

Instructor

Lindsay Roberts, M.A.
University Hall 6511

11 a.m. – 12:30 p.m. (and by appointment)

Lindsay.Roberts3@utoledo.edu

Office Hours

Tuesday-Thursday

Teaching Assistant

Samantha Brisbin

Office Hours

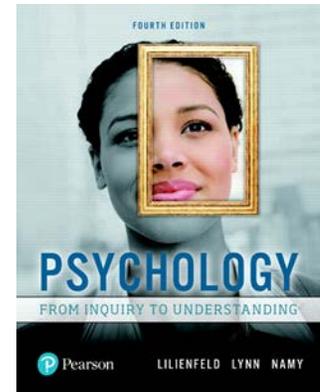
TBA

sbrisbi@rockets.utoledo.edu

Required Text

Lilienfeld et al., *Psychology: From Inquiry to Understanding*, 4th edition. You **must** have access to the e-text and Revel!

The least expensive option is to purchase the e-book and online materials either from the bookstore or directly at the publisher's website for about \$70. If you prefer to have a hard copy of the textbook, you will still need to have the online access to Revel. You will be able to read the e-text from virtually any device, iPhone, iPad, Android, computer, etc. You can enter Revel through the UT Blackboard course site (<https://blackboard.utdl.edu>). You will receive about two weeks of free guest access to Revel once the course begins, but after that you will have to purchase access either with or without a hardcopy textbook. When you get to Revel, the first thing you should do is follow the instructions to tune up your browser so that all the parts work properly. This is very important! Another important note regarding browsers... do not use Internet Explorer. Firefox, Safari, and Chrome are your best bets. If you have trouble, click on Learner Support for help.



Course Description & Learning Objectives

This is a General Education Social Science Core course and there are no prerequisites. The Learning Objectives below are based on the UT Core and American Psychological Association Undergraduate Learning Goals and Outcomes.

By the end of this class, you should be able to demonstrate knowledge and understanding representing appropriate breadth and depth in the following content areas of psychology:

1. Theory and research representing each of four general domains:
 - Learning and cognition
 - Individual differences, psychometrics, personality, and social processes
 - Biological bases of behavior and mental processes
 - Developmental changes in behavior and mental processes
2. The history of psychology including the evolution of methods, theoretical conflicts, and sociocultural contexts.
3. Relevant levels of analysis including cellular, individual, group/systems, and culture.
4. Themes, persistent questions, and enduring conflicts in psychology.
5. Research methods, designs, and strengths and limitations of these designs.

Requirements

Course Website: This course requires you to have access to two main sites, Blackboard and Revel. I will post updates, announcements, assignments, and lecture slides on Blackboard; keeping up with the course is your responsibility. If you are having problems accessing Blackboard, contact IT as soon as possible and they will assist you. Revel is the course website that accompanies our textbook. This is where some very helpful review activities will live. If you experience problems with Revel, contact Pearson Learner Support via the link on the Revel page on Blackboard. (I've also included instructional videos on this Blackboard page.) Using both sites is important for your success in the course, so if you have questions, bring them up sooner rather than later. I *highly* recommend clicking around on Blackboard to fully explore the materials (particularly the 'Additional Opportunities' folder).

Research Requirement: You are required to participate in research in the psychology department. If you cannot participate due to scheduling issues or would prefer not to participate, you can fulfil this requirement by writing reports on scientific articles. You *must* fulfil this requirement one way or the other, or you will not pass the class. Please see the link on Blackboard for additional information.

Policies

Contacting Me: I am happy to help you out if you are struggling in the course, so feel free to stop by my office during my office hours. If you can't make it during those times, shoot me an email and we will work something out. Setting up an appointment in advance is ideal and email is the best way to get in touch. Before you email me, *please double-check the syllabus*, and bear in mind that sending multiple emails won't result in a faster response. Cool your jets, turbo. I rarely respond to emails between 11 p.m. and 7 a.m. so please plan ahead if you think

you may have questions or technical problems. Use the same guidelines to contact Sam, your TA. If you feel that you're struggling with the material, come to me as soon as possible. We can work together to help you succeed, but it will be less work for both of us if we nip issues in the bud.

Attendance: **Please arrive to class on time and do not leave early.** I do not take attendance. Many students work full- or part-time or have families, and I do not need to know why you missed a lecture. However, if you choose not to come to class, you will not earn a passing grade. Exam content is largely drawn from the lecture materials, and I do not post audio of my lectures on the course website. If you miss class, get notes from a classmate and review the chapter. If you have further questions, please come to office hours with a list of specific issues. If you know that you will be out of town (athletic event, family obligation, etc.), please email me *in advance* and I will provide you with additional content to make up for when you will be gone.

