UNIVERSITY OF THE INCARNATE WORD
College of Humanities, Arts and Social Sciences
PSYC 1301 Introduction to Psychology
COURSE OUTLINE

See Faculty Section of Blackboard Course for More Information

Overview of the Course
This course This course is designed to introduce the learner to many of the subfields within psychology. It provides an overview of the current body of knowledge and research methods commonly employed in the science of psychology. Topics such as development, learning, cognition, nature-nurture, brain and behavior, social influence, psychological disorders, historical and modern views of behavior and psychological therapies will be discussed. This course is required for psychology majors and is a prerequisite for all other psychology courses. It also serves as a social science elective for non-majors. This course may not be repeated for credit

Study Topics:
- Biological origins of behavior
- Basic principles of learning and memory
- Human language, intelligence and motivations
- Developmental psychology, motivation and emotion
- Personality
- Abnormal behavior
- Social Psychology
- Historical and modern views of human behavior

Description of the course:
This course studies the basic facts and principles of psychology. This course may not be repeated for credit.

This course is part of: General Education Core Course This course may be offered in a face-to-face, blended and online format.

Outcomes	Assessments will be a combination of the following
1. Describe the prominent persepctives and research methods used in the study of psychology. 2. Analyze current research on psychological phenomena presented in the course, obtained from research, the public, and the media. 3. Correctly use terminology unique to the study of psychology.	Written and/or oral discussion, examinations, class exercises, case studies, presentations (individual or group), or formal research based paper.

4. Describe the historical influences and early schools of thought that shaped the field of psychology. 5. Describe accepted approaches and standards in psychological assessment and evaluation. 6. Describe factors in physiological and psychological processes involved in human behavior. 7. Apply current APA ethics code to issues presented in the course.	

Note: The School of Applied Sciences has adopted the APA Guidelines for the Undergraduate Psychology Major, Version 2.0

Text:
Introduction to Psychology: http://open.lib.umn.edu/intropsyc/

Course Outline

Week	Chapter Readings and Discussions	In Class and Homework Assignments
Week #1	Chapter 1: Introduction to Psychology Chapter 2: Psychological Research UIW Mission	Homework/Class Activities (3) Course Materials Review and Discussion (2) Paper/Project Development (1)
Week #2	Chapter 3: Biopsychology Chapter 4: States of Consciousness Chapter 5: Sensation and Perception	Homework/Class Activities (3) Course Materials Review and Discussion (2) Paper/Project Development (1) Submit topic for research paper/project
Week #3	Chapter 5: States of Consciousness	Homework/Class Activities (3)

	Chapter 6: Growing and Developing	
		Course Materials Review and Discussion (2)
		Paper/Project Development (1)
Week #4	Chapter 7: Learning Chapter 8: Remembering and Judging	Homework/Class Activities (3) Course Materials Review and Discussion (2) Paper/Project Development (1) Submit outline of research paper/project Midterm Examination (questions from first half of the course)
Week #5	Chapter 9: Intelligence & Language Chapter 10: Emotions & Motivation	Homework/Class Activities (3) Course Materials Review and Discussion (2) Paper/Project Development (1)
Week #6	Chapter 11: Personality	Homework/Class Activities (3) Course Materials Review and Discussion (2) Paper/Project Development (1)
Week #7	Chapter 12: Defining Psychological Disorders	Homework/Class Activities (3) Course Materials Review and Discussion (2)

	Chapter 13: Treating Psychological Disorders	Paper/Project Development (1)
Week #8	Chapter 14: Psychology in Our Social Lives	Homework/Class Activities (3)
		Course Materials Review and Discussion (2)
		Paper/Project Development (1)
		Submit completed research paper/project
		Final Examination (questions from second half of the course)

Total 48 hours

Note: Each week you will notice a number in parenthesis. This is the Alternative Learning Equivalencies for this course. It is an expectation for the minimum amount of time (hours) you will spend on each topic during the week. Its primary purpose is for accreditation. I just did not want you to be confused when you see them in the table below.

Grading Activities Criteria and Guidelines

Grading Standards:
Discussion   20%
Assignments   15%
Research Paper/Project   15%
Midterm Examination   25%
Final Examination   25%
          Total   100%

Grading Scale:

A	93 - 100	B-	80 - 82	D+	67 – 69
A-	90 - 92	C+	77 - 79	D	63 – 66
B+	87 - 89	C	70 - 76	D-	60 – 62
B	83 - 86	There is no C- grade at UIW	F	< 60

A and A- indicates a superior grasp of the subject matter of the course, initiative and originality in attacking problems, and ability to relate knowledge to new situations.

