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PSYC 1630.005 General Psychology  
Spring 2026 Course Syllabus  
Tuesday/Thursday 12:30 PM – 1:50 PM  
Cury 204

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**About Me:**

**Instructor:** Dr. Kaitlin Brunett (she/her) *\*it's pronounced like the hair, or Dr. B works too\**

**Office Location:** FRLD 366, Station S (Frisco Campus)

**Office Hours:** W 3:30-4:30pm Zoom drop-in (<https://unt.zoom.us/j/81026364031>) or by appointment

**Email:** [kaitlin.brunett@unt.edu](mailto:kaitlin.brunett@unt.edu)

**TA:** Cameron Neath

**Office Location:** TH 215

**Office Hours:** T 3:30-5pm; W 11am-12:30pm

**Email:** [cameronneath@my.unt.edu](mailto:cameronneath@my.unt.edu)

**Teaching Philosophy:**

“We shouldn’t teach great books; we should teach a love of reading. Knowing the contents of a few works of literature is a trivial achievement. Being inclined to go on reading is a great achievement.” –B.F. Skinner

The above quote comes from American psychologist, behaviorist, inventor, and social philosopher, Burrhus Frederic Skinner and embodies a key aspect of my teaching philosophy: it is not enough to teach content and hope that the students learn it, but instead we must teach a desire to learn on your own. Curiosity is a crucial part of learning, both for student and instructor, and I am committed to fostering curiosity in my students at all levels. While teaching past courses, my commitment to not only providing my students with the knowledge they need to be successful, but also with the curiosity and drive to pursue higher understanding has been of the utmost importance to me. As such, I commit myself to being available to my students for questions about class or to chat about their outside work. While tests and quizzes are a necessary part of this course, I strive to integrate them in a way that goes beyond memorization as well as incorporate other opportunities for assignments and advancement. I also endeavor to foster meaningful conversations in the classroom by encouraging students to engage with me and others in thoughtful consideration of the lecture material. I believe such strategies will lead to a deeper understanding of the course content for my students and myself.

**Communicating With Me:**

I love chatting with students, so I encourage you to reach out! Email is the best way to contact me. Importantly, please only use your official UNT email to contact me, otherwise I will not be able to respond. I check my email Monday-Friday, typically between the hours of 8am-6pm Central Time. I do not check emails after 6pm or on Saturdays and Sundays because I value a work/life balance and I’m an old lady who likes to spend my evenings in front of the TV with my cat before going to bed at 10pm. That being said, you are more than welcome (and

encouraged) to email me at any time. I have an open email policy, so even if I may not respond until the next day, please feel free to send the email!

I do my best to respond within 24 hours (unless you email Friday at 7pm then I won't respond until Monday), but the semester can get busy, and I have multiple classes to manage. If you go more than 3 days without getting a response from me, please reply to your original email so it pops to the top of my inbox again.

### **Office Hours:**

The hour mentioned above is your hour! You don't need to email me to say you're coming (unless you really want to), just pop on by! While priority will be given to students who have specific questions about lecture content or assignments, I also welcome any and all questions you may have. I am an early career professor so I very recently went through the grad school gambit and am happy to answer any questions you may have about that if it's something of interest to you. I also have a wide range of research interests that are no longer the focus of my career but still reside close to my heart that I'd love to chat about.

Also feel free to chat about none of the above! We can talk about the weather, my cat Cosmo who will make frequent appearances in lecture slides, the TV show you're currently binge watching, really anything.

## **Basic Course Information**

### **Overview and Objectives:**

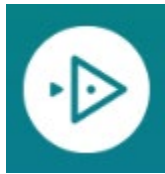
This course will introduce psychology as a scientific discipline and a profession. Emphasis will be placed on the diverse theoretical approaches within psychology and applications of these theories. We will broadly cover core areas in psychology such as research methods, developmental, cognitive, personality, abnormal behavior, and social psychology. By the end of the course, students will be able to identify and describe the basic methodologies and theories of these topics.

You will be exposed to directed readings from your textbook, real case studies, team activities, and engaging lecture material. My hope for you is that you find the science of psychology/human behavior both challenging and interesting. Psychology is a fun subject (I willingly chose to do it until the day I die because the economy will never allow me to retire so I should know) and I will work hard to make each topic as engaging as possible!

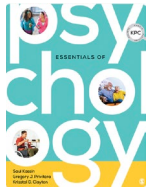
### **Course Learning Objectives:**

1. Critique original scientific research in the field of psychology and the research methodology used.
2. Apply scientific principles/theory to real-life scenario or problem.
3. Identify historical influences and early schools of thought that shaped the field of psychology.
4. Analyze individualized perspectives of the world, and how those perspectives contribute to unique experiences, attitudes, and beliefs.
5. Discuss the major psychological disorders, their causes, and treatments.
6. Think critically about your own psychological, biological, and social development

### **Required Materials:**



iClicker: We will be utilizing iClicker in this class to take attendance each day. You can sign up for free through your UNT account by accessing <https://student.iclicker.com/#/login>. Search for our class and make sure you register for the correct one!!! **Brunett – PSYC 1630.005 – S26**



Textbook: Kassir, S., Privitera, G., & Clayton, K. (2022). *Essentials of Psychology*. First Edition, SAGE Publishing.

