Psychology 133.007 and 133.008
General Psychology
Stephen F. Austin State University
Department of Psychology
Fall 2017

PSY 133.007: 12:30 – 1:45pm Tu & Th
PSY 133.008: 2:00-3:15pm Tu & Th
Instructor: Dr. Lora Jacobi
Office: 215M MKB (temporarily in 192A of MKB)  
Office Telephone: 468-1407

Office Hours:
Monday: 11:00 - 12:45
Wednesday: 2:30 - 4:00
Thursday: 3:30 – 5:15
Or by appointment

E-Mail Address: jacobil@sfasu.edu (Please do NOT email me through D2L!!!)

Course Description:
Psychology 133: Survey of fundamental principles of behavior, including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives (http://www2.sfasu.edu/sfapsych/UGRAD/COURSES.html).

Required Text: Altman et al. (2017). General Psychology. Montreal: Top Hat. www.TopHat.com (You can buy it directly from the publisher or from the bookstore)

PLEASE NOTE THAT THIS IS AN E-BOOK AND IS REQUIRED. There are embedded assignments and questions in each chapter that will be graded.
The book is required – it is a cost-effective e-book offered by Top Hat. Students can purchase the access information from the bookstore or students can buy it directly from www.topHat.com.

Navigating the Syllabus: Your PSY 133 Course Guide

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*Be advised that all student need to set up a Sona research account to access research participation opportunities. Simple step-by-step instructions for how to set up a Sona account is available on D2L in the course syllabus and information folder.

**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.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>Core Curriculum Writing Assignment</td>
<td>NOT Collected in Fall 2017</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td></td>
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</tbody>
</table>
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 defendable 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:**

1. **Reading the E-book is required:** This eBook is cost-effective e-book offered by Top Hat ($50 for book and $26 for 4 months Top Hat access = $76). You can purchase the access card from the bookstore or you can buy it directly from [www.topHat.com](http://www.topHat.com). The e-text is titled *General Psychology* by Meaghan Altman et al. The chapters are interactive so much more enriching than a paper text. There are interesting videos about the material and built-in questions that you will answer as you read. This style of presentation is highly effective. I will be opening the chapters as we progress through the semester.

   As you are reading the chapter online, there will be a variety of questions embedded within each chapter (e.g., multiple choice, matching) that you need to answer. At the end of each chapter there is an end-of-chapter quiz on the material within the chapter. There will be specific dates set for completing the embedded questions for the chapter as a whole and another date for the end of chapter quiz. For each embedded question, you will earn a half-point for your effort and a half-point for getting it correct. Some questions are simply polling questions (that are merely opinion-oriented); you earn a participation point for answering a polling question (there is no “correctness” portion as there are no right or wrong answers). It is important that you watch the videos and do the activities as you progress through the chapter. As instructor, I will know what you have and have not done (including watching the videos). For class, I will ask each of you to download the Top Hat app. onto your cell phone (the phone app is free). Each class you will be given a couple of minutes to log the day’s number into the system to log your attendance. Also, periodically
throughout class, I will present questions that will ask you to enter a response using the Top Hat app on your phone (you will answer with a code). Your cell phone will be used only for accessing the app and class purposes; other use is prohibited.

When a new chapter opens, it will be in testing-mode where you can answer the questions and your answers are recorded (once you submit your answers, you cannot modify your answers). While the questions are in testing mode, the answers are not immediately available (or it would defeat the purpose of all students’ reading and trying to answer the questions on their own). Be aware that deadlines will be set when the chapter will turn into “review” mode. In review mode you cannot enter answers for points (you can answer for practice but will no longer earn any points). In review mode you can go back over your answers and find out what questions you got correct and incorrect. It is important to review your performance and reread material in sections that you had difficulty answering (although you can always reread parts of the chapter in testing-mode).

The end of chapter quiz will be open the chapter is set in review mode so that you can review your embedded responses before trying the end of chapter quiz. This means that it is imperative that you keep up with the course reading and timing when the chapter is accepting responses (you answer the questions and earn points) versus review mode (if you did not answer the questions, you will get a zero for that chapter). The chapter questions and quiz questions will be graded separately. The quiz will be open for a designated amount of time and once it closes, the quiz will be in “review mode.” While in review mode, see what you got right and wrong; it should also help you study for the exams. Each exam will cover a few chapters. There will be four exams. The exams are NOT cumulative, so each exam will simply cover designated material. The fourth exam will be during finals week, and will simply cover the material from the last unit.

