General Psychology  
PSY 133  
Dual Credit  
LHS  
Fall 2019

Instructor: Veronica Hawkins, M.Ed., MPSY  
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Email: vhawkins@lisd.org  
Office & Hours: Vary By Semester  
Office Phone: 903-663-7139

Classroom & Time: Room 425  
Mondays and Wednesdays, 12:00pm-1:30pm

Text Book:

Overview

Course Description: This course provides an overview of the scientific study of human behavior. Topics include history, methodology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics.

Prerequisites: None

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

Evaluation/Grading Procedures:

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:  
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>
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<td></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>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>
<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>
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<td></td>
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<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic</td>
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</table>
responsibility, and the ability to engage effectively in regional, national, and global communities.

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

1. Identify various research methods and their characteristics used in the scientific study of psychology.
2. Describe the historical influences and early schools of thought that shaped the field of psychology.
3. Describe some of the prominent perspectives and approaches used in the study of psychology.
4. Use terminology unique to the study of psychology.
5. Describe accepted approaches and standards in psychological assessment and evaluation.
6. Identify factors in physiological and psychological processes involved in human behavior.
7. Identify, compare, and contrast influence on the behaviors and experiences of individuals, groups, cultures, global communities.
8. Demonstrate social responsibility through awareness of cultural and behavioral differences across global communities.

Course Expectations and Grading

Classroom Etiquette/Behavior: Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn. I expect students to act civilly at all times. This means respecting yourself, other students, and me. Uncivil behavior will not be tolerated. 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. The instructor has full discretion over what behavior is appropriate/inappropriate in the classroom. Audio or video recording without my permission will not be allowed.

Attendance: Attendance will not be taken regularly during class. However, it is strongly recommended that you attend class. A sign-in sheet will be passed around to be signed. Certain dates of sign-in will be used as extra credit for a total of 30 points (5 points X 6 chosen sign-in sheets). Students are expected to arrive to class on time.

Missing Class: If you miss class for any reason and want the class notes, you MUST get them from a classmate. If you missed class for a school approved event (academic or athletic participation, illness, religious holiday), please bring documentation so that I can give you attendance credit on the sign-in sheet. If you miss an exam, please see “Make-up Policy” for more information.

Reading: Plan to read all of the assigned reading. Although we will cover some of what is in the text during class, there will be parts of each chapter that we do not discuss together.

Class Time: You should plan to take your own notes during class. You will remember the material much better if you write notes in your own words. If you miss a class for any reason, you MUST get the notes from a classmate.
Disputes about Grades: Please contact me if you have any questions about your grade or the conduct of this course.

Extra Credit: You will have an opportunity to earn extra credit, however, extra credit should not replace studying. If you are struggling with the course material, come see me as soon as you are having trouble. Some extra credit assignments will be announced in class and must be completed on time.

Make-Up/Late Work Policy: If there are circumstances beyond your control that prevent you from taking any exams, a make-up opportunity may be offered at the discretion of the instructor. Make-up request MUST be communicated to the instructor within 48 hours of the missed exam and proof of absence. Without an approved excuse, missed exams will be given a grade of zero. If you fail to turn in your Core Curriculum Writing Assignment on time, your grade on that assignment will be reduced 25% for each day that it is late.

Exams: There will be four, unit exams in this class as well as a cumulative final exam. Only your best four exams will count. In other words, the cumulative final exam is optional if you are satisfied with your grade before that exam. The four, unit exams will all be given during regular class time, and they will cover material from the readings and the class discussions. The cumulative final exam will be given during exam week.

Writing Assignments: As part of this course, you are required to earn 100 writing participation points. Each writing assignment is worth 20 points towards the course total. You can earn these points by completing short writing assignments or PowerPoint. A few options will be posted during class for you to choose from. Instructions will be given for each assignment.

Disclaimer: Your instructor reserves the right to make modifications in content and schedules as necessary to promote the best education possible within prevailing conditions affecting this course.

Grading:  
4 best exams X 100 points/exam = 400 points  
5 Writing Assignments X 20 points = 100  
10 class days from sign-in sheet = 100 points  
Total Points Available = 600

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Total Points Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>540-600</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>480-539</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>417-479</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>357-416</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>0-356</td>
</tr>
</tbody>
</table>

Your grade (%) = (points earned)/600

Note: This syllabus is your friend! I have designed this syllabus to answer many of the questions you might have about the course. Therefore, please refer to the syllabus FIRST before contacting me. Because I am confident that you will use this syllabus, I am rewarding you with 6 extra credit points.
(that’s 1% on your final grade). However, there’s a catch. Each time you contact me about a question that is answered in the syllabus, you lose an extra credit point. My advice is to refer to your syllabus before contacting me with any questions. If you have a question that is not answered in the syllabus, please do not hesitate to ask! Also, I am happy to answer any questions during office hours or before/after class.

Important Dates:

Exam 1  September 16, 2019
Exam 2  October 2, 2019
Exam 3  October 23, 2019
Exam 4  November 13, 2019
Cumulative Exam:  December 9, 2019

Course Requirements:

Credit Hour Justification Statement: PSYC 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-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. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26, 2019</td>
<td>Syllabus/Roll</td>
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</tr>
<tr>
<td>August 28, 2019</td>
<td>Ch. 1</td>
<td>Neuroscience and Behavior</td>
</tr>
<tr>
<td>September 4, 2019</td>
<td>Ch. 2</td>
<td>Sensation and Perception</td>
</tr>
<tr>
<td>September 9, 2019</td>
<td>Ch. 3</td>
<td>Review</td>
</tr>
<tr>
<td>September 11, 2019</td>
<td>Review</td>
<td>Writing Assignment #1 Due</td>
</tr>
<tr>
<td><strong>September 16, 2019</strong></td>
<td><strong>Exam 1</strong></td>
<td></td>
</tr>
<tr>
<td>September 18, 2019</td>
<td>Ch. 4</td>
<td>Consciousness and its Variations</td>
</tr>
<tr>
<td>September 23, 2019</td>
<td>Ch. 5</td>
<td>Learning</td>
</tr>
<tr>
<td>September 25, 2019</td>
<td>Ch. 6</td>
<td>Memory</td>
</tr>
<tr>
<td>September 30, 2019</td>
<td>Review</td>
<td>Writing Assignment #2 Due</td>
</tr>
<tr>
<td><strong>October 2, 2019</strong></td>
<td><strong>Exam 2</strong></td>
<td></td>
</tr>
<tr>
<td>October 7, 2019</td>
<td>Ch. 7</td>
<td>Thinking, Language, and Intelligence</td>
</tr>
<tr>
<td>October 9, 2019</td>
<td>Ch. 8</td>
<td>Motivation and Emotion</td>
</tr>
<tr>
<td>October 14, 2019</td>
<td>Ch. 9</td>
<td>Lifespan Development</td>
</tr>
<tr>
<td>October 16, 2019</td>
<td>Ch. 10</td>
<td>Personality</td>
</tr>
<tr>
<td>October 21, 2019</td>
<td></td>
<td>Review</td>
</tr>
</tbody>
</table>
University Policies Concerning this Course

1. Academic Integrity
   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.

   **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/4.1-student-academic-dishonesty.pdf

2. Course Grades Policy – Withheld Grades and Final Grade Appeals
   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. Please read the complete Course Grades Policy at http://www.sfasu.edu/policies/course-grades-5.5.pdf. Please read the complete Final Course Grade Appeals by Students Policy at http://www.sfasu.edu/policies/final-course-grade-appeals-by-students-6.3.pdf
3. **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/).