

# SUL ROSS STATE UNIVERSITY – BEHAVIORAL AND SOCIAL SCIENCE DEPARTMENT

## PSY 1302 COURSE SYLLABUS – SPRING 2022

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**Course Title:** General Psychology

**Required Text:** Globalyceum (*Introduction to Psychology* textbook): [https://www.globalyceum.com/site/sign\\_in](https://www.globalyceum.com/site/sign_in)

**Contact Information:** Alicia M. Trotman, PhD – [alicia.trotman@sulross.edu](mailto:alicia.trotman@sulross.edu)

**Office (LH 306) Hours:** Mondays (2:30 to 5:00pm), Tuesdays (**Online:** 1:00 to 2:30pm), Wednesdays (2:00 to 6:00pm) and Thursdays (1:00 to 3:00pm)  
Appointment: <https://calendly.com/amtsulross/office-hours-appointment>

**Office Phone:** 432-837-8147 (or 432-538-7071)

### DESCRIPTION

My name is Alicia Trotman and I am very excited to teach you my favorite subject – Psychology! Why? Psychology is the *scientific* study of behavior and mental processes. The science is important because psychologists use the same scientific method that biologists, chemists, agricultural scientists, physicists and geologists use. But there is a slight difference! Our ‘objects’ are human beings and not necessarily inanimate objects. Essentially human beings are our subjects, and we use the scientific method to observe, analyze, describe, and infer their behavior and mental processes. Now, studying behavior is clearer because you can actually observe how many times a human being may act, but mental processes become tricky. In order to observe, analyze describe and infer/predict mental processes, we use more sophisticated methods like neuroscientific procedures and brain imaging. We also use transcendental methodologies. What is that? Work with persons who can connect (and communicate) with the spiritual aspects or nature of life. Woah! Really? Yes, and most of that material will covered in a class called *Psychology of Religion and Spirituality* taught mostly in the Fall.

In this class, we will focus more on the observable phenomena in psychology and understand why it is a scientific discipline. I have taught this course for more than 10 years and I am always enthusiastic about teaching it because I learn something new every time. And not only the content sparks my interest, but your comments, questions, and a-ha moments will make this course a lot more engaging for you, and everyone else! For the purposes of this course, we will track the development of psychology and its venture into examining personality, the body and brain, learning, perception and action, emotion, memory, and psychological disorders.

### STUDENT LEARNING OUTCOMES:

Throughout the course, these are the outcomes that we will aspire to gain:

- Given the basic characteristics of the *science* of psychology, students can explain the nature of psychology as a discipline and the different divisions in the American Psychological Association (APA).  
**Method of Formative Assessment:** Activities, Participation and Exams
- Given the necessity for ethical behavior and social responsibility in all aspects of the science and practice of psychology, students can identify research ethics and the psychologists who abided by those ethics, and explain why ethics are important.  
**Method of Formative Assessment:** Checklists, Activities, Participation and Exams

3. Given the connections between mind and body, students can label parts of the brain and body that impact psychological processes and describe the mechanisms and/or habits that enable those connections to be viable or not.  
**Method of Formative Assessment:** Checklists, Activities, Participation and Exams
4. Given the significance of the scientific model and the importance of this model to the discipline of psychology, students can discuss basic research and statistical concepts in scientific psychology, including experimental and correlation methods.  
**Method of Formative Assessment:** Checklists, Activities, Participation and Exams
5. Given sociocultural and international contexts that influence individual differences in a person's beliefs, values, and interactions, students can examine how psychology's main principles in learning, perception and action, and memory have demonstrated those differences.  
**Method of Formative Assessment:** Checklists, Activities, Participation and Exams
6. Given how psychological states can negatively or positively affect personal development, students will evaluate themselves using theories from emotion, personality, and psychological states, to determine the validity/reliability of these theories. In addition, the knowledge gained will hopefully strengthen self-understanding and intercultural competence to effectively engage with others in local and global communities.  
**Method of Summative Assessment:** Checklists, Activities, Participation, Exams and Portfolio

