

Sul Ross State University
Behavioral and Social Science Department
PSYCHOLOGY 1302 Course Syllabus~ SPRING 2025

Course Title:	Introduction to Psychology PSY 1302
Required Text:	Please note that you need to purchase the textbook or digital platform access for (Achieve for Psychology with Myers & DeWall Psychology in Everyday Life eBook) for this course.
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"If you deliberately plan on being less than you are capable of being, then I warn you that you'll be unhappy for the rest of your life"

~Abraham Maslow

My name is Dr. Gloria Hudson, and I will be your instructor through this interesting journey we call the world of psychology. Psychology is the *scientific* study of behavior and mental processes. 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 observe how many times a human being may act, but mental processes become tricky. To observe, analyze, describe, and infer/predict mental processes, we use more sophisticated methods like neuroscientific procedures and brain imaging.

In this class, we will focus solely on observable phenomena in psychology and understand why this is a scientific discipline. We will track the development of psychology and research, and venture into examining personality, the body and brain, learning, perception and action, emotion and motivation, memory, and psychological disorders.

Course Requirements

The first requirement: There are several aspects of the course which will be required. These are as follows: I wish to have a log of the readings you have done for the course turned in at the end of each week in what I call a "Reading Log Post". In the log you will respond to a specific question presented from the chapter you have just read during the week. Weekly Reading Log responses should be written clearly and should indicate that you have a clear understanding of the week's material and

concepts. Responses should answer the question with evidence-based support from the reading, indicating that you really know what you are talking about! Each reading logs are worth **10 points** and must be turned in weekly on time! **Your first reading log post is due by Sunday, January 19th, by midnight. Introduce yourself and in the first reading log post, commenting on the syllabus and the meaning of psychology using your own words.**

A **second requirement** is completing a 20 question quiz every week that covers reading material for that module. Each quiz is out of a possible 20 points. Your first quiz is due by Sunday, January 26, by midnight. Subsequent quizzes weekly on Sundays by midnight. **The submission period for quizzes will close at midnight on Sundays.**

The **third requirement** is that you write a three (3) page paper, which I refer to as a “Compact Research Paper” (50 points). This paper should be written in APA format and include the following elements:

1. Explore one psychological concept, therapeutic approach, or mental health issue;
2. Explain how it develops/its etiology/its contributing factors;
3. Describe who it affects, how, and why;
4. Explain how it has impacted you, your family/friends, U.S. society, AND the global community (our world);
5. How can this issue be improved for the betterment of all? What is your responsibility in this?

Your research paper should have at least six (4) references from the text. To add validity to your perspective and/argument, I encourage you to also use peer-reviewed journals (which can be electronic). Use the APA reference manual for format guidelines. Go to library or SRSU Writing Center for help or use the internet resources provided on Black Board for this course. Please ask for help early on so that you do not get overwhelmed. See the attached PERSONAL CHANGE PAPER CHECKLIST at the end of the syllabus for specifics on components of the paper. If this is your first time writing a research paper in APA, try not to worry so much. I want you to begin preparing yourselves academically for the next level. I will provide examples of APA papers if anyone finds them useful. **The compact research paper will be due by midnight on Sunday, May 4th.**

The **final requirement** is to be your personal reaction to the course as a whole. I would like this submitted to me in the portal I set up for it.

In this reaction, I would like you to state very honestly what the course has meant to you, both positively and negatively. I would like any criticisms you have to make of the course and suggestions of ways in which it might be improved. This in short is your opportunity to evaluate the course, the instructor, and the manner in which the course has been carried out. It will in no case have any

influence on your final grade. **The personal reaction to the course will be due by midnight on Sunday, May 4.**

Midterm and Final Exams - Two (2) exams will be given during the course of this term. They consist of 50 to 60 questions each. The majority of the questions for these two exams will be derived from the weekly quizzes. 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. **Midterm exams are scheduled during the week of March 10th. Final Exams are scheduled during the. Week of May 5th-7th.**

Grading

Students are expected to complete weekly reading log post assignments, weekly quizzes 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). Throughout the course, extra credit assignment will be made available at the instructor's discretion.

Late Assignments/Projects/Checklists

You are expected to meet assignment/checklist deadlines. I do not accept late assignments. For excused absences (university-authorized, legal or medical issues), speak with me **before the absence** so arrangements can be made.

Observing Class guidelines

Class Participation

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

Online Participation - You are expected to participate in ALL online activities in **Blackboard**. 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 dates.* To be successful in this course, you need to check your Blackboard messages daily and deadlines, and keep up with Achieve for Psychology with Myers & DeWall Psychology in Everyday Life readings.

Attendance and Online Meetings – 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 3 weeks) will result in a failing grade for the course.** Most of the course curriculum is FULLY ONLINE with BlackBoard and we will be meeting time and day to be determined in Blackboard Collaborate. You are expected to attend these Blackboard Collaborate

meetings. I elaborate further in these meetings on the Achieve for Psychology with Myers & DeWall Psychology in Everyday Life readings and answer questions about the course.

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 in the Messages platform in Blackboard. For PERSONAL or PRIVATE ISSUES email me at gloria.hudson@sulross.edu. 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 or text me.

Course Behaviors - Respect and Disruptions: Watch the VIDEO on NETTIQUETTE -

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, to the extent that we need to return online fully. Please treat each other with dignity and respect and avoid disruptive behaviors. You are responsible for knowing what behaviors are acceptable versus unacceptable in online courses.

