PSYC 2301.501 – General Psychology (Fall 2020)

Instructor: Mark Ludorf
Department: Psychology
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Phone: 936.468.1460 (not the most effective method to contact me)
Office: 215G- Education Building
Course website: https://d2l.sfasu.edu/
Office Hours: Online and by Appointment

I am usually very active in the course and will respond to email inquiries in a timely fashion. If you want to schedule a specific time to discuss issues either via chat, email, phone, Skype, etc. please send an email and we will find a mutually agreeable time to discuss your issues/concerns. I am here to help you, so please do not hesitate to contact me.

The following is included per the request of the university. Given we are online and have no face-to-face meetings, it does not apply to this course.

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.


Text: Kalat: Introductory Psychology 8th ed. Wadsworth, 2007 ISBN-10: 0495102881 and ISBN-13: 9780495102885. Using an old edition of the text should keep the costs down for you. At Amazon.com used copies are starting at $5.00. It does not matter if you purchase hardcover or paperback. However, I do NOT recommend purchasing a different version of the text (newer or older). If you do purchase a different edition, there will be differences and the differences may be substantive which could affect your grade.

I have included in the course site pdf files of the first 4 chapters so you will have time to purchase the text.
Course Description:
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, 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. 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.

WELCOME TO GENERAL PSYCHOLOGY! The goal of General Psychology is to provide an introduction to the broad area of Psychology. The text for the course is Kalat: Introductory Psychology 8th ed. The book will be divided into 12 learning modules corresponding to 12 chapters in the text. The areas to be surveyed include the History and Scientific methods of Psychology; biological psychology; sensation and perception; nature, nurture and human development; learning; and memory; cognition and language; consciousness; intelligence, motivated behaviors, and social psychology.

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>Chapter 5 Discussion</td>
<td>2 October 2020</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>Chapter Discussions</td>
<td>variable</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>Thinking about data</td>
<td>4 December 2020</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>
<td>Chapter 13 Discussion</td>
<td>4 December 2020</td>
</tr>
</tbody>
</table>
**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.*
As mentioned above, the text will be divided into 12 sections. You will be responsible for reading the assigned chapters in the text for each section. My Professor Comments, Powerpoints, outlines, and other materials provided will cover MUCH (but not ALL) of the information from the text. However, all assigned material may appear on a quiz.

**There are NO required on campus meetings.**

There will be a multiple-choice quiz over each chapter. You can take a quiz at any time before the completion date for the chapter.

The timing of the course is intended to follow that of an on-campus course. We will officially start our activity on Monday and finish Friday. The deadline for all weekly activity (i.e., quizzes and discussions) is **MIDNIGHT (ACTUALLY 11:59 PM) FRIDAY OF THE WEEK WE START THE CHAPTER** (see the course calendar on D2L for specific dates). Although there will be **NO official REQUIRED activity (by you or me)** on Saturday – Sunday, you (as will I) should use those **off** days to prepare for the upcoming week (see my Welcome Letter for suggested study strategies). The electronic calendar is the official calendar for the course. The one appended is a tentative calendar. There will also be a comprehensive Final Examination.

The following activities will be used to compute your final grade: Chapter Discussions, Chapter Quizzes, (Departmentally Required) Research Participation, and a Final Examination. Final grades will be based upon the TOTAL POINTS earned on these assessment methods. Each method is described in more detail below.

**Discussions  400 points**
We will have **between** 3 – 6 discussions.

**Traditional:** The **Traditional** discussions are intended to be like a discussion in class that may start with a specific question, but then, based on the initial responses, the discussion may evolve into something entirely different from the original question. **Therefore, in the Traditional discussions, it is vitally important (to your grade) that you read all of the posts before making your post(s).** If you post later in the discussion and you respond to the original question, your post will likely not **add** to the discussion and therefore **you will not earn any points.** If in a **Traditional** Discussion I respond directly to your post, please respond in kind as I am usually helping you to earn maximum points by clarifying/augmenting/enhancing your original post. Finally, please participate early and stay engaged in the discussions by posting throughout the week.

