WELCOME TO GENERAL PSYCHOLOGY!

Psychology is the scientific study of mental processes and behavior. Every day you try to understand, explain, and predict your own and other people’s behavior—just like psychologists do. This semester we’ll discover how psychologists think about and study the causes of human behavior.

If you’re interested in topics such as consciousness, memory, learning, human development, motivation, intelligence, personality, and psychological disorders, then this is the right course for you. I hope to show you how fascinating we really are!

COURSE DESCRIPTION

The survey of fundamental principles of behavior, including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical and methodological perspectives.

REQUIRED READING

The textbook (NOBA), which contains customized chapters written by experts in the field, is available to you for free on Brightspace. There is no need to purchase a textbook for this course.

NOBA articles and chapters for each module will be posted to Brightspace. The typical reading load will be about 2-5 articles per module. This is not a light load; you should be prepared to spend several hours completing and considering the reading for each module. The reading list is not comprehensive, as a thorough coverage of the theoretical and empirical literature would require many, many more readings! The topics that we cover and the relevant readings have been selectively chosen from many possible topics and readings. The primary goal in the selection process was to sample from contemporary and classic work within the psychology literature.

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 core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in PSYC 2301—General Psychology you are also enrolling in a Core Curriculum Course that fulfills the CRITICAL THINKING SKILLS, COMMUNICATION SKILLS, EMPERICAL AND QUANTITATIVE SKILLS, and SOCIAL RESPONSIBILITY requirement.

GENERAL EDUCATION CORE CURRICULUM OBJECTIVES/OUTCOMES

1. **Critical Thinking**. Students will be instructed in and will apply critical thinking skills to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.

2. **Communication Skills**. Students will be instructed in and will apply communication skills to include development, interpretation and expression of ideas through written, oral, and visual communication.

3. **Empirical and Quantitative Skills**. Students will be instructed in and will apply, practice, and demonstrate empirical and quantitative skills to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

4. **Social Responsibility**. Students will be instructed in and will apply, practice, and demonstrate social responsibility to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Brightspace 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>Module 12 discussion post(s)</td>
<td>November 13, 2021</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>Module 6 discussion post(s)</td>
<td>October 2, 2021</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>
<td>Module 3 discussion post(s)</td>
<td>September 11, 2021</td>
</tr>
<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>
<td>Module 9 discussion post(s)</td>
<td>October 23, 2021</td>
</tr>
</tbody>
</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. Critical Thinking Skills.
- Demonstrate critical thinking and quantitative reasoning skills to evaluate research to determine methodological strengths and weaknesses that may affect internal and external validity. Critical Thinking Skills and Empirical and Quantitative Skills.
- 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. Critical Thinking Skills.
- 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 Critical Thinking Skills.
- Utilize a basic knowledge of quantitative analysis to interpret compiled data and analyze graphs and present the conclusions using effective communication skills. Empirical and Quantitative Skills.
- Demonstrate communication skills including effective development, interpretation, and expression of ideas through effective written and visual communication. Communication Skills.
- Identify, compare, and contrast influences on the behaviors and experiences of individuals, groups, cultures, global communities. Social Responsibility.
- Demonstrate social responsibility through awareness of cultural and behavioral differences across global communities. Social Responsibility.

COURSE REQUIREMENTS

1. **Attendance**: Attendance (i.e., logging into the course Brightspace site) is mandatory, because you need to be active participants in this course. Discussions and class exercises may be the most valuable part of your learning.

2. **Assigned Reading and Viewing**: You are responsible for reading or viewing the assigned materials, in their entirety, prior to the completion of the quiz for which they are assigned. For each module, come to class ready to teach us something you’ve learned from the readings, and with at least a couple sentences or passages that you’d like to discuss. If everyone is prepared it will be easier for you to participate actively and comfortably in class, which will affect your participation grade. Read the assigned readings very carefully and aim for a good conceptual and practical understanding.
3. **Class Participation:** Discussions will take place throughout the semester and will form your class participation grade. Class participation includes sharing your reactions to the readings and discussion prompts, asking questions, and formulating concerns or reflecting on issues that you find important given your own identity. Regardless of what professional role(s) you adopt in the future, it will be important for you to communicate your ideas and knowledge (and confusions) to others. Participation is a skill set that you can learn and develop, whether you come by it naturally or not. In this course we all share the responsibility for making discussions and exercises useful. Although grading class participation is subjective, it is not arbitrary. Please refer to the grading rubric (posted on Brightspace) to examine the kinds of things I will be considering when assigning participation grades. *Note:* Discussion posts may be graded automatically by Brightspace or en masse and then adjusted manually by the instructor according to the grading rubric. Thus, an initial grade may be different from (i.e., higher than) the adjusted, final grade.

