Psychology 2301.004  
General Psychology: Online/Hybrid  
Stephen F. Austin State University  
Department of Psychology  
Dr. Lora Jacobi  
Fall 2021

**Course Format:** Online hybrid format; the course is predominantly in an online format, with 15% of the course as live lectures and discussions through Zoom

**Live Zoom Meetings:** announced in advance on either a Monday or Wednesday at 2:30

**Office/Office hours:** Online and virtual meetings through multimedia by appointment (e.g., live chats, Zoom, or phone); TuTh 2:30-5:00; or by appointment

**Phone:** (936) 468-4402 Psychology Dept. main number

**Email for Dr. Jacobi:** jacobil@d2l.sfasu.edu (preferred) or jacobil@sfasu.edu

**Graduate Assistant:** Alexandra Wall; wallam@jacks.sfasu.edu


**Course Description:**  
Psychology 2301: Survey of fundamental principles of behavior, including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives ([http://www2.sfasu.edu/sfapsych/UGRAD/COURSES.html](http://www2.sfasu.edu/sfapsych/UGRAD/COURSES.html))

**Course Credits & Time Requirements:**  
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 16 weeks, and also meets for a 2-hour final examination period. Students typically have significant weekly reading assignments, writing assignments, quizzes, research participation, are expected to take regular exams. 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. As an online hybrid course, the amount of time spend on the class is approximately 9 hours a week. As a hybrid, 15% of the course will be livestreamed; we will be have periodic live Zoom meetings, which will held during the originally scheduled time (see the times above based on your class section). Each week, use the course schedule provided (on the last page of the syllabus) to guide your reading and what materials to study. In D2L, follow the modules and the corresponding tasks and access your corresponding readings and quizzes in Top Hat.

**Required Text:** The text is required. The chapters are interactive with relevant videos, embedded questions, chapter quizzes, and other student resources. The embedded questions provide immediate feedback about the correctness of your response. Videos are embedded in the text to demonstrate and further explain ideas and concepts learned; the videos enable multimodal learning and present information in memorable ways, which helps student learn and remember. The style of presentation of the text is highly effective and provides students with an enriching experience that increases the learning and retention of course material.
Please note: The text is only available online (eBook) and is **required**. I have done my best to minimize the cost to students. You are required to obtain the text, as testing portions of your grade are only accessible from within the online text. “Used” versions are not available.

**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.

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<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>D2L Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Abnormal Psychology Case Analysis</td>
<td>See schedule</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>Assessed across writing assignments</td>
<td>Throughout semester</td>
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<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Research Design Exercise</td>
<td>End of Week 3 (drop box in D2L)</td>
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<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Social Psychology Prompt Response</td>
<td>See Course Schedule</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:** You must have access to the Internet, and be familiar with or learn to use Brightspace by D2L in order to take this course. For assistance, call Brightspace support at 936-468-1919.

1. **Syllabus Quiz (10 points):** There will be a syllabus quiz to ensure that all students are familiar with all aspects of the course and that students read the syllabus in its entirety. Note that the syllabus should be used as a course guide. Often, the answers to many student’s questions can be found in the syllabus. All students are expected to refer to the syllabus and the course schedule throughout the semester.

2. **Course Participation & Attendance (20 points):** This is a fast-paced course that will cover substantial amounts of information in each chapter. Consistently accessing and reading information in the posted modules and announcements in Brightspace by D2L are extremely important to your understanding of the concepts and information in this course and is considered the “classroom” portion of the course. It is recommended that you log onto the course at Brightspace regularly (at least 3 times a week; however, daily is ideal) and consistently for a comparable amount of time that you would spend in class and studying for the course if it were in a face-to-face format. All course information,
assignments, quizzes, and exams can be found on D2L. **You are expected to read all module pages and complete all posted module assignments on time.**

The amount of time spent reading the online course content will be monitored. Students are expected to **read all course content pages and watch all posted videos in their entirety** (these videos typically highlight the disorders being covered). **For each student, participation will be determined based on appropriate amounts of time dedicated to each of the pages in the modules, including all posted and embedded videos.** (Note that the instructor can see the date and amount of time each student spends on each module page and video in the course.) Note that simply opening and closing a required video or pages in a module without reading or viewing the content in its entirety will be noted and detrimentally affect your online participation grade.

