARM AND OTHER PERSONAL CRISIS

If you ask me, this is the single most important part of the syllabus and I need to know that people are aware of this information, so let's try something. If you have read this far, please email me your favorite GIF (ever). This is not a joke, and I am 100% serious. I will give you one bonus point. Now, the important information...

If you experience sexual violence, identity-based harm other personal crisis at any point during the course, please don't hesitate to reach out to me so I can (1) help you get caught up in class, (2) put you in contact with the appropriate resources and services, and (3) answer questions to the extent that I am qualified to do so. But, if you'd rather not talk to your professor about these issues, I completely understand. Here are some of those resources that I would have ended up telling you about:

1. UT Tyler Counseling Center (903.566.7254)
2. University Police Department (UPD) (903.566.7300)
3. University Health Clinic (903.939.7870)
4. Title IX Office (<https://www.uttyler.edu/titleix/>)

THE MORE YOU KNOW: I am required by both university policy and federal law to report all disclosures of sexual violence to the appropriate campus authorities. But, please know that I am more than willing to support survivors throughout the process. If you have general questions, please ask any time.

OTHER USEFUL CAMPUS RESOURCES

Even the best of students can feel overwhelmed by a heavy course load or stressed out from the demands of college life. ****If you ever have an issue affecting your ability or desire to continue at UTT, please come talk to me.**** There are numerous resources available to all students on campus that can help you progress through your coursework in a successful and timely manner. Such resources include, but are not limited to:

1. UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
2. UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu

UNIVERSITY POLICIES

Withdrawing from Class - Students you are allowed to withdraw (drop) from this course through the University's Withdrawal Portal. Texas law prohibits students who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at other 2-year or 4-year Texas public colleges and universities. Make sure to consider the impact withdrawing from this class has on your academic progress as well as the financial implications. We encourage you to consult your advisor(s) and financial aid for additional guidance. CAUTION #1: Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. CAUTION #2: All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms.

Final Exam Policy: Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members are required to maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy: If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in lieu of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and (c) the student presents these reasons prior to the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student. The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to complete all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has not been assigned within one year, then the Incomplete will be changed to an F, or to NC if the course was originally taken under the CR/NC grading basis.

Grade Appeal Policy: - UT Tyler's Grade Appeal policy requires the completion of a Grade Appeal form for this action to take place. The grade appeal begins with the instructor of your course. If you do not agree with the decision of the instructor, you may then move your appeal to the department chair/school director for that course. If you are still dissatisfied with the decision of the chair/director, you may move the appeal to the Dean of the College offering that course who has the final decision. Grade appeals must be initiated

within sixty (60) days from the date of receiving the final course grade. The Grade Appeal form is found on the Registrar's Form Library.

Disability/Accessibility Services: The University of Texas at Tyler has a continuing commitment to providing reasonable accommodations for students with documented disabilities. Students with disabilities who may need accommodation(s) in order to fully participate in this class are urged to contact the Student Accessibility and Resources Office (SAR) as soon as possible to explore what arrangements need to be made to ensure access. If you have a disability, you are encouraged to visit the SAR Portal (<https://hood.accessiblelearning.com/UTTyler/>) and complete the New Student Application. For more information, please visit the SAR webpage or call 903.566.7079.

Military Affiliated Students: UT Tyler honors the service and sacrifices of our military affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with me if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make me aware of any complications as far in advance as possible. I am willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. Campus resources for military affiliated students are in the Military and Veterans Success Center . The MVSC can be reached at MVSC@uttyler.edu, or via phone at 903.565.5972.

Academic Honesty and Academic Misconduct: The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

FERPA - UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3 . The course instructor will follow all requirements in protecting your confidential information.

Absence for Official University Events or Activities: This course follows the practices related to approved absences as noted by the Student Manual of Operating Procedures (Sec. 1 -501).

Absence for Religious Holidays: Students who anticipate being absent from class due to a religious holiday are requested to inform the instructor by the second class meeting of the semester.