\*Vantage online is **not utilized** in this class, either print version or e-book alone will suffice. \*

### Course Structure:

Our course is in person or “Face to Face” because I want to force you all to listen to me yap about my favorite subject, but designed so that if we need to make a speedy move to online / remote learning that we can do so relatively quickly. We meet twice a week with Tuesdays being lecture days and Thursdays being a day to finish up anything we didn’t get to on Tuesday and a group activity assignment to be completed **in class**. Check the schedule at the end of this document for a specific breakdown of what we will be covering day to day (or the separate document titled “Course Schedule” in CANVAS since I’m long-winded and this is a loooooong document). I will do my best to let you know ahead of time if changes are going to be made. The CANVAS site will hopefully reflect my desires for our course trajectory.

## Grading Information

This is a points-based class, there are **1200 possible** points (not including potential extra credit) that you can earn. Assignments will be worth the number of points presented in the table below and your final grade will be determined by the points in the grading scale.

### Assignment Breakdown:

Assignment	Points
Chapter Quizzes (x15)	130 (10 each)
Reflection Assignments (x4)	100 (20 each)
Group Assignments (x14)	195 (15 each)
Group Contribution	80
Exams (x3)	300 (100 each)
Signature Assignment	235 total
Draft (60)	
Peer Review (55)	
Final (120)	
SONA Participation	130
Attendance	100
<b>Total</b>	<b>1300</b>

### Grading Scale:

Point Range	Letter Grade
1170 – 1300	A
1040 – 1169	B
910 – 1039	C
780 – 909	D
< 780	F

For final grades, I do “round up” grades if you fall within certain parameters. If you are within 5 points of getting the next letter grade, so long as you have turned in at least 75% of the assignments in this class and you did not get scored lower than a 75% by your groupmates (see “Understanding Group Work” below for clarification), I will bump you up to the next letter grade. For example, at the end of the semester let’s say you have earned 1167 points which translates to a B. As long as you turned in at least 75% of your assignments and your group scored you higher than a 75% in terms of contribution, I will bump you to a 1170 and therefore you will get an A. I do this free of charge, no need to ask.

Students are responsible for keeping all graded materials until final grades are made available through Registration and Records for the purpose of resolving a grade dispute. The final grade will be based on the total number of points accumulated from three exams, several in-class and out of class assignments, and a small project.

### Checking Your Grade:

**DO NOT USE THE CANVAS GRADEBOOK!** CANVAS does not like a point-based system and struggles to handle it. This is a **points-based class with 1200 possible points**. Use the grading scale above to calculate your grades yourself. The way to check your current grade in this class is to add up the number of points you have earned and divide it by the number of points you could have earned. That will translate it to the easier percent grade you are used to.

Example: Let’s say we are halfway through the semester and there have been assignments graded worth a total of 670 points so far, but you have only earned 523 points.

$$523 / 670 = 0.7805$$

Move the decimal two spaces to the right

You currently have a 78% which is a C

In CANVAS there will be an Excel spreadsheet that has a list of all our assignments and the points they are worth. You can download this spreadsheet and enter in the points you earn to it as you progress through the semester, that way you know how many points have been available so far and how many you have earned. I recommend calculating your grade at least once a week to stay on top of it. It is your responsibility to check your grade regularly and cross reference it with the scale here to ensure accurate reporting.

### Exam Grade Appeals:

If you think you should have received credit for an exam question that was scored as incorrect, you may appeal in writing (that means email). I’m human and humans make mistakes (#psychology), I won’t take offense to students that question their grades if they genuinely feel an error was made. Now, if you do so rudely or incessantly without any valid rationale, not only will I refuse your request, but it will hurt my feelings.

Only written requests will be considered. You should email your rationale – this rationale should include references to specific page numbers in your text or lecture dates. All appeals must occur within one (1) week of the date in which exams took place.

## Assignments

### Assignment Policy:

Assignments will be submitted through the CANVAS course website. Additionally, assignment due dates will be posted on CANVAS. Students should immediately report any

problems or technical difficulties to the instructor and contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

All out-of-class assignments are due by 11:59pm on the designated day in the schedule and all in-class assignments are due by the end of class that day.

The only acceptable format to submit assignments in is Word or PDF docs. CANVAS assignments will indicate which is needed for each assignment.

