Course Overview: This course will provide a general understanding of issues related to psychology by combining in-class lectures, reading assignments from the textbook, in-class discussions, and active learning exercises. This course should provide students with a basic understanding of the relationship between empirical evidence and theoretical explanations of major tenets within psychology.

We will be discussing a vast amount of information in this course which cannot possibly be covered solely by lecture within a single semester. Therefore, it is important to recognize that you will be tested on information from both lectures and the textbook which may not overlap. It is important that you study your reading assignment PRIOR to coming to class each day as this will help you in many ways such as aiding note taking, understanding lecture material, participating in class, and doing well on the papers, unannounced quizzes, and in-class exercises. I expect you to complete the assigned work in a conscientious manner and you should expect to receive the grade that you earn – no surprises.

Course Goals:
1. Students should gain factual knowledge (terminology, methods, etc.) about psychology.
2. Students should learn the fundamental principles and theories in psychology.
3. Students should gain a broader understanding and appreciation for psychology.
4. Students should learn to apply the course material to improve critical thinking and problem solving skills.

Required Textbooks:

Grading:
Mastery of the materials will be evaluated using a mixture of tests, in class activities (including pop quizzes) and papers. Although class participation is not part of your grade, I expect each student to participate in class discussions by asking relevant questions or engaging in debates/discussions. My goal is for you to help guide the specific issues/topics that we discuss in class.

Grades in this class will be based on the following scale:

- **A** 89.6-100 672-750 pts
- **B** 79.6-89.5 597-671 pts
- **C** 69.6-79.5 522-596

Exams: 200 pts | 100 pts each

There will be two tests: a midterm and a final. Both exams will be available on blackboard, using the Respondus system. You will have a week to complete your exams. Once you open the exam, you will have to complete it in that sitting. You will have 3 hours; it hopefully will not take you that long. The final exam will also be on blackboard during the allotted day by the University. The midterm will cover material from the first day of class through 10/10/17. The final will cover material from 10/12/17 to the end of class.

Testing via Respondus™ Monitor

Access to quizzes will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are required to go through these practice quizzes in advance of taking
a graded test. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

**OTHER REQUIRED MATERIALS**
- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable
- Webcam

**Psychology Portfolio | 200 pts**
As a capstone assignment for the course, you will complete a portfolio. You can use this opportunity as a creative way to demonstrate your knowledge of and critical thinking about psychology. A more detailed description can be found on page 4 of the syllabus.

**Homework: 100 pts | 25 pts each**
There will be 4 homework activities that you will need to turn in. These are worth 25 points each and will be discussed in class.

**CONNECT Readings: 200 pts**
You are being asked to use the CONNECT system for your readings and some assignments. In this system, you’ll need to complete your readings. This has the benefit of making sure I know what I need to be focusing on in class, and you are keeping up with the work. This makes up a significant portion of your grade, so please be sure to keep up with the work in CONNECT.

**Professionalism: 50 pts**
An important part of being a student and adult is being professional. Indicators of professionalism for this class will include: class attendance, class participation, group participation, effort, desire and willingness to learn from others, self-reflection, openness to feedback, treating others with respect, and good interpersonal skills. Finally, there will be miscellaneous items, such as in class random (unannounced) quizzes.

**Extra Credit:**
There will be various extra credit opportunities throughout the course, including acting as a mock therapy client, attending events, and volunteering for different things. In addition, you have the chance to earn up to 10 points extra credit through participating in research within the SONA research system. You will need to register with Sona at: [https://angelostate.sona-systems.com/](https://angelostate.sona-systems.com/).
## Class Schedule

