Psychology 133.005, 133.011, and 133.012
General Psychology
Stephen F. Austin State University
Department of Psychology
Spring 2020

Class Time: Section 5: MW 1-2:15
Section 12: TuTh: 12:30-1:45
Section 11: TuTh 1-2:15

Meeting Room: MKB 131
Office: 215M McKibben Education Bldg
Office Hours: M: 2:20 – 4:05; Tues/Thurs 3:20 – 5:05; Wed. 2:20-5:05 & by appointment
Office Telephone: 468-1407
E-Mail: jacobil@sfasu.edu (Please do NOT email me through D2L!!!)

Course Description:
Psychology 133: Survey of fundamental principles of behavior, including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives (http://www2.sfasu.edu/sfapsych/UGRAD/COURSES.html)

Course Credits:
As a 3-credit course at a university, it is expected that students will spend 150 minutes a week in class (50 minutes@3 days = 150 minutes). Additionally, as a 3-credit course, students are expected to spend a minimum of 6 hours per week on course-related activities while you are out of class, such as completing readings, assignments, and studying the material. Each week, use the course schedule provided on the last page to guide your reading and what materials to study.

Required Text:


The text is REQUIRED. The text is titled Introduction to Psychology by Meaghan Altman. The chapters are interactive with relevant videos, embedded questions, and Chapter Quizzes. The embedded questions provide immediate feedback about the correctness of your response. The style of presentation of the text is highly effective and provides students with an enriching experience that increases the learning and retention of course material. The e-book is required – it is a cost-effective interactive text and has two required components that are only $80 in total*: Total cost is for the e-book and 4 months of Top Hat access. Access to Top Hat can be used in other courses that require access to Top Hat (e.g., Theater 242). *The low cost is available for those who purchase the text and access directly from the publisher (www.TopHat.com), which is faster and easier to install directly only your computer from any location. Students also have reported that they had a much easier time simply purchasing the book directly from the publisher. The choice is yours.

The text is an online interactive book that has all of the readings, embedded questions throughout the chapters to check your progress and mastery of the material, relevant videos, PPT slides, a glossary, study guide, and chapter quizzes, among other things. Students will be responsible for completing assignments, which includes completing the chapter quizzes (due dates will be posted). For each chapter/module in the text, you will see a folder for “before class”, which contains the readings. A “during class” folder will contain the PPT slides posted as we proceed through the material. In each module is the “glossary” folder with all the key terms from the chapter. The “after class” or chapter quiz
folder (sometimes referred to as “homework”) solely contains the end of chapter Quiz. This is an out-of-class quiz that you have 75 minutes to complete and assesses your knowledge of the chapter. You have flexibility in terms of when you take the quiz as long as it is before the due date. As a quiz, this is an independent assignment as are all graded assignments. Students who read shortly before (or after) class will perform significantly better than those who do not. Please follow the steps to success within the syllabus. (See prior page for information about the cost of the text and means to obtain it)

Note: The text is only available online (eBook) and is required. I have done my best to minimize the cost to students. You are required to obtain the text, as testing portions of your grade are only accessible from within the online text. “Used” versions are not available.

Navigating the Syllabus: Your PSY 133 Course Guide

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General Education Core Assessment in the Social and Behavioral Sciences: General Psychology (PSY 133) is a core curriculum course in the Social and Behavioral Sciences - courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

PSY 133 satisfies the core curriculum for three semester hours in the social and behavior sciences. It supports four core curriculum learning objectives: Critical Thinking Skills, Communication Skills (verbal and visual), Empirical and Quantitative Skills, and Social Responsibility. If you have any questions, please see your instructor or contact the Institutional Effectiveness Office at (936) 468-1130.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due in D2L</th>
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<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas</td>
<td></td>
<td><strong>No data will be collected in Spring 2020</strong></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>
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<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>
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<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</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>
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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.
- Demonstrate critical thinking and quantitative reasoning skills to evaluate research to determine methodological strengths and weaknesses that may affect internal and external validity.
- Demonstrate critical thinking skills through scientific inquiry, analysis of the strengths and weakness of consistent and inconsistent findings within the scientific literature, and the synthesis of a defendable conclusion.
- Demonstrate critical thinking skills when addressing scientific problems, developing testable hypotheses, operationally defining variables and developing sound research methods, evaluating, results, synthesizing the findings, and drawing valid conclusions from those findings.
- Utilize a basic knowledge of quantitative analysis to interpret compiled data and analyze graphs and present the conclusions using effective communication skills.
- Demonstrate communication skills including effective development, interpretation, and expression of ideas through effective written and visual communication.
- Identify, compare, and contrast influences on the behaviors and experiences of individuals, groups, cultures, global communities.
- Demonstrate social responsibility through awareness of cultural and behavioral differences across global communities.

