PSYC 2301 Introduction to Psychology  
Spring. 2020 Stephen F. Austin State University

**Professor:**  
Dr. Catherine Pearte  
Department of Psychology  
Office: virtual (via zoom)  
Email: peartec@sfasu.edu

**Professor’s Office Hours:**  
MTWRF: 9:00am-10:00am  
T, R: 9:30am-11:00am

**Graduate Assistant:**  
Sarah Douglas  
Email: TBA

**Course Textbook:**  

**Course Description:**  
Psychology 133: Survey of fundamental principles of behavior, including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives.

**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 defensible 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.

**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 General Psychology 2302 you are also enrolling in a Core Curriculum Course that fulfills the CRITICAL THINKING, WRITTEN AND ORAL COMMUNICATION, TEAMWORK AND PERSONAL RESPONSIBILITY requirement. Details on the assignment that assesses each of these domains is included in the section entitled Course Requirements. Further information will also be provided later in the course.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Definition</th>
<th>Core Assignment Title</th>
<th>Due date</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>Problem solving in academics: Discuss what barriers you would anticipate as you solve a problem that you are or have addressed during this academic semester</td>
<td>10/30/20</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Building empathy with media: Please give a idea as to how you would use a tool that would aim to facilitate communication by building empathy.</td>
<td>11/20/20</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>Using Teamwork to Diagnose: Critique of DSMV workgroup approach to developing criteria for psychological diagnoses</td>
<td>12/4/20</td>
</tr>
</tbody>
</table>
Personal Responsibility

To include the ability to connect choices, actions and consequences to ethical decision-making.

Finding help: Written report of how people in Nacogdoches could access community support for people with mental illness and the barriers they may face as they do so

12/4/20

General Education Core Curriculum Objectives/Outcomes: You only need to address the Core Objectives that apply to your specific course

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. Teamwork. Students will be instructed in and will apply, practice, and demonstrate teamwork to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

4. Personal Responsibility. Students will be instructed in and will apply, practice, and demonstrate personal responsibility to include the ability to connect choices, actions, and consequences of ethical decision-making.

Course Policies and Expectations

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.

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

Withheld Grades: 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.

Disputes about Course Grades:
In the event of a grade dispute, it is the student’s responsibility to prove that a grade has been calculated incorrectly. Hence, you should keep all copies of your graded assignments. Please refer to university policy: http://www.sfasu.edu/policies/academic_appeals_students.asp

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, 936-468-3004 / 936-468-1004 (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/.

Civility in the Classroom: You are expected to maintain a classroom environment that is conducive to learning. All students are expected to respect other students and their ideas. Disruptive, distracting, or disrespectful behavior (including but not limit to texting, emailing, or making excessive noise) will not be tolerated. 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.

Computer and technology use:
The following points are meant to help you plan for course participation. It is recommended that you ensure that you have consistent access to a computer during the length of this course. You will need to access and utilize materials that are best supported by broadband internet access. If the course activities include a livestream component, then you should be prepared to use your computer’s microphone and camera to participate in livestream sessions.

Recording Lectures: Students are not permitted to share the recorded class lectures. Only those people who are registered in the course are permitted to view recorded lecture material.

Make-up Assignments and Exams:
If you are ill or have an emergency at the time of an exam, you must meet two requirements in order to be eligible to take a make-up exam. 1) You must inform the teacher no later than the start of exam that you will be unable to complete the exam and state the reason for your absence. If you fail to notify the professor either by email, before she the exam begins, you will not be eligible to take a make-up exam. 2) In addition, students must have a formal excuse. A make-up exam will be scheduled as soon as is reasonably possible depending on the circumstances, and a formal excuse will be required at that time. If you do not bring your excuse to the make-up exam, you will not be able to take the exam.
On the other hand, if you know ahead of time that you will be unable to complete the exam on an exam day, please speak with Dr. Pearte and make arrangements to take the exam before the regularly scheduled date listed in the syllabus.

**Personal Problems:** If you are experiencing some type of ongoing problem that is preventing you from attending class and/or turning in your assignments (such as depression, grieving, family members’ health problems, etc.) please talk to Dr. Pearte. She can try to work with you if she knows there are problems beforehand, but if you wait until after you’ve missed assignments she cannot help you regarding the assignments you’ve already missed. If you find yourself struggling in this class, please meet with her as soon as possible so that together you can find ways to help you do your best in this class.

Please know that, although I am steadfastly committed to protecting your privacy, school policy and (in some cases) federal law requires that I disclose information that students have shared about themselves or other students to certain administrators, who are in charge of monitoring the health and safety of students. In short, if you tell me about a personal problem of your own or of another student, I may not be able to keep the information in complete confidence.

**Campus Referrals:** Students who do not attend class regularly, who consistently perform poorly on class projects/exams, or who display emotional or behavioral problems may be referred to the iCare Early Alert Program. This program alerts school officials of student problems and subsequently students are sought out by a school official with recommendations for resources or other assistance in order to help the student succeed.

**Policies Not Discussed Elsewhere:**

1. **Cell phones, i-phones, and similar devices:** Do not look at, listen to, or use cell phones or other electronic devices (included wired and wireless headphones) during class unless I direct you to do so. Turn ringtones and vibration alerts off during class. Put the phones or electronic devices away entirely to the extent that the screen is not visible during class. If you have an emergency or have some other extenuating circumstance that requires that you attend to an electronic device during class, please see me at the start of an individual class, if there is an acute reason, or at the start of the semester, if there is a chronic reason. If your phone or device goes off during an exam, you will risk receiving a 0 on that exam regardless of excuses or circumstances. In order to avoid this consequence, put your device into airplane mode or turn it off entirely.

