General Psychology
PSY 133 – Section 916
Summer 2020

Meeting Information

Lecture: Mondays, Tuesdays, Wednesdays, & Thursdays, 10:15am -12:10pm
Location: BrightSpace (online; D2L.sfasu.edu) and Zoom

Professor Information

Professor: Dr. Lauren Brewer  Office: ED 215R
E-mail: BrewerLE@sfasu.edu  Phone: (936) 468-1470*
Office Hours: By appointment. Email to arrange meeting
*Email is the best way to contact me. Please do not leave me a voicemail message. If you need to speak with me, please email me to make an appointment for an individual Zoom meeting.

Materials

Texts: The textbook for this class is free and available online. Students will be tested over all material contained in the readings posted within each module on BrightSpace.

Email: For this course, please use the email platform contained within BrightSpace for all course-related correspondence. Additional information about email can be found in the Getting Started module until the link titled “Emailing Dr. Brewer.” Remember that you may forward your BrightSpace email out to another email platform, but you must log into BrightSpace to send an email response. In case of an emergency, please send e-mails to BrewerLE@sfasu.edu and include “PSY 133-916” in the subject line. You are responsible for checking your email daily.

BrightSpace: The majority of the learning for this course will take place online in BrightSpace, which can be accessed at the following web address: d2l.sfasu.edu. You are responsible for all announcements and materials presented on this web page, so you must check it daily. All graded work will be submitted via BrightSpace, and your course grades will be posted here. If you are unfamiliar with Brightspace or are having difficulty accessing Brightspace, please contact the SFA Brightspace Helpdesk immediately at https://www.sfaonline.info/supportandtutorials- or call (936) 468-1919.

Zoom: On Tuesdays and Thursdays at 10:15am, we will meet in a synchronous Zoom classroom. Links to each Zoom room will be posted on BrightSpace within the module which we will discuss during the Zoom call. Be sure to read the Zoom Etiquette and Expectations page in the Getting Started module.

Hashtag: Students often want to discuss course-related content on social media. To help us connect, feel free to use the hashtag #SFAPSY133 when posting on your favorite social media platforms.

SI: Your student instructor (SI) is Ms. Lauren Evans. Lauren will hold SI sessions every Monday through Thursday at 3:00 pm. To learn more about Lauren, SI sessions, and the AARC, check out the associated information in the Getting Started Module.
Teaching Philosophy
Psychology is defined as the scientific study of the mind, brain, and behavior. I hope to pass my passion for psychological science on to you this semester. I hope you will come away from this class with a deep curiosity about the causes of human behavior and a respect for psychological research. I want this class to have a relaxed atmosphere in which students feel safe asking questions and discussing all things related to psychology. I want to learn from you as much as, if not more than, you learn from me.

Overview

Course Description: Survey of fundamental principles of behavior, including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives. Course fee $3.

Prerequisites: None

Program Learning Outcomes (PLO): 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 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.

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.
- Use 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 Expectations and Grading**

**Willingness to Learn:** Please approach this class every day with a willingness to learn. The material can be challenging, but I am here to tackle it with you.

**Lessons:** Because we are not meeting face-to-face, I’ve recorded my lessons and posted them to BrightSpace for you to watch at your convenience. Some of what is in the lessons is also discussed in the readings, but much of it is not. In order to do well on the lessons quizzes, you should first review the lessons objectives, the watch the lessons (making sure to actively take notes while watching), and then take the lessons quizzes. Note that most modules contain multiple lessons. Although most lessons are less than 20 minutes, please remember that you can pause the lessons and take breaks as you need them.

**Lessons Quizzes:** These quizzes are designed to encourage you to watch the lessons. Quizzes are open note and are worth 10 points each. Students will be given 15 minutes (plus a one minute grace period) to complete each lessons quiz, so it’s in students’ best interest to actively watch and take notes on the lessons before taking the lessons quizzes. Because technological problems occasionally occur, students will be allowed two attempts per quiz, and only the highest grade for each quiz will be recorded. These quizzes can be found in BrightSpace.

