



## Psychology 1010: General Psychology SS

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring

**Year:** 2025

**Course Prefix:** PSY

**Course and Section #:** 1010-601

**Course Title:** General Psychology

**Credits:** 3

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### ***Course Description***

An introductory course in modern scientific psychology. Covers major domains of scientific psychology including biological foundations, sensations, perception, learning, motivation, human development and abnormal psychology. Examines major psychological and professional applications.

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Summer Hibbard

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### ***Student Learning Outcomes***

- 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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### ***Course Materials and Texts***

- **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.

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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

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## **GRADED COMPONENTS OF THIS CLASS**

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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.....40%**

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.

### **In Class**

### **Participation/Attendance.....15%**

Your active participation and regular attendance are key ingredients to your success and enjoyment in this course. They're worth 15% of your grade because your insights, questions, and interactions help create a vibrant learning environment for everyone. So, get ready to dive in, share your thoughts, and be present in every session.

### **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 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.

### **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%**

## 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!

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

## 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 watching lectures/videos. Please plan your activities 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”.

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# LATE ASSIGNMENTS

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A penalty will be assessed for late work. This starts with the first day it is late (e.g., if due on Sunday 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 Sunday and submitted at 12:01 a.m. Monday morning; if the assignment is worth 5 points, the most you can get will be 4 points; if submitted on Tuesday, 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 and I would not wait until the last minute (you do not have to wait until the due date to submit assignments if you have completed it). Also, remember that some points (even with a penalty) are better than no points.

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## Required or Recommended Reading Assignments

Openstax Open Access Textbook-Psychology 2nd Edition

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### General Description of the Subject Matter of Each Lecture or Discussion

#### January 7: Introduction to the Course & Syllabus Overview

1. Overview of course objectives and learning outcomes
2. Introduction to psychology as a science
3. Explanation of assignments, grading, and class policies

#### January 9: Module 1 – Introduction to Psychology

1. Definition and goals of psychology (describe, explain, predict, control)
2. Historical perspectives: Structuralism, Functionalism, and Behaviorism
3. Modern approaches: Biological, Cognitive, Humanistic, and Sociocultural

#### January 14: Module 2 – Research Methods in Psychology: Part 1

1. The scientific method in psychology
2. Types of research: Descriptive (case studies, surveys, naturalistic observation)
3. Ethical considerations in psychological research

#### January 16: Module 2 – Research Methods in Psychology: Part 2

1. Experimental methods: Independent and dependent variables
2. Correlation vs. causation

3. Interpretation of data: Statistical significance and replication

### **January 21: Module 3 – The Nervous and Endocrine Systems: Part 1**

1. Structure and function of neurons
2. Central vs. peripheral nervous system
3. Neurotransmitters and their effects

### **January 23: Module 3 – The Nervous and Endocrine Systems: Part 2**

1. Brain structures: The limbic system, cerebrum, and brainstem
2. Role of the endocrine system in behavior
3. Interaction between the nervous and endocrine systems

### **January 28: Module 4 – States of Consciousness: Part 1**

1. Defining consciousness and levels of awareness
2. Sleep stages and the sleep cycle
3. Functions and theories of sleep

### **January 30: Module 4 – States of Consciousness: Part 2**

1. Dreams: Theories and interpretations
2. Altered states: Hypnosis and meditation
3. Effects of psychoactive drugs on consciousness

### **Tuesday, Feb 4: Module 5 – Sensation and Perception: Part 1**

1. Basic principles of sensation (thresholds, sensory adaptation)
2. Vision: Structure and function of the eye
3. Visual perception: Depth, motion, and constancy

- **Thursday, Feb 6: Module 5 – Sensation and Perception: Part 2**

1. Auditory system: Structure and function of the ear
2. Other senses: Taste, smell, touch, and kinesthetic senses
3. Perceptual illusions and their significance

- **Tuesday, Feb 11: Module 6 – Learning Theories: Part 1**

1. Classical conditioning: Key concepts and applications
2. Pavlov's experiments and real-life examples
3. Extinction, generalization, and discrimination

