

College of Liberal Arts and Social Sciences • Department of Psychology

**PSYC 1630.502: General Psychology I**

**Fall 2024**

**3 Credit Hours**

**Location: Frld Frisco, Room 266**

**Mon, Wed, Fri 9:00 AM – 9:50 AM**

**Faculty Instructor:** Crystal Lockett, LPC-S, NCC, BC-TMH

**Email:** Crystal.Lockett@unt.edu

**Office Hours:** By Appointment (Zoom)

**Course Prerequisites, Co-requisites, and Other Restrictions**

None

**Course Description**

PSYC 1630 is designed to provide a broad overview of the field of Psychology. We will discuss ways to become a better thinker by learning to take charge of your ideas about psychology. This course aims to think consciously, deliberately, and skillfully about human behavior. We will discuss topics such as but not limited to behavioral neuroscience, perception, learning, social and cultural influences, and psychological disorders. I hope you find this introduction to the science of psychology both challenging and interesting. I will work hard to make each topic as engaging as possible!

**Course Learning Objectives (CLOs)**

Upon successful completion of this course, students will be able to:

Apply psychological research to solve real-world problems in an ethical manner

Understand how psychology has become more diverse in recent years regarding gender and ethnicity

Analyze individualized perspectives of the world and how those perspectives contribute to unique experiences, attitudes, and beliefs

Think critically about your own psychological, biological, and social development

Practice effective collaboration

**Course Structure**

This course will follow a face-to-face model. We will meet face-to-face on Mondays, Wednesdays, and Fridays. You will have some assignments in class as well as some independent assignments outside of class meetings (quizzes, video activities, etc.). Canvas will be used to access the course syllabus and assignments. It will also contain a link to Sage Vantage, allowing you to access the digital textbook, chapter quizzes, and video activities. We will complete 12-13 chapters of content this semester. Reading is not only a necessity but also a requirement. Module access will be provided one week in advance. Each Module will contain everything you need for that week.

**Course Requirements**

All the assignments and point values are listed below. *See Canvas for the instructions and assignment details.* The assignments will be available as the course progresses (consistent with the availability of the module). The correct answers for the quizzes/exams will be available after the due date for that particular quiz/exam has passed.

**Diversity and Inclusion Statement**

In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. I acknowledge that the course often focuses on historically important psychology experiments which were mostly conducted by white men and I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of science. It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and
activities that are respectful of diversity: gender, sexuality, disability, age,
socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged
and appreciated. Please let me know ways to improve the effectiveness of the course
for you personally or for other students or student groups. In addition, if any of our
class meetings conflict with your religious events, please let me know so that we can
make arrangements for you.

Materials Needed

Required Text



[Essentials of Psychology, by Kassin, Privitera, & Clayton, 1st Edition, SAGE Publishing](https://us.sagepub.com/en-us/nam/essentials-of-psychology/book263111)

[Instructions for SAGE Vantage textbook access](https://sagevantage.softwareassist.com/Content/Downloads/Vantage_Registration_and_Purchase_Info_for_Integrated_Courses.pdf)are provided in Canvas

You are expected to read the assigned chapters and articles and engage with the assigned media as outlined in the attached list of dates. Reading as assigned will assist you in comprehending the lectures and enhance your course performance.

**To access SAGE Vantage, you will need:**

Access to a computer

Frequent and consistent internet access

Access to Canvas

SAGE Vantage Instructions

You will access the e-book via Canvas under the Start Here Module and in each weekly Module. In the Start Here Module, you will see the instructions for SAGE Vantage. You may need to create a SAGE Vantage account if you do not already have one. Once you have created your account, please engage with the available tutorials for the e-book.

SAGE Vantage Technical Support

Monday - Friday: 8:00 m. - 11:00 p.m. ET

Saturday - Sunday: 11:30 m. – 11:00 p.m. ET

Phone number: (800) 818-7243 7080

Technical Requirements/Assistance with Canvas and UNT Technology

For issues with Canvas or other UNT-issued technology and software, you will contact the [University Information Technology Help Desk](https://aits.unt.edu/support)

The University of North Texas provides student technical support using Canvas and support resources. The student help desk may be via emailat helpdesk@unt.eduor by phone at 940.565.2324

University North Texas Information Technology Helpdesk Hours:

Monday-Thursday 8 am-midnight

Friday 8:00 m.-8:00 p.m.