### **Chapter Quizzes (15 total, 2 drop):**

Chapter Quizzes are individual assessments and will cover the materials specified in that book chapter and lecture content. Each quiz is worth 10 points, in CANVAS, and may be taken from home. LockDown Browser is 99% of the time NOT compatible with phones and tablets, so you will need to complete these on a laptop or desktop computer.

The quizzes have a 20-minute time limit, may only be taken once, and there are no quiz makeups outside of VERY specific circumstances (see the section titled “Makeup Possibilities” below for further info). Quiz content can come from the textbook reading and/or the lectures as I will be expanding on the chapters and adding further content than is found in your book. I highly suggest you read the assigned chapter and review that week’s lecture content to prepare. These will always open on Wednesday at 12:01am be due on Fridays by 11:59pm the week we cover that chapter.

Quizzes will be taken in CANVAS using Lockdown Browser. Physical notes are allowed for quizzes so if you take notes on your computer/tablet, these MUST be printed out. But be not afraid! I drop the lowest two (2) quizzes.

### **Reflection Responses (4 total):**

Reflection Responses are 3-page response assignments written in APA format (7<sup>th</sup> Edition) that respond to three questions. There are 3-4 prompts for you to choose from pertaining to content we have covered, so you may choose whichever topic you were most interested in or feel the most competent in. These responses must be written in APA 7 format and points will be deducted for improper formatting per the rubric. There is a PowerPoint slideshow in CANVAS that details how to appropriately format these responses and Purdue Owl is a great resource should you get confused. Be sure this is your own, original work. I will screen these for the use of AI and any submission that indicates its use will receive a 0 with no chance to make up. You are in college, and you are adults, you need to learn to think and write for yourselves.

### **Group Assignments (14 total, 1 drop):**

Students will participate in Group Assignments each week (last half of class on Thursdays). These will encompass a variety of different activities (concept mapping, mini case studies, response prompts, exam reviews, etc.) that will be revealed to you day of. There are 14 of these (none for Chapter 1) however we should all strive for balance so I will be dropping the lowest one (1) of these.

Class attendance is required on these days as the assignment can only be completed in class. You **cannot** get credit for these assignments by working on them virtually from home. While I don’t have a traditional attendance policy, these group assignments function as attendance and class participation. If you do not attend, you do not get credit for what your group submitted and will receive a 0 and there are no activity makeups outside of VERY specific

circumstances (see the section titled “Makeup Possibilities” below for info on the few scenarios that may allow for one).

Groups will be formed on the first Thursday of classes and will remain the same throughout the entirety of the semester. At the end of the semester, group members will be able to evaluate each other based on their performance and contribution (“Group Contribution” assignment). These evaluations will play a role in final grades.

I was a college student once too; I know the general consensus on group assignments and have had my fair share of complaints about them. But importantly, a top complaint from employers is that employees don’t know how to work well with other people. Aside from that, if anyone is interested in going into research or industry, those are team sports. So, we are going to work on that in our class! My hope is that each of you view your groups as mini support systems – share notes, studying tips and tricks, etc.

If there are issues in your group that you cannot handle on your own, please email me ASAP so that I may be apprised of the situation and take the steps needed to try and resolve it.

### **Exams:**

There will be three (3) Exams in this class covering content from chapter readings, lectures, and other course-integrated content. You will be informed of each exam and what it covers at least one (1) week prior to the exam date. All exams will open on Fridays at 12:01am and be due by 11:59pm the following Sunday. HOWEVER, these exams will be timed, and you will have one (1) hour to complete them. You may start the exam whenever you want, but once you start the exam your time begins. Again, LockDown Browser is 99% of the time NOT compatible with phones and tablets, so you will need to complete these on a laptop or desktop computer.

Exams will be taken in CANVAS using Lockdown Browser **AND** there will be webcam and screen monitoring employed to deter cheating with other students or with AI resources. Physical notes are allowed for exams and must be shown to the camera prior to beginning. If you take notes on your computer/tablet, these **MUST** be printed out. I will review recordings following the due date and any students indicated to be cheating will receive a 0 that cannot be made up.

Exam content can come from the textbook reading and/or the lectures as I will be expanding on the chapters and adding further content than what is found in your book.

**There will be no exam make-ups** outside of VERY specific circumstances (see the section titled “Makeup Possibilities” below for further info). You have three (3) full days to take your exams, that’s 72 hours. You can take them at 2am, at 5pm, at any time you like. You can take them from the comfort of your own home (if you have reliable WiFi), you can take them at your friend’s home, you can take them in the library. There is **no excuse** for not submitting an exam.

### **Signature Assignment:**

For the Signature Assignment, you will be tasked with creating a Wellness Plan for a patient with a heart condition. Your task will be to apply operant conditioning concepts to help the patient live a healthier lifestyle by incorporating the patient’s likes and dislikes. Information regarding the signature assignment will be in the Signature Assignment module on CANVAS. The final wellness plan will be due at the end of the semester in lieu of a final comprehensive exam. This assignment will need to be in APA format (7<sup>th</sup> Edition). Purdue Owl is a great

resource for this. Please pay attention to class announcements and CANVAS to stay on top of this project. Importantly, you will not be able to turn the Signature Assignment in late, so plan accordingly.

