

# Principles of Psychology PSY 1010-004

The University of Toledo  
Department of Psychology, College of Arts and Letters

**Instructors:** Evan Clarkson (pronouns: he, him, his) & Kristina Todorovic (pronouns: she, her, hers)

**Emails:** [Evan.Clarkson@rockets.utoledo.edu](mailto:Evan.Clarkson@rockets.utoledo.edu) & [Kristina.Todorovic@rockets.utoledo.edu](mailto:Kristina.Todorovic@rockets.utoledo.edu)

**Office Hours:** Our student office hours are the following. If you cannot make it to our regularly scheduled office hours, email us to set up a different time that works for us both. Office hours will be held in the course room in Blackboard Collaborate.

Instructor Todorovic's Office Hours: Tuesday's 10am to 12pm & Thursday's 12pm to 2pm

Instructor Clarkson's Office Hours: Wednesday's 1pm to 3pm & Friday's 11am to 1pm

**Offered:** Fall 2021

**Course Website:** [Blackboard](#)

**Class Location:** Blackboard Collaborate

**Class Day/Time:** M/W 9:35am – 10:55am

**Credit Hours:** 3

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## Special Course Expectations During COVID-19

### Note about Recent Events

Over the past several months, the U.S. has experienced both the emergence of the global COVID-19 pandemic and the painful consequences of long-endured violence against the Black community in the United States. These events have caused, and continue to cause, fear, stress, and pain for many members of our community, and will continue to impact each of us in various ways throughout this term. Under these circumstances, it is completely normal to feel overwhelmed or anxious, and to have difficulty concentrating. We have designed this course with these challenges in mind, and we are committed to continuing to work with all of you to create a positive and supportive learning environment throughout the term. If your health, well-being, or schoolwork are being impacted by recent events, we encourage you to make use of the resources UT provides, which I have included in this syllabus.

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.

### Face Coverings

Face coverings are required while on campus, except while eating, alone in an enclosed space, or outdoors practicing social distancing. Students will not be permitted in class without a face covering. If you have a medical reason preventing you from wearing a face covering due to a health condition deemed high-risk by the CDC, submit an [online application](#) to request an accommodation through the Office of Accessibility and Disability Resources. Students will need to provide documentation that verifies their health condition or disability and supports the

need for accommodations. Students already affiliated with the Office of Accessibility and Disability Resources who would like to request additional accommodations due to the impact of COVID-19, should contact their accessibility specialist to discuss their specific needs. You may connect with the office by calling 419.530.4981 or sending an email to [StudentDisability@utoledo.edu](mailto:StudentDisability@utoledo.edu).

### Vaccinations

Doctors and other health care professionals agree that the best way to protect ourselves and each other is to get vaccinated. Case data clearly show that vaccines remain highly effective at preventing serious illness from COVID, including the highly contagious delta variant. If you have not yet received your COVID vaccine, the University encourages you do so as soon as possible. No appointment is needed to get the shot at the UTMC Outpatient Pharmacy, University Health Clinic or Main Campus Pharmacy. Once you receive the COVID vaccination, please register on the [COVID Vaccine Registry site](#).

### Course/Catalog Description

This is a General Education Social Science Core course. This course is designed to help you gain an appreciation of the scientific basis of the entire discipline of Psychology. You will learn about what psychologists study, how they study it, what they know (or don't know), and the difficulties in understanding behavior.

### Prerequisites and Corequisites

There are no course pre/co-requisites.

### Course Objectives

The Course Objectives are based on the *UT Core and American Psychological Association Undergraduate Learning Goals and Outcomes*.

Upon completion of this course students will be able to:

1. Demonstrate critical thinking skills in these select areas of Psychology:
  - a. theory and research representing each of the following four general domains:
    - learning and cognition
    - individual differences, psychometrics, personality, and social processes, including those related to sociocultural and international dimensions
    - biological bases of behavior and mental processes, including physiology, sensation, perception, comparative, motivation, and emotion
    - developmental changes in behavior and mental processes across the life span
  - b. the history of psychology, including the evolution of methods of psychology, its theoretical conflicts, and its sociocultural contexts
  - c. relevant levels of analysis: cellular, individual, group/systems, and culture
  - d. themes, persistent questions, & enduring conflicts in psychology
    - the interaction of heredity and environment

