General Psychology,  
An Online/Livestream Hybrid Course  
PSYC 2301 – Section 013  
Fall 1 2021

Meeting Information

Official Course Times: T/TR, 5pm – 7:30pm; Weekly Zoom meeting, Tuesdays at 5pm  
Location: BrightSpace (online; D2L.sfasu.edu) and Zoom

Professor Information

Professor: Dr. Lauren Brewer, Psychology Department  
Office: McKibben 215R & Virtual via Zoom  
Phone: (936) 468-1470*  
Office Hours: Virtual: M: 3-4:30pm; T: 6-7pm; F2F: F: 8:30-11am or by appointment.  
*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 “PSYC 2301” 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 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.sfactl.com/tech-support or call (936) 468-1919.

Zoom: Each Tuesday at 5pm, we will meet in a synchronous Zoom session. Links to each Zoom session are posted on BrightSpace in the Getting Started Module (Live Zoom Sessions: Dates and Times). Please also read Zoom Etiquette and Expectations.

Hashtag: Students often want to discuss course-related content on social media. To help us connect, feel free to use the hashtag #SFAPSYC2301 when posting on your favorite social media platforms.

SI: Your student instructor (SI) is Anna Parkhurst. Anna will hold SI sessions every Thursday at 5pm. To learn more about Anna, 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.

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: 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, Empirical 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>Discussion Board Module 3</td>
<td>9.4.21</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>Discussion Board Module 1</td>
<td>8.28.21</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>Discussion Board Module 3</td>
<td>9.4.21</td>
</tr>
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<td>Social Responsibility</td>
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<td>Discussion Board Module 1</td>
<td>8.28.21</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. Critical Thinking Skills and Communication Skills.
- Apply psychological knowledge in a variety of settings. Critical Thinking Skills and Communication Skills.
- 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 and Communication Skills.
- Demonstrate critical thinking and quantitative reasoning skills to evaluate research to determine methodological strengths and weaknesses that may affect internal and external validity. Empirical and Quantitative Skills, Critical Thinking Skills, and Communication 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 and Communication 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 and Communication 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, Critical Thinking Skills, and Communication Skills.
- Demonstrate social responsibility through awareness of cultural and behavioral differences across global communities. Social Responsibility, Critical Thinking Skills, and Communication Skills.
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 lesson quizzes, you should first review the lesson objectives, watch the lessons (making sure to actively take notes while watching), and then take the lesson 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.

Lesson Quizzes: These quizzes are designed to encourage you to watch, take notes on, and study the lessons. Quizzes are open note and are worth 10 points each. Students will be given 10 minutes (plus a one minute grace period) to complete each 10-item lesson quiz, so it’s in students’ best interest to actively watch and take notes on the lessons before taking the lesson 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 each module 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 10 minutes (plus a one minute grace period) to complete each readings 10-item reading 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. The quizzes are in BrightSpace.

Class Time Livestreamed via Zoom: Each Tuesdays we will meet synchronously together on Zoom during our regularly scheduled class time (5pm). Links for each Zoom session can be found on BrightSpace. During these Zoom sessions, students may be given a short assignment, topic, or prompt to work through in small teams in breakout rooms, and at the end of the session, students may be given instruction about what to do with the work they created. Sometimes the work created during class time will serve as the foundational or preparatory work for that module’s discussion board post. Students are encouraged to attend these livestreamed Zoom sessions, but they are NOT required.

SI Sessions: Each Thursday during regular class time (5pm), our Student Instructor (SI), Anna, will hold an SI session. During this session, Anna will have activities prepared to help reinforce the topics we are learning in class. Although these sessions are not required, students who attend regularly tend to earn higher grades than students who do not attend. Anna will take attendance at these SI sessions, and students who attend may be eligible for extra credit. More information about SI sessions can be found in the Getting Started Module.
**Discussion Posts:** At the end of each unit, presumably after students have watched the lessons, completed the readings, and finished both associated (lessons and readings) quizzes, 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 cover everything we learned this semester. The final exam will be available in BrightSpace all day on Thursday, October 7, 2021.

**Getting Started Quiz:** After completing the Getting Started module, you’ll complete a single Getting Started Quiz. This quiz is worth 28 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.)

**Module Accessibility and Due Dates:** Barring unforeseen circumstances, modules will become available each Monday. We will cover two modules per week. All work for assigned modules is due by 11:59pm on Saturdays (typically the second Saturday after the module is released).

**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 Module Accessibility and Due Dates above). After the 24 hour grade period, late work will only be accepted in rare instances.

**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 symptoms and/or 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. If you miss a test for an unexcused reason, you may receive a zero. There is no grace period for the final exam.

**Research Requirement (R-Points):** Students in PSYC 2301 courses are expected to earn 12 research points (R-Points) by participating in psychological studies or completing a comparable alternative assignment. The purpose of this requirement is to allow students the opportunity to participate in and learn about real research to help them better understand theories and principles described in class. Each R-Point, completed using either Method A or B, will be worth six course points for a total of 72 course points (12% of your final course grade). Information about the Research Requirement can be found in the Getting Started Module on BrightSpace.
Research Study Participation (Method A): Students should sign up for research participation R-Points through the Department of Psychology’s SONA Software (https://sfasu.sona-systems.com/). 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 (See “Alternative Paper Assignment [Method B]” below). Some important notes about research participation:

1. There are two deadlines for R-Points. It is recommended that you complete at least six R-Points by 9/11/21. It is required that you complete all 12 R-Points by the last day of class, 10/5/21. 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 to begin completing R-points, there may not be enough studies available for you to complete the requirement.

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. On the Sona Systems website, in-person studies will be denoted by the letters “IP,” and online studies will be denoted with the letters “OL.”

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.