The Learning Outcomes for the Signature Assignment are:

1. Develop critical-thinking skills by connecting human behaviors with potential outcomes using knowledge about psychology
2. Apply the scientific process of operant conditioning to a real-world health problem
3. Participate in perspective-taking to develop a manageable lifestyle change for a person unlike yourself
4. Clearly communicate your wellness plan to a group of peers for a constructive review
5. Collaborate with others to provide feedback about possible improvements to their wellness plan

### **SONA Participation:**

The UNT Department of Psychology requires that 10% of your grade is earned by completing the [SONA](#) research requirement. You are expected to earn **10 credits** by participating in psychology experiments and/or writing summaries of research papers (4 credits for a 2 page summary). If you are under the age of 18, you are not legally allowed to participate in research studies, but you can earn research credits by writing research summaries. If students have any questions about SONA – including summary instructions – all questions can be answered on the [SONA help page](#). Any additional questions regarding SONA should be sent to [untsonarep@yahoo.com](mailto:untsonarep@yahoo.com). You may access an updated presentation re: Fall 2025 SONA credits [here](#).

#### Research Studies

You must be 18 years or older to participate in research studies. To participate in research studies [click here](#) to create an account. Once you create an account, you will be able to find and sign up for studies that interest you. The last day to participate in a study is \_\_\_\_\_. Be sure you've collected at least 5 credits by \_\_\_\_\_. to be sure you have enough time to complete it.

**Important note: if you do not select the correct course, your SONA credits will not go to my course and you will not receive credit. So, make sure that you select Kaitlin Brunett – PSYC 1630.005.**

#### Research Summaries

Each successfully completed summary is worth 4 credits. If you would like feedback on your summaries and a chance for revision, you email your summary to [untsonarep@yahoo.com](mailto:untsonarep@yahoo.com), and must be submitted by **no later than \_\_\_\_\_ by 5pm** for feedback and revision options. If you do not want feedback or a chance for revision, the **final due date for summaries will be \_\_\_\_\_**. **NO LATE PAPERS ARE ACCEPTED**, so plan ahead!

*Dates have not been released to me yet, I will inform you of those as soon as I have them.*

### **Extra Credit:**

I know all of you were desperately scrolling to find this section (I was a college student once too). Below are the extra credit opportunities for this class:

### Pre and Post Quizzes:

You will find two quizzes not related to the chapters in CANVAS titled “Pre-Post Quiz #1” and “Pre-Post Quiz #2” respectively. These two quizzes are not graded because I simply want to see what you know about psychology at the beginning and end of the semester. Every student who completes Pre-Post Quiz #1 will receive four (4) extra points, and every student who completes Pre-Post Quiz #2 will receive six (6) extra points (up to a possible total of 10 extra credit points). While other quizzes and exams are open-note, please refrain from doing so with these as I want them to be a genuine reflection of your starting knowledge and your ending comprehension.

The Pre and Post Quizzes will employ Lockdown Browser primarily to use it as a test run to ensure that the system is working appropriately and so that I can be made aware of any issues I may need to fix prior to quizzes and exams.

### SPOT Evaluation:

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. The university will e-mail you a link to complete a SPOT evaluation of this course near the end of the semester. Any student who completes an evaluation will receive 10 extra points added to their grade.

There may be other opportunities that come up during the semester but don’t rely on that since I, unfortunately, can’t predict the future. All extra credit will be offered to the entire class, there will be **no individual extra credit** opportunities (balance and symmetry and all that jazz).

## **Course Policies**

### **Class Attendance:**

Daily attendance is not only expected but required in this course. As mentioned previously, Tuesdays are lecture days and Thursdays will finish up lecture and then move into a group activity. If you are not **present in class** on Thursdays, you will receive a 0 for that activity. See the section below titled “Makeup Possibilities” for more information about the **few and specific** cases that would allow you to makeup an activity. That leaves 15 additional days this semester to consider.

To account for attendance, there will be 2-3 iClicker questions per day that are randomly sprinkled throughout the lecture. Students will be required to login to iClicker at the start of each class so that they may answer these questions and be counted as present in class. Students are allowed three (3) “no questions asked” absences that will not harm their overall grade. After the third absence, every subsequent miss will result in a loss of 10 points from their attendance grade. In CANVAS, every student will start the semester with a 100 in that column, and for every absence after the third, 10 points will be deducted. iClicker will be utilized on Tuesdays and Thursdays; Tuesdays to account for attendance per your attendance grade, Thursdays to account for attendance per your group activity grade.

