

SUL ROSS STATE UNIVERSITY – BEHAVIORAL AND SOCIAL SCIENCE DEPARTMENT PSY 1302 COURSE SYLLABUS – FALL 2026 (ASYNCHRONOUS SECTION)

Course Title: Introduction to Psychology

Required Text: Soomo Learning — Jennifer Harper's *Psychology in the Real World*

Contact Information: Sarah Gabriel – sarah.gabriel@sulross.edu

Office Hours: Wednesdays and Thursdays, 11:30am–12:30pm, and by appointment (email to schedule)

Course Format: Fully asynchronous online. There are no scheduled meeting times; students complete weekly readings, quizzes, and assignments independently by the posted deadlines.

DESCRIPTION

Welcome to Introduction to Psychology! Psychology is the scientific study of behavior and mental processes. Psychologists use the same scientific method used across the sciences — observation, analysis, description, and inference — but our subjects are human beings rather than inanimate objects. Observing behavior is often straightforward, but studying mental processes is trickier, which is why psychologists also rely on more sophisticated tools such as neuroscientific procedures and brain imaging.

In this course, we will focus on observable phenomena in psychology and understand why it is a scientific discipline. Together we will track the development of psychology and its examination of personality, the body and brain, learning, perception and action, emotion, memory, stress, and well-being. This course is offered in a asynchronous format using the Soomo Learning webtext "Psychology in the Real World" as the primary course material.

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: Discussion Posts, Activities, Participation and Exams
- 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: Chapter Assignments, Activities, Participation and Exams
- 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: Chapter Assignments, Activities, Participation and Exams
- 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: Discussion Posts, Activities, Participation and Exams
- 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, strengthening self-understanding and intercultural competence. Method of Summative Assessment: Activities, Participation, Exams and Self-Introduction

RECOGNIZING COURSE REQUIREMENTS

- The text **MUST** be obtained through Soomo Learning.
- Respect for students and the instructor must be maintained at all times. This class will foster free expression, critical investigation, and the open discussion of ideas. 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. If you recognize that respecting others may be a problem, please be courteous and alert me or more suitable personnel (e.g., SRSU

counselors, family members, close friends), and/or refer to the Student Conduct and Discipline section of the SRSU Student Handbook.

- 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. 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 (2025–2026)

Social Responsibility. Students will develop principles of personal responsibility for living in a diverse world; to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

This outcome is assessed with a Core Curriculum Pre-Assessment, **due Sunday, September 6** (end of Week 2), and a Core Curriculum Post-Assessment, **due Wednesday, December 2** (before the final exam).

REQUIRED AND RECOMMENDED STATEMENTS

ADA Statement (Required)

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. To help protect confidentiality, students seeking accessibility/accommodation(s) services must submit the Accommodation Request Form located on the SRSU Counseling and Accessibility Services website. Students are welcome to call the Office of Accessibility Services at 432-837-8203 or stop by Ferguson Hall Room 112 if they have any additional questions regarding the process. The mailing address is PO Box C-122; Alpine, TX; 79832.

Statement Regarding Generative Artificial Intelligence (AI) (Required)

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

In this course, generative AI tools may only be used where I have expressly authorized their use — specifically for the two AI Conversation assignments described below. Outside of those assignments, all other coursework must be your own original work; using generative AI for readings, quizzes, chapter assignments, discussion posts, exams, or the self-introduction will be treated as a violation of academic integrity.

Review the full [AI Policy](#).

Student Responsibilities (Required)

All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize him/herself with the requirements of such laws.

SRSU Distance Education Statement (Required)

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 a 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.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](https://timelycare.com/sulross). The SR Counseling and Accessibility Services office continues to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer 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. 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), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Ask a librarian by emailing srsulibrary@sulross.edu.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail can get materials delivered to you at home or via email.

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.

Classroom Climate of Respect

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.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that economic disparity, health concerns, or 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, and to demonstrate 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 reach out. I want to be a resource for you.

Tutoring Center

The Lobo Den Tutoring Center offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, they're here to help! Drop-in and scheduled appointments are available Monday–Friday, 8:00 AM–5:00 PM, at BWML Room 128 (email tutoring@sulross.edu or call 432-837-8726). Tutor.com also offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners, accessible anytime through Blackboard.

OBSERVING CLASS GUIDELINES

Class Participation

This is a fully asynchronous online course. There are no live meetings; instead, engagement is expected through your work in Soomo Learning activities, discussion posts, and completion of weekly deadlines.

You are expected to participate in ALL online activities in Soomo Learning. Active involvement includes active reading, writing, participating in discussion posts, engaging in AI Conversation assignments, and taking exams by the deadline dates. To be successful in this course, you need to check your Sul Ross email daily and keep up with Soomo Learning announcements and deadlines.

Attendance

Because this section is fully asynchronous, engagement is tracked through regular completion of weekly deadlines rather than live meetings. If you go more than two weeks without completing assigned activities, please contact me so we can discuss the reason and arrange a plan to catch up. Excused extensions require established religious observance, or university-authorized, legal, or medical documentation. Excessive disengagement (more than 2 consecutive weeks with no completed work) may result in a failing grade for 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 via Sul Ross email. GENERAL QUESTIONS should be posted in the Messages forum in Blackboard. For PERSONAL or PRIVATE issues, email me at sarah.gabriel@sulross.edu. I will 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 netiquette videos: [Netiquette Video 1](#) and [Netiquette Video 2](#).

All students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by University rules and regulations. You are encouraged and expected to openly engage in discussions, ask questions, share ideas, and express your thoughts in this web-based course. Please treat each other with dignity and respect and avoid disruptive behaviors.