**Attendance during Live Zoom sessions:** All students will be expected to participate in **all** online Zoom sessions. Attendance will be recorded and monitored. Zoom session are announced in advance. **Be sure to read all course announcements and check your email in D2L for Zoom invitations.** Refer to the published course schedule for Zoom dates. Students are expected to participate in Zoom sessions, answer questions, and contribute appropriately.

3. **Reading the E-book is required:** Read the assigned chapter before starting the module. This will ensure that you are prepared to participate in discussions, complete chapter quizzes and assignments, and ask pertinent questions and/or make relevant observations. **Students are expected to read the textbook as well as all reading in the modules and any assigned supplemental materials in D2L.** Reviewing your reading materials after the completing the module will enhance your retention of important information. You will need the e-book in order to successfully complete this course. **Note: you are responsible for material from the e-book whether or not it is specifically covered in the module.** The module cannot possibly cover all of the material covered in the text and is a summation of some of the main topics. It would be redundant to rewrite the book. After reading the text, be sure to read the module. Make sure you keep up with all deadlines (as they will vary).

Students can access the e-book using the Top Hat website: [www.topHat.com](http://www.topHat.com). The chapters are interactive and provides a more enriching experience compared to a paper text. There are interesting videos about the material and built-in questions that you answer as you read (questions in the text are set to be in “review” mode so that you can get immediate feedback on the correctness of your answers. The book’s style of presentation is highly effective for learning and retention. Note that all chapters are open (although we will not be covering all chapter). I will open and assign the end of chapter quizzes as we progress through the semester. The due date for the quiz will be posted in Top Hat (I will also post reminders in D2L). It is your responsibility to meet all deadlines. Please note that you can download the free Top Hat app. onto your cell phone or tablet and access the course once you have paid the access fee (included in the $80).

As mentioned above, as you are read each chapter, there will be a variety of questions embedded (e.g., multiple choice, matching) that you should try to answer to test your understanding of the material. **After two unsuccessful attempts, the correct response are provided.** Make sure that you utilize the immediate feedback; go back to the material you answered incorrectly. All chapters have an end-of-chapter quiz on the material within the chapter. There will be specific dates set for completing the end of chapter quiz. Although I will not directly include the scores from the embedded chapter questions directly, I will be **monitoring each student’s use of their e-book, including the amount of time spent reading the chapter, making sure that you are watching all the videos (some exam questions will be based on the embedded**
videos and are questions directly from the text). It is vital that you watch the videos and do the activities in the text as you progress through the chapter.

NOTE: You will lose participation points for not watching posted videos (both in the text and videos posted in D2L). The videos are included because they help explain the topic and were carefully selected by the author. As instructor, I will know what you have and have not completed (including whether you watched a video in its entirety and how many minutes and seconds that you did watch). There are a lot of means of tracking participation – Please simply complete the tasks and read the information as you progress through a module on D2L and as you read your text. I would much rather everyone earn all their participation points; however, I have had persons simply open and close the pages in the module and I could see that the some individuals spent 2 seconds on each page. They had forwarded through the module without reading or viewing, believing it would look as if they completed all the pages. They were clearly unaware that the amount of time spent on each page, video, quiz, survey, exam, etc is captured. I am letting you know this because your success depends on your reading the content and watching the videos, and it is my hope that students will allocate the time necessary to successfully complete the course.

3. End-of-chapter Quizzes (50 points): The end of chapter quizzes are available in Top Hat will be open for a specified period of time (dates will be available on Top Hat and posted in the course schedule). Each chapter covered will have an end of chapter quiz assigned (these quizzes must be completed in one sitting – NO EXCEPTIONS). The average of the Chapter Quizzes are graded on a 100-point scale. Because sometimes random misfortune happens to each of us, your lowest quiz score will be dropped.

NOTE: End of chapter quizzes are not visible to students until they are assigned in Top Hat. When a quiz is assigned, it will be in “homework” mode, which is when students complete the quiz for a grade. When in homework mode there is a due date set. Students are responsible for completing the quiz prior to its due date. Once the quiz closes, I have it default to “review” so that students can practice the questions on the quiz and be provided with the answers. Once the quiz has gone into review mode, it cannot be taken for credit (as the answers are available as you answer the questions). I have it set to review so that students can study from the quizzes and have access to them.