## RECOGNIZING COURSE REQUIREMENTS:

1. **The text MUST be obtained (Globalyceum).**
  - a. The text for this course is **Globalyceum Psychology**. Go to: <https://www.globalyceum.com>, register, and subscribe for this course with the following **Unique Section Number T945S5TS**. (This number is case sensitive.)  
*The payment grace period for the fall semester is 14 days from the first day of the semester.*
  - b. You can also purchase a print copy of the essays, or text chapters, on the site. The print copy will be sent to your home or the shipping address that you provide. Your purchase options are debit/credit or Paypal.
  - c. Please make sure to verify your browser and update it if necessary on the Sign In page. *Globalyceum* recommends Chrome, and Firefox. If you have any technical problems during the term, please contact: <mailto:support@globalyceum.com>.
2. Respect for students and lecturer must be maintained at all times when we meet online and in person. Respect is a basic human characteristic that entitles each person to their own right and identity. It also helps to nurture a healthy learning environment. If you recognize that respecting others may be a problem, please be courteous and alert me or more suitable personnel (e.g. Sul Ross State University psychologists, family members, lecturers, close friends) and or refer to the Student Conduct and Discipline section of the [SRSU Student Handbook](#).
3. During the course of this class, you may have strong emotional/psychological reactions to the course material and/or discussions. If you feel that you are having difficulty with the learning environment, please discuss this with me immediately before continuing the course. Counseling and Accessibility Services (<https://www.sulross.edu/counseling-and-accessibility-services/>) can provide brief, short-term individual and group counseling or refer you to off-campus providers. You have already paid for these services through your Student Service Fee, whether you use them or not.

## CORE CURRICULUM (2021-2022)

1. **Critical Thinking.** Students will develop critical thinking skills to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
2. **Empirical & Quantitative Skills.** Students will develop empirical and quantitative skills to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusion.

## SRSU DISABILITY SERVICES:

Any student who because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. If an accommodation is needed, students must present their accommodation letter, obtained from Accessibility Services, as soon as possible. Please note that instructors are not permitted to provide classroom accommodations to a student until the appropriate verification has been received. Accessibility Services is in Ferguson Hall room 112. You can make an appointment by calling Mary Schwartz Grisham at 432 837-8203.

For more information see: <https://www.sulross.edu/counseling-and-accessibility-services/>

## LIBRARY SERVICES STATEMENT

The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu](http://library.sulross.edu). Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

## HONORING ACADEMIC INTEGRITY

Any instance of academic misconduct such as (1) turning in an identical written assignment for another course without approval, (2) copying from any source without proper citation, (3) crossing the boundary of what is allowed in a group project, (4) lying in connection with your academic work, (5) cheating, (6) plagiarism, (7) misrepresenting facts and/or collusion are contrary to the purpose of any educational institution and will be dealt with **most severely** to the extent of the university's disciplinary policy and/or through legal action if indicated. An instructor who determines that a student has been dishonest academically can at a minimum issue no credit for the assignment/exam, and/or pursue more severe penalties, including but not limited to failing the course. Before the penalty is imposed, the student has the right to appeal to the division chairperson or Assistant Provost for the Academic Affairs. Further information about *Academic Honesty* can be read in the [SRSU Student Handbook](#) and procedures for dealing with these acts are outlined in the [Academic Honesty Policy](#) under Undergraduate Academic Regulations.

## OBSERVING CLASS GUIDELINES

### CLASS PARTICIPATION

This is a course that requires in class, hands on experience and discussion. **Class attendance IS REQUIRED and will be determined with ONLINE and CLASS participation.** Class participation will be worth 20% of the final grade. The percentage is considerable so your physical and virtual presence will *help* your ability to complete all of assignments for this class.

**Online Participation** - You are expected to be participate in ALL online activities in **Globalyceum**. You should be actively involved. *Active involvement includes active listening, writing, participating via an online poll or quiz, engaging in online discussions and taking exams by the deadline date.* In order to be successful in this course, you need to check your Sul Ross email daily, and Globalyceum announcements and deadlines, and keep with Globalyceum readings.