2. **Online Assignments (embedded questions) 50 points:** As stated above, each chapter has built-in questions to answer as you read. The questions will be “open” for a period of time and will close and be in “review” mode for you to see what you did wrong and study for the exam. Deadlines will be posted in Top Hat for the chapter and end of chapter quizzes (separate deadlines for each). If you do not answer the questions before it goes into “review” mode, you will lose all the points for the chapter (you will get a zero). It is imperative that you stay on top of your reading assignments. The average score for each chapter will be measured on a 50-point scale.

3. **Online Assignments (end-of-chapter quizzes) 100 points:** The end of chapter quizzes will be open for a specified period of time (dates available in Top Hat). Students will take an end of chapter quiz for each chapter assigned. The average of the end of chapter quizzes is 100 points, which is equivalent to an exam.

4. **Syllabus quiz (10 points):** To ensure that students have read the syllabus and understand the requirements of this course, all students must complete an online syllabus quiz by the end of week one. The quiz will be posted on D2L (www.d2l.sfasu.edu). The directions will be posted on D2L (Desire2Learn).

5. **Attendance and Participation (10 points):** Attending all classes is vital to your understanding of the elements of the course. Beyond your attendance, you will be expected to come prepared to class, participate in class discussions, respond to questions, and make constructive comments. **Students will be responsible for all material and assignments given during each class period.** Some of the material covered during the lectures supplement your text, while some information can only be obtained in class. As such, **you should be present at each lecture.** Test questions will represent material from lectures, handouts, videos, and required readings from the text. **If you do not attend class, then you will likely perform poorly on the exams. Attendance will be taken daily using the Top Hat phone application.** Students need to download the Top Hat app on their phones. As a courtesy, sign-in sheets will be distributed during the first week of class while students are purchasing the e-book and getting familiar with the Top Hat website. **(keep in mind that signing another student’s name on the attendance sheet is
considered a violation of academic integrity and the offender will face the judiciary board and risk possible expulsion from school. I have consistently found that those students who miss a lot of classes typically earn D’s and F’s; students who do attend class, read the materials, and are attentive and alert average a B or higher. Scores will vary around those averages; however, **YOU WILL NOT DO WELL IN THIS CLASS IF YOU DO NOT ATTEND!!!** Be advised that lack of attendance in your classes may jeopardize your financial aid (this is based on new federal regulations).

Attending all classes is vital to your understanding of the elements of the course. You will be expected to come prepared to class, participate in class discussions, respond to questions, and make constructive comments. **Being absent is no excuse for missing deadlines.**

Class attendance will be taken daily and all students are expected to arrive to class on time. If you come in late, it is your responsibility to inform the professor of your presence at the end of class. When doing attendance electronically, once the attendance number is no longer available on the screen, you will need to make sure that I know that you were present and that you came in late. Coming to class late 3 times will count as 1 absence. Students are expected to attend ALL CLASSES. You are expected to have zero absences; however, you will have a two excused absences (this is for whatever life event may happen – including planned school activities). Your presence in class is essential for the understanding of the material and participation in class discussions. **I realize that students get sick from time to time and cannot attend class; that is why you have 2 excused absences (which is a week of class)!. So save your absences and only use it if you must.** We will be covering a lot of material each day and you will be behind if you miss class. Students are responsible for all missed materials – you are to obtain the material from a fellow classmate. I would strongly suggest exchanging numbers or email addresses with several students, so that if you miss class then they can provide you with the information you missed. Use the space below to write the email or number of at least two people in class. **Classmates (contact information):**

1. _____________________________________________
2. _____________________________________________

**5A. Participation:** Throughout the semester, we will engage in various classroom activities and exercises designed to increase your understanding of the material. **In-class assignments will be unannounced and occur at various points throughout the semester.** Remember, it is your responsibility to obtain notes and information from other students. Also, you are responsible for checking D2L for any new postings and Top Hat for access to the course material.