As a student, it is YOUR responsibility to know the Chapter Quizzes are open to students and to complete the quiz before it closes: once closed you cannot take the quiz for points and your quiz grade will be a zero. Hopefully, if you erroneously miss a quiz, it is only one (as the lowest quiz is dropped). In general, once we start a new chapter, the quiz will be opened and a due date set. Keep in mind that this is a graded quiz, which means no cheating or collaborating among students- all academic rules regarding honor and integrity apply. IMPORTANT: You may NOT work in conjunction with other students or be in communication with other students when taking quizzes. This is a direct violation of academic integrity and you will be reported to the Dean of the college for Academic Dishonesty. I reserve the right to fail students who collaborate on any graded assignment (quizzes, exams, or the case study) as any collaboration is considered a violation of academic integrity/honesty. Remember, make-up quizzes are not offered. Each quiz is open for about a week, do NOT wait until the night it is due – you will lower your anxiety and stress and unexpected emergencies or situations will then not affect your ability to complete your work.

All quizzes must be done in one sitting – you need to be prepared to finish the quiz and are without interruption before you open the quiz. As with any online component to any course that is either online courses or that requires online access, it is your responsibility to ensure that when you are taking the online quiz, you have a direct connection to the internet or a strong signal without interruption. This is absolutely possible, as hundreds of sections of various courses throughout campus are offered online and the
quality of the internet connection is always the students’ responsibility. See online assignments (below) for more information about online quizzes.

Please direct any questions about the course or course content to me or the graduate assistant (or to the SI). You may study with other students prior to the opening of the exam or quiz. However, communication about a quiz of exam while other students are still taking the exam or quiz is a violation of academic integrity. Simply put, do NOT discuss exam/quiz questions or content with other students or persons. These are independent assessments.

4. Closed-book Exams (100 points each @ 3 + 50 points = 350 points):
There are four non-cumulative CLOSED BOOK exams in this course. Exams will be administered live during the class time. Your exam performance will make up a significant portion of your final grade. In the past all exams were worth the same; however, to maintain students’ motivation, your lowest exam score be 50 points and the three highest exam scores will be 100 points. This revision is to your advantage. With your lowest performance counting the least, poor performance on one exam will not devastate your grade. You are expected to be prepared for these exams (do your readings in advance, complete the chapter modules, utilize any/all resources provided by the instructor, and STUDY). You CANNOT “cram” for the exam and expect to do well. Research has clearly and repeatedly demonstrated that spaced learning is far more effective than massed learning – space studying out in the days and weeks prior to the exam. Do not fall behind on readings and expect to catch up right before the exam. Ultimately, you are responsible for your success in this course.

When studying for exams, during the week prior to the exam, increase the amount of time dedicated to studying the material covered on the upcoming exam. In general, you are more likely to be able to remember and apply what you have learned if dedicate more time to reviewing the material, thinking about what you are learning, reflecting on what was discussed in class, and relating what you are learning to your existing knowledge. You will need to find the method of studying that works best for you. However, YOU are responsible for your own success. Keep in mind that performing well on an exam is far more important than any extra credit you may earn.

All exams are closed-book (exam 4 will be during the final examination period and is not cumulative and will only cover the last section of material covered). I will be using virtual proctoring during exams and other measures to ensure that student do not engage in academic dishonesty during the exam. Do not cheat or try to cheat – you will be caught and it simply is not worth it. Academic dishonesty and cheating (in academics and in general) are not enviable or desirable characteristics; these behaviors reflect negatively on all individuals involved. When taking exams, all course related information should not be accessible to remove any temptation. Remember, all persons who engage in academic dishonesty will be reported to the Dean, which will remain in your permanent academic record. Additionally, you will fail the assignment and the instructor reserves the right to assign a failing grade for the course.