**Attendance and Online Meetings (on Fridays)** – Class attendance is governed by the SRSU Undergraduate Academic Regulations policy stated in the schedule of classes. If you are unable to participate online and in class frequently (every week), please discuss the reason with me and arrange to review the online notes, handouts or assignments you may have missed. Excused absences entail established religious observance, or providing emergency, university-authorized, legal, or medical documentation. **Excessive unexcused absences (more than 4 weeks) will result in a failing grade for the course.** Most of the course curriculum is FULLY ONLINE with Globalyceum, so we will meet on **Fridays online in Blackboard Collaborate from 11:00 am to 11:50am**. You are expected to attend these Blackboard Collaborate meetings on Fridays. I elaborate further in these meetings on the *Globalyceum* readings and answer questions about the course.

**Distance Education Statement:** Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online

assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the [Student Handbook](#).

**Regular communications with the professor:** It is essential that you keep me current on your progress and any difficulties you may be having so that I can respond in real time to support your success. The most efficient way of contacting me is the VIRTUAL OFFICE on Black Board and/or the syllabus which provides you with contact hours for the rest of the semester.

GENERAL QUESTIONS are to be posted to a discussion board for all. For PERSONAL or PRIVATE ISSUES email me at [Alicia.trotman@sulross.edu](mailto:Alicia.trotman@sulross.edu) or leave a voice mail message (432-837-8147) or make an appointment with me (<https://calendly.com/amtsulross/office-hours-appointment>). I strive to respond as soon as possible. If you do not receive a reply within 24 hours during the work week, please resend your email.

**Course Behaviors - Respect and Disruptions:** Watch the VIDEO on NETTIQUETTE - [https://www.youtube.com/watch?v=FWMk\\_Zv7nB8](https://www.youtube.com/watch?v=FWMk_Zv7nB8) and <https://www.youtube.com/watch?v=80uRE972uQ0>. You are encouraged and expected to openly engage in discussions, ask questions, share ideas, and express your thoughts in this web-based course in the same manner as in a face-to-face course. Please treat each other with dignity and respect and avoid disruptive behaviors. You are responsible for knowing what behaviors are acceptable versus unacceptable as referred to in the Student Conduct and Discipline section of the SRSU Student Handbook ([http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/stulife/student\\_conduct\\_discipline.pdf](http://www.sulross.edu/sites/default/files//sites/default/files/users/docs/stulife/student_conduct_discipline.pdf)).

**Cell phone and computer use:** During the entire class period, you should be fully engaged in the class's activity. Laptop computers or phones are welcomed for the academic purposes of note taking or following along with the instructor's lesson. Off-topic activity (e.g., reading texts or posts, checking email, game playing) not directly related to the class is considered extremely disrespectful, and will be noted and can result in being marked "absent" for the day.

## LATE ASSIGNMENTS/PROJECTS/CHECKLISTS

You are expected to meet assignment/checklist deadlines. Checklists submitted after their due dates will be marked as zero. Late assignments or projects will be reduced by 10% of the overall assignment for the first day of lateness and 20% for lateness beyond that for unexcused absences. For excused absences (university-authorized, legal or medical issues), speak with me **before the absence** so arrangements can be made.

## DISCUSSING EVALUATION

*Checklists* – This is a 10 question test given to ensure that you have read the chapters and understand the most pertinent concepts. Some of these questions will be on the midterm and final exams. These checklists are **available immediately before** the chapter is discussed in class and are **due** before the midterm exam, and final exam respectively. These are automatically graded and you can review your answers two days before the midterm and final exam respectively. Checklists are **only** accessible for that time so make sure you do them as soon as they are posted!

*Globalyceum Exercises* – These exercises will be assigned for each chapter in Globalyceum. When you log into Globalyceum, you will see that these exercises will be opened for you to complete. There will be approximately twenty (20) exercises in all. The first (10) must be completed by the midterm date – **Monday March 14<sup>th</sup> at 11:59pm** and the second (10) must be completed by the end of the semester – **Saturday April 30<sup>th</sup> at 11:59pm**.