Saturday 9:00 m.-5:00 p.m.

Sunday 8:00 m.-midnight

Canvas

[Hardware and software necessary to use Canvas](https://unt.instructure.com/)

[Browser requirements](https://clear.unt.edu/supported-technologies/canvas/requirements)

[Computer and Internet Literacy](https://online.odu.edu/online-experience/how-succeed-odu-online-student?src=pe_comp_lit)

**What to do if Canvas fails**

Canvas is an online technology and, therefore, can crash. If this happens to you, **EMAIL ME IMMEDIATELY.** I can access the system, review your Canvas attempt, and reset your assessment. However, I will not check my email between 5:00 pm, and 9:00 am Central Time or Friday through Saturday, so I highly recommend that you complete and submit your work in advance.

**Software**

Microsoft Word or another word processor such as Google Documents

PowerPoint or another presentation processor such as Google Slides

Adobe Reader or another .pdf document reader

**Minimum Technical Skills Needed**

Familiarity with how to use the Canvas Application

Familiarity with using email and opening email attachments

Familiarity with creating, uploading and submitting files in commonly used word processing programs

Familiarity with downloading and installing software

Ability to follow and apply the lessons taught through video tutorials

Student Academic Support Services

[Academic Resources](https://www.unt.edu/academics): where to buy textbooks and supplies, access academic catalogs and programs, register for classes, and more

[Dean of Students:](https://studentaffairs.unt.edu/dean-of-students/resources/temporary-illness) Temporary Illness/Family Emergency

[Code of Student Conduct](https://studentaffairs.unt.edu/dean-of-students): provides a Code of Student Conduct along with other helpful links

[Office of Disability Accommodation](https://studentaffairs.unt.edu/office-disability-access): exists to prevent discrimination based on disability and to help students reach a higher level of independence

[Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services): provides counseling services to the UNT community, as well as testing services, such as admissions testing, computer-based testing, career testing, and other tests

[UNT Libraries](https://library.unt.edu/): Library services

[UNT Learning Center](https://learningcenter.unt.edu/home): provides various services, including tutoring, to enhance the student's academic experience

[UNT Writing Center](https://writingcenter.unt.edu/): offers free writing tutoring to all UNT students, undergraduate, and graduate students.

[Succeed at UNT](https://success.unt.edu/): information regarding how to be a successful student at UNT.

Communication

Supporting my students and ensuring they have access to the correct resources is important to me. Therefore, please reach out to me if you have questions. Email is the best way to contact me. My email address is Crystal.Lockett@unt.edu.

I will answer emails **sent from your official unt.edu student email account** within 48 hours except on Fridays after 5:00 PM through Mondays at 9:00 AM. **When emailing me, include your first name, last name, and 1630 in the subject header.**Your subject header needs to be specific because it diverts your email into my Inbox instead of another folder such as “Other” or “Junk.”

Write the email using a professional format and professional language. A top complaint from employers is that new hires do not know how to communicate with professionalism and in grammatically correct sentences. Therefore, we will build employable skills while learning about psychology in this course.

To reinforce these employable skills, emails without this information and professionalism will not be answered.

Remember, I am here to help. However, I also want to empower my students to be resourceful. Please read the syllabus *before* contacting me with questions regarding grading, due dates, etc. If you cannot find your answer in the syllabus, you may email me or send me a message through Canvas.

**Netiquette**

Please use appropriate online etiquette while communicating with others during this course. See Albion’s **“**[The Core Rules of Netiquette](http://www.albion.com/netiquette/corerules.html)**.”**

**Office Hours**

I intend on having both in-person and virtual office hours this semester. You may contact me via email to schedule a time to meet in person or virtually as schedules dictate.

Email: Crystal.Lockett@unt.edu

Office Hours: By Appointment

**Getting Course Materials**

**Syllabus**: Click “**Syllabus**” in the Canvas listed on the left side of the screen. You will see a brief discussion about the course and a hyperlinked document for this syllabus. You can earn extra points by reading this syllabus in its entirety and completing the Syllabus quiz.

**Course lectures**: These will be organized in chapters by modules. To access chapter lecture outlines, go to “Modules,” then click on the corresponding chapter/topic you need. Additional files in Modules will be in.pdf or .docx format, so they should download easily.

