Instructor: Dr. Nicole Lozano
Class Time & Location: MW 12-12:50 in A004
Office Hours (A104G): M: 9-11, 1-4; T: 12-1; W: 1-2 or by appointment
E-mail address: nicole.lozano@angelo.edu

Teaching Assistants & Office Hours
Tyra Timm - ttimm@angelo.edu
Tuesdays 1230-230PM

Josh Rodgers - jrodgers3@angelo.edu
Mondays 2-4PM

Brittany Schroeder - bricker@angelo.edu
Wednesdays 2-4PM

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.

Course Description:
This course is geared toward introducing you to the major concepts of psychology. This will be accomplished through lectures, team based activities, quizzes, and exams. We will also utilize graduate teaching assistants and Friday discussion sections. We will meet as a whole class on Mondays and Wednesdays but on Fridays you will meet in smaller groups with your assigned TA for discussion.

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:
Good news: your textbook for this class is available for free online! If you prefer, you can also get a print version at a very low cost. Your book is available in web view and PDF for free. You can also choose to purchase on iBooks or from OpenStax on Amazon.com.


You can use whichever formats you want. Web view is recommended -- the responsive design works seamlessly on any device. If you buy on Amazon, make sure you use the link on your book page on openstax.org so you get the official OpenStax print version. (Simple printouts sold by third parties on Amazon are not verifiable and not as high-quality.)
Grading:

In Class & Out of Class Work (300 pts):
A key component of this class are the activities that we will be doing to help you solidify the information you’ve learned. These will take the form of worksheets, creative assignments, presentations, etc.

Discussion Questions (150 pts):
Each week (excluding week 1 and exam weeks) your TA will post four discussion questions on BlackBoard by Wednesday at 5pm. You will write a fifth discussion question and type a response to all five. You will then bring a printed, physical copy of your responses to your Friday discussion section. Responses must be turned in in-person during the Friday discussion section. Late, emailed, or handwritten responses will not be accepted. You will be able to earn up to 15 points for your response and more details and a rubric for grading will be provided by your assigned TA. Your two lowest scores will be dropped allowing you to earn up to 150 points from your discussion sections.

Exams (400pts/ 100 pts each)
You will have four exams, at 100 points each. See the course schedule for dates. Exams will be taken online using Respondus & Lockdown Browser. Exams will open at 1PM on Friday and close at 11AM on Monday.

Final Exam:
Your final exam will be taken during the scheduled university time and proctored by your TAs. The final exam is not required, but can be used to replace one of your previous exam grades.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>759-850 pts</td>
</tr>
<tr>
<td>B</td>
<td>671-755.9 pts</td>
</tr>
<tr>
<td>C</td>
<td>586-670.9 pts</td>
</tr>
<tr>
<td>D</td>
<td>501-587.9 pts</td>
</tr>
<tr>
<td>F</td>
<td>500.9 pts or below</td>
</tr>
</tbody>
</table>

Assignment | Point Value
---|---
Course Work | 300
Discussion Questions | 150
Exams | 400
Total | 850

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.

SONA Credits - Deduction
As a core part of some of the courses in the Psychology & Sociology Department, we require that students complete 4 SONA credits (equivalent to approximately 4 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. Your first round of credits (2) must be completed by March 4th or you will lose 20 points from your final grade. Your second round of credits (2) must be completed by April 24th or you will lose 20 points from your final grade. You could lose up to 40 points from your final grade.
Attendance and Participation:
Regular attendance is crucial to your success in this course. I do realize that life happens during the semester that prevent students from attending class, and so I make allowances in the following grade categories to account for them. I do not differentiate between “excused” absences and “un-excused absences,” so please do not bring me doctor’s notes or e-mail me with the expectation of having an absence excused. Instead, you are allowed a number of absences without question. The allowances below account for what I believe to be a reasonable number of absences in a given semester, regardless of reason.

If you miss a class, you will need to determine what you missed during your absence by checking the Blackboard announcements, asking your classmates or by seeing me or your TA during office hours. I do not post lecture slides that I use in class. I will not respond to email inquiries that simply ask: "what did I miss?" It is your responsibility to check the schedule and stay on track.

Here is how I factor absences into your course grade:
- Quizzes/In Class Work: I will drop the two lowest grades from this category before calculating your final grade. I do not give make-up quizzes or replacements for in-class work. Exceptions: If you intend to miss class to participate in a school-sponsored event or to observe a recognized holy day (see below), notify me in writing prior to the absence so we can make arrangements.
- Preparation and Active Participation: I allow students one absence without penalty to their overall participation grade. After your fourth absence, your absences will affect your overall participation grade.
- Exams: The final exam exists solely to make up missed exams or low exam grades. It is merely a replacement exam. If you cannot complete an exam, then take the final. I will not do make up exams.

However, if a situation arises that you suspect will result in excessive absences (something like a chronic health condition or true emergency such as a death in the immediate family or hospital stay), you should notify me as soon as possible so we can discuss possible accommodations. Once you have missed class meetings in excess of these allowances, there is nothing I can do for you that will preserve fair treatment for the rest of the class.

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 students 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 Sources Support
You are more than your grades or your ability to perform in college. Your general well-being is important to me as a faculty member, and this university as a whole. Issues such as insufficient food, safe housing, and mental health concerns may leave you struggling to complete assignments and perform to your standards. We have support on campus for students in these positions.

