The purpose of this course is to provide you with an overview of the major areas of study in the field of psychology. This course will introduce you to concepts and critical thinking skills that are used in psychology and that will help you learn to think like a psychologist. You will learn about major theoretical perspectives in psychology, research methods, and concepts from different content areas such as physiological psychology, developmental psychology, social psychology, and cognitive psychology.

Understanding some of the major concepts in psychology should prove beneficial for understanding the mental processes and behavior of people, as well as providing a framework for future studies in this field. This course should help you to develop insights into understanding learning and memory, personality, stages of human development, stress and its effects, behavior in groups, and psychological disorders. Thus, the course will expose you to information that is not only interesting but also useful in “the real world.”

**Contact Information**

Prof. Kidder’s Office Hours:  
M/T/R 10-11 or by appointment  
Vowell Hall 308*  
Email: ckconnally@utep.edu

**Course Objectives**

1. Understand psychology as a science  
2. Evaluate information scientifically  
3. Correct common misconceptions about human behavior  
4. Understand that human behavior can be explained from three perspectives: biological, psychological, and sociocultural  
5. Be familiar with topics in each of the pillars of psychological knowledge

* My office is located in a building with no elevator access. If you require such access in order to meet with me, you will need to schedule appointments with me ahead of time so we can arrange an alternative meeting location.
Textbook and Required Materials

We will be using Myers and Dewall’s *Psychology* 11th edition for this course.


ISBN (Loose Pages + LaunchPad): 1-319-01706-1

You will need reliable internet access and a working knowledge of BlackBoard. Homework assignments will be completed and/or submitted online.

Because of the nature of technology, you need to anticipate that there are sometimes outages. If you go to submit your assignment at 11:50pm and there is an outage, you may miss the deadline, and the assignment. You will also need to regularly check your university email for course announcements.

We will be using the response system TheAnswerPad for classroom interaction. You can access this for free with apple and android devices, or with a laptop/tablet with a browser. If you do not have access to a compatible smartphone or laptop, please see me immediately.

Requirements and Assignments

**YOUR GRADING SCHEME**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>100-89.5%</td>
<td>A</td>
</tr>
<tr>
<td>89.4-79.5%</td>
<td>B</td>
</tr>
<tr>
<td>79.4-69.5%</td>
<td>C</td>
</tr>
<tr>
<td>69.4-59.5%</td>
<td>D</td>
</tr>
<tr>
<td>Below 59.5%</td>
<td>F</td>
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</tbody>
</table>

**Exams**

There will be five unit exams, each covering approximately one-fifth of the course material. There is no final exam. Exams will be a mix of multiple choice, short answer, and essay questions. The questions will require not only recognition of concepts and correct answers, but will be designed to test comprehension and application of concepts as well. Material for the exams will be drawn from the material presented in lecture. Study guides will be made available to you to aid your studying.

**Final Course Grades**

Final course grades are based on the following:

- Five Exams (8% each): 40% total
- Five application assignments (8% each): 40% total
- In class quizzes: 10% total
- Final Project: 10% total
- Completion of the research requirement.
Please be prepared to show ID when leaving the classroom.

Make-up exams will be rarely granted. For university excused absences, you must arrange for make-up exams in advance of your absence. In case of a major illness you must notify me within 24hrs of the missed exam. Documentation will be required in all situations. All make-up exams must be completed within 1 week the original exam date. Make-up exams may be different from the originally given exam. Write down the exam dates now so you don’t miss an exam!

Application Assignments

There will be five application assignments for the course. Application assignments are designed to get you thinking in depth about topics as we go along, and to evaluate your mastery of the first two learning objectives. Below are brief explanations of the assignments. Detailed instructions for the assignments are available on BlackBoard.

- Conditioning

  Find one example of classical conditioning and one example of operant conditioning in the media (from a TV show, commercial, or print ad). These must be different examples (i.e. two different commercials, ads, etc.). Using the worksheet posted on BlackBoard, you will identify all the relevant components of the conditioning process for each media source.

- Infographics

  (Development/Social)

  You will complete this assignment two times (#1 and #4) with a different theme and separate instructions for each. Generally, for these assignments you will create an infographic related to topic identified in the instructions. Include a description of the phenomena, a real world example(s) of the phenomena, and at least three unique, factual pieces of information about it.

- Neuroscience

  For each of the major parts of the brain (e.g., hippocampus, amygdala, cerebellum), identify how it may have been activated in a recent experience you had. First, tell a story of your experience (e.g., dining at a restaurant). Then, identify how each brain structure, may have been involved in that experience (e.g., hippocampus involved in recalling a funny joke you heard from a friend).