**COURSE REQUIREMENTS:**

**1. Reading the E-book is required:** The text is cost-effective e-book available through Top Hat (book and 4 months of Top Hat access = $80). Although you can purchase the 2 access cards with access codes from the bookstore, I strongly encourage you to purchase both directly through the Top Hat website: [www.topHat.com](http://www.topHat.com). The e-text is titled *Introduction to Psychology* by Meaghan Altman et al. The chapters are interactive and provides a more enriching experience compared to a paper text. There are interesting videos about the material and built-in questions that you will answer as you read. This style of presentation is highly effective. I will be opening quizzes as we progress through the semester.

As you are read each chapter, there will be a variety of questions embedded within each chapter (e.g., multiple choice, matching) that you should try to answer to test user understanding of the material. After
two unsuccessful attempts, the correct response are provided. Make sure that you utilize the immediate feedback; go back to the material you answered incorrectly. All chapters have an end-of-chapter quiz on the material within the chapter. There will be specific dates set for completing the embedded questions for the chapter as a whole and another date for the end of chapter quiz. Although I will not directly include the scores from the embedded chapter questions directly, I will be monitoring each student’s use of their e-book, including the amount of time spent in the chapter, whether you tried to answer the questions, whether you watched the video segments, etc. It is important that you watch the videos and do the activities as you progress through the chapter. As instructor, I will know what you have and have not completed (including watching the videos). You can download the Top Hat app. onto your cell phone (the phone app is free). All chapters (even those not covered are open and set in “review” mode, so you can read and answer the questions and get immediate feedback your answers.

2. **End-of-chapter Quizzes (50 points):** The end of chapter quizzes will be open for a specified period of time (dates will be available on Top Hat and announced in class). All students must take the end of chapter quiz for each chapter assigned (these quizzes must be completed in one sitting – NO EXCEPTIONS). I have allotted 75 minutes for each quiz, which is ample time to answer approximately 30 questions. The average of the Chapter Quizzes are graded on a 100-point scale. Because sometimes random misfortune happens to each of us, your lowest quiz score will be dropped. If (and only if) you fully complete ALL quizzes, then your two lowest quizzes will be dropped. As a student, it is YOUR responsibility to know when the Chapter Quizzes are open and when they close (due dates are posted in Top Hat once assigned). After a quiz closes, you cannot take the quiz for points and your quiz grade will be a zero. When the quiz closes, it goes into “review” mode where you can try the questions and get immediate feedback about the correct answers. Keep in mind that this is a quiz, which means no cheating (it is not a group assignment) – all academic rules regarding honor and integrity apply. Realize that although there is a significant time frame provided to do the exam – it must be done in one sitting – you need to be prepared to finish the quiz and are without interruption before you open the quiz. As with any online component to any course that is either online courses or that requires online access, it is your responsibility to ensure that when you are taking the online quiz, you have a direct connection to the internet (e.g., InfoLab in library) or a strong signal without interruption. Note that there are hundreds of sections of various courses throughout campus offered online or have online components; the quality of the internet connection is always the students’ responsibility. See online assignments (below) for more information about online quizzes. I have the quiz set so that for each question you receive half credit for your effort and half credit for the correct answer- this will inflate quiz scores, but is used as an incentive to take the quizzes seriously as they will benefit you.

3. **Syllabus quiz (10 points):** To ensure that students have read the syllabus and understand the requirements of this course, all students must complete an online syllabus quiz by the end of week one. This is the only quiz that will be posted on D2L (www.d2l.sfasu.edu). The directions will be posted on D2L (Desire2Learn) as well.

4. **Attendance and Participation (20 points):** Attending all classes is vital to your understanding of the elements of the course. Beyond your attendance, you will be expected to come prepared to class, participate in class discussions, respond to questions, and make constructive, relevant comments. Students are responsible for all material, classroom activities, and assignments given during each class period. Some of the material covered during the lectures supplement your text, while some information can only be obtained in class. As such, you should be present at each lecture. Test questions will represent material from lectures, handouts, videos, and required readings from the text. If you do not attend class, then you will likely perform poorly on the exams. Attendance is taken daily using a role sheet. Keep in mind that signing another student’s name on the attendance sheet is a violation of academic integrity and the offender will face the judiciary board and risk failing the course and possible expulsion from school. I have consistently found that those students who miss class typically earn D’s and F’s; students who do attend class, read the materials, and are attentive and alert generally
average a B or higher. Scores will vary around those averages; however, **YOU WILL NOT DO WELL IN THIS CLASS IF YOU DO NOT ATTEND!!!** Be advised that lack of attendance in your classes may jeopardize your financial aid (this is based on new federal financial aid regulations). Additionally, if you leave early for no reason, you will lose an attendance point.