Class time is an investment in both your future and your education. Please keep in mind that someone (e.g. your parents, organization, scholarship or maybe even yourself) is paying for you to attend classes as UNT. Life IS going to get in the way this semester. Your goal is to make sure it doesn’t stop you from learning. **I just ask for communication.** If you suddenly stop turning in work and I have a reason why, that is totally and completely different than if you go

missing for no reason and you are missing work. It is your responsibility to ensure that sufficient documentation is obtained and submitted to the instructor for extended absences. I am quite understanding of life circumstances, but I need to place you in the context of your life in order to craft a holistic idea of what's happening with you in the class.

If a student has already hit the three (3) allowed absences, or they don't wish for an absence to count against them, they may submit documentation for a **university approved excused absence** that will protect their grade. Anything outside of the following are not considered excused absences:

Excused Absences:

- Illness **with a doctor's note** excusing you from classes for the day (must be provided by end of day)
- Extenuating personal circumstance (i.e., death in the family, car accident, etc.) **with documentation** (must be provided by end of day)
- University approved/sponsored event **with documentation** (must be provided before day of absence)
- Religious holidays **with documentation** (must be provided before day of absence)

**Class Etiquette:**

Be prepared to learn and to engage! I WANT you to ask questions and participate in class dialogues and interact with myself and your fellow classmates. I will even have points in every lecture where I prompt your responses, so please don't make me stand there in silence waiting for an answer. It's going to get really awkward really fast and I have anxiety.

Students should not ever disparage one another but should feel free to challenge each other intellectually, yet respectfully. This is a safe space to talk and ask questions and grow and learn, but we will do so without disrespecting each other. There will be no hate speech, no foul language directed at myself or your peers, and no discrimination at any level. If you experience any of these at the hands of your fellow classmates, come to me immediately.

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and belonging. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

Every student in this class should have the right to learn and engage within an environment of respect and courtesy from others. We will discuss our classroom's habits of engagement and I also encourage you to review UNT's student code of conduct so that we can all start with the same baseline civility understanding ([Code of Student Conduct](https://policy.unt.edu/policy/07-012)) (<https://policy.unt.edu/policy/07-012>).

**Stay Up to Date:**

Please check CANVAS consistently and keep up with announcements, emails and due dates. CANVAS has all the information you need and anything extra I will be posting in announcements through the site. CANVAS announcements are the primary way that I will communicate to the class as a whole. They could include class cancellations notices, assignment extension info, exam results, etc. Make sure you have notifications turned on and have the setting enabled to have announcements also be sent to your UNT email. Also, you've done a lot of great

reading to get this far and I appreciate that! To reward you, please email me your favorite meme about college by 11:59pm the **first Friday of the semester** for 4 points of extra credit. Any submissions after that won't be available for extra credit! Be sure to use my email address listed at the top of this document and not CANVAS messaging.

### **Get Out of Jail Free Pass:**

Generally, I do not allow late work. However, we all make mistakes, and life happens whether we want it to or not. There will be days when you have so much going on that you completely space out on an assignment or put the wrong due date in your calendar. For those moments there's the "Get Out of Jail Free" pass. A "Get Out of Jail Free" pass provides students with the opportunity to submit an assignment 48 hours later than the due date with a 5% reduction in points. **The group activities, exams, and the signature assignment are NOT included with the "Get Out of Jail Free" pass.** These can only be used on the quizzes or reflection responses. Each student gets two (2) "Get Out of Jail Free" passes for individual assignments. The use of a "Get Out of Jail Free" pass **requires a 12-hour notice** starting at the time the assignment was due. The notice must be provided to Dr. Brunett via email at [kaitlin.brunett@unt.edu](mailto:kaitlin.brunett@unt.edu). Students who do not provide this 12-hour notice do NOT get to use the "Get Out of Jail Free" pass for that occasion.

If there is a long-term and ongoing issue in your life that may prohibit you from turning in assignments and materials on time, please come talk to me. If you wish to ensure no other students have the chance to randomly pop in during that conversation, email me to request a time outside of office hours and I will happily oblige. My first and foremost responsibility is to my students and I want to help you be successful, but I cannot do that if I don't know anything until we are too late into the semester.

### **Makeup Possibilities:**

As mentioned above regarding the assignments, there are no makeup options in this class. If you miss something, you miss it. However, there are very specific circumstances where that will not be the case. Makeup opportunities will be evaluated on a case by case basis and will ALWAYS be up to MY DISCRETION.

#### For Group Assignments:

If you have some sort of university designated conflict that Thursday that would prohibit you from attending the class to work on the assignment (traveling out of town for an athletic event or academic conference), arrangements must be made with me for an alternate testing time **BEFORE** that Thursday arrives. Those things are always always scheduled in advance, if you tell me about it after you have already missed the group assignment, I will not be providing a makeup opportunity.

If you suffer from some sudden extenuating circumstance (hospital visit, death in the immediate family, etc.), that will prevent you from attending class on Thursday, this needs to be communicated to me ASAP to determine qualifications for a makeup opportunity.

