General Psychology
PSYC 2301 – Section 6
Fall 2023 – Face-to-Face

Meeting Information
Lecture: Mondays, Wednesdays, and Fridays, 9-9:50am
Location: McKibben Education Building, Room 258

Professor Information
Professor: Dr. Lauren E. Brewer, Psychology Department
Phone: (936) 468-1470*
Office: McKibben 215R
E-mail: BrewerLE@sfasu.edu
Office Hours: M/W/F: 10-11am; T/R: 8:30-9:30am; by appointment
*Email is the best way to contact me. Please do not leave me a voicemail message. If you need to speak with me, please email me to make an appointment for an individual meeting.

Materials
Texts: The textbook for this class is free and available online. Students will be tested over all material contained in the readings posted within each module on BrightSpace.

Email: For this course, please use the email platform contained within BrightSpace for all course-related correspondence. Additional information about email can be found in the Getting Started module until the link titled “Emailing Dr. Brewer.” Remember that you may forward your BrightSpace email out to another email platform, but you must log into BrightSpace to send an email response. In case of an emergency, please send emails to BrewerLE@sfasu.edu and include “PSYC 2301” in the subject line. **You are responsible for checking your email daily.**

BrightSpace: The course has a BrightSpace site that can be found at d2l.sfasu.edu. You are responsible for all announcements and materials presented on this web page, so **you must check it daily.** You will find your course grades posted here. If you are unfamiliar with Brightspace or are having difficulty accessing Brightspace, please contact the SFA Brightspace Helpdesk or call (936) 468-1919.

Hashtag: Students often want to discuss course-related content on social media. To help us connect, feel free to use the hashtag #SFAPSYC2301 when posting on your favorite social media platforms.

SI: Your student instructor (SI) is Samantha Hanks. She will hold SI sessions every week. To learn more about Samantha, SI sessions, and the AARC, check out the associated information in the Getting Started Module on BrightSpace.

GA: We will have a Graduate Assistant for this class. You may see them during class, on exam days, or in their office.
Teaching Philosophy

Psychology is the scientific study of the mind, brain, and behavior. I hope to pass my passion for psychological science on to you this semester. I hope you will come away from this class with a deep curiosity about the causes of human behavior and a respect for psychological research. I want this class to have a relaxed atmosphere in which students feel safe asking questions and discussing all things related to psychology. I want to learn from you as much as, if not more than, you learn from me.

Overview

Course Description: Survey of fundamental principles of behavior, including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives.

Prerequisites: None

Program Learning Outcomes (PLO): 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 Assessment in the Social and Behavioral Sciences: 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, 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. 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</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>Discussion Board Post 2</td>
<td>9.18.23</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>Discussion Board Post 1</td>
<td>9.11.23</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>Discussion Board Post 2</td>
<td>9.18.23</td>
</tr>
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<td>9.11.23</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. Critical Thinking Skills and Communication Skills.
- Apply psychological knowledge in a variety of settings. Critical Thinking Skills and Communication Skills.
- 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 and Communication Skills.
- Demonstrate critical thinking and quantitative reasoning skills to evaluate research to determine methodological strengths and weaknesses that may affect internal and external validity. Empirical and Quantitative Skills, Critical Thinking Skills, and Communication 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 and Communication 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 and Communication 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, Critical Thinking Skills, and Communication Skills.
- Demonstrate social responsibility through awareness of cultural and behavioral differences across global communities. Social Responsibility, Critical Thinking Skills, and Communication Skills.
Course Grading

Exams: There will be a total of six exams in this class – five will be unit exams covering only a few chapters and one will be a cumulative, final exam over everything we’ve covered during the entire semester. Each exam is worth 50 points. **Only your best five exams will count.** In other words, the cumulative final exam is optional, if you are satisfied with your grade before that exam. The five unit exams will only be given during regular class time (unless a faculty notification is provided; see Excused Absences section), and they will cover material from the textbook and the class discussions. The cumulative final exam will be given during the University mandated final exam time, and it will cover everything from the course (readings and class discussions). **You’ll receive an automatic zero on any exam for which you are absent.** You are expected to take each exam in class on the dates listed below. Students are expected to arrive on time. Students who are late (e.g., arrive after at least one other student has turned in their exam; more than 5 minutes after class begins) will receive a zero. Further, students must return both their answer sheet AND test booklet; failure to do so will result in a zero on the exam. The cumulative final exam will only be given on (Wednesday) 12/13/23 at 8:00 am, unless appropriate a faculty notification is provided. The exam dates are listed below.

