General Psychology 133.010
Spring 2018 2017

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Course Description: General Psychology is a survey of fundamental principles of behavior including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives.

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.

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.

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 D2L this semester, and the date the assignment(s) should be uploaded to D2L. 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. Not due this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in LiveText</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Core Curriculum Writing Assignment</td>
<td>Not due this semester!</td>
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<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>
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<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>
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<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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<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>
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**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.

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

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.

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/. Attendance: Class attendance is required. However, I do not, and will not police students’ attendance in any of my classes. That is your responsibility. Once the official class roster has been completed, I will no longer take roll. Students who miss class often find that they miss relevant exam material. I do not post notes, nor do I provide notes to students who miss class (regardless of the reason) as that might provide them an unfair advantage.

Attendance Policy: Students are required to attend class. Failure to do so places students at risk for falling behind, and prevents them from obtaining relevant information discussed in class. I will call roll periodically throughout the semester.
Exam Schedule:

Exam # 1 (Thursday, February 15th)

Chapters: (What Is Psychology?), (Scientific Methods), & (Biological Psychology)

Exam # 2 (Thursday, March 22nd)

Chapters: (Development), (Learning), & (Intelligence)

Exam # 3: (Thursday, April 19th)

Chapters: (Consciousness), (Motivation), & (Social Psychology)

Exam # 4: Opens Monday, May 7th at 10:00 AM & closes Wednesday, May 9th at 10:00 PM

Chapters: (Personality), (Abnormal Psychology: Disorders and Treatment)

Exam dates occasionally change. I will announce these changes in class and post a message on D2L. Regular class attendance is helpful in keeping abreast of any potential changes in the exam schedule.

R Point Requirements:

Students in 100-level psychology courses are expected to earn 10 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. An additional six (6) R-points will be due by the end of the last week of classes (i.e., “dead week”).

2. For each of the two R-point deadlines, students are encouraged to try to obtain half of their R-points from in-person (also called lab) studies. The remaining R-points can be earned by completing online 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.

**Grading Policy:** The final grade is averaged from the four exam grades. A = 89.5-100  B = 79.5-89.4  C = 69.5-79.4  D = 59.5-69.4  F = 59.4 and below

This grade breakdown is final. Please do not request a change in grade.

Make Up Policy: There will be no makeup exams. The only exception to this rule is for students who have a formal (in writing) university excused absence. This means you must present an excuse that is university approved. (e.g. from the dean’s office).

If a student misses an exam due to illness or personal emergency, that student’s final grade will be averaged from three exams only if the student provides documentation to support the reason for the absence. If a student misses more than one exam, the final grade will be an F.