Alternative Paper Assignment (Method B): Students who do not wish to participate in research or who are not yet 18 may choose to complete the research requirement by reading a short psychology journal article and answering a few questions about it in the form of a short paper (two R-Points per paper). If you choose only this option, you will need to write six papers. Information about the alternative assignment can be found in the Getting Started module in BrightSpace.

Additional R-Point Information: Students may also choose to complete the R-Points requirement by doing a combination of research studies (Method A) and short papers (Method B). The total number of R-Points, however, must still equal 12. Students who complete at least six R-Points by 9/11/21 will earn extra credit. (To compute midterm grades, it will be expected that students have completed at least 6 R-Points by 9/11/21, however, students will have until 10/5/21 to complete all 12 required R-Points). Note that there is no grace period for R-points.

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) = 28 points  
2. R-Points X 6 points/R-Point = 72 points  
3. Lessons Quizzes X 10 points/quiz = 130 points  
4. Readings Quizzes X 10 points/quiz = 130 points  
5. Discussion Posts X 10 points/Discussion Posts = 140 points  
6. Final Exam = 100 points  
**TOTAL POINTS AVAILABLE = 600**

Computing Your Final Grade:  
(# of points from all quizzes, discussion posts, R-points, final exam and extra credit)  
600

<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>537-600</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>477-536</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>417-476</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>357-416</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>0-356</td>
</tr>
</tbody>
</table>

Total Points = all points earned + extra credit

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. Ultimately, you receive the grade you earn. Standard rounding rules apply (.5 and above round up).

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 four extra credit points. 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, 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 teaching 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.
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. More information can be found on in the Mental Health section below and in the Getting Started module.

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 or for your own purposes. 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 (lesson) 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. 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 (4.1): 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 plagiarizing. 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: https://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf

Withheld Grades Semester Grades Policy (5.5): 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.

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 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/.

Mental Health: 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, Rusk Building, 3rd Floor, 936.468.2401; SFA Human Services Counseling Clinic, 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

Parent and Caregiver Accommodations: Parents and caregivers deserve access to education. Especially now, in our virtual learning space, with many children learning from home and schools potentially facing sudden closures, it is anticipated that children and others with care needs may become incorporated into your learning experience. Breastfeeding babies and children of all ages are welcome and may be visible on screen during our class sessions. Alternatively, parents and caregivers may turn the camera off when more privacy is required. Stepping away momentarily for childcare reasons is completely understandable and expected.
Simply mute and/or turn off your camera as necessary and rejoin us when you are able. **Do not take any photos, audio, or video of any children on screen.** Students who do so are in violation of course policy, which may result in failing assignments and/or the course. All students are encouraged to support and respect caregivers as they mute and/or turn off their video and use the chat function as needed. Please consider disclosing your student-caregiver status to Dr. Brewer. This is the first step in my being able to accommodate any special needs that arise. Although the expectations for all students are high, Dr. Brewer is happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.

**Safe Space:** My (virtual) office is a safe space, and I am friendly toward all groups of students including those who identify as LGBTQ+. I want you to know that you can feel safe from judgmental attitudes when interacting with me. More information can be found at [http://en.wikipedia.org/wiki/Safe-space](http://en.wikipedia.org/wiki/Safe-space) and [http://www.sfasu.edu/counselingservices/193.asp](http://www.sfasu.edu/counselingservices/193.asp)

**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 due dates as necessary. I will announce any changes both during Zoom sessions 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 should anticipate technological problems and work to rectify them before course work is due. 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 once 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!).

**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. Online/livestream hybrid 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 each week in synchronous Zoom class sessions. Together, these activities average at a minimum of 12 hours of work each week.
# Course Calendar & Timeline – Fall 1 2021

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<thead>
<tr>
<th>Week</th>
<th>Module #</th>
<th>Topic</th>
<th>Work Outside of Class</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| 1    | Getting Started | Introduction to PSYC 2301 | Complete Getting Started Module  
Take Getting Started Quiz  
Post to Getting Started Discussion Board | 8/28     |
| 1    | 1        | Introduction to Psychology    | Watch Module 1 Lessons  
Complete Module 1 Lessons Quiz  
Read Module 1 Readings  
Complete Module 1 Reading Quiz  
Post to Module 1 Discussion Board | 9/4      |
| 2    | 2        | Psychology as a Science       | Watch Module 2 Lessons  
Complete Module 2 Lessons Quiz  
Read Module 2 Readings  
Complete Module 2 Reading Quiz  
Post to Module 2 Discussion Board | 9/4      |
| 3    | 3        | Psychology Research Methods   | Watch Module 3 Lessons  
Complete Module 3 Lessons Quiz  
Read Module 3 Readings  
Complete Module 3 Reading Quiz  
Post to Module 3 Discussion Board | 9/11     |
| 4    | 4        | The Brain                     | Watch Module 4 Lessons  
Complete Module 4 Lessons Quiz  
Read Module 4 Readings  
Complete Module 4 Reading Quiz  
Post to Module 4 Discussion Board | 9/11     |
| 5    | 5        | Consciousness                 | Watch Module 5 Lessons  
Complete Module 5 Lessons Quiz  
Read Module 5 Readings  
Complete Module 5 Reading Quiz  
Post to Module 5 Discussion Board | 9/11     |
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<tbody>
<tr>
<td>4</td>
<td>6</td>
<td>Development</td>
<td>Watch Module 6 Lessons</td>
<td>9/18</td>
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<tr>
<td></td>
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<td></td>
<td>Complete Module 6 Lessons Quiz</td>
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<td></td>
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<td></td>
<td>Read Module 6 Readings</td>
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<td>Complete Module 6 Reading Quiz</td>
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**Cumulative Final Exam**
- Due by 11:59pm
- 10/7