Attending all classes is vital to your understanding of the elements of the course. You are expected to come prepared to class, participate in class discussions, respond to questions, and make constructive comments. **Being absent is no excuse for missing deadlines.**

Class attendance will be taken daily and all students are expected to arrive to class **on time**. If you come in late, it is your responsibility to inform the professor of your presence **at the end of class**. Coming to class late 3 times will count as 1 absence. Students are expected to attend **ALL CLASSES**. You are expected to have zero absences; however, you will have a two excused absences (this is for whatever life event may happen – including planned school activities). Your presence in class is essential for the understanding of the material and participation in class discussions. **I realize that students get sick from time to time and cannot attend class; that is why you have 2 excused absences (which is equivalent to a week of class)!. So save your absences and only use it if you must.** We will be covering a lot of material each day and you will be behind if you miss class. **Students are responsible for all missed materials – you are to obtain the material from a fellow classmate.** I would strongly suggest exchanging numbers or email addresses with several students, so that if you miss class then they can provide you with the information you missed. Use the space below to write the email or number of at least two people in class. **Classmates (contact information):**

(1) __________________________________________ (2) __________________________________________

Throughout the semester, we will engage in various classroom activities and exercises designed to increase your understanding of the material. **In-class activities will be unannounced and occur at various points throughout the semester.** Remember, it is your responsibility to obtain notes and information from other students. Also, you are responsible for checking your jacks email, D2L for any news postings, and Top Hat for access to the book, all course materials, and any schedule changes.

**5. Exams (100 points each @ 3 + 50 points = 350 points):** There are **four exams** covering the reading and lecture content; exam will be worth 100 points. You are expected to be prepared for these exams (do your readings in advance, attend all classes, utilize any/all resources provided by the instructor, and STUDY). **You CANNOT “cram” for the exam and expect to do well.** Spaced learning is far more effective than massed learning – spac2ye studying out in the days prior to the exam. Do not fall behind on readings and expect to catch up right before the exam. **At a minimum, in order to be prepared for each exam, you will need to do the following:** (a) attend all classes; (b) access the PPTs and chapters on Top Hat; (c) and each day bring a pen and paper for note-taking; (d) pay attention in class and try to think about the material we covered at a deeper level of processing (e.g., relate it to information you already know, use imagery and other mnemonic devices’ to help you remember); (e) read the assigned chapters on Top Hat either shortly before or after each class; (f) when reading the chapter and taking the online quizzes, be sure to complete the tasks before it closes (or you will lose the points); and (g) study in increments along the way.

When studying for exams, during the week prior to the exam, increase the amount of time dedicated to studying the material covered on the upcoming exam. **In general, you are more likely to be able to remember and apply what you have learned if dedicate more time to reviewing the material, thinking about what you are learning, reflecting on what was discussed in class, and relating what you are learning to your existing knowledge.** You will need to find the method of studying that works best for you. Exam grades for the four exams will be posted on D2L once they are graded; although you cannot keep your completed exam, you can contact my GA (graduate assistant, Savanah) via email (my GA will be announced) and set up a time to meet with him in his office. This will give you an opportunity to look at your exam and review your answers to determine what items you got incorrect. Although the exams are not cumulative,
reviewing your performance on previous exams can help you better identify and decipher what information is important and how to improve performance on future exams. I encourage students to bring their notes and study materials to see where they are going wrong (are you not deciphering the relevant information for the less relevant). Throughout the semester, I emphasize the material from which you will be tested and will give hints about what you need to know for the exam. However, **YOU are responsible for your own success.** Keep in mind that **performing well on an exam is far more important than any extra credit you may earn.**

***I recognize that sometimes we do not perform at our best and a low exam score can be de-motivating. In order to encourage continued motivation despite a low grade, of the four exams, the lowest score will count half that of the highest exams.** Thus, your lowest exam score will be out of 50 points and the 3 highest exams are weighted more heavily at 100 points each.