6. **Exams (100 points each @ 4 = 400 points):** There are **four exams** covering the reading and lecture content, and each exam will be worth 100 points. You are expected to be prepared for these exams (do your readings in advance, attend all classes, utilize any/all resources provided by the instructor, and STUDY). **You CANNOT “cram” for the exam and expect to do well.** Spaced learning is far more effective than massed learning – space studying out in the days prior to the exam. Do not fall behind on readings and expect to catch up right before the exam. **At a minimum, in order to be prepared for each exam, you will need to do the following:** (a) attend all classes; (b) access the PPTs and chapters on Top Hat; (c) and each day bring a pen and paper for note-taking; (d) pay attention in class and try to think about the material we covered at a deeper level of processing (e.g., relate it to information you already know, use imagery and other mnemonic devices to help you remember); (e) read the assigned chapters on Top Hat either shortly before or after each class; (f) when reading the chapter and taking the online quizzes, be sure to complete the tasks before it closes (or you will lose the points); (g) study in increments along the way; and (h) attend SI!

During the week prior to the exam, increase the amount of time dedicated to studying the material covered on the upcoming exam. **In general, you are more likely to be able to remember and apply what you have learned if dedicate more time to reviewing the material, thinking about what you are learning, reflecting on what was discussed in class, and relating what you are learning to your existing knowledge.** You will need to find the method of studying that works best for you. Exam grades for the four exams will be posted
on D2L once they are graded; although you cannot keep your completed exam, you can contact Sean, my GA (graduate assistant) via email (paynesk@jacks.sfasu.edu) and set up a time to meet with him in his office. This will give you an opportunity to look at your exam and review your answers to determine what items you got incorrect. Although the exams are not cumulative, reviewing your performance on previous exams can help you better identify and decipher what information is important and how to better perform on future exams. Throughout the semester, I emphasize the material from which you will be tested and will give hints about what you need to know for the exam. However, **YOU are responsible for your own success.** Keep in mind that performing well on an exam is far more important than any extra credit you may earn.

**6A. Policy on Make-up Exams:** Make-up exams will only be given in extremely **RARE CIRCUMSTANCES** and arrangements will have to be made in advance of class. Appropriate documentation must be presented in order to take a make-up exam, such as a written excuse from the Dean. Simply not showing up because of oversleeping or “not feeling well” is no excuse for not coming to class and taking the exam. If you are so ill that it prevents you from coming to class on the day of the exam, then you will need to go to a doctor that day and have proof of your incapacity.

**7. Research Participation (30 points):** Students in 100-level psychology courses are expected to earn 12 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.

**Important Information about Research Participation:**

**A.** Students must earn to total of 12 R-points. You are strongly encouraged to finish half of your R-points (6) during the first half of the semester; all points (12 R-Points) are due by the last week of classes (i.e., “dead week”). **Altogether, there are 12 R-points that will be worth 30 points of your final grade.**

**B. Students must earn a minimum of half their R-points from in-person (also called lab) studies (6 R-points minimum in lab).** The remaining R-points can be earned by completing online research (6 points). You are expected to each a total of 12 R-Points, which will be 30 points of your grade

**C.** It is essential that **you sign up only for studies for which you are eligible** (if it says ‘males only’ but you are female, 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.

**D. It is not acceptable to miss class due to participation in a study.**

**E. If you sign up for a study, you are expected to show up!** If you’d like to cancel, please do so online at least 24 hours in advance. **If fail to show up for a time you selected, you will lose an R point and will need to replace the one lost with additional points.**

Realize that when you sign up to participate in a lab study that you have taken a time slot and someone is waiting for you. That means you have wasted the researchers time and taken a spot from another student who could have participated. As stated, no-show points are subtracted from the total earned points; thus, if you earned 12 points and did not show for a 2-credit study (2 R-Points), then you will only have 10 total R-Points and need to make up the points. Basically, if you sign up, please show up!
Dr. Jacobi

Note: When earning the 12 research credits, you may do half can be online, but at least half MUST be done in the lab.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Number of R-Points Due</th>
<th>Worth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum in lab participation points</td>
<td>6</td>
<td>(15 points)</td>
</tr>
<tr>
<td>Remaining online participation points</td>
<td>6</td>
<td>(15 points)</td>
</tr>
<tr>
<td>your total R-Points = 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required R-Points Total</td>
<td>12 points</td>
<td>15+15 =</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30 points</td>
</tr>
<tr>
<td>BONUS POINTS (NOT required)</td>
<td>Up to 10 more R-points</td>
<td>Up to 10</td>
</tr>
<tr>
<td></td>
<td>(You will be awarded one point for each R-Point exceeding the 12-required, for a total of 10 possible bonus points)</td>
<td>points</td>
</tr>
</tbody>
</table>

8. Extra-credit/Bonus Points: In addition to the required 12 R-points (previously mentioned), students may elect to participate in up to 10 additional R points. By completing 10 additional research credits, 10 points will be added to your lowest exam score. Again, the first 12 are required. More information is given in D2L on how to sign-up and participate in research using Sona-Systems. Please read the document in D2L which is in the same folder as the syllabus. For each R-point earned above the required 12 (assuming you had zero no-shows), one point will be awarded per R-Point and this will be applied to your lowest exam score with a maximum of 10 points. (See chart above).