B+, B, and B- indicates better than average grasp of the subject matter of the course and ability to apply principles with intelligence.

C+ and C indicates an acceptable grasp of the essentials of the course.

D+, D, and D- indicates less than average performance in the course.

F indicates failure to master the minimum essentials of the course. The course must be repeated.

Discussion:

Students are encouraged to use outside materials and examples in class discussions, whether online (in online version of the class) or on-ground. Constructive class contribution includes being present, engaged, and professional. We will try to spend time each class discussing content in addition to lectures. Students will be expected to participate in discussion by asking questions, sharing examples, presenting arguments, and sharing real-world applications.

Participation, Punctuality and Attendance: Requirements and Expectations for In-person Classes

- Attendance: Abide by the UIW Attendance Policy as stated in the Catalog: https://uiw.smartcatalogiq.com/en/2019-2020/Catalog/VII-Institutional-Academic-Policies/Attendance-and-Religious-Observance-Policies
- Eating and Smoking: NOT ALLOWED in class
- Talking and Messaging using mobile devices: NOT ALLOWED in class
- Copies of homework, tests, exams, and e-mail communication: Save for your records
- Assignments and homework with due dates: Expected to be turned-in on time

Homework Rubric:
Use APA style writing as the standard format. Homework will be graded using the rubric below:

Homework Rubric				
Criteria	90 - 100% Excellent	80 – 89% Good	70 – 79% Fair	Below 70% Poor
Completeness	Complete in all respects; reflects all requirements	Complete in most respects; reflects most requirements	Incomplete in many respects; reflects few requirements	Incomplete in most respects; does not reflect requirements
Analysis, evaluation, and recommendations	Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading	Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the reading	Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading	Presents an incomplete analysis of the issues identified
Research	Supplements case study with relevant and extensive research into the present situation of the company; clearly and thoroughly documents all sources of information	Supplements case study with relevant research into the present situation of the company; documents all sources of information	Supplements case study with limited research into the present situation of the company; provides limited documentation of sources consulted	Supplements case study, if at all, with incomplete research and documentation
Writing mechanics	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized

Discussion Rubric:

	<70%	70%-79%	80%-89%	90%-100%
Business Acumen	Does not demonstrate competence in course concepts, either by lack of connection to concepts in contributions, or by misrepresenting concepts when used.	Demonstrates limited competence in course concepts. There is significant room for improvement in terms of the scope and the depth of content coverage.	Demonstrates competence and accuracy in using course concepts OR makes frequent effort to use course concepts, but with room for improvement in terms of consistency, and level of detail.	Frequently uses a wide range of concepts from the class materials, demonstrating competence and accuracy in the use of concepts.
Critical Thinking	Does not demonstrate critical thinking. Does not work with peers to devise ways to cover course content. Student does not critically examine arguments, alternatives, and analysis.	Rarely demonstrates critical thinking, appearing to be willing to accept all written and spoken statements as fact rather than exploring or challenging ideas. Rarely works with peers to outline approaches to covering course content. Room for improvement in terms of critically examining course content.	Occasionally engages in activities designed to cause depth of thinking, including occasional questions, or efforts to address the unknown or challenge assumptions. Occasionally works with peers to structure learning processes. Occasionally critically examines arguments, alternatives, and analyses.	Frequently asks and makes an effort to explore relevant, thought-provoking questions to advance the conversation and encourage deeper exploration of concepts. Facilitates content coverage. Critically examines arguments, alternatives, and analyses.
Personal Effectiveness	Student does not demonstrate personal effectiveness. Lack of engagement results in little or no impact on learning, OR	Infrequent contribution effort leading to limited influence on the group. Infrequently engages peers using a wide variety of	Occasional contribution effort, however, positive impact and influence on class discussions when contributions are	Consistently uses a wide range of contribution approaches, leading to clearly positive influence and impact on the class

contribution effort has a negative impact on self and others.	participatory behaviors. Contribution effort occasionally has a negative impact.	made. There is room for improvement in terms of engaging peers using a variety of contribution guidelines.	discussions and the learning of self and others.

Academic Integrity Policy

University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms, which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word.

UIW Course Policies, Guidelines and Accommodations

This course complies with all UIW academic policies and federal guidelines, including but not limited to: academic integrity, disability accommodations, pregnancy accommodations, Title IX non-discrimination, and class absences for religious observances. Current policy statements will be provided to all students through the learning management system and in information provided on the first day of class. Hyperlink takes you to Blackboard, please click on UIW Course Policies, Guidelines and Accommodations tab.

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