| Exam 1: 9/27/23 | Exam 3: 10/30/23 | Exam 5: 12/6/23 |
| Exam 2: 10/13/23 | Exam 4: 11/15/23 | Final Exam: 12/13 @ 8am |

Research Requirement (R-Points): Students in General Psychology courses 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. Each R-Point, completed using either Method A or B, will be worth six course points for a total of 60 course points (10% of your final course grade).

Research Study Participation (Method A): Students should sign up for research participation R-Points through the Department of Psychology’s SONA Software (https://sfasu.sona-systems.com/). 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 (See “Alternative Paper Assignment [Method B]” below). Some important notes about research participation:

1. There are two deadlines for R-Points. It is **recommended** that you complete at least five R-Points by 10/13/23. It is **required** that you complete all 10 R-Points by the fifth exam, 12/6/23. 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 to begin completing R-points, there may not be enough studies available for you to complete the requirement.

2. It is recommended that you complete at least half of your R-points from in-person (also called lab) studies and the remaining R-points by completing online studies. Completing a mix of in-person and online studies will expose you to a variety of research platforms and help ensure that you have enough study types available to complete your R-point requirement. On the Sona Systems website, in-person studies will be denoted by the letters “IP,” and online studies will be denoted with the letters “OL.”

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.

Alternative Paper Assignment (Method B): Students who do not wish to participate in research or are not yet 18 may choose to complete the research requirement by reading a short psychology journal article and answering a few questions about it in the form of a short paper (two R-Points per paper). If you choose only this option, you will need to write five papers. Information about the alternative assignment will be posted on BrightSpace.

Additional R-Point Information: Students may also choose to complete the R-Points requirement by doing a combination of research studies (Method A) and short papers (Method B). The total number of R-Points, however, must still equal 10. Students who complete at least five R-Points by 10/13/23 will earn extra credit. (To compute midterm grades, it will be expected that students have completed at least five R-Points by 10/13/23, however, students will have until 12/6/23 to complete all 10 required R-Points).

Participation and Class Attendance: You will be able to earn a total of 40 course points by being present in class and participating. I will pass a sign-in sheet around during class, and it is your responsibility to sign it. If the class is livestreamed, students on Zoom will be prompted in the chat to “sign in.” Students will then have two minutes to respond with their first and last name in the chat to be counted as present. It is a violation of the Academic Integrity policy (see Academic Integrity section) to sign in for anyone other than yourself. At the end of the first half of the semester (after 10/11/23), I will randomly choose five class dates. At the end of the second half of the semester (after 12/4/23), I will randomly choose another five class dates. For each of the 10 days that you were present via official sign-in procedures or provided me with a faculty notification (see Excused Absences section), you will earn four points. You can also lose participation points by being disruptive (e.g., talking during class), using technology (e.g., texting, using tablets or computers), or sleeping. Missing class does not guarantee that you will lose participation points and attending class does not guarantee that you will earn them.

Online Readings Quizzes: These quizzes, found in Brightspace, are designed to encourage you to read the Required Readings textbook before class begins. The day we begin a new chapter, we will have a reading quiz that covers material assigned reading from the Required Reading textbook. These quizzes will be due no later than 8:30am on the due dates. Quizzes are open book and are worth 10 points each. Students should complete these quizzes independently and without the use of a search engine or AI (students may, however, use the search function in their textbooks and reference any notes they took during their reading). Students will be given 5 minutes (plus a one-minute grace period) to complete each of the 10-item reading quizzes, so it’s in students’ best interest to actively read and take notes on the readings before taking the quizzes. Because technological problems occasionally occur, students will be allowed two attempts per quiz, only the highest grade for each quiz will be recorded. Your lowest three quiz grades will be dropped, so only your best 10 quizzes count in your final grade. Please remember to adhere to the Academic Integrity policy when completing these quizzes.

