WELCOME TO GENERAL PSYCHOLOGY!

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

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

COURSE DESCRIPTION

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

REQUIRED READING

The textbook, which contains customized chapters written by experts in the field, is available for free from the link below.

NOBA General Psychology Textbook: http://noba.to/7ax6m9y2

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

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

GENERAL EDUCATION CORE CURRICULUM

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

By enrolling in PSYC 2301—General Psychology you are also enrolling in a Core Curriculum Course that fulfills the CRITICAL THINKING SKILLS, COMMUNICATION SKILLS, EMPERICAL AND QUANTITATIVE SKILLS, and SOCIAL RESPONSIBILITY requirement. The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), and (b) How the required core objectives will be addressed.

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, and 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>How the Core Objective will be Addressed</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>Chapter 12 discussion post(s)</td>
<td>November 28, 2023</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>Chapter 4 discussion post(s)</td>
<td>October 3, 2023</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or</td>
<td>Chapter 2 discussion post(s)</td>
<td>September 14, 2023</td>
</tr>
</tbody>
</table>
COURSE REQUIREMENTS

STUDENT LEARNING OUTCOMES

Upon completion of this course, students should be able to do the following things at a basic level:

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

COURSE REQUIREMENTS

1. **Attendance:** Please plan to attend class regularly (i.e., come to class, log into the course Brightspace site), as you need to be active participants in this course. Discussions and class exercises may be the most valuable part of your learning.
2. **Assigned Reading and Viewing**: You are responsible for reading or viewing the assigned materials, in their entirety, prior to the completion of the class for which they are assigned. For each chapter, come to class ready to teach us something you’ve learned from the readings, and with at least a couple sentences or passages that you’d like to discuss. If everyone is prepared it will be easier for you to participate actively and comfortably in class, which will affect your participation grade. Read the assigned readings very carefully and aim for a good conceptual and practical understanding.

3. **Class Participation**: Discussions will take place throughout the semester and will form your class participation grade. Class participation includes sharing your reactions to the readings and discussion prompts, asking questions, and formulating concerns or reflecting on issues that you find important given your own identity. Regardless of what professional role(s) you adopt in the future, it will be important for you to communicate your ideas and knowledge (and confusions) to others. Participation is a skill set that you can learn and develop, whether you come by it naturally or not. In this course we all share the responsibility for making discussions and exercises useful. Although grading class participation is subjective, it is not arbitrary. Please refer to the grading rubric (posted on Brightspace) to examine the kinds of things I will be considering when assigning participation grades. *Note*: Discussion posts may be graded automatically by Brightspace or en masse and then adjusted manually by the instructor according to the grading rubric. Thus, an initial grade may be different from (i.e., higher than) the adjusted, final grade.

4. **Exams**: There will be 4 exams in the course. Each exam will consist primarily of multiple-choice questions, although true/false questions are also possible. Exams will be based on material from the readings, assignments, and lecture. I give you four exams to provide you with multiple opportunities to demonstrate your knowledge; this also ensures that a single poor exam grade doesn’t have to have a drastic effect on your overall grade. Bring a Scantron form, two #2 pencils, and an eraser on exam days. When turning in an exam, you must put your name on both the exam (Scantron) sheet and the exam packet; you must also turn in both the exam (Scantron) sheet and the exam packet. Failure to do so will result in a grade of zero (0) on the exam. All exams, including the final exam, must be taken during the scheduled class period. Information on missed exams can be found under “Course Rules.”

5. **Research Participation**: Students in PSYC 2301 General Psychology are expected to earn 10 research points (R-Points) by participating in psychological studies or completing a comparable alternative assignment. The purpose of this requirement is to allow students the opportunity to participate in and learn about real research to help them better understand theories and principles described in class. Students should sign up for research participation R-Points through the Department of Psychology’s SONA Software (https://sfasu.sona-systems.com/Default.aspx?ReturnUrl=%2f). Participants earn 1 R-point for every 30 minutes of participation. Students who have an objection to participating in psychological research or who will not turn 18 before the end of the semester may opt to complete the alternative assignment to fulfill their R-point requirement. Information about the alternative assignment will be posted on Brightspace.
Some important notes about research participation:

1. There are two recommended deadlines for R-points. It is recommended that you complete five (5) R-points by the end of the seventh week of class and the additional five (5) R-points by the end of the last week of classes (i.e., “dead week”). This schedule is designed to help keep you on track to complete your 10 R-points by the end of the semester. If you wait until the end of the semester, there may not be enough studies available for you to complete your R-points. Altogether, there are 10 R-points that will be worth 10% of your final grade.

