

Principles of Psychology
University of Toledo
College of Arts and Letters
Department of Psychology
PSY 1010-001

Instructor: Caleb Hallauer, MA

TA: Elyse Hutcheson, BA

Email: caleb.hallauer@rockets.utoledo.edu

Email: elyse.hutcheson@rockets.utoledo.edu

Office Hours: by appointment only

Class Location: online

Office Location: UH 5150J

Class Day/Time: Tuesday/Thursday

Offered: Fall

Credit Hours: 3

Course Website: [Blackboard Learn](#)

SPECIAL COURSE EXPECTATIONS DURING COVID-19

ATTENDANCE

The following statement on attendance is required by the University of Toledo:

The University of Toledo has a missed class policy. Students must perform a daily health assessment, based on based on [CDC guidelines](#), before coming to campus each day, which included taking their temperature. Students who are symptomatic/sick should not come to class and should contact the Main Campus Health Center at 419-530-3451. *Absences due to COVID-19 quarantine or isolation requirements **are** considered excused absences.* Students should notify their instructors and these absences may not require written notice.

Currently, classes of 50 or more students must be held in an entirely virtual environment. So, our Introduction to Psychology must be held virtually. Pre-recorded lectures will be posted on Blackboard Tuesday and Thursday morning at 9:35. You will be able to listen/watch the lecture at your convenience. Additionally, I will be available from 9:35 – 10:35 every Tuesday and Thursday morning via Blackboard Ultra to answer questions, offer clarification, etc. As such, class attendance is not required for your section of PY1010

FACE COVERINGS

All students must wear face coverings while on campus, except while eating, alone in an enclosed space, or outdoors practicing social distancing. NO students will be permitted in class without a face covering. If you have a medical reason that prevents you from wearing a face

covering due to a health condition deemed high-risk for COVID-19 by the Centers for Disease Control and Prevention (CDC), you should submit a request for an accommodation through the Student Disability Services Office (SDS) by completing the [online application](#). Students will need to provide documentation that verifies their health condition or disability and supports the need for accommodations. If a student is already affiliated with SDS and would like to request additional accommodations due to the impact of COVID-19, should contact their accessibility specialist to discuss their specific needs.

SOCIAL DISTANCING

Students should practice social distancing inside and outside the classroom please follow signage and pay attention to the seating arrangements. Do not remove stickers or tape from seats and/or tables, this is there to provide guidance on the appropriate classroom capacity based on the recommended 6 feet of social distancing between individuals. Please be conscious of your personal space and respectful of others. Also be cognizant of how you enter and exit the room; always try to maintain at least 6 feet of distance between yourself and others.

DESKS AND WORKSPACES

Students will need to sanitize their desks and/or work space before class with the University provided sanitizing spray and paper towels their desks.

SPECIAL NOTES

It's important to note that based on the unpredictability of the COVID-19 virus things can change at any time so please be patient and understanding as we move through the semester. I also ask that you keep me informed of concerns you may have about class, completing course work/assignments timely and/or health concerns related to COVID.

CATALOG/COURSE DESCRIPTION:

A survey of the branches of psychology and the scientific approach to the study of behavior.

COURSE OVERVIEW:

This is a General Education Social Science Core course. This course will provide an overview of psychology, psychological research basics, biological bases of behavior, perception, learning, cognition, emotion, motivation, development, psychological disorders, and an introduction to social psychology. The Learning Objectives below are based on the UT Core and American Psychological Association Undergraduate Learning Goals and Outcomes.

STUDENT LEARNING OUTCOMES:

Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology:

1. Theory and research representing each of the following four general domains:
 - a. learning and cognition
 - b. individual differences, psychometrics, personality, and social processes, including those related to sociocultural and international dimensions
 - c. biological bases of behavior and mental processes, including physiology, sensation, perception, comparative, motivation, and emotion
 - d. developmental changes in behavior and mental processes across the life span
2. The history of psychology, including the evolution of methods of psychology, its theoretical conflicts, and its sociocultural contexts
 - a. Relevant levels of analysis: cellular, individual, group/systems, and culture
3. Overarching themes, persistent questions, or enduring conflicts in psychology, such as:
 - a. the interaction of heredity and environment
 - b. variability and continuity of behavior and mental processes within and across species
 - c. free will versus determinism
 - d. subjective versus objective observations
 - e. the interaction of mind and body

Students will be able to enumerate evidence underlying beliefs about behavior:

1. Recognize major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).
 - a. Compare and contrast major perspectives
 - b. Describe advantages and limitations of major theoretical perspectives
 - c. Recognize different research methods used by psychologists.
 - d. Describe how various research designs address different types of questions and hypotheses
 - e. Articulate strengths and limitations of various research designs
 - f. Distinguish the nature of designs that permit causal inferences from those that do not

Students will demonstrate an influence of psychological principles on their behavior, specifically study strategies.