4. **Module Quizzes:** Quizzes will take place at the end of each corresponding module. Each quiz will be worth 20 points (10 items per quiz * 2 points per item) and will be comprised of material from weekly readings and modules. (Note: Quizzes for module 10 and module 12 will be worth 30 points each [15 items per quiz].) You will have an opportunity to complete each module quiz twice, with the highest score counting toward your grade. You will be given 10 minutes per attempt (with a 1-minute grace period), after which the quiz will lock and no further progress can be made. Quizzes must be completed before the end date and time of the associated module; **there is no opportunity to make up a missed quiz without approved documentation** (see “Course Policies” below). Remember that there are many points to be earned in the course, and missing a single quiz is unlikely to drastically affect your grade. Each quiz appears at the end of the module, so be sure to leave enough time to review the content and take the quiz before the module closes.

5. **Final Exam:** There will be a cumulative final exam that will assess your comprehensive knowledge of content from the course. The exam is worth 150 points (75 items * 2 points per item), will consist primarily of multiple-choice and true/false questions, and will be based on material from the weekly readings and modules. The final exam must be taken during the scheduled class period. Information on missed exams can be found under “Course Policies.”

6. **Research Participation:** Students in PSYC 2301 General Psychology 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 ([https://sfasu.sona-systems.com/Default.aspx?ReturnUrl=%2f](https://sfasu.sona-systems.com/Default.aspx?ReturnUrl=%2f)). Participants earn 1 R-point for every 30 minutes of participation. Students who have an objection to participating in psychological research or who will not turn 18 before the end of the semester may opt to complete the alternative assignment to fulfill their R-point requirement. Information about the alternative assignment will be posted on Brightspace.
Some important notes about research participation:

1. There are two recommended deadlines for R-points. It is recommended that you complete six (6) R-points by the end of the seventh week of class and the additional six (6) R-points by the end of the last week of classes (i.e., “dead week”). Altogether, there are 12 R-points that will be worth 11% of your final grade. This schedule is designed to help keep you on track to complete your 12 R-points by the end of the semester. If you wait until the end of the semester, there may not be enough studies available for you to complete your R-points.

2. You may complete your R-points through a mix of in-person studies (also called lab studies) and online studies. Completing a mix of in-person and online studies can expose you to a variety of research platforms and help ensure that you have enough study types available to complete your R-point requirement.

3. It is essential that you sign up only for studies for which you are eligible (i.e., if it says “psychology majors only” but you are a physics major, you are NOT eligible). There are a variety of studies from which to choose. Pick ones that you are interested in and that fit your schedule.

4. It is not acceptable to miss class or Zoom meetings due to participation in a study.

5. If you sign up for a study, you are expected to attend that study. If you’d like to cancel, please do so online at least 24 hours in advance.

6. Extra Credit: You will start the class with 3 extra credit points. Each time you e-mail me (or the TA) with a question that can be found and answered in the syllabus, you will lose points. This is intended to cut down on the number of e-mails I receive in which students ask questions I have already answered here. You can lose up to but no more than all 3 extra credit points. You should feel free to ask questions if you have them. However, my time is a valuable resource, and the more time I spend re-answering questions, the less time I can devote to assisting students outside class, responding to discussion posts, etc. If you have questions, please ask—just be sure to check the syllabus first!

GRADING POLICY

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>50</td>
</tr>
<tr>
<td>Module Quizzes</td>
<td>300</td>
</tr>
<tr>
<td>Cumulative Final Exam</td>
<td>150</td>
</tr>
<tr>
<td>Research Participation</td>
<td>60</td>
</tr>
</tbody>
</table>

Your grade (as a percentage) = \( \frac{\text{All Assignments} + \text{Extra Credit}}{560} \)

Grade Scale

- **A**: 90-100%
- **B**: 80-89%
- **C**: 70-79%
- **D**: 60-69%
- **F**: 59% and below

Except in cases in which your final grade has been calculated in error, do not e-mail me asking me to change your final grade or to provide you with opportunities for additional work to raise your grade. You receive the grade you ultimately earn. Standard rounding rules apply (.5 and above).
DOING WELL IN THIS COURSE

Doing well in this course requires hard work, patience, and self-discipline. 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 likely reward yourself with a good grade and foundational knowledge of psychology.