- **IMPORTANT POLICY on Make-up Exams:** Make-up exams will only be given in extremely RARE CIRCUMSTANCES, where arrangements are made in advance of the scheduled exam. Appropriate documentation must be presented in order to take a make-up exam, where appropriate documentation includes a written excuse from the Dean for a university sanctioned event (I should be notified in advance of any planned event). If you miss an exam and do not provide sufficient documentation, then you will receive a zero on the exam. If there is a true emergency and you are in danger of missing an exam, contact me ASAP and also contact the Office of Community Standards (http://www.sfasu.edu/judicial/), which is located in room 315 of the Rusk Building [936-468-2703]. I would recommend all students familiarize themselves with their website and service
offered by the university. **Whatever the situation, if there is a problem of any sort, it is essential that you communicate with Dr. Jacobi.**

5. **Core Written Assignments (50 points):** There will be two written assignments to assess the core curriculum objectives that are covered in this course. The value of each assignment will depend on the effort required points and will be graded based on both content and written communication skills (since communication is one of the core objectives). The assignments will be made available when the chapter that corresponding to the content of the assignment is covered. There will be core assignments that correspond to Chapters 2 and 14/15. Keep in mind that although the first three chapters are presented in order, the chapters are not presented sequentially; refer to the course schedule for the order of topics being covered.

**Important Note:** All core writing assignments must be submitted to Brightspace in a Word document; Assignments cannot be “scanned in” or handwritten, or in a pages or jpeg format.

You are expected to write on a level that is commensurate with that of a college student. Grading will be based on content, clarity, and organization, as well as grammar and spelling. Assignments will be available in drop box on Brightspace by D2L. Students must upload completed assignments as a Word Document to the designated drop box. Note: With regard to uploading a Word documents for assignments, this does not include discussion posts (see below).

For students who have difficulty writing, I strongly encourage you to utilize the writing center in the Academic Assistance and Resource Center AARC (which is located in the library and can also be reached online using the following website [http://www.sfasu.edu/aarc/online-resources](http://www.sfasu.edu/aarc/online-resources)).

6. **Research Participation (20 points):** All students in 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 and to help them better understand theories and principles described in class. Students should sign up for research participation R-Points through the Department of Psychology’s SONA Software ([http://sfasu.sona-systems.com](http://sfasu.sona-systems.com)). Participants earn 1 R-point every 30 minutes of participation. Students who have an objection to participating in psychological research or who will not turn 18 before the end of the semester may opt out of participating and instead complete an alternative assignment to fulfill their R-point requirement. Information about the alternative assignment is posted in D2L. More information about the research participation component are explained in the Getting Started Module, where there are step-by-step instructions for creating a Sona account and how to access your account.

**Important Information about Research Participation:**

A. Students must earn a total of 12 R-points. You are strongly encouraged establish a Sona-Research Account so that you can sign up for research when available. Do NOT wait until the end of the semester to finally participate in obtaining R-Points, as much of the research we do of classes (i.e., “dead week”). **Altogether, there are 12 R-points that will be worth 20 points of your final grade.**

B. Be sure that the points earned are assigned to the correct class. You are in Dr. Jacobi’s class: 2301.004

C. Although typically there are research studies both in-person and online, due to the Covid-19 pandemic and need for social distancing, most research will be online. Student should simply participate in whatever is available that they qualify for. **You are expected to each a total of 12 R-Points, which is 20 points in your grade total**
D. It is essential that you sign up only for studies for which you are eligible (if it says ‘males only’ but you are female, 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.

E. It is not acceptable to miss a live stream Zoom class to participation in a study.

F. If you sign up for a study, you are expected to show up! If you’d like to cancel, please do so online at least 24 hours in advance. If fail to show up for a time you selected, you will lose an R point and will need to replace the one lost with additional points.

Realize that when you sign up to participate in a lab study (these will likely be rare) that you have taken a time slot and someone is waiting for you. That means you have wasted the researchers time and taken a spot from another student who could have participated. As stated, no-show points are subtracted from the total earned points; thus, if you earned 12 points and did not show for a 2-credit study (2 R-Points), then you will only have 10 total R-Points and need to make up the points. Basically, if you sign up, please show up!

7. Need help with your writing? Having difficulty learning in one of your courses? If so, take advantage of the FREE resources available to students at the AARC (the Academic Resource Center)

ONLINE RESOURCES: The AARC has a wide variety of ONLINE RESOURCES available to students. If you have any suggestions to improve these resources, please let me know as these resources are continually updated.

