General Psychology PSY 2301.003
McKibben 258
T-R 9:30-10:45
Fall 2023

Instructor Info:

**Name:** Michael Walker, Ph.D.
**E-Mail:** mwalker@sfasu.edu (all emails should begin the subject line with: PSYC 2301.003…)
**Phone:** 936-468-6453 (If no answer leave a message)
**Office:** EDU 215H

**Class meeting time and place:** Tuesday & Thursday 9:30 – 10:45 am in McKibben 258

**Office Hours:**

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>2:30 PM to 4:00 PM</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8:00 AM to 9:15 AM</td>
</tr>
<tr>
<td>Wednesday</td>
<td>2:30 PM to 3:45 PM</td>
</tr>
<tr>
<td>Thursday</td>
<td>11:00 AM to 1:45 PM</td>
</tr>
</tbody>
</table>

Other times are available by appointment.

**Course Description:**

*As outlined in the current General Bulletin is as follows: PSY 2301 – General Psychology 3 Credits:*
Survey of fundamental principles of behavior, including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical and methodological perspectives.

Dr. Walker’s expanded course description is as follows: This course is designed to provide students with an introduction to the field of psychology as it relates to human and animal behavior regarding the physiological, perceptual, developmental, learning, motivational, cognitive, social, historical and methodological perspectives. We will cover a variety of topics from a number of perspectives with a particular emphasis on how the field of psychology can help improve the individual and social wellbeing. Class discussions and lectures will include candid and open discussion that may run counter to your current beliefs about human and animal behavior. Students are encouraged to think critically about the topics presented and expected to engage in relevant class discussions. Everyone is expected to be open-minded and respectful of others’ opinions.

**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, EMPIRICAL AND QUANTITATIVE SKILLS, PERSONAL RESPONSIBILITY 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. **Personal Responsibility** Students will reflect on the ability to connect choices, actions and consequences to ethical decision-making.
5. **Social Responsibility.** Students will be instructed in and will apply, practice, and demonstrate social responsibility to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>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>Article Review 1</td>
<td></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>Action Paper Video</td>
<td></td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Article Review 2</td>
<td></td>
</tr>
<tr>
<td>Teamwork</td>
<td>To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.</td>
<td>Not Assessed</td>
<td></td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>To include the ability to connect choices, actions and consequences to ethical decision-making.</td>
<td>Discussion Posts</td>
<td></td>
</tr>
<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>Action Paper</td>
<td></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.**

Additionally,

• Students should be able to identify how the scientific method is utilized in psychology to learn about the brain and behavior.

• Students should be able to discuss the many different areas of study in psychology and be able to apply findings from psychology to their understanding of everyday life or their own work goals.

• Students should be able to evaluate critically a research study for the potential flaws in interpretation.

• Identify aspects from the field of psychology that will beneficial in improving performance both for them self and others.

• Identify appropriate applications of psychology in enhancing and solving problems associated with human behavior.

• Articulate the influences of biological and social/environmental aspects of behavior.

• Articulate how theories and research can be used to explain social issues and inform public policy involving human behavior.

**Text and Materials:**

Discover Psychology 2.0 - A Brief Introductory Text (2023) [Noba](http://noba.to/srtij5bc)

Assigned Readings in [Brightspace](http://noba.to/srtij5bc) (also known as D2L, Learning Management System, or LMS)
Course Requirements:

Reading:
You are responsible for all assigned readings in the text and supplemental readings. It is essential that you stay current with the reading assignments given the length of class. Meaningful class participation requires that you read and think about the material before class. Moreover, in order to benefit from extra credit pop quizzes, you must read the material to be covered in the current class period.

Weekly Quizzes 65 Points (13 weeks @ 5 pts each):
Students will be responsible for completing online quizzes in the LMS for each chapter covered prior to the deadline posted. Prior to attempting the chapter quiz students will need to take the online practice quiz for the corresponding chapter. Students must score at least 80% correct on a practice quiz before you will be eligible to attempt a chapter quiz. You will only have two (2) attempts for the chapter quizzes and your highest grade will be retained. Students can take practice quizzes as many times as desired and the highest score will be retained for eligibility to take the chapter quizzes. Students are encouraged to take practice quizzes until no new questions are seen prior to attempting the chapter quizzes. Chapter quizzes are closed book quizzes and must be completed independently without assistance of any form unless expressly noted in the instructions.