COURSE POLICIES

E-mail/Course Website: E-mail is the best way to contact me. Send e-mails through the course Brightspace website. In case of an emergency, please send e-mails to conlonke@sfasu.edu and include “General Psychology, Section 012” in the subject line.

I will send e-mails periodically with announcements about the class. It is imperative that you check your Brightspace e-mail account regularly. I will post class materials on Brightspace; I advise you to check it at least once a day. If you are unfamiliar with Brightspace or are having difficulty accessing Brightspace, please contact the SFA Brightspace Helpdesk immediately at https://www.sfactl.com/tech-support or call (936) 468-1919.

Late/Missed Assignments Policy: All work must be submitted via Brightspace by the due date and time indicated in Brightspace. When submitting an assignment to the course dropbox, it is your responsibility to upload the correct, uncorrupted file. If I cannot open the file you submitted to Brightspace or you submit the wrong file, a late penalty may be assessed, or you may not receive credit at all. If you turn in assignments late, you run the risk of not getting feedback in addition to losing points.

Missed Quizzes/Exam(s) Policy: Do not miss a quiz or an exam unless it is unavoidable and for a legitimate reason (e.g., observance of religious holidays, documented medical excuses, or other documented crises). If you must miss a quiz or exam, inform me as far in advance as possible or, if it is not possible to tell me in advance (e.g., last-minute illness or medical emergency), contact me as soon as you can after the quiz/exam. I may ask for documentation that I can keep for my records to show that your missing the quiz/exam was for a legitimate reason, but contact me in any case whether the reason for missing was legitimate or not. I reserve the right to determine what constitutes a valid and acceptable excuse.

I provide make-up quizzes and exams only to students who can document their reason(s) for missing a quiz/exam. This policy applies to all students, regardless of circumstance, and ensures that make-up
quizzes/exams are given in a fair and consistent manner. If allowed to make up a quiz/exam, you will be expected to do so as soon as possible. In most cases this will be no later than during my next office hour following the day of the quiz/exam, but absolutely no later than one week following the original due date (except in extreme circumstances). This is to ensure that you do not fall too far “behind” in the course. If allowed a make-up exam, you will be given a different version from what is given during the regular exam period.

If you need to reschedule an exam due to travel, you must provide documentation that travel plans were arranged before the start of the semester (August 24, 2021) and notify me of your travel plans by August 25, 2021. Do not schedule personal travel during the final week of the semester and hope or expect that I will reschedule your exam around your travel plans; I will not. Make-up final exams may not be an option due to the immediacy of the grade deadline.

**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. I am not responsible for, nor will I be expected to accommodate missed, late, or incomplete work as a result of technological issues you experience. 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.

**Classroom Etiquette:** I expect students to act civilly at all times. This means respecting yourself, other students, and me. Uncivil behavior will not be tolerated. Examples of uncivil behavior include, but are not limited to, disrespectful communication (i.e., rude or aggressive tone in discussion posts or e-mail), using the course website and materials for non-class related purposes, tardiness to Zoom meetings, talking while another student is talking or while I am lecturing during Zoom meetings, or breaking the Student Conduct Code. Students engaging in uncivil or disruptive behavior may be removed from the class. 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.

**Copyright Statement:** Some of the materials in this course are possibly 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 any purpose 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. Any violation of this policy may result in disciplinary action including, but not limited to, failing individual assignments and/or the course.