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Other Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 16</td>
<td>Welcome, Intros, Syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 18</td>
<td>Psychology’s Roots</td>
<td>Ch 1</td>
<td></td>
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<tr>
<td>Jan 23</td>
<td>Conducting Research</td>
<td>Ch 2</td>
<td></td>
</tr>
<tr>
<td>Jan 25</td>
<td>Conducting Research</td>
<td>Ch 2</td>
<td></td>
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<tr>
<td>Jan 30</td>
<td>Biology</td>
<td>Ch 3</td>
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<tr>
<td>Feb 2</td>
<td>Biology</td>
<td>Ch 3</td>
<td></td>
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<tr>
<td>Feb 6</td>
<td>Sensation &amp; Perception</td>
<td>Ch 4</td>
<td></td>
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<tr>
<td>Feb 8</td>
<td>Sensation &amp; Perception</td>
<td>Ch 4</td>
<td>HMWK 1 Due</td>
</tr>
<tr>
<td>Feb 13</td>
<td>Motivation &amp; Emotion</td>
<td>Ch 10</td>
<td></td>
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<tr>
<td>Feb 15</td>
<td>Motivation &amp; Emotion</td>
<td>Ch 10</td>
<td></td>
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<tr>
<td>Feb 20</td>
<td>Learning</td>
<td>Ch 6</td>
<td>Flipped Classroom</td>
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<tr>
<td>Feb 22</td>
<td>Memory</td>
<td>Ch 7</td>
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<tr>
<td>Feb 27</td>
<td>Development</td>
<td>Ch 12</td>
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<tr>
<td>Mar 1</td>
<td>Development</td>
<td>Ch 12</td>
<td>Midterm Opens</td>
</tr>
<tr>
<td>Mar 6</td>
<td>Sex, Gender, Sexuality</td>
<td>Ch 11</td>
<td>HMWK 2 Due</td>
</tr>
<tr>
<td>Mar 8</td>
<td>Sex, Gender, Sexuality</td>
<td>Ch 11</td>
<td>Midterm Due by 930AM</td>
</tr>
<tr>
<td>Mar 13</td>
<td>No Class -- Enjoy Spring Break</td>
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<tr>
<td>Mar 15</td>
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<tr>
<td>Mar 20</td>
<td>Consciousness</td>
<td>Ch 5</td>
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<tr>
<td>Mar 22</td>
<td>Cognition &amp; Thought</td>
<td>Ch 8</td>
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<tr>
<td>Mar 27</td>
<td>Language</td>
<td>Ch 8</td>
<td>Flipped Classroom</td>
</tr>
<tr>
<td>Mar 29</td>
<td>Social Psychology</td>
<td>Ch 17</td>
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<tr>
<td>Apr 3</td>
<td>Social Psychology</td>
<td>Ch 17</td>
<td>HMWK 3 Due</td>
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<tr>
<td>Apr 5</td>
<td>Social Psychology</td>
<td>Ch 17</td>
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<tr>
<td>Apr 10</td>
<td>Psychological Disorders</td>
<td>Ch 15</td>
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<tr>
<td>Apr 12</td>
<td><strong>NO CLASS</strong></td>
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<tr>
<td>Apr 17</td>
<td>Psychological Disorders</td>
<td>Ch 15</td>
<td>Flipped Classroom</td>
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<tr>
<td>Apr 19</td>
<td>Therapy</td>
<td>Ch 16</td>
<td>HMWK 4 Due</td>
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<tr>
<td>Apr 24</td>
<td>Therapy</td>
<td>Ch 16</td>
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<tr>
<td>Apr 26</td>
<td>Personality</td>
<td>Ch 13</td>
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<tr>
<td>May 1</td>
<td>Personality</td>
<td>Ch 13</td>
<td>Portfolio Due</td>
</tr>
<tr>
<td>May 3</td>
<td>Stress &amp; Wellbeing</td>
<td>Ch 14</td>
<td>Final Exam Opens</td>
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<tr>
<td>May 10</td>
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<tr>
<td></td>
<td><strong>Final Exam Due by 10AM</strong></td>
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Principles of Psychology: Portfolio Project
Final Project (200 points) | Due May 3rd

As a capstone assignment for the course, you will complete a portfolio. You can use this opportunity as a creative way to demonstrate your knowledge of and critical thinking about psychology. Although this will not be due until the end of the course, you should work on this throughout the term in order to get a range of examples.