Core Curriculum Assessment: As described above, students will be required to complete two assignments this semester that will be assessed using the core curriculum objectives. These
assignments will be completed and graded on BrightSpace. The first assignment will be due by 8:30am on 9/11/23. The second assignment will be due by 8:30am on 9/18/23.

**Extra Credit:** You **MAY** have an opportunity to earn extra credit, however, extra credit should not replace studying. If you are struggling with the course material come see me as soon as you are having trouble. It is important that you do NOT fall behind.

**Grading:**
- 5 best exams X 75 points/exam = 375 points
- 10 R-Points X 6 points/R-Point = 60 points
- 8 class participation days (randomly selected) X 5 points/day = 40 points
- 10 best online reading quizzes X 10 points/quiz = 100 points
- 2 Core Assignments (Discussion Posts) X 12.5 points/assignment = 25 points

**TOTAL POINTS AVAILABLE = 600**

**Computing Your Final Grade:** Standard rounding rules are applied to final grade only (e.g., 536.7 is rounded up to 537 [A], whereas 536.3 is rounded down to 536 [B]). Fractional points may be earned on graded work.

\[
\frac{(# \text{ of points earned all work} + \text{extra credit})}{600}
\]

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Total Points Needed</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>537-600</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>477-536</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>417-476</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>357-416</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>0-356</td>
</tr>
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Total Points = all points earned + extra credit

**Syllabus:** This syllabus is your friend! I have designed this syllabus to answer many of the questions you might have about the course. Therefore, please refer to the syllabus FIRST before emailing me. Because I am confident that you all will use this syllabus, I am rewarding you with six extra credit points (that’s 1% on your final grade). Here is the catch. Each time you email me about a question that is answered in the syllabus, you lose some of these extra credit points. My advice is to refer to your syllabus before emailing me with questions. With this said, if you EVER have a question that is NOT answered in the syllabus, please don’t hesitate to ask! Also, I’m happy to answer ANY question during office hours or before/after class.

**Course Expectations**

**Willingness to Learn:** Please come to class every day with a willingness to learn. The material can be challenging, but I am here to tackle it with you.

**Reading:** Plan to read all of the chapters of the Required Reading textbook. Although we will cover some of what is in the text during class, there will be parts of each chapter that we do not discuss together. A portion of each exam will address material that is ONLY covered by the
textbook. The Supplemental Reading textbook is provided for students to learn more about topics that interest them but are beyond the required nature of this course.

**Class Time:** You should take your own notes during class. You'll remember the material much better if you write notes in your own words. If you miss a class for any reason, you MUST get the notes from a classmate. Additionally, some material that will be covered in class will NOT be found in the textbook. Therefore, in order to do well on the exams, you’ll need to read all of the Required Reading and attend class.

**Unit Objectives:** These will be posted on BrightSpace. The test questions that cover class discussions will be taken directly from the Unit Objectives. Think of the objectives as a lecture study guide that you get in advance. *Pro Tip: When studying, try to answer each objective without looking at your notes. If you can do it, you’ve successfully studied your class notes.*

**SI Sessions:** Each week, our Student Instructor (SI), Samantha, will hold SI sessions. During these sessions, Samantha will have activities prepared to help reinforce the topics we are learning in class. Although these sessions are not required, students who attend regularly tend to earn higher grades than students who do not attend. Samantha will take attendance at these SI sessions, and students who attend may be eligible for extra credit. More information about SI sessions can be found in the Getting Started Module on BrightSpace.

**Missing Class:** If you miss class for any reason and want the class notes, you MUST get them from a fellow student. If you miss class for any reason and think your absence is excused, you must submit a Faculty Notification Request though the Dean of Students’ office (see additional instructions in the Excused Absences below). Only students who attend class in person, live on Zoom, or who can provide a verified Faculty Notification will be marked “present” during class and/or given an opportunity to make up missed work.

**Excused Absences:** As outlined by the Dean of Students Office and in order for me to excuse your 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.