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

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

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

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

6. Extra Credit: Extra credit will be unannounced, is available only to students attending class that day, and can be made up only with approved documentation (i.e., documented medical excuse). Students who arrive late to class may be denied an opportunity for extra credit. In addition, you will start the class with 3 extra credit points. Each time you e-mail me (or the TA) with a question that can be found and answered in the syllabus, you will lose points. This is intended to cut down on the number of e-mails I receive in which students ask questions I have already answered here. You can lose up to but no more than all 3 extra credit points. You should feel free to ask questions if you have them. However, my time is a valuable resource, and the more time I spend re-answering questions, the less time I can devote to assisting students outside class, responding to discussion posts, etc. If you have questions, please ask—just be sure to check the syllabus first!

GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
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</tbody>
</table>

Except in cases in which your final grade has been calculated in error, do not e-mail me asking me to change your final grade or to provide you with opportunities for additional work to raise your grade.
You receive the grade you ultimately earn. Standard rounding rules apply (.5 and above). If you have questions about how to calculate your final grade, e-mail me through Brightspace.

DOING WELL IN THIS COURSE

Doing well in this course requires hard work, patience, and self-discipline. I strongly suggest you spend time each day reviewing and practicing this material. Cramming is ineffective because it exposes you to information at a shallow, superficial level. Research in cognitive psychology shows that deep processing—processing information in a meaningful way and linking concepts to previous knowledge—increases learning (Chew, 2008). Learning this material will be difficult if you cram and process it at a shallow level. To steadily reinforce your knowledge, you should read the readings closely, connect concepts in meaningful ways (either to class examples or to your own life), and space out your studying. Allow yourself enough time for this process (i.e., don’t begin studying for a quiz the day of the quiz!). If you are having difficulty understanding a concept, try not to get frustrated or defensive. Relax, take a deep breath, and be persistent. If you put in the work, you will likely reward yourself with a good grade and foundational knowledge of psychology.

COURSE RULES

E-mail/Course Website: E-mail is the best way to contact me. Send e-mails through the course Brightspace website. In case of an emergency, please send e-mails to conlonke@sfasu.edu and include “General Psychology, Section 001” in the subject line. E-mails received after 5:00 PM CST on Friday will be responded to the following work week.

I will post announcements and send e-mails periodically with announcements about the class. It is imperative that you check your Brightspace course website and e-mail account regularly. I will post class materials on Brightspace; I advise you to check it at least once a day. If you are unfamiliar with Brightspace or are having difficulty accessing Brightspace, please contact the SFA Help Desk immediately at https://help.sfasu.edu/TDClient/2027/Portal/Home/ or call (936) 468-4357.

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

Missed Exam(s): Do not miss an exam unless it is unavoidable and for a legitimate reason (e.g., observance of religious holidays, documented medical excuses, or other documented crises; see below). If you must miss an exam, inform me as far in advance as possible or, if it is not possible to tell me in advance (e.g., last-minute illness or medical emergency), contact me as soon as you can after the exam. I provide make-up exams only to students who can document their reason(s) for missing an exam. This applies to all students, regardless of circumstance, and ensures that make-up exams are given in a fair and consistent manner. As outlined by the Dean of Students Office, absence
documentation must be approved through a faculty notification request, which includes the following process:

1. Step 1: Students are responsible for submitting faculty notification requests and providing supporting documentation substantiating the reason for requests. Requests with no supporting documentation will automatically be denied.
2. Step 2: SFA's Student Outreach and Support will review documentation and assess validity. Upon review, SOS will determine the approval or denial of the faculty notification request.
3. Step 3: SOS will notify students of the faculty notification request determination and will notify faculty members only of approved faculty notification requests.
4. Step 4: It is the student’s responsibility to provide approved faculty notification requests to faculty members. Additionally, it is at the faculty member's discretion to honor approved circumstantial requests.

To reiterate, I reserve the right to determine what constitutes a valid and acceptable excuse. If allowed to make up an exam, you will be expected to do so as soon as possible. In most cases this will be no later than during my next office hour following the day of the exam, but absolutely no later than one week following the original due date (except in extreme circumstances). This is to ensure that you do not fall too far “behind” in the course. If allowed a make-up exam, you will be given a different version from what is given during the regular exam period.

If you need to reschedule an exam due to travel, you must provide documentation that travel plans were arranged before the start of the semester (August 29, 2023) and notify me of your travel plans by September 5, 2023. Do not schedule personal travel during the final week of the semester and hope or expect that I will reschedule your exam around your travel plans; I will not. Make-up final exams may not be an option due to scheduling issues and/or the immediacy of the grade deadline.

