# PSY 1010: INTRODUCTION TO PSYCHOLOGY

COURSE TITLE: Introduction to Psychology

CREDIT HOURS: 3

# PREREQUISITES: None

# CLASS MEETS: Tuesday and Thursday 1PM-2:15 PM LA 235

# INSTRUCTOR INFORMATION:

Instructor: Kristina Oldroyd, PhD

 Pronouns: she/her/hers

# Please call me: Dr. Oldroyd or Dr. O

Ask Me About: Anything related to the class, real world applications of psychology, becoming a psych major, graduate school and other psych-based careers, where I find my endless supply of hilarious, psychology-related memes

 Email: kristina.oldroyd@uvu.edu

Communication policy: I will typically answer your emails within 24 hours. I will not always check my email on the weekends so an email on Friday afternoon may not be answered until Monday.

Office Hours: Thursday 10AM-11AM, In person and online via [this link](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_ZmZkZTczMzUtZGNlNS00YTNiLTgwMTUtNjVhM2M2Nzk1MGYx%40thread.v2/0?context=%7b%22Tid%22%3a%221ea2b65f-2f5e-440e-b025-dfdfafd8e097%22%2c%22Oid%22%3a%2268ce2f9b-0770-49f8-b40d-7dced04b30a6%22%7d). If this time does not work for you, please write me an email and we will find another time to get together in the very near future :)

COURSE DESCRIPTION: Psychological science helps us understand ourselves and others. Knowing more about how we learn, remember, the impact of social situations on our behavior, the intricate relationship between our brain and our environment, and the factors that guide our developmental journey, can give us insight into our own lives.  We can also discover how psychology has impacted society and the potential it has to not only improve our personal well-being, but the world. During this course, we will tackle this big question:  How does scientific Psychology help us understand our experiences? This overarching theme will be woven throughout the content of our course.  We will examine many topics during the semester, including social psychology, research, the biology of mind, consciousness, lifespan development, learning, memory, cognition, stress, psychological disorders, and treatment.  As you learn more about psychology, you will discover that PSYCHOLOGY IS EVERYWHERE!

# COURSE OBJECTIVES:

By the end of this course students will be able to:

|  |
| --- |
| * Identify key concepts and theories in the field of psychology.
* Explain the scientific foundations of psychology.
* Apply important concepts and findings in psychology to your own life and to society.
* Apply important life and professional skills such as written communication, critical thinking, and informational literacy.
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# REQUIRED TEXTS AND RESOURCES:

# Textbook: Openstax Open Access Textbook-Psychology 2nd Edition

# The textbook for this class is entirely ONLINE. It is an open access text, meaning that you will not have to pay anything to read it.

# Please note that the UVU Bookstore may recommend additional “Optional Study Tools & Resources” for this class on their website. These resources are advertisements and were not selected by me and are not endorsed by me. Purchasing these resources is not recommended.

TECHNOLOGY AND THIS COURSE: This course is online course and as such is heavily dependent on technology. In order to succeed you will need to have access to a reliable, working computer and the internet. You must be able to stream and upload video. Breakdowns in technology will not be accepted as valid excuses for missing a homework/quiz/assignment deadline. To determine if you are prepared to succeed (both mentally and technologically) in this course, please take the online assessment offered here:

<http://tutorials.istudy.psu.edu/learningonline/ORQ/ORQ.htm#ShowResults>

If you have questions and/or concerns after taking the assessment, please get in touch with me to discuss

# GRADED COMPONENTS OF THIS COURSE

This course is run on a weekly schedule. That means that all of your work for the week will be posted on Sunday morning and due the next Sunday at 11:59 PM. Regardless of whether it is a reading quiz, a homework assignment, a peer review...it will be due on a Sunday night.

# **Homework Assignments**...............................................55%

Each week you will have a minimum of two homework assignments. These assignments are your opportunity to demonstrate mastery of the material that we have covered in that module. Homework assignments will take a variety of formats throughout the semester and may include writing a short paper, completing a lab assignment, watching and analyzing a movie, creating a presentation, drawing a celebrity brain, etc.

# **Midterm Exam**..................................................................................... 15%

After module eight you will take a comprehensive exam worth 15% of your final grade. The exam will be open note and open book. It will not be open friend. Please complete your own work.

# **Final Exam**...........................................................................15%

After module 15 you will take a comprehensive exam worth 20% of your final grade. The exam will be open note and open book. It will not be open friend. Please complete your own work.