- Abnormal Behavior

  For one of the six major psychological disorder categories (i.e., schizophrenia, mood disorders, anxiety disorders, somatoform disorders, dissociative disorders, and personality disorders) create a character with a disorder from that category (e.g., one character with one of the mood disorders, one character with one of the anxiety disorders). First, name the disorder and the category it comes from. Next, create a social media profile using the website fakebook.com, for the character, including elements of their specific disorder and related experiences in their self-description or interactions with others.

Final Assignment

For your final assignment, you will be creating a third infographic, demonstrating how psychology is related to your major/field of study/future career. This assignment replaces the final exam and is due at that time.

FOR MORE INFORMATION

On BlackBoard, you can find a grading rubric, detailed instructions, and student checklist for each Application Assignment. Please use these resources to make sure you get the highest grade possible!

Application assignments will be submitted electronically to the dropbox for each assignment on BlackBoard. All assignments should be submitted in .doc, .docx, or .pdf format. Emailed assignments will not be accepted!

Late assignments will NOT be accepted.

Please do your own work! All assignments will be automatically scanned for plagiarism, and all cases with greater than a 40% match will be investigated!

Classroom Participation/In Class Quizzes

All students will be required to participate during the class session through the use of ABCD cards and/or TheAnswerPad responses. Questions will be embedded within the lecture materials and will provide you with practice for exams as well as immediate feedback on how well you are learning the material. At the end of class, there will also be daily quizzes to test your understanding of the day’s materials. Other participation assignments (small group worksheets, etc.) will be given from time to time. If you are absent from class for any reason, classroom participation points for that day can NOT be made up.
Experiment Participation
To get a true sense of psychological science, it is important that students become familiar with psychological research. For this reason, all Intro Psychology students are required to complete a research exposure requirement that will provide you with firsthand knowledge of psychological experimentation.

To complete this requirement, you must earn experimental credits by participating in experiments conducted in the UTEP Department of Psychology or complete an equivalent assignment. See BlackBoard for detailed instructions about completing this research requirement.

Failure to complete the research requirement results in an automatic deduction of your overall grade by 10% (one letter grade; this may be scaled based on your degree of participation).

The Alternative to Participating in an Experiment: If you choose not to participate in experiments, you may summarize empirical journal articles to complete the research requirement. See BlackBoard for instructions.

Academic Integrity

Academic integrity means honesty and responsibility in scholarship.

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. The handbook states that academic dishonesty "includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another person as one’s own. This includes close paraphrasing. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions."

Note: I do not allow students to take copies (or photos) of the exams out of the classroom/my office. Thus, please understand that to do so, or to use copies of my exams outside of my classroom or offices, constitutes academic misconduct and will be handled accordingly.
Email Policy

I am happy to help you and answer any questions you have about the course content, requirements, assignments, et cetera. I require that all questions or inquiries be made over email (excluding information about your grade) to the email provided on this syllabus, so that a record of the request is saved. This includes, but is not limited to, questions about course content/policies, requests for appointments, etc. I will make every effort to respond within 1 business day (i.e., not over the weekend/holidays). It is your responsibility to review the relevant class document(s) before you ask me. If you e-mail or ask me a question that is in the syllabus or another source, I will respond by simply saying something like “see syllabus” or “see paper assignment.” If you don’t understand something that is in the syllabus or another class document, please be specific in your question so I know that you have reviewed the document and are uncertain about something.

Note: I require that all instructor-student communication be conducted in a professional manner. This includes, but is not limited to, including your name in your email and using a professional and appropriate tone in your dialogue (Do not write in all caps, do not use emoticons or text abbreviations such as “lol”). If you want to make an appointment, e-mail me and let me know when you are available over the next few days. I will then respond to your e-mail with the time that will work for me. I may not be able to accommodate requests for appointments sent fewer than 24 hrs in advance. If you wish to inquire about a grade on an assignment, you must personally see me. I cannot discuss grades or tell you your grade over the phone or via e-mail.

Other Important Policies

Make-up Work

Make-up work will be RARELY granted. If you become seriously ill during the semester, or become derailed by unforeseeable life problems and have to miss so many assignments that it will ruin your grade, it is your responsibility to drop the course in order to save your grade point average. Don’t wait until to see me if you get into trouble regarding your grade. “Incompletes” are rarely granted and only under very special circumstances. The drop date for Spring 2016 is April 1.