- variability and continuity of behavior and mental processes within and across species
  - free will versus determinism
  - subjective versus objective observations
  - the interaction of mind and body
2. Evaluate evidence underlying beliefs about behavior by:
    - a. Examining major perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).
      - Compare and contrast major perspectives
      - Describe advantages and limitations of major theoretical perspectives
    - b. Analyzing different research methods used by psychologists.
      - Describe how various research designs address different types of questions and hypotheses
      - Articulate strengths and limitations of various research designs
      - Distinguish the nature of designs that permit causal inferences from those that do not
  3. Evaluate the influence of psychological principles on their behavior, specifically study strategies by:
    - a. Demonstrating self-regulation in setting and achieving goals; Regular and spaced study sessions in the form of recall practice quizzes
    - b. Assessing your own performance accurately: Use feedback from quizzes and study plan to realistically assess own knowledge

### Participation in Psychology Department Research:

To introduce students to the research methodology of psychology, all students in Principles of Psychology (PSY 1010) at the University of Toledo (Bancroft Campus) must accumulate 5 units of research credit during the semester. **Students failing to do so will automatically be given a grade of Incomplete (I) for the course.** These 5 units of research credit may be obtained in any combination of two different ways: (1) participating in psychology experiments and/or (2) writing research reports. Students may be able to earn additional points (i.e., extra credit) by participating in additional research experiments or writing additional reports. The decision to offer any extra is under the discretion of the course instructor.

**Participation in Psychology Experiments:** Students earn research credit based on the duration of each research session. For example: A session that lasts 30 minutes or less is worth one-half (0.5) credit. A session that lasts between 31 and 60 minutes is worth one (1.0) credit. A session that lasts between 61 and 90 minutes is worth one (1.5) credit. And so on...

To sign up for an experiment, you will need to login to the psychology department's research sign-up system on the internet (<http://utoledo.sona-systems.com/>). To access your account, use the login information you should have received via email. If you didn't receive this

information (for example, if you signed up for the class after the semester has already begun), email us at [psychresearch@utoledo.edu](mailto:psychresearch@utoledo.edu) and we will get an account set up for you. (Please do *not* create an account for yourself, as this could result in your credits not making it to your instructor properly.)

If it is necessary for you to miss an appointment because of illness or some other emergency, you must cancel your appointment at least **2 hours before** the experiment. All cancellations must be done via the department's research web page. If you miss a scheduled appointment without canceling or contacting the experimenter, your absence will be designated an "unexcused no show". If you fail to show up (i.e., you are designated an "unexcused no show") for 3 experiments, you will lose your privilege to sign up for additional experiments and be prompted to contact the system administrator. If an experimenter fails to show up for a session but you do not, you will still receive credit for participating. If this happens, you must wait at least 10 minutes and then contact the Research Coordinator at: [psychresearch@utoledo.edu](mailto:psychresearch@utoledo.edu). For online web-based studies, please complete the study by the stated deadline, or you will receive an unexcused no show.

Note: If you are under 18 years of age, you need to have parental permission to complete studies. Email the research coordinator for instructions on this process: [psychresearch@utoledo.edu](mailto:psychresearch@utoledo.edu).

**Writing Research Reports:** Each report (worth 1 unit of research credit) will be based on a scientific research article in a psychology journal.

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

What type of sample was used?

Summarizing in sufficient detail the method used (procedure, materials, and participants)

Reporting the results from the study and the general conclusions

What is your reaction to this research?

There are specific articles that all students must use when writing reports. To view the article options and to submit your reports, go to the following URL web link:

[https://utpsych.az1.qualtrics.com/jfe/form/SV\\_aYmmYtMMQIX0mdD](https://utpsych.az1.qualtrics.com/jfe/form/SV_aYmmYtMMQIX0mdD)

This link will be used to submit ALL reports. That is, if you are submitting multiple reports, you will use this same link to review/summarize different articles. Please make sure to complete all questions in the survey form to receive credit. If you have questions, email the Research Coordinator at: [psychresearch@utoledo.edu](mailto:psychresearch@utoledo.edu).

## Technology Requirements

### Blackboard

You will complete discussions, assignments, quizzes, and exams via the [Blackboard course website](#). Course materials and student grades will be posted to this site as well.

If you encounter technical difficulties with Blackboard, please contact the [UT Online Help Desk](#) at (419) 530-8835 or [utdl@utoledo.edu](mailto:utdl@utoledo.edu). The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your Rocket Number and phone number, and an Online Learning staff member will respond on the next business day.

Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT's [IT Help Desk](#) at (419) 530-2400 or [ithelpdesk@utoledo.edu](mailto:ithelpdesk@utoledo.edu).

