General Psychology 2301-009
Fall 2021

Instructor:  Ms. Julie Brotzen, M.A.
Classroom & Time:  ED 257  MWF 9:00 – 9:50 AM
Contact:  jbrotzen@sfasu.edu
Office & Office Hours:  MW 4:00 – 5:300, & TR 10:30 – 12:30  As I have a small office, I am requesting that students who would like to meet in person please wear a mask.
Department:  Psychology
Office Phone: (936) 468-1859
Text Book:  Top Hat’s Intro Course for Psychology, Version 5.4.0 (Join Code: 325849)

Course Description:  General Psychology is a survey of fundamental principles of behavior including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives.

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. Students typically have significant weekly reading assignments, writing assignments, voluntary research participation, and are expected to take quizzes and exams. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

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, Empiric 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 social and behavioral science 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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<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Students will complete weekly, graded homework assignments comprised of pertinent questions over each chapter.</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>Students will participate in classroom discussions.</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>Class Module and lectures over scientific methods in</td>
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<th>Quantitative Skills</th>
<th>informed conclusions.</th>
<th>psychology</th>
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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>Students will read and respond to a NOBA module: Prejudice, Discrimination, and Stereotyping.</td>
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**Student Learning Outcomes:** Upon completion of this course, students should be able to do the following things at a basic level:

- Identify, compare, and contrast the application of historic and modern theories in psychology.
- Apply psychological knowledge in a variety of settings.
- Utilize critical thinking skills to determine valid methods of scientific investigation to examine psychological concerns focused at the individual, group, cultural, and global levels of analysis.
- Demonstrate critical thinking and quantitative reasoning skills to evaluate research to determine methodological strengths and weaknesses that may affect internal and external validity.
- Demonstrate critical thinking skills through scientific inquiry, analysis of the strengths and weakness of consistent and inconsistent findings within the scientific literature, and the synthesis of a defendable conclusion.
- Demonstrate critical thinking skills when addressing scientific problems, developing testable hypotheses, operationally defining variables and developing sound research methods, evaluating, results, synthesizing the findings, and drawing valid conclusions from those findings.
- Utilize a basic knowledge of quantitative analysis to interpret compiled data and analyze graphs and present the conclusions using effective communication skills.
- Demonstrate communication skills including effective development, interpretation, and expression of ideas through effective written and visual communication.
- Identify, compare, and contrast influences on the behaviors and experiences of individuals, groups, cultures, global communities.
- Demonstrate social responsibility through awareness of cultural and behavioral differences across global communities.

**Academic Integrity (A-9.I)**

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)

**Acceptable 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 D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave 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/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 recommendations for resources or other assistance that is available to help SFA students succeed.

**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 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/.

**Attendance Policy:** Attendance is required and will be taken in class.

**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
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

**Course Calendar/Exam Schedule:**

(8/23-8/27) Module 1: What is Psychology

(8/30-9/9) Module 2: Methods

(9/10-9/17) Module 3: Biology & Neuroscience

**Exam # 1** Monday, 09/20/2021

(9/22-9/24) Module 7: Learning

(9/27-10/1) Module 4: Development

(10/4-10/11) Module 17: Gender & Sexuality

**Exam # 2:** Wednesday, October 13th

(10/15-10/20) Module 11: Motivation & Emotion

(10/22-10/27) Module 6: States of Consciousness

(10/29-11/5) Module 13: Social Psychology

**Exam # 3** Monday, November 8th

(11/10-11/19) Module 12: Psychological Disorders

(11/29-12/3) Module 15: Treatment of Psychological Disorders

**Exam # 4** (Open 12/6-12/8)
There are no make-up exams (the exception is for athletes and other students traveling on exam days to compete or perform, and who have university-excused absences.

**Grading Policy:** Finals grades will be calculated based on the total number of points a student obtains from the four exams (400), the ten mini-quizzes (100), the eleven reading homework assignments (110), and attendance (40). The total number of points possible will be six-hundred and fifty (650).

To calculate one’s grade, add all points obtained, divide by the total number of points possible, and multiply that quotient by 100.

A = 89.5-100 (582 – 650 points)
B = 79.5-89.4 (517 – 581 points)
C = 69.5-79.4 (452 – 516 points)
D = 59.5-69.4 (387 – 451 points)
F = 59.4 and below (Below 387 points)

This grade breakdown is final. Please do not request a change in grade.