**Attendance:** Attendance, though not required, is strongly encouraged. Even though our class meets twice a week, missing a class or several classes can make it very difficult to catch up. Except for exam days, if you miss class you do not need to notify me with an excuse. If you miss class, it is YOUR responsibility to contact a classmate to find out what you missed. If you miss class, **DO NOT** e-mail me and ask me for notes or for me to “catch you up” on missed material. Because I will not provide you with notes for the classes you miss, I strongly recommend that you get the names, phone numbers, and e-mail addresses of at least 3 people in the class. If you miss a class, lose your notes, or feel confused, you would have several people to contact from whom you can get the notes, seek clarification, etc.

After you get the notes and go over them and the corresponding material in the readings, contact me if you need to meet for further clarification. Please make an honest effort to learn the material on your own, and then I will be happy to help you. If you are late to class, please come in quietly without disturbing your classmates.

**Classroom Etiquette:** I expect students to act civilly at all times. This means respecting yourself, other students, and me. Uncivil behavior will not be tolerated. Examples of uncivil behavior include, but are
not limited to, talking or texting on a cell phone, excessive tardiness, sleeping, talking while another student is talking or while I am lecturing, wearing earbuds or headphones, checking your e-mail or searching the internet during class, disrupting the class in any manner, becoming verbally or physically aggressive, or breaking the Code of Student Conduct and Academic Integrity. Students engaging in uncivil or disruptive behavior may be removed from the class. Audio/video recordings without my permission are not allowed. 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.

Laptops and Related Technology: There is ample research that students who use laptops during class suffer decrements in their learning and memory for lecture material (Fried, 2008; Hembrooke & Gay, 2003; Sana, Weston, & Cepeda, 2013). Furthermore, students who use non-course related websites during class are a distraction to nearby peers. As such, laptops (as well as tablets, iPads, and similar electronic devices) are not allowed in this course. Students with approved accommodations and their assigned note takers will be given special consideration.

Artificial Intelligence (AI): The use of an AI tool (e.g., ChatGPT, Google Bard) to create and submit non-original work in this class is not authorized and may constitute a violation of the Code of Student Conduct and Academic Integrity. All work created for and submitted in this class, written or otherwise, should represent your own original work.

Responsibility Statement and Disclaimer: You are responsible for all information presented in this syllabus and for course-related information in announcements or messages provided throughout the semester during class meetings (even if you miss that class), on the course Brightspace page, and/or via e-mail. It is also your responsibility to secure the appropriate technological means (i.e., a reliable computer and stable internet connection) to complete this course. I am not responsible for, nor will I be expected to accommodate missed, late, or incomplete work as a result of technological issues you experience. Please ensure that you possess the technological capability to complete this course. If you disagree with the course rules described in this syllabus, you should drop the course. By remaining in this course, you acknowledge and accept the course rules as stated herein and accept the course rules as stated or amended during the course of the semester.

Copyright Statement: Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

Statement of Usage: Some of the materials and information provided in this course represent the instructor’s intellectual property and are shared with you for instructional purposes only. Any attempt to use, reuse, amend, share, sell, profit from, or distribute the information provided in this course for any purpose is strictly prohibited and may be prosecuted under applicable policies or laws. By enrolling in this course, you agree to uphold the integrity of the course materials and assignments
by agreeing not to screen-capture, take pictures, or (electronically) copy and/or share quiz/test items with others. Further, you agree not to share, alter, or distort any original audio or video recordings by the instructor for any purpose. Any violation of this usage statement may result in disciplinary action including, but not limited to, failing individual assignments and/or the course.

**Content Warning:** In this course, we will discuss a variety of sensitive topics (e.g., mental illness) that you may find emotionally challenging from having experienced them personally or knowing someone who has. Please use your discretion and practice self-care as we discuss potentially sensitive topics. For more information on available resources, please contact SFA’s Counseling Services at [http://www.sfasu.edu/counselingservices/](http://www.sfasu.edu/counselingservices/).

**Academic Integrity:** The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.
Final Course Grade Appeals: Please contact me if you have any questions about your grade or the conduct of this course. If you wish to formally dispute a final course grade, please refer to the relevant policy: https://www.sfasu.edu/docs/policies/6.3.pdf

Withheld Grades Semester Grades Policy: 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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

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/.