Campus Carry: We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

<http://www.uttyler.edu/about/campus-carry/index.php>.

CEP VISION AND MISSION

AND PROGRAM STANDARDS

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contribute to knowledge through scholarly inquiry; organizes knowledge for application, understanding, and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.

COVID GUIDANCE

Information for Classrooms and Laboratories: Students are expected to wear face masks covering their nose and mouth in public settings (including classrooms and laboratories). The UT Tyler community of Patriots views adoption of these practices consistent with its Honor Code (Links to an external site.) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff. Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g., nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the UT Tyler COVID-19 Information and Procedures (Links to an external site.) website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

CLASS SCHEDULE

This schedule is subject to change. The schedule will be updated on Canvas as needed.

Day	Date	Topic	Reading	Due	
M	8/22	Class Intro/Syllabus Day			
UNIT 1					
W	8/24	What is psychology?	Chapter 1		
F	8/26	Methods	Chapter 2	Packback #1 due Sunday	
M	8/29	Methods	Chapter 2		
W	8/31	Biology & Behavior —The brain	Chapter 3		
F	9/2	Biology & Behavior —Genetics	Chapter 3	Packback #2 due Sunday	
M	9/5	LABOR DAY NO CLASS			
W	9/7	Consciousness & sleep	Chapter 4 (p.150-170)		
F	9/9	How psychology can help you study	None	Packback #3 due Sunday	
M	9/12	Memory	Chapter 7		
W	9/14	Memory	Chapter 7		
F	9/16	Catch up day		Packback #4 due Sunday Unit 1 extra credit due Sunday	
M	9/19	Exam 1			
UNIT 2					
W	9/21	Decision making, intelligence	Chapter 8		
F	9/23	Intelligence	Chapter 8	Packback #5 due Sunday	
M	9/26	Foundations of developmental psychology	Chapter 9		
W	9/28	Infancy	Chapter 9	3 research credits due	
F	9/30	Cognitive development	Chapter 9	Packback #6 due Sunday	
M	10/3	Adolescence & adulthood	Chapter 9		
W	10/5	Classical conditioning	Chapter 6		
F	10/7	Operant conditioning	Chapter 6	Packback #7 due Sunday	
M	10/10	Observational learning	Chapter 6		
W	10/12	Catch up day		Unit 2 extra credit due @ 11:59 PM	
F	10/14	Exam 2			Packback #8 due Sunday
UNIT 3					
M	10/17	Health & Wellbeing	Chapter 11		
W	10/19	Motivation	Chapter 10		
F	10/21	Personality	Chapter 13	Packback #9 due Sunday	
M	10/24	Personality	Chapter 13		
W	10/26	Groups	Chapter 12		
F	10/28	Behavior	Chapter 12	Packback #10 due Sunday	
M	10/31	Attitudes	Chapter 12		
W	11/2	Prejudice	Chapter 12		
F	11/4	Culture & Identity	None	Packback #11 due Sunday	
M	11/7	Careers in Psychology	Chapter 1		
W	11/9	Catch up day		Unit 3 extra credit due @ 11:59	
F	11/11	Exam 3			Packback #12 due Sunday

UNIT 4				
M	11/14	Anxiety disorders	Chapter 14-15	
W	11/16	Depressive disorders	Chapter 14-15	
F	11/18	Thought & Eating disorders	Chapter 11, chapters 14-15	Packback #13 due Sunday
MWF	11/21-27	No Class: Thanksgiving Break		
M	11/28	Personality & Child disorders	Chapter 14-15	
W	11/30	Psychoactive drugs	Chapter 4, part 2	
F	12/2	Wrap up	None	Packback #14 due Sunday Writing assignment due @ 11:59 PM 3 research credits due Unit 4 extra credit due Sunday
M	12/5	Optional review- regular class time		None
W	12/6	Exam 4 + Make up exams		