Psychology 2301.001 and 2301.002  
General Psychology: Online/Hybrid  
Stephen F. Austin State University  
Department of Psychology  
Dr. Lora Jacobi  
Spring 2024

Course Format: Online hybrid format; the course is predominantly delivered in an online format (through modules in D2L); More than 90% of the course is deliver asynchronously with occasional Zoom sessions throughout the semester.

Live Zoom Meetings: 2301.001 Tu or Th 2:30-3:15pm; 2301.002 Tu or Th 3:30 – 4:45pm (Zoom meetings access information posted in advance on D2L – see Course Schedule for scheduled meeting dates)

Office/Office hours: M & W 4 – 6 pm; Th 4-5pm; Online and virtual meetings through multimedia by appointment (e.g., live chats, Zoom, or phone).

Phone: (936) 468-1407 (office number)

Email for Dr. Jacobi: jacobil@d2l.sfasu.edu (preferred) or jacobil@sfasu.edu

Graduate Assistant: Jade Garcia garciajn8@jacks.sfasu.edu

Required E-Text: Altman et al. (2023). Introduction to Psychology. Top Hat. www.tophat.com (purchasing directly from publisher is significantly easier than the bookstore)

Top Hat Join Code: 084021

Course Description:
Psychology 2301: Survey of fundamental principles of behavior, including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives (http://www2.sfasu.edu/sfapsych/UGRAD/COURSES.html)

Course Credits & Time 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 16 weeks, and also meets for a 2-hour final examination period. Students typically have significant weekly reading assignments, writing assignments, quizzes, research participation, are expected to take regular exams. 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. The amount of time that students are expected to spend on this 3-credit course is approximately 9 hours per week.

Each week, use the course schedule provided (on the last three pages of the syllabus) to guide your reading and to focus on the materials that are being covered. Additionally, all due dates are included in the syllabus. In D2L, follow the modules and the corresponding tasks and access your corresponding readings and quizzes in Top Hat. The content modules in D2L (under the content menu) are considered a vital component of the course and is
designed to replace the lecture component of the course. Progress and time spent in the modules will be monitored.

**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, communication skills, empirical and quantitative skills, and social responsibility requirements. 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.

**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>How Course Objective is being Assessed</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>Research Design core assignment</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas through written, oral, and visual communication.</td>
<td>Assessed across writing assignments &amp; with the written core assignment</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>Research Design core assignment</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>Research Design core assignment</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 and Social Responsibility.**
- 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 defensible 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.**

**Required Text:** The text is required. The chapters are interactive with relevant and interesting videos, interactive diagrams, embedded questions throughout, chapter quizzes, and other student resources. In the chapters, the embedded questions provide immediate feedback about the correctness of your response and tests your understanding of the material. Answering the embedded question is great practice and an excellent way to help with your mastery of the material and will significantly help your performance on end-of-chapter quizzes and exams. Videos are embedded in the text to demonstrate and further explain ideas and concepts learned; the videos enable multimodal learning and present information in memorable ways, which helps student learn and remember. You are required to watch all videos (note that there are questions regarding the videos on the exam). The style of presentation of the text is highly effective and provides students with an enriching experience that increases the learning and retention of course material.

**You can purchase the etext by buying an access card from the bookstore or simply purchasing the text directly from the publisher** (www.TopHat.com); going through Top Hat is generally much faster and easier to install directly on your computer from any location. Students also have reported that they had a much easier time simply purchasing the book directly from the publisher. Once you establish your online Top Hat account, the book can be viewed from any device with internet access. However you purchase the book, to access our course and graded chapter quizzes, you need to use our join code for the course: **General Psychology PSYC 2301 – Fall 2024**

**Top Hat Join Code:** 084021

**Note:** If you have not purchased the book and need an additional week for whatever reason, the publisher offers a free 14-day trial so that you can access the book and course from the first day of class, so you do not get behind while waiting to purchase the book (and it will save your progress). All chapter quizzes are on Top Hat, so you do not want to miss assignments!

**Please note:** The text is only available online (eBook) and is required. I have done my best to minimize the cost to students. You are required to obtain the text, as portions of your grade are only accessible from within the online text (e.g. chapter quizzes are on Top Hat and are worth approximately 15% of your final grade– so missing quizzes has a devastating effect on final grades). “Used” versions are not available.

**COURSE REQUIREMENTS:** You must have access to the Internet, and be familiar with or learn to use Brightspace by D2L in order to take this course. For assistance, call Brightspace support at 936-468-1919.
• **Syllabus Quiz (10 points):** There will be a syllabus quiz during the first week of classes to ensure that all students are familiar with all aspects of the course and that students have read the syllabus in its entirety. **The syllabus quiz is available in D2L under ‘Course Tools’ and then select ‘Quizzes.’** Note that the syllabus should be used as a course guide. Often, the answers to many student’s questions can be found in the syllabus. All students are expected to refer to the syllabus and the course schedule throughout the semester. I highly recommend that you print out the syllabus and course schedule.

