General Psychology
PSY 133-502
Online
Spring 2020 Semester

Professor Information:
Name: Scott Alan Hutchens, Ph.D.
Department: Psychology
Office: MCKB 215A
Office Phone: 936-468-1464
E-mail: Brightspace by D2L (login: https://d2l.sfasu.edu/) (primary e-mail)
I check and reply to course-related email within 24 hours during weekday work hours (8:00-5:00).
Please only email my SFA email account (hutchenss@sfasu.edu) if you cannot temporarily access D2L.
Office Hours: Tuesday & Thursday 9:00am-11:00am; Wednesday 9:00am-10:00am;
& by appointment

Important Note:
Caution: Due to the nature of this course, it may include content, discussions, videos, etc., with mature themes, and may contain discussion of sensitive content related to psychological disorders/serious mental illness and other psychology-related issues. Students should consider these factors when determining if they are appropriate candidates for this course. Students experiencing difficulties may wish to explore services available via Counseling Services (936) 468-2401. More information can be found at: http://www.sfasu.edu/counselingservices/

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

Required Text and Materials:
NOBA General Psychology Custom e-Textbook - http://noba.to/mq52uznk
The e-textbook is written by experts in the field and is FREE!

Brightspace by D2L
Course information is offered through Brightspace by D2L and will appear in each student’s Brightspace by D2L account if he/she is registered for the course (login: https://d2l.sfasu.edu/). If
a student has Brightspace by D2L technical problems, he/she should contact the SFA Brightspace by D2L Helpdesk immediately (the contact information and tutorials are located on the Brightspace by D2L website: 936-468-1919). Furthermore, it is important that students check their Brightspace email and news on a regular basis. Brightspace email and news will be the primary method of communication in this course. Students can also communicate with other students via Brightspace email.

AARC – Academic Assistance and Resource Center
Utilize SFA’s Academic Assistance and Resource Center (AARC). The AARC has online resources such as an Online Writing Lab (OWL) and tutoring. One-to-one tutoring appointments can be scheduled for many subjects including Psychology. Please request appointments for tutoring by emailing aarc@sfasu.edu. The AARC is there for you!

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 objectives for all core courses: 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.

General Psychology 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.

General Psychology 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.

In order to assess the Written Communication Skills general education core curriculum requirement, another, “shell” course has been created to collect student artifacts to meet this state requirement. You will see this course on your Brightspace by D2L list.

During this semester, you will receive an assignment that fulfills both the requirements of this course and the needs of Stephen F. Austin State University’s Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board.

When you complete this one assignment, you need to upload the assignment to both the General Psychology Dropbox and the Written Communication Skills Dropbox.
Please note that this only applies to the specific assignment listed in the matrix below. All other assignments should be submitted according to regular class operations.

If you have any questions, please see your instructor or contact the University Assessment Specialist at (936) 468-1267 or jstringfield@sfasu.edu.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to the Brightspace by D2L Written Communication Skills dropbox this semester, and the date the assignment(s) should be uploaded to the Brightspace by D2L Written Communication Skills dropbox. Not every assignment will be submitted for core assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in the Brightspace by D2L Written Communication Skills dropbox.

<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>Core Curriculum Writing Assignment</td>
<td>Data is not collected this semester.</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></td>
<td></td>
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<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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<tr>
<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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</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.
- 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**

**Course Credit Hour Justification Statement:**
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.

**Course Calendar**
Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news. All times listed are Central Standard Time.

<table>
<thead>
<tr>
<th>Week</th>
<th>Module and Assigned Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Jan. 20</td>
<td><strong>Module 1: Getting Started</strong></td>
<td>• Read content module including <em>Meet Your Professor.</em> Make certain to carefully read the Syllabus, Course Calendar, and How to Succeed in General Psychology.</td>
</tr>
<tr>
<td>Week 2</td>
<td>Module 2: What's Psychology All About?</td>
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<tr>
<td>Jan 27</td>
<td>History of Psychology</td>
<td></td>
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</tbody>
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- Watch the video clips the Psychological Appetizer.
- Participate in the Student Introductions and Psychology Discussion.
  - Submit initial post by January 22, 11:59 p.m.
  - Submit reply by January 25, 11:59 p.m.
- Complete the Syllabus Quiz by January 25, 11:59 p.m.

