# WELCOME to Introduction to Psychology ~ Online

PSYC 1110 Course Syllabus Fall 2026

**Instructor contact information**

*Welcome to Introduction to Psychology!* I look forward to working with you this semester. Below you will find several different ways to contact me. I am here to support your success!

- **Instructor:** Mallory Patterson, M.S.
- **Social Sciences Division Office:** 505.952.8600
- **Email:** mpatterson21@unm.edu (I check email daily Mon-Fri and will respond within 24 hours)
- **Zoom Office Hours:** Monday 8am - 10 am; Or by appointment.
- **Canvas:** You can utilize the Inbox on Canvas as well

***If you run into any technical problems: Please contact Technology Support Services (Valencia) or UNM Canvas Support.***

**Textbook:** We will be using a *free* online text for this course.
**Prerequisites:** None

**COURSE DESCRIPTION**

This is a three credit-hour course delivered in an entirely asynchronous online modality during the fall 2026 semester. Please plan for a minimum of 16 hours per week to learn course materials and complete assignments. You will learn how cognitive, physical, social, and psychological processes influence your life and career. The course begins with a short overview of psychology as a science and an introduction to a number of the principal methodologies most commonly deployed in its study. The subsequent units are arranged around broad areas of research, including cognition, perceptions, memory, sleep, intelligence, personality, and psychopathology. Upon successful course completion, you will be able to use psychological theories to build better self-awareness and understanding of human behavior.

**TECHNICAL SKILLS AND REQUIREMENTS**

- Computer–if you need a computer or increased Internet connection speed, please contact Technology Support Services
- Use UNM Canvas
- Use email in Canvas
- Use Zoom to access office hours when needed
- Open hyperlinks
- Post video URLs on Canvas–copy and paste URL into post

**Procedures for Completing Coursework**

- All discussion posts will open and close on specific dates and <u>will NOT be reopened after they close</u>. See Course schedule for dates/times.
- ***LATE POSTS WILL NOT BE ACCEPTED FOR CREDIT***

**ASSIGNMENTS**

Each week, there are **5 points** up for grabs. ***100 points TOTAL for the entire semester*!**

*1 point for each of the following assignments:*

- ☐ Critical Thinking Question
- ☐ Response to classmate
- ☐ Video/Current Event
- ☐ Response to classmate
- ☐ Clarification/Most Interesting

Below are my expectations for each of the weekly assignments.

1. **Response to Critical Thinking Question:**
    a. Each week I will post a critical thinking question relevant to the week's reading material or a supplemental video posted on Canvas.
    b. You will post your response to this question.
    c. For full credit:
        i. Your response must fully answer the question (there might be multiple parts to the question and each part must be addressed)
        ii. Think outside the box and have fun with it! Make it something that probes other students to engage with you or share similar/different experiences.
        iii. Demonstrate your understanding of the material that was covered in the chapter that week
2. **Response to Classmate:**
    a. You will respond to at least **one** *Critical Thinking Question* post.
    b. Simply responding to a classmate saying, "WOW, I couldn't agree more" or "You are so right, I agree with what you said" will not count for credit. (We've all taken boring discussion-post classes, let's make this one more entertaining)
    c. A response to your classmate could be one of the following:
        i. Posing a different perspective
        ii. Agreeing with a point they made AND providing your own insight
        iii. Asking a clarifying question about their post if something didn't make sense to you
    d. Please remember to be kind and respectful.
3. **Video/Current Event:**

a. Each week, you will be responsible for posting a video, current event, and/or news article depicting something that is relevant to that week's reading material.
b. **If I have already posted a video/current event in the Critical Thinking Question or otherwise, you are *not* permitted to use the same video/current event**
c. Have some fun with this one! The purpose of this weekly assignment is to help you start *connecting* what you are learning about psychology to the real world.
d. Please do not simply Google "Video about Biopsychology" and choose the first one. Everyone would have the same video and let's face it, that would be very boring.
    i. Find something that you connect with or something you find interesting/enraging–Let's try and spark some good discussions!