# **Research Participation**.........................................................................15%

The field of psychology has been established through scientific research examining how people learn, think, and feel, and through standardized assessment of learning, thinking, and feeling. Only by verifying our intuitions with empirical data can science advance. Your grasp of the nature of psychology’s methods and claims is greatly enhanced by participating in the actual process of research and/or assessment. To enhance students’ awareness and understanding of this empirical process, the Department of Psychology provides the opportunity for students enrolled in psychology courses to participate in psychology research/assessment experiences during the semester. To accomplish this, the Department has established the Psychology Participant Pool. This Pool allows students to participate as participants in psychology research projects that have been approved by the University’s Institutional Review Board, or to participate in practice assessments being administered by graduate students in clinical psychology. You should immediately register as a participant at the Psychology Department’s Subject Pool website.

# **Total**..................................................................................... 100%

These exercises will focus on correcting the most common writing mistakes that students make.

GRADING:

Below is listed the guidelines for the letter grades and the corresponding percentage point range equivalents for this course. Please note that your scores depend on your performance and are not curved based on the overall class performance. That means, that everyone can get an A!

|  |  |  |  |
| --- | --- | --- | --- |
| A | 93 or above | C- | 70 to 72.9 |
| A- | 90 to 92.9 | D+ | 67 to 69.9 |
| B+ | 87 to 89.9 | D | 64 to 66.9 |
| B | 84 to 86.9 | D- | 60 to 63.9 |
| B- | 80 to 83.9 | E | Below 60 |
| C+ | 77 to 79.9 |  |  |
| C | 73 to 76.9 |  |  |

EXPECTATION OF WORK: Since this is a 3-credit class you should plan to spend 9-12 hours a week engaging with course materials—reading, completing assignments, and writing. Please plan your time accordingly. The university handbook says, “One on-campus class credit is defined as: 1 class hour of classroom or direct faculty instruction per week and a minimum of 2 class hours of out-of-class student work each week. One distance learning or hybrid class credit is defined as: an equivalent amount of

instruction and student work leading to equivalent learning outcomes, as required for an on-campus class as defined above".

LATE WORK: A penalty will be assessed for late work. This starts with the first day it is late (e.g., if due on Friday and turned in past 11:59 p.m. (yes, midnight is past 11:59), you will lose points on that assignment). There is no “grace period”. After the deadline, you lose 20% of the points per day that it is late, including weekends (e.g., if due on Friday and submitted at 12:01 a.m. Saturday morning; if the assignment is worth 5 points, the most you can get will be 4 points; if submitted on Sunday, another 20% will come off the maximum grade, so the most you can get is 3 points on the homework, and so on).

It is your responsibility to make sure your submission is accepted in Canvas (you will want to double- check it is there; do not assume that it posted). This will not count as an emergency unless there is a system-wide problem or documented technical issue for which you contacted UVU's Help Desk. In other words, get things in on time. A note of caution: do not wait until the last minute to submit your assignments. If you have completed an assignment early, you do not have to wait to turn it in. Also, remember that some points (even with a penalty) are better than no points.

EXTRA CREDIT: Successful completion of all of the extra credit options will earn you one increment in your final grade (i.e., your grade will go up from a C+ to B-, from B to B+, from B+ to A-, etc.). Extra credit will only be counted towards your grade if you complete all other course work; extra credit cannot be used to make up for missed exams or written assignments. For more information go here

* COURSE REVIEW: At the end of the semester you will have the opportunity to leave a course review. I take these reviews VERY seriously. I have learned so much from them over the years. The ideas and opinions of past students have shaped my teaching and this course in innumerable ways. I know that you are super busy and that at the end of the semester you just want to be done :) If you fill out the course review you can earn a .5% grade bump as a "thank you" from me to you for helping me to improve and continue to grow as a teacher.

STATEMENT ON THE USE OF GENERATIVE AI

As we embrace the evolving landscape of technology in education, it is important to define clear guidelines for the use of Artificial Intelligence (AI) tools in this course. AI can be a powerful aid in your learning process, but it is crucial to use it responsibly and ethically. Below are the guidelines for AI usage in this course:

Permitted Uses of AI:

* Brainstorming and Refining Ideas: You may use AI for brainstorming sessions and refining your conceptual understanding of course topics.
* Fine-Tuning Research Questions: AI can assist in sharpening your research questions to ensure they are well-defined and focused.
* Finding Information: You can employ AI to gather preliminary information on your topic. However, ensure that you critically evaluate and verify this information.
* Drafting Outlines: AI can be used to help create initial outlines for your assignments to organize thoughts and structure your work.
* Grammar and Style Checks: Use AI for checking grammar and improving the stylistic aspects of your writing.