If you have a previously scheduled doctor's appointment, surgery, etc. that conflicts with class time, communicate that to me before that Thursday and I will determine qualifications for a makeup opportunity.

If you appropriately communicate with me and **provide documentation**, I will allow you to complete the group assignment on your own to be submitted at a later time.

### For Exams:

If you have some sort of university designated conflict that weekend that would prohibit you from completing the exam or quiz (traveling out of town for an athletic event or academic conference), arrangements must be made with me for an alternate testing time **BEFORE** the weekend arrives. This conflict **MUST** encompass the **entire weekend**. Those things are always always always scheduled in advance, if you tell me about it after you have already missed the exam/quiz, I will not be providing a makeup opportunity.

If you suffer from some sudden extenuating circumstance (hospital visit, death in the immediate family, etc.), that will prevent you from completing the exam/quiz, this needs to be communicated to me ASAP to determine qualifications for a makeup testing time.

These are the only situations that will allow for alternate testing outside of disability accommodations and in both scenarios you **MUST** provide me valid documentation of your excuse. Makeups will be handled at my discretion.

### Not valid excuses for makeups:

- You waited until Sunday at 9pm to take your exam (or Friday at 9pm for your quizzes) and now your internet/power is out. You had three full days to complete the exam and three full days to complete the quiz. Hotspots exist, friends' houses exist, any spot on campus exists, coffee shops exist, etc. You made a choice to procrastinate, that is on you.
- You forgot. It's in the syllabus, the schedule, CANVAS, and I remind you every week until I'm blue in the face about quizzes and activity days and one full week in advance about exams plus any following class day until then.
- You went on vacation or on a trip. You are a student and being a student is your job. Pack your laptop in your bag and take an hour away from the trip to complete your assignments. The only possibility for a makeup here is if you went out of the country and this trip has been booked for many months in advance. If that is the case you **MUST** speak with me well in advance about this.
- You overslept and missed class. It happens and it sucks, but it's not in line with a university excused absence. Try to prioritize your sleep at night and set alarms.

### **AI Use Statement:**

Prohibited Use: In this course, I want you to engage deeply with the materials and develop your own critical thinking and writing skills. For this reason, the use of Generative AI (GenAI) tools like Claude, ChatGPT, Gemini, etc. is not permitted. While these tools can be helpful in some contexts, they do not align with our goal of fostering the development of your independent thinking. Using GenAI to complete any part of an assignment, exam, or coursework will be considered a violation of academic integrity, as it prevents the development of your own skills, and will be addressed according to the [Student Academic Integrity policy](https://policy.unt.edu/policy/06-003) (<https://policy.unt.edu/policy/06-003>).

If you use AI to help you study, organize notes, summarize your book readings (ONLY for personal review), that is permissible. Outside of that, and use of AI in submitted assignments, quizzes, or exams will result in a 0 for the first offense and a report to Academic Integrity for the second.

## **LockDown Browser + Webcam Requirement:**

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be the type that's built into your computer or one that plugs in with a USB cable. Watch this brief video to get a basic understanding of LockDown Browser and the webcam feature. <https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

### Download Instructions

- Select an exam from the course
- If you have not already installed LockDown Browser, select the link to download the application and follow the installation instructions
- Return to the exam page in a standard browser
- LockDown Browser will launch and the quiz will begin

Note: LockDown Browser only needs to be installed once per computer or device. It will start automatically from that point forward when a test requires it.

### Guidelines

When taking an online exam, follow these guidelines:

- Select a location where you are comfortable having a video recording taken of yourself and your workspace environment. This area should be free of distractions and interruptions.
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Clear your desk or workspace of all external materials not permitted - books, papers, other devices
- Remain at your computer for the duration of the test
- If the computer, Wi-Fi, or location is different than what was used previously with the "Webcam Check" and "System & Network Check" in LockDown Browser, run the checks again prior to the exam
- To produce a good webcam video, do the following:
  - Avoid wearing baseball caps or hats with brims
  - Ensure your computer or device is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move
  - If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete
  - Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window)
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

### Getting Help

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area

- 24/7/365 Live Chat Support is also available from the Help Center, or from within the "it's not working" troubleshooter.
- Respondus has a Knowledge Base available from [support.respondus.com](https://support.respondus.com). Select "LockDown Browser & Respondus Monitor" as the product to view helpful articles.
- If you're still unable to resolve a technical issue with LockDown Browser, go to [support.respondus.com](https://support.respondus.com) and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it

### **Inclement Weather Policy:**

Should a zombie apocalypse break out on a Thursday I will allow you to miss class that day without penalty to your group activity grades. Otherwise, please follow the University's guidance and I will email you the morning of to answer questions. Should inclement weather impact our ability to meet in person, we will meet via Zoom. The link will be posted on CANVAS and emailed to you.