<table>
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<tr>
<th>Week 3</th>
<th>Module 3: Psychological Research</th>
</tr>
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</table>

- Read assigned readings and module content.
- Participate in the Fields and Careers in Psychology Discussion.
  - Submit initial post by January 29, 11:59 p.m.
  - Submit reply by February 1, 11:59 p.m.
- Complete the What's Psychology All About Assignment by February 1, 11:59 p.m.
- Complete the What's Psychology All About Quiz by February 1, 11:59 p.m.

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<tr>
<th>Week 4</th>
<th>Module 4: Biological Psychology</th>
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<tbody>
<tr>
<td>Feb. 10</td>
<td>The Brain and Nervous System</td>
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</tbody>
</table>

- Read assigned readings and module content.
- Participate in the Psychology Research Discussion.
  - Submit initial post by February 5, 11:59 p.m.
  - Submit reply by February 8, 11:59 p.m.
- Complete the Psychology Research Assignment by February 8, 11:59 p.m.
- Complete the Psychology Research Quiz by February 8, 11:59 p.m.

<table>
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<tr>
<th>Week 5</th>
<th>Module 5: Gender</th>
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<tbody>
<tr>
<td>Feb. 17</td>
<td>Gender</td>
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</table>

- Read assigned readings and module content.
- Participate in the Biological Psychology Discussion.
  - Submit initial post by February 12, 11:59 p.m.
  - Submit reply by February 15, 11:59 p.m.
- Complete the Biological Psychology Assignment by February 15, 11:59 p.m.
- Complete the Biological Psychology Quiz by February 15, 11:59 p.m.

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<tr>
<th>Week 6</th>
<th>Module 6: Learning</th>
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<tbody>
<tr>
<td>Feb. 24</td>
<td>Conditioning and Learning</td>
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</table>

- Read assigned readings and module content.
- Participate in the Sexism Discussion.
  - Submit initial post by February 19, 11:59 p.m.
  - Submit reply by February 22, 11:59 p.m.
- Complete the Gender Assignment by February 22, 11:59 p.m.
- Complete the Gender Quiz by February 22, 11:59 p.m.

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<tr>
<th>Week 7</th>
<th>Module 7: Attention</th>
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- Read assigned readings and module content.
<table>
<thead>
<tr>
<th>Week 7</th>
<th>MID-TERM</th>
</tr>
</thead>
</table>
| March 2 | **Attention**  
**Failures of Awareness: The Case of Inattention Blindness**  
- Participate in the **Divided Attention While Driving and Learning Discussion**.  
  - Submit initial post by March 4, 11:59 p.m.  
  - Submit reply by March 7, 11:59 p.m.  
- Complete the **Attention Assignment** by March 7, 11:59 p.m.  
- Complete the **Attention Quiz** by March 7, 11:59 p.m.  |

<table>
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<tr>
<th>Week 8</th>
<th>SFA Spring Break</th>
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<tbody>
<tr>
<td>March 9</td>
<td>Have a relaxing and safe Spring Break!</td>
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<thead>
<tr>
<th>Week 9</th>
<th>Module 8: Memory</th>
</tr>
</thead>
</table>
| March 16 | **Memory (Encoding, Storage, Retrieval)**  
**Forgetting and Amnesia**  
**Eyewitness Testimony and Memory Biases**  
- Read assigned readings and module content.  
- Participate in the **Memory Discussion**.  
  - Submit initial post by March 18, 11:59 p.m.  
  - Submit reply by March 21, 11:59 p.m.  
- Complete the **Memory Assignment** by March 21, 11:59 p.m.  
- Complete the **Memory Quiz** by March 21, 11:59 p.m. |

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<tr>
<th>Week 10</th>
<th>Module 9: Development</th>
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</thead>
</table>
| March 23 | **Attachment Through the Life Course**  
**Social and Personality Development in Childhood**  
**Cognitive Development in Childhood**  
- Read assigned readings and module content.  
- Participate in the **Development Discussion**.  
  - Submit initial post by March 25, 11:59 p.m.  
  - Submit reply by March 28, 11:59 p.m.  
- Complete the **Development Assignment** by March 28, 11:59 p.m.  
- Complete the **Development Quiz** by March 28, 11:59 p.m. |