**Dropbox:** Instead of a **Traditional** discussion in a chapter there may be a **Dropbox** discussion. Unlike the **Traditional** discussions described above, **Dropbox** discussions are submitted to a dropbox and your responses will be to the original question since you will not be able to see other students’ submissions.
All discussions, whether Traditional or Dropbox, are intended to assess your understanding and synthesis of the chapter materials. Passing grades will be earned based on how well your original ideas demonstrate your understanding and synthesis of the material from the text, the website, other students’ postings (in Traditional discussions), my Professor Comments, and any other sources of information.

That is, Full points will be earned if your contribution fulfils all of the following

- adds something unique to the discussion
- demonstrates your understanding and synthesis of the chapter materials including other students’ posts (for Traditional Discussions).
- includes a well-reasoned rationale based on specific, relevant, and meaningful course materials.

whereas No points would be earned if your contribution DOES NOT

- add something unique to the discussion (e.g., “I agree with Sandy…” ),
- demonstrate an understanding and synthesis of the topic/concept including other students’ posts (for Traditional Discussions)
- include a well-reasoned rationale based on specific, relevant, and meaningful course materials.

OR

- You make a post in a Traditional discussion to the original question when the topic has evolved beyond the original question.
- Your post contains “texting” language. This is a senior-level writing enhanced course, thus college level writing is expected including appropriate spelling, grammar, punctuation, capitalization, etc. D2L has a built in spellchecker in the discussions and email, so please use it so you do not lose points.

Informal writing conventions such as (i.e., texting convention) “decartes had a good point. i think he was interested..” or “B4 making a statement”, “LOL”, “i think u hv mde a gd pt.” are not acceptable and will result in an automatic 0 for the discussion regardless of the content of your post.

You should compose your post in a word processor, check it for spelling, grammar, punctuation, etc., save the file (MS Word), then copy and paste your response from your word processor file into the traditional discussion or submit the file in the appropriate Dropbox. Using a word processor will ensure you have a backup copy on your own computer in case of an emergency.
A few writing tools I highly recommend are the “Read Aloud” tool in MS Word’s “Review” menu, Grammarly (www.grammarly.com), and the SFA online writing lab (OWL - http://www.sfasu.edu/aarc/help-with-writing).

Your total contribution to the discussion will be graded each week as Pass, Pass/Fail, or Fail (2, 1, and 0 points, respectively). Contributions marginally better than a Fail, but not achieving a Pass grade will earn a Pass/Fail grade. Fractional points will be deducted for submissions containing writing errors like those described above.

**Renegade Posts**

In Traditional discussions, posting outside the thread is called a *Renegade* post. *Renegade* posts will be deleted since they cause confusion for other students who are unsure of where to post. Thus, you should save a copy of your post on your own computer (see recommendation above) so you can easily repost if you accidentally create a *Renegade* post. *Renegade* posts occur when you do not use [Reply to Thread]. If you see a *Renegade* post, please do not respond (even using [Reply to Thread]) because your response to the *Renegade* post is deleted when the original *Renegade* post is deleted. You will have an opportunity to practice your postings (when you introduce yourself) to ensure you are posting in the correct place.

**Extra credit**

In the Traditional discussions I encourage you to respond directly to other students’ posts and stay engaged in the discussion throughout the week. That is, you should stay engaged in the discussion by making more than one post and doing so before the final day of the discussion. Posting early and more than once increases your chances of earning a passing grade. Extra credit may be awarded to students who make extraordinary contributions to the discussions beyond the basic posting requirement. Extra credit may also be earned by posting early in the discussion versus near the deadline.

The deadline for posting to the discussion is midnight (actually 11:59 pm) Friday of the week we start the chapter.
Quizzes

300 Total Points

There are two types of quizzes in the course: Practice and REAL. Practice quizzes are intended to prepare you for the REAL quizzes. The Practice quizzes are similar to the Chapter quizzes.

The intent of the Practice Quizzes is for you to have a tool to objectively assess your level of understanding without the pressure of the grade counting. To this end the following have been implemented.