Links to Chapter Quizzes (CQs), Video Activities, and the digital textbook will be organized and accessible using a link in Canvas.

**Technical Difficulties**: The University is committed to providing all users with a reliable online course system. However, if any unexpected server outage or any unusual technical difficulty prevents students from completing a time-sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.eduor 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

**ASSESSMENTS AND GRADING**

All assignments are due at 11:59 pm on Sundays the night before our in-person class meetings.

ASSIGNMENT & QUIZ POLICY

All work turned in after the deadline will receive a grade of zero unless the student has a [university-excused absence.](https://policy.unt.edu/policy/06-039)

There will be no make-up quizzes/assignments because there are several days allotted to each assignment/quiz. However, if there are some unexpected circumstances, please provide written documentation/justification to the instructor, and the instructor will decide if a make- up/late quiz/assignment will be allowed. In general, if an extension is granted, 10 points will be deducted for each day the assignment is late.

Given that there are several assignments in this class, there is an ample opportunity to earn a high grade if all are attempted with due effort. Hence, I will not be rounding up grades.

No other grades will be given except as noted in this syllabus. If the student is doing poorly in the course, it is the student’s responsibility to drop or withdraw from the course before the appropriate deadline. If it is too late to drop or withdraw from the course, a mark of “Incomplete” will not be assigned (unless the requirements for obtaining an “I” are met as noted below); rather the student will be assigned the actual grade earned.

The instructor may provide extra credit assignments intermittently in the course.

Remember that there may be technological issues/problems. Please contact the help desk (contact information listed above) for any technical issues. Relatedly, please do not wait until the last minute to complete/upload assignments. You will have several days to complete each assignment and quiz, so please ensure that each assignment and quiz is submitted early enough to navigate any technological issues that may arise. TA/Instructor may not be able to assist you at the very last minute with any such problems.

Please check if assignments have been submitted in entirety/as expected before the assignment is due. Students should not be emailing me after the assignment due date stating that they thought the assignment was submitted; however, there was a technical glitch and they realized later that the assignment was not successfully submitted. I will not be considering such requests.

If there are technical issues or in doubt whether assignments have been/will be successfully submitted, please take a screenshot of the error messages or time-stamped copies of the assignment submissions.

If you are travelling the day an assignment is due, please be mindful of any time differences across locations (change in time zones) and plan accordingly. I will not consider this as a reason for lack of timely assignment submission.

I provide one (1) “Life-Happens Pass” per semester as we can all have those moments where we forget. This pass can be used on any assignment, for a 72-hour extension on the assignment that students did not complete due to reasons other than documented illness.

The catch is that you must contact me or TA prior to, if possible, or within 24 hours of the assignment due date.

The student cannot turn in the assignment after the extension for a deduction. In other words, after 72 hours, the grade is a zero.

I recommend saving this pass for an assignment worth more points, because you only get one, and you don’t know what other events may interfere with school later in the semester.

**ASSIGNMENTS:**

**Exams:** You are required to take 3 exams (there is an optional 4th Comprehensive Final Exam). Each exam is taken individually, and on Canvas from a location of your choosing. Exams consist of multiple-choice questions. The exam is counted out of a possible 30 points (although each exam has up to 3.2 extra credit points available through the review). If you miss, fail, or simply don’t like a grade on an exam, you can take the Optional Cumulative Final during Final’s Week. The final will replace your lowest exam grade ONLY if the final exam grade is higher than your lowest grade. If it is not higher than your lowest exam grade, then the final exam grade is ignored. **No late or make-up exams are available,** with the very rare exceptions below**.**

**Sage Vantage:** Each chapter has knowledge checks and Video activities that you must complete. For full credit you must complete 98/108 assignments, thus allowing 12 assignment drop (approximately 2 chapters). **No late submissions are accepted for Sage Vantage as these are open on the first day of class and you have until the due date to complete, often giving you a week or more to complete**!

**Chapter Quizzes**

Reading is an essential part of success for this course. Reading each week prepares you for the terminology, theories, and applied examples that will be discussed. As a motivator to read, you are assigned a reading quiz that covers each chapter. You have 1 attempt at each quiz within the assigned time. There will be 13 reading quizzes throughout the semester with each quiz being worth 15 points. Only Your Highest 12 Quizzes are counted, meaning that there is one drop quiz grade (Canvas is programed to drop your lowest quiz grade. **No late or make-up quizzes are available,** with the very rare exceptions listed below**.**

You should be completing your chapter quizzes weekly in conjunction with your assigned chapter reading. These chapter quizzes will be done in SAGE Vantage and accessible through a provided link in Canvas. Each quiz will be based on the chapter reading from the textbook.