• **Course Participation & Attendance (20 points):** This is a fast-paced course that will cover substantial amounts of information in each chapter. **Consistently accessing and reading information in the posted modules and announcements in Brightspace by D2L are extremely important to your understanding of the concepts and information in this course and is considered the “classroom” portion of the course.** It is recommended that you log onto the course at Brightspace regularly (daily) and consistently for a comparable amount of time that you would spend in class and studying for the course if it were in a face-to-face format. **All course information, assignments, syllabus quiz, and exams can be found on D2L. You are expected to read all module pages and complete all posted module assignments on time *in addition to completing your text readings*.**

The amount of time spent reading the online course content will also be monitored. Students are expected to **read all course content pages and watch each posted video in its entirety** (these videos highlight the information being covered; exam questions will address specific questions from the module and videos in the module). **For each student, highly detailed course participation information can be accessed by the instructor, including the amounts of time dedicated to each page in the modules, number of visits, dates and times of access, time spend on all posted and embedded videos.** (Note that the instructor can see the date and amount of time each student spends on each module page and video in the course.) Note that simply opening and closing a required video or pages in a module without reading or viewing the content in its entirety will be noted and detrimentally affect your online participation grade.

**Attendance during Live Zoom sessions:** All students will be expected to participate in all online Zoom sessions. Attendance will be recorded and monitored. Zoom session are announced in advance and posted in the course schedule. **Be sure to read all course announcements and check your email in D2L for Zoom invitations.** Refer to the posted course schedule for Zoom dates. Students are expected to participate in Zoom sessions, answer questions, and contribute appropriately.

• **Reading the E-book is required:** You are expected to **read each assigned chapter as well as the corresponding module in D2L**. Text readings in combination with D2L modules will ensure that you are prepared to participate in discussions, complete chapter quizzes and assignments, and ask pertinent questions and/or make relevant observations. **Students are expected to read the textbook as well as all reading in the modules and any assigned supplemental materials in D2L.** Reviewing your reading materials after the completing the module will enhance your retention of important information and provide additional information. You will need the e-book in order to successfully complete this course. **Note: you are responsible for material from the e-book whether or not it is specifically covered in the module and vice versa (material in the modules that may not be in the text). NOTE: ALL CHAPTER QUIZZES ARE ONLY AVAILABLE IN THE TOPHAT TEXT.** The module cannot possibly cover all of the material covered in the text and is a summation of some of the main topics. It would be redundant to rewrite the book. After reading the text, be sure to read the module. It is your responsibility to keep up with all posted deadlines (as they will vary). It is highly recommended that you print the syllabus and course schedule.

Students can access the e-book using the Top Hat website: www.topHat.com. The chapters are interactive and provides a more enriching experience compared to a paper text. **There are interesting videos about the material and built-in questions that you should answer as you read.** Embedded questions in the text are set to be in “homework” mode so that you can get immediate feedback on the correctness of your answers.
The book’s style of presentation is highly effective for learning and retention. Note that all chapters are open (although we will not be covering all chapters). **All chapter quizzes are assigned and are posted in Top Hat (these deadlines are posted in the Course Schedule).** Be advised that we will only be using the gradebook in D2L to post grades. It is your responsibility to meet all deadlines. Please note that you can download the free Top Hat app. onto your cell phone or tablet and access the course once you have paid the access fee (included in the cost).

As mentioned above, as you are read each chapter, there will be a variety of questions embedded (e.g., multiple choice, matching) that you should answer these questions to test your understanding and improve your retention of the material. After two unsuccessful attempts, the correct response is provided. Chapters are assigned due dates based on the quiz dates (chapter completion is set one day prior to the chapter quiz deadline. Although the chapters are set as homework, the correctness of the responses to the items embedded within the chapter will not affect your final grade. Practicing these questions ultimately helps you to learn and master the material. Once in review mode, you can still read the chapter and practice the questions. Within the chapter, make sure that you utilize the immediate feedback; go back to the material you did not answer correctly.