Prohibited Uses of AI:

* Impersonation in Classroom Contexts: Do not use AI to compose or respond to discussion board prompts, Teams/Canvas chats, or any communication that is meant to reflect your personal understanding and engagement.
* Completing Assigned Group Work: AI should not be used for completing tasks assigned specifically to you in group projects unless there is a mutual agreement within the group.
* Drafting Writing Assignments: You must not use AI to write drafts of your assignments. This includes generating entire sentences, paragraphs, or papers.

Responsibility and Accountability:

You are responsible for all the information you submit based on AI queries. This includes ensuring the content does not violate intellectual property laws, contain misinformation, or unethical content.

All use of AI tools must be properly documented and cited. This aligns with university policies on academic honesty.

Clearly indicate which parts of your submitted work are your own and which are generated by AI. Remember, no more than 25% of your work should be AI-generated.

Seek Clarification:

If any part of this policy is unclear or if you have doubts about the appropriateness of AI usage in a specific context, please reach out to me for clarification before submitting your work.

Adhering to these guidelines will ensure that AI serves as a beneficial tool in your educational journey while maintaining academic integrity and personal responsibility.

EMAIL ETTIQUETE: To practice your formal communication skills, be sure to use the following guidelines for contacting your professors via email. This list has been approved by employers of UVU graduates, who appreciate the professionalism evidenced by appropriate emails:

1. Make it personal; always include a salutation (greeting). Ex., “Dear Dr. Oldroyd” or “Dr. Oldroyd,” or “Hi Dr. Oldroyd,”
2. Use proper spelling, grammar, and punctuation. This is VERY important! Unless you are text messaging your friend (and an email is most certainly NOT a text message), then use proper sentence structure and formatting so that your message can be clearly understood. See also No. 3 below.
3. Read the email before you send it. Yes, email must be proofread! In any kind of professional environment, careless email mistakes are avoidable. You don’t want to be misunderstood or make a bad impression. See also No. 2 above.
4. Do not write in ALL CAPITALS. IF YOU WRITE IN ALL CAPITALS IT SEEMS AS IF YOU ARE SHOUTING. It is harder to read and can also be annoying. Save the capitals for specific words or sentences that require emphasis and use them sparingly.
5. Use a signature (closing). As a courtesy to your recipient, include your name at the bottom of the message. Depending on which email address you are sending from or how you have your email address formatted, your name might not be evident from your email unless you include it. This is a good habit to get into.

COURSE POLICIES: These policies are in place to ensure that the classroom is an environment in which you can learn. Not following these policies creates a distracting environment in which I cannot teach in as effectively and in which you and your peers cannot optimally learn.

1. **Responding to email:** I will typically answer your emails within 24 hours. I will not always check my email on the weekends so an email on Friday afternoon may not be answered until Monday.

2. **Respect for Persons:** We will treat each other with respect during this course. The content of this class requires that we address multiple aspects of human diversity – diversity of ethnicity, religion, sexual orientation, and health status, to name just a few. We will speak about all groups using respectful terms, and will maintain an appreciation for these differences, as well as differences of opinion among members the class. I will appreciate everyone complying with these simple rules. We are all adults and one of the most important part of our own development while taking college courses is learning to fully understand what others are saying and then being able to agree or respectfully disagree with that personI will be respectful of each of you and your time. You can expect me to be on time if we schedule a phone call, to be present and focused in class discussion boards, to be considerate of your work load as full-time students, and to work with you to help you learn the materials in the course and succeed.

3. **Statement on Anti-Racism in the Classroom**. In this class, we will acknowledge that regardless of one’s own race or ethnicity, we are all at various points along an anti-racist journey. We also understand that bias can be unconscious or unintentional and that racism is the combination of social and institutional power plus racial prejudice. Likewise, we accept that racial, ethnic, religious, gender, and class-based inequities are a direct result and function of the many, intersecting institutions we inhabit, including the nation, the university, and the discipline of English studies. As a striving anti-racist community in this class, we will purposefully strive to identify, discuss and resist issues of race, color, ethnicity, gender, class, religion, and the impact(s) they have on us, our peers, our university, and wider (global) communities. This class may cover topics that challenge beliefs and stir emotions. We will be prepared for these uncomfortable moments, to embrace them as a chance to learn, to push forward, to change, to put into action our anti-racist and wider social equality progress.