1. Demonstrate self-regulation in setting and achieving goals
 - a. Regular and spaced study sessions in the form of recall practice quizzes
2. Self-assess performance accurately
 - a. Use feedback from quizzes to realistically assess own knowledge

Students will answer short essay questions with concise clear statements that directly address the question

1. Demonstrate professional writing conventions (e.g., grammar, audience awareness, formality) appropriate to purpose and context

PREREQUISITES AND COREQUISITES:

None

REQUIRED TEXT AND ANCILLARY MATERIALS:

Sanderson, C., & Huffman, K. (2019). *Real World Psychology*, 3rd Edition. Wiley. ISBN: 978-1-119-57773-7

TECHNOLOGY REQUIREMENTS:

Our course's [Blackboard website](#) will be the primary method for obtaining and completing course-related materials. You will access slides, pre-recorded lectures, the course's required survey, quizzes, and exams via Blackboard. **Since this course necessarily relies heavily on the internet, always have a backup internet access identified in case of emergencies. Loss of internet will not be an acceptable excuse for missed deadlines unless the outage is widespread.**

OVERVIEW OF GRADED ASSIGNMENTS AND OTHER COURSE REQUIREMENTS:

Weekly quizzes:

Quizzes are based on the mastery model. Accordingly, students will have five (5) attempts per quiz. Each attempt will be limited to 6 minutes. The most recent quiz grade will be used in calculation of the final grade. Quizzes are generally due each Monday by 11:59 p.m. Eastern and consist of 10 multiple choice questions. Quizzes are numbered to reflect the chapter from which the questions relate and *not* in chronological order. Each quiz will become available at the start of the week in which the chapter is covered and will close the following Monday, giving students 8 days in which to complete the quiz. Each quiz will be worth 10 points, for a total of 150 points.

Exams:

Each student will be responsible for 4 exams. Exams are not cumulative and will cover *only* the indicated chapters. *There is no cumulative final exam.* Each exam will have 3 sections: multiple choice, matching, and short essay. The required virtual class structure makes it difficult to enforce academic honesty policies, so more weight will be placed on short essay questions than on the multiple choice/matching sections. *Short essay responses will not be graded for grammar, spelling, etc.* Short essay questions *will* be graded based on the content of the answer. Each exam will be worth 100 points.

Exams:

- Exam 1: Chapters 1-4
- Exam 2: Chapters 6-9
- Exam 3: Chapters 10, 11, 12, & 15
- Exam 4: Chapters 13, 14, & Special Topic

Research Summary:

Students will be responsible for completing a summary of a research article. The article will be provided and posted to Blackboard; students will not need to select their own. Students will be

required to write a summary of the 4 parts of the research article: Introduction, Methods, Results, and Discussion. No more than 1 paragraph is needed per section. The Results section can be difficult to summarize, so only a few sentences describing the statistical methods used is necessary. A rubric will be available via Blackboard. The research summary is due October 1st by 11:59 p.m. Eastern.

Letter Grades:

A	> 93%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	< 60%

Other Requirements to Receive Course Credit

You are required to participate in [research in the psychology department](#). **You must earn up at least 4 RESEARCH CREDIT HOURS to receive a grade for this course.** Research participation credit will **not** be a component of your final letter grade but **must** be completed to earn credit for the course on your transcript. To fulfill this course requirement, you may either participate in 4 credit hours of research studies, write 4 research papers, or do some combination of the two options.

Option 1: Participation in Psychology Department Research:

Due to the current global pandemic, research credit can be obtained by participating in online research projects via the University of Toledo's SONA research system (<https://utoledo.sona-systems.com/>). If you are under the age of 18 years, you will need to have a parent or guardian complete a permission slip that will allow you to participate in departmental research studies. You can find this permission slip on the Blackboard course site. **You MUST fulfill this requirement, or you will receive an INCOMPLETE grade for the class.** I repeat: if you do not participate in research or complete the reports you will NOT receive a grade for the course. You must have fulfilled the research requirement by 5pm on the last day of classes: Friday, December 4, 2020. Please see the link on Blackboard for additional information.

Option 2: Writing Research Reports

Each report (worth 1 unit of research credit) will be based on a scientific article in a psychology journal that is pre-approved by the SONA Research Coordinator. Each paper should be no more than 2-3 pages in length and will be judged on the basis of clarity, spelling, grammar, and content. Final reports can be submitted directly via the SONA website.

You are to summarize and critically evaluate the article by:

- ✓ Identifying the purpose of the study (why did the authors conduct this study)
- ✓ Stating the hypotheses in the study
- ✓ Summarizing in sufficient detail the method used (procedure, materials, and participants)
- ✓ Reporting the results from the study and the general conclusions

IMPORTANT UNIVERSITY OF TOLEDO LINKS:

ACADEMIC POLICIES:

A complete listing of the University of Toledo's academic policies for undergraduate students can found at: <http://www.utoledo.edu/policies/academic/undergraduate/>

UNIVERSITY POLICIES:

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](#). Students can find this policy along with other university policies listed by audience on the [University Policy webpage](#) (<http://www.utoledo.edu/policies/audience.html/#students>).

POLICY STATEMENT ON NON-DISCRIMINATION ON THE BASIS OF DISABILITY (ADA):

Policy Statement on Non-Discrimination on the Basis of Disability (ADA)*

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](#).