9. Attending SI (Student-Lead Instructors): We have an SI, Brian! SI will meet twice weekly beginning on the 2nd week of classes. I will make announcements in class and most the meeting times ASAP. I hand-picked Brian to be the SI for my General Psychology courses because of his exemplary performance in my class and am delighted that he is willing to help those who attend SI.

SI Information (From the AARC Online): “SI Groups are study groups for a professor-specific class led by a student who has already had that class. SI stands for supplemental instruction, as in SI supplements going to class but does not replace it. We are #2! The professor is #1!

SI Policies: Students may attend SI Groups for courses that serve a professor other than their own. Students who attend an SI Group regularly have priority at test review sessions so that the group is not derailed by the questions of those attending infrequently. No sign up for SI Groups!” [https://library.sfasu.edu/aarc](https://library.sfasu.edu/aarc)

Computing Course Grades:

**Grading:**

| Grade         | Points Range | Points
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>540 – 600</td>
<td>100</td>
</tr>
<tr>
<td>B</td>
<td>480 – 539</td>
<td>100</td>
</tr>
<tr>
<td>C</td>
<td>420 – 479</td>
<td>100</td>
</tr>
<tr>
<td>D</td>
<td>360 – 419</td>
<td>100</td>
</tr>
<tr>
<td>F</td>
<td>less than 360</td>
<td></td>
</tr>
</tbody>
</table>

**Course Components:**

| Component                  | Points
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Exam One</td>
<td>100</td>
</tr>
<tr>
<td>Exam Two</td>
<td>100</td>
</tr>
<tr>
<td>Exam Three</td>
<td>100</td>
</tr>
<tr>
<td>Exam Four</td>
<td>100</td>
</tr>
<tr>
<td>Online Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>E-book embedded questions</td>
<td>50</td>
</tr>
<tr>
<td>Research Points</td>
<td>30</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10</td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Total Points</td>
<td>600</td>
</tr>
</tbody>
</table>
Grading cutoffs are FIRM. I will not raise your grade if you are “close,” so please do not ask should this circumstance arise. I will not respond to pleads for me to bump you up a grade for whatever reason or “is there anything I can do” – you will simply receive the grade that you earned, so please do not even ask. I strongly encourage all students to put forth their full effort throughout the course so that you can earn the highest grade possible. Extra credit is not the answer – studying and preparing adequately for exams are!!!

Course Information related to University Policies:

Policy on Cheating and Plagiarism:

If I believe that you have copied from another student or other source, you will receive a grade of ‘0’ on that assignment or exam and the dean will be notified of the offense. Please see our catalogue for additional information. CHEATING IN ANY FORM WILL NOT BE TOLERATED!!!

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.

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

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 computing the grade point average.

Students with Disabilities

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/.
## Acceptable Student Conduct
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 D-34.1). 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 and/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. **As instructor, I reserve the right to drop students for inappropriate behavior.**

### Carefully Read the Following Enforced Classroom Policies*

*If you are unwilling to comply with course policies, please drop this course ASAP!*

<table>
<thead>
<tr>
<th>Cell phones, i-phones, and similar devices are to be used only when entering information into Top Hat. The only acceptable use of the phone is for you to enter your attendance information and answering questions prompts in the lecture (I will post questions for you to answer during class). These are the only appropriate uses of your cell phone. Outside of the above tasks, texting during class is NOT acceptable or appropriate behavior. It is both distracting and disrespectful. If I see you texting during class, I will ask you to refrain from using your phone and will ask that you store your phone (in your backpack or purse). This will be distracting to me and other students. For those who are repeat offenders, I reserve the right to retain your phone for the duration of the class period; additionally, I reserve the right to ask you to leave class immediately for any inappropriate behavior.</th>
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<tbody>
<tr>
<td>Laptop computers: Students are requested not to bring laptops to class. Scientific research demonstrates that the use of a laptop during class negatively affects the performance of the user and students who are next to or behind the laptop user. Additionally, the use of a laptop presents the urge to engage in non-course related activities (e.g., using social networking</td>
</tr>
</tbody>
</table>
When taking exams, you are required to remain in the classroom unless you have submitted your exam as complete.

