General Psychology
PSY 133-001
McKibben 269
Tuesday, Thursday 9:30am-10:45am
Fall 2018

**Instructor:**
*Name:* Scott Drury, Ph.D.
*Department:* Psychology
*Office:* McKibben 215D
*Office Phone:* 936-468-1478
*e-mail:* Brightspace login: [https://D2L.sfasu.edu/](https://D2L.sfasu.edu/) & drurygs@sfasu.edu. I reply to course-related email within 24 hours on weekdays.
*Office Hours:* M W F 9:00am-10:00am; T TH 11:00am-1:00pm

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

**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. There is an assignment related to core curriculum data collection on page 4 of this syllabus.

PSY 133 satisfies the core curriculum for three semester hours in the social and behavior sciences. It supports four core curriculum learning objectives.

**Core Curriculum Objectives/Outcomes:**

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

2. **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication.

3. **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

4. **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.

**Required Text:**
COURSE REQUIREMENTS:

Grading:
Grades for the course are based on the coursework described below. All grades will be posted in the Brightspace website.

Grading will be based on cumulative points assigned in the following areas:

<table>
<thead>
<tr>
<th>POINTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>80 (16.0% of grade)</td>
</tr>
<tr>
<td>Exam 2</td>
<td>80 (16.0% of grade)</td>
</tr>
<tr>
<td>Exam 3</td>
<td>80 (16.0% of grade)</td>
</tr>
<tr>
<td>Exam 4</td>
<td>80 (16.0% of grade)</td>
</tr>
<tr>
<td>In-class quizzes/activities</td>
<td>80 (16.0% of grade)</td>
</tr>
<tr>
<td>Four discussion boards</td>
<td>50 (10.0% of grade)</td>
</tr>
<tr>
<td>Common Core writing ass’t</td>
<td>20 (4.0% of grade)</td>
</tr>
<tr>
<td>Research participation</td>
<td>30 (6.0% of grade)</td>
</tr>
</tbody>
</table>

Grading Scale:
A = 450 -- 500 (90%-100%)
B = 400 -- 449 (80%-89%)
C = 350 -- 399 (70%-79%)
D = 300 -- 349 (60%-69%)
F = 0 -- 299 (0%-59%)

Exams: There will be four (4) closed-book multiple-choice/short answer exams that will be completed in class. Each test is comprised of material from the lectures and assigned readings/activities and assignments. The exams will be taken during the days as indicated on the schedule. See page 7 for information on missed tests.

Quizzes: Each class day I will bring a quiz or activity that we will complete in class. These will deal with material presented from the Ciccarelli and White text and class discussion that day. The purpose of these quizzes to buttress attendance and to provide an opportunity for grade enhancement for those that attend and absorb the material. I will grade quizzes immediately so that they are available the following class period. Unless there is an extraordinary reason, missed quizzes cannot be made up. I will drop everyone’s lowest five (5) quizzes.

Discussion Boards: Beginning with a due date of September 13, we will complete four discussion boards. These discussion boards are to be of roughly 250 words on a topic that is pertinent to that chapter and deals with current events. With respect to the first two discussion boards, I am more in favor of hearing students’ opinions on current issues confronting psychology than exchanges between students on those discussion boards. I put your writing at a premium. With a limited class size, I can read more deeply from each of you and foster more meaningful discussion in class derived of the discussion board topic.
Core Curriculum Writing Assignment:  
*General Education Core Curriculum*

The Texas Higher Education Coordinating Board has identified six core learning objectives: 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.

By enrolling in General Psychology, you are also enrolling in a Core Curriculum Course that fulfills the *written communication skills requirement* this semester. At one point during the semester, you will receive an assignment that fulfills both the requirements of this course and the needs of Stephen F. Austin State University’s Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board. When you complete this one assignment, you need to upload the assignment to both your standard course dropbox determined by your Instructor and the “Core Curriculum” dropbox that will be established mid-semester. The Core Curriculum dropbox will be identified by the objective for which work is being collected, *written communication skills*. (Examples: Critical Thinking, Teamwork, Social Responsibility Empirical & Quantitative Skills, Personal Responsibility, Communication Skills-Written, Communication Skills-Written & Visual, and Communication Skills- Oral & Visual.) Please note that this only applies to the approved assignment. All other assignments should be submitted according to regular class operations. If you have any questions, please see your Instructor or the Office of Student Learning and Institutional Assessment. If you have any questions, please see your instructor or contact the Institutional Effectiveness Office at (936) 468-1130.

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 the Brightspace written communication skills dropbox this semester, and the date the assignment(s) should be uploaded to the Brightspace written communication skills dropbox.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in Brightspace</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>An essay of 750 words, “What have you learned in General Psychology that has helped you better understand the thoughts, emotions, and/or behaviors of self and others.”</td>
<td>November 15, 2018</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through <em>written</em>, oral, and visual communication.</td>
<td></td>
<td></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/goal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Research Participation:

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.

Some important notes about research participation:
1. There are two “deadlines” for R-points. Six (6) R-points will be due by the end of the seventh week of class, the week ending October 11. An additional six (6) R-points will be “due” by the end of the last week of classes (i.e., “dead week,” December 6). Altogether, there are 12 R-points that will be worth 6% of your final grade.
2. It is not acceptable to miss class due to participation in a study.
3. 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.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Number of R-Points Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of seventh week (about October 11)</td>
<td>6</td>
</tr>
<tr>
<td>End of “dead week” (about December 6)</td>
<td>6</td>
</tr>
</tbody>
</table>
Guidelines for the Course

1. Late and Make-Up Test/Work Policy
   Late work on the Common Core assignment 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 for which documentation is shown 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), I will offer an alternate version for one of the first three tests. It will be of essay format, in contrast to the multiple choice/short-answer test taken by the class as scheduled. The final cannot be made up.

2. 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.

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](http://www.sfasu.edu/policies/academic_integrity.asp)

4. **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). Students who do not attend class regularly or who perform poorly on coursework may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

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/](http://www.sfasu.edu/disabilityservices/).

**Course Schedule and Reading Assignments**

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

*Note: All dates and assignments are except test dates. They are firm. I like to commit to dates, but sometimes events compel a change.*