PSYC 5301 Advanced General Psychology
Online
Fall 2021 Semester

Professor Information:
Name: Scott Alan Hutchens, Ph.D.
Department: Psychology
Office: MCKB 215A
Office Phone: 936-468-1464
e-mail: Brightspace by D2L (login: https://d2l.sfasu.edu/) (primary e-mail)
I check and reply to course-related email within 24 hours during weekday work hours (8:00-5:00).
Please only email my SFA email account (hutchenss@sfasu.edu) if you cannot temporarily access D2L.
Office Hours: Tuesday & Thursday 10:00am-12:00pm; Wednesday 11:00am-12:00pm; & by appointment

Important Note:
Caution: Due to the nature of this course, it may include content, discussions, videos, etc., with mature themes, and may contain discussion of sensitive content related to psychological disorders/serious mental illness and other psychology-related issues. Students should consider these factors when determining if they are appropriate candidates for this course. Students experiencing difficulties may wish to explore services available via Counseling Services (936) 468-2401. More information can be found at: http://www.sfasu.edu/counselingservices/

Course Description:
Advanced General Psychology: Advanced survey of fundamental principles of behavior and thinking including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives. The survey includes a focus on innovative strategies for teaching undergraduate General Psychology.

Course Credit Hour Justification Statement:
PSYC 5301 “Advanced General Psychology” (3 credits; fully online) is designed to introduce graduate students to the vast field of psychology and spans 16 weeks. In order to learn about multiple perspectives of psychology including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives, students engage in several different activities. The course contains extensive written content that includes
the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least three hours per week. Primary source readings are woven into the content to support key concepts or provide perspective on psychological fields, concepts, and practices. In addition, each week students are required to read reading topics, complete quizzes/exams over the course content, complete writing assignments, and participate in online discussions on psychological concepts and the use of innovative teaching strategies. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

Course Objective:
This course is designed for first-year psychology graduate students. Although Advanced General Psychology sounds like an oxymoron, the objective for this course is to expand and integrate your knowledge of psychological science, with a focus on innovative strategies for teaching undergraduate General (or Introduction) Psychology, by developing connections among the different parts of your knowledge to improve the coherence of your understanding. To accomplish this objective, we will use reading topics, learning module content, video clips, Scholarship of Teaching and Learning (SOTL) research articles, discussions, assignments, quizzes, and exams.

Required Text and Materials:
NOBA General Psychology Custom Textbook - http://noba.to/mq52uznk
Journal articles linked in the course.

Brightspace by D2L
Course information is offered through Brightspace by D2L and will appear in each student’s Brightspace account if he/she is registered for the course (login: https://d2l.sfasu.edu/). If a student has Brightspace technical problems, he/she should contact the SFA Brightspace by D2L Helpdesk immediately (the contact information and tutorials are located on the Brightspace by D2L website: 936-468-1919). Furthermore, it is important that students check their Brightspace email and news on a regular basis. Brightspace email and news will be the primary method of communication in this course. Students can also communicate with other students via Brightspace email.

Program Learning Outcomes (PLOs):
- Demonstrate effective and professional writing skills.
- Demonstrate effective and professional pedagogical skills.

Student Learning Outcomes (SLOs): Upon completion of this course, students should be able to:
- Demonstrate critical thinking about psychological science.
- Use innovative teaching strategies to teach General Psychology or Introduction to Psychology.
- 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.

**COURSE REQUIREMENTS**

**Course Calendar**
Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news or on the discussion board. All times listed are Central Standard Time.