* I do recognize that sometimes there are exception circumstances that warrant consideration. If there are some extenuating circumstances that affect your ability to pay attention or if temporary modifications need to be made, please notify me before class begins.

**Learning how to Learn!!!**

Many students get to college and find that their method of learning in high school or in Community College differ from a University setting. One important aspect of successfully navigating through college is to quite literally learn how most effectively to learn. Methods used to learn in other settings often fall short and I want to impress upon all students the necessity of considering the important steps required to succeed in this course and other courses.

**Here are some vital steps that will help you to succeed in this class:**

1. **Come to class prepared.** The PowerPoint slides will be presented during class (and set to review when done). Bring a notebook and pen to take notes and write down information. Listen and learn during lecture. Be mentally engaged in the material; make sure that you are following along and taking notes and highlighting material that is important.
   - Bring something to write with (either a pen or pencil)
   - Bring some extra paper for in-class activities and extra notes

2. **Come to class and pay attention.** Listen and process the information as you are learning it. You must actively process material in order to learn it.

3. **Read your text along the way.** Read the material that corresponds to the material that we went over THAT DAY. This will enhance your ability to learn the material and you will be learning material in reasonable chunks – so that you are actively learning along the way. You will need to read along the way to earn online points for the embedded questions.

4. **When reading your text, do not listen to music with lyrics or watch TV.** Go to a quiet place where you are not distracted. One method that I have found to be highly effective is for you to put in earplugs (like the ones used to help people sleep because it decreases the ambient noise). **Earplugs will reduce the surrounding sounds (it is greatly muffled) and also put your mind in a quiet space so that you can hear your inner voice as you read and think about the chapter.** Trust me – it works for a lot of students! (The only exception is when watching the online videos – you need to hear the video)

5. **Study along the way.** Do not wait until the night before the test to study. Read your notes and text along the way. Study in increments in the days and weeks prior to the exam. This is far more effective than cramming.

6. **Incorporate the use of different mnemonic devices when learning the material.** Throughout the course, I will try to provide ways to better connect the material using mnemonic devices. However, I strongly urge
you to look at the above website to see different methods of increasing learning and recall.

*mnemonic: mne·mon·ic (nəˈmänik)

a. noun

a device such as a pattern of letters, ideas, or associations that assists in remembering something.

b. adjective

aiding or designed to aid the memory.

Click the hyperlink below to access 9 Types of Mnemonics for Better Memory

By Dennis Congos, University of Central Florida


7. Complete all handouts (both in class and posted online) that are designed to help you learn the material. Additionally, I periodically will attach videos to supplement difficult concepts.

8. You need to be cognizant of the deadlines posted on Top Hat for when the chapters are in testing mode and when it is set to review. Answer the embedded chapter questions and take the Online Quizzes on time! Once it is in “review” mode, you can no longer earn points for answering the questions. You can practice answering questions when in review mode (and get the answer immediately), but you will not earn any points.

9. When having problems in Top Hat, there is help available through Top Hat help center 24 hours a day.

10. STUDY, STUDY, STUDY! Learning is a process and it requires your time and effort. I will provide you with the tools to learn the material; however, it is up to you to put in the time to read, process the information you are reading and hearing (in class), and relate it to what you already know. It is essential that you learn to develop good learning and study skills. You cannot cram or “wing it” and expect to do well.

11. Use your brain. Come to class prepared and LISTEN to what I am saying. SEE what I am showing you, ACTIVELY PROCESS what I am saying, WRITE down or highlight the material that I emphasize, READ the book and actively process what you are reading (if you cannot understand what you just read because you are “zoning out” – get up and stretch – then reread the material), and UTILIZE all the resources available to you (i.e., SI groups, handouts, online resources in the book).