*Midterm and Final Exams* - Two (2) exams will be given during the course of this term. They consist of 50 to 60 questions each. Some of the questions for these two exams will be derived from the checklists. The dates of the exams are planned for the dates listed below in the class schedule. Please note that there will be no make-up exams unless it is an excused absence with corresponding documentation.

*Portfolio Project* - The goal of this assignment is for students to complete the course with an individual collection of materials related to this course, which are relevant to them and/or their field. The portfolio will relate the information from class to life beyond this introduction and may encourage you to reflect, experience, and critique psychologically in the real world. Obviously, people take away different things from the class and your portfolios will display this. This project must include the Self-Introduction and the Chapter Presentation. No late portfolios will be accepted unless due to illness and with documented proof. The deadline for this project is **Friday April 29th**.

- ✓ *Self Introduction* – Write two pages about yourself and your experience in this class. Use one psychology vocabulary word, and the name of a psychologist in your introduction that inspired you. (50 points)
- ✓ *Chapter Presentation - Oral Presentation on Social Media Issue* - . You will an issue you found on social media (e.g. SnapChat, Instagram, Facebook) and link it to two concepts from one of the chapters covered in class. This powerpoint exercise will be 8 to 10 minutes long. You will discuss the main ideas from your ‘post’ and link your ideas to two chapter concepts (100 points).

**EXTRA CREDIT ACTIVITY** – These points may be received for participating in up to two of the following activities (5pts/activity; 10pt maximum):

1. Take a career self-assessment, Myers-Briggs or SIGI (<http://www.sulross.edu/page/2452/assessments>) with the Career Center. Contact Rocio Aguado (<https://srinfo.sulross.edu/fs/1235>) if you need more information about the Myers-Briggs assessment.
2. Attendance at a public lecture or activity related to psychology, such as drug/alcohol abuse, domestic violence, mental health awareness, a cultural event, an international event or religious activity different then your own, etc. Submit a summary to me via email ([alicia.trotman@sulross.edu](mailto:alicia.trotman@sulross.edu)) or on Blackboard of your attendance at the activity and what you learned from it.
3. Participate as a research subject in a psychological experiment or other SRSU study.

## GRADING

Students are expected to complete reading assignments prior to class sessions and to engage in thoughtful discussions in light of these assignments. In addition, students will take an in-class midterm and an in-class final exam (objective short answer, multiple choice and/or essay).

<b>Grading:</b>	<b>1000 points total</b>	<b>Final Grade</b>
Checklists	10 (10 @ 15 points each)	15%
Activities	20 (20 @ 10 points each)	20%
Attendance/Participation:	200 points total	20%
Midterm Exam:	150 points	15%
Final Exam:	150 points	15%
Portfolio:	150 points	15%

## COURSE OUTLINE

(This schedule and the topics listed below are subject to modification by the instructor.)

### UNIT 1 – INTRODUCTION TO PSYCHOLOGY AND RESEARCH METHODS & NEUROSCIENCE AND BIOLOGICAL FOUNDATIONS

Day	Content
Week of January 10 <sup>th</sup>	Introductions – Who are you? What is Psychology? Learning Globalyceum... (Jan. 13 <sup>th</sup> – Last day for late registration and schedule changes)
<b>Homework</b>	Globalyceum – Read <i>Biology and Behavior &amp; Human Genetics</i>
Week of January 17 <sup>th</sup> UNIT 1	Neuroscience and Biological Functions – <i>Part 1</i> Martin Luther King – January 17 <sup>th</sup> (No classes)
<b>Homework</b>	Globalyceum – Read <i>Cells of the Nervous System &amp; Systems of the Body</i> (C1) Checklist on Biology and Behavior & Human Genetics (A1) Epigenetics and Eating Disorders
Week of January 24 <sup>th</sup> UNIT 2	Neuroscience and Biological Functions – <i>Part 2</i> (Jan. 26 <sup>th</sup> – Last day to drop classes without creating an academic record)
<b>Homework</b>	Globalyceum – Read <i>Why is Scientific Research Important?</i> and <i>Psychology Revue</i> (C2) Checklist on Cells of the Nervous System & Systems of the Body (A2) Brain Worms (A3) The Mozart Effect: Research Problems and Right Brain Processing
Week of January 31 <sup>st</sup> UNIT 3	Research in Psychology – <i>Part 1</i>
<b>Homework</b>	Globalyceum – Read <i>Approaches to Research</i> (A4) What is a good hypothesis? (A5) Journal Article Exercise – <i>Submit on Blackboard</i>
Week of February 7 <sup>th</sup> UNIT 4	Research in Psychology – <i>Part 2</i>
<b>Homework</b>	Globalyceum – Read <i>Approaches to Research</i> (C3) Checklist 3 on Approaches to Research (A6) Evaluate the “Little Albert” Experiment
Week of February 14 <sup>th</sup> UNIT 5	Research in Psychology – <i>Part 3</i>
<b>Homework</b>	Globalyceum – Read <i>Perception and Action</i> (A7) What do to about the Hawthorne effect?