***WRITING ASSISTANCE: The AARC Writing Program Director Kathy Bryson has many resources available to assist with writing assignments.

The AARC looks forward to providing a variety of academic assistance resources to students, and if you have any questions or feedback regarding AARC services, you can contact them directly.

Contacting the AARC: 936.468.4108 or aarc@sfasu.edu;
Physical Address: Ralph W. Steen Library, First Floor

Here are some additional helpful links for writing:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
http://www.easybib.com/guides/students/writing-guide/iv-write/a-formatting/apa-paper-formatting/
https://libguides.sfasu.edu/psychology#/?_k=6iazkw

Supplemental Resources available through the AARC: In addition to SI groups, the AARC also has other services to ensure that student perform at their best and offers services to help. Such services include the SI program, 1:1 appointments, online resources; and writing assistance. The following descriptions were taken from the website http://www.sfasu.edu/aarc/online-resources and included below.

Appointments: 1:1 and One-Time-Only: Recurring weekly 1:1 appointments and One-Time-Only appointments can be scheduled for many subjects by completing the online request form.

Ask a Tutor: If you have questions about a writing assignment, you can join an Ask A Tutor session to discuss your question with a tutor using Zoom web conferencing. Access these sessions through the Ask a Tutor link, located in the OWL course on your Brightspace by D2L account.

Online Writing Lab (OWL): For a personalized overview of any paper for any class, submit your paper to the Online Writing Lab OWL in D2L for quick online feedback. Writing Tutors will check for basic paper structure and grammar to identify types of errors. Allow 48 hours for response.
Computing Final Grades:

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<th>Grading:</th>
<th>Course Components:</th>
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<tr>
<td>A = 450-500 points</td>
<td>Top 3 exams</td>
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<tr>
<td>B = 400-449 points</td>
<td>Lowest exam</td>
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<tr>
<td>C = 350-399 points</td>
<td>Average Online Quizzes</td>
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<tr>
<td>D= 300-349 points</td>
<td>Core Writing Assignments</td>
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<tr>
<td>F = less than 300</td>
<td>Syllabus quiz</td>
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<td></td>
<td>Research (R-Points or alternative)</td>
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<td></td>
<td>Attendance and Participation</td>
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**Total Points 500 points**

Grading cutoffs are FIRM. I will not raise your grade if you are “close,” so please do not ask should this circumstance arise. I will not respond to pleas for me to bump you up a grade for whatever reason or “is there anything I can do” – you will simply receive the grade that you earned, so please do not even ask. I strongly encourage all students to put forth their full effort throughout the course so that you can earn the highest grade possible. Extra credit is not the answer – studying and preparing adequately for exams are!!!

Other Important Course Information:

- **There are no make-up assignments for deadlines that are missed.** More information will be posted on Brightspace regarding the specific due dates for discussions, quizzes, exams, and assignments. Students will be provided with ample time for completion prior to the due dates.

- Remember, you are responsible for completing each quiz before the posted date and for keeping track of the due dates for your assignments. **I recommend you maintain calendar with the dates of exams, quizzes, assignments, and other activities for each course (color coded for the course).**

- **Click on the following link for tips on Netiquette** (appropriate e-mail and discussion boards’ etiquette): [https://bowvalleycollege.libguides.com/c.php?g=10214&p=52001](https://bowvalleycollege.libguides.com/c.php?g=10214&p=52001)

- **Course behavior must not interfere with the instructor's ability to conduct the course or the ability of other students to learn from the instructional program** (refer to Student Conduct code, policy D-34.1). Though students have the opportunity to participate and to engage in online discussions, it is not necessarily appropriate to discuss detailed personal matters. Also, you need to be respectful of others in all communications and discussion postings. Personal attacks on others will not be tolerated. Remember to treat others with kindness and respect.

- **Important E-mail Information:** E-mail from your personal e-mail account that is sent to the Professor’s sfasu.edu e-mail address is **often** directed to “Junk Mail” because it is not recognized by the server; thus, e-mails sent to my sfasu.edu address may not be received. Therefore, it is very important for students to **use only the D2L address for e-mail communication with Dr. Jacobi** (jacobil@d2l.sfasu.edu) and with the graduate teaching assistant.