<table>
<thead>
<tr>
<th>Week</th>
<th>Module and Assigned Readings</th>
<th>Assignments</th>
</tr>
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</table>
| Week 1        | Module 1: Getting Started   | • Read content module including the articles and *Meet Your Professor*: Make certain to carefully read the Syllabus, Course Calendar, and How to Succeed in Advanced General Psychology.  
• Watch the video clips in the Psychological Appetizer.  
• Participate in the **Student Introductions and Psychology Discussion**.  
  o Submit initial post by August 25, 11:59 p.m.  
  o Submit reply by August 28, 11:59 p.m.  
• Complete the **Syllabus Quiz** by August 28, 11:59 p.m. |
| Aug. 23       | *History of Psychology*    |                                                                                                                                              |
| Week 2        | Module 2: What's Psychology All About? | • Read assigned readings and module content.  
• Participate in the **Fields and Careers in Psychology Discussion** and the **Teaching History and Careers Discussion**.  
  o Submit initial post by September 1, 11:59 p.m.  
  o Submit reply by September 4, 11:59 p.m. |
<p>| Aug. 30       |                             |                                                                                                                                            |</p>
<table>
<thead>
<tr>
<th>Week 3</th>
<th>Module 3: Psychological Research</th>
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<tbody>
<tr>
<td>Sep. 6</td>
<td>Why Science?</td>
</tr>
<tr>
<td></td>
<td>Research Designs</td>
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<tr>
<td></td>
<td>Conducting Psychology Research in the Real World</td>
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<tr>
<td></td>
<td>Complete the <em>What's Psychology All About Assignment</em> by September 4, 11:59 p.m.</td>
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<tr>
<td></td>
<td>Complete the <em>What's Psychology All About Quiz</em> by September 4, 11:59 p.m.</td>
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<tr>
<th>Week 4</th>
<th>Module 4: Biological Psychology</th>
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<tbody>
<tr>
<td>Sep 13</td>
<td>The Brain and Nervous System</td>
</tr>
<tr>
<td></td>
<td>Read assigned readings and module content.</td>
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<tr>
<td></td>
<td>Participate in the <em>Psychology Research Discussion</em> and the <em>Teaching Psychological Research Discussion</em>.</td>
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<tr>
<td></td>
<td>Submit initial post by September 8, 11:59 p.m.</td>
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<tr>
<td></td>
<td>Submit reply by September 11, 11:59 p.m.</td>
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<td></td>
<td>Complete the <em>Psychology Research Assignment</em> by September 11, 11:59 p.m.</td>
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<td></td>
<td>Complete the <em>Psychology Research Quiz</em> by September 11, 11:59 p.m.</td>
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<tr>
<th>Week 5</th>
<th>Module 5: Gender</th>
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<tbody>
<tr>
<td>Sep 20</td>
<td>Gender</td>
</tr>
<tr>
<td></td>
<td>Read assigned readings and module content.</td>
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<tr>
<td></td>
<td>Participate in the <em>Sexism Discussion</em> and the <em>Teaching Gender Discussion</em>.</td>
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<tr>
<td></td>
<td>Submit initial post by September 22, 11:59 p.m.</td>
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<tr>
<td></td>
<td>Submit reply by September 25, 11:59 p.m.</td>
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<tr>
<td></td>
<td>Complete the <em>Gender Assignment</em> by September 25, 11:59 p.m.</td>
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<tr>
<td></td>
<td>Complete the <em>Gender Quiz</em> by September 25, 11:59 p.m.</td>
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<tr>
<th>Week 6</th>
<th>Module 6: Learning</th>
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<tbody>
<tr>
<td>Sep 27</td>
<td>Conditioning and Learning</td>
</tr>
<tr>
<td></td>
<td>Read assigned readings and module content.</td>
</tr>
<tr>
<td></td>
<td>Participate in the <em>Learning Discussion</em> and the <em>Teaching Learning Discussion</em>.</td>
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<tr>
<td></td>
<td>Submit initial post by September 29, 11:59 p.m.</td>
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<tr>
<td></td>
<td>Submit reply by October 2, 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td>Complete the <em>Learning Assignment</em> by October 2, 11:59 p.m.</td>
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<tr>
<td></td>
<td>Complete the <em>Learning Quiz</em> by October 2, 11:59 p.m.</td>
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<tr>
<th>Week 7</th>
<th>Module 7: Attention</th>
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<tbody>
<tr>
<td>Oct. 4</td>
<td>Attention</td>
</tr>
<tr>
<td></td>
<td>Failures of Awareness: The Case of Inattention Blindness</td>
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<tr>
<td></td>
<td>MID-TERM</td>
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<tr>
<td></td>
<td>Read assigned readings and module content.</td>
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<td></td>
<td>Participate in the <em>Divided Attention While Driving and Learning Discussion</em> and the <em>Teaching Attention Discussion</em>.</td>
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<tr>
<td></td>
<td>Submit initial post by October 6, 11:59 p.m.</td>
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<tr>
<td></td>
<td>Submit reply by October 9, 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td>Complete the <em>Attention Assignment</em> by October 9, 11:59 p.m.</td>
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<tr>
<td></td>
<td>Complete the <em>Attention Quiz</em> by October 9, 11:59 p.m.</td>
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<tr>
<td></td>
<td>Complete Midterm Exam by October 9, 11:59 p.m.</td>
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</tbody>
</table>
| Week 8  | Module 8: Memory                                                  | • Read assigned readings and module content.  
• Participate in the Memory Discussion and the Teaching Memory Discussion.  
  o Submit initial post by October 13, 11:59 p.m.  
  o Submit reply by October 16, 11:59 p.m.  
• Complete the Memory Assignment by October 16, 11:59 p.m.  
• Complete the Memory Quiz by October 16, 11:59 p.m. |
| Oct. 11 | Memory (Encoding, Storage, Retrieval)  
Forgetting and Amnesia  
Eyewitness Testimony and Memory Biases |   |
| Week 9  | Module 9: Development                                             | • Read assigned readings and module content.  
• Participate in the Development Discussion and the Teaching Development Discussion.  
  o Submit initial post by October 20, 11:59 p.m.  
  o Submit reply by October 23, 11:59 p.m.  
• Complete the Development Assignment by October 23, 11:59 p.m.  
• Complete the Development Quiz by October 23, 11:59 p.m. |
| Oct. 18 | Attachment Through the Life Course  
Social and Personality Development in Childhood  
Cognitive Development in Childhood |   |
| Week 10 | Module 10: Social Psychology Part I                              | • Read assigned readings and module content.  
• Participate in the Social Psychology Part I Discussion and the Teaching Social Psychology Discussion.  
  o Submit initial post by October 27, 11:59 p.m.  
  o Submit reply by October 30, 11:59 p.m.  
• Complete the Social Psychology Part I Assignment by October 30, 11:59 p.m.  
• Complete the Social Psychology Part I Quiz by October 30, 11:59 p.m.  
• BONUS POINTS - Participate in the Banana Revolution Discussion  
  o Submit initial post by November 3, 11:59 p.m.  
  o Submit reply by November 6, 11:59 p.m. |
| Oct. 25 | Conformity & Obedience                                           |   |
|         | Prejudice, Discrimination, and Stereotyping                      |   |
| Week 11 | Module 11: Social Psychology Part II                             | • Read assigned readings and module content.  
• Participate in Social Psychology Part II Discussion and the Teaching Social Psychology Discussion.  
  o Submit initial post by November 3, 11:59 p.m.  
  o Submit reply by November 6, 11:59 p.m.  
• Complete the Social Psychology Part II Assignment by November 6, 11:59 p.m.  
• Complete the Social Psychology Part II Quiz by November 6, 11:59 p.m. |
| Nov. 1  | Aggression and Violence                                          |   |
|         | Helping and Prosocial Behavior                                   |   |
| Week 12 | Module 12: Personality Traits and Disorders                      | • Read assigned readings and module content.  
• Participate in the Personality Disorders Discussion and the Teaching Personality and Disorders Discussion.  
  o Submit initial post by November 10, 11:59 p.m.  
  o Submit reply by November 13, 11:59 p.m.  
• Complete the Personality Traits and Disorders Assignment and Reflection by November 13, 11:59 p.m. |
| Nov. 8  | Personality Traits                                               |   |
|         | Personality Disorders                                            |   |
### Grading Policy:
Final grades for the course are based on the coursework described below. All grades will be posted in the D2L website.