## UNIT II: LEARNING, MEMORY & PERCEPTION AND STATES OF CONSCIOUSNESS

Day	Content
Week of February 21 <sup>st</sup> UNIT 6	Perception and Action
Homework	Globalyceum – Read <i>Learning</i> (C4) Checklist 4 on Perception and Action (A8) The Visual Cliff and Depth Perception (A9) Sensory Perception: Mask or Apple
Week of February 28 <sup>th</sup> UNIT 7	Learning
Homework	(C5) Checklist 5 on Learning (A10) Examples of Conditioning
Week of March 14 <sup>th</sup> MIDTERM EXAM	Complete all Globalyceum activities and Review for Midterm Exam
Homework	Midterm Exam – Thursday March 17 <sup>th</sup> & Friday March 18 <sup>th</sup>

## UNIT III: MOTIVATION AND EMOTION & PERSONALITY

Day	Content
Week of March 21 <sup>st</sup> UNIT 8	Memory
Homework	Globalyceum – Read <i>Psychological Disorders and Treatments</i> (C6) Checklist 6 on Memory (A11) Coping with your Verbal Loop (A12) The Stroop Effect (A13) Paying Selective Attention
Week of March 28 <sup>th</sup> UNIT 9	Emotion March 28 <sup>th</sup> : LAST Day for instructor initiated drop for excessive absences March 28 <sup>th</sup> : LAST Day to withdraw from the 16 week course with grade of 'W' March 28 <sup>th</sup> : LAST Day to apply for May/December graduation without a late fee
Homework	Globalyceum – Read <i>Emotion</i> (C7) Checklist 7 on Psychological Disorders and Treatments (A14) Narcissism and Narcissistic Personality Disorders
Week of April 4 <sup>th</sup> UNIT 10	Psychological Disorders and Treatments
Homework	Globalyceum – Read <i>Psychological Disorders and Treatments</i> (C8) Checklist 8 on Emotion (A15) Emotion Assessment – Part 1 (A16) Emotion Assessment – Part 2
Week of April 11 <sup>th</sup> UNIT 11	Personality - Part 1 Good Friday – April 15 <sup>th</sup> (No classes)
Homework	Globalyceum – Read <i>Humanistic, Biological and Trait Perspectives</i> (C9) Checklist 9 on Freud and the Psychodynamic Perspective and The Social Cognitive Perspective (A17) Jung's Archetype (A18) Jung's Shadow (A19) Describing Personality and the Lexical Hypothesis

Week of April 18 <sup>th</sup> UNIT 12	Personality - <i>Part 2</i>
<b>Homework</b>	Globalyceum – Read <i>Freud and the Psychodynamic Perspective</i> and <i>The Social Cognitive Perspective</i> (C10) Checklist 10 on <i>Humanistic, Biological and Trait Perspectives</i> (A20) Applying the Five Factor Model

#### UNIT IV: PORTFOLIO AND FINAL EXAM

Day	Content
Week of April 25 <sup>th</sup>	Work on your Portfolio Project <b><i>Due Date for Portfolio – Friday April 29th</i></b>
<b>Homework</b>	Study for Final Exam
<b>Tuesday May 3<sup>rd</sup></b> <b>10:15am to 12:15pm</b>	<b>Final Exam</b>