- **5A. Policy on Make-up Exams:** Make-up exams will only be given in extremely RARE CIRCUMSTANCES and arrangements will have to be made in advance of class. You need to contact me (Dr. Jacobi at jacobil@sfasu.edu) ASAP if there is an emergency or problem. Appropriate documentation must be presented in order to take a make-up exam, such as a written excuse from the Dean. Simply not showing up because of oversleeping or “not feeling well” is no excuse for not coming to class and taking the exam. If you are so ill that it prevents you from coming to class on the day of the exam, then you will need to provide a doctor’s note on official letterhead or prescription pad that indicates you were too ill to attend, thus providing proof of your incapacity. If you are facing difficulties that are affecting your academics, I strongly recommend contacting the Office of Community Standards located in 315 Rusk building at 936-468-2703 (http://www.sfasu.edu/judicial/). They can issue information to all of your professors. This is an easy means of informing your professors when unexpected life events occur.

6. **Research Participation (20 points):** Students in 100-level psychology courses are expected to earn 12 research points (R-Points) by participating in psychological studies or completing a comparable alternative assignment. The purpose of this requirement is to allow students the opportunity to participate in and learn about real research to help them better understand theories and principles described in class. Students should sign up for research participation R-Points through the Department of Psychology’s SONA Software (http://sfasu.sona-systems.com). Participants earn 1 R-point every 30 minutes of participation. Students who have an objection to participating in psychological research or who will not turn 18 before the end of the semester may opt out of participating and instead complete an alternative assignment to fulfill their R-point requirement. Information about the alternative assignment is posted in D2L.

**Important Information about Research Participation:**

A. Students must earn a total of 12 R-points. You are strongly encouraged establish a Sona-Research Account so that you can sign up for research when available. Do NOT wait until the end of the semester to finally participate in obtaining R-Points, as much of the research we do of classes (i.e., “dead week”). **Altogether, there are 12 R-points that will be worth 20 points of your final grade.**

B. **Be sure that the points earned are assigned to the correct class. You are in Dr. Jacobi’s class:** 133.005, .011, or .012

C. Although students are urged to earn half of their R-points from in-person (also called lab) studies and online research, participate in whatever is available. **You are expected to each a total of 12 R-Points, which is 20 points in your grade total**

D. It is essential that **you sign up only for studies for which you are eligible** (if it says ‘males only’ but you are female, 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.

E. **It is not acceptable to miss class due to participation in a study.**
F. If you sign up for a study, you are expected to show up! If you’d like to cancel, please do so online at least 24 hours in advance. *If fail to show up for a time you selected, you will lose an R point and will need to replace the one lost with additional points.*

Realize that when you sign up to participate in a lab study that you have taken a time slot and someone is waiting for you. That means you have wasted the researchers time and taken a spot from another student who could have participated. As stated, no-show points are subtracted from the total earned points; thus, if you earned 12 points and did not show for a 2-credit study (2 R-Points), then you will only have 10 total R-Points and need to make up the points. Basically, if you sign up, please show up!

7. Extra-credit/Bonus Points: In addition to the required 12 R-points (previously mentioned), students may elect to participate in up to 10 additional R points. By completing 10 additional research credits, 10 points will be added to your lowest exam score. Again, the first 12 are required. More information is given in D2L on how to sign-up and participate in research using Sona-Systems. Please read the document in D2L which is in the same folder as the syllabus. For each R-point earned above the required 12 (assuming you had zero no-shows), one point will be awarded per R-Point and this will be applied to your lowest exam score with a maximum of 10 points.

8. Attending SI (Student-Lead Instructors): We have an SI, Bryan Gray! Bryan will be SI leader for Psychology 133. Bryan will be SI leader for Dr. Jacobi’s sections of Psychology 133. The group will meet Mondays and Wednesdays from 4:00 – 5:00 p.m. in Lumberjack Landing Room 139C beginning the second week of classes. SI will meet twice weekly beginning on the 2nd week of classes. I will make announcements in class and most the meeting times ASAP. I hand-picked Bryan to be the SI for my General Psychology courses because of his exemplary performance in my class and am delighted that he is willing to be my SI once again (he has been working as my SI for 2 years). The function of an SI leader to help further explain learned concepts, help answer student questions, review material, help students prepare for exams, and other tasks during SI meeting times to help those who attend SI.

SI Information (From the AARC Online): “SI Groups are study groups for a professor-specific class led by a student who has already had that class. SI stands for supplemental instruction, as in SI supplements going to class but does not replace it. We are #2! The professor is #1! SI Policies: Students may attend SI Groups for courses that serve a professor other than their own. Students who attend an SI Group regularly have priority at test review sessions so that the group is not derailed by the questions of those attending infrequently. No sign up for SI Groups!”