LATE ASSIGNMENTS/PROJECTS

You are expected to meet assignment deadlines. Practice quizzes submitted after their due dates will be marked as zero. Late assignments will be reduced by 5% for the first day of lateness and for every day for 7 days beyond that for unexcused absences. For excused absences (university-authorized, legal, or medical issues), speak with me before the deadline so arrangements can be made.

DISCUSSING EVALUATION

Chapter Readings – The sections in each of the ten (10) chapters will be assigned points. Once you complete these readings, you will gain these points.

Practice Quizzes – A 10-question chapter practice quiz given in your Soomo Learning text to ensure that you have read the chapters and understand the most pertinent concepts. These are automatically graded and available immediately after the assigned chapter; they are due before the following chapter is introduced and will not be reopened after their due dates.

Chapter Assignments – Exercises assigned for each chapter in the Soomo Learning platform. The first half of the assignments must be **completed by the midterm date – Monday, October 19th**, and the second half must be **completed by the final exam date – Monday, December 7th**.

Discussion Posts – Four (4) discussion posts will be assigned across the semester in Blackboard, spaced throughout the course, allowing you to reflect on and connect chapter concepts to real-world examples and respond to classmates.

AI Conversations – Two (2) assignments in which you will engage in a structured conversation with an instructor-approved generative AI tool on a psychology topic and submit a reflection. These are the only assignments in this course where generative AI use is permitted.

Core Curriculum Pre- and Post-Assessment – The pre-assessment is **due Sunday, September 6** (end of Week 2); the post-assessment is **due Wednesday, December 2** (before the final exam).

Syllabus Quiz – A short quiz confirming you have read and understood this syllabus, **due Sunday, September 6** (end of Week 2).

Midterm and Final Exams – Two (2) exams, 50–60 questions each. The Midterm Exam will be **open online Monday, October 19th, 12:00am–11:59pm**. The Final Exam will be **open online Monday, December 7th, 12:00am–11:59pm**. There will be a review before each exam containing 20–30% of the questions that will appear. There are no make-up exams unless it is an excused absence with corresponding documentation.

Self-Introduction – Write two pages about yourself and your experience in this class. Use one psychology vocabulary word and the name of a psychologist who inspired you. **Due Wednesday, December 2nd, by 11:59pm**.

GRADING — 1000 POINTS TOTAL

Component	Points	Percentage
Syllabus Quiz	20	2%
Core Curriculum Pre-Assessment	20	2%
Core Curriculum Post-Assessment	20	2%
Chapter Readings (10 @ 10 points each)	100	10%
Practice Quizzes (10 @ 10 points each)	100	10%
Chapter Assignments (10 @ 30 points each)	300	30%
Discussion Posts (4 @ 25 points each)	100	10%
AI Conversations (2 @ 30 points each)	60	6%
Self-Introduction	80	8%
Midterm Exam	100	10%
Final Exam	100	10%
TOTAL	1000	100%

COURSE OUTLINE

(This schedule and the topics listed below are subject to modification by the instructor. Dates reflect the official SRSU Fall 2026 Academic Calendar.) The course is organized into four modules:

Module 1 — Foundations of Psychology (Chapters 1–2)

Module 2 — Perception, Consciousness & Emotion (Chapters 3–5) + Midterm Exam

Module 3 — Motivation, Learning & Memory (Chapters 6–8)

Module 4 — Personality, Stress & Well-Being (Chapters 9–10) + Final Exam

Week Of	Content	Deadlines
MODULE 1 — Foundations of Psychology (Chapters 1–2)		
Aug 24	Course Orientation; navigating Blackboard & Soomo Learning	Review syllabus & Soomo Learning platform
Aug 31	Chapter 1 – Introduction to Psychology	Syllabus Quiz & Core Curriculum Pre-Assessment due Sun 9/6, 11:59pm
Sept 7	Chapter 2 – The Brain and the Nervous System (Sept 7: Labor Day holiday, no class)	Continue Chapter 2
Sept 14	Chapter 2 continued	Discussion Post 1 due Sun 9/20, 11:59pm
MODULE 2 — Perception, Consciousness & Emotion (Chapters 3–5) + Midterm Exam		
Sept 21	Chapter 3 – Sensation and Perception	Complete Chapter 3 activities
Sept 28	Chapter 4 – Consciousness	AI Conversation 1 due Sun 10/4, 11:59pm
Oct 5	Chapter 5 – Emotion	Complete Chapter 5 activities
Oct 12	Chapter 5 continued; Midterm Review	Discussion Post 2 due Sun 10/18, 11:59pm; study for midterm
Oct 19	MIDTERM EXAM	Open online Mon 10/19, 12:00am–11:59pm
MODULE 3 — Motivation, Learning & Memory (Chapters 6–8)		
Oct 19	Chapter 6 – Motivation begins	Begin Chapter 6
Oct 26	Chapter 6 continued; Chapter 7 – Learning begins	Complete Chapter 6 & begin Chapter 7
Nov 2	Chapter 7 continued (Nov 6: last day to withdraw with a 'W')	Discussion Post 3 due Sun 11/8, 11:59pm
Nov 9	Chapter 8 – Memory	AI Conversation 2 due Sun 11/15, 11:59pm
MODULE 4 — Personality, Stress & Well-Being (Chapters 9–10) + Final Exam		
Nov 16	Chapter 9 – Personality and the Self	Complete Chapter 9 activities
Nov 23	Chapter 10 – Stress and Well-Being begins (Nov 25–27: Thanksgiving holiday, no class)	Continue Chapter 10
Nov 30	Chapter 10 continued; course wrap-up (Dec 2: last class day; Dec 3: Dead Day)	Discussion Post 4, Self-Introduction & Core Curriculum Post-Assessment due Wed 12/2, 11:59pm; study for final
Dec 7	FINAL EXAM	Open online Mon 12/7, 12:00am–11:59pm