Chapter Quizzes (CQs) are individual assessments and will cover the materials specified in the chapter. Each CQ is worth 15 points and may be taken from home using SAGE Vantage. **I highly recommend that you NOT use your phone or tablet to take a quiz**. The Canvas app frequently fails, so if you think you can successfully take a quiz while away from a computer, you have been warned! CQs are due by Sunday night at 11:59 pm, before our class meetings on Mondays. CQs have no time limit and can only be taken once. Before taking it, I suggest you read the assigned pages for the designated CQ.

To prepare for the CQs, complete each Knowledge Check in the assigned chapter.

The CQs can be accessed by clicking on the “SAGE Vantage” link in the Canvas module, then clicking on the Chapter you are trying to access, then click “Chapter # Quiz” at the end of the assigned e-book chapter. Once the due date has passed for the quiz, it will be removed from Canvas. Therefore, **be mindful of the quiz due dates located in your syllabus**.

**Video Activities**

These Video Activities (VA) are embedded in the SAGE Vantage e-book. They are intended to provide you with deeper explanations and real-world examples of more complex topics. After each video, a 4-question assessment is provided to measure your understanding. Video activities are a great way to discover what you do and do not know and to review for Exams. You will only be given one opportunity to take the assessment, and you will be given a grade.

**SONA**

An important part of understanding psychology is by participating in the process of research. Experimental participation is required as a component of Psych 1630 and students will choose what research studies they wish to participate in by going to the [UNT SONA System](http://unt.sona-systems.com/) at [http://unt.sona-systems.com](http://unt.sona-systems.com/).

You must register with Sona as a student in PSYC 1630.501 to receive credit (1 research credit = 10 point’s, must complete 10 credits to earn 100 points) Also, no student under 18 can participate as a subject in research unless a parent or legal guardian signs the consent form. It is important to note that because of the high rate of random responding, SONA research projects can have a scale that determines random responding, and these response patterns will be "cleaned" from the data set, and you will not receive credit for your research participation if it is determined that your response pattern was random/non-attentive.

In the Canvas Module titled, Introduction to the Course, you will see a page titled SONA. Please access this page and read the instructions on research participation. You must be 18 years of age or older to participate in an experiment. If you are not 18 years of age or older, you can get parental consent to participate, or you can complete a research article summary.

**If you choose to write research papers:** Each successfully completed summary is worth 4 credits, if you want full-credit you must write 3 summaries. If you would like feedback on your summaries and a chance for revision if problems exist, you must turn your summary in to the SONA representative via email (untsonarep@yahoo.com) before the posted deadline. **No late papers are accepted**, so plan ahead! As always, e-mail untsonarep@yahoo.com with questions. For more information and help, visit <http://sites.google.com/site/sonasystemshelp/>.

**Wellness Intervention Assignment:** Here you will apply what you know about operant
conditioning to behaviors where you will use a case study to create a 1-week wellness plan that will then be peer reviewed (and you will peer review 2 other students) allowing you to incorporate the feedback and ideas from different peers before you make your Final Wellness plan submission.

**Make a Difference Paper:** Choose a topic or cause in which you are interested in making a difference. For example, you might be interested in using one of the seven different psychological perspectives to treat different types of psychological disorders or change public opinion about an issue. It is always cool to see how psychological concepts and theories relate to the real world. Take some time to brainstorm your idea and come up with a research question or a hypothesis. Then write a 4-5 page paper (750 -1,250 words, 12pt font, double spaced paper, that includes a title page and a reference page so really a 2-3 pager) using the template as a guide.

**Research Critique Essay:** There will one critique essay assigned during the semester. The days the papers are due are marked in the schedule below. For your paper, you will read a research article and then write a 2–3page, double-spaced critique in APA 7th edition, Student paper Format. We will go over the research articles together in class when the papers are assigned.