**Exam Make-up Requirements:** All students are expected to take the exams on the scheduled dates and times. If you miss a test for an excused reason (see Excused Absences section), you can make it up by providing me with a faculty notification. If you miss a test for an unexcused reason, you will receive a zero, but remember that only your best five exams count. Missing one exam does not necessarily mean you are at risk for failing the course. If you must miss an exam
for ANY reason, inform me as far in advance as possible or, if it is not possible to tell me in advance (e.g., last-minute illness/medical emergency), contact me via email (BrewerLE@SFASU.edu or via BrightSpace, if possible) as soon as possible after the exam. Contact me regardless of whether the reason for missing the exam was excused or not so that we can discuss next steps.

University Policies, Requirements, and Information

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.

Student Wellness and Wellbeing: 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

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. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
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 three 50-minute segments and also meets for a two-hour cumulative, final examination period. Students typically have significant weekly reading assignments, reading quizzes, research participation, and 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.

Additional Information

COVID- and Illness-related Expectations: COVID-19 is no longer a pandemic; it’s endemic (in epidemiology, this means that the disease is consistently present in our population). Each day we are learning new information about this complex virus, its transmissibility, and about how we can successfully live with it. There are actions we can choose to take to protect ourselves and others. You are encouraged to consider getting vaccinated and boosterred (depending, of course, on your physician’s recommendation), wearing a mask if you aren’t feeling 100%, and giving ample physical space between you and others when possible.

Even with the most careful precautions, students (and professors) may become ill this semester. If you feel ill at all, have a sore throat, fever, cough or other symptoms, or are positive for COVID, please stay home. I will make every effort to work with you, if you miss class due to illness. I simply ask that you do your part to reduce the likelihood that you get sick, whenever possible. I also ask that you do your part to reduce the likelihood that your classmates get sick by staying home if you aren’t feeling well. Your efforts are greatly appreciated! (Please see Missing Class and Exam Make-up Requirements sections below for additional information about what to do if you miss an exam day.)

Civility: I expect you 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, ringing or vibrating cell phones, excessive texting, sleeping, talking when another student or I am talking, wearing headphones, using a laptop, tablet or cell phone during class, disrupting the class in any manner, becoming physically or verbally aggressive, breaking student code of conduct rules, etc. Students engaging in uncivil or disruptive behavior may be asked to leave the classroom. Audio or video recordings, including taking pictures of my slides, without my permission are not allowed. Students who do not attend class regularly or who perform poorly on coursework may have an alert filed on their behalf. This alert may provide students with recommendations for resources or other assistance that is available to help SFA students succeed.

Grievances: I recognize that I am human and make mistakes. It is my hope that any grievances you have with me can be worked out between us via email, during office hours, or by appointment. If you feel that you have been treated unfairly, please come to me first.

Personal reactions to topics: Sometimes certain material covered in psychology classes can bring up personal feelings and reactions you may not know what to do with. In these cases, please feel free to make use of the counseling services available on campus (see Student Wellness and Wellbeing section).
Safe Space: My office is a safe space, and I am friendly toward all groups of students including those who identify as LGBTQ+ or with many other marginalized groups. I want you to know that you can feel safe from judgmental attitudes when interacting with me. More information can be found at http://en.wikipedia.org/wiki/Safe-space and http://www.sfasu.edu/counselingservices/193.asp

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

Technology Prohibition: Ample research (Hembrooke & Gay, 2003; Fried, 2008) has found that students who use computing devices during class have significant decrements in their memory performance. Further, students who use these devices are a distraction to students who do not use them (Sana, Weston, & Cepeda, 2013). Therefore, laptops, tablets, phones, and other electronic devices are not allowed in this class. However, students are allowed to petition for an exemption. The exemption requires students to read and critique the three above papers, giving dedicated attention to why they think their situation is different from the students in the study. Students who successfully defend their petition to use technology may be given an exemption. However, writing a paper critique does NOT necessarily mean that you will be given an exemption; this decision is made solely by me. Students with disabilities (and their assigned note takers) will be given special consideration.

Copyright Statement: Many of the materials in this course are 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.

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 (see Academic Integrity section above). All work created for and submitted in this class, written or otherwise, should represent your own original work.

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 non-instructional purposes is strictly prohibited and may be prosecuted under applicable policies or laws (see Academic Integrity section). 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 or for your own purposes. Further, you agree not to share, alter, or distort any original video recordings by the instructor for any purpose. Any violation of this policy may result in disciplinary action including, but not limited to, failing individual assignments and/or the course.

