General Psychology
PSY 133 - 004
Fall 2019

Instructor Info:
Name: Michael Walker, Ph.D.
E-Mail: mwalker@sfasu.edu (all emails should begin the subject line with: PSY 133…)
Phone: 936-468-1483
Office: EDU 215H
Office Hours: Mon 10-11; Tue 3-4:30; Wed 4-5; Thur 8:30-10, Other times by appt.
Class meeting time and place: Monday & Wednesday 2:30 - 3:45 pm McKibben 257

Graduate Teaching Assistant: Jasmine Griffin
Office: McKibben 241
Office Hours: TBA

Course Description:
As outlined in the current General Bulletin is as follows: PSY 133 – General Psychology 3
Credits: Survey of fundamental principles of behavior, including physiological, perceptual,
developmental, learning, motivational, cognitive, social, historical and methodological
perspectives. Course fee $3. (PSYC 2301)

Dr. Walker’s expanded course description is as follows: This course is designed to
provide students with an introduction to the field of psychology as it relates to human
and animal behavior regarding the physiological, perceptual, developmental, learning,
motivational, cognitive, social, historical and methodological perspectives. We will cover
a variety of topics from a number of perspectives with a particular emphasis on how the
field of psychology can help improve the individual and social wellbeing. Class
discussions and lectures will include candid and open discussion that may run counter
to your current beliefs about human and animal behavior. Students are encouraged to
think critically about the topics presented and expected to engage in relevant class
discussions. Everyone is expected to be open-minded and respectful of others opinions.

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 Curriculum Objectives:
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.

General Psychology 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.

General Psychology 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.

In order to assess the Written Communication Skills general education core curriculum requirement, another, “shell” course has been created to collect student artifacts to meet this state requirement. You will see this course on your D2L list.

During this 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 the General Psychology dropbox and the Written Communication Skills dropbox.

Please note that this only applies to the specific assignment listed in the matrix below. All other assignments should be submitted according to regular class operations.

If you have any questions, please see your instructor or contact the University Assessment Specialist at (936) 468-1267 or jstringfield@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 the D2L Written Communication Skills dropbox this semester, and the date the assignment(s) should be uploaded to the D2L Written Communication Skills dropbox. Not every assignment will be submitted for core assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in the D2L Written Communication Skills dropbox.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>D2L Date Due</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 though written, oral, and visual communication.</td>
<td>Core Curriculum Writing Assignment</td>
<td>Data is not collected this semester.</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>
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</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
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<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>
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<td></td>
</tr>
</tbody>
</table>
Student Learning Outcomes:

- 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.

Additionally,

- Students should be able to identify how the scientific method is utilized in psychology to learn about the brain and behavior.
- Students should be able to discuss the many different areas of study in psychology and be able to apply findings from psychology to their understanding of everyday life or their own work goals.
- Students should be able to evaluate critically a research study for the potential flaws in interpretation.
- Identify aspects from the field of psychology that will beneficial in improving performance both for them self and others.
- Identify appropriate applications of psychology in enhancing and solving problems associated with human behavior.
- Articulate the influences of biological and social/environmental aspects of behavior.
- Articulate how theories and research can be used to explain social issues and inform public policy involving human behavior.

Text and Materials:


http://noba.to/xvn9gt87
**Course Requirements:**

**Reading:**
You are responsible for all assigned readings in the text and supplemental readings. It is essential that you stay current with the reading assignments given the length of class. Meaningful class participation requires that you read and think about the material before class. Moreover, in order to benefit from extra credit pop quizzes, you must read the material to be covered in the current class period.

**Chapter Quizzes 60 pts (12 chapters @ 5 pts each):**
Students will be responsible for completing an online chapter quiz in D2L for each chapter covered prior to the deadline posted. Prior to attempting the chapter quiz students will need to take the online practice quiz for the corresponding chapter. Students must score at least 80% correct on a practice quiz before you will be eligible to attempt a chapter quiz. You will only have **one attempt for the chapter quizzes.** Students can take practice quizzes as many times as desired and the highest score will be retained for eligibility to take the chapter quizzes. Students are encouraged to take practice quizzes until no new questions are seen prior to attempting the chapter quizzes.

**Video Article Reviews 50pts (2 reviews @ 25pts each):**
Students will review two articles from a list of preapproved articles to review and critic using a video discussion platform. Students will submit a written critic of each article along with a brief 2-3 minute video discussion of the article. Details of the assignment will be discussed in class and students will be provided feedback on the first review to allow improvement on the second assignment. Due dates are listed in the calendar.