As a courtesy, Zoom-recorded (lecture) videos automatically produce audio transcripts (Otter.ai™) 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. Conlon 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. Conlon 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/student-academic-dishonesty-4.1.pdf

**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

**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 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.
**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://sfaonline.sfasu.edu/f1visaholders.html](http://sfaonline.sfasu.edu/f1visaholders.html)

**Mental Health and Wellness:** SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFA Counseling Services  
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)  
Rusk Building, 3rd Floor  
(936) 468-2401

SFA Human Services Counseling Clinic  
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)  
Human Services, Room 202  
(936) 468-1041

**Crisis Resources:**
Burke 24-hour crisis line: 1-800-392-8343  
Suicide Prevention Lifeline: 1-800-273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**COVID-19 Protocols:** Please see President Gordon’s e-mail entitled “Updated COVID-19 Campus Protocols - Fall 2021” (sent August 12, 2021) for information regarding campus pandemic safety protocols. Please note that these protocols may be updated as the semester progresses. As stated in the e-mail: “We strongly encourage everyone who can to get vaccinated, wear a mask in public indoor settings, frequently wash hands, and maintain physical distance when possible. Though these precautions are not required, actions like these are known to be effective in reducing the spread of COVID-19.”

**SYLLABUS CHANGE POLICY**

This syllabus is a guide for the course and is subject to change with advance notice. I reserve the right to make changes to the syllabus, course schedule, and readings as necessary. I will announce any changes on Brightspace.
**COURSE SCHEDULE**

This schedule is intended as a course guide and is subject to change with advance notice if required by circumstances occurring during the semester. (Changes will be announced on Brightspace.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Module</th>
<th><em><em>ZOOM MEETINGS</em>, DISCUSSIONS, AND ASSIGNMENTS</em>*</th>
</tr>
</thead>
</table>
| Week 1| August 23-28, 2021 | Getting Started/Module 1: Introducing the World of Psychology | • Zoom Meeting (Tuesday, August 24, 2:00-3:15pm)  
  • *Introduce Yourself* |
| Week 2| August 29-September 4| Module 2: The Science of Psychology               |                                                  |
| Week 3| September 5-11     | Module 3: The Role of Biology in Psychology       | • Discussion Topic/Post                         |
| Week 4| September 12-18    | Module 4: Sensation and Perception                | • Zoom Meeting (Tuesday, September 14, 2:00-3:15pm) |
| Week 5| September 19-25    | Module 5: Consciousness                           |                                                  |
| Week 6| September 26-October 2 | Module 6: Development Across the Life Span         | • Discussion Topic/Post                         |
| Week 7| October 3-9        | Module 7: Learning                                |                                                  |
| Week 8| October 10-16      | Module 8: Memory                                  | • Zoom Meeting (Tuesday, October 12, 2:00-3:15pm) |
| Week 9| October 17-23      | Module 9: Thinking and Intelligence               | • Discussion Topic/Post                         |
| Week 10| October 24-30     | Module 10: Motivation and Emotion                 |                                                  |
| Week 11| October 31-November 6 | Module 11: Self and Personality                  |                                                  |
| Week 12| November 7-13     | Module 12: Social Psychology                      | • Zoom Meeting (Tuesday, November 9, 2:00-3:15pm) |
  • Discussion Topic/Post |
| Week 13| November 14-19    | Module 13: Psychological Disorders                |                                                  |
| Week 14| November 20-28    | No Class – Thanksgiving Break!                    |                                                  |
| Week 15| November 29-December 4 | Module 14: Psychological Treatments              | • Zoom Meeting (Tuesday, November 30, 2:00-3:15pm) |
  • Research Participation (R-points/Alternative Assignments) |
| Week 16| December 5-11     | Cumulative Final Exam (Tuesday, December 7; due by 11:59 PM CST) |                                                  |
*There is no in-person or face-to-face instruction in this course;* instead, the course is a hybrid of online (primarily) and livestream instruction. Synchronous Zoom meetings have been scheduled in lieu of some originally scheduled face-to-face class sessions. In other words, the livestream aspect of the course involves meeting via Zoom on select days (see above) as we would have had the course proceeded in person. Zoom meetings may involve activities, discussions, group work, Q & A, etc. Attendance, though not required, is strongly encouraged. Topics discussed during Zoom meetings may appear on assessments such as quizzes and the final exam. If you are unable to attend a scheduled meeting, it is YOUR responsibility to contact a classmate to find out what you missed. If you miss a Zoom meeting, DO NOT e-mail me and ask me for notes or for me to “catch you up” on missed material. Additional Zoom meetings may be added to the course calendar as needed.

**COURSE CREDIT HOUR JUSTIFICATION STATEMENT**

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.