Notice for Students with Disabilities

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass. CASS’ Staff are the only individuals who can validate and if need be, authorize accommodations for students with disabilities.
## Class Outline and Schedule (Tentative)

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction (Jan. 20)</td>
<td>Syllabus &amp; Intro to Course</td>
<td></td>
</tr>
<tr>
<td>Week 2 (Jan 25 &amp; Jan 27)</td>
<td>Intro to Psychology, Psychology as a Science, <em>(From Prologue &amp; Chapter 1)</em></td>
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<tr>
<td>Week 3 (Feb 1 &amp; Feb 3)</td>
<td>Nature and Nurture, Development <em>(From Chapter 4 &amp; 5)</em></td>
<td></td>
</tr>
<tr>
<td>Week 4 (Feb 8) EXAM 1 Feb 10</td>
<td>Development <em>(From Chapter 5)</em> &lt;br&gt;Exam 1 <em>(Prologue &amp; Chapters 1, 4, 5)</em></td>
<td>Unit 1 Activity Due Feb 13 (Saturday) at 11:59pm.</td>
</tr>
<tr>
<td>Week 5 (Feb 15 &amp; Feb 17)</td>
<td>Learning and Memory <em>(From Chapter 7 &amp; 8)</em></td>
<td></td>
</tr>
<tr>
<td>Week 6 (Feb 22 &amp; Feb 24)</td>
<td>Thinking &amp; Intelligence <em>(From Chapter 9 &amp; 10)</em></td>
<td>Unit 2 Activity Due Feb 25 (Thursday) at 11:59pm.</td>
</tr>
<tr>
<td>EXAM 2 Feb 29 Week 7 (Mar 2)</td>
<td>Exam 2 <em>(Chapters 7, 8, 9, 10)</em> &lt;br&gt;Wildcard</td>
<td></td>
</tr>
<tr>
<td>Week 8 (Mar 14 &amp; Mar 16)</td>
<td>Psychobiology <em>(From Chapter 2)</em></td>
<td>Early Research Credit Deadline 1</td>
</tr>
<tr>
<td>Week 9 (Mar 21 &amp; Mar 23)</td>
<td>Sensation &amp; Perception <em>(From Chapter 6)</em></td>
<td>Unit 3 Activity Due Mar 24 (Thursday) at 11:59pm.</td>
</tr>
<tr>
<td>EXAM 3 Mar 28 Week 10 (Mar 30)</td>
<td>Exam 3 <em>(Chapters 2 &amp; 6)</em> &lt;br&gt;Consciousness <em>(From Chapter 3)</em></td>
<td></td>
</tr>
<tr>
<td>Week 11 (Apr 4 &amp; Apr 6)</td>
<td>Motivation &amp; Emotion <em>(From Chapters 11 &amp; 12)</em></td>
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<tr>
<td>Week 12 (Apr 11 &amp; 13)</td>
<td>Social Psychology <em>(From Chapter 13)</em></td>
<td></td>
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<tr>
<td>EXAM 4 Apr 18 Week 13 (Apr 20)</td>
<td>Exam 4 <em>(Chapters 3, 11, 12, &amp; 13)</em> &lt;br&gt;Personality <em>(From Chapter 14)</em></td>
<td>Unit 4 Activity Due Apr 21 (Thursday) at 11:59pm. Early Research Credit Deadline 2</td>
</tr>
<tr>
<td>Week 14 (Apr 25 &amp; Apr 27)</td>
<td>Abnormal Psychology and Psychotherapy <em>(From Chapter 15 &amp; 16)</em></td>
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</tr>
<tr>
<td>EXAM 5 May 2 Week 15 (May 4)</td>
<td>Exam 5 <em>(Chapters 14, 15 &amp; 16)</em> &lt;br&gt;Wildcard Topic</td>
<td>Unit 5 Activity Due May 5 (Thursday) at 11:59pm.</td>
</tr>
<tr>
<td>Week 16 (May 13)</td>
<td>Finals Week</td>
<td>Final Project Due May 13 (Friday) at 1:00pm.</td>
</tr>
</tbody>
</table>

All chapter numbers above are reflective of the 11th edition of the text. Earlier editions may not have the same chapter numbering. If you choose to use an earlier edition, it is your responsibility to ensure that you are reviewing the correct material.

*The instructor reserves the right to modify information on this syllabus and class schedule given that reasonable notification of the change is given to the students and that the change does not unfairly disadvantage the students.*