

General Psychology

PSY 101 Section XXXX Syllabus -- Fall 2020

INSTRUCTOR: XXXXX

CAMPUS OFFICE: CBC-BXXX

VIRTUAL OFFICE: <https://unlv.webex.com/meet/xxxxx>

OFFICE HOURS: Thursdays 11 am – 1 pm, and by appointment

EMAIL: XXXXX@unlv.edu (please always put “PSY 101” in your subject line)

TEACHING ASSISTANT: XXXXX

TEACHING ASSISTANT EMAIL: XXXXX@unlv.nevada.edu

COURSE OVERVIEW

Welcome to General Psychology! Have you ever wondered why people act how they do, and how you can get them to change? In this course you will explore answers to these questions using major perspectives of the field, including how biology influences behavior, how our environment shapes what and how we learn, how emotions and stress affect our well-being, and how other people get us to act differently and perceive ourselves differently. You will also learn practical skills, backed by scientific research, you can apply to school, relationships, and life in general, and will introduce you to the exciting world of careers in psychology.

Course Objectives / Learning Outcomes

In this course, my goal is for you to have the following learning outcomes:

- A. Gain a foundational understanding of the subareas of psychology and apply these perspectives to understanding how we explain (and change) behavior.
- B. Evaluate how nature (our genes and biology) and nurture (our environment and culture) work together to produce our experiences and behaviors.
- C. Critically analyze scientific methods used in psychology. This includes understanding how to create clear hypotheses, operationalize variables, use scientific reasoning to answer questions about human behavior, and distinguish credible from non-credible sources.
- D. Discover areas of psychology that excite or inspire you to apply these concepts to your own life, explore other classes in psychology, or even consider careers in psychology.

In addition to these broad learning outcomes, there are specific objectives listed for each week in the course schedule below.

COURSE MATERIALS

Required Textbook:

- *Psychology in Modules, 12th Edition*. Myers & DeWall.
<https://www.macmillanlearning.com/college/us/product/Psychology-in-Modules/p/1319050611>

There are lots of options for the textbook: you can get a print hardcover (used or new), or can purchase or rent the e-book. If you choose to use the 11th or 13th edition of the textbook, there may be

questions on the quizzes/exams not be covered, and module numbers may not match, so I would suggest connecting with a classmate to make sure you're reading the correct modules.

Technology:

You will need the following as a minimum to complete this online course:

- **Internet Connection:** Canvas can function with bandwidths as low as 512kbps, but I recommend a Broadband/DSL connection to most effectively view the online videos.
- **Computer:** The Canvas mobile app is free, and most of this course accessible on the app. Canvas also runs on Windows, Mac, Linux, iOS, Android, or any other device with an up-to-date web browser.
- **PDF Reader:** Some material in this course may be presented in PDFs. To view these materials, you will need the most current version of Adobe Reader.
- **Word Processor:** You will need a word processing application to complete some course assignments. There are many options when it comes to word processing software; here are three: Microsoft Office 365, Google Docs, and Apache Open Office.

Lectures:

Recorded lectures and slides are posted for each week. The information on the slides and lecture notes should guide your reading in this class.

ASSIGNMENTS

Discussions (20%) – Course objectives A, B, & D

Each week (excepting exam weeks) we will have a discussion. Most discussions will be based around a podcast. You will listen to the podcast and post an initial discussion question for your peers by Wednesday 11:59 pm. Then respond to at least 2 peers' questions by Friday 11:59 pm.

Homework Assignments (20%) – Course objectives A & C

There will be three mini-lab assignments in Weeks 7, 11, and 14. Mini-labs are designed to help you think like a scientist and develop an imaginary psychological experiment. For each of the 3 mini-lab assignments, you will create a presentation, and will present the last one to the class for the final class discussion. There will also be several other small homework assignments.

Quizzes (10% total) – Course objectives A & B

Each week you will have a quiz, which you can retake as many times as you like without any penalty. Your highest score will be counted. Some questions from the weekly quizzes will show up on your exams, so I encourage you to re-take these quizzes and use them as study materials!