2. **Laptop computers:** Do not bring laptops to class. Research has demonstrated that the use of a laptop in class is distracting to all students surrounding the individual and negatively affects their performance. Similarly, the use of a laptop presents the urge to engage in non-course related activities (e.g., using social networking sites, etc.).

3. **While I welcome your comments and questions during class, please limit self-disclosure of personal information (your own or anyone else’s) during class discussion as this type of participation in class discussion can be associated with an adverse effect on yourself and others. If you are not sure if you should share a piece of personal information, email me and ask.**

4. **During exams, you are required to remain in the classroom unless you have submitted your completed exam or have received permission from Dr. Pearte or the Teaching Assistant.**
5. As Instructor, I reserve the right to drop students for inappropriate behavior.
6. The course outline that follows is subject to change based on students’ level of comprehension, mastery of material presented, and/or extraneous circumstances.
7. Should you require any additional information, reference books, or simply in doubt, feel free to contact me.

Course Requirements

Lectures and Class Activities: You should monitor the brightspace page for the class for announcements and directions. Pay particular and frequent attention to News postings and Content updates or changes. Regarding the procedure for day-to-day: On each day of the course (i.e., each day of the week that our class was originally scheduled), a class activity will be made available on Brightspace. This activity will typically involve watching and listening to a recording that entails me lecturing as I “sharescreen” and review content, such as powerpoint slides, visual media, documents, etc., Each day’s activities should take you about the same time as the originally scheduled class period. Each day of the course will have a module folder within brightspace. Lecture material is available for one week after it is first posted.

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. Each R point translates into 2 points of course credit, for a total of 24 points. 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 will be posted in brightspace later in the semester. R point and alternative assignments are due on 12/04/20.

Some important notes about research participation:
1. 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.
2. It is not acceptable to miss class due to participation in a study.
3. 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.

Exams:
You will have four exams. The exams will be conducted online and are closed-note. Exams will be made available on brightspace on the dates that are on the course calendar below. Once the exam becomes available, you will have 24 hours to start the exam and 50 minutes to complete the exam once you start. The questions will typically be in multiple choice format, and will cover all material since the previous exam. Anything discussed in class or assigned as reading material is likely to show up on the exam.
Therefore, it is imperative that you view all lectures and complete class activities in their entirety. It is also important to read the assigned chapters in the textbook.

**Core Curriculum:** You will be asked to use each of the four core curriculum skills to complete four short writing assignments, involving the application of curriculum skills to better understand course material. Specific instructions will be provided in the first weeks of the course. All four writing assignments are due 11/20/20. All assignments should be submitted in a brightspace dropbox, which is designed for this purpose.

**Point Values (444 total possible points)**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>R-points</td>
</tr>
<tr>
<td>20</td>
<td>Core assignment</td>
</tr>
<tr>
<td>400</td>
<td>Exams: 4 at 100 points each</td>
</tr>
</tbody>
</table>

**Grade Distribution** - Grades are firm! I will not round up your grade for any reason. Do not even ask.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%</td>
</tr>
<tr>
<td>B</td>
<td>80%</td>
</tr>
<tr>
<td>C</td>
<td>70%</td>
</tr>
<tr>
<td>D</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>Less than 60%</td>
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**Note:** Final grades are firm! This means that I will not round up your grade for any reason. Do not even ask. You can view your grades throughout the semester by logging onto your Desire2Learn account at: https://d2l.sfasu.edu. Please do not send emails via D2L as the professor does not often check D2L. The best way to contact the professor is to send an email to peartec@sfasu.edu.

**Course Justification:**
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.
<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Topic</th>
<th>Assignment/Assigned Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/24; 08/26; 08/28</td>
<td>Introduction to Course and Syllabus Review</td>
<td></td>
</tr>
<tr>
<td>08/31; 9/2; 9/4;</td>
<td>The Science of Psychology</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>9/7; 9/9; 9/11</td>
<td>The Biological Perspective</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>9/14; 9/16; 9/18</td>
<td>Cognition</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>9/21</td>
<td><strong>Exam 1</strong></td>
<td></td>
</tr>
<tr>
<td>9/23; 9/25; 9/28;</td>
<td>Learning</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>9/30; 10/2; 10/5; 10/7</td>
<td>Social</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>10/9; 10/12; 10/14; 10/16</td>
<td>Development</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>10/19</td>
<td><strong>Exam 2</strong></td>
<td></td>
</tr>
<tr>
<td>10/21; 10/23; 10/26</td>
<td>Memory</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>10/28; 10/30; 11/2; 11/4</td>
<td>Stress and Emotion</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>11/6</td>
<td><strong>Exam 3</strong></td>
<td></td>
</tr>
<tr>
<td>11/9*; 11/11; 11/13; 11/16; 11/18</td>
<td>Psychological Disorders</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>11/20; 11/30; 12/2; 12/4**</td>
<td>Psychological Therapies</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>12/7 (Monday)</td>
<td><strong>Exam 4 (10:45am-1:15pm)</strong></td>
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</tbody>
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This syllabus is tentative. You are responsible for knowing any changes that are announced in class via verbal or written communication.

*core assignments due
** R point assignments due