4. **Response to Classmate:**
    a. You will respond to at least **one** classmate's video/current event/news article.
    b. Again, simply responding to a classmate saying, "WOW, I couldn't agree more" or "You are so right, I agree with what you said" will not count for credit.
    c. A response to your classmate could be one of the following:
        i. Posing a different perspective or suggesting a different point of view
        ii. Sharing a personal experience relating to their video/current event
        iii. Agreeing with their post AND providing your own insight/reaction to their video/current event
        iv. Posing a question that came up for you when you watched their video or read their article
    d. Please remember to be kind and respectful.
5. **Clarification/Most Interesting**
    a. This assignment is where you are able to ask questions–*PLEASE* ask questions if something is not making sense for you!
        i. I will respond to your questions as best as I can, but if I am not able to clarify via keyboard, we can always schedule a time to meet via Zoom so I can help you out.
        ii. If you happen to see a question that one of your classmates posted, feel free to answer it if you think you have a better understanding. Let's try and learn from each other.
    b. If you read the material and do not have any questions (unlikely, but it happens), use this post to comment on something that stuck out to you about the material/subject. Something that made you think, "Ohhh, that's cool" or "Wow, that makes sense why *xyz* happens that way."

c. I want to hear your thoughts about these topics and if you're making any connections to the real world–psychology concepts are everywhere!

6. **FINAL PROJECT:** *Psychological Disorder Powerpoint Presentation*
    a. Choose a psychological disorder that interests you or one you would like to learn more about. (You can browse Chapter 15, look through the DSM-5, or you can conduct a general internet search)
    b. Select **one** of the following perspectives:
        i. Developmental
        ii. Cognitive
        iii. Psychodynamic
        iv. Biological
        v. Humanism
        vi. Behaviorist
        vii. Evolutionary
        viii. Cross-Cultural
    c. You will use this perspective to explain the onset, development, or expression of symptoms of the disorder you selected. *Example: How would a behaviorist explain why the symptoms of depression develop?*
    d. You will create a 9-12 slide PowerPoint presentation, which will include the following:
        i. A title slide
        ii. 2 slides describing the disorder you chose (category, symptoms, prevalence). Include information that is most meaningful and relevant to fully demonstrate the disorder selected.
        iii. 1 slide identifying the psychological perspective you chose and explaining how a psychologist, in said perspective, would view the onset/development of the disorder
        iv. 1-2 slides explaining how brain structures or functions may be impacted by this disorder
        v. 1-2 slides explaining how memory and/or perceptions may be impacted by this disorder
        vi. 1-2 slides explaining how the characteristics/symptoms may have been learned through the process of behavioral learning theory or social influence
        vii. 1 slide explaining potential treatments both traditional and non-traditional. At least one treatment should be appropriate for the psychological perspective you selected. *Example: If you chose behaviorism, one of your treatments should be how a behavioral psychologist would treat the disorder you selected.*

viii. 1 reference slide with at least 3 references listed. APA citation format is required. ***All references must be cited within your PowerPoint. This informs me where you found your information.***

e. For this project, you must use credible outside research to support your statements. The following sources are considered "credible"
   i. Peer-reviewed research articles
   ii. Websites registered by government and educational institutions (.gov or .edu)
   iii. Academic databases
   iv. Materials from Google Scholar
f. Sources to ***avoid:***
   i. Out-of-date materials
   ii. Posts from social media
   iii. Blogs
   iv. Articles without citations

| Weekly To-Do | Total Points | Due Dates |
|---|---|---|
| Critical Thinking | 16 | Thursday 11:59 pm |
| Response to Classmates | 16 | Sunday 11:59 pm |
| Video/Current Event | 16 | Thursday 11:59 pm |
| Response to Classmates | 16 | Sunday 11:59 pm |
| Clarification/Most Interesting | 16 | Thursday 11:59 pm |
| Final Project | 20 | Finals Week |
| **Semester Total** | **100** | |

**Grading Scale:**

| *Your total Points* | *Letter Grade* |
|---|---|
| 98-100 | A+ |
| 90-97.9 | A |
| 88-89.9 | B+ |
| 80-87.9 | B |
| 78-79.9 | C+ |
| 70-77.9 | C |
| 68-69.9 | D+ |
| 60-67.9 | D |
| ≤ 59.9 | F |

It is your responsibility to check your "Grades" page in Canvas and ensure your points are posted correctly and contact me if you have any questions or concerns. You have

one week after points have been posted to contact me regarding a grade correction. Grades may not be changed if you contact me after that time frame.

**COURSE POLICIES**

**Accommodations:** UNM is committed to providing equitable access to learning opportunities for students with documented disabilities. As your instructor, it is my objective to facilitate an inclusive classroom setting, in which students have full access and opportunity to participate. To engage in a confidential conversation about the process for requesting reasonable accommodations for this class and/or program, please contact the UNM-Valencia Equal Access Services (Sarah Clawson, Coordinator), at (505) 925-8840 or by email at sjclawson@unm.edu. Or the UNM-Albuquerque Accessibility Resource Center at arcsrvs@unm.edu or by phone at 505-277-3506.