Zoom-recorded videos automatically produce audio transcripts (Otter.ai™) that attempt to capture and translate the speaker’s exact words into readable text. However, because this text is translated by non-human AI, discrepancies may exist between what is said and what the audio transcription service records as being said. Except in certain circumstances, Dr. Brewer
has not corrected and/or aligned the wording between the lecture videos and the transcribed recordings. Thus, any discrepancies, especially those that deviate from professional or conversational decorum, are unintentional and coincidental. Dr. Brewer is not responsible for any transcription errors or misinterpretations by the user.

**Parent and Caregiver Accommodations:** Parents and caregivers deserve access to education. Especially now with many children learning from home and schools potentially facing sudden closures, it is anticipated that children and others with care needs may become incorporated into your learning experience. Although parents are encouraged to find other care arrangements, there may be times when children in our classroom. Breastfeeding babies are always welcome in class. Children of all ages who can sit quietly and who cause minimal disruptions are also welcome. (Note: we will regularly talk about topics that may not be suitable for children; please use discretion when bringing your child to class; consider talking with Dr. Brewer about whether a specific class session is acceptable for children.) If and when children are in our classroom, do not take any photos, audio, or video of these children. Students who do so are in violation of course expectations. Please consider disclosing your student-caregiver status to Dr. Brewer. This is the first step in my being able to accommodate any special needs that arise. Although the expectations for all students are high, Dr. Brewer is happy to problem-solve with you in a way that makes you feel supported as you strive for school-caregiver balance.

**Syllabus Change Policy:** This syllabus is a guide for the course and is subject to change with advanced notice. I reserve the right to make changes to the syllabus, course schedule, and exam dates as necessary. I will announce any changes both in class and on BrightSpace.

**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. You should anticipate technological problems and work to rectify them before course work is due. By remaining in this course, you acknowledge and accept the policies as stated herein and accept the policies as stated or amended during the course of the semester.

**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 textbook 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 an exam the day of the exam!). 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 reward yourself with a good foundational knowledge of psychology.
Important Dates:

9/1 – RQ1 due
9/6 – RQ2 due
9/11 – Core Assignment 1 (Discussion Post) due
9/13 – RQ3 due
9/18 - Core Assignment 2 (Discussion Post) due
9/20 – RQ4 due
9/27 – Exam 1
9/29 – RQ5 due
10/6 – RQ6 due
10/13 - Exam 2; first 6 R-points due (recommended)
10/16 – RQ7 due
10/23 – RQ8 due
10/30 - Exam 3
11/1 – RQ9 due
11/6 – RQ10 due
11/10 – RQ11 due
11/15 - Exam 4
11/17 – RQ12 due
11/20, 22, & 24 – No Class; Thanksgiving Break
11/29 – RQ13 due
12/6 - Exam 5; All 12 R-point due (required)
12/13 @ 8am – Cumulative, Final Exam

General Study Advice

1. Beliefs That Make You Fail… or Succeed:
   http://www.youtube.com/watch?v=RH95h36NChI&list=SP85708E6EA236E3DB&index=1
2. What Students Should Understand About How People Learn:
   http://www.youtube.com/watch?v=9O7y7XEC66M&list=SP85708E6EA236E3DB
3. Cognitive Principles for Optimizing Learning:
   http://www.youtube.com/watch?v=1xeHh5DnCiw&list=SP85708E6EA236E3DB
4. Putting the Principles for Optimizing Learning into Practice:
   http://www.youtube.com/watch?v=E9GrOxhYZdQ&list=SP85708E6EA236E3DB
5. I Blew The Exam, Now What?: http://www.youtube.com/watch?v=QVRiMkdRsU&list=SP85708E6EA236E3DB
# Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Topic</th>
<th>Due</th>
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<tbody>
<tr>
<td>8/28</td>
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<td>Syllabus/Roll</td>
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<td>Syllabus/Research</td>
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<td>Module 1</td>
<td>Introduction to Psychology</td>
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<td>Psychology as a Science</td>
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<td>Final Reflections</td>
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<td>8:00-10:00am</td>
<td><strong>Optional, Cumulative, Final Exam</strong></td>
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