**Readings:** Plan to read all of the readings posted on BrightSpace. Some of what is in the readings is also discussed in the recorded lessons, but much of it is not. In order to do well on the readings quizzes, you should first review the readings objectives, then read the book (making sure to actively take notes while reading), and then take the readings quizzes.

**Readings Quizzes:** These quizzes are designed to encourage you to read the readings. Quizzes are open book and are worth 10 points each. Students will be given 15 minutes (plus a one minute grace period) to complete each readings quiz, so it’s in students’ best interest to actively read and take notes on the readings before taking the readings quizzes. Because technological problems occasionally occur, students will be allowed two attempts per quiz, and only the highest grade for each quiz will be recorded. These quizzes can be found in BrightSpace.

**Class Time (Zoom):** On Tuesdays and Thursdays at 10:15am, we will meet synchronously together on Zoom. Links for each Zoom session can be found on BrightSpace within the module for the topic that Zoom session will address. During these Zoom sessions, students will be given a short assignment, topic, or prompt to work through in small teams in breakout rooms. At the end of the session, students will be given instruction about what to do with the work they created. Generally, the work created during class time will serve as the foundational or preparatory work for that module’s discussion board post. Students who miss class time will be ill prepared for the discussion post assignment.
**Discussion Posts:** At the end of each unit, presumably after students have watched the lessons, read the readings, completed both associated (lessons and readings) quizzes, and have participated in the class Zoom session, students will be responsible for submitting an assignment via a discussion post on BrightSpace. In some instances, the entirety of the available points for the discussion post will come solely from the content of students’ initial posts. In other instances, students will need to make both an initial post and comment on other students’ posts (and/or respond to comments on their own posts) to earn full points. Be sure to read the instructions carefully. Discussion posts are set up so that you cannot see other students’ posts until you have written your own initial post.

**Cumulative Final Exam:** The final exam will be an open-note exam covering all readings and lessons from the entire semester. The final exam will be available in BrightSpace all day on Friday, August 7th.

**Getting Started Quiz:** After completing the Getting Started module, you’ll complete a single Getting Started Quiz. This quiz is worth 20 points. You may take this quiz twice, and only your highest score will count. You are encouraged to use your notes and the content from the Getting Started module to complete this quiz. This quiz is recommended to be completed in an hour, but students have unlimited time on this quiz. (All other quizzes have strict time limits, as noted above.)

**Module Accessibility:** The two modules for each week will open on the first working day of the week during which they are assigned.

**Due Dates:** Each week we will cover two modules. In Weeks 1-4, all work is due by 11:59pm on Saturday. In Week 5, all work is due by 11:59pm on Thursday.

**Late Work:** With the exception of the final exam, all work will be given a 24 hour grace period in which no penalty will be assessed. Students who need an extension greater than 24 hours should contact Dr. Brewer BEFORE the work is due (see Due Dates above). After the 24 hour grade period, no late work will be accepted.

**University-Approved (Excused) Absences:** The following will be considered excused absences: documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official university activities. Consideration will also be given to students whose dependent children experience serious illness. Students experiencing COVID-19-related illness are encouraged to contact Dr. Brewer to discuss necessary accommodations.

**Final Exam Make-up Policy:** If you miss the final exam for an excused reason (see “University-Approved [Excused] Absences” above), you can make it up by providing me with documentation of your absence and scheduling an appointment with me to take the exam. If you miss a test for an unexcused reason, you may receive a zero.

**Extra Credit:** You MAY have an opportunity to earn extra credit, however, extra credit should not replace studying. If you are struggling with the course material come see the SI and/or me as soon as you are having trouble. In this course, the material builds on itself, so it is important that you do NOT fall behind.
Grading: 1 Getting Started Quiz (Getting Started Module) = 20 points
2 Lessons Quizzes X 10 points/quiz = 90 points
2 Readings Quizzes X 10 points/quiz = 90 points
10 Discussion Posts X 10 points/Discussion Posts = 100 points
1 Final Exam = 100 points
TOTAL POINTS AVAILABLE = 400

