



General Psychology
PSY 133.007
MCKB 257
MW 2:30-3:45 pm
Fall Semester 2016

Professor Information:

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e-mail: *Desire2Learn* (D2L login: <https://d2l.sfasu.edu/>) (primary e-mail) & fergusonvj@jacks.sfasu.edu (only if you cannot temporarily access D2L). I check and reply to course-related email within 24 hours during weekday work hours (8:00-5:00).
Office Hours: Monday, Tuesday, Wednesday 9:00 am-1:00 pm & by appointment

Course Description:

Psychology 133: Survey of fundamental principles of behavior, including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives.

Required Text and Materials:

Ciccarelli, S. K. White, J. N. (2012). *Psychology* (3rd ed.). Upper Saddle River, NJ: Pearson. ISBN 9780134085548

Desire2Learn (D2L)

Additional course information is offered through *Desire2Learn* (D2L) and will appear in each student's D2L account if he/she is registered for the course (login: <https://d2l.sfasu.edu/>). **If a student has D2L technical problems, he/she should contact the SFA D2L Helpdesk immediately (the contact information and tutorials are located on the D2L website: 936-468-1919.** Furthermore, it is important that students check their D2L email and announcements on a regular basis. Other than face-to-face classroom communication, D2L email and announcements will be the primary method of communication in the course. Students can also communicate with other students via D2L email and discussion area.

Program Learning Outcomes:

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

General Education Core Assessment in the Social and Behavioral Sciences:

General Psychology (PSY 133) is a core curriculum course in the *Social and Behavioral Sciences* - courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and

interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

PSY 133 satisfies the core curriculum for three semester hours in the social and behavior sciences. It supports four core curriculum learning objectives: Critical Thinking Skills, Communication Skills (verbal and visual), Empirical and Quantitative Skills, and Social Responsibility.

General Education Core Curriculum:

This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText call Ext. 1267 or e-mail SFALiveText@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

Core Objective	Definition	Course Assignment Title	Date Due in LiveText
Critical Thinking Skills	To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.		
Communication Skills	To include effective development, interpretation and expression of ideas through written, oral, and visual communication.	Core Curriculum Writing Assignment	11/21/16
Empirical and Quantitative Skills	To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.		
Teamwork	To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.		

Personal Responsibility	To include the ability to connect choices, actions and consequences to ethical decision-making.		
Social Responsibility	To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.		

Student Learning Outcomes: Upon completion of this course, students should be able to do the following things at a basic level:

- Identify, compare, and contrast the application of historic and modern theories in psychology.
- Apply psychological knowledge in a variety of settings.
- Utilize critical thinking skills to determine valid methods of scientific investigation to examine psychological concerns focused at the individual, group, cultural, and global levels of analysis.
- Demonstrate critical thinking and quantitative reasoning skills to evaluate research to determine methodological strengths and weaknesses that may affect internal and external validity.
- Demonstrate critical thinking skills through scientific inquiry, analysis of the strengths and weakness of consistent and inconsistent findings within the scientific literature, and the synthesis of a defensible conclusion.
- Demonstrate critical thinking skills when addressing scientific problems, developing testable hypotheses, operationally defining variables and developing sound research methods, evaluating, results, synthesizing the findings, and drawing valid conclusions from those findings
- Utilize a basic knowledge of quantitative analysis to interpret compiled data and analyze graphs and present the conclusions using effective communication skills.
- Demonstrate communication skills including effective development, interpretation, and expression of ideas through effective written and visual communication.
- Identify, compare, and contrast influences on the behaviors and experiences of individuals, groups, cultures, global communities.
- Demonstrate social responsibility through awareness of cultural and behavioral differences across global communities.

COURSE REQUIREMENTS**Course Calendar**

Schedule of topics covered and assignments are listed below. You are expected to have read and be familiar with assigned readings prior to class.

Note: All dates and assignments are tentative and the professor reserves the right to change them.