Students can find this policy along with other university policies listed by audience on the [University Policy webpage](#) (<http://www.utoledo.edu/policies/audience.html/#students>).
Academic Accommodations

The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses. For students who have an accommodations memo from Student Disability Services, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course. For students who have not established affiliation with Student Disability Services and are experiencing disability access barriers or are interested in a referral to healthcare resources for a potential disability or would like information regarding eligibility for academic accommodations, please contact the [Student Disability Services Office](#) (<http://www.utoledo.edu/offices/student-disability-services/>) by calling 419.530.4981 or sending an email to StudentDisability@utoledo.edu.

ACADEMIC AND SUPPORT SERVICES:

The University of Toledo embraces the inclusion of students with disabilities. We are committed to ensuring equal opportunity and seamless access for full participation in all courses. For students who have an accommodations memo from Student Disability Services, I invite you to correspond with me as soon as possible so that we can communicate confidentially about implementing accommodations in this course. For students who have not established affiliation with Student Disability Services and are experiencing disability access barriers or are interested

in a referral to healthcare resources for a potential disability or would like information regarding eligibility for academic accommodations, please contact the [Student Disability Services Office](http://www.utoledo.edu/offices/student-disability-services/) (<http://www.utoledo.edu/offices/student-disability-services/>) by phone: 419.530.4981 or email at StudentDisability@utoledo.edu.

Please follow this link to view a comprehensive list of [Student Academic and Support Services](http://www.utoledo.edu/studentaffairs/departments.html) (<http://www.utoledo.edu/studentaffairs/departments.html>) available to you as a student

SAFETY AND HEALTH SERVICES:

Please use the following link to view a comprehensive list [Campus Health and Safety Services](#) available to you as a student. This is particularly prescient during the current global climate, as new policies and procedures are being implemented should you need to access on campus face-to-face resources at the University this fall.

INCLUSIVE CLASSROOM STATEMENT:

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity/expression, socioeconomic background, and a myriad of other social identities and life experiences. We will encourage and appreciate expressions of different ideas, opinions, and beliefs so that conversations and interactions that could potentially be divisive turn, instead, into opportunities for intellectual and personal development.

COURSE SCHEDULE:

All assignments are due by 11:59 p.m. on the due date

Quiz numbers reflect the associated chapter

WEEK	DATES	Chapter/Section	TOPIC	ASSIGNMENTS DUE
1	Tue 8/18 Th 8/20	Syllabus Overview/1.1 1.2 & 1.3, pp.12-30	What is Psychology?	Quiz 1 due Mon 8/24
2	Tue 8/25 Th 8/27	2.1 & 2.2, pp.39-57 2.3 & 2.4, pp.57-69	Neuroscience & Biology	Quiz 2 due Mon 8/31
3	Tue 9/1 Th 9/3	3.1 & 3.2, pp.73-91 3.3 & 3.4, pp.91-100	Stress & Health	Quiz 3 due Mon 9/7
4	Tue 9/8 Th 9/10	4.1 & 4.2, pp.104-119 4.3 & 4.4, pp.119-134	Sensation & Perception	Quiz 4 due Mon 9/14
5	Tue 9/15 Th 9/17	6.1 & 6.2, pp.170-192 6.3 & 6.4, pp.192-199	Learning	Exam 1 due Mon 9/21 Quiz 6 due Mon 9/21
6	Tue 9/22 Th 9/24	7.1 & 7.2, pp.204-222 7.3 & 7.4, pp.222-234	Memory	Quiz 7 due Mon 9/28
7	Tue 9/29 Th 10/1	8.1 & 8.2, pp.239-254 8.3 & 8.4, pp.256-269	Thinking, Language, & Intelligence	Quiz 8 due Mon 10/5 Research Summary due
8	Tue 10/6 Th 10/8	9.1 & 9.2, pp.274-192 9.3 & 9.4, pp.293 - 309	Lifespan Development	Quiz 9 due Mon 10/12
9	Tue 10/13 Th 10/15	11.1&11.2, pp.354-366 11.3&11.4, pp.368-382	Motivation & Emotion	Exam 2 due Mon 10/19 Quiz 11 due Mon 10/19
10	Tue 10/20 Th 10/22	12.1&12.2, pp.386-402 12.3&12.4, pp.403-416	Personality	Quiz 12 due Mon 10/26
11	Tue 10/27 Th 10/29	15.1&15.2, pp.496-524 15.3&15.4, pp.524-534	Social Psychology Elyse guest lecture	Quiz 15 due Mon 11/2
12	Tue 11/3 Th 11/5	10.1&10.2, pp.315-331 10.3&10.4, pp.331-347	Sex, Gender, & Sexuality	Quiz 10 due Mon 11/9
13	Tue 11/10 Thu 11/12	13.1-13.3, pp.421-436 13.4-13.6, pp.438-456	Psychological Disorders	Exam 3 due Mon 11/16 Quiz 13 due Mon 11/16
14	Tue 11/17 Th 11/19	14.1&14.2, pp.461-475 14.3&14.4, pp.475-492	Therapy	Quiz 14 due Mon 11/23
15	Tue 11/24 Th 11/26	Topic TBA Thanksgiving	Special Topic	Exam 4 due Fri 12/4