Required by Americans with Disability Act Statement (ADA) - ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartze Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email <mailto:mschwartz@sulross.edu>. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

Honoring Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Student Learning Outcomes:

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

1. 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

2. 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 operations 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.**
 - a. Please follow the instructions in Blackboard to access the Macmillan Learning website for registering for the course **for the full term.**
 - b. The cost of the textbook for this course is \$49.99
2. Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

- I am to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Core Curriculum (2025-2026)

- Critical Thinking.* Students will develop critical thinking skills to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.
- Communication.* Students will develop communication skills to include effective development, interpretation, and expression of ideas through written, oral, and visual communication.

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 Jan 15th	START HERE Introductions – Who are you? Reading Log Post #1 Due Sunday (1/19) by Midnight What is Psychology? Learning Macmillan...Syllabus review.....
Homework	Chapter 1 - <i>Psychology's Roots, Critical Thinking and Self-Improvement Tools</i>
Week of Jan 20 th -24th <i>Module 1</i>	Chapter 1 - <i>Psychology's Roots, Critical Thinking and Self-Improvement Tools</i> Reading Log Post #2 Due Sunday (1/26) by Midnight, Quiz #1 Due Sunday by midnight (1/26)
Homework	Chapter 1 Assignments
Week of Jan 27 th -31st <i>Module 1</i>	Chapter 1 - <i>Psychology's Roots, Critical Thinking and Self-Improvement Tools</i> Reading Log Post #3 Due Sunday (2/2) by Midnight; Quiz #2 Due by Sunday 2/2 by midnight
Homework	Chapter 1 Assignments
Week of Feb 3 rd -7th <i>Module 2</i>	Chapter 2 - <i>The Biology of Behavior</i> Reading Log Post #4 Due Sunday (2/9) by Midnight; Quiz #3 Due by Sunday 2/9 by midnight
Homework	Chapter 2 Assignments
Week of Feb 10 th -14th <i>Module 2</i>	Chapter 2 - <i>The Biology of Behavior</i> Reading Log Post #5 Due Sunday (2/16) by Midnight; Quiz #4 Due by Sunday 2/16 by midnight

Homework	Chapter 2 Assignments

UNIT II: Emotion & Motivation and Perception & Sensation

Day	Content
Week of Feb 17 th -21 st <i>Module 3</i>	Chapter 3 – <i>Motivation & Emotion</i> Reading Log Post #6 Due Sunday (2/23) by Midnight; Quiz #5 Due by Sunday 2/23 by midnight
Homework	Chapter 3 Assignments
Week of Feb 24 th -28 th <i>Module 4</i>	Chapter 4 - <i>Sensation and Perception</i> Reading Log Post #7 Due Sunday (3/2) by Midnight; Quiz #6 Due by Sunday 3/2 by midnight
Homework	Chapter 4 Assignments
Week of March 3 rd -7 th <i>Module 4</i>	Chapter 4 - <i>Sensation and Perception</i> Reading Log Post #8 Due Sunday (3/9) by Midnight; Quiz #7 Due by Sunday 3/9 by midnight
MIDTERMS WEEK OF MARCH 10TH	MID-TERMS TUESDAY MARCH 11 TH - IN-CLASS

UNIT III: Learning, Memory, Psychological Disorders & Treatments and Personality

Day	Content
Week of March 17 th SPRINGBREAK	<i>Spring Break March 17-March 21st</i>
Homework	Chapter 5
Week of March 24-28 th <i>Module 5</i>	Chapter 5 – <i>Learning</i> Reading Log Post #9 Due Sunday (3/30) by Midnight; Quiz #8 Due by Sunday 3/30 by midnight
Homework	Chapter 5 Assignments
Week of March 31-April 4 th <i>Module 6</i>	Chapter 6 – <i>Memory</i> Reading Log Post #10 Due Sunday (4/6) by Midnight; Quiz #9 Due by Sunday 4/6 by midnight
Homework	Chapter 6 Assignments
Week of April 7-11 th <i>Module 7</i>	Chapter 7 – <i>Psychological Disorders</i> Reading Log Post #11 Due Sunday (4/13) by Midnight; Quiz #10 Due by Sunday 4/13 by midnight
Homework	Chapter 7 Assignments

Week of April 14-18th <i>Module 8</i>	Chapter 8 - <i>Personality</i> Reading Log Post #12 Due Sunday (4/20) by Midnight; Quiz #11 Due by Sunday 4/20 by midnight
Homework	Chapter 8 Assignments

UNIT IV: Final Exam

Day	Content
Week of April 21st	Work on Compact Research Paper <i>Due Date Compact Research Paper – Sunday, May 4, 2025, by midnight</i>
Homework	Study for Final Exam
Week of April 28-April 30	Prepare for Final Exam (Exams scheduled during week of May 5-7th) Continue to work on Compact Research Paper (due by May 4th) Personal Reaction Responses due by May 4th by midnight

Dr. Hudson

PSY 1302-Introduction to Psychology: Spring 2025

NAME: _____

COMPACT RESEARCH PAPER CHECKLIST

The following must be included in your paper: (from syllabus)

- 1) Explore one disorder, therapeutic approach, or mental health issue; _____
- 2) Explain how it develops/its etiology/its contributing factors; _____
- 3) Describe who it affects, how, and why; _____
- 4) Explain how it has impacted you, your family/friends, U.S. society,
AND the global community (our world); _____
- 5) How can this issue be improved for the betterment of all?
What is your responsibility in this? _____
- 6) Organization of Content/Spelling/Grammar/Writing style
(3 to 4 pages long) _____
- 7) APA Style Format
 - a) Title page with Running head _____
 - b) Abstract _____
 - c) Correct citation of references and quotes within paper _____
 - d) Reference page (4 to 6 references) _____