First, you should be able to see the questions, your answers, and correct answers for each Practice quiz you complete. Having access to this information should provide you some insights on the topics/ideas/facts that you are and are not understanding. Armed with that information, I would encourage you to return to the chapter materials and see why your answer was wrong and to possibly explore the topic more comprehensively.

Second, I have limited the number of practice quizzes to 10 for each chapter. Having 10 attempts should provide the necessary insights into your learning.

Third, the Practice quizzes are not intended to be a review of the test bank, but rather to provide a window into your learning. Thus, I have set the minimum score for the first practice quiz at 30%, the second at 40% and the remaining attempts at 50%. If you do not earn the minimum score on each one, you then lose the ability to take any of the remaining Practice quizzes for the chapter.

Scores on the Practice quizzes DO NOT count directly towards your grade. However, you should use your performance on the Practice quizzes to help in assessing your understanding of the information. If you do not do well on the Practice quiz, re-read and review the information and reflect on why you were not able to correctly answer the questions. Although not required, it is recommended that you take the Practice quizzes until you earn a reasonable score consistently and then take the REAL quiz.

Your performance on the Chapter quizzes will be what is used to determine your Chapter quiz performance. ALL CHAPTER QUIZZES ARE CLOSED-NOTES/CLOSED-BOOK format. You will have two chances to take each Chapter REAL quiz.

If I see any indication of academic misconduct occurring, I will contact you for a conference. Two such incidents will result in immediate failure in the course. Please do not jeopardize your academic career for a few points.

The deadline for posting to the discussion is midnight (actually 11:59 pm) Friday of the week we start the chapter.
Research Participation  
60 Points

The department requires students in 100-level psychology courses to earn 12 research points (R-Points) by participating in psychological studies or completing a comparable alternative assignment (please contact the instructor for details regarding this option). 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 are not 18 years old may opt to complete the alternative assignment to fulfill their R-point requirement. Information about the alternative assignment will be posted in D2L upon request.

Some important notes about research participation:

1. There are two deadlines for R-points. Six (6) R-points will be due by the end of the seventh week of class. This portion of the R-point assignment will account for 30 points of your final grade. An additional six (6) R-points will be due by the end of the last week of classes (i.e., “dead week”). This portion of the R-point assignment will account for 30 points of your final grade. Altogether, there are 12 R-points that will be worth 60 points of your final grade.

2. Since the course is online, instead of requiring students to earn at least half of their R-points from in-person (also called lab) studies, you can do online studies only or any mix of online and in-person studies.

3. It is essential that you sign up only for studies for which you are eligible (e.g., 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>
</tr>
</thead>
<tbody>
<tr>
<td>Seventh week of class</td>
<td>6</td>
<td>Online or In-person</td>
<td>3%</td>
</tr>
<tr>
<td>End of Dead Week</td>
<td>6</td>
<td>Online or In-person</td>
<td>3%</td>
</tr>
</tbody>
</table>
Final Exam 240 Points
A comprehensive Final Examination will be part of your assessment. The online examination will need to be completed by Wednesday of Finals week. **Your one (1) chance to take the final will be proctored electronically.**

**Around midterm I will have you complete a Practice Exam just to make sure your equipment is still compatible with the proctoring system. This exam does not count towards your grade in any way.**

The university uses a variety of proctoring software to electronically proctor exams. You must use Chrome on a computer equipped with both working audio and video and a reasonable internet speed. You are able to take the final exam on your own computer (phones cannot be used) at your preferred private (not public) location. In the course site you will need to review the requirements and confirm in D2L that your equipment does in fact meet the guidelines before you can start the course (i.e., access the course contents).

Let me talk a little about the electronically proctored Final Exam. SFA has contracted with these companies to provide proctoring of online exams. **I do not have a choice as the university has determined the provider so please review the requirements in the D2L Proctoring Confirmation quiz so you know EXACTLY what to expect.** There are no alternatives to the proctoring system the university requires. If you have issues with SFA’s choice of proctoring software, please seek out an alternative course.