Article Reviews 60 Points (2 reviews @ 30pts each):
Students will review two articles from a list of preapproved articles and write a review and critique of the article. Papers will be submitted via drop box and graded using the associated rubric. Papers must be in APA format and have the selected article referenced in APA format. A detailed grading rubric will be published in the drop box assignment. Details of the assignment will be discussed in class and students will be provided feedback on the first review to allow improvement on the second assignment. Due dates are listed in the calendar.

Action Paper and Video 65 Points (1 paper @ 45pts & 1 video @ 20pts)
You will submit a paper addressing how psychological principles could be applied to address a social issue you feel strongly about. This paper should be in APA format and have at least two (2) scholarly references. You will then create a 1 minute video (Tik Tok Style) that would try to motivate others to action based on the psychological principles outlined in your paper. Your paper will be submitted via dropbox and your video will be submitted via the discussion forum in the LMS. More details of the assignment will be discussed in class.

Discussion posts 30 Points (3 @ 10 pts. each)
You will be expected to participate in (3) discussions during the semester on selected topics from the text book or other assigned readings. Each post should include two APA formatted references supporting a substantive and relevant point related to the topic. You can use the textbook as well, but each post must have at least one additional external scholarly source. You should learn to identify what is likely to be considered scholarly source and we will discuss this more in class. Generally, if an article is peer reviewed or from a reputable academic source it is safe to use. You are generally safe with journal articles, books, research monographs, etc. DO NOT USE Wikipedia as a primary source, however you often can find citations in good Wikipedia posts that would be a relevant source for this class, but you have to go to the original source. Similarly, Generative AI is not an approved source for any assignments. We will discuss the appropriate use of Generative AI on various assignments in the course.

The discussions are intended to be like a discussion in class that may start with a specific question, but then, based on the initial responses, the discussion may evolve into something entirely different from
the original question. Therefore, it is critical that you read all of the posts before making your post(s). Without reviewing the collective discussion, if you post later in the discussion and you respond to the original question without the context of the subsequent comments, your post will likely not add to the discussion and can adversely impact your grade. It is also very important that you reply to the thread and not create a new thread (known as renegade posts). Renegade posts make it difficult to follow the discussion and therefore I will not grade posts created outside the thread and will delete renegade posts from the discussion to reduce confusion. I would recommend that you keep a separate document with your discussion posts for a variety of reasons but especially if you inadvertently create a renegade post, it will be easier for you to correct your post. It also allows you to proof your work in the discussion posts before submitting. Grades will be based on content and style.

To earn full points for a discussion post it must meet the following criteria:
- adds something unique to the discussion
- demonstrates your understanding and synthesis of the chapter materials including other students’ posts
- includes a well-reasoned rationale based on specific, relevant, and meaningful course materials
- follows APA formatting and style guidelines
- contains at least one substantive scholarly source (beyond the textbook)

Exams:

Class Exams 300 Points (3 exams @ 100 pts each): There will be three (3) timed exams (75 minutes) administered via the LMS covering material from the text and the lectures. Exam dates are fixed and will not change and will reflect the material that we have covered up to that point. Exams will be a mixture of multiple choice, true-false, short answer, fill in the blank, matching, and essay questions. These are closed book exams and must be completed independently without assistance of any form unless expressly noted in the instructions.

Final exam 30 Points: The final exam will be timed and administered via the LMS and will be cumulative in nature. The final exam will be exclusively multiple-choice and true-false items. The final will occur during the official scheduled final exam time. This is a closed book exam and must be completed independently without assistance of any form unless expressly noted in the instructions.

Research participation or Alternative 60 Points:

As part of this course, you are required to earn 10 research participation points (R-points). 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 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. Together, these R-Points are worth 60 points toward your total points for the course. You can earn points in two ways:

R-Points option 1:
Experimental participation. Students should sign up for research participation R-Points through the Department of Psychology’s SONA Software (http://sfasu.sona-systems.com). Participants earn 1 R-point for every 30 minutes of participation. A list of available research experiments is posted at http://sfasu.sona-systems.com/. Experiments will be posted throughout the semester so you should check back frequently. The last day to receive credit for research is the last day of scheduled classes 12/07/2023 by 5:00 p.m.
Alternative assignment option 2:
Alternatively, you may write multiple-choice questions for an upcoming in class exam. You can write 10 multiple-choice questions from the chapters we cover. Each set of 10 questions is considered one (1) R-Point and is worth 6 points. You can write up to 100 questions for a total of 60 points. In order to get credit, you must turn questions in prior to the in-class exam that the chapters will be associated. For example, if you write questions for chapters 1-3, you will only get credit if they are turned in before the test where those chapters are assessed. The last day to turn in questions is 12/07/2023 because there is no new material on the final exam.