Remember that D2L is an internal email that cannot be sent to outside email addresses. The fastest way to reach me is through D2L. If you are in your SFA Jacks email, you cannot send an email to D2L, and you would have to send me the email to my SFA email address at jacobil@sfasu.edu. However, keep in mind that I will be spending more time in D2L than in my SFA email, so the fastest way to reach me will be through D2L email.
• **For students who are having academic difficulty in this class or any other class**, remember there are free tutoring and other services through the AARC. If you are not doing well, first evaluate what you are and are not doing in the course. Are you doing the reading? Are you dedicating enough time to the course? Often low performance is associated with lack of time spent in the course. This can be easily remedied if identified early. As with any course, you cannot procrastinate and succeed. It is essential that you stay on top of deadlines and keep up with pace of the course. Online courses should not be given less priority – these types of courses rely on your continued active engagement in the course. It is essential for your success,

• Again, to reiterate, students should **check Brightspace by D2L frequently** for important announcements, Zoom meeting dates and times, e-mails, assignments, discussion posts, quiz info, helpful links, etc. You are responsible for all information posted on Brightspace by D2L, and it is to your advantage to use it. You should log into the course a minimum of 3-4 times a week

• **I do recognize that sometimes there are exceptional circumstances that warrant consideration. If there are some extenuating circumstances that affect your ability to pay attention or if temporary modifications need to be made, please notify me before class begins. Please communicate with me jacobil@sfasu.edu about any concerns that you may have regarding any of the course policies or other course-related information.**

• **SFASU 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:**
SFASU Counseling Services
[www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
3rd Floor Rusk Building
936-468-2401

SFASU 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

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**Course Information related to University Policies:**

**Policy on Cheating and Plagiarism:**
If I believe that you have copied from another student or other source, you will receive a grade of ‘0’ on that assignment or exam and the dean will be notified of the offense. Please see our catalogue for additional information. **CHEATING IN ANY FORM WILL NOT BE TOLERATED!!!**

**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.

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

**Withheld Grades Semester Grades Policy (A-54)**
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for 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/)

**Acceptable Student Conduct**
A student’s 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 D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be dropped from the class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate and/or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendation for resources or other assistance that is available to help SFA students succeed. Instructors reserve the right to drop students for inappropriate behavior.
**Class Schedule for PSYC 2301.004**

**IMPORTANT:** All Activities and Modules in Middle Column are in D2L; All Chapter readings, Chapter quizzes, and other activities are listed in right column (3rd column)

*NOTE (Column 3): Chapter Quizzes are listed as “Homework” in Top Hat. All Top Hat Readings, Chapter Quizzes (i.e., Homework) & Other Activities in Top Hat in Column 3*

<table>
<thead>
<tr>
<th>Dates</th>
<th>Brightspace D2L Content Modules &amp; Corresponding Activities</th>
<th>Top Hat Assignments*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>“Getting Started Module” with embedded exercises in D2L</td>
<td>First Day of Classes Slides</td>
</tr>
<tr>
<td>(Aug 23)</td>
<td>Live Stream Monday, August 23 (2:30pm)</td>
<td>Study Tips for Students</td>
</tr>
<tr>
<td></td>
<td>Welcome and Introduction to Course</td>
<td>Welcome to Psychology</td>
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<tr>
<td></td>
<td>Syllabus Quiz due by Friday, Aug 27th (in D2L under Course tools- Quizzes)</td>
<td>(complete all above by Aug 27)</td>
</tr>
<tr>
<td>Week 2</td>
<td>Module 1. What Is Psychology &amp; History</td>
<td>Chapter 1 Reading due by 9/3</td>
</tr>
<tr>
<td>(Aug 30)</td>
<td></td>
<td>Quiz 1* (due 9/5)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Module 2. Research Methods with embedded exercises</td>
<td>Chapter 2 by 9/10</td>
</tr>
<tr>
<td>(Sept 6)</td>
<td></td>
<td>Quiz 2 (due 9/12)</td>
</tr>
<tr>
<td>Week 4</td>
<td>Live Stream Monday Sept 13 (2:30)</td>
<td>Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>(Sept 13)</td>
<td>Review for Exam 1; answer questions about Core Paper 1</td>
<td>D2L Modules 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>EXAM ONE – Wed., Sept 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Content includes Top Hat Chapters and D2L Modules</td>
<td></td>
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<tr>
<td></td>
<td>Core Independent Assignment 1 (Due Date: Friday, Sept 17)</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Module 3: Biopsychology</td>
<td>Chapter 3 by 9/24</td>
</tr>
<tr>
<td>(Sept 20)</td>
<td></td>
<td>Quiz 3 (due Sept 26)</td>
</tr>
</tbody>
</table>