**Other Required Activities**
Complete the Syllabus Quiz (available in the course site) and earn a score of 95 or higher. The quiz can be taken as many times as necessary to earn the required score of 95. Your score on the Syllabus Quiz **DOES NOT count towards your grade.**

Confirm in the D2L Quiz that your equipment meets the required proctoring guidelines.
Grading Scale

The total number of points you can earn in the course is 1000.

<table>
<thead>
<tr>
<th>Class Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>400</td>
</tr>
<tr>
<td>REAL Quizzes</td>
<td>300</td>
</tr>
<tr>
<td>Research Participation</td>
<td>60</td>
</tr>
<tr>
<td>Final Exam</td>
<td>240</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1000</td>
</tr>
</tbody>
</table>

Following are the grades associated with different levels of performance. Given the limitations of D2L’s grade book, the online grade book will NOT be used for totals. You will be able to “see” your individual assessment grades. I have loaded an Excel spreadsheet that you should download and enter your scores that will keep a running total for you.

A  925-1000 Points
B  825-924 Points
C  725-824 Points
D  625-724 Points
F  < 625 Points

Attendance

Staying on top of the material on a daily basis is a good strategy and generally leads to doing very well in the course. If you log into the course as often as you log into your favorite website (e.g., Facebook, Instagram, Snap) or check your phone, you are likely to do very well in the course. You are expected to actively participate in class. I am not specifying the amount of time, but your grade is heavily dependent upon it and is monitored. Past students who have actively participated have done well; those that did not participate did not do so well.

Regarding deadlines, they are non-negotiable. It is understood that there may be issues that would cause you to miss some aspect of the course, but given the chapter information is available for the entire week, there should be some time during the week, prior to the deadline, that you could complete your work.

Waiting until the deadline to complete your work only increases the chances of a deadline becoming an issue. Moreover, it is better to address an issue by contacting me well before a deadline passes instead of after. Procrastination is the enemy of online students so I would encourage you to avoid it at all costs!!!
EMAIL and communication
I will try to respond to your email and discussions as soon as possible. I will respond to all substantive email (most within 24 hours) during the official class time Monday-Friday. Email received after Friday at midnight will receive a response at the latest by the following Monday. Depending on the volume of discussion, it will be unlikely that I will respond to each individual post in the discussion. If in the Discussion I respond directly to your post, please respond in kind as I am usually helping you to earn maximum points by clarifying/augmenting/enhancing your original post. Again, I will monitor the activity in the discussion board since a large part of your grade is dependent upon it.

Before emailing me a question, please check the FAQ in the Discussion forums in case your question is covered there.

PLEASE email me (in the course site) if you have any questions or are having any problems with the information being covered. If you do not receive an email response from me within 24 hours, please send an email follow up to mludorf.sfasu.edu@gmail.com. Please only use the @gmail.com email address if you do not receive a response in the course email system.

If you are having technical trouble with D2L, please contact student support at SFA Online at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

To learn more about using D2L, visit SFA ONLINE at http://www.sfasu.edu/academics/sfaonline, where you will find written instructions and video tutorials.

Below is the tentative course schedule and description of the different tools. Please look them over (since they are covered on the syllabus quiz) and feel free to ask any questions you may have.
CALENDAR

PLEASE CONSULT THE COURSE CALENDAR FOR THE MOST UP TO DATE INFORMATION. THE ONLINE CALENDAR IS WHAT WE WILL ADHERE TO IF THERE ARE ANY DISCREPANCIES.

Week 0      Getting Started - Welcome to PSY 133
August 24 is the first day of class. Welcome! I look forward to the time we will spend together assisting you in your learning of Psychology. It's a very interesting field and is full of surprises. Please make sure you log in and do a couple of the fun activities I have planned for you. Most importantly, please complete the Syllabus Quiz. You will need to earn an 95 or better on the Syllabus quiz and test and confirm your equipment is capable of using ProctorU for the Final Examination, before you can start the course. We will start chapter 1 after this initial week.