- There must be 10 TYPED questions submitted.
- Questions must be multiple choice with a minimum of 4 responses.
- At least 5 questions must be applied or conceptual (not just fact based).
- You must indicate the correct answer (and it must be correct).

You can combine credit from options 1 and 2 (i.e. 2.5 hours of research participation, five -R-points and five sets of 10 questions) to complete this requirement.

EXTRA CREDIT:

Pop Quizzes: Pop quizzes will be given randomly throughout the semester during the live lectures. These quizzes are for extra credit and will only benefit your grade. Pop quiz points will be added to your total points for the class.

POP QUIZZES ONLY HELP YOU!!!

In addition to the extra credit from pop quizzes, you can complete additional research or multiple-choice questions as described above under research participation. Again, you can do any combination of participation or questions (up to four units) with the same criteria and deadlines. Additional participation or questions will be worth 3 points per unit for a maximum of 12 points total points of extra credit. The research requirement must be satisfied before extra credit can be earned.

Grading Policy:

Grades will be based on the percentage of points earned relative to the total possible required points (623 points). Final grades will be based on the percentage of the total points earned including extra credit.

<table>
<thead>
<tr>
<th>Source of Class Points</th>
<th>Requirement</th>
<th>Number</th>
<th>Points</th>
<th>Total pts.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Quizzes</td>
<td>13</td>
<td>1</td>
<td>13</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>13</td>
<td>5</td>
<td>65</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>R-Points</td>
<td>10</td>
<td>6</td>
<td>60</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Article Reviews</td>
<td>2</td>
<td>30</td>
<td>60</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Action Paper</td>
<td>1</td>
<td>45</td>
<td>45</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Action Video</td>
<td>1</td>
<td>20</td>
<td>20</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>3</td>
<td>10</td>
<td>30</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>In Class Exams</td>
<td>3</td>
<td>100</td>
<td>300</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>1</td>
<td>30</td>
<td>30</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>TOTAL Points</td>
<td>623</td>
<td></td>
<td></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
Grade Distribution by total possible points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>557.27</td>
<td>89.45%</td>
</tr>
<tr>
<td>B</td>
<td>494.97</td>
<td>79.45%</td>
</tr>
<tr>
<td>C</td>
<td>432.67</td>
<td>69.45%</td>
</tr>
<tr>
<td>D</td>
<td>370.37</td>
<td>59.45%</td>
</tr>
<tr>
<td>F</td>
<td>(&lt;59.45%)</td>
<td></td>
</tr>
</tbody>
</table>

Please note that letter grades represent rounded values.

Attendance Policy:
Regular and punctual attendance is expected. While no portion of your grade will be directly tied to your attendance, students assume all responsibility for material presented, assignments collected and examinations administered during class times. Class lectures will parallel the text but will not duplicate the text. You will be tested on both the lectures and the text. Pop quizzes will typically be given at the beginning of class, thus absences and tardiness will limit opportunities for extra credit. If you miss class it is your responsibility to find out what you missed. If you miss an exam or assignment for a legitimate reason (i.e. illnesses with appropriate medical documentation, school sponsored event, death of an immediate family member, unforeseeable emergency) you must contact me as soon as reasonably possibly to make arrangements. Non-emergent issues must be addressed prior to the missed exam or assignment. The exam dates listed are definite to provide you an opportunity to plan accordingly.

Expected Student Behavior
I have two rules for pretty much everything: 1) Respect yourself, 2) Respect others. I find that if you are at least trying to follow both of these rules you will be in good shape in almost any situation.

Professionalism: While attending class, I expect you to be professional and courteous in your behavior. Although I realize that occasional tardiness cannot be avoided, late arrivals disrupt the lecture, which is not fair to those students who do arrive on time. If you must arrive late or leave early for some reason, please let me know, and please sit by the door so as to minimize the interruption. Other examples of professional behavior include turning off your cell phone (voice and text); using technology for class purposes only; not holding side conversations etc.

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 Code of Student Conduct, 10.4). 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.
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.