*Week 1 (Aug 23): Getting Started Module with embedded exercises in D2L, Live Stream Monday August 23 (2:30pm), Welcome and Introduction to Course, Syllabus Quiz due by Friday, August 27th.


*Week 3 (Sept 6): Module 2. Research Methods with embedded exercises, Chapter 2 by 9/10, Quiz 2 (due 9/12).


*Week 5 (Sept 20): Module 3: Biopsychology, Chapter 3 by 9/24, Quiz 3 (due Sept 26).
<table>
<thead>
<tr>
<th>Week 6 (Sept 27)</th>
<th><strong>Module 4. States of Consciousness</strong></th>
<th>Chapter 6 by Oct 1 Quiz 6 (due Oct 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 7 (Oct 4)</td>
<td><strong>Module 5. Learning</strong></td>
<td>Chapter 7 by Oct 8 Quiz 7 (due Oct 10)</td>
</tr>
</tbody>
</table>
| Week 8 (Oct 11) | **Live Stream Monday, Oct 11 (75 min)**  
**Review for Exam 2 (come prepared!)** | **EXAM TWO – Wed, Oct 13**  
Content includes all D2L Modules and Chapters on topics of: biopsychology, consciousness, and learning.  
Start reading the psychological disorders chapter 14 after the exam/Module 6 | **Chapters 3, 6, 7**  
**D2L Modules 3, 4, 5** |
| Week 9 (Oct 18) | **Module 6. Psychological Disorders**  
*You must listen to the series of recorded lectures that are posted in D2L covering psychological disorders and aspects of treatment. *NOTE: Viewing lectures will be monitored carefully to ensure that each student watches all the lectures and video attachments in their entirety.  
There are a number of lectures of varying lengths. The lectures go into significantly more detail on a number of groups of disorders (e.g., mood disorder, anxiety disorders, eating disorders, dissociative disorders, schizophrenia). The third exam will draw heavily on the information covered in the lectures posted in D2L. **You will not do well on third exam if you do not watch the lectures and take notes.** These asynchronous lectures account for the required asynchronous hours to yield enough course time for the university’s accreditation. | Chapter 14 by 10/22 Quiz 14 (due 10/24) |
| Week 10 (Oct 25) | **Module 7. Treatment of Disorders**  
**Live Stream Wednesday, Oct 27 (2:30) to discuss Core Assignment 2 on Psych Disorders** | Chapter 15 by Nov 1 Quiz 15 (due Nov. 3) |
| Week 11 (Nov 1) | **EXAM THREE – Friday, November 5**  
**Psychology Disorders Core Paper**  
(Due November 7) | **Chapters 14, 15**  
And D2L lectures and modules |
| Week 12  (Nov 8) | Module 8. Social Psychology  
The social psychology module also contains video lectures that students must watch. | Chapter 13 by Nov 12  
**Quiz 13 (due 11/14)** |
|------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Week 13 (Nov 15) | Module 9. Memory  
**Live Stream Monday, November 15 at 2:30**  
During our Zoom meeting, have a pen and paper ready to do fun memory games during our Zoom meeting! | Chapter 8 by Nov, 19  
**Quiz 8 (due by Nov 21)** |
| Week 14 (Nov 22) | **Thanksgiving Break**  
**Happy Turkey (or Tofurkey) Day!** |
| Week 15 (Nov 29) | Module 10. Development | Chapter 4 by 12/4  
**Quiz 4 (due Dec 5)** |
| Week 16 (Finals Week) | **EXAM FOUR will be administered**  
**During Final Exam Schedule**  
Covers D2L modules and Top Hat Chapters since Exam 3 | **Chapters 13, 8, 4** |

*Schedule subject to change based on students’ mastery of material and other extraneous factors*