General Psychology 2301-011

Fall 2020

Instructor: Ms. Julie Brotzen, M.A.

Classroom & Time: ED 257 TR 12:30-1:45 PM

Contact: jbroten@sfasu.edu

Office & Office Hours: ED: 238 Monday-Thursday 4:30-6:30 PM (Remote)

Department: Psychology

Office Phone: (936) 468-1859


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.

Additionally, masks that have an valve for exhalations are not appropriate as they do nothing to protect others.


Course Description: General Psychology is a survey of fundamental principles of behavior including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives.
PSYC 2301 “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. There is no final examination in this class. There are four equally-weighted exams, ten mini-quizzes, and one discussion assignment. Students typically have significant weekly reading assignments, writing assignments, voluntary research participation, and are expected to take regular tests. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours. Online course sections contain extensive written content that includes the same information students in a face-to-face lecture sections receive, requiring students to engage the online modules for at least three hours per week. For every hour a student spends engaging with the online content, he/she spends at least two hours completing associated activities and assessments.

**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 core learning objectives: 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.

By enrolling in PSYC 2301 – General Psychology you are also enrolling in a Core Curriculum Course that fulfills the CRITICAL THINKING SKILLS, COMMUNICATION SKILLS, EMPIRICAL AND QUANTITATIVE SKILLS, and SOCIAL RESPONSIBILITY requirement.

**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>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>Training Your Dragon</td>
<td>Sunday, October 18th</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>More Than Job Satisfaction Writing Assignment</td>
<td>Sunday, November 15th</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>Critique of the Bobo Doll Experiment</td>
<td>Sunday, September 27th</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>Prejudice, Discrimination, and Stereotyping</td>
<td>Friday, November 20th</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 defendable 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.**

**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 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 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.

Course Calendar/Exam Schedule:

All four exams are to be taken online, at the SFASU Library computer lab, on one of the computers in the lab. Students may not take exams on their personal computers. I periodically check IP addresses, and those students who fail to follow these guidelines will receive a ten (10)
point grade deduction for each infringement. Additionally, all four exams are closed book, no notes. Discussing answers with classmates is also considered cheating. Once it becomes obvious students have been cheating on an exam(s), those students will receive a zero (0) on the exam(s) on which they cheated. There are no make-up exams (the exception is for athletes and other students traveling on exam days to compete or perform, and who have university-excused absences.

**Exam # 1 (Tuesday, September 22th)**  Chapters: (What Is Psychology?), (Scientific Methods), & (Biological Psychology)

**Exam # 2 (Tuesday, October 13th)**  Chapters: (Development), (Learning), & (Intelligence)

**Exam # 3: (Tuesday, November 10th)**  Chapters: (Consciousness), (Motivation), & (Social Psychology)

**Exam # 4: (Monday, December 7th-Wednesday, December 9th)**  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.

There will also be ten (10) mini-quizzes within individual modules throughout the semester.

**Extra Credit Option:** Some students may opt for earn up to ten (10) points which will be added to an exam grade NOT the total grade. To do so, the student may write a literature review over several articles related to a topic discussed in class, and approved by me. **Students must obtain topic approval no later than Friday, October 30th,** and **the paper is due no later than the last day of classes (Friday, November 27th).** The paper must be between five and seven pages in length. Students must use standard twelve-point font, doubled-spaced lines, and normal-width margins. All articles used must be properly referenced. I will provide a dropbox on d2l for these the literature reviews. MLA is fine. Students must submit a Microsoft Word doc. dox

**Grading Policy:** Finals grades will be calculated based on the total number of points the student obtained from the four exams (400), the ten mini-quizzes (100), and the discussion assignment (25). Total possible points will be 525.

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.