8a. Supplemental Resources available through the AARC: In addition to SI groups, the AARC also has other services to ensure that student perform at their best and offers services to help. Such services include the SI program, 1:1 appointments, online resources; and writing assistance.

ONLINE RESOURCES: The AARC has a wide variety of ONLINE RESOURCES available to students. If you have any suggestions to improve these resources, please let me know as these resources are continually updated.

***WRITING ASSISTANCE: The AARC Writing Program Director Kathy Bryson has many resources available to assist with writing assignments including the Online Writing Lab (available through D2L) and a walk-in table available MTWR from 3:00 – 7:00 p.m. in the AARC.

The AARC looks forward to providing a variety of academic assistance resources to students, and if you have any questions or feedback regarding AARC services, please let me know!
9. Computing Final Grades:

<table>
<thead>
<tr>
<th>Grading:</th>
<th>Course Components:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 405-450 points</td>
<td>Top 3 exams 300 points</td>
</tr>
<tr>
<td>B = 360-404 points</td>
<td>Lowest exam 50 points</td>
</tr>
<tr>
<td>C = 315-359 points</td>
<td>Average Online Quizzes 50 points</td>
</tr>
<tr>
<td>D = 270-314 points</td>
<td>Research (R-Points or alternative) 20 points</td>
</tr>
<tr>
<td>F = less than 270</td>
<td>Attendance and Participation 20 points</td>
</tr>
<tr>
<td></td>
<td>Syllabus Quiz 10 points</td>
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<tr>
<td></td>
<td>Total Points 450 points</td>
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</table>

Grading cutoffs are FIRM. I will not raise your grade if you are “close,” so please do not ask should this circumstance arise. I will not respond to pleads for me to bump you up a grade for whatever reason or “is there anything I can do” – you will simply receive the grade that you earned, so please do not even ask. I strongly encourage all students to put forth their full effort throughout the course so that you can earn the highest grade possible. Extra credit is not the answer – studying and preparing adequately for exams are!!!

Course Information related to University Policies:

Policy on Cheating and Plagiarism:
If I believe that you have copied from another student or other source, you will receive a grade of ‘0’ on that assignment or exam and the dean will be notified of the offense. Please see our catalogue for additional information. CHEATING IN ANY FORM WILL NOT BE TOLERATED!!!

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

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 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/
Acceptable Student Conduct

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 and/or 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. **As instructor, I reserve the right to drop students for inappropriate behavior.**

- Note: When taking exams, you are required to remain in the classroom unless you have submitted your exam as complete.

### Important Classroom Policies:

- It is Imperative that You Carefully Read the Following Enforced Classroom Policies*
- **If you are unwilling to comply with course policies, please drop this course ASAP!**

**Cell phones, i-Phones, and similar devices** are to be used only when entering information into Top Hat. The only acceptable use of the phone is for you to enter your attendance information and answering questions prompts in the lecture (occasionally I will post questions for you to answer during class). These are the only appropriate uses of your cell phone. Outside of the above tasks, texting during class is NOT acceptable or appropriate behavior. It is both distracting and disrespectful. If I see you texting during class, I will ask you to refrain from using your phone and will ask that you store your phone (in your backpack or purse). This will be distracting to me and other students. For those who are repeat offenders, I reserve the right to retain your phone for the duration of the class period; additionally, I reserve the right to ask you to leave class immediately for any inappropriate behavior.

Research on cell phone use in college courses revealed that even having the phone sitting on the students’ desks (without even using it) serves as a distractor and is associated with lower levels of performance. Students with their phones out on the desk learned less and did not retain the information as well as those whose phone was stored out of sight during class. Keep in mind that in most workplace settings (future employment), employees are not permitted to use their cell phones while at work. This is not an unreasonable request.
Laptop computers: Students are requested not to bring laptops to class. Scientific research demonstrates that the use of a laptop during class negatively affects the performance of the user and students who are next to or behind the laptop user. Additionally, the use of a laptop presents the urge to engage in non-course related activities (e.g., using social media, looking on Pinterest, watching videos and movies), such behavior is absolutely forbidden. Please note that special permission is required from the instructor to use a laptop in class.

Note taking is the only acceptable usage of a laptop computer in the classroom. If you are given permission to use a laptop in class, and you are using the laptop for tasks unrelated to the class discussion (e.g., social media), then you will be forbidden from bringing a laptop for the remainder of the semester. It is disrespectful of me and your fellow students.

* I do recognize that sometimes there are exception circumstances that warrant consideration. If there are some extenuating circumstances that affect your ability to pay attention or if temporary modifications need to be made, please notify me before class begins. Please communicate with me about any concerns that you may have regarding any of the course policies or other course-related information.