Computing Your Final Grade:
(# of points from all quizzes, discussion posts, final exam and extra credit)

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Total Points Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>358-400</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>318-357</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>278-317</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>238-277</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>0-237</td>
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Total Points = all points earned + extra credit

Syllabus: This syllabus is your friend! I have designed this syllabus to answer many of the questions you might have about the course. Therefore, please refer to the syllabus FIRST before emailing me. Because I am confident that you all will use this syllabus, I am rewarding you with 4 extra credit points (that’s 1% on your final grade). Here is the catch. Each time you email me about a question that is answered in the syllabus, you lose some of these extra credit points. My advice is to refer to your syllabus before emailing me with questions. With this said, if you EVER have a question that is NOT answered in the syllabus, please don’t hesitate to ask!

ADDITIONAL INFORMATION

Civility: I expect you to act civilly at all times. This is especially true in our Zoom class sessions and in our Discussion posts. You are expected to respect yourself, other students, and me. Uncivil behavior will not be tolerated. Examples of uncivil behavior include, but are not limited to, ringing or vibrating cell phones, excessive texting, sleeping, talking when another student or I am talking, wearing headphones, disrupting the class in any manner, becoming verbally aggressive, breaking student code of conduct rules, etc. Students engaging in uncivil or disruptive behavior may be asked to leave the Zoom session. Students who do not attend Zoom class sessions regularly or who perform poorly on coursework may be issued an alert through SSC-Campus. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Grievances: I recognize that I am human and make mistakes. It is my hope that any grievances you have with me can be worked out between us. If you feel that you have been treated unfairly, please come to me first. If you feel that I have not handled your issue in a fair manner, you may contact my department chair, Dr. Scott Hutchens (HutchensS@sfasu.edu).
Personal reactions to topics: Sometimes certain material covered in a psychology class can bring up personal feelings and reactions you may not know what to do with. In these cases, please feel free to make use of the counseling services available on campus via Counseling Services. Their phone number is (936) 468-2401. More information can be found on their website: http://www.sfasu.edu/counselingservices/

Disputes about Course Grades: Please contact me if you have any questions about your grade or the conduct of this course. If you wish to formally dispute a grade, please refer to the University policy: http://www.sfasu.edu/policies/final-course-grade-appeals-by-students-6.3.pdf

Copyright Statement: Many of the materials in this course are copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

Statement of Usage: Some of the materials and information provided in this course represent the instructor’s intellectual property and are shared with you for instructional purposes only. Any attempt to use, reuse, amend, share, sell, profit from, or distribute the information provided in this course for non-instructional purposes is strictly prohibited and may be prosecuted under applicable policies or laws. By enrolling in this course, you agree to uphold the integrity of the course materials and assignments by agreeing not to screen-capture, take pictures, or (electronically) copy and/or share quiz/test items with others. Further, you agree not to share, alter, or distort any original video recordings by the instructor for any purpose.

As a courtesy, Zoom-recorded (lecture) videos automatically produce audio transcripts (Otter.aiTM) that attempt to capture and translate the speaker's exact words into readable text. However, because this text is translated by non-human AI, discrepancies may exist between what is said and what the audio transcription service records as being said. Except in certain circumstances, Dr. Brewer has not corrected and/or aligned the wording between the lecture videos and the transcribed recordings. Thus, any discrepancies, especially those that deviate from professional or conversational decorum, are unintentional and coincidental. Dr. Brewer is not responsible for any transcription errors or misinterpretations by the user.

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) falsification or invention of any information, including citations, on an assignment; 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 include, but are not limited to: (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 the Internet or another source; and (3) incorporating the words or ideas of an
author into one’s paper or presentation without giving the author due credit. Please read the complete policy and the appeals process at: [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp) and [http://www.sfasu.edu/policies/academic_appeals_students.asp](http://www.sfasu.edu/policies/academic_appeals_students.asp)

**Withheld Grades Semester Grades Policy (A-54):** 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 semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**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 iTcare Early Alert Program. This program provides students with recommendations for resources that are available to help SFA students succeed.