**10 MCs Part 1 and Part 2:** You will find 10 MCs (multiple choice questions) Parts 1 and 2 on our course CANVAS page (learn.unt.edu). These two quizzes are not graded because we simply want to see what you know about psychology at the beginning and end of the semester. You get full credit for simply completing the 10 MCs, regardless of how many questions you get right or wrong.

**Participation Grade:** Full participation credit is earned by participating in 75% or more of 26/30 class lectures, as evidenced by I-Clicker. Completing anything less than 75% results in no credit for that class’s participation grade. Basically, each class participation is worth 3.34 points towards your final grade and is not attendance based, but instead is participation based.

**Extra Credit**: Extra credit will be sparsely available throughout the course and at times may be given at the spur of the moment. Please don’t only rely on extra credit but use it as a supplemental way to boost your grade.

**SPOT Evaluation:** If 75% or more of the class completes the SPOT evaluation at the end of the course, I will add 10 points to everyone’s grade. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate the methodologies and effectiveness of my pedagogy.

**Extra Credit Research Critique Essay:** For Extra credit you can write a 3rd critique essay. For this paper, you will read the research article assigned in Canvas and then write a 2-3 page, double-spaced critique in APA 7th edition, student paper format.

Book Review:For 5 points of extra credit, you may read one popular book on a topic in behavioral neuroscience (select from list in Canvas or have approval from professor) and write a three-page paper.

**Incompletes***:*

“I” is a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule. The student must arrange with the instructor to finish the course at a later date by completing specific requirements. These requirements must be listed on a Request for Grade of Incomplete form signed by the instructor, student, and department chair and must be entered on the grade roster by the instructor. See also “Removal of I” policy in the Academics section of undergraduate catalog. *(The UNT Catalog generally allows up to 1 year to remove an “I” grade.).* Grades of "I" assigned to an undergraduate course at the end of the Fall 2007 semester and later, will default to "F" unless the instructor has designated a different automatic grade.

**Grading Table 1 & 2**

Grades are not given or assigned to you by an instructor, you ***earn*** them. It is your responsibility to study, attend class, and complete extra credit to earn the grade you want. Please find posted below **Grading Table 1** & **Grading Table 2**. You will use this table to help you calculate your points and final grade in the class.

In **Grading Table 1** you will find each assignment listed as well as the total points you can earn per assignment (e.g. quizzes add up to 120 total points).

**Grading Table 2** is where you add all the points you have earned from each assignment and reference your total points to the point range needed to earn each particular letter grade in this class (e.g. for an A you must earn more than 630 points).

|  |  |
| --- | --- |
| **Grading Scale Point System** | **Points** |
| **Attendance** | **100** |
| **In-Class Participation** (IClicker/Group Activities) | **70** |
| **Sage Vantage Chapter Quizzes** (CQ;14 x 15 points each) | **210** |
| **Sage Vantage Video Activities** (10 chapters, 3 videos per chapter, questions at the end of video worth 4 points each) | **120** |
| **SONA Experiment Participation/Summaries** (10 credits x 10 points per credit) | **100** |
| **10 MCs Part 1 & 2** (5 points each) | **10** |
| **Essays** (Article critique & Make a Difference)(60 points each) | **120** |
| **Wellness Intervention Assignment** | **120** |
| **Exams**(80 points each for \*3 of 4 Exams\*) | **240** |
| **TOTAL POINTS** | **1090** |
| **Extra Credit opportunities** |  |
| **• EC Research Critique (5 points)• Book Review (5 points)• Extra SONA (Up to 5 Points)*** **SPOT (10 points)**
* **Random EC opportunities sprinkled throughout semester**
 | **Minimum of 25 points** |
| **\*Although the total pointsavailable is 1090, you can earnup to a minimum of 25 points extra creditfor a total of 1110 points andgrades will not be roundedup** |  |

**Checking Your Grade**

You can check your earned points anytime in Canvas by clicking on the “Grades” button. Be careful! I use a point system and offer more opportunities to earn those points than necessary. Therefore, attend to the number of points you earn since your final grade will be based on those total points and where they fall on the grading scale located below. You have 2 days to dispute a graded assignment from the time it has been entered into Canvas. Once 2 days have passed, the dispute resolution window has closed. Therefore, if I accidentally missed one of your assignments or did not enter the right grade, or you feel you provided a response that should get you more points, discuss it with me ASAP.