## **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.

### **ADA Policy:**

The University of North Texas makes reasonable accommodations for students with disabilities. To request accommodations, you must first register with the Office of Disability Access (ODA) by completing an application for services and providing documentation to verify your eligibility each semester. Once your eligibility is confirmed, you may request your letter of accommodation. ODA will then email your faculty a letter of reasonable accommodation, initiating a private discussion about your specific needs in the course.

You can request accommodations at any time, but it's important to provide ODA notice to your faculty as early as possible in the semester to avoid delays in implementation. Keep in mind that you must obtain a new letter of accommodation for each semester and meet with each faculty member before accommodations can be implemented in each class. You are strongly encouraged to meet with faculty regarding your accommodations during office hours or by appointment. Faculty have the authority to ask you to discuss your letter during their designated office hours to protect your privacy. For more information and to access resources that can support your needs, refer to the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) website (<https://studentaffairs.unt.edu/office-disability-access>).

### **Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004):**

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes;

educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

### **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. UNT's Survivor Advocates can 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 at [SurvivorAdvocate@unt.edu](mailto: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 at [oeo@unt.edu](mailto:oeo@unt.edu) or at (940) 565 2759.

### **Acceptable Student Behavior:**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

### **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 student's 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 at UNT is located at: [my.unt.edu](http://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 and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

### **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 weeks 13, 14 and 15 (April 5 – April 22) of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto: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 [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email [spot@unt.edu](mailto:spot@unt.edu).

### **IMPORTANT NOTICE FOR F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES**

#### **Federal Regulation:**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

#### **University of North Texas Compliance:**

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
  2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office.
- ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

#### Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

#### **Use of Student Work:**

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) they create within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

#### **Transmission and Recording of Student Images in Electronically-Delivered Courses:**

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

## Course Schedule

*\*Dr. Brunett reserves the right to change this schedule at any time during the semester\**

Week/Dates	Day/Lecture/Activity	Assignments
1 1/12-1/16	January 13: <ul style="list-style-type: none"> <li>Syllabus Day</li> </ul> January 15: <ul style="list-style-type: none"> <li>Chapter 1 Lecture</li> <li>Group formation</li> </ul>	Due Jan. 16 by 11:59pm: <ul style="list-style-type: none"> <li>Pre-Post #1 (EC)</li> <li>Chapter 1 Quiz</li> <li>Group selection</li> </ul>
2 1/19-1/23	January 20: <ul style="list-style-type: none"> <li>Ethics in Psychology Lecture</li> </ul> January 22: <ul style="list-style-type: none"> <li>Finish Ethics in Psychology Lecture</li> <li>Group Assignment 1</li> </ul>	Due Jan. 23 by 11:59pm: <ul style="list-style-type: none"> <li>Ethics Quiz</li> </ul>
3 1/26-1/30	January 27: <ul style="list-style-type: none"> <li>Chapter 2 Lecture</li> </ul> January 29: <ul style="list-style-type: none"> <li>Finish Chapter 2 Lecture</li> <li>Group Assignment 2</li> </ul>	Due Jan. 30 by 11:59pm: <ul style="list-style-type: none"> <li>Chapter 2 Quiz</li> </ul>
4 2/2-2/6	February 3: <ul style="list-style-type: none"> <li>Chapter 3 Lecture</li> </ul> February 5: <ul style="list-style-type: none"> <li>Finish Chapter 3 Lecture</li> <li>Group Assignment 3</li> </ul>	Due Feb. 6 by 11:59pm: <ul style="list-style-type: none"> <li>Chapter 3 Quiz</li> <li>Reflection Response 1 (ch1-3, ethics)</li> </ul>
5 2/9-2/13	February 10: <ul style="list-style-type: none"> <li>Chapter 4 Lecture</li> </ul> February 12: <ul style="list-style-type: none"> <li>Finish Chapter 4 Lecture</li> <li>Exam Review (GA 4)</li> </ul>	Due Feb. 13 by 11:59pm: <ul style="list-style-type: none"> <li>Chapter 4 Quiz</li> </ul> Due Feb. 18 by 11:59pm: <ul style="list-style-type: none"> <li>Exam 1 (ch 1-4, ethics)</li> </ul>
6 2/16-2/20	February 17: <ul style="list-style-type: none"> <li>Chapter 5 Lecture</li> </ul> February 19: <ul style="list-style-type: none"> <li>Finish Chapter 5 Lecture</li> <li>Group Assignment 5 (Conditioning 1)</li> </ul>	Due Feb. 20 by 11:59pm: <ul style="list-style-type: none"> <li>Chapter 5 Quiz</li> </ul>
7 2/23-2/27	February 24: <ul style="list-style-type: none"> <li>Chapter 6 Lecture</li> </ul> February 26: <ul style="list-style-type: none"> <li>Finish Chapter 6 Lecture</li> <li>Group Assignment 6 (Conditioning 2)</li> </ul>	Due Feb. 27 by 11:59pm: <ul style="list-style-type: none"> <li>Chapter 6 Quiz</li> <li>Wellness Intervention Draft</li> </ul>
8 3/2-3/6	March 3: <ul style="list-style-type: none"> <li>Chapter 7 Lecture</li> </ul> March 5: <ul style="list-style-type: none"> <li>Finish Chapter 7 Lecture</li> <li>Group Assignment 7</li> </ul>	Due Mar. 6 by 11:59pm: <ul style="list-style-type: none"> <li>Chapter 7 Quiz</li> <li>Reflection Response 2 (ch 4-7)</li> </ul>
9	Spring Break	