4.**Policy on Pronouns.** In this classroom, we will respect and refer to people using the names and personal pronouns that they share. It is a privilege not to have to worry about which pronoun someone is going to use for you based on how they perceive your gender. If you have this privilege, yet fail to respect someone else's gender identity, it is not only disrespectful and hurtful but also oppressive. If you make a mistake, the best thing to do for someone is to apologize promptly (for example, "Sorry, I mean (insert pronoun)" and continue the conversation.

5. **Land Acknowledgment.** It is our honor and responsibility to acknowledge to all who meet with us at Utah Valley University that we gather on unceded land that is sacred to all indigenous people who came before us in this vast crossroads for the Utes, Goshutes, Paiutes, Shoshone, Navajo and Hopi peoples. We recognize their continued relationship with their traditional homelands. We honor their physical presence in our state today, their presence here in spirit, and the memory of their ancestors, in our reverence for their resilience.

6. **Statement of Accessibility.** Students needing accommodations due to a disability, including temporary and pregnancy accommodations, should contact Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747, located in LC 312. Cammack | Literary History I 5 Deaf/Hard of Hearing students who are already approved for accommodations and need to request ASL interpreters, transcription services, or closed captioning, please email dhhservices@uvu.edu.

7. **Title IX and Equity.** Title IX states that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Students who believe they have been excluded from participation in, denied the benefits of, or discriminated against because of their sex may contact the EO/AA office to make a report, ask questions, or share concerns by email at: titleix@uvu.edu, in-person at BA-203, or by phone at: (801) 863-7999. To learn more about the Equity and Title IX office please visit us online at: https://www.uvu.edu/equityandtitleix/. As an employee at UVU, I am a mandatory reporter, which means I am legally required to report information to the Title IX Office as soon as I become aware of alleged discrimination or harassment on the basis of sex or gender. This includes, but is not limited to, alleged sexual assault.

8. **Academic Integrity.**At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilitiesLinks to an external site.](https://policy.uvu.edu/getDisplayFile/5bedd0ef7b23736d542192e3). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

9. **Religious Accommodation.**UVU values and acknowledges a wide range of faiths and religions as part of our student body, and as such provides accommodations for students. Religious belief includes the student's faith or conscience as well as the student's participation in an organized activity conducted under the auspices of the student's religious tradition or religious organization. The accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must provide a written notice to the instructor of the course for which the student seeks said accommodation prior to the event. The UVU campus has [a place for meditation, prayer, reflection, or other forms of individual religious expressionLinks to an external site.](https://www.uvu.edu/interfaith/reflectioncenter/index.html) as is described on their website.

10. **Remote Testing Software.**This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers’ immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the

FURTHER RESOURCES

Please let me know of any special needs you may have. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to visit www.uvu.edu/studentcare/ for access to a variety of resources. You may also email care@uvu.edu for assistance.

All of us have a need to maintain mental health and benefit from the assistance of professionals to do so. UVU offers mental health services at a very low cost (some are free). While there may be a waitlist for individual counseling, group counseling may be available in some circumstances. Student Health Services is located in SC 221, telephone 801-863-8876 www.uvu.edu/studenthealth/psych/. The following community resources are available 24/7- the National Suicide Prevention Lifeline 1-800-273-8255 and the Safe UT Crisis Chat & Tip Line https://safeut.med.utah.edu/. You may also access the Crisis Text Line 741-741 or call 9-1-1. If an emergency is happening on campus, call campus police 801-863-5555.

UVU has many resources for students in need of support for any reason. Below is a brief list of student resources available to you:

● Center for Social Impact: [www.uvu.edu/socialimpact](http://www.uvu.edu/socialimpact)

● Accessibility Services: <https://www.uvu.edu/accessibility-services/>

● International Student Services: <https://www.uvu.edu/iss/>

● LGTBQ Student Services: <https://www.uvu.edu/lgbtq/>

● Multicultural Student Services: <http://www.uvu.edu/multicultural>

● Student Health Services: <http://www.uvu.edu/studenthealth>

● Veterans Services: [www.uvu.edu/veterans](http://www.uvu.edu/veterans)

● Women’s Success Center: <http://www.uvu.edu/wsc>

● Writing Center: <http://www.uvu.edu/writingcenter>

● I Am First: <https://www.uvu.edu/iamfirst/>

● Library: <https://www.uvu.edu/library/>

● Library Computer Equipment: <https://www.uvu.edu/library/services/equipment/index.html>

● First Year Advising: <https://www.uvu.edu/firstyear/advising/>

● UVU First Year Experience: <https://www.uvu.edu/firstyear/>