**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:**

noba Online Textbook: [http://noba.to/xkp8z2a3](http://noba.to/xkp8z2a3)

TopHat Purchase: $26 for the semester → we will be using TopHat for the quizzes and for your readings. You must have access to this ASAP.

**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** 900-1000 pts
- **B** 800-999 pts
- **C** 700-799 pts
- **D** 600-699 pts
- **F** 599 pts or below

**Quizzes: 600 pts**
There will be weekly quizzes over the material. Quiz fodder will come from the textbook(s) and lectures. These will likely be on Thursdays at the end of the class. These quizzes will be completed using TopHat -- either on your smartphone, on your tablet, or on your laptop. You should have been contacted by TopHat to get this set up, and you will need it starting on August 28th.
Exams: 200 pts
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 10/11/18. The final will cover material from 10/16/18 to the end of class.

Testing via Respondus™ Monitor
Access to tests 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 is one practice quiz to acquaint you with the Webcam. These tools will be available to the student to assure accessibility. Students are required to go through these practice quiz 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

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.

SONA Credits: 30 pts
As a core part of some of the courses in the Psychology & Sociology Department, we require that students complete 3 SONA credits (equivalent to 3 hours of work) by participating as a subject in research experiments. This requirement can be fulfilled by serving as a participant, or by completing an alternate research activity, decided by myself. This is an all or nothing 30 points to your grade; if you don’t complete the activities, then you won’t get the 30 points, if you do complete them, then you get the 30 points. You have until November 29th to fulfill this requirement. If you want to complete an alternate assignment, you must make arrangements with me by September 11th.

Professionalism: 70 pts
An important part of being a student and an 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.
<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Other Notes</th>
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<tbody>
<tr>
<td>Aug 28</td>
<td>Welcome, Intros, Syllabus</td>
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<td>Aug 30</td>
<td>Psychology’s Roots</td>
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<td>Sept 4</td>
<td>Conducting Research</td>
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<td>Sept 6</td>
<td>Biology</td>
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<td>Alternate Assignment</td>
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<td>Sept 11</td>
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<td>Arrangement</td>
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<td>Sept 13</td>
<td>Sensation &amp; Perception</td>
<td>Ch 1</td>
<td>HMWK 1 Due</td>
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<tr>
<td>Sept 20</td>
<td>Motivation &amp; Emotion</td>
<td>Ch 7</td>
<td>Test 1 Due</td>
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<td>Sept 25</td>
<td>Learning</td>
<td>Ch 6</td>
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<td>Sept 27</td>
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<td>Ch 2</td>
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<td>Oct 2 / Oct 4</td>
<td>NO CLASS</td>
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<td>Oct 9</td>
<td>Memory</td>
<td>Ch 3</td>
<td>Midterm Opens</td>
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<td>Oct 11</td>
<td>Development</td>
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<td>Oct 16</td>
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<td>Midterm Due by 1PM</td>
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<td>Oct 18</td>
<td>Cognition &amp; Thought Consciousness</td>
<td>Ch 4, 5</td>
<td>HMWK 2 Due</td>
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<td>Oct 23</td>
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<td>Portfolio Draft Due</td>
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<td>Oct 25</td>
<td>Language</td>
<td>Ch 9</td>
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<td>Oct 30</td>
<td>Sex, Gender, Sexuality</td>
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<td>Nov 1</td>
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<td>Nov 6</td>
<td>Social Psychology</td>
<td>Ch 11, 13</td>
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<td>Nov 8</td>
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<td>HMWK 3 Due</td>
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<td>Nov 13</td>
<td>Personality</td>
<td>Ch 10</td>
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<td>Nov 15</td>
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<td>Date</td>
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<td>Nov 27</td>
<td>Psychological Disorders</td>
<td>HMWK 4 Due</td>
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<td>Nov 29</td>
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<td>Last Day to Complete SONA Credits</td>
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<td>Dec 4</td>
<td>Therapy</td>
<td>Portfolio Due</td>
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<td>Dec 6</td>
<td>Stress &amp; Wellbeing</td>
<td>Ch 8</td>
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<td>Final Exam Opens</td>
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**Final Exam Due by 3PM on Dec. 11**
Homework Assignments

Homework 1 | DUE Sept 13
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 Oct 18
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 Nov 8
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 Nov 27
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 child care 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:
When students miss class, they miss out on important details, changes to the syllabus, and new assignments, not to mention the opportunity for a deeper understanding of a topic. They miss the chance to ask questions, learn from their peers, and show me where I may need to slow down, speed up, or retrace particular elements of the course content.

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. 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, at my discretion.

Laptops & Technology:
All assignments must be submitted through Google Drive. When you are ready for me to grade the assignment, you will add me as a collaborator. This will allow me to real-time edit documents and for you to make any adjustments needed for future assignments. Additionally, Google Docs/Drive allows me to see
comments/changes that you make. It’s a powerful tool and I will help you with the learning curve that inevitably exists when one requests changes.

**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 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)

**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 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.

**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). You may also speak with her if you need help with pregnancy accommodations.

I also want you to know that I will seek to keep any information you share with me private to the greatest extent possible, but as a professor, I have a mandatory reporting responsibilities to share information regarding sexual misconduct and crimes I learn about to make our campus safer for all. This includes in written assignments or conversation. This is called being a “Responsible Employee” is a legal responsibility that I have to uphold. It is meant to connect you with resources and to inform you of your options in addressing the report.

**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.

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**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.