12. When in doubt, ask. On D2L I will be posting office hours for myself and my graduate assistant. If you have any problems, you can come to me or the GA. You can always email me for a speedy response at jacobil@sfasu.edu. Remember, do NOT email me within D2L; use the email address listed. Be sure to check D2L for course information. If you are having problems accessing your D2L account, then call the D2L Help Center. All students should be sure that they can access their account. (Note: you will need to accept downloads when you try to open files – it will be on the top of the screen just below the toolbar).
**The Effects of Students’ Motivation & Ability on Students’ Performance**

*Question:* How can you maximize your performance?

*Answer:* Over the years, I have found that the when entering college many students lack the fundamental study skills needed to succeed. Many students find that their study habits used in high school are vastly inadequate and often not sufficient to pass their college courses. Part of each student’s undergraduate education at SFA includes learning new methods and study habits that facilitate learning. Simply put, many students must learn how to learn in order to succeed. Additionally, there are a number of students do not put forth the time and effort needed to succeed in their college courses. To better understand performance, I have included the formula below, which is widely used in Industrial/Organization Psychology (one of the many fields of psychology).

\[
\text{PERFORMANCE} = (\text{MOTIVATION}) \times (\text{ABILITY}) \pm \text{SITUATIONAL CONSTRAINT}
\]

Within the context of this class, performance will be assessed using exams and other activities. Your performance (i.e., grade) will be a function of the product of your motivation and your abilities plus or minus various situational factors. Let me break this down a bit more…

Hopefully, you remember that when we take any number and multiply it by zero (0), the product always equals zero (0). Let’s consider how your level of motivation affects your performance.

*Product means multiply, so if you want the product of M and A, you simply multiply M x A.*

*Question:* What happens to performance when a person is not motivated? (Motivation = 0)

*Answer:* When motivation is zero, performance is zero.

*Question:* What happens when someone lacks the ability to perform a task?

*Answer:* When the level of ability is zero, performance is zero.

Let me elaborate a bit more on these concepts by providing an example. A young woman, Cecilia, wants to be a prima ballerina, which is an elite group of extremely talented ballet dancers. To be a ballerina, there are both height and weight guidelines in addition to a specific optimal physique. Although Cecilia wants to be a prima ballerina, she lacks coordination on most physical tasks and gets dizzy easily because of postural orthostatic hypotension (i.e., her blood pressure changes rapidly depending on her physical position). Essentially, Cecilia completely lacks the ability to be a prima ballerina. Even though Cecilia is highly motivated to learn ballet, her complete lack of ability would ultimately result in a disastrous performance. So when there are high levels of motivation coupled with no ability, performance is very low. Conversely, if someone possesses the skills and abilities to perform the task, but lacks motivation (basically, when motivation is zero, a person simply does not put forth any effort or spend the time necessary to learn), performance is also extremely poor.

*Question:* How do you know if you possess the necessary ability to succeed?

*Answer:* To be accepted for admission to this university, applicants are assessed to determine their academic abilities and college readiness. Upon admission, all students are required to take placement exams to access students’ abilities across various academic areas. There are variations across people regarding their abilities. It is important to realize that you would not be in this class if you did not possess the ability to succeed. There are high levels of variation when you consider the abilities of people at SFA. You may find that some courses are easier for you and some are more difficult. This is all part of individual differences; we are all...
unique in some way. We vary with regard to individual strengths and weaknesses. Some students have more difficulty learning some concepts than others. Additionally, some students are better test takers than others. The key to your success is determining how much effort you need to put forth in order to succeed.

**Question:** If students have the ability to succeed, then why do students fail classes or get low grades.

**Answer:** I often hear student put themselves down and say that they are just not good at [insert topic]. There is a social psychological concept that explains how we can unknowingly sabotage our own performance – it is called a *Self-fulfilling Prophecy* (look this up in your text to understand how this happens). Also, there is also variability between students as to what topics are easier to remember than others. Thus, if you know that some type of information is harder for you to learn and remember, then it is vital that you increase your efforts to perform well. Remember, your performance is a function of Motivation x Abilities +/- situational constraints.

**Question:** What are situational constraints?

**Answer:** Remember performance is a function of motivation multiplied by ability plus or minus situational constraints. Situational constraints can be anything in your life that can affect your performance beyond your level of motivation or abilities. There are numerous environmental factors and changes in our physiological state that can ultimately affect performance. Here are a few common situational constraints that can negatively affect students’ performance: lack of sufficient sleep; high levels of anxiety; skipping breakfast/lunch; high levels of acute stress (e.g., fighting with your boyfriend/girlfriend; having multiple exams or assignments due) or chronic stress (e.g., having a sick parent); staying out late on the night before the exam; using alcohol/drugs; being physically ill; and simple errors (e.g., incorrectly bubbling the scantron for an exam).