Table 2. Point Scale to Letter Grade

|  |  |
| --- | --- |
| **POINT RANGE** | **LETTER GRADE** |
| **981-1090** | A |
| **980-872** | B |
| **871-763** | C |
| **762-654** | D |
| **653 and below** | F |

**Class Participation and Student Conduct**

I will make class an intellectually stimulating and enjoyable experience. Students who ask questions learn more, understand more and have more fun than those who do not participate in class. In addition, your peers will assess your group performance at the end of the semester. This peer assessment is called **Collaboration Participation** and **will be** a portion of your grade.

**Assignment Feedback**

Typically, I will return feedback on all assignments within one week of the due date; however, if I cannot return your feedback that quickly, I will post an announcement to let everyone know when it can be expected.

Note: Syllabus Change Policy

*Any changes to this syllabus will be outlined in a Canvas Announcement.*

**UNT POLICIES**

**Academic Integrity Policy**

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to, cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.

**ADA Policy**

UNT makes reasonable academic accommodations for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information, see the ODA website at [disability.unt.edu](file://localhost/C%3A/Downloads/disability.unt.edu).

**Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

**Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students’ records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws, and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Access to Information - Eagle Connect

[Students' access point for business and academic services](http://my.unt.edu/) at UNT is located at the website my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains [Eagle Connect](http://eagleconnect.unt.edu/) and how to forward email at <http://eagleconnect.unt.edu/>

**Student Evaluation Administration Dates**

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during the last week of the summer semester to provide students with an opportunity to evaluate the methodologies and effectiveness of my pedagogy. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, [please visit the](http://spot.unt.edu/) [SPOT website](http://spot.unt.edu/) at <http://spot.unt.edu/>or email spot@unt.edu.

**Sexual Assault Prevention**

UNT and I are committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. If you use me, Dr. Gilmore, as a resource, please know that I CAN NOT keep your information confidential if you report to me a case of sexual assault or if I believe you are in danger. Therefore, if you desire a confidential source, you can ask me for resources, and I will gladly help! Remember, [the UNT](http://studentaffairs.unt.edu/care) [CARE Team](http://studentaffairs.unt.edu/care) is always ready to assist. Their website is located at [http://studentaffairs.unt.edu/care.](http://studentaffairs.unt.edu/care) UNT CARE has an email address, which is careteam@unt.edu. UNT’s Survivor Advocates can also assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached via email at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator via email at oeo@unt.edu or at (940)-565-2759.

Professional Conduct is REQUIRED

**Cheating**: I will not tolerate dishonesty. All students are expected to complete reading quizzes and individual assignments on their own. If you are caught cheating, you will receive an automatic zero for the assignment and be reported to the Dean of Students.

o [Student Code of Conduct](https://policy.unt.edu/policy/07-012)

**Plagiarism**: You are NOT allowed to plagiarize. All submitted assignments should reflect a combination of your experiences and the course material. Obviously, I expect that you use your textbook and assigned materials. Make sure you provide quotes and a page number for anything you quote directly from sources and a citation for ideas, definitions, or examples you did not invent yourself. Application to your experiences and your perspectives is KEY! [Owl Purdue](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html) can help you with APA style.

**How to Apply for Scholarships**

The University of North Texas offers various scholarship opportunities to help you finance your education. A scholarship is a financial award given to a student on the basis of academic achievement and promise. Many scholarships are awarded based on merit. However, some also take into account financial need. You can begin @ (https://financialaid.unt.edu/how-apply-scholarships).

How to Apply for Scholarships

At UNT, we are not just here to educate you; we are also here to help you find employment! At the UNT Career Center, you can meet with a career coach, get help with crafting a fantastic resume, search for job openings, practice your interview skills, and more. To learn more about the Career Center Go to (<https://careercenter.unt.edu/>).