<table>
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<tr>
<th>Week 11</th>
<th>Module 10: Social Psychology Part I</th>
</tr>
</thead>
</table>
| March 30 | **Conformity & Obedience**  
**Prejudice, Discrimination, and Stereotyping**  
- Read assigned readings and module content.  
- Participate in the **Social Psychology Part I Discussion**.  
  - Submit initial post by April 1, 11:59 p.m.  
  - Submit reply by April 4, 11:59 p.m.  
- Complete the **Social Psychology Part I Assignment** by April 4, 11:59 p.m.  
- Complete the **Social Psychology Part I Quiz** by April 4, 11:59 p.m. |
| Week 12 | April 6 | [Module 11: Social Psychology Part II](#)
| --- | --- | --- |
| **BONUS POINTS** - Participate in the **Banana Revolution Discussion**
  - Submit initial post by April 4, 11:59 p.m.
  - Submit reply by April 11, 11:59 p.m. |
| **Aggression and Violence**
| **Helping and Prosocial Behavior** |
| Week 13 | April 13 | [Module 12: Personality Traits and Disorders](#)
| **Personality Traits**
| **Personality Disorders** |
| **Read assigned readings and module content.**
  - Participate in **Social Psychology Part II Discussion**.
  - Submit initial post by April 8, 11:59 p.m.
  - Submit reply by April 11, 11:59 p.m.
  - Complete the **Social Psychology Part II Assignment** by April 11, 11:59 p.m.
  - Complete the **Social Psychology Part II Quiz** by April 11, 11:59 p.m. |
| Week 14 | April 20 | [Module 13: Mood and Anxiety Disorders](#)
| **Mood Disorders**: 
| **Anxiety and Related Disorders** |
| **Read assigned readings and module content.**
  - Participate in the **Personality Disorders Discussion**.
  - Submit initial post by April 15, 11:59 p.m.
  - Submit reply by April 18, 11:59 p.m.
  - Complete the **Personality Traits and Disorders Assignment** by April 18, 11:59 p.m.
  - Complete the **Personality Traits and Disorders Quiz** by April 18, 11:59 p.m. |
| Week 15 | April 27 | [Module 14: It’s a Wonderful Life to Live](#)
| **Therapeutic Orientations**
| **Positive Psychology**
| **Happiness: The Science of Well-Being** |
| **Read assigned readings and module content.**
  - Participate in **“The Pursuit of Happyness” Discussion**.
  - Submit initial post by April 29, 11:59 p.m.
  - Submit reply by May 2, 11:59 p.m.
  - Complete the **It’s a Wonderful Life to Live Assignment** by May 2, 11:59 p.m.
  - Complete the **It’s a Wonderful Life to Live Quiz** by May 2, 11:59 p.m.
  - Complete End-of-Semester Evaluation. |
| Week 16 | May 4 | [FINAL EXAM Week Wrap Up](#)
| **Complete Final Exam by May 9, 11:59 p.m.** |

**Grading Policy:**
Final grades for the course are based on the coursework described below. All grades will be posted in the Brightspace by D2L website.
**Evaluation and Grading:**

<table>
<thead>
<tr>
<th>COURSEWORK</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 Weekly Discussions (10 points each)</td>
<td>130    (26%)</td>
</tr>
<tr>
<td>13 Weekly Assignments (10 points each)</td>
<td>130    (26%)</td>
</tr>
<tr>
<td>14 Quizzes (10 points each)</td>
<td>140    (28%)</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>50     (10%)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50     (10%)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong> (100%)</td>
</tr>
</tbody>
</table>

**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%)

**Weekly Discussions:** Weekly discussions will take place at various intervals throughout the course and can be accessed either in the associated learning module or in the navigation bar above by selecting *Course Tools*, then *Discussions*. The Main Forum of the discussion board will be visible for all students throughout the semester. Each discussion is comprised of material from weekly reading topics and learning modules.

