General Psychology
PSY 133-002
McKibben 258
Tuesday, Thursday 11:00am-12:15am
Spring 2020

Instructor:
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Office Hours: MW 9:00am-11:00am
T/TH 1:00pm-2:00pm
F by appointment

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

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.

Core Curriculum Objectives/Outcomes:

1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

2. Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication.

3. Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

4. Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
**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.

**Required Text (free):**


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

The *print version of the text* is available through NOBA for about $20.
**Grading Policy:**

Final grades for the course are based on the coursework described below. All grades will be posted in the *Brightspace* website.

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

<table>
<thead>
<tr>
<th>POINTS</th>
<th>Test 1</th>
<th>72 (14.4% of grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Test 2</td>
<td>72 (14.4% of grade)</td>
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<tr>
<td></td>
<td>Test 3</td>
<td>72 (14.4% of grade)</td>
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<td></td>
<td>Test 4</td>
<td>72 (14.4% of grade)</td>
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<tr>
<td></td>
<td>Test 5/Final</td>
<td>72 (14.4% of grade)</td>
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<tr>
<td></td>
<td>Quizzes through <em>Brightspace</em> (8)</td>
<td>30 (6.0% of grade)</td>
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<td></td>
<td>Discussion boards (2)</td>
<td>30 (6.0% of grade)</td>
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<tr>
<td></td>
<td>Reaction paper (1)</td>
<td>50 (10.0% of grade)</td>
</tr>
<tr>
<td></td>
<td>Research participation</td>
<td>30 (6.0% of grade)</td>
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</tbody>
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**Grading Scale:**

A = 450 -- 500 (90%-100%)
B = 400 -- 449 (80%-89%)
C = 350 -- 399 (70%-79%)
D = 300 -- 349 (60%-69%)
F = 0 -- 299 (0%-59%)

**Unit Tests:**

There will be five (5) closed-book multiple-choice unit tests that will be completed right here in McKibben 258. Each test is comprised of material from the lectures and assigned readings/activities and assignments. The tests will be taken during the days as indicated on the schedule. **These test dates will not change. See page 5 for information on missed tests.**

**Quizzes:**

Beginning January 21, I will post a timed quiz that will be due roughly 1-3 days later at 11:59 PM. The quizzes range from 7-10 items. The schedule outlines all quiz due dates. Often these will deal with material presented from the text from the preceding class periods. The purpose of these quizzes and assignments is to buttress attendance and to provide an opportunity for grade enhancement for those that attend and absorb the material. I will grade quizzes immediately.

Unless there is an extraordinary reason, missed quizzes cannot be made up. **To ease things, I will count only the highest 8 of 10 quizzes.**

Again, the quizzes are timed. If a student knows the material on a multiple-choice quiz, a minute per item is plenty.
Discussion Boards:

Beginning with a due date of January 30, we will complete two (2) discussion boards. These discussion boards are to be of roughly 250 words on a topic that is pertinent to that chapter and deals with current events. I am more in favor of hearing students’ opinions on current issues confronting psychology than exchanges between students on those discussion boards. I put your writing at a premium. I will read deeply from each of you and foster more meaningful discussion in class derived of the discussion board topic.

Reaction papers:

You will complete a reaction paper with a due date of February 20, the format and instructions for which will be heavily advised by a rubric placed on Brightspace. The rubric for the first assignment will be on Brightspace January 16. In an assignment totaling 500 words or so, in the style of the American Psychological Association (APA) as proscribed by the rubric, you will summarize a modern research article and then write your opinion of it.

I will establish a “dropbox” in Brightspace for you to turn the assignment in.

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 to be posted September 1. 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.

Some important notes about research participation:
  1. It is not acceptable to miss class due to participation in a study.
  2. If you sign up for a study, you are expected to attend that study. If you need to cancel, please do so online at least 24 hours in advance.
**Late and Make-Up Test/Work Policy:**

Late work on the discussion boards and reaction papers will have 20% of the points deducted for each day it is late.

If a student misses a test, make-up tests will be scheduled in the event that documentation is provided to the instructor showing that the student was incapacitated during the time in which the test was offered. Students must provide documentation of a university-recognized excused absence to be eligible to take a make-up test. Make-up tests for which documentation is shown must be completed within a week. In order to do this, the student must contact the instructor, provide documentation of a University-recognized absence, and schedule a time to make-up the test. It is the student’s responsibility to contact the instructor. If a student fails to do so or fails to meet with the instructor in a timely manner (1 week), I will offer an alternate version for one of the first four tests. It will be essay/short answer, in contrast to the multiple choice test taken by the class as scheduled. The final cannot be made up.

**Withheld Grades - Semester Grades Policy (A-54):**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Academic Integrity (A-9.1):**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. All forms of academic dishonesty will be dealt with seriously and immediately. Please respect SFASU, yourself and me enough not to participate in academic dishonesty.
**Definition of Academic Dishonesty:**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**Student Behavior:**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Students who do not attend class regularly or who perform poorly on coursework may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Students with Disabilities:**

These disabilities could consist of physical, psychiatric, and/or learning impairments. To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).
Credit-Hour 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.

Course Schedule and Reading Assignments:

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

*A Discussion Board due date might change. However, test dates will never change. I have committed to those so that students can plan.*