Week #	Date	Discussion Topic (Students must read the chapter portion prior to class)
1	8/29/16 8/31/16	Introduction / Syllabus / D2L What is psychology? History and main figures / Modern perspectives
2	9/5/16 9/7/16	<i>Labor Day Holiday</i> Scientific methodology / Ethics in research
3	9/12/16 9/14/16	Neurons and nerves / Central nervous system / Peripheral nervous system / Endocrine glands Structures of the brain
4	9/19/16 9/21/16	Sensation / Seeing / Hearing / Tasting / Smell / Perception Consciousness / Sleep / Dreams / Altered states
5	9/26/16 9/28/16	Learning / Classical conditioning Operant conditioning
6	10/3/16 10/5/16	Information-processing model / Short-term and working memory / Long-term memory / Retrieval / Forgetting Thinking / Problem solving and decision making / Intelligence Differences in intelligence / Language
7	10/10/16 10/12/16	Human development / Prenatal development / Infancy and childhood Infancy and childhood continued 8 R-Points Due
8	10/17/16 10/19/16	Adolescence / Psychosocial development / Adulthood / Death and dying Mid-Term Exam
	10/24/16	<i>Mid-Term Grades due for posting</i>
9	10/24/16 10/26/16	Motivation / Hunger / Emotion Sex characteristics / Gender
10	10/31/16 11/2/16	Sexual behavior / Sexual dysfunctions / Sexual transmitted infections Stress / Conflict / Physiological factors
11	11/7/16 11/9/16	Personality / Social factors / Coping Conformity, compliance, obedience, and group behavior / Attitudes and attribution
12	11/14/16 11/16/16	Prejudice and aggression / Attraction / Prosocial behavior Personality / Behaviorist and social cognitive view

13	11/21/16 11/23/16	Trait theory / Behavioral genetics / Assessment of personality *Core Curriculum Writing Assignment will be submitted to D2L and LiveText. <i>Thanksgiving Holiday</i>
14	11/28/16 11/30/16	Abnormality / DSM-IV-TR / Anxiety disorders / Mood disorders Eating disorders / Dissociative disorders / Schizophrenia / Personality disorders
15	12/5/16 12/7/16	History of the mentally ill / Psychotherapy / Humanistic therapy / Behavior Therapies Group therapies / Effectiveness of psychotherapy / Biomedical therapies / Electroconvulsive therapies 7 R-Points Due
16 Final Exam Week	Friday 12/16/16 10:30am - 12:30pm	Final Exam

Grading Policy:

Final grades for the course are based on the coursework described below. All grades will be posted in *D2L*.

Evaluation and Grading:

<u>COURSEWORK</u>	<u>POINTS</u>
27 Daily Learning Opportunities (10 points each)	270 (64%)
Mid-term Exam	50 (12%)
Written Communication Core Curriculum Assignment	25 (6%)
Research Participation	25 (6%)
Final Exam	50 (12%)
Total	420 (100%)

Grading Scale:

A = 378 - 420
B = 336 - 377
C = 294 - 335
D = 252 - 293
F = 0 - 251

Daily Learning Opportunities: There may be several types of activities that will be included in this in-class participation grade: Class attendance, participation in activities, discussions, group work, and field/homework assignments. A student must be present in class the day of the participation activity to receive credit. These activities will be graded on a completion basis and will each have an equal weight.

Written Communication Core Curriculum Writing Assignment: The written communication assignment is a paper of approximately **250 to 1000** words. It will directly assess each student's level of mastery of the core element: written communication. The paper must be in American Psychological Association (APA) formatting (Times New Roman, 12-point font, double spaced with one-inch margins. Additional writing resources are available through the AARC.

Based on the prompt provided below, students must **(1) clearly state the main directive of the prompt and identify the audience for the paper (2) provide sources to support their position, (3) organize and present the paper around the given prompt, and (4) proofread the paper for proper grammar and syntax.**

Prompt: What have you learned in General Psychology that might help you improve your social relationships or better communicate with friends, family members, or co-workers?

Students will submit this assignment through D2L and must be completed in a Microsoft Word (.doc), Rich Text Format (.rtf), or as a (.pdf). If an assignment is submitted and the instructor cannot open the document, it **will result in a zero.**

Research Participation: Students in 100-level psychology courses are expected to earn 15 research points (R-Points) by participating in psychological studies or completing a comparable alternative assignment. The purpose of this requirement is to allow students the opportunity to participate in and learn about real research to help them better understand theories and principles described in class. Students should sign up for research participation R-Points through the Department of Psychology's SONA Software (<http://sfasu.sona-systems.com>). Participants earn 1 R-point every 30 minutes of participation. Students who have an objection to participating in psychological research or who will not turn 18 before the end of the semester may opt to complete the alternative assignment to fulfill their R-point requirement. Information about the alternative assignment is posted in D2L.