Exams (40% total) – Course objectives A & B

There are 2 exams in this course, each worth 20% of your total grade. Exams encompass:

- *Exam 1:* Foundations of Psychology, Research Methods, Physiological Psychology, Genes & Environment, Learning, Development, Consciousness, Perception, and Memory

- *Exam 2: Motivation, Emotion, Personality & Social Psychology, Psychiatric Disorders, Psychiatric Treatment, and Health & Stress*

Departmental Research Requirement (10%)

All students in Psychology 101 are required (by the department) to have a direct experience with psychological research. This participation in research is *mandatory* (although you can choose an alternative experience which involves writing up summaries of research articles). Students who are retaking the course may *not* use research credits completed during a prior semester to satisfy this requirement.

Please read the SONA Student Handout closely. You must complete 6 credits (6 hours) of participation. Directions on how to complete the research requirement are provided on the Psychology Subject Pool Web site, which can be reached through the following URL:
<http://www.unlv.edu/psychology/sona>

Click on the *Subject Pool* link and follow the instructions for students. Note that the deadline to receive your credits is **Wednesday, November 25th at 5pm**, two weeks before the end of the semester. The deadline for submitting article summaries is **Friday, November 27th at 5pm**. Please plan accordingly. Also, note that you **must activate your account before you can sign up for experiments or obtain credit for alternative assignments**. It may take a few days to activate your account. So don't procrastinate!

Extra Credit (1% max)

You can earn up to 1% of your total grade in extra credit by completing the syllabus quiz.

COURSE & UNIVERSITY POLICIES

The course is graded out of 600 points, with all assignments weighted within each category as stated in this syllabus. Grades will be assigned as follows:

A = 94 – 100	B = 83 – 86.99	C = 73 – 76.99	D = 63 – 66.99
A- = 90 – 93.99	B- = 80 – 82.99	C- = 70 – 72.99	D- = 60 – 62.99
B+ = 87 – 89.99	C+ = 77 – 79.99	D+ = 67 – 69.99	F = 59.99 – 0

Category	Points (% of grade)
Discussions	120 (20%)
Homework	120 (20%)
Quizzes	60 (10%)
Exams	240 (40%)
Research requirement	60 (10%)
TOTAL:	600

COURSE SCHEDULE

Week	Module	Objective / Outcome	Major Assignment(s)
1	Foundations of Psychology	<ul style="list-style-type: none"> • Understand what psychology is and how it developed as a field 	<ul style="list-style-type: none"> • Discussion – Introductions • Readings – Mod 1 • Syllabus Quiz
2	Research Methods, Physiological Psychology	<ul style="list-style-type: none"> • Understand basic research methods • Analyze the ethics of a study • Describe how neurons communicate • Define major brain structures function 	<ul style="list-style-type: none"> • Readings – Mods 2, 4, 5, 6 • Discussion Podcast – Invisibilia How to become Batman • Quiz
3	Genes, Evolution, Environment	<ul style="list-style-type: none"> • Differentiate between collectivist and individualist cultures • Compare genetic / environmental influences on gender 	<ul style="list-style-type: none"> • Readings – Mods 10, 11, 12 • Discussion Podcast – Invisibilia Everything Good • Quiz
4	Development	<ul style="list-style-type: none"> • Identify major issues on which developmental psychology focuses • Describe the major theories of cognitive and social development 	<ul style="list-style-type: none"> • Readings – Mods 13, 14, 15 • Discussion Podcast – Hidden Brain Bringing Up Baby • Quiz
5	Learning	<ul style="list-style-type: none"> • Describe the conditioning process • Differentiate between reinforcement and punishment, reinforcement schedules • Define observational learning • Explain how biology limits conditioning 	<ul style="list-style-type: none"> • Readings – Mods 20, 21, 22 • Discussion Podcast – Hidden Brain When everything clicks • Quiz
6	Consciousness & Perception	<ul style="list-style-type: none"> • Define consciousness • Understand sleep and dreaming • Describe how drugs impact consciousness • Describe how info enters our brains 	<ul style="list-style-type: none"> • Readings – Mods 7, 8, 9, 17 • Discussion Podcast – Radiolab Sleep • Quiz
7	Memory	<ul style="list-style-type: none"> • Differentiate major memory models • Describe how emotion and sleep influence memory encoding and retrieval • Formulate a study plan based on the consciousness and memory modules 	<ul style="list-style-type: none"> • Readings – Mods 23, 24, 25 • Discussion Podcast – Radiolab – Memory and Forgetting • Create a Study Plan • Quiz Mini Lab 1 – Consciousness
8	Review & Exam	<ul style="list-style-type: none"> • Demonstrate Unit 1 knowledge 	<ul style="list-style-type: none"> • Exam 1
9	Motivation	<ul style="list-style-type: none"> • Differentiate drives and incentives • Understand physiological vs. psychological influences on sexual motivations • Critique Maslow’s hierarchy 	<ul style="list-style-type: none"> • Readings – Mods 32, 34, 35 • Discussion Podcast – Invisibilia Future Self • Quiz
10	Emotion	<ul style="list-style-type: none"> • Describe major theories of emotion • Identify the basic emotion expressions • Identify ways of increasing happiness 	<ul style="list-style-type: none"> • Readings – Mods 36, 37, 38 • Discussion Podcast – Invisibilia Emotions • Quiz • Mini Lab 2 – Motivation