F-1 Visa Holders: There are important federal regulations pertaining to distance education activity for F-1 Visa holders. All students with an F-1 Visa should follow the instructions at the following link to make sure they are in compliance: http://sfaonline.sfasu.edu/f1visaholders.html

Student Wellness and Well-Being: SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, 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:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
(936) 468-7249
dos@sfasu.edu

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

The Health and Wellness Hub (“The Hub”; Location: corner of E. College and Raguet St.)
To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

www.sfasu.edu/thehub
(936) 468-4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

SYLLABUS CHANGES

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

COURSE SCHEDULE

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

<table>
<thead>
<tr>
<th>DATE</th>
<th>CHAPTER</th>
<th>DISCUSSIONS AND ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, August 29</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td>August 31</td>
<td>Ch 1: Introducing the World of Psychology</td>
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<tr>
<td>September 5</td>
<td>Ch 1: Introducing the World of Psychology</td>
<td>• Introduce Yourself (Due in Brightspace by 11:59 PM CST)</td>
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<tr>
<td>September 7</td>
<td>Ch 1: Introducing the World of Psychology</td>
<td>• Welcome to College! (Due in Brightspace by 11:59 PM CST)</td>
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<tr>
<td>September 12</td>
<td>Ch 2: The Role of Biology in Psychology</td>
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<tr>
<td>September 14</td>
<td>Ch 2: The Role of Biology in Psychology</td>
<td>• Discussion Topic/Post (Due in</td>
</tr>
<tr>
<td>Date</td>
<td>Topic and Assignment</td>
<td></td>
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<tr>
<td>September 19</td>
<td><strong>EXAM 1 (Ch 1-2)</strong></td>
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<tr>
<td>September 21</td>
<td>Ch 5: Sensation and Perception</td>
<td></td>
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<tr>
<td>September 26</td>
<td>Ch 3: Consciousness</td>
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<tr>
<td>September 28</td>
<td>Ch 4: Development Across the Life Span</td>
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<tr>
<td>October 3</td>
<td>Ch 4: Development Across the Life Span</td>
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<tr>
<td>October 5</td>
<td>Ch 6: Learning</td>
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<tr>
<td>October 10</td>
<td>Ch 6: Learning</td>
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<tr>
<td>October 12</td>
<td><strong>EXAM 2 (Ch 3-6)</strong></td>
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<tr>
<td>October 17</td>
<td>Ch 7: Memory</td>
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<tr>
<td>October 19</td>
<td>Ch 7: Memory / Ch 8: Thinking and Intelligence</td>
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<tr>
<td>October 24</td>
<td>Ch 8: Thinking and Intelligence</td>
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<tr>
<td>October 26</td>
<td>Ch 9: Motivation and Emotion</td>
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<tr>
<td>October 31</td>
<td>Ch 9: Motivation and Emotion</td>
<td></td>
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<tr>
<td>November 2</td>
<td>Ch 13: Self and Personality</td>
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<tr>
<td>November 7</td>
<td><strong>EXAM 3 (Ch 7-9, 13)</strong></td>
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<tr>
<td>November 9</td>
<td>Ch 12: Social Psychology</td>
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<tr>
<td>November 14</td>
<td>Ch 12: Social Psychology</td>
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<tr>
<td>November 16</td>
<td>Ch 12: Social Psychology</td>
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<tr>
<td>November 21-23</td>
<td><strong>Thanksgiving Break – No Class!</strong></td>
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<tr>
<td>November 28</td>
<td>Ch 12: Social Psychology</td>
<td></td>
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<tr>
<td>November 30</td>
<td>Ch 14: Psychological Disorders</td>
<td></td>
</tr>
<tr>
<td>December 5</td>
<td>Ch 14: Psychological Disorders / Ch 15: Psychological Treatments</td>
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<tr>
<td>December 7</td>
<td>Ch 15: Psychological Treatments</td>
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<tr>
<td>Thursday, December 14 (8:00-10:00am)</td>
<td><strong>Exam 4 (Ch 12, 14-15)</strong></td>
<td></td>
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</tbody>
</table>

**Brightspace by 11:59 PM CST**

- **Discussion Topic/Post (Due in Brightspace by 11:59 PM CST)**
- **Research Participation (R-points/Alternative Assignments) Due by the Beginning of Class**
PSYC 2301 “General Psychology” (3 credits) is designed to introduce students to the field of psychology by covering psychological concepts and principles typically including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives. The course typically meets 150 minutes a week in two 75-minute segments or three 50-minute segments for 15 weeks, and also meets for a 2-hour final examination period. Students typically have significant weekly reading assignments, writing assignments, voluntary research participation, are expected to take regular tests, and a final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours. Online course sections contain extensive written content that includes the same information students in a face-to-face lecture sections receive, requiring students to engage the online modules for at least three hours per week. For every hour a student spends engaging with the online content, he/she spends at least two hours completing associated activities and assessments.