Course Materials: Lecture slides can be found on Blackboard, but these slides will not include everything you need to know (which is why you should come to class). Please do not ask me to post slides with the full content on them. I do not consent to be photographed or recorded during the lectures unless you have explicit permission from the University. This includes photographing or recording my lectures on your phone, laptop, tape recorder (are these still around?), or any other device. For the love of all that is holy, **do not use your phone to take pictures of content you should be writing down.** Not only is this lazy, but it is incredibly distracting to other students. Your online discussion assignments and module quizzes will also be on Blackboard. You should review the discussion topics, rubric, and example posts in each Unit's content folder prior to the due date. The review activities can be found on Revel.

Academic Integrity: Please don't cheat. Individual assignments should reflect your own work, although it can often be helpful to discuss readings with other students. If you cheat, plagiarize, or falsify any requirements for this course, you will receive 0 points for the assignment on your first offense. If you cheat or plagiarize again, you will be reported to the University. However, I reserve the right to report you to the University on your first offense if it is particularly egregious—or if you're being a jerk. Read [UT's policy on academic integrity](#) for further information.

Procrastination and Late Assignments: Don't procrastinate. Keep up with the assignments and you'll do well in the course, assuming you also come to the lectures. Your assignments are available for the duration of each Unit, so if there is a technical problem or an issue with your account we can figure it out prior to the due date. Life happens, so give yourself plenty of time to account for things you cannot control. I'm much more likely to work with you on technical difficulties if it's more than 24 hours before the deadline. As far as late assignments are concerned, I do not accept them. I understand that extenuating circumstances do arise (e.g., sick child, car accident, etc.), and I will make reasonable

accommodations in these situations if provided with documentation within 24 hours of the due date. Similarly, you may not take exams after the testing window has closed.

Policy of Non-Discrimination: You will be interacting with groups of your classmates throughout the semester and will probably get to know your group fairly well. UT is a pretty diverse institution, so please remember to be respectful of others' backgrounds, identities, and beliefs. ('Diversity' includes race, ethnicity, religious affiliation, sex, sexual orientation, gender orientation and expression, health and disability status, national origin, socioeconomic status, and a host of other characteristics.) The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance](#) and [Resources for Sexual or Gender-Based Violence & Harassment](#).

Academic Accommodations: The University will make reasonable academic accommodations for students with documented disabilities. Students should contact the Office of Academic Access (Rocket Hall 1820; 419.530.4981; officeofacademicaccess@utoledo.edu) as soon as possible for more information and/or to initiate the process for accessing academic accommodations. If you require accommodations, please email me to discuss exactly what you need. I'm happy to work with you to ensure that you meet your goals.

Etiquette

Phones: I think (I hope!) it goes without saying that you should not be talking or texting on your phone during class. If something is urgent enough that you *need* to take a call or text, please sit near the back and excuse yourself to the hall until your business is completed. Even if you think you're being sneaky, it's obvious when you're texting. Nobody's pants are interesting enough to stare at for minutes at a time. Similarly, please refrain from using headphones or earbuds during class. It is disrespectful and you are not using your time effectively if you're not going to listen to the lecture.

Eating: If you can eat a snack that is quiet and mess-free (think a Ziploc bag of grapes), I don't have a problem with eating during class. If it has a wrapper, keep it wrapped. Noise from a bag of chips or candy bar is *very* distracting to everyone... and no matter how stealthy you think you may be, we all hear it. Additionally, if it has the potential to spill, leak, or spoil, please refrain from eating or drinking it during class. One false move and your classmate in front of you may be wearing your smoothie (yuck!). Please don't sit down with your Chipotle burrito or Subway sandwich and chow down during class. Not only is it inconsiderate to the instructor, but aromas from your food may cause issues for other students (headaches, allergies, etc.).

Hygiene: Please don't overdo it with perfume, cologne, or body odors; please don't clip your nails in class; and please don't straighten your hair in the middle of the lecture. Yes, there's a reason this is included in the syllabus. No, I don't want to talk about it.

Laptops/Tablets: Try to keep your web-surfing to a minimum and use the power of technology to take notes while you're here. Despite what many students (and humans in general) believe, we are pretty terrible multitaskers. You aren't doing yourself a favor by sitting in class and browsing the web... so please commit to being engaged in class if you choose to come.