**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.**

### WileyPlus

All WileyPlus assignments are integrated into the [Blackboard course website](#). However, if required for access, please enter the following **WileyPlus Course Section ID**: a8b9f7cf-aff3-49a9-a8ea-5460fea399f3

### Required Textbook

Real World Psychology, 3rd Edition, Sanderson & Huffman, plus WileyPlus  
ISBN: 9781119613558

***Please note that the textbook or eText is essential for the course, as is access to WileyPlus.***

### Accessing live/recorded lectures and office hours

All content for this course will be accessible online on [Blackboard](#). In Blackboard you will be able to open this course from your active courses list. Once within the course on Blackboard you will be able to attend live online lectures, watched recorded lectures, attend office hours, and access homework's, quizzes, discussions, and exams. Please see instructions about each type of course content below.

### Live Lectures

Live lectures will be held in Blackboard Collaborate during our scheduled times (Monday's and Wednesday's 9:35am – 10:55am). During these lectures, we will cover and emphasize the most important material for the topic that week. We expect and require that you attend these lectures.

To access live lectures please follow the following steps:

1. Click on "Blackboard Collaborate (Lectures)" in the menu tab in Blackboard
2. Click on "Blackboard Collaborate Ultra"
3. Click on "Class Lecture"

4. Click on the current date session (e.g., 8/30/21 for the first day of class)
5. Click "Join"

### Recorded Lectures

To access recorded lectures please follow the following steps:

1. Click on "Blackboard Collaborate (Lectures)" in the menu tab in Blackboard
2. Click on black bar on the top that says "sessions". Then click on the menu bar (three lines). Then click on "recordings" to access the recorded lectures.

### Office Hours

To access office hours please follow the following steps:

1. Click on "Blackboard Collaborate (Lectures)" in the menu tab in Blackboard
2. Click on "Blackboard Collaborate Ultra"
3. Click on "Course Room"
4. Click "Join"
5. *Please make sure to email instructor Clarkson or Todorovic to let us know you plan to join office hours*

### Course Expectations

- Attend class, read the textbook, complete assignments, ask questions when unsure, and complete exams.
- Cell phones should be set off or silent and NO texting during class. If the student needs to return a message or make a phone call, these calls must be made outside the classroom. If students are participating in texting/talking on the phone while in the classroom, students may be asked to leave the classroom.
- If you need to contact the instructor via email, please indicate your name and the course name in the title/subject and always use your UTOLEDO e-mail ONLY. This is because emails that do not follow these guidelines might be automatically forwarded to junk mailbox. At some points in the semester, our inbox gets quite full, but we do want to hear from you. If you email us and don't hear back from us within two business days, please send a follow up email. I would appreciate a gentle reminder. **Please include both Evan Clarkson and Kristina Todorovic in all emails regarding this course.** When emailing the instructor please use proper email etiquette.
  - Hi Professor [insert name]
  - Thank you/Best/Take care, [your name]
- Communication about class will take place via Blackboard announcement; be sure to check our course Blackboard site often.
- Arrive on time and do not leave class early.
- Instructor office hours are "drop in," they do not require an appointment. We look forward to seeing students during office hours.
- Given time constraints, it is impossible to "cover" all the material in the text. As such, students will be expected to read/understand the material covered in the chapters that are assigned. Please read the assigned material before class; even if you only have time

to skim it. If you are at least somewhat familiar with concepts before class, it will GREATLY facilitate your learning.

### Grading Policy

We provide multiple opportunities for students to receive feedback on their performance throughout the course to give students opportunities to see how they are doing and so that they can identify places they need to apply more effort or new strategies along the way, seek help if they are struggling and improve throughout the semester. My hope is that all students develop the knowledge they need to do well in this course and that all students – even those who perform well early in the semester – will improve and develop greater knowledge and skills through practice on assignments. Students earn the grades they receive, we do not curve grades in this course because we do not believe students grades should be tied to other students' grades (on a curve) and because there are plenty of opportunities for students to improve their grades throughout the semester with the assignments.

### Course Attendance (10% of total grade)

The University of Toledo has a missed class policy. It is important that students and instructors discuss attendance requirements for the course. Before coming to campus each day, students should take their temperature and complete a self-assessment for symptoms of COVID-19, such as cough, chills, fatigue or shortness of breath. Anyone with a temperature at or above 100.0 degrees Fahrenheit or who is experiencing symptoms consistent with COVID-19 should not come to campus and contact their primary care physician or the University Health Center at 419.530.5549. For more information on the symptoms of COVID-19, please go [here](#).