Learning how to Learn!!!

Many students get to college and find that their method of learning in high school or in Community College does not effectively work in a University setting. One important aspect of successfully navigating through college is to quite literally learn how to most effectively learn. Methods used to learn in other settings often fall short and I want to impress upon all students the necessity of considering the important steps required to succeed in this course and in other college courses.

Here are some vital steps that will help you to succeed in this class:

1. **Come to class prepared.** The PowerPoint slides will be presented during class (and set to review when done). Bring a notebook and pen to take notes and write down information that is emphasized (you do not have to write everything from the slide as you will have access to the slides. You need to listen and learn during lecture. Be mentally engaged in the material; make sure that you are following along and taking notes and highlighting material that is important. You cannot just be a passive recipient when learning.
   - Bring something to write with (either a pen or pencil)
   - Bring some extra paper for in-class activities and extra notes

2. **Come to class and pay attention.** Listen and process the information as you are learning it. You must actively process material in order to learn it. I often provide vivid examples to help enhance memory. Connecting new information to existing information is also extremely beneficial to long-term retention and recall.

3. **Read your text along the way.** Read the material in the text that corresponds to the material that we cover in class THAT DAY. You need to actively mentally process new information and relate it to other known concepts (e.g., from class, the text, former class, personal experience) to enhance your ability to learn the material and remember it long-term. Superficial processing of information leads to forgetting. You also need to learn new material in reasonable chunks – so you must actively learn along the way. You will need to read every day along the way in order to keep up with the quick pace of a summer course. Additionally, doing the assigned readings (and watching the videos and other activities within the chapter will affect your online quiz performance and helps you earn online participation points.
4. **When reading your text, do NOT listen to music with lyrics or watch TV.** Go to a quiet place where you are not distracted. One method that I have found to be highly effective is for you to put in earplugs (like the ones used to help people sleep because it decreases the ambient noise). **Earplugs does not eliminate sound but will reduce the surrounding sounds (it is greatly muffled) and also put your mind in a sort of quiet space so that you can hear your inner voice as you read and think about the chapter.** Trust me – it works for a lot of students! (The only exception is when watching the online videos – you need to hear the video)

5. **Study along the way.** Do not wait until the night before the test to study. Read your notes and text along the way. Study in increments in the days and week prior to the exam. This is far more effective than cramming.

6. **Incorporate the use of different mnemonic devices when learning the material.** Throughout the course, I will try to provide ways to better connect the material using mnemonic devices. However, I strongly urge you to look at the above website to see different methods of increasing learning and recall.

<table>
<thead>
<tr>
<th>mnemonic: mne·mon·ic (nəˈmänik)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. noun</td>
</tr>
<tr>
<td>a device such as a pattern of letters, ideas, or associations that assists in remembering something.</td>
</tr>
<tr>
<td>b. adjective</td>
</tr>
<tr>
<td>aiding or designed to aid the memory.</td>
</tr>
</tbody>
</table>

Click the hyperlink below to access **9 Types of Mnemonics for Better Memory**

By Dennis Congos, University of Central Florida


7. **Complete all handouts (both in class and posted online) that are designed to help you learn the material.** Watch the videos in the chapters and do the practice questions. Additionally, I periodically will attach videos to supplement difficult concepts.

8. **You need to be cognizant of the deadlines posted on Top Hat for when the chapters are in testing mode and when it is set to review.** Answer the embedded chapter questions and take the Online Quizzes on time! Once it is in “review” mode, you can no longer earn points for answering the questions. You can practice answering questions when in review mode (and get the answer immediately), but you will not earn any points.

9. **When having problems in Top Hat, there is help available through Top Hat help center 24 hours a day.**

10. **STUDY, STUDY, STUDY!** Learning is a process and it requires your time and effort. I will provide you with the tools to learn the material; however, it is up to you to put in the time to read, process the information you are reading and hearing (in class), and relate it to what you already know. It is essential that you learn to develop good learning and study skills. You cannot cram or “wing it” and expect to do well.

11. **Use your brain.** Come to class prepared and LISTEN to what I am saying, SEE what I am showing you, ACTIVELY PROCESS what I am saying, WRITE down or highlight the material that I emphasize, READ the book and actively process what you are reading (if you cannot understand what you just read because you are “zoning out” – get up and stretch – then reread the material), and UTILIZE all the resources available to you (i.e., SI groups, handouts, online resources in the book).