3/9-3/13	<b>NO CLASS</b>	
10 3/16-3/20	March 17: <ul style="list-style-type: none"> <li>• Chapter 8 Lecture</li> </ul> March 19: <ul style="list-style-type: none"> <li>• Finish Chapter 8 Lecture</li> <li>• Exam Review (GA 8)</li> </ul>	Due Mar. 20 by 11:59pm: <ul style="list-style-type: none"> <li>• Chapter 8 Quiz</li> <li>• Wellness Intervention Peer Review</li> </ul>
11 3/23-3/27	March 24: <ul style="list-style-type: none"> <li>• Chapter 9 Lecture</li> </ul> March 26: <ul style="list-style-type: none"> <li>• Finish Chapter 9 Lecture</li> <li>• Group Assignment 9</li> </ul>	Due Mar. 27 by 11:59pm: <ul style="list-style-type: none"> <li>• Chapter 9 Quiz</li> </ul> Due Mar. 29 by 11:59pm: <ul style="list-style-type: none"> <li>• Exam 2 (ch 5-9)</li> </ul>
12 3/30-4/3	March 31: <ul style="list-style-type: none"> <li>• Chapter 10 Lecture</li> </ul> April 2: <ul style="list-style-type: none"> <li>• Finish Chapter 10 Lecture</li> <li>• Group Assignment 10</li> </ul>	Due Apr. 3 by 11:59pm: <ul style="list-style-type: none"> <li>• Chapter 10 Quiz</li> <li>• Reflection Response 3 (ch 8-10)</li> </ul>
13 4/6-4/10	April 7: <ul style="list-style-type: none"> <li>• Chapter 11 Lecture</li> </ul> April 9: <ul style="list-style-type: none"> <li>• Finish Chapter 11 Lecture</li> <li>• Group Assignment 11</li> </ul>	Due Apr. 10 by 11:59pm: <ul style="list-style-type: none"> <li>• Chapter 11 Quiz</li> </ul>
14 4/13-4/17	April 14: <ul style="list-style-type: none"> <li>• Chapter 12 Lecture</li> </ul> April 16: <ul style="list-style-type: none"> <li>• Finish Chapter 12 Lecture</li> <li>• Group Assignment 12</li> </ul>	Due Apr. 17 by 11:59pm: <ul style="list-style-type: none"> <li>• Chapter 12 Quiz</li> <li>• Wellness Intervention Final Version</li> </ul>
15 4/20-4/24	April 21: <ul style="list-style-type: none"> <li>• Chapter 13 Lecture</li> </ul> April 23: <ul style="list-style-type: none"> <li>• Finish Chapter 13 Lecture</li> <li>• Group Assignment 13</li> </ul>	Due Apr. 24 by 11:59pm <ul style="list-style-type: none"> <li>• Chapter 13 Quiz</li> </ul>
16 4/27-5/1	April 28: <ul style="list-style-type: none"> <li>• Chapter 14 Lecture</li> </ul> April 30: <ul style="list-style-type: none"> <li>• Finish Chapter 14 Lecture</li> <li>• Exam Review (GA 14)</li> </ul>	Due May 1 by 11:59pm: <ul style="list-style-type: none"> <li>• Pre-Post Quiz #2</li> <li>• SONA</li> <li>• Chapter 14 Quiz</li> <li>• Group Contribution</li> <li>• Reflection Response 4 (ch 11-14)</li> </ul> Due May 3 by 11:59pm: <ul style="list-style-type: none"> <li>• Exam 3</li> </ul>
17 5/4-5/8	Final Exams <i>No final for this class</i>	Due May 5 by 11:59pm: <ul style="list-style-type: none"> <li>• Group Contribution</li> </ul>

### Important Dates to Know:

- January 16<sup>th</sup>: Last day to add a class or swap sections
- January 24<sup>th</sup>: Last day to drop a course without a grade of W (course will not appear on transcript)
- February 20<sup>th</sup>: Last day to change to pass/no pass
- April 10<sup>th</sup>: Last day to drop a course with a grade of W
- May 13<sup>th</sup>: Grades/academic standing posted on the official transcript (6pm)