COVID-19 testing for sick students is available on both Main Campus and Health Science Campus. Call 419.383.4545 for an appointment. Absences due to COVID-19 quarantine or isolation requirements **are** considered excused absences. Students should notify their instructors and follow the protocols summarized in this document on [Navigating COVID-Related Course Concerns](#).

In the event that you have tested positive for COVID-19 or have been diagnosed as a probable case, please review the [CDC guidance](#) on self-isolation and symptom monitoring, and report the disclosure to the Division of Student Affairs by emailing [StudentAffairs@utoledo.edu](mailto:StudentAffairs@utoledo.edu) or by connecting with their on-call representative at 419.343.9946. Disclosure is voluntary and will only be shared on a need to know basis with staff such as in the Office of Student Advocacy and Support, The Office of Residence Life, and/or the Office of Accessibility and Disability Resources to coordinate supportive measures and meet contact tracing requirements.

Attendance will be taken throughout the semester. While you are expected to attend all classes, the first two absences will not affect your grade. Points may be deducted for not attending the entire class session. For excused absences with valid/justified documented reasons (e.g., medical issues, religious holidays, UToledo sports teams) please provide the documentation within a week of your absence. Failure to provide the documentation within the allocated time will be counted as unjustified.

### Adaptive Learning Assignments (2% each; 30% of total grade)

Every week you will be given an assignment to complete in which you will answer specific questions about the material that week. These assignments are designed to give you personalized learning opportunities aimed at preparing you for quizzes and exams. Therefore, questions will be adapted to your knowledge level of the material and as you develop mastery questions in the assignment will become more advanced. Since these assignments are designed to be a study tool, you will have unlimited chances to complete them. All adaptive learning assignments are due at the end of the day (i.e., 11:59pm) of the due date.

### Discussion Board (5% each; 25% of total grade)

To stimulate engagement with the course material, I will post five discussion topics to be discussed as a class. You are responsible for engaging in the discussion on Blackboard. Think of your initial post as a “mini-essay”. Make sure to complete this early on so you can respond to other students' posts for the rest of the period. Your responses to the topics will be graded. Responses can be posted any time up to the due date, late responses will not be accepted. Each discussion is worth up to 50 points. To ensure your success when communicating online, take time to familiarize yourself with the “dos” and “don'ts” of [Internet etiquette](#). All discussion boards are due at the end of the day (i.e., 11:59pm) of the due date.

Your discussion contributions will be graded according to the following rubric:

	<b>Does not Meet Expectations</b>	<b>Approaches Expectations</b>	<b>Meets Expectation</b>
<b>Knowledge &amp; Application (20 points)</b>	0 - 10 points Post(s) and responses show little evidence of knowledge and understanding of course content and applicability to professional practice.	11 - 15 points Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice.	16 - 20 points Post(s) and responses show evidence of knowledge and understanding of course content and applicability to professional practice and include other resources that extend the learning of the community.
<b>Learning &amp; Community (20 points)</b>	0 - 10 points Posts and responses do not attempt to elicit responses and reflections from other learners and/or	11 - 15 points Posts and responses attempt to elicit responses and reflections from other learners and responses	16 - 20 points Posts and responses elicit responses and reflections from other learners and responses build upon and



	responses do not build upon the ideas of other learners to take the discussion deeper.	build upon the ideas of other learners to take the discussion deeper.	integrate multiple views from other learners to take the discussion deeper.
<b>Quantity &amp; Timeliness (5 points)</b>	0 - 1 points Does not submit at least one initial post early in the session and/or does not submit at least two peer responses closer to the end of the session.	2 - 3 points Submits at least one initial post early in the session and two peer responses closer to the end of the session.	4 - 5 points Submits one initial post early in the session and more than two peer responses closer to the end of the session.
<b>Spelling &amp; Mechanics (5 points)</b>	0 - 1 points Does not submit posts and responses that are in complete sentences. Or two or more of the complete sentences are grammatically incorrect and have greater than 2 spelling errors.	2 - 3 points Submits posts and responses that have one or more grammatically incorrect sentences and two spelling errors.	4 - 5 points Submits posts and responses that contain grammatically correct sentences without any spelling errors.