**Course Schedule (Monday, Wednesday, Friday)**

*Note:* I reserve the right to modify this schedule at any time.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Date** | **Reading** | **Topic & Assignments Due\*** |
| **1** | 8/19 | **Introduction/Syllabus Review** | Welcome and syllabi informationParticipate in introductions discussion |
|  | 8/21 | **Intro to Chapter 1** | Chapter activity |
|  | 8/23 | **Chapter 1** | Chapter 1 lecture: Psychology and its Methods |
| **2** | 8/26 | **Chapter 1** | Chapter 1 lecture: Psychology and its Methods  |
|  | 8/28 | **Chapter 1** |  |
|  | 8/30 | **Chapter 2** | Chapter 2 lecture: Behavioral NeuroscienceBuild a Neuron |
| **3** | 9/2 | **\*\*\*Labor Day- No Classes-University Closed\*\*\*** | **Labor Day- No Classes-University Closed** |
|  | 9/4 | **Chapter 2** | * Chapter 2 lecture: Behavioral Neuroscience
* Sage Vantage Moments in Psychology Around the World, Knowledge Check 1.1 -1.3 & 2.1 - 2.4, As Well as Video Activity 1.1 – 1.3 & 2.1 - 2.3
* Reading Quiz 1 (Chapter 1 & 2)
* 10 MCs (multiple choice questions) Part 1
* Action Potential Game
 |
|  | 9/6 | **Chapter 2** |  |
| **4** | 9/9 | **Chapter 3**  | * Chapter 3 Lecture: Sensation and Perception

Sensation & Perception Group activity |
|  | 9/11 | **Chapter 3** | * Chapter 3 Lecture: Sensation and Perception
* Sage Vantage Knowledge Check 3.1 - 3.3 As Well as Video Activity 3.1 - 3.3 Reading Quiz 2 (Chapter 3)
 |
|  | 9/13 | **Chapter 3** | Exam 1 Review |
| **5** | 9/16 | **Exam 1 (Chapter 1-3)**  | Exam 1 (Chapter 1-3) |
|  | 9/18 | **Chapter 4** | * Exam 1 Exam Debrief Activity

Chapter 4 Lecture: Consciousness |
|  | 9/20 | **Chapter 4** | * Sage Vantage Knowledge Check 4.1 – 4.4 As Well as Video Activity 4.1 -4.3

 Reading Quiz 2 (Chapter 4) |
| **6** | 9/23 | **Chapter 5** | Chapter 5 Lecture: Learning |
|  | 9/25 | **Chapter 5** | * Chapter 5 Lecture: Learning
* Sage Vantage Knowledge Check 5.1 - 5.4 & 6.1- 6.5, As Well as Video Activity 5.1 - 5.3
* Reading Quiz 3 (Chapter 5)

**Assign Research Article Critique #1** |
|  | 9/27 | **Chapter 5** |  |
| **7** | 9/30 | **Chapter 6** | Chapter 6 Lecture: Memory |
|  | 10/2 | **Chapter 6** | * Chapter 6 Lecture: Memory
* Sage Vantage Knowledge Check 6.1 - 6.3 & Self-Assessment: Measuring Cognitive Failures Reading Quiz 4 (Chapter 6)
 |
|  | 10/4 | **Chapter 6** |  |
| **8** | 10/7 | **Chapter 8** | Chapter 8 Lecture: Personality |
|  | 10/9 | **Chapter 8** | * Chapter 8 Lecture: Personality
* Sage Vantage Knowledge Check 8.1 - 8.4, As Well as Video Activity 8.1 - 8.3, Self-Assessment: Rosenberg’s (1965) Self-Esteem Scale

Reading Quiz 5 (Chapter 8)  |
|  | 10/11 | **Chapter 8** | Exam 2 Review |
| **9** | 10/14 | **Exam 2 (4-6, 8)** | Exam 2 (Chapter 4-6, 8) |
|  | 10/16 | **Chapter 9** | * Exam 2 Debrief Activity