**All chapters have an end-of-chapter quiz on the material within the chapter (in Top Hat, the Chapter Quiz is listed in the folder as “Homework.”** There are specific dates set for completing the end of chapter quiz (see course schedule). It is critical that you take the chapter quiz on time! **Once the quiz’s due date passes, the quiz is set in review with the answers available, so no makeup quizzes are possible. Once the chapter quiz deadline has passed, your responses are no longer recorded in Top Hat for credit.** Once the deadline is met, all quiz questions go from “homework” mode to “review” mode, so the answers become readily available when practicing the quiz questions (and individual responses are not recorded). Thus, there are no makeup assignments for the chapter quizzes. I strongly encourage students NOT to wait until the due date to complete the quiz, because there are no makeup opportunities once the due date is reached. Although I will not directly include the scores from the embedded chapter questions directly, I will be monitoring each student’s use of their e-book, including the amount of time spent reading the chapter, making sure that you are watching all the videos (there are exam questions specifically based on the embedded videos and are questions directly from the text). **It is vital that you watch the videos and do the activities in the text** as you progress through the chapter. Your completion of these tasks is vital to your successful completion of the course (and exam performance).

**NOTE: You are expected to watch all posted videos (both in the text and videos posted in D2L).** The videos are included because they help explain the topic and were carefully selected by the author. As instructor, I will know what you have and have not completed (including whether you watched a video in its entirety and how many minutes and seconds that you did watch). There are a lot of means of tracking participation – Please simply complete the tasks and read the information as you progress through a module on D2L and as you read your text. I would much prefer for all students to earn all their participation points; however, I have had persons simply open and close the pages in the module and I could see that some individuals spent 1-2 seconds on each page. They clearly had forwarded through the module without reading or viewing, believing it would look as if they completed all the pages. They were clearly unaware that the date and amounts of time spent on each module page, video, quiz, survey, exam are captured. I am letting you know this because your success depends on your reading the content and watching the videos, and it is my hope that students will allocate the time necessary to successfully complete the course.

**End-of-chapter Quizzes (70 points):** All chapter quizzes are available in Top Hat in the topic/chapter folder. Within the chapter folder, you will find see the interactive text reading, a glossary of terms from the material, and the quiz, which is listed as “homework.” Each assigned quiz will close at 11:59pm on the date posted in the course schedule. Each chapter covered will have an end of chapter quiz assigned (these quizzes must be completed in one sitting). **The average of the Chapter Quizzes are graded on a 100-point scale and will be transformed to a 70-point scale by multiplying the average quiz grade by .7 for final grade calculations.** Because sometimes random misfortune happens to each of us, so to account for a missed quiz or poor performance on a quiz, your lowest quiz score will be dropped.
(if you miss a quiz, then that missed quiz is the dropped quiz). This course covers ten chapters (and has 10 quizzes, which are considered an important component in the course).

I will be dropping the lowest chapter quiz grade. Thus, if you miss a quiz for whatever reason, that will simply be your dropped quiz. However, it is best to take all quizzes to best master the material and maximize your performance.

**NOTE:** Completed quiz grades are generally higher than exam scores. In an effort to motivate students to complete their work on time, you are awarded partial credit for answering questions and trying, even if it is incorrect. All chapter quiz questions assign partial credit for attempting to answer each question (.25 points) and partial points for the correct answer (.75), which will inflate quiz grades – this incentive is to motivate students to take all of the quizzes.

However, keep in mind that partial credit is **not** given for incorrect answers on exams (thus, your exam score will likely be lower than your quiz performance). Students who apply themselves and spend the time and effort required to succeed in the course, will generally outperform their peers. Grades are typically a direct reflection of the amount of time and effort put forth.

**NOTE:** End of chapter quizzes are visible to students and are assigned with a due date. When a quiz is assigned, it will be in “homework” mode, which is when students complete the quiz for a grade. When in “homework” mode there is a due date set (that coincides with the course schedule). Students are responsible for completing the quiz prior to its due date. Once the quiz closes, I have it default to “review” so that students can practice the questions on the quiz and be provided with the answers. **Once the quiz enters review mode (immediately following the due date).** In review mode, students can try questions and practice; however, the quiz can no longer be taken for credit (as the answers are available as you proceed through the questions). I have it set to review so that students can study from the quizzes and have access to them. **The quizzes are INDEPENDENT assignments and collusion among students on a quiz is a serious honor code infraction (e.g., sharing content of the quiz or answers with others is collusion).** All students involved in collusion (those sharing answers and those receiving answers) will be reported for violating the code of honor and integrity. I strongly urge all students to read over the honor and integrity code that is in place at the university.

Ultimately, it is **YOUR responsibility to know the Chapter Quizzes are open to students and to complete each quiz before it closes (all dates are posted in the course schedule).** Remember, once closed you cannot take the quiz for points and your grade will be a zero on that quiz. **Make-up quizzes are not offered.** Keeping track of due dates is important – you can only do that by printing and carefully following the course schedule. In general, once we start a new chapter, the quiz will be opened and a due date set. Keep in mind that this is a graded independent quiz, which means **no cheating** - all academic rules regarding honor and integrity apply. **IMPORTANT:** As an independent assignment, you may NOT work in conjunction with other students or be in communication with other students when taking quizzes. Such behavior is a direct violation of academic integrity and you will be reported to the Dean of the college for Academic Dishonesty. I reserve the right to fail students who collaborate on any graded assignment (quizzes, exams, or the core assignment) as any collaboration is considered a violation of academic integrity/honesty.