- **Thursday, Feb 13: Module 6 – Learning Theories: Part 2**

1. Operant conditioning: Reinforcement and punishment

2. Schedules of reinforcement
  3. Observational learning and Bandura's experiments
- **Tuesday, Feb 18: Module 7 – Cognitive Psychology: Part 1**
    1. Cognition: Overview and key concepts
    2. Problem-solving strategies
    3. Barriers to effective decision-making
  - **Thursday, Feb 20: Module 7 – Cognitive Psychology: Part 2**
    1. Language development and structure
    2. Theories of intelligence
    3. Emotional intelligence
  - **Tuesday, Feb 25: Module 8 – Memory: Part 1**
    1. Memory processes: Encoding, storage, retrieval
    2. Models of memory: Atkinson-Shiffrin model, working memory
    3. Types of memory: Sensory, short-term, and long-term
  - **Thursday, Feb 27: Module 8 – Memory: Part 2**
    1. Forgetting: Causes and theories
    2. Memory construction and false memories
    3. Improving memory: Techniques and applications
  - **Tuesday, Mar 4: Module 9 – Lifespan Development: Part 1**
    1. Key issues in developmental psychology (nature vs. nurture, continuity vs. stages)
    2. Prenatal and early childhood development
    3. Piaget's stages of cognitive development
  - **Thursday, Mar 6: Module 9 – Lifespan Development: Part 2**
    1. Erikson's psychosocial development stages
    2. Adolescent and adult development
    3. Aging and end-of-life issues
  - **SPRING BREAK: March 10 – March 15**
  - **Tuesday, Mar 18: Module 10 – Motivation and Emotion: Part 1**
    1. Biological motives: Hunger, thirst, and sexual behavior
    2. Theories of motivation: Drive-reduction, arousal, and hierarchy of needs
    3. Intrinsic vs. extrinsic motivation

- **Thursday, Mar 20: Module 10** – Motivation and Emotion: Part 2
  1. Theories of emotion (James-Lange, Cannon-Bard, Schachter-Singer)
  2. Physiology of emotion: Brain and body connections
  3. Cultural influences on emotion expression
- **Tuesday, Mar 25: Module 11** – Social Psychology: Part 1
  1. Social cognition: Attitudes and persuasion
  2. Conformity and obedience (Asch and Milgram studies)
  3. Group behavior: Groupthink and polarization
- **Thursday, Mar 27: Module 11** – Social Psychology: Part 2
  1. Prejudice and discrimination
  2. Altruism and prosocial behavior
  3. Aggression: Causes and theories
- Tuesday, Apr 1: Module 12** – Personality: Part 1
  1. Psychodynamic theories: Freud’s structure of personality
  2. Humanistic theories: Maslow and Rogers
  3. Trait theories: Big Five personality traits
- **Thursday, Apr 3: Module 12** – Personality: Part 2
  1. Personality assessment methods
  2. Biological and genetic influences on personality
  3. Cultural perspectives on personality
- **Tuesday, Apr 8: Module 13** – Psychological Disorders: Part 1
  1. Defining abnormal behavior and DSM-5 categories
  2. Anxiety disorders: Symptoms and causes
  3. Mood disorders: Depression and bipolar disorder
- **Thursday, Apr 10: Module 13** – Psychological Disorders: Part 2
  1. Schizophrenia: Symptoms and risk factors
  2. Personality disorders
  3. Cultural influences on mental health
- **Tuesday, Apr 15: Module 14** – Therapy and Treatment: Part 1
  1. Psychotherapy: Types and goals
  2. Cognitive-behavioral therapy (CBT)
  3. Humanistic and psychodynamic therapies

- **Thursday, Apr 17: Module 14** – Therapy and Treatment: Part 2
    1. Biomedical therapies: Medications and brain stimulation
    2. Effectiveness of therapies
    3. Ethical issues in mental health treatment
  - **Tuesday, Apr 22: Module 15** – Review and Exam Preparation
    1. Course recap: Connecting themes across modules
    2. Study strategies for finals
    3. Q&A session
  - **Thursday, Apr 24: Module 15** – Final Review & Course Wrap-Up
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## ***Required Course Syllabus Statements***

### **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.

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### **Using Remote Testing Software**

This course does not use 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 instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **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 responsibilities](#). 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.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.