You will be asked to provide 10 examples of psychology that you find in the real world. Provide a 1-page summary for each example (10 summaries total) that demonstrates the following four objectives:

- comprehensive knowledge of one area in psychology,
- critical thinking about psychology,
- application of psychology to the real world, and
- links between psychology and diversity.

Each summary should be typed in 12 pt. Times New Roman, be double-spaced, have 1 inch margins, and be no longer than 1 page.

YOU WILL AUTOMATICALLY LOSE 25 POINTS IF YOU DO NOT TAKE YOUR PORTFOLIO TO THE WRITING CENTER BEFORE April 15th, 2018

Successful portfolios examples have included (but are not limited to) advertisements, magazine, newspaper or internet articles, book reviews, personal experiences, films, cartoons, etc.

To demonstrate comprehensive knowledge you will want to explain how your example demonstrates one or more areas in psychology.

For example, if you find an advertisement that relates to obesity and eating disorders you would want to explain what obesity and eating disorders are and cite the appropriate authors and pages from your textbook.

To demonstrate critical thinking you will want to discuss the specific aspects of your example that make it a good or a poor example of psychology.

Question to consider: is it generally consistent with what you learned in class/the textbook or is it different?

To demonstrate application of your topic to the real world, you will want to describe how your example is important to real world problems.

For example, could your example be used to solve psychological problems (e.g., get people to eat healthier? reduce eating disorders?). Why or why not?

Finally, to demonstrate links to your example and diversity, you will want to explain whether your example considers your topic from diverse perspectives.

For example, does it consider or use gender, race, ethnicity, culture, age, class, disability, etc.
Homework Assignments

Homework 1 | DUE Feb 6
Brain Coloring Sheet
Color the brain areas covered in the text, using a different color for each area. Label each area by drawing a line from the name of the brain area to its location on the diagram. On the back of this sheet briefly explain what each brain area does and why you chose that particular color for that brain area. The handout for this is located on Blackboard.

Homework 2 | DUE Mar 13
Birthday Cards & Aging
Your job is to investigate attitudes about aging through birthday cards. You can look at cards online (such as www.americangreetings.com or www.bluemountain.com) or, after first asking permission of the manager, in a greeting card shop. You need to analyze at minimum 10 cards for people older than 25, describing each card’s content and indicating its connotation about aging.

Example:
Cover: 29 Again?
Inside: You do realize that makes yours kids almost the same age as you, right? Happy birthday!
Connotation: On the cover of this card, there is a lady with a cup of coffee and she is looking annoyed because it is her birthday again and she is seemingly feeling old. She is not actually 29, noted through the wrinkles on her face, but you can see that she wants to avoid aging. This tells me that people will go to great lengths to avoid aging.

Homework 3 | DUE Mar 22
Cognitive maps
Your homework is to draw, from memory, a map of ASU. You are then to meet with 2-3 of your peers and compare your map with theirs. You’ll each sign your name on the map drawn to show that you’ve met with other students. Make notes on your map about the differences between yours and your peers as well as the similarities. Consider sizes of buildings, shapes of things. Consider majors and how that might change the drawing as well as how long someone has been on campus/how familiar they are. Designate ONE group member to turn in the assignment for everyone. All should be paper clipped together.

Homework 4 | DUE Apr 17
Random Acts of Kindness
Your homework is to complete three separate random acts of kindness, and write a brief paper describing each act, the recipient’s reaction, and your own reaction. These acts should be with 3 different people, and 3 different acts. One page, minimum, APA style.
Other things of note:

Policy on Children in Class:
Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student parents.

1. All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.

2. For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3. In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

4. Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have finally gone to sleep. I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance.

Additional Support:
Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the me if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

Attendance Policy:
Regular and punctual attendance is expected for this course. You must be in attendance to hand in assignments and to participate during in-class assignments. I will not accept anything if you are not there. In-class activities are only provided during class, and thus cannot be made up at a later time. Although you will not automatically fail this course due to excessive absences, failure to attend class will decrease your grade for each assignment missed. Further, information covered in class will be included in the tests and helpful for the papers. Poor attendance is often highly correlated with lower grades, so you are strongly encouraged to attend class regularly. If you must be absent, be sure to arrange for a classmate to obtain handouts and/or notes for you. They will not be available from me except on the date initially provided. Rather than allotting points for attendance, your grade will be lowered if you are not attending class.