#### Quizzes (1% each; 15% of total grade)

There will be 15 online quizzes (each quiz = 10 questions) given throughout the semester. For each online quiz, you have 15 minutes to complete 10 questions (e.g., multiple choice, true/false). You are allowed to use your notes and PowerPoint slides. When completing your online quizzes, you have 3 attempts, the highest of which will count as your score. Multiple attempts are offered to act as a buffer for less-than-satisfactory previous attempts, technical difficulty, and unexpected events. There are no attempts available beyond the ones offered even if the problem was out of your control. Please refer to the course syllabus (see below) for when each quiz is due. All quizzes can be accessed through Blackboard. All quizzes are due at the end of the day (i.e., 11:59pm) of the due date.

#### Exams (5% each; 20% of total grade)

There will be four exams composed of 50 multiple-choice questions each, and each question will be worth 1 point (you can earn up to 50 points). **You will have one hour to complete each exam.** You will *not* be permitted to use your notes, PowerPoint slide, or book, so you will need to prepare as you would for an in-class exam. Please see the course schedule for the exam dates. You can only take the exam once, not on each day. **Because you have multiple days to take each exam, no makeup exams will be given unless proper documentation is provided for**

**all days of the exam is available.** All exams will be opened on Wednesday from 11:59pm to Monday at 11:59pm of the due date.

### Grading Scale

Your final grade will be calculated based on the total accumulated points (1,000 points total)

Assignment	Possible Points	Total Percentage (%)
Attendance	100 points	10%
5 Discussions – 50 points (5%) each	250 points	25%
Adaptive Assignments – 20 points (2%) each	300 points	30%
15 Quizzes – 10 points (1%) each	150 points	15%
4 Tests/Exams - 50 points (5%) each	200 points	20%
Research Participation	5 Credits	Inc without 5 credits
<b>Total</b>	<b>1,000 points</b>	<b>100%</b>

**Note:** Midterm grade will be calculated based on the points that you have accumulated up to that date. It is a snapshot of your current progress and may not necessarily reflective of your final grade.

### Letter Grades

A	93+%    ≥ 930 points	C	73-76%	730-769
A-	90-92%    900-929	C-	70-72%	700-729
B+	87-89%    870-899	D+	67-69%	670-699
B	83-86%    830-869	D	63-66%	630-669
B-	80-82%    800-829	D-	60-62%	600-629
C+	77-79%    770-799	F	< 60%	≤ 599

### UNIVERSITY RESOURCES/POLICY

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.](#)

### 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](#) by phone: 419.530.4981 or email at [StudentDisability@utoledo.edu](mailto:StudentDisability@utoledo.edu).

#### Academic Policies

As a student in my course and enrolled at The University of Toledo you should be familiar with the policies that govern the institution's academic processes, for example, Academic Dishonesty, Enrollment Status, and Grades and Grading. Please read [Undergraduate Academic Policies](#).

#### Academic and Support Services

Please follow this link to view a comprehensive list of [Student Academic and Support Services](#) available to you as a student.

#### Safety and Health Services for UT Students

Please use the following link to view a comprehensive list of [Campus Health and Safety Services](#) available to you as a student.

#### Inclusion 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.

#### Academic Dishonesty

The Policy Statement on Academic Dishonesty in the UT Catalog is detailed and explicit. Please consult the catalog for how academic dishonesty is described. Students involved in academic dishonesty should expect to receive a "0" on the specific assignment or an F for the course, depending on the severity of the violation

#### ACADEMIC AND SUPPORT SERVICES

This campus provides extensive academic supports for students, and these supports are there to let students achieve the academic success they are truly capable of. I have provided some information on the academic support offices offered by UT. Please follow this link to view a comprehensive list of [Student Academic and Support Services](#) available to you as a student.

### Technical Support

If you encounter technical difficulties with Blackboard, please contact the UT Online Help Desk at (419) 530-8835 or [utdl@utoledo.edu](mailto:utdl@utoledo.edu). The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your Rocket Number and phone number, and an Online Learning staff member will respond on the next business day. The UT Online Help Desk / Learning Ventures website is available [here](#).

Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT's IT Help Desk / Learning Ventures at (419) 530-2400. The IT Help Desk website is available [here](#).

### Learner Support

The University of Toledo offers a wide range of academic and student support services that can help you succeed:

#### *eTutoring Services*

The Ohio eTutoring Collaborative, in partnership with The University of Toledo, now provides online tutoring support for all UT students. eTutoring Services are offered in a wide array of subjects, including Writing, Math, Calculus, Statistics, Accounting, Biology, Chemistry, and Anatomy and Physiology. Learn more about eTutoring Services [here](#).

#### *eLibrary Services Portal*

The eLibrary is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard. Learn more about eLibrary service portal [here](#).