The use of Generative AI to complete assignments for submission is strictly prohibited. The use of Generative AI as a cited tool to improve the quality of an assignment is acceptable. Consider generative AI as being a friend or classmate when determining the appropriate use of generative AI. It would be appropriate to study with a friend and to get feedback from a knowledgeable peer but it would inappropriate to ask a friend to complete your assignment for you. We will discuss the appropriate use of Generative AI for each assignment and how to cite its use. Please read the complete policy at https://www.sfasu.edu/docs/policies/10.4.pdf

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, seeking help, 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](http://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](http://www.sfasu.edu/humanservices/139.asp) 936.468.1041

The Health and Wellness Hub “The Hub” Location: corner of E. College and Raguet St.  
[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub) 936.468.4008 thehub@sfasu.edu

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

**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)
- Crisis Text Line: Text HELLO to 741-741

**Sex and Gender-Based Discrimination, Violence, Harassment, and Misconduct is Prohibited.**

Stephen F. Austin State University (SFA) strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, intimate partner and dating violence, and stalking. Please be aware that all SFA employees (other than those designated as confidential resources) are required to report any information obtained about potential policy violation including sexual harassment, sexual assault, domestic violence, and stalking to the Title IX Coordinator within 48 hours. This means that if any employee who in the course and scope of their employment at SFA witnesses or receives information regarding an incident that the employee reasonably believes constitutes prohibited behavior defined in policy 2.13, which is alleged to have been committed by or against a person who was a student enrolled at or an employee of the University at the time of the incident, that employee must report the suspected or alleged violations within two (2) business days to the Title IX coordinator. As of January 1, 2020, employees of Texas universities are subject to termination and criminal liability for failure to report violations of policy 2.13. Reports must be made even if the impacted student, staff, or faculty member requests the responsible employee not to disclose the information to the Title IX office. If you need assistance making a report, I am happy to assist you in that process. However, if you are not sure you are ready for the university to be made aware of your situation and would like to speak to a confidential resource who does not have the same reporting responsibility, you can find a list of resources on the Lumberjacks Care website [www.sfasu.edu/lumberjacks-care](http://www.sfasu.edu/lumberjacks-care).
Withheld Grades Semester Grades Policy (5.5)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the 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. Students can submit the initial application request and upload related documentation securely through Online Student Application portal. 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/.

Course Credit Hour Justification:

PSYC 2301 - General Psychology (3 credits) is designed to introduce students to the field of psychology by covering psychological concepts and principles typically including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives. 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 2.5-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. Typically, these activities average at a minimum 6 hours of work each week to prepare outside of 150 minutes of scheduled classroom contact hours. A general rule of thumb for planning your time commitments for this course is for every hour a student spends in a scheduled classroom contact hour or the online equivalent, students should spend at least two hours completing associated activities and assessments.
Course Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>M</th>
<th>W</th>
<th>Topic (Tentative Schedule)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/29/23</td>
<td>8/31/23</td>
<td>Welcome &amp; Psychology You Can Use</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/5/23</td>
<td>9/7/23</td>
<td>Introduction to Psychology as a Science</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/12/23</td>
<td>9/14/23</td>
<td>Research in Psychology</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9/19/23</td>
<td>9/21/23</td>
<td>Biology as the Basis of Behavior</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/26/23</td>
<td>9/28/23</td>
<td>Sensation and Perception</td>
<td>Test 1 (Weeks 1-4)</td>
</tr>
<tr>
<td>6</td>
<td>10/3/23</td>
<td>10/5/23</td>
<td>Consciousness</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/10/23</td>
<td>10/12/23</td>
<td>Learning &amp; Memory</td>
<td>Article Review 1 Due</td>
</tr>
<tr>
<td>8</td>
<td>10/17/23</td>
<td>10/19/23</td>
<td>Developmental Psychology</td>
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<td>Cognition, Language and Intelligence</td>
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<td>Emotion and Motivation</td>
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<td>11/7/23</td>
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<td>Personality</td>
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<td><strong>11/21/23</strong></td>
<td><strong>11/23/23</strong> Thanksgiving Holiday</td>
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<td>11/28/23</td>
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<td>Psychological Disorders :Part 1</td>
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<td>12/5/23</td>
<td>12/7/23</td>
<td>Psychological Disorders: Part 2</td>
<td>Test 3 (Weeks 9-14) &amp; Action Paper &amp; Video Due</td>
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<td>TBA</td>
<td>Cumulative Final Exam</td>
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*11/08/23 is the Last Day To Drop Courses & Last Day To Withdraw From The University Without WP or WF*