General Psychology

PSY 133

Robert T McKibben Education 257

Spring Semester 2019

Desire2Learn (D2L login: https://d2l.sfasu.edu/)

Professor Information:

Name: Dr. Nathan Sparkman, Ph.D.

Department: Psychology

Office: ED 215P

Office Phone: 936-468-1502 *- email is better

e-mail: sparkmannl@sfasu.edu

Office Hours: MW 10-11:30 TH 12:30-1:30 and by appt

Required Text:


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.
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.

**COURSE REQUIREMENTS:**

**Grading Policy:**

Final grades for the course are based on the coursework described below. All grades will be posted in the D2L website.

**Evaluation and Grading:**

**COURSEWORK PERCENTAGE**

<table>
<thead>
<tr>
<th>COURSEWORK</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>4 Unit Tests (80%)</td>
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<tr>
<td>Assignments (15%)</td>
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<tr>
<td>Research Participation (5%)</td>
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**Total 100%**

**Grading Scale:**

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 0%-59%

**Unit Tests:** There will be four closed-book unit tests. Each test is comprised of material from the lectures and assigned readings/media/activities and assignments. The tests will be taken during class time (and during the final exam time). Students will be given at least one-week notice of the exact test date. Each exam is of equal weight.

**Core Curriculum Writing Assignment:** The written communication assignment is a paper of approximately 500 to 1000 words. It will directly assess each student’s level
of mastery of the core element: written communication. The paper must be in American Psychological Association (APA) formatting (Times New Roman 12-point font, double spaced with one-inch margins. Additional writing resources are available through the AARC.

Based on the prompt provided below, students must (1) clearly state the main directive of the prompt and identify the audience for the paper (2) provide sources to support their position, (3) organize and present the paper around the given prompt, and (4) proofread the paper for proper grammar and syntax.

**Prompt:** What have you learned in General Psychology that might help you improve your social relationships or better communicate with friends, family members, or co-workers?

**In-class participation/Assignments:** There may be several types of activities that will be included in this in-class participation grade: Class attendance, participation in activities, discussions, group work, one-minute papers, field/homework assignments, and surveys. A student must be present in class the day of the participation activity to receive credit. These activities are weighted on difficulty and length of the assignment.

**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. Information about the alternative assignments is posted in D2L later in the semester.

Some important notes about research participation:

1. There are two deadlines for R-points. SIX R-points will be due by the end of the seventh week of class. An additional SIX R-points will be due by the end of the last week of classes (i.e., “dead week”). Altogether, there are 12 R-points that will be worth 5% of your final grade.
2. For each of the two R-point deadlines, students must earn at least half of their R-points from in-person (also called lab) studies. The remaining R-points can be earned by completing online studies. For the first assignment, four of the seven R-points must come from in-person studies. For the second assignment, three of the seven points must come from in-person 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.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Number of R-Points Due</th>
<th>Study Type</th>
<th>Worth</th>
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<tbody>
<tr>
<td>Seventh week of class</td>
<td>6-points</td>
<td>In-person</td>
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<tr>
<td>Online or in</td>
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<tr>
<td>Online</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>End of Dead Week</td>
<td>6-points</td>
<td>In-person</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Guidelines for the Course**

1. *Late and Make-Up Test/Work Policy*

Late work will be accepted by the next class period with a penalty. After this, no late work will be accepted. If you are late to an exam, you may miss out on important directions that may have an adverse effect on your grade. If a student is so late for a test that another student has completed the test and left the room, the student will not be permitted to start the test at that time. 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 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), he/she forfeits his/her opportunity to complete the work and grade of zero will remain in the grade book.

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

**NOTE: ALL WORK IN THE COURSE HAS THE POTENTIAL TO BE ELECTRONICALLY CHECKED FOR PLAGIARISM.** The check includes all known published works in the public sphere, as well as classmates’ and students’ work at other institutions.

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/.

6. **Financial aid and student class attendance**

In compliance with federal regulations governing financial aid, instructors are required to report students who have never attended or participated in class. Attendance can be defined by physical attendance or participation in an academically related activity such as submission of an assignment, examination, or participation in group or online discussion. Instructors may use key assessment points such as projects, papers, discussions, etc. as benchmarks for participation. Students marked as never attended will be dropped from class if they receive financial aid. Federal laws for Financial Aid have dictated that any student who is not attending class will not receive financial aid. In order to comply, any student marked as never attended will be dropped and financial aid altered. Instructors will have to verify enrollment if a student is incorrectly marked as never attended upon request by the student.
# Course Schedule and Reading Assignments

Schedule of topics covered and exams are listed below. You are expected to have read and be familiar with assigned readings prior to class. Assignments will be made throughout the course and may include inclass activities and homework.

*Note: All dates and assignments are tentative and the professor reserves the right to change them.*

<table>
<thead>
<tr>
<th>Week #</th>
<th>Lecture Topic</th>
<th>Reading Assignment (Myers 10ed)</th>
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<tbody>
<tr>
<td>1</td>
<td>INTRODUCTIONS</td>
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<td></td>
<td>The Biology of Mind</td>
<td>CHAPTER2</td>
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<td>2</td>
<td>Social Psychology</td>
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<td>3</td>
<td>Thinking Critically With Psychological Science</td>
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<td>4</td>
<td><strong>EXAM 1</strong></td>
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<td>5</td>
<td>Consciousness and the Two-Track Mind</td>
<td>CHAPTER3</td>
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<td>6</td>
<td>Learning</td>
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<td>7</td>
<td>Memory</td>
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<tr>
<td>8</td>
<td><strong>EXAM 2</strong></td>
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<tr>
<td>9</td>
<td>Nature, Nurture, and Human Diversity</td>
<td>CHAPTER4</td>
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<td>10</td>
<td>Developing Through the Life Span</td>
<td>CHAPTER5</td>
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<td>11</td>
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<td>12</td>
<td><strong>EXAM 3</strong></td>
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<td></td>
<td>Emotions, Stress &amp; Health</td>
<td>CHAPTER12</td>
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<td></td>
<td>Psychological Disorders</td>
<td>OPEN TOPIC</td>
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<td>14</td>
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<td>OPEN TOPIC</td>
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<td>15</td>
<td>Therapy</td>
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<td>16</td>
<td>EXAM 4</td>
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