See Course Site for Date details for each week

Week 1      Chapter 1: What is Psychology (August 31)
Chapter 1 is entitled: What is Psychology and is the obligatory introductory chapter. Please see my comments for additional details. You must take the REAL chapter quiz and complete the chapter discussion activity by the scheduled deadline as indicated on the course calendar.

Week 2      Chapter 2: Scientific Methods in Psychology
This week we will explore Chapter 2. Chapter 2 is entitled Scientific Methods in Psychology and is a key chapter to understanding the rest of the course. It is a chapter that students usually do not get too excited about, but it’s just so essential we can’t do without it. Please see my comments for additional details. You must take Quiz 2 by the scheduled deadline as indicated on the course calendar. Also consult the course site to determine if there is a discussion of Methods in Psychology.

Week 3      Chapter 3 Biological Psychology
This week we will explore Chapter 3. Chapter 3 is entitled Biological Psychology and explores how biological factors may influence our behaviors and experiences. This is a difficult and challenging chapter given the volume of biological information contained within it. Please see my comments and your text for additional details. You must take Quiz 3 by the scheduled deadline as indicated on the course calendar. Also consult the course site to determine if there is a discussion of Biological Psychology.

Week 4      Chapter 4: Sensation and Perception
This week we will explore Chapter 4. Chapter 4 and is entitled Sensation and Perception and is another chapter that includes many interesting demonstrations and phenomena. Please see my
comments and your text for additional details. You must take Quiz 4 by the scheduled deadline as indicated on the course calendar. Also consult the course site to determine if there is a discussion of Sensation and Perception.

**Week 5  Chapter 5: Nature, Nurture, and Human Development**
This week we will explore Chapter 5. Chapter 5 is entitled *Nature, Nurture, and Human Development* and explores behavior and experience from birth until death; from womb until tomb; from cradle to grave. A genuinely fascinating chapter. Please see my comments and your text for additional details. You must take Quiz 5 by the scheduled deadline as indicated on the course calendar. Also consult the course site to determine if there is a discussion of *Nature, Nurture, and Human Development*.

**Week 6  Chapter 6: Learning**
This week we will explore Chapter 6. Chapter 6 is entitled *Learning* and is learning like you've never seen it before and probably will never see it again. Please see my comments and your text for additional details. You must take Quiz 6 by the scheduled deadline as indicated on the course calendar. Also consult the course site to determine if there is a discussion of *Learning*.

**Week 7  Chapter 7: Memory**
This week we will explore Chapter 7. Chapter 7 is entitled *Memory* and is yet another fun chapter with a lot of practical information. Please see my comments and your text for additional details. You must take Quiz 7 by the scheduled deadline as indicated on the course calendar. Also consult the course site to determine if there is a discussion of *Memory*.

**Week 8  Chapter 8: Cognition and Language**
This week we will explore Chapter 8. Chapter 8 is entitled *Cognition and Language* and is the third installment of the exciting trilogy comprised of Chapters 6-8. Please see my comments and your text for additional details. You must take Quiz 8 by the scheduled deadline as indicated on the course calendar. Also consult the course site to determine if there is a discussion of *Cognition and Language*.

**Week 9  Chapter 9: Intelligence**
This week we will explore Chapter 9. Chapter 9 is entitled *Intelligence*. It is a thought-provoking chapter with some potentially controversial issues in it. Please see my comments and your text for additional details. You must take Quiz 9 by the scheduled deadline as indicated on the course calendar. Also consult the course site to determine if there is a discussion of *Intelligence*.

**Week 10  Chapter 10: Consciousness**
This week we will explore Chapter 10. Chapter 10 is entitled *Consciousness* and is one of the most interesting chapters in the text. Lots of neat things in this chapter. Please see my comments and your text for additional details. You must take Quiz 10 by the scheduled deadline as indicated on the course calendar. Also consult the course site to determine if there is a discussion of *Consciousness*. 
Week 11  Chapter 11: Motivated Behaviors
This week we will explore Chapter 11. Chapter 11 is entitled *Motivated Behaviors* and we'll explore what drives us to do the things we do. Please see my comments and your text for additional details. You must take Quiz 11 by the scheduled deadline as indicated on the course calendar. Also consult the course site to determine if there is a discussion of *Motivated Behaviors*.