**Exams:**

**In Class Exams 300 pts (3 exams @ 100 pts each):** There will be 3 in-class exams, covering material from the text and the lectures. Exam dates are fixed and will not change but will reflect the material that we have covered up to that point. In class exams will be a mixture of multiple choice, true-false, short answer, essay and may include some fill in the blank or diagraming questions when relevant.

**Final exam 30pts:** The final exam will be cumulative and will be exclusively multiple-choice and true-false items. The final will occur during the official scheduled final exam time. It will and cumulative in nature. There will be at least 120 multiple choice items in total with items equally distributed across all chapters covered in the semester (i.e. 10 questions per chapter).

**Research participation or Alternative 60pts:**

As part of this course, you are required to earn 12 research participation points (R-points). 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 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. **Together, these R-Points are worth 60 points toward your total points for the course.** You can earn points in two ways:
R-Points option 1:
Experimental participation. 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 for every 30 minutes of participation. A list of available research experiments is posted at http://sfasu.sona-systems.com/. Experiments will be posted throughout the semester so you should check back frequently. The last day to receive credit for research is the last day of scheduled classes **12/06/2019 by 5:00 p.m.**

Alternative assignment option 2:
Alternatively, you may write multiple-choice questions for an upcoming in class exam. You can write 10 multiple-choice questions from the chapters we cover. Each set of 10 questions is considered one (1) R-Point and is worth 5 points. You can write up to 120 questions for a total of 60 points. In order to get credit you must turn questions in prior to the in class exam that the chapters will be associated. For example if you write questions for chapters 1-3, you will only get credit if they are turned in before the test where those chapters are assessed. The last day to turn in questions is **12/02/2019** because there is no new material on the final exam.

There must be 10 TYPED questions submitted.
Questions must be multiple choice with a minimum of 4 responses.
At least 5 questions must be applied or conceptual (not just fact based).
You must indicate the correct answer (and it must be correct).

You can combine credit from options 1 and 2 (i.e. 3 hours of research participation (6-R-points) and six sets of 10 questions) to complete this requirement.

**EXTRA CREDIT:**

**Pop Quizzes:** Pop quizzes will be given randomly throughout the semester. These quizzes are for extra credit and will only benefit your grade. Pop quiz points will be added to your total points for the class.

**POP QUIZZES ONLY HELP YOU!!!**

In addition to the extra credit from pop quizzes, you can complete additional research or multiple choice questions as described above under research participation. Again, you can do any combination of participation or questions (up to four units) with the same criteria and deadlines. Additional participation or questions will be worth 2.5 points per unit for a maximum of 10 points total points of extra credit. **The research requirement must be satisfied before extra credit can be earned.**

**Grading Policy:**

Grades will be based on the percentage of points earned relative to the total possible required points (500). Final grades will be based on the percentage of the total points earned including extra credit.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Number</th>
<th>Points</th>
<th>Total pts.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Quizzes</td>
<td>12</td>
<td>5</td>
<td>60</td>
<td>12%</td>
</tr>
<tr>
<td>R-Points</td>
<td>12</td>
<td>5</td>
<td>60</td>
<td>12%</td>
</tr>
<tr>
<td>Video Article Review</td>
<td>2</td>
<td>25</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td>In Class Exams</td>
<td>3</td>
<td>100</td>
<td>300</td>
<td>60%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1</td>
<td>30</td>
<td>30</td>
<td>6%</td>
</tr>
</tbody>
</table>
Grade Distribution by total possible points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>447.25</td>
<td>89.45%</td>
</tr>
<tr>
<td>B</td>
<td>397.25</td>
<td>79.45%</td>
</tr>
<tr>
<td>C</td>
<td>347.25</td>
<td>69.45%</td>
</tr>
<tr>
<td>D</td>
<td>297.25</td>
<td>59.45%</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>&lt;59.45%</td>
</tr>
</tbody>
</table>

Please note that letter grades represent rounded values.

Attendance Policy:
Regular and punctual attendance is expected. While no portion of your grade will be directly tied to your attendance, students assume all responsibility for material presented, assignments collected and examinations administered during class times. Class lectures will parallel the text but will not duplicate the text. You will be tested on both the lectures and the text. Pop quizzes will be given at the beginning of class, thus absences and tardiness will limit opportunities for extra credit. If you miss class it is your responsibility to find out what you missed. If you miss an exam or assignment for a legitimate reason (i.e. illnesses with appropriate medical documentation, school sponsored event, death of an immediate family member, unforeseeable emergency) you must contact me as soon as reasonably possibly to make arrangements. Non-emergent issues must be addressed prior to the missed exam or assignment. The exam dates listed are definite to provide you an opportunity to plan accordingly.