Netiquette: Treat everyone you meet with respect. This includes face-to-face and online interactions. Consider emails and discussion posts to be formal communications between you and your instructors/peers, and please refrain from starting your email with "Hey" or "You need to...". Your emails should contain a salutation (e.g. "Hi Prof. Roberts") and your signature (just your name will do). Use proper grammar when interacting with others online and bear in mind that humor rarely translates via the written word. Please be kind and courteous when you interact with others online... A "please" will take you much farther in life than a demand.

Course Components

Course Organization: I have attempted to structure the course so material is presented alongside thematically similar content. The course will be divided into four units composed of two modules each (for a total of eight modules). Each module will include material from two chapters, and your assignments will be organized accordingly. (Blackboard is set up to reflect this structure, so don't worry too much about this.) Because every class has different interests, I've built "catch-up days" into the course schedule. If we do not need to cover content during these class meetings, we may review for or allow a class period to take the exam. Details on this aspect of the course will be announced in class.

Online Discussion Assignments: The purpose of these assignments is to present "real-life" examples of course content for you and your peers to consider. At the beginning of the semester, I randomly assigned students into 10 groups. During each module, you will discuss important concepts and real-life examples on your group's discussion board. You may choose from a selection of topics for each assignment; some of these topics will include examples I provide, whereas others require you to find or generate your own examples.

Each discussion consists of two components: 1) your initial individual post, which must be at least 100 words in length; and 2) replies to three of your peers. You will not be able to view any posts until you have made your own within the thread, so plan ahead! **Posts will be due by 10:00 p.m. on the due date. Note that the due dates for your initial post and replies are staggered.** You cannot procrastinate on these assignments, nor should you want to. More people can

participate when you post early, so do your best to be fair to your group members. Rubrics and content guidelines can be found on Blackboard. Please review these guidelines ASAP and adhere to them throughout the semester. Assignment due dates can be found on the last page of the syllabus and on Blackboard.

Module Quizzes: It can be challenging for students to remember material from several chapters at once, and research shows that more frequent assessments are a more accurate way to assess student learning. Module quizzes will encompass material covered in class and the text for each module (i.e., two chapters). Each module quiz will be 20 multiple-choice questions and **should be completed by 10:00 p.m. on the due date**. As with the discussion assignments, don't procrastinate in case Blackboard is a little funky.

Exams: There will be four unit exams and an optional cumulative final exam (details below). All exams will be composed of 50 multiple-choice questions. I will not be "curving" any exams, although your TA and I will review any problematic questions and adjust scores as necessary. You may not use books, notes, phones, or friends on the exams. Exams will be taken in a proctored computer lab (UH 5000; click [here](#) for hours), and you may visit the lab to take your exam any time the lab is open. Note that the hours vary depending on the day. However, multiple instructors utilize this lab for proctored exams, so it does get busy at times. Some tips:

Do:	Do Not:
Bring a valid photo ID to the lab (e.g., UT Rocket card, driver's license, etc.).	Arrive less than 1 hour before the lab closes for the day. You will not be permitted to take the exam.
Know the course name (PSY 1010) and my name (Roberts).	Use the computers for other work (e.g., checking email, printing files).
Plan ahead in case the lab is busy; you are not guaranteed a spot just because you show up.	Try to cheat. I'm friends with the proctors and they'll text me if you're being sketchy.
Turn your phone <u>off</u> before entering the lab. Yes, off.	Be rude to the proctors. They're just doing their job.

If you have taken all four unit exams and wish to improve your course grade, you may take an optional cumulative final exam. The final exam will occur during finals week, and it can only help your grade by replacing your lowest exam grade (if the final exam is your lowest grade, it will not replace any other exam grades). Although the final exam is optional, you *must* take the final exam if you miss any of the other exams.

Exams will be password-protected and accessed via Blackboard. Since some fools ruin nice things for everybody, you will need to use Respondus LockDown Browser to access each exam. This browser prevents you from accessing anything other than the exam and is used primarily to reduce cheating (although it also eliminates other distractions during the test). Please see Blackboard for additional details and instructions.

Course Pretest: UT is in the process of reviewing learning objectives for its core courses, so you will complete a course pretest. This is not for a grade! I repeat: this does not affect your grade in the course! It is considered a “for credit” assignment, and it’s only 20 questions. You *must* complete this pretest as per the university’s program review. It will be due at the end of the second week of classes.

