General Psychology
PSY 2301-001 Gen Jacks
McKibben 269
Tuesday, Thursday 9:30am-10:45am
Fall 2020

Instructor:
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Department: Psychology
Office: McKibben 215D
Office Phone: 936-468-1478
e-mail: Brightspace/D2L login: https://BRIGHTSPACE/D2L.sfasu.edu/ & drurygs@sfasu.edu. I reply to course-related email quickly on weekdays.
Office Hours: By Zoom or phone appointment, more often Zoom. I pledge to be very flexible. I will work with you to set appointments.

Course Description:
Psychology 2301: Survey of fundamental principles of behavior, including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives.

COVID-19 Mask Policy:
Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions. https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html

Alternating-Subsection Format:
Our course will meet in person in McKibben Hall, room 269. Our meetings will be simulcast through “Livestream,” wherein our class sessions are delivered real-time via Zoom, with real interaction between myself and in-person students and between myself and the students attending via Zoom. Given the mixed nature of student attendance, the course is referred to as a “hybrid.” Students will be assigned to different days for daily attendance.

I will be resolving those details soon. As of the first day of our class meetings, August 25, 2020, the classroom McKibben 269 is not ready yet.

Students will continue the portion of the semester that falls after Thanksgiving break from their homes, online. Students will not return to SFA in-person after we adjourn for Thanksgiving break November 20, 2020.
Core Assessment in the Social and Behavioral Sciences:
General Psychology (PSY 2301) 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 2301 satisfies the core curriculum for three semester hours in the social and behavior sciences. It supports four core curriculum learning objectives.

General Education Core Curriculum Objectives/Outcomes:
1. **Critical Thinking.** Students will be instructed in and will apply critical thinking skills to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.
2. **Communication Skills.** Students will be instructed in and will apply communication skills to include development, interpretation and expression of ideas through written, oral, and visual communication.
3. **Empirical and Quantitative Skills.** Students will be instructed in and will apply, practice, and demonstrate empirical and quantitative skills to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
4. **Social Responsibility.** Students will be instructed in and will apply, practice, and demonstrate social responsibility to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>BRIGHTSPACE/D2L Date Due</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>
<td>Discussion Board on Amy Cuddy's Power-Posing Research</td>
<td>September 10, 2020</td>
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<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Late-semester Writing Assignment/ Discussion Board on Psychological Disorders</td>
<td>November 19, 2020/ December 3, 2020</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>
<td>Discussion Board on Recommendations for Research</td>
<td>September 3, 2020</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>
<td>Discussion Board on the Implicit Association Test.</td>
<td>October 22, 2020</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. **Critical Thinking Skills.**
- Demonstrate critical thinking and quantitative reasoning skills to evaluate research to determine methodological strengths and weaknesses that may affect internal and external validity. **Critical Thinking Skills and Empirical and Quantitative Skills.**
- 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 defensible conclusion. **Critical Thinking Skills.**
- 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 Critical Thinking Skills.
- Utilize a basic knowledge of quantitative analysis to interpret compiled data and analyze graphs and present the conclusions using effective communication skills. **Empirical and Quantitative Skills.**
- Demonstrate communication skills including effective development, interpretation, and expression of ideas through effective written and visual communication. **Communication Skills.**
- Identify, compare, and contrast influences on the behaviors and experiences of individuals, groups, cultures, global communities. **Social Responsibility.**
- Demonstrate social responsibility through awareness of cultural and behavioral differences across global communities. **Social Responsibility.**

**Required Text (free and on BRIGHTSPACE/D2L):**


I have placed an annotated version of the text on Brightspace/D2L. Those annotations refer to the places where I would have shown PowerPoint slides, video clips, and had in-class activities. Those annotations can only be seen when viewing the text through Adobe Acrobat.

The print version of the text is available through NOBA for about $20.
COURSE REQUIREMENTS:

Grading:
Grades for the course are based on the coursework described below. All grades will be posted in Brightspace/D2L.

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

<table>
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<tr>
<th>POINTS</th>
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<tr>
<td>Test 1</td>
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<td>Test 2</td>
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<td>Test 3</td>
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<td>Test 4</td>
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<td>Test 5</td>
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<tr>
<td>Quizzes/activities</td>
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<td>Four discussion boards</td>
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<tr>
<td>Semester-end brief writing ass’t</td>
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<tr>
<td>Research participation</td>
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<td>500 (100% of grade)</td>
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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%)

Tests: There will be five (5) closed-book multiple-choice/short answer tests that will be completed online. Each test is comprised of material from the lectures and assigned readings/activities and assignments. The tests will be taken online during the days as indicated on the schedule.

Quizzes: Each class day I will offer a quiz or activity that we will complete online. These will deal with material presented from the NOBA 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. Missed quizzes cannot be made up. I will drop everyone’s lowest five (5) quizzes.

Discussion Boards: Beginning with a due date of September 8, 2020, we will complete four discussion boards. These discussion boards are to be of roughly 250-300 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.
**Late-semester Writing Assignment:** On November 19, 2020, we will have a writing assignment due that will be in the spirit of the Discussion Boards. It will address things learned this semester. I have not finalized the particulars of that assignment, but I will have it posted about September 15, 2020.

**Research Participation:**
Students in General 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.

All of these research opportunities will be online this semester.
Guidelines for the Course

1. Late and Make-Up Test/Work Policy
Late work on the late-semester brief writing 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 four 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

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/.

Course Schedule and Reading Assignments
Schedule of topics covered and assignments on Brightspace/D2L. You are expected to have read and be familiar with assigned readings prior to class.