Expected Student Behavior
Professionalism: While attending class, I expect you to be professional and courteous in your behavior. Although I realize that occasional tardiness cannot be avoided, late arrivals disrupt the lecture, which is not fair to those students who do arrive on time. If you must arrive late or leave early for some reason, please let me know, and sit by the door so as to minimize the interruption. Other examples of professional behavior include turning off your cell phone (voice and text); using technology for class purposes only; not holding side conversations etc.

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/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.

Academic Integrity
Academic Integrity (policy 4.1) 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. Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing of any information, including citations, on an assignment; and/or; 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 one’s own. Examples of plagiarism include, but are not limited to: submitting an assignment as one’s own work when it is at least partly the work of another person; submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or, incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit. Please read the complete policy at

http://www.sfasu.edu/policies/student_academic_dishonesty.pdf

Withheld Grades Semester Grades Policy (5.5)

At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, 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. Students can submit the initial application request and upload related documentation securely through Online Student Application portal. 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.

Course Credit Hour Justification:

PSY 133 - General Psychology (3 credits) is designed to introduce students to the field of psychology by covering psychological concepts and principles typically including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives. The course typically meets 150 minutes a week in two 75-minute segments or three 50-minute segments for 15 weeks, and also meets for a 2.5-hour final examination period. Students typically have significant weekly reading assignments, writing assignments, voluntary research participation, are expected to take regular tests, and a final examination. Typically, these activities average at a minimum 6 hours of work each week to prepare outside of 150 minutes of scheduled classroom contact hours. A general rule of thumb for planning your time commitments for this course is for every hour a student spends in a scheduled classroom contact hour or the online equivalent, students should spend at least two hours completing associated activities and assessments.
**Course Calendar:**

<table>
<thead>
<tr>
<th>Week</th>
<th>M</th>
<th>W</th>
<th>Chapter</th>
<th>Topic (Tentative Schedule)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/26</td>
<td>8/28</td>
<td>1</td>
<td>Introduction to Psychology as a Science</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/2</td>
<td>9/4</td>
<td>2</td>
<td>Research in Psychology</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/9</td>
<td>9/11</td>
<td>3</td>
<td>Biology as the Basis of Behavior</td>
<td></td>
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<tr>
<td>4</td>
<td>9/16</td>
<td>9/18</td>
<td>4</td>
<td>Sensation and Perception</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/23</td>
<td>9/25</td>
<td>5</td>
<td>Test 1 (9/23) &amp; Consciousness</td>
<td>Test 1 (chpts. 1-4)</td>
</tr>
<tr>
<td>6</td>
<td>9/30</td>
<td>10/2</td>
<td>6</td>
<td>Learning &amp; Memory</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/7</td>
<td>10/9</td>
<td>7</td>
<td>Developmental Psychology</td>
<td>Article Review 1 (10/11)</td>
</tr>
<tr>
<td>8</td>
<td>10/14</td>
<td>10/16</td>
<td>8</td>
<td>Cognition, Language and Intelligence</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10/21</td>
<td>10/23*</td>
<td>9</td>
<td>Test 2 (10/21) &amp; Emotion and Motivation</td>
<td>Test 2 (chpts. 5-8)</td>
</tr>
<tr>
<td>10</td>
<td>10/28</td>
<td>10/30</td>
<td>10</td>
<td>Personality</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11/4</td>
<td>11/6</td>
<td>11</td>
<td>Psychological Disorders &amp; Treatment</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>11/18</td>
<td>11/20</td>
<td>12</td>
<td>Social Psychology</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>11/25</td>
<td>11/27</td>
<td></td>
<td>Thanksgiving Holiday</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12/2</td>
<td>12/4</td>
<td>TEST 3</td>
<td>Test 3 (12/2) &amp; Review and R points due</td>
<td>Test 3 (Chpts. 9-12)</td>
</tr>
<tr>
<td>Finals</td>
<td>TBA</td>
<td></td>
<td>Final Exam</td>
<td>Cumulative Final Exam</td>
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</tr>
</tbody>
</table>

*10/23/19 is the Last Day To Drop Courses & Last Day To Withdraw From The University Without WP or WF*