#### Evaluation and Grading:
**COURSEWORK**

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 Weekly Content Discussions (10 points each)</td>
<td>130</td>
<td>(18%)</td>
</tr>
<tr>
<td>13 Weekly Teaching Strategy Discussions (10 points each)</td>
<td>130</td>
<td>(18%)</td>
</tr>
<tr>
<td>13 Weekly Assignments (10 points each)</td>
<td>130</td>
<td>(18%)</td>
</tr>
<tr>
<td>14 Quizzes (10 points each)</td>
<td>140</td>
<td>(19%)</td>
</tr>
</tbody>
</table>
Mid-Term Exam

100 (13.5%)

Final Exam

100 (13.5%)

Total

730 (100%)

Grading Scale:
A = 657 -- 730 (90%-100%)
B = 584 -- 656 (80%-89%)
C = 511 -- 583 (70%-79%)
D = 438 -- 510 (60%-69%)
F = 0 -- 437 (0%-59%)

Coursework

**Weekly Discussions:** Weekly discussions will take place at various intervals throughout the course and can be accessed either in the associated learning module or in the navigation bar above by selecting Course Tools, then Discussions. The main forum of the discussion board will be visible for all students throughout the semester. Each discussion is comprised of material from weekly reading topics and learning modules.

There will be two types of discussions each week. One discussion will be over material presented in each module (Content Discussion) and the other discussion will involve sharing and discussing innovative teaching strategies (Teaching Strategy Discussion) for teaching a topic presented in each learning module. The strategies may include high impact activities, demonstrations, and group activities. **For at least five of the 13 Teaching Strategy Discussions, please include a 5 to 10-minute video clip of you teaching a topic using an innovative strategy.** Of course, you can do more if you like.

