**Instructor:** Dr. Nicole Lozano  
**Class Time & Location:** MW 9-9:50 | A004  
**Office Hours (A104G):** MW 10-3; T 11-2  
**E-mail address:** nicole.lozano@angelo.edu

**Teaching Assistants** – see Blackboard for Office Hours and Friday Locations  
Colt Owen (cowen4@angelo.edu)  
Tyah Williams (twilliams99@angelo.edu)  
Mya Rodriguez (mrodriguez148@angelo.edu)

**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 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:**
We’ll be using the OpenStax textbook through Lumen Learning. You’ll have access to this through your Blackboard account. You can buy the code from the bookstore for $25. This is the only way to attain the code for the course and needs to be done ASAP.

**Grading:**
*Online Quizzes:*
You will have 14 quizzes that will be worth 30 points each. These quizzes will be over readings, notes, and discussions and based within Blackboard. You can find them under “Content & Readings.” You get two attempts at a quiz; I recommend taking them before the week to figure out what questions you have and need more help with, and then again at the end of the week after your Friday section. Two of these will be dropped.

*Discussion Questions:*
Your TA will post four discussion questions to BlackBoard one week before you meet. You will write a fifth discussion question and type responses to all five. Please see the syllabus from your TA for more information.

*Study Plans:*
Study Plans are developed and built into the curriculum to help make sure you’re understanding the material as best as you can. Completing these will help you out – I promise.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
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</thead>
<tbody>
<tr>
<td>Quizzes (12)</td>
<td>360 – 30 pts each</td>
</tr>
<tr>
<td>Discussion Questions (12)</td>
<td>240 – 20 pts each</td>
</tr>
<tr>
<td>Study Plans (12)</td>
<td>120 – 10 pts each</td>
</tr>
<tr>
<td>In Class Activities</td>
<td>80</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>800</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>720 – 800 pts</td>
</tr>
<tr>
<td>B</td>
<td>640 – 719.9 pts</td>
</tr>
<tr>
<td>C</td>
<td>560 – 639.9 pts</td>
</tr>
<tr>
<td>D</td>
<td>480 – 559.9 pts</td>
</tr>
<tr>
<td>F</td>
<td>479.9 pts or below</td>
</tr>
</tbody>
</table>
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. I typically provide about 30 points extra credit per semester.

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. Please check Blackboard for information on creating a SONA account and due dates.

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. Please note that due to Covid-19 restrictions, you will need to make me aware if you will be bringing a child to class, and that child is required to complete a daily wellness screening.

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. 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.

3. 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.

Attendance and Participation:

These are weird times. This class is set up as a flipped model – you will do the reading, quizzing, and such outside of the classroom. The classroom is set up for contact with your professor and TAs, and to better understand materials through discussion and classroom activities. If you cannot come to class because you are in quarantine from a Covid exposure, then please contact your professor and we can set up a zoom for you to attend through. This only applies for Covid issues.

In the event that we move to virtual learning, the assignments will remain the same, and we will use Zoom rooms in the same way as if we were meeting in person.

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. 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.

Submitted 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). 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.
## Tentative Class Schedule

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Quiz</th>
<th>DQ</th>
<th>Study Plan</th>
<th>Wk totals</th>
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</thead>
<tbody>
<tr>
<td>Aug 23</td>
<td>Introduction to the Class</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Aug 30</td>
<td>A Brief History</td>
<td>30</td>
<td>20</td>
<td>10</td>
<td>60</td>
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<tr>
<td>Sept 6</td>
<td>Research Methods</td>
<td>30</td>
<td>20</td>
<td>10</td>
<td>120</td>
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<tr>
<td>Sept 13</td>
<td>Biopsychology</td>
<td>30</td>
<td>20</td>
<td>10</td>
<td>180</td>
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<tr>
<td>Sept 20</td>
<td>Sensation &amp; Perception</td>
<td>30</td>
<td>20</td>
<td>10</td>
<td>240</td>
</tr>
<tr>
<td>Sept 27</td>
<td>Learning &amp; Language</td>
<td>30</td>
<td>20</td>
<td>10</td>
<td>300</td>
</tr>
<tr>
<td>Oct 4</td>
<td>Memory &amp; Emotion</td>
<td>30</td>
<td>20</td>
<td>10</td>
<td>360</td>
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<tr>
<td>Oct 11</td>
<td>Thinking &amp; Intelligence</td>
<td>30</td>
<td>20</td>
<td>10</td>
<td>420</td>
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<tr>
<td>Oct 18</td>
<td>Lifespan Development</td>
<td>30</td>
<td>20</td>
<td>10</td>
<td>480</td>
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<tr>
<td>Oct 25</td>
<td>Social Psychology</td>
<td>30</td>
<td>20</td>
<td>10</td>
<td>540</td>
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<tr>
<td>Nov 1</td>
<td>Sex &amp; Gender</td>
<td>-</td>
<td>20</td>
<td>-</td>
<td>560</td>
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<tr>
<td>Nov 8</td>
<td>Industrial Organization Psychology</td>
<td>30</td>
<td>20</td>
<td>10</td>
<td>620</td>
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<tr>
<td>Nov 15</td>
<td>Personality</td>
<td>30</td>
<td>20</td>
<td>10</td>
<td>680</td>
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<tr>
<td>Nov 22</td>
<td>Disorders</td>
<td>30</td>
<td>20</td>
<td>10</td>
<td>740</td>
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<tr>
<td>Nov 29</td>
<td>Therapy</td>
<td>30</td>
<td>20</td>
<td>10</td>
<td>800</td>
</tr>
</tbody>
</table>

DQ's are due at start of class on Fridays – See Blackboard
Quizzes and Study Plans are to be completed by Friday’s at 11:59PM.

**Angelo Important Dates:**
- Aug 26 – Last day to make schedule changes
- Sept 6 – Labor Day, No School
- Nov 22 – Last day to drop/withdraw from Fall semester
- Nov 24 thru Nov 26 – Thanksgiving Break
- Dec 6 thru Dec 10 – Finals Week
ANGELO STATE UNIVERSITY SYLLABUS STATEMENTS

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 to 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.