Week 12  Chapter 13: Social Psychology
This week we will explore Chapter 13. Chapter 13 is entitled *Social Psychology* and is the most fun chapter in the course. Lots of everyday examples of psychology that you can actually use. Please see my comments and your text for additional details. You must take Quiz 13 by the scheduled deadline as indicated on the course calendar. Also consult the course site to determine if there is a discussion of *Social Psychology*.

Thanksgiving Week – No Class

Dead Week: Study for Final – Review all of the quizzes from the semester
Final Exam Due by Midnight (11:59 PM) Wednesday of Finals week
### Course Tools

<table>
<thead>
<tr>
<th><strong>Syllabus:</strong></th>
<th>Contains relevant information about the course including course objectives, grading scheme, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content (Learning Modules):</strong></td>
<td>This is really the heart of the course. Contained within this is the information from both the instructor and the text, along with excellent assessment tools for each chapter. Your learning plan should include processing and understanding of this information. Also you should feel uninhibited to review this material during the week.</td>
</tr>
<tr>
<td><strong>Calendar:</strong></td>
<td>Contains information about when we will be studying and discussing the different chapters. <strong>It is important that you keep up with changes in the calendar, since it is the official calendar of the course. The calendar of events in the syllabus is only tentative.</strong></td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td>Email is the best communication device in the course. This will be the only email I will respond to. If you send something to my email @sfasu.edu I will likely reply using the D2L email the first time. Subsequently, a response to email sent to my @sfasu.edu account will be unlikely.</td>
</tr>
<tr>
<td><strong>Discussion:</strong></td>
<td>Discussions are used extensively throughout the course. In a discussion there will be at least one thread (topic) that I will start and you will respond to. Students’ responses to these threads are called posts. To respond to an individual’s (or my) posting and to ensure you stay within the thread use <strong>Reply to Thread</strong> instead of <strong>START A NEW THREAD</strong>. Posting outside the thread is called a Renegade post. Renegade posts will be deleted without warning. You should save a copy of your post on your own computer so you can easily repost if you accidentally create a Renegade post.</td>
</tr>
<tr>
<td></td>
<td>Remember that there are both <em>Traditional</em> discussions (where you should review all of the posts up to the time you post so that you can add to the discussion) and <em>Dropbox</em> discussions where you will just respond to the question posed.</td>
</tr>
</tbody>
</table>
| **Checklists** | Use this page to view the checklists available to you. To view a checklist and check any of its items, click the checklist name. 

Let me give you a little tip here: One that is likely self-evident to everyone. You must log into and participate in the course to do well. One term when I taught a similar course there was a nearly +.87 correlation between activity level and overall grade. Points were NOT awarded for activity in general; rather students who logged into the course and participated did well. Those that did not log in and participate did not do well in the course. |
| **Grades** | Allows you to take keep track of your grades. If you are not able to see a grade, please email me so that I can investigate why you are unable to see it. |
| **Classlist** | This shows you who is online in case you would like to chat with them. |
| **Quizzes** | Shows you the live quizzes and surveys that are available for you to take. You can also see your responses on any given survey/quiz. |
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.

I do not take kindly to ANY FORM of "Academic Misconduct" and will take necessary steps to ensure none occurs. Each incident will be dealt with on an individual basis. As part of the Syllabus Quiz you will need to confirm that you have read and understood the university’s Student Academic Dishonesty policy (http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf). The complete policy is available at for your review.

Student Academic Dishonesty (4.1)
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/4.1-student-academic-dishonesty.pdf

Students with Disabilities (6.1)
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/ and http://www.sfasu.edu/policies/academic-accommodation-for-students-with-disabilities.pdf
Acceptable Student Behavior (in policy 10.4)
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 iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed. http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf

I reserve the right to change or modify this syllabus at any time throughout the semester. This is a tentative schedule and syllabus. The official ones are available when you log into the course.