Food Pantry
Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. Ram Pantry exists through the Office of Multicultural Affairs and is available 8-5, Monday through Friday to assist with food scarcity.

Counseling Services
Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be strictly related to your course work; if so, please speak with me. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance.

ASU provides mental health services to support the academic success of students. Counseling Services offers free, confidential psychological services to help you manage personal challenges that may threaten your well-being. Getting help is a smart and courageous thing to do -- for yourself and for those who care about you.

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.

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.

Discussion Section Dates
Jan. 17       Feb. 7       Feb. 28       Mar. 27       Apr. 24
Jan. 24       Feb. 14      Mar. 6        Apr. 3        May. 1
Jan. 31       Feb. 21      Mar. 20       Apr. 17
## Tentative Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
<th>Due</th>
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<tbody>
<tr>
<td>Jan. 13 &amp; Jan 15</td>
<td>Introduction</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Jan. 20</td>
<td>No Class: MLK Day – earn 5pts extra credit for volunteering</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Jan. 22</td>
<td>Psychology &amp; Research</td>
<td>1 &amp; 2</td>
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<tr>
<td>Jan. 27</td>
<td>Biopsychology</td>
<td>3</td>
<td>-</td>
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<tr>
<td>Jan. 29</td>
<td>Biopsychology</td>
<td>3</td>
<td>-</td>
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<tr>
<td>Feb. 3</td>
<td>Sensation &amp; Perception</td>
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<tr>
<td>Feb. 5</td>
<td>Sensation &amp; Perception</td>
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<td>-</td>
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<tr>
<td>Feb. 10</td>
<td>Motivation &amp; Emotion</td>
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<td>-</td>
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<tr>
<td>Feb. 12</td>
<td>Motivation &amp; Emotion</td>
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<td>-</td>
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<tr>
<td>Feb. 17</td>
<td>Learning</td>
<td>6</td>
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<tr>
<td>Feb. 19</td>
<td>Memory</td>
<td>8</td>
<td>-</td>
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<td>Feb. 24</td>
<td>Cognitive Psychology</td>
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<td>-</td>
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<tr>
<td>Feb. 26</td>
<td>Development</td>
<td></td>
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<td>Mar. 2</td>
<td>Development</td>
<td></td>
<td>-</td>
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<tr>
<td>Mar. 4</td>
<td>Intelligence &amp; Creativity</td>
<td>7</td>
<td>Sona Part 1</td>
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<tr>
<td>Mar. 9 &amp; Mar. 11</td>
<td>Spring Break!</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Mar. 16</td>
<td>Social Psychology</td>
<td>12</td>
<td>-</td>
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<tr>
<td>Mar. 18</td>
<td>Social Psychology</td>
<td>12</td>
<td>-</td>
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<tr>
<td>Mar. 23</td>
<td>Social Psychology</td>
<td>12</td>
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<tr>
<td>Mar. 25</td>
<td>Sex &amp; Gender</td>
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<tr>
<td>Mar. 30</td>
<td>Sex &amp; Gender</td>
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<tr>
<td>Apr. 1</td>
<td>Stereotyping &amp; Prejudices</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td>Apr. 6</td>
<td>Stereotyping &amp; Prejudices</td>
<td>12</td>
<td>-</td>
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<tr>
<td>Apr. 8</td>
<td>Personality</td>
<td>11</td>
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<tr>
<td>Apr. 13</td>
<td>Abnormal Psychology</td>
<td>15</td>
<td>-</td>
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<tr>
<td>Apr. 15</td>
<td>Abnormal Psychology</td>
<td>15</td>
<td>-</td>
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<tr>
<td>Apr. 20</td>
<td>Therapy &amp; Treatment</td>
<td>14 &amp; 16</td>
<td>-</td>
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<tr>
<td>Apr. 22</td>
<td>Therapy &amp; Treatment</td>
<td>14 &amp; 16</td>
<td>SONA 2 due 4/24</td>
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<tr>
<td>Apr. 27</td>
<td>Industrial/Organizational</td>
<td></td>
<td>-</td>
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<tr>
<td>Apr. 29</td>
<td>Stress &amp; Well-Being</td>
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### Exams

<table>
<thead>
<tr>
<th>Exam</th>
<th>Open</th>
<th>Close</th>
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<tbody>
<tr>
<td>1</td>
<td>Friday, February 7th</td>
<td>Monday, February 10th</td>
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<tr>
<td>2</td>
<td>Friday, March 6th</td>
<td>Monday, March 10th</td>
</tr>
<tr>
<td>3</td>
<td>Friday, April 3rd</td>
<td>Monday, April 6th</td>
</tr>
<tr>
<td>4</td>
<td>Friday, April 24th</td>
<td>Monday, April 28th</td>
</tr>
<tr>
<td>Final</td>
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<td>Monday May 4th – 1PM to 3PM</td>
</tr>
</tbody>
</table>
General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)
- [Angelo State University Catalog](#)

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 College of Health and Human Services adheres to the university’s [Statement of Academic Integrity](#).

Accommodations for Students with Disabilities

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.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#). The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford, Director of Student Disability Services
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

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.

Plagiarism

Plagiarism is a serious topic covered in ASU’s [Academic Integrity policy](#) 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. Resources to help you understand this policy better are available at the [ASU Writing Center](#).
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.

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 Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171). For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.