Chapter 9 Lecture: Life Span Development and its Contexts |
|  | 10/18 | **Chapter 9** | * Chapter 9 Lecture: Life Span Development and its Contexts
* Sage Vantage Knowledge Check 9.1 - 9.6, As Well as Video Activity 9.1 - 9.3 & Self-Assessment: Measuring your attachment Style
* Reading Quiz 6 (Ch. 9)
* **Assign “Make A Difference Paper”**
 |
| **10** | 10/21 | **Chapter 9** |  |
|  | 10/23 | **Chapter 12** | * Chapter 12 Lecture: Health, Stress, and Wellness
* Assign Wellness Intervention 1 week plan & provide class time to begin working on draft 1
 |
|  | 10/25 | **Chapter 12** | * Chapter 12 Lecture: Health, Stress, and Wellness
* Sage Vantage Knowledge Check 12.1 - 12.3, As Well as Video Activity 12.1 - 12.3, & Self-Assessment: Measuring Stress
* Reading Quiz 7 (Chapter 12)
 |
| **11** | 10/28 | **Chapter 12** | Provide class time to continue working on Wellness Intervention 1 Week Initial Plan, draft 1 |
|  | 10/30 | **Chapter 10** | * Chapter 10 Lecture: Social and Cultural Influences
* Assign Wellness Intervention 1-Week Initial Plan Peer Review #1, DUE: Provide class time to finish working on Wellness Intervention 1 Week Initial Plan, draft 1
 |
|  | 11/1 | **Chapter 10** | * Chapter 10 Lecture: Social and Cultural Influences
* Sage Vantage Knowledge Check 10.1 - 10.5, As Well as Video Activity 10.1 - 10.3, & Self-Assessment: The Implicit Associations Test
* Reading Quiz 8 (Chapter 10) Due Before Class
 |
| **12** | 11/4 | **Chapter 10** | Continue working on Wellness Intervention 1-Week Initial Plan Peer Review #1 |
|  | 11/6 | **Chapter 11** | * Chapter 11 Lecture: Motivation and Emotion
* Assign & Provide time in class to begin working on Wellness Intervention 1-Week Initial Plan, draft #2
* Due: Wellness Intervention 1-Week Initial Plan Peer Review #1
 |
|  | 11/8 | **Chapter 11** | * Chapter 11 Lecture: Motivation and Emotion
* Sage Vantage Knowledge Check 11.1 - 11.6, As Well as Video Activity 11.1 - 11.3, Self-Assessment: The Academic Motivation Scale
* Reading Quiz 9 (Chapter 11)
 |
| **13** | 11/11 | **Chapter 11** | Provide time in class to continue working on Wellness Intervention 1-Week Initial Plan, draft #2  |
|  | 11/13 | **Chapter 13** |  |
|  | 11/15 | **Wellness Intervention 2-Week Plan** | * Assign & Provide time in class to begin working on Wellness Intervention 1-Week Initial Plan, Peer Review #2

DUE: Wellness Intervention 1-Week Initial Plan, draft #2 |
| **14** | 11/18 | **Chapter 13** | Chapter 13 Lecture: Psychological DisordersProvide time in class to continue working on Wellness Intervention 1-Week Initial Plan, Peer Review #2  |
|  | 11/20 | **Chapter 13** | * Chapter 13 Lecture: Psychological Disorders
* Sage Vantage Knowledge Check 13.1 – 13.9, As Well as Video Activity 13.1 – 13.2, Self-Assessment: Measuring Symptoms of Schizophrenia
* Reading Quiz 10 (Chapter 13)
* Assign & provide time in class to Begin working on Wellness Intervention 1 Week Initial Plan, Final

DUE: Wellness Intervention 1-Week Initial Plan, Peer Review #2  |
|  | 11/22 | **Chapter 14** | * Assign & provide time in class to Begin working on Wellness Intervention 1 Week Initial Plan, Final

DUE: Wellness Intervention 1 Week Initial Plan & provide class time to finish working on final |
| **15** |  |  |  |
|  | **THANKSGIVING BREAK** | **Thanksgiving Break-No Classes-University Closed (11/25-11/30)** | **Thanksgiving Break-No Classes-University Closed (11/25-11/30)** |
| **16** | 12/2 | **Chapter 14** | * Chapter 14 Lecture: Treatment and Interventions
* Sage Vantage Knowledge Check 14.1 - 14.4, As Well as Video Activity 14.1 – 14.3, & Self-Assessment: Measuring Well-Being
* Reading Quiz 11 (Chapter 14)
* Exam 3 Review
 |
|  | 12/4 | **Exam 3 (Chapter 12-14)** | * Exam 3 (Chapter 13-14)
* **DUE: RESEARCH CRITIQUE ESSAY #1 DUE**
* **DUE: “Make A Difference Paper”**

\*\*All EC due by 12/4\*\*Research Critique ESSAY #EC is due10 MC’s (multiple choice questions) Part 2 |
|  | 12/6 | **University Reading Day** |  |
|  | 12/9-13 | **Final Exams Week** | Optional EXAM 4 (Cumulative Final): (Chapters 1-14) (Available on CANVAS Sun 12/8 – Thurs 12/12 @11:59 pm) |