In a discussion, you must post your own response to the prompt and, if required, respond to other students. "I agree" is not a response to another student that will merit points; this may be how you feel, but it doesn't require much depth of thought on your part. Responses must be substantive and reflect critical thought and engagement with the course material and SOTL articles. Feel free to reply to other students' postings with oppositional points of view, but you must speak respectfully. **Initial discussion posts must be made by each Wednesday so that replies can be made by each Saturday.**

Please remember that the discussion board is an academic environment and should be treated as such; proper grammar, spelling, and syntax are expected. Though your postings should be of sufficient length to properly answer each question, your grade will be based not on the length of your postings (unless specifically noted) but on your active participation and the content of your messages. Note that while you may not fully understand each module's content, discussions can be a good way to help yourself and your fellow students to make sense of them. Thoughtful, appropriate questions about the content carry value and reflect critical thought.

For each discussion, you must make a post and reply to **at least two other students’ posts.** Points may be deducted from discussion grades for the following reasons:
1. Discussion post offers **too vague of an opinion.**
2. The post has **grammatical and spelling errors**.
3. You are only **re-stating what your classmates have already mentioned** without adding your own unique interpretation.
4. You are **not using relevant course concepts and terms** in your discussion post.
5. For your reply, you just state “I agree” or “I disagree.”

**Weekly Dropbox Assignments and Reflections:** Weekly assignments will take place at various intervals throughout the course and can be accessed either in the associated learning module or in the navigation bar above by selecting *Course Tools*, then *Dropbox*. Please read the instructions in each assignment carefully. Each assignment will contain a *MS Word* document and Rich Text Format (RTF) document with several discussion questions over the assigned reading topics and learning modules. Please download the document, type your answers in the document, save the document on your computer, and then upload your completed assignment to Dropbox. All assignments must be submitted as MS Office document (.docx, etc) or as RTF. Note - All students have access to *Office 365* through *mySFA*.

**Weekly Quizzes:** Weekly quizzes will take place at various intervals throughout the course and can be accessed either in the associated learning module or in the navigation bar above by selecting *Course Tools*, then *Quizzes*. Each quiz is comprised of material from weekly reading topics and learning modules.

**Mid-Term and Final Exams:** The mid-term exam is a comprehensive exam given over information learned from assigned reading topics and learning modules from the beginning of the semester to mid-term. Like the mid-term exam, the final exam is comprehensive, except it is given over information learned from assigned reading topics and learning modules from the mid-term to the end of the semester.

**Guidelines for the Course**

1. **Attendance and Late Work Policy**
   Students are expected to actively engage in weekly learning modules. Every discussion, assignment, and quiz is open for one week plus a one day Grace Period **on Sunday**. Sunday is not late and there is no penalty for Sunday Grace Day submissions. I do not allow or accept late work. As you have elected to enroll in an online course, it is your responsibility to acquire a consistent, stable, dependable computer and internet connection with which to complete the assignments for the course by the deadlines indicated on the Semester Calendar. It is not the responsibility of the instructor to provide additional time for assignments or exams or an alternative means of completing the course due to technological issues on your part. Just as it is your responsibility to acquire and maintain adequate transportation to attend a face-to-face course, it is your responsibility to secure the technological means to participate in and complete this course.

2. **Academic Integrity**
   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) 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/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)

3. **Course Grades Policy - Withheld Grades and Final Grade Appeals**

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. Please read the complete Course Grades Policy at [http://www.sfasu.edu/policies/course-grades-5.5.pdf](http://www.sfasu.edu/policies/course-grades-5.5.pdf). Please read the complete Final Course Grade Appeals by Students Policy at [http://www.sfasu.edu/policies/final-course-grade-appeals-by-students-6.3.pdf](http://www.sfasu.edu/policies/final-course-grade-appeals-by-students-6.3.pdf)

4. **Students with Disabilities**

These disabilities could consist of physical, psychiatric, and/or learning impairments. 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/).

5. **Diversity of Views**

Topics in this course will be accompanied by discussion and/or debate. You are expected to be respectful of the opinions and views of others. Enlightened discourse is encouraged, but be aware that not everyone views the world through the same lens. Disagreement is inevitable, but successful communication requires that each individual respects the diversity of views.
6. Acceptable Student Behavior

Online course behavior should not interfere with the instructor’s ability to conduct the course or with the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4: [http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf](http://www.sfasu.edu/policies/student-code-of-conduct-10.4.pdf)). Discourteous, hostile, or disparaging online remarks or behavior will not be tolerated. It is essential to listen to and consider others’ opinions and viewpoints in an unbiased manner even if you do not agree, and if you respond, to do so politely, explaining the rationale for your opinion. The expectation is that students will conduct themselves in a mature, civil manner, and will display respectfulness at all times toward classmates and the professor.

Student Health

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s 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)
Rusk Building, 3rd Floor
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 (800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741