**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/](http://www.sfasu.edu/disabilityservices/).

**F-1 Visa Holders:** There are important federal regulations pertaining to distance education activity for F-1 Visa holders. All students with an F-1 Visa should follow the instructions at the following link to make sure they are in compliance: [http://www.oit.sfasu.edu/disted/facsup/f1visa.html](http://www.oit.sfasu.edu/disted/facsup/f1visa.html).

**Syllabus Change Policy:** This syllabus is a guide for the course and is subject to change with advanced notice. I reserve the right to make changes to the syllabus, course schedule, and exam dates as necessary. I will announce any changes both in class and on D2L.

**Responsibility Statement and Disclaimer:** You are responsible for all information presented in this syllabus and for course-related information in announcements or messages provided throughout the semester during class meetings (even if you miss that class), on the course Brightspace page, and/or via e-mail. It is also your responsibility to secure the appropriate technological means (i.e., a reliable computer and stable internet connection) to complete this course. You are responsible for completing work on time. Incomplete work as a result of technological issues you experience may receive a zero. Please ensure that you possess the technological capability to complete this course. If you disagree with the policies described in this syllabus, you should drop the course. By remaining in this course, you acknowledge and accept the policies as stated herein and accept the policies as stated or amended during the course of the semester.

**Doing Well in this Course:** Doing well in this course requires hard work, patience, and self-discipline. Because we only meet twice a week, I strongly suggest you spend time each day reviewing and practicing this material. Cramming is ineffective because it exposes you to
information at a shallow, superficial level. Research in cognitive psychology shows that deep processing—processing information in a meaningful way and linking concepts to previous knowledge—increases learning (Chew, 2008). Learning this material will be difficult if you cram and process it at a shallow level. To steadily reinforce your knowledge, you should read the readings closely, connect concepts in meaningful ways (either to class examples or to your own life), and space out your studying. Allow yourself enough time for this process (i.e., don’t begin studying for a quiz the day of the quiz!). If you are having difficulty understanding a concept, try not to get frustrated or defensive. Relax, take a deep breath, and be persistent. If you put in the work, you will reward yourself with a good foundational knowledge of psychology.

Credit Hour Justification: 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. Online course sections contain extensive written content that includes the same information students in a face-to-face lecture sections receive. Students typically have significant weekly reading assignments, reading quizzes, lessons, lessons quizzes, posts to discussion boards, and are expected to take a final examination. Additionally, students and the professor meet together twice a week for synchronous Zoom class sessions. Together, these activities average at a minimum 18 hours of work each week.

Important Dates:

7/7 – Classes begin
7/11 – Getting Started and Module 1 due by 11:59pm
7/12 - Getting Started and Module 1 grace period ends on 11:59pm
7/18 – Modules 2 & 3 due by 11:59pm
7/19 – Modules 2 & 3 grace period ends on 11:59pm
7/25 – Modules 4 & 5 due by 11:59pm
7/26 – Modules 4 & 5 grace period ends on 11:59pm
7/30 - Last day to drop course and/or withdraw from university (without WP/WF grades)
8/1 – Modules 6 & 7 due by 11:59pm
8/2 – Modules 6 & 7 grace period ends on 11:59pm
8/6 – Modules 8 & 9 due by 11:59pm; Last day to withdraw from SFA
8/7 – Modules 8 & 9 grace period ends on 11:59pm; Cumulative Final Exam

The Course Timeline and Calendar can be found on BrightSpace in the Getting Started Module.

General Study Advice:

1. Beliefs That Make You Fail… or Succeed: http://www.youtube.com/watch?v=RH95h36NChI&list=SP85708E6EA236E3DB&index=1
2. What Students Should Understand About How People Learn: http://www.youtube.com/watch?v=9O7y7XEC66M&list=SP85708E6EA236E3DB
4. Putting the Principles for Optimizing Learning into Practice: http://www.youtube.com/watch?v=E9GrOxhY2dQ&list=SP85708E6EA236E3DB
5. I Blew The Exam, Now What?: http://www.youtube.com/watch?v=QVRiMkdRsU&list=SP85708E6EA236E3DB