Some important notes about research participation:

1. There are two deadlines for R-points. Eight (8) R-points will be due by the end of the seventh week of class. This portion of the R-point assignment will account for 3% of your final grade. An additional seven (7) R-points will be due by the end of the last week of classes (i.e., "dead week"). This portion of the R-point assignment will account for 3% of your final grade. Altogether, there are 15 R-points that will be worth 6% of your final grade.
2. For each of the two R-point deadlines, students must earn at least half of their R-points from in-person (also called lab) studies. The remaining R-points can be earned by completing online studies. For the first assignment, four of the eight R-points must come

from in-person studies. For the second assignment, three of the seven points must come from in-person studies.

3. It is essential that you sign up only for studies for which you are eligible (if it says 'psychology majors only' but you are a physics major, you are NOT eligible). There are a variety of studies from which to choose. Pick ones that you are interested in and that fit your schedule.
4. It is not acceptable to miss class due to participation in a study.
5. If you sign up for a study, you are expected to attend that study. If you'd like to cancel, please do so online at least 24 hours in advance.

Due Date	Number of R-Points Due	Study Type	Worth
Seventh week of class	4	Online	1.5%
Seventh week of class	4	In-person	1.5%
End of Dead Week	4	Online	1.5%
End of Dead Week	3	In-person	1.5%

Mid-term and Final Exam: The exams will be administered in class according to the class schedule. The Mid-term will cover chapters one through eight. The Final will cover chapters nine through fifteen.

Guidelines for the Course

1. Class Attendance

It is very important that students attend every class period. Students will be responsible for material discussed in class, which may not be included in the textbook. I will not provide notes (or verbally *fill in* students) for any missed classes, so students should obtain the names and contact information of classmates. Students are expected to maintain regular and punctual attendance and participate in class.

2. Late and Make-Up Test/Work Policy

Make-up work for in-class participation/assignments will NOT be given. Late work will have 10% of the points deducted for each day it is late. One week after the due date, late work will not be accepted. If a student misses a test, **make-up tests will be scheduled in the event that documentation is provided to the instructor showing that the student was incapacitated during the time in which the test was offered. Students must provide documentation of a University-recognized excused absence to be eligible to take a make-up test. Make-up tests must be completed within a week.** In order to do this, the student must contact the instructor, provide documentation of a University-recognized absence, and schedule a time to make-up the test. It is the student's responsibility to contact the instructor. If a student fails to do so or fails to meet with the instructor in a timely manner (1 week), he/she forfeits his/her opportunity to complete the work and grade of zero will remain in the grade book.

3. Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. All forms of academic dishonesty will be dealt with seriously and immediately. Please respect SFASU, yourself and me enough not to participate in academic dishonesty.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

4. Withheld Grades - Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

5. Students with Disabilities

These disabilities could consist of physical, psychiatric, and/or learning impairments. To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

6. Diversity of Views

Some topics in this course will be accompanied by discussion and/or debate. You are expected to be respectful of the opinions and views of others. Enlightened discourse is encouraged, but be aware that not everyone views the world through the same lens. Disagreement is inevitable, but successful communication requires that each individual respects the diversity of views.

7. Acceptable Student Behavior

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

To conform to this policy, I ask students to do the following:

- Arrive to class on time
- The use of cell phones is NOT permitted in class unless the instructor allows you to use them for a specific class activity. So, turn off and put away your cell phones. Empirical research has documented that cell phones distract students and disrupts learning and test performance.
- Do not text during class. If you are seen texting, you will be asked to put your phone away. The second time you are seen texting, you will be asked to leave the classroom.
- Do not wear earbuds or headphones.
- The use of laptops, tablets, iPads, and other electronic devices for note taking during class are NOT permitted in class unless the instructor allows you to use them for a specific class activity. Empirical research has demonstrated that these devices do not aid, but rather hinder learning and distract students sitting behind them. Some students also tend to use them for other activities (e.g., social networking, shopping, doing work in other online courses) during class rather than note taking.
- Do not speak when another is speaking. This distraction is self-evident.
- Be respectful to your peers and the instructor.
 - Do not sleep during class or put your head on your desk.
 - Do not read the newspaper during class
- Do not leave class early unless you have cleared it with the instructor.