Studying for Quizzes and Exams: Revel contains some fantastic study materials. I have assigned them to Revel’s assignment calendar, but they will not be recorded in the gradebook. You have access to flash cards, end-of-chapter quizzes, and mid-chapter assessments of your comprehension. Questions on these assessments will closely resemble those you may encounter on the exam (which is why they’re so helpful!). None of these are mandatory, nor will they count for a grade. Completing them will, however, almost certainly improve your grade when you use them to study. Having online access to Revel is not strictly compulsory, but you should try to utilize these assets if at all possible.

Grading Criteria

Online Discussion Assignments	1 per module, 30 pts. each	240
Module Quizzes	1 per module, 20 pts. each	160
Exams	1 per unit, 100 pts. each	400
Total		800

Grading Scale

A	746 – 800	C	586 – 611.9
A-	720 – 745.9	C-	560 – 585.9
B+	692 – 719.9	D+	532 – 559.9
B	666 – 691.9	D	506 – 531.9
B-	640 – 665.9	D-	480 – 505.9
C+	612 – 639.9	F	0 – 479.9

***Note:** Your final grade will be based on the points you earn, not a percentage. I do not round grades so please don’t make me break your heart by telling you ‘no.’

**Tentative Course Schedule
(Subject to change)**

Date	Topic	Reading
1/15	NO CLASS – MLK HOLIDAY	
1/17	Textbook & Sona Presentations; Course Overview	
1/22	Psychology & Scientific Thinking	Ch. 1
1/24	Research Methods	Ch. 2
1/29	Research Methods; Biological Psychology	Ch. 3
1/31	Biological Psychology	
2/5	Sensation & Perception	Ch. 4
2/7	Catch-up day; UNIT 1 EXAM: 2/7, 2/8, & 2/12	
2/12	Consciousness	Ch. 5
2/14	Learning	Ch. 6
2/19	Learning; Memory	Ch. 7
2/21	Memory	
2/26	Thinking, Reasoning, & Language	Ch. 8
2/28	NO CLASS – ROBERTS AT CONFERENCE	
3/5	NO CLASS – SPRING BREAK	
3/7	NO CLASS – SPRING BREAK	
3/12	Catch-up day; UNIT 2 EXAM: 3/12-3/14	
3/14	Intelligence & IQ Testing	Ch. 9
3/19	Human Development	Ch. 10
3/21	Emotion & Motivation	Ch. 11
3/26	Emotion & Motivation; Stress, Coping, & Health	Ch. 12
3/28	Stress, Coping, & Health	
4/2	Catch-up day; UNIT 3 EXAM: 4/2-4/4	
4/4	Social Psychology	Ch. 13
4/9	Social Psychology; Personality	Ch. 14
4/11	Personality	
4/16	Psychological Disorders	Ch. 15
4/18	Psychological Disorders; Psychological & Biological Treatments	Ch. 16
4/23	Psychological & Biological Treatments	
4/25	Catch-up day & Final review; UNIT 4 EXAM: 4/25, 4/26, & 4/30	

Final Exam: Monday, 4/30/18 12:30 p.m. – 2:30 p.m

Tentative Assignment Due Dates

UNIT 1

CHAPTERS 1-4

Module	Assignment	Due Date
1	Introduce yourself to your discussion group!	1/22
	Mod. 1 Individual Post; Course Pretest	1/24
	Mod. 1 Replies; Mod. 1 Quiz	1/29
2	Mod. 2 Individual Post	2/5
	Mod. 2 Replies; Mod. 2 Quiz	2/10

UNIT 2

CHAPTERS 5-8

Module	Assignment	Due Date
3	Mod. 3 Individual Post	2/14
	Mod. 3 Replies; Mod. 3 Quiz	2/19
4	Mod. 4 Individual Post	2/26
	Mod. 4 Replies; Mod. 4 Quiz	3/12

UNIT 3

CHAPTERS 9-12

Module	Assignment	Due Date
5	Mod. 5 Individual Post	3/19
	Mod. 5 Replies; Mod. 5 Quiz	3/23
6	Mod. 6 Individual Post	3/26
	Mod. 6 Replies; Mod. 6 Quiz	4/2

UNIT 4

CHAPTERS 13-16

Module	Assignment	Due Date
7	Mod. 7 Individual Post	4/9
	Mod. 7 Replies; Mod. 7 Quiz	4/13
8	Mod. 8 Individual Post	4/18
	Mod. 8 Replies; Mod. 8 Quiz	4/25