11	Psychological Disorders	<ul style="list-style-type: none"> • Describe how disorders develop • Describe symptoms of anxiety, mood, and personality disorders • Describe impacts of traumatic brain injury 	<ul style="list-style-type: none"> • Readings – Mods 48, 49, 50, 52 • Discussion Podcast – This American Life Edge of Sanity • Quiz
12	Treatment	<ul style="list-style-type: none"> • Compare major therapy modalities • Develop a basic therapy plan for case studies using those modalities • Describe how drugs treat disorders • Identify ways to build resilience 	<ul style="list-style-type: none"> • Readings – Mods 53, 54, 55 • Discussion Podcast – Invisibilia The Problem in the Solution • Quiz
13	Social Psychology	<ul style="list-style-type: none"> • Describe the fundamental attribution error and cognitive dissonance theory • Differentiate conformity and obedience • Compare major theories of prejudice • Identify what increases/decreases helping 	<ul style="list-style-type: none"> • Readings – Mods 41, 42, 43, 44 • Discussion Podcast – Invisibilia The New Norm • Quiz
14	Personality, Health & Stress	<ul style="list-style-type: none"> • Describe the major trait theories and how they were developed • Explain the stress response system and how stress impacts health • Develop a plan for coping with and reducing stress 	<ul style="list-style-type: none"> • Readings – Mods 46 (start at Trait Theories) 39, 40 • NO DISCUSSION • Add to your Study Plan • Quiz • Mini Lab 3 – Pop Psych Beliefs
15	Study Week	<ul style="list-style-type: none"> • Demonstrate your knowledge of research methods 	<ul style="list-style-type: none"> • Discussion – Pop Psychology Presentations
16	Review & Exam	<ul style="list-style-type: none"> • Demonstrate Unit 2 knowledge 	<ul style="list-style-type: none"> • Exam 2

****Please note:** This syllabus is subject to change. If it is updated for any reason, the class will be notified by email and the updated syllabus will be posted to the course website.**

UNIVERSITY POLICIES

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Code of Student Conduct, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well

as disciplinary action under University policies. Additional copyright policy information is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895- 0866) provides resources for students with disabilities. Students who believe that they may need academic Office of the Executive Vice President and Provost Box 451002 • 4505 South Maryland Parkway • Las Vegas, Nevada 89154-1002 (702) 895-3301 • FAX (702) 895-4054 • <http://www.unlv.edu/provost> 2 accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas. UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, <https://www.it.unlv.edu/policies/acceptable-usecomputing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries’ Research Consultation website, <https://guides.library.unlv.edu/appointments/librarian>. You can also ask the library staff questions via chat Office of the Executive Vice President and Provost Box 451002 • 4505 South Maryland Parkway • Las Vegas, Nevada 89154-1002 (702) 895-3301 • FAX (702) 895-4054 • <http://www.unlv.edu/provost> 3 and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the Academic Policies webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the

University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, <https://www.unlv.edu/asc>, or call 702- 895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207). Office of the Executive Vice President and Provost Box 451002 • 4505 South Maryland Parkway • Las Vegas, Nevada 89154-1002 (702) 895-3301 • FAX (702) 895-4054 • <http://www.unlv.edu/provost> 4

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702- 895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.