In a discussion, you must post your own response to the prompt and, if required, respond to other students. "I agree" is not a response to another student that will merit points; this may be how you feel, but it doesn't require much depth of thought on your part. Responses must be substantive and reflect critical thought and engagement with the course material. Feel free to reply to other students' postings with oppositional points of view, but you must speak respectfully. **Initial discussion posts must be made by each Wednesday so that replies can be made by each Saturday.**

Please remember that the discussion board is an academic environment and should be treated as such; proper grammar, spelling, and syntax are expected. Though your postings should be of sufficient length to properly answer each question, your grade will be based not on the length of your postings (unless specifically noted) but on your active participation and the content of your messages. Note that while you may not fully understand each module's content, discussions can be a good way to help yourself and your fellow students to make sense of them. Thoughtful, appropriate questions about the content carry value and reflect critical thought.

For each discussion, you must make a post and reply to at least two other students’ posts. Points may be deducted from discussion grades for the following reasons:

1. Discussion post offers **too vague of an opinion**.
2. The post has **grammatical and spelling errors**.
3. You are only **re-stating what your classmates have already mentioned** without adding your own unique interpretation.
4. You are **not using relevant course concepts and terms** in your discussion post.
5. For your reply, you just state “I agree” or “I disagree.”

**Weekly Dropbox Assignments and Discussion Questions:** Weekly assignments will take place at various intervals throughout the course and can be accessed either in the associated learning module or in the navigation bar above by selecting Course Tools, then Dropbox. Please read the instructions in each assignment carefully. Each assignment will contain a MS Word document and Rich Text Format (RTF) document with several discussion questions over the assigned reading topics and learning modules. Please download the document, type your answers in the document, save the document on your computer, and then upload your completed assignment to Dropbox. All assignments must be submitted as MS Office document (.docx, etc) or as RTF. Note - All students have access to Office 365 through mySFA.

**Weekly Quizzes:** Weekly quizzes will take place at various intervals throughout the course and can be accessed either in the associated learning module or in the navigation bar above by selecting Course Tools, then Quizzes. Each quiz is comprised of material from weekly reading topics and learning modules.

**Mid-Term and Final Exams:** The mid-term exam is a comprehensive exam given over information learned from assigned reading topics and learning modules from the beginning of the semester to mid-term. Like the mid-term exam, the final exam is comprehensive, except it is given over information learned from assigned reading topics and learning modules from the mid-term to the end of the semester.

**Guidelines for the Course**

1. **Late Work Policy**
   Every discussion, assignment, and quiz is open for one week plus a **one day Grace Period on Sunday**. Sunday is not late and there is no penalty for Sunday Grace Day submissions. I do not allow or accept late work. As you have elected to enroll in an online course, it is your responsibility to acquire a consistent, stable, dependable computer and internet connection with which to complete the assignments for the course by the deadlines indicated on the Semester Calendar. It is not the responsibility of the instructor to provide additional time for assignments or exams or an alternative means of completing the course due to technological issues on your part. Just as it is your responsibility to acquire and maintain adequate transportation to attend a face-to-face course, it is your responsibility to secure the technological means to participate in and complete this course.

2. **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. 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](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf).

3. **Course Grades Policy - Withheld Grades and Final Grade Appeals**

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. Please read the complete Course Grades Policy at [http://www.sfasu.edu/policies/course-grades-5.5.pdf](http://www.sfasu.edu/policies/course-grades-5.5.pdf). Please read the complete Final Course Grade Appeals by Students Policy at [http://www.sfasu.edu/policies/final-course-grade-appeals-by-students-6.3.pdf](http://www.sfasu.edu/policies/final-course-grade-appeals-by-students-6.3.pdf).

4. **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/).

5. **Diversity of Views**

Topics in this course will be accompanied by discussion and/or debate. You are expected to be respectful of the opinions and views of others. Enlightened discourse is encouraged, but be aware that not everyone views the world through the same lens. Disagreement is inevitable, but successful communication requires that each individual respects the diversity of views.
6. **Acceptable Student Behavior**

Online course behavior should not interfere with the instructor’s ability to conduct the course or with the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4: [http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf](http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf)). Discourteous, hostile, or disparaging online remarks or behavior will not be tolerated. It is essential to listen to and consider others’ opinions and viewpoints in an unbiased manner even if you do not agree, and if you respond, to do so politely, explaining the rationale for your opinion. The expectation is that students will conduct themselves in a mature, civil manner, and will display respectfulness at all times toward classmates and the professor.