**Question:** What can be done to minimize the negative effects of situational constraints.

**Answer:** Although you do have control over all the situational constraints, you do have control over many of them. Here are some ways you can decrease to adverse effect of some of situational constraints: Don’t skip meals (make sure you eat and lunch); be sure to get adequate sleep; reduce stress by studying in advance and reading the text along the way; be sure to dedicate adequate amounts of time to your studies; attend SI sessions to increase your retention of the course material; utilize all resources provided by your book publisher (i.e., companion student website, embedded exams), your professors, and the university (e.g., there are a lot of resources available through the AARC); use an organizer and to enter important dates for each course you take (e.g., exam dates, when assignments are due); if you are involved in an on-campus or off-campus activity, be sure that your participation in any extracurricular activity does not interfere with your education; be prepared when you go to your classes (e.g., print off the notes posted on d2L bring paper and something to write with (pen or pencil); carefully read all syllabi and assignments in all your courses so that there are no surprises; and realize that at some point in the semester you may feel “stressed-out,” depressed, and/or anxious. For some students, these types of feelings can be debilitating and substantially interfere with their functioning; it is essential that you are aware of all the resources provided by the university. The career and counseling center are on the 3rd floor of the Rusk building as is the Office of Students’ Rights and Responsibility. Students are encouraged to utilize the resources that are available to you as a student of the university. Additionally, if you are physically ill, utilize the health center on campus. One way to reduce the spread of illness is to wash your hands thoroughly. If you know that you have a contagious illness, please be careful not to spread it to others. There are many more things that you can do to help reduce impediments to your learning and performance. When in doubt, ask your professor.

The text is REQUIRED. If you cannot afford the print form of the text, then buy the online version or rent the book. It is essential that the edition of the book that you buy contain the updated DSM-5 in the psychological disorders chapter. **Students who read shortly before or after my lecture will perform significantly better than those who don’t.** Please follow the steps to success within the syllabus.

- The course outline that follows is subject to change based on students’ level of comprehension, mastery of material presented, and/or extraneous circumstances.

### Class Schedule for PSY 133.007 and 133.008

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28, 8/30, 9/5</td>
<td>What is Psychology</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>9/7, 9/12</td>
<td>Methods</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>9/14, 9/19, 9/21</td>
<td>Biology/Neuroscience</td>
<td>Chapter 3</td>
</tr>
<tr>
<td><strong>Tuesday, September 26</strong></td>
<td>EXAM ONE</td>
<td>Chapters 1, 2, &amp; 3</td>
</tr>
<tr>
<td>9/28, 10/3, 10/5</td>
<td>Perception</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>10/10, 10/12</td>
<td>Learning</td>
<td>Chapter 7</td>
</tr>
<tr>
<td><strong>Tuesday, October 17</strong></td>
<td>EXAM TWO</td>
<td>Chapters 5 &amp; 7</td>
</tr>
<tr>
<td>10/19, 10/24, 10/26</td>
<td>Memory</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>10/31, 11/2, 11/7</td>
<td>Social Psychology</td>
<td>Chapter 13</td>
</tr>
<tr>
<td><strong>Thursday, November 9</strong></td>
<td>EXAM THREE</td>
<td>Chapters 8, 13, partial 9</td>
</tr>
<tr>
<td>11/14, 11/16, 11/28</td>
<td>Psychological Disorders</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>11/28, 11/30</td>
<td>Treatment of Disorders</td>
<td>Chapter 15 (modified)</td>
</tr>
<tr>
<td>12/5, 12/7</td>
<td>Development</td>
<td>Chapter 4 (modified)</td>
</tr>
<tr>
<td><strong>Finals Schedule</strong></td>
<td>EXAM FOUR</td>
<td>Chapters 14, 15, 4</td>
</tr>
</tbody>
</table>

***Schedule is subject to change
Should you require any additional information or simply in doubt, feel free to contact me at jacobil@sfasu.edu. Please make sure that you include your name as well as what course you are enrolled (I have over 250 students this semester, so please make sure that when you email me, put your name and the course you are referring to in the subject of the email). Do **NOT** email me using D2L. If you do, then it will likely remain unanswered! (D2L is an internal email, but your Jacks email is not)