General Psychology 2301-004
Fall 2023

Instructor: Ms. Julie Brotzen, M.A.

Classroom & Time: ED 257 MWF 10:00 – 10:50

Contact: jbrotzen@sfasu.edu

Office & Office Hours: TR 2:00 – 4:30 PM

Department: Psychology

Office Phone: (936) 468-1859

Text Book: Top Hat’s Intro Course for Psychology Join Code: 140776

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

Course Requirements
PSYC 2301 “General Psychology” (3 credits) is designed to introduce students to the field of psychology by covering psychological concepts and principles typically including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives. The course typically meets 150 minutes a week in two 75-minute segments or three 50-minute segments for 15 weeks. Students typically have significant weekly reading assignments, writing assignments, voluntary research participation, and are expected to take quizzes and exams. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours. There will be (10) quizzes, (4) exams, and (11) chapter reading assignments.
<p>| General Psychology | Course Calendar |</p>
<table>
<thead>
<tr>
<th>Timeline</th>
<th>Assignments</th>
<th>Due Dates</th>
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</thead>
</table>
| **Week 1** 08/28 – 09/03 | Read syllabus  
Read course calendar  
Read chapter 1 What is Psychology? | Points for reading assignment end 09/10 at 11:59 PM  
Quiz 1 access ends 09/10 at 11:59 PM |
| **Week 2** 09/04 - 09/10 | Read chapter 1 | Points for reading assignment end 09/17 at 11:59 PM  
Quiz 2 access ends 09/17 at 11:59 PM |
| **Week 3** 09/11 – 09/17 | Read chapter 2 - Methods | Points for reading assignment end 09/24 at 11:59 PM  
Quiz 3 access ends 09/24 at 11:59 PM |
| **Week 4** 09/18 – 09/24 | Read Chapter 3 Biology & Neuroscience | Points for reading assignment ends 09/24 at 11:59 PM  
Quiz 4 access ends 10/08 at 11:59 PM |
| **Week 5** 09/25 – 10/01 | Read chapter 7 - Learning | **Exam # 1 opens on Tuesday, 09/26 at 12:30 PM and closes at 1:20 PM**  
Reading points end 10/01 at 11:59 PM |
| **Week 6** 10/02 – 10/08 | Learning continued | Quiz 4 access ends 10/08 at 11:59 PM |
| **Week 7** 10/09 – 10/15 | Read chapter 4 – Development | Reading points end 10/15 at 11:59 PM  
Quiz 5 access ends, 10/15 at 11:59 PM |
| **Week 8** 10/16 – 10/22 | Read chapter 6 – States of Consciousness | **Exam # 2 opens Tuesday, 10/17 at 12:30 PM and closes at 1:20 PM**  
Reading points end 10/22 at 11:59 PM  
Quiz 6 access ends 10/22 at 11:59 PM |
| **Week 9** 10/23 – 10/29 | Read chapter 10 – Intelligence | Reading points end 10/29 at 11:59 PM  
Quiz 7 access ends 10/29 at 11:59 PM |
| **Week 10** 10/30 – 11/05 | Read chapter 12 - Personality | Reading points end 11/05 at 11:59 PM |
| **Week 11** 11/06 – 11/12 | Personality continued | Quiz 8 access ends 11/12 at 11:59 PM |
**Grading Policy:** Finals grades will be calculated based on the total number of points a student obtains from the four exams (400), the ten mini-quizzes (100), the eleven reading homework assignments (110), and attendance (40). The total number of points possible will be six-hundred and fifty (650).

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

\[
A = 89.5-100 \quad (582 - 650 \text{ points})
\]
\[
B = 79.5-89.4 \quad (517 - 581 \text{ points})
\]
\[
C = 69.5-79.4 \quad (452 - 516 \text{ points})
\]
\[
D = 59.5-69.4 \quad (387 - 451 \text{ points})
\]
\[
F = 59.4 \text{ and below} \quad (\text{Below 387 points})
\]

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

**Make Up Policy:** There will be no makeup exams. The only exception to this rule is for students who have a formal (in writing) university excused absence.

**Extra Credit:** Students can earn up to ten (10) points by earning (10-12 R Points). See detailed information about this option in the Top Hat post.
**Attendance Policy:** Attendance is required and is part of the students’ overall grade.

**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.

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

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

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 General Psychology 2301 you are also enrolling in a Core Curriculum Course that fulfills the Communications Skills 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), (b) How the required core objectives will be addressed.

Core Curriculum Objective Table

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed.</th>
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<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>Critical thinking skills are addressed via class discussions and exam questions.</td>
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<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>Written communication skills are addressed via classroom discussions and a writing assignment.</td>
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<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
<td>Empirical and quantitative skills are addressed via lecture and reading assignments.</td>
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<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>
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</tbody>
</table>
**Personal Responsibility**
To include the ability to connect choices, actions and consequences to ethical decision-making.

**Social Responsibility**
To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

**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.

**Acceptable Student Behavior**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Withheld Grades Semester Grades Policy:**

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. 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/.

**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
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