12. **When in doubt, ask.** On D2L I will be posting office hours for myself and my graduate assistant. If you have any problems, you can come to me or the GA. You can always email me for a speedy response at
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jacobil@sfasu.edu. Remember, do NOT email me within D2L; use the email address listed. Be sure to check D2L for course information. If you are having problems accessing your D2L account, then call the D2L Help Center. All students should be sure that they can access their account. (Note: you will need to accept downloads when you try to open files – it will be on the top of the screen just below the toolbar).

The Effects of Students’ Motivation & Ability on Students’ Performance

**Question:** How can you maximize your performance?

**Answer:** Over the years, I have found that the when entering college many students lack the fundamental study skills needed to succeed. Many students find that their study habits used in high school are vastly inadequate and often not sufficient to pass their college courses. Part of each student’s undergraduate education at SFA includes learning new methods and study habits that facilitate learning. Simply put, many students must learn how to learn in order to succeed. Additionally, there are a number of students do not put forth the time and effort needed to succeed in their college courses. To better understand performance, I have included the formula below, which is widely used in Industrial/Organization Psychology (one of the many fields of psychology).

\[
\text{PERFORMANCE} = (\text{MOTIVATION}) \times (\text{ABILITY}) +/ - \text{SITUATIONAL CONSTRAINTS}
\]

Within the context of this class, performance will be assessed using exams and other activities. Your performance (i.e., grade) will be a function of the product of your motivation and your abilities plus or minus various situational factors. Let me break this down a bit more…

Hopefully, you remember that when we take any number and multiply it by zero (0), the product always equals zero (0). Let’s consider how your level of motivation affects your performance.

*Product means multiply, so if you want the product of M and A, you simply multiply M x A.*

**Question:** What happens when someone lacks the ability to perform a task?

**Answer:** When the level of ability is zero, performance is zero.

Let me elaborate a bit more on these concepts by providing an example. A young woman, Cecilia, wants to be a prima ballerina, which is an elite group of extremely talented ballet dancers. To be a ballerina, there are both height and weight guidelines in addition to a specific optimal physique. Although Cecilia wants to be a prima ballerina, she lacks coordination on most physical tasks and gets dizzy easily because of postural orthostatic hypotension (i.e., her blood pressure changes rapidly depending on her physical position). Essentially, Cecilia completely lacks the ability to be a prima ballerina. Even though Cecilia is highly motivated to learn ballet, her complete lack of ability would ultimately result in a disastrous performance. So when there are high levels of motivation coupled with no ability, performance is very low.

**Question:** What happens to performance when a student is not motivated? (Motivation = 0)

**Answer:** When motivation is zero, performance is zero.

If someone possesses the skills and abilities to perform the task, but lacks motivation (motivation is zero) and simply does not put forth any effort or spend the time necessary to learn), performance is also extremely poor. For example, a young man, Samuel, is very intelligent and typically does well in school – so he has the ability to succeed. However, since coming to college, he spends most of his time engaged in social activities and parties. His academic motivation is extremely low, so Samuel typically does not go to his class, he
misses exams, and assignments and ends up failing the course. Although he had the ability, he lacks the motivation to succeed academically that results in failing grades.

**Question:** How do you know if you possess the necessary ability to succeed?

**Answer:** To be accepted for admission to this university, applicants are assessed to determine their academic abilities and college readiness. Upon admission, all students are required to take placement exams to access students’ abilities across various academic areas. There are variations across people regarding their abilities. It is important to realize that you would not be in this class if you did not possess the ability to succeed. There are high levels of variation when you consider the abilities of people at SFA. You may find that some courses are easier for you and some are more difficult. This is all part of individual differences; we are all unique in some way. We vary with regard to individual strengths and weaknesses. Some students have more difficulty learning some concepts than others. Additionally, some students are better test takers than others. **The key to your success is determining how much effort you need to put forth in order to succeed.**

**Question:** If students have the ability to succeed, then why do students fail classes or get low grades.

**Answer:** I often hear student put themselves down and say that they are just not good at [insert topic]. There is a social psychological concept that explains how we can unknowingly sabotage our own performance—it is called a **Self-fulfilling Prophecy** (look this up in your text to understand how this happens). Also, there is also variability between students as to what topics are easier to remember than others. Thus, if you know that some type of information is harder for you to learn and remember, then it is vital that you increase your efforts to perform well. Remember, your performance is a function of Motivation \( \times \) Abilities +/- situational constraints.