#### *Success Coach*

As of Fall 2013, all new students were assigned a Success Coach to help students navigate their college experience by serving as a single point of contact. Your Success Coach can help you build and develop skills, refer you to support services, and aid in your overall success at The University so be sure to stay connected to him/her throughout your academic journey! If you need assistance connecting with your Success Coach send an email to [successcoach@utoledo.edu](mailto:successcoach@utoledo.edu).

### SAFETY AND HEALTH SERVICES FOR UT STUDENTS

All of us need a support system, and many students benefit from counseling services. Please use the following link to view a comprehensive list of [Campus Health and Safety Services](#) available to you as a student.

#### Counseling Center

The Counseling Center is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center

staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies. Learn more about the Counseling Center [here](#).

### Psychology Clinic

The Psychology Clinic in the Department of Psychology also provides individual therapy services and charges lower rates for students. Learn more about the Psychology Clinic [here](#).

### Course Schedule

Week #	Day	Lecture Topic/Assigned Reading	Assignments/Notes
1	Aug 30	Chapter 1: The Science of Psychology	
	Sept 1	Chapter 1: The Science of Psychology	
2	Sept 6	<b>No Class – Labor Day</b>	Hw1/Qz1 DUE No Class
	Sept 8	Chapter 2: Neuroscience & Biological Foundations	
3	Sept 13	Chapter 3: Stress, Coping, & Health Psychology	Hw2/Qz2 DUE Discussion #1 DUE
	Sept 15	Chapter 3: Stress, Coping, & Health Psychology	
4	Sep 20	Chapter 4: Sensation & Perception	Hw3/Qz3 DUE
	Sep 22	Chapter 4: Sensation & Perception	
5	Sep 27	Chapter 5: States of Consciousness	Hw4/Qz4 DUE <b>Exam 1 (Ch 1-4) DUE</b>
	Sep 29	Chapter 5: States of Consciousness	
6	Oct 4	Chapter 6: Learning	Hw5/Qz5 DUE
	Oct 6	Chapter 6: Learning	
7	Oct 11	Chapter 7: Memory	Hw6/Qz6 DUE Discussion #2 DUE
	Oct 13	Chapter 7: Memory	
8	Oct 18	Chapter 8: Thinking, Language, & Intelligence	Hw7/Qz7 DUE Discussion #3 DUE
	Oct 20	Chapter 8: Thinking, Language, & Intelligence	
9	Oct 25	Chapter 9: Life Span Development	Hw8/Qz8 DUE <b>Exam 2 (Ch 5-8) DUE</b>
	Oct 27	Chapter 9: Life Span Development	
10	Nov 1	Chapter 10: Sex, Gender, & Sexuality	Hw9/Qz9 DUE Discussion #4 DUE
	Nov 3	Chapter 10: Sex, Gender, & Sexuality	
11	Nov 8	Chapter 11: Motivation & Emotion	Hw10/Qz10 DUE
	Nov 10	Chapter 11: Motivation & Emotion	

12	Nov 15	Chapter 12: Personality	Hw11/Qz11 DUE
	Nov 17	Chapter 12: Personality	
13	Nov 22	Chapter 15: Social Psychology	Hw12/Qz12 DUE Discussion #5 DUE <b>Exam 3 (Ch 9-12) DUE</b>
	Nov 24	<b>No Class – Thanksgiving</b>	<i>No Class</i>
14	Nov 29	Chapter 13: Psychological Disorders	Hw13/Qz13 DUE
	Dec 1	Chapter 13: Psychological Disorders	
15	Dec 6	Chapter 14: Therapy	Hw14/Qz14 DUE
	Dec 8	Chapter 14: Therapy	
	Dec 12	Sunday before Final Exam Week	Hw15/Qz15 DUE
16	Dec 13-17	Final Exam Week	<b>Exam 4 (Ch 12-15)</b>
Evan Clarkson leading lecture.			
Kristina Todorovic leading lecture.			
Homework and quizzes are due at the end of the day (11:59pm) of the due date.			
Exams are opened on Wednesday at 11:59pm to Monday at 11:59pm of the due date.			

### Typical Weekly Schedule

Monday	Wednesday	Thursday - Sunday
Attend live lecture		
Homework from prior week due at midnight		
Quiz from prior week due at midnight	Attend live lecture	Work on Homework/Quizzes in the module for that week
***Exams are opened on Wednesday at 11:59pm to Monday at 11:59pm.		