**Netiquette**: Your online participation is expected to be academic and constructive. It is important to recognize that each of us may have a different point of view. It is acceptable to debate a topic using facts and citations to support your stance or viewpoint; however, you should conduct your debate in a professional tone. Here is the link to UNM's Valencia Netiquette policy. Currently, UNM Valencia does not have a separate policy.

**Support**: Many students have found that time management workshops or work with peer tutors can help them meet their goals. These and other resources are available through PASOS (Pathways to Articulation and Sustainable Opportunities for Students), TRIO Student Support Services, and Student Learning Support at the Center for Teaching and Learning.

**Incomplete**: Under special circumstances, a grade of Incomplete (I) can be granted. Contact me as soon as possible to arrange this and provide me with written documentation of why the course could not be completed. Please Note “Incomplete grades must be resolved no later than one year (twelve months) from the published end day of the semester in which the grade was assigned. Incomplete grades not resolved within the time frame stated in this policy will be converted automatically to an IF (failing) grade. The student is responsible for making arrangements with the instructor for resolving an incomplete grade”

**Withdrawal**: In accordance with University regulations, students withdrawing after the deadline to withdraw without an assigned grade, are assigned a grade of “W.” Check with the Office of the Registrar for semester deadlines.

**Academic Integrity**: Having academic integrity is paramount to your success in any class. Plagiarism or cheating is ***not*** tolerated. Any instance of this will result in a grade of zero for that assignment. Here is the link to the UNM Academic Dishonesty Policy.

**Copyright Issues**: All materials in this course fall under copyright laws and should not be downloaded, distributed, or used by students for any purpose outside this course.

**Title IX**: The University of New Mexico and its faculty are committed to supporting our students and providing an environment that is free of bias, discrimination, and harassment. The University's programs and activities, including the classroom, should always provide a space of mutual respect, kindness, and support without fear of harassment, violence, or discrimination. Discrimination on the basis of sex includes discrimination on the basis of assigned sex at birth, sex characteristics, pregnancy and pregnancy related conditions, sexual orientation and gender identity. If you have encountered any form of discrimination on the basis of sex, including sexual harassment, sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. You can access the confidential resources available on campus at the LoboRESPECT Advocacy Center (https://loborespect.unm.edu), the Women's Resource Center (https://women.unm.edu), and the LGBTQ Resource Center (https://lgbtqrc.unm.edu). If you speak with an instructor (including a TA or a GA) regarding an incident connected to discrimination on the basis of sex, they must notify UNM's Title IX Coordinator that you shared an experience relating to Title IX, even if you ask the instructor not to disclose it. The Title IX Coordinator is available to assist you in understanding your options and in connecting you with all possible resources on and off campus. For more information on the campus policy regarding sexual misconduct and reporting, please see https://policy.unm.edu/university-policies/2000/2740.html.

If you are pregnant or experiencing a pregnancy-related condition, you may contact UNM's Office of Compliance, Ethics, and Equal Opportunity at ceeo@unm.edu. The CEEO staff will provide you with access to available resources and supportive measures and assist you in understanding your rights.

**Citizenship and/or Immigration Status**: All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website.

**COVID-19 Health and Awareness**

We all have shared responsibility for ensuring that learning occurs safely, honestly, and equitably. Submitting material as your own work that has been generated on a website, in a publication, by an artificial intelligence algorithm, by another person, or by breaking the rules of an assignment constitutes academic dishonesty. It is a student code of conduct violation that can lead to a disciplinary procedure. Off-campus paper writing services, problem-checkers and services, websites, and AIs can be incorrect or misleading. Learning the course material depends on completing and submitting your own work. UNM preserves and protects the integrity of the academic community through multiple policies including policies on student grievances (Faculty Handbook D175 and D176), academic dishonesty (FH D100), and respectful campus (FH CO9). These are in the Student Pathfinder (https://pathfinder.unm.edu) and the Faculty Handbook (https://handbook.unm.edu). Please ask for help in understanding and avoiding plagiarism or academic dishonesty, which can both have very serious consequences.

| **INTRO TO PSYCH SCHEDULE** | |
|---|---|
| **Week 1** | Intro to Psychology |
| **Week 2** | Psychological Research |
| **Week 3** | Biopsychology |
| **Week 4** | States of Consciousness |
| **Week 5** | Sensation and Perception |
| **Week 6** | Learning |
| **Week 7** | Thinking and Intelligence |
| **Week 8** | Memory |
| **Week 9** | Lifespan Development |
| **Week 10** | Emotion and Motivation |
| **Week 11** | Personality |
| **Week 12** | Social Psychology |
| **Week 13** | Industrial Organizational Psych |
| **Week 14** | Stress, Lifestyle, Health |
| **Week 15** | Psychological Disorders |
| **Week 16** | Therapy and Treatment |