Laptop Policy:
I don't like to ban laptops. I actually think that they can be really helpful in class discussions and a beneficial tool when used well. That said, I understand the temptation to check Facebook, look at Reddit, and pin awesome things to Pinterest, especially while in class. I just can't always be as interesting as those websites while I lecture, sadly. So, what's a professor to do? Everyone handles it their own way, and in my classes, I will allow laptops. The catch is that I will take note of who is using a laptop and will expect you to email me the detailed notes you took during class. This means that by the end of the class day, I have in my inbox a copy of your notes which are more than the slides that were presented. If I a) do not have the notes or b) they are not more than a copied version of the slides, you will be counted as not present for that day.

Why the Policy?
Recent studies suggest that students who bring laptops to class perform worse (on average) than their non-laptop using peers, and are much less likely to pay attention in class. Laptops can also be a distraction for other students. One increasingly popular option is to ban laptops in the classroom, but I want a laptop policy that accommodates the students who can efficiently use a laptop in class for note taking. Students who are genuinely using laptops to take a large amount of notes, so many that it would be laborious to transcribe handwritten notes to a computer outside of class, should be allowed to use their laptops in class. This requirement has the virtue of not prohibiting laptops for students who are genuinely using the laptops for course purposes. **Bonus:** It also helps me be a better teacher. I’ll get a nice sample of what students take down as notes – this helps me ascertain whether what I think is important is getting across to students.

**Written Work:**
ALL written work that contains citations and/or references should conform to the Publication Manual of the American Psychological Association. Every student would benefit from having access to this manual. It is available in most bookstores (i.e., Barnes & Noble; amazon.com) and the reference for it is:


You can also access [Purdue OWL APA Style Help](https://owl.purdue.edu/owl) as a source for help with citations. Their website is:

Please remember that mere submission of assignments does not necessarily constitute successful completion of them. Each piece of work submitted and/or presented will be evaluated in regard to quality factors such as cogency, clarity of presentation, adherence to APA publication and other guidelines, evidence of effort, and timeliness. All of these will be factored into your grade for each assignment.

**ANGELO STATE UNIVERSITY SYLLABUS STATEMENTS**

**Disability Services**
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA), and subsequent legislation.

The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting: Ms. Dallas A. Swafford (dallas.swafford@angelo.edu)

**Title IX**
Angelo State University is committed to the safety and security of all students. If you or someone you know experience sexual harassment, sexual assault, domestic or dating violence, stalking, or discrimination, you may contact ASU’s Title IX Coordinator: Michelle Nicole Boone (michelle.boone@angelo.edu)

**Student Absence for Observance of Religious Holy Days**
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](https://www.angelo.edu/policies) for more information.

**Incomplete Grade Policy**
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

**Conduct Policies**

*Academic Integrity*

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. The Department of Psychology, Sociology, and Social Work adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook (2011-2012) [http://www.angelo.edu/content/files/17358-university-honor-code](http://www.angelo.edu/content/files/17358-university-honor-code).

*Plagiarism*

Plagiarism is a serious topic covered in ASU’s [Academic Integrity policy](http://www.angelo.edu/content/files/17358-university-honor-code) in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the [ASU Writing Center](http://www.angelo.edu/content/files/17358-university-honor-code).

*Copyright Policy*

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

**SYLLABUS DISCLAIMER**

This syllabus constitutes an agreement between the student and the instructor. Your continued enrollment in this course constitutes your agreement to abide by the terms of this syllabus. If changes must be made to the schedule or to any other aspect of the syllabus, all students will be notified in class and in writing as soon as possible. Any changes made to the course policies or the schedule/calendar will apply to all students.