**Question:** What are situational constraints?

**Answer:** Remember performance is a function of motivation multiplied by ability plus or minus situational constraints. Situational constraints can be anything in your life that can affect your performance beyond your level of motivation or abilities. There are numerous environmental factors and changes in our physiological state that can ultimately affect performance. Here are a few common situational constraints that can negatively affect students’ performance: lack of sufficient sleep; high levels of anxiety; skipping breakfast/lunch; high levels of acute stress (e.g., fighting with your boyfriend/girlfriend; having multiple exams or assignments due) or chronic stress (e.g., having a sick parent); staying out late on the night before the exam; using alcohol/drugs; being physically ill; and simple errors (e.g., incorrectly bubbling the scantron for an exam).

**Question:** What can be done to minimize the negative effects of situational constraints?

**Answer:** Although your do have control over all the situational constraints, you do have control over many of them. Here are some ways you can decrease to adverse effect of some of situational constraints: Don’t skip meals (make sure you eat and drink); be sure to get adequate sleep; reduce stress by studying in advance and reading the text along the way; be sure to dedicate adequate amounts of time to your studies; utilize all resources provided by your book publisher (i.e., companion student website, embedded exams), your professors, and the university (e.g., there are a lot of resources available through the AARC); use an organizer and to enter important dates for each course you take (e.g., exam dates, when assignments are due); if you are involved in an on-campus or off-campus activity, be sure that your participation in any extracurricular activity does not interfere with your education; be prepared when you go to your classes (e.g., print off the notes posted on d2L bring paper and something to write with (pen or pencil)); carefully read all syllabi and assignments in all your courses so that there are no surprises; and realize that at some point in the semester you may feel “stressed-out,” depressed, and/or anxious. For some students, these types of feelings can be debilitating and substantially interfere with their functioning; it is essential that you are aware of all the resources provided by the university. The career and counseling center are on the 3rd floor of the Rusk
Dr. Jacobi

building as is the Office of Students’ Rights and Responsibility. Students are encouraged to utilize the resources that are available to you as a student of the university. Additionally, if you are physically ill, utilize the health center on campus. One way to reduce the spread of illness is to wash your hands thoroughly. If you know that you have a contagious illness, please be careful not to spread it to others. There are many more things that you can do to help reduce impediments to your learning and performance. **When in doubt, ask your professor.**

PSY 133 “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.
The course outline that follows is subject to change based on students’ level of comprehension, mastery of material presented, and/or extraneous circumstances.

**Class Schedule** for PSY 133.010, PSY.011 and for PSY 133.005

<table>
<thead>
<tr>
<th>Dates (Week # start date)</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>What is Psychology</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Week 2, Week 3</td>
<td>Research Methods</td>
<td>Chapter 2</td>
</tr>
<tr>
<td><strong>Week 4 – (M or Tu)</strong></td>
<td><strong>EXAM ONE</strong></td>
<td><strong>Chapters 1 &amp; 2</strong></td>
</tr>
<tr>
<td>Week 4 (Day 2) &amp; Week 5</td>
<td>Biological Psychology</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>Week 6 &amp; Week 7 (Day 1)</td>
<td>Sleep and Consciousness</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Week 7 (Day 2 &amp; Week 8)</td>
<td>Memory</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Week 8 – Day 2</td>
<td><strong>EXAM TWO</strong></td>
<td><strong>Chapters 3, 6, &amp; 8</strong></td>
</tr>
<tr>
<td>Week of March 9-13</td>
<td><strong>Spring Break</strong></td>
<td></td>
</tr>
<tr>
<td>Week 9, Week 10</td>
<td>Psychological Disorders</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>Week 11</td>
<td>Psychological Treatments</td>
<td>Chapter 15</td>
</tr>
<tr>
<td><strong>Week 12- (M or W)</strong></td>
<td><strong>EXAM THREE</strong></td>
<td><strong>Chapters 6 &amp; 7</strong></td>
</tr>
<tr>
<td>Week 12( Day 2), Week 13</td>
<td>Social Psychology</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>Week 14</td>
<td>Learning</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Week 15</td>
<td>Development</td>
<td>Chapter 8 (partial)</td>
</tr>
<tr>
<td><strong>Finals Schedule</strong></td>
<td><strong>EXAM FOUR</strong></td>
<td><strong>Chapters 13 and 7</strong></td>
</tr>
</tbody>
</table>

*Schedule subject to change based on students’ mastery of material and other extraneous factors

Top Hat access join code for the sections of the course

PSY 133.005 MW 1-2:15  Join Code: 578510
PSY 133.012 TuTh 12:30-1:45  Join Code: 310242
PSY 133.011 TuTh 2-3:15  Join Code: 480891