All quizzes **should be done in one sitting** – you need to be prepared to complete the quiz and are without interruption before you open the quiz. **As with any online component to any course that is either online courses or that requires online access, it is your responsibility to ensure that when you are taking the online quiz, you have a direct connection to the internet or a strong signal without interruption.** Hundreds of different courses are offered online and the quality of the internet connection is always the students’ responsibility. See online assignments (below) for more information about online quizzes.

Please direct any questions about the course or course content to me or my graduate assistant. You may study with other students prior to the opening of the exam or quiz. However, communication about a quiz or an exam while other students are still taking the exam or quiz is a violation of academic integrity. **Simply put, do NOT discuss exam/quiz questions or content with other students or persons.** These are independent assessments.
Closed-book Exams (100 points each @ 3 + 50 points = 350 points): There are four non-cumulative CLOSED BOOK exams in this course. Exams will be administered live during the class time. Your exam performance will make up a significant portion of your final grade. In the past all exams were worth the same; however, to maintain students’ motivation, your lowest exam score be out of 50 points and the three highest exam scores will be out of 100 points. This revision is to your advantage. With your lowest performance counting the least, poor performance on one exam will not devastate your grade. You are expected to be prepared for these exams (do your readings in advance, complete the chapter modules, utilize any/all resources provided by the instructor, and STUDY). You CANNOT “cram” for the exam and expect to do well. Research has clearly and repeatedly demonstrated that spaced learning is far more effective than massed learning – space studying out in the days and weeks prior to the exam. Do not fall behind on readings and expect to catch up right before the exam. Ultimately, you are responsible for your success in this course.

When studying for exams, during the week prior to the exam, increase the amount of time dedicated to studying the material covered on the upcoming exam. In general, you are more likely to be able to remember and apply what you have learned if dedicate more time to reviewing the material, thinking about what you are learning, reflecting on what was discussed in class, and relating what you are learning to your existing knowledge. You will need to find the method of studying that works best for you. However, YOU are responsible for your own success. Keep in mind that performing well on an exam is far more important than any extra credit you may earn. For students who are academically struggling with the material, please seek free tutoring services at the AARC in the library. The AARC offers academic resources and help to students who need it.

All exams are closed-book (exam 4 will be during the final examination period and is not cumulative and will only cover the last section of material covered). The exams will be virtual proctoring using Honorlock and other built-in measures to ensure that student do not engage in academic dishonesty during the exam. Do not cheat or try to cheat – you will be caught and it simply is not worth it. Academic dishonesty and cheating (in academics and in general) are not enviable or desirable characteristics; these behaviors reflect negatively on all individuals involved. When taking exams, all course related information should not be accessible to remove any temptation. Remember, all persons who engage in academic dishonesty will be reported to the Dean of Students, which remains in your permanent academic record. Students with repeated reports of academic dishonesty, plagiarism, collusion, or other infractions of the honor code can suspended or expelled from the university (e.g., three separate reports of violations could result in your expulsion from the university). Students who are caught cheating on an assignment or exam will receive a grade of zero (on the assignment or in the course depending on the infraction); all infractions are required to be reported to the Dean of Students, and a copy of the incident will be in your permanent academic record.

IMPORTANT POLICY on Make-up Exams: Make-up exams will only be given in RARE CIRCUMSTANCES, where arrangements are made in advance of the scheduled exam. Appropriate documentation must be presented in order to take a make-up exam, where appropriate documentation includes a written excuse from the Dean for a university sanctioned event (I should be notified in advance of any planned event). Note that lying about why you missed an exam in an effort to get a makeup exam is also considered an infraction of the honor code and will be reported to the Dean of Students. For a university sanctioned event, please communicate with me about the event well in advance so that arrangements can be made prior to the exam (I should be notified in advance of any planned event). If you miss an exam and do not provide sufficient documentation, then you will receive a zero on the exam. If there is a true emergency and you are in danger of missing an exam, contact me ASAP and
also contact the Office of Community Standards (http://www.sfasu.edu/judicial/), which is located in room 315 of the Rusk Building [936-468-2703]. I would recommend all students familiarize themselves with their website and service offered by the university. Whatever the situation, if there is a problem of any sort, it is essential that you communicate with Dr. Jacobi. Additionally, do NOT lie or mislead me or anyone else about why you missed an exam or assignment. Again, lying in order to gain academic favors is also a violation of the code of conduct/honor code. For example, if you email your professor to request a make-up exam because you missed a test due claiming that you were in a car accident when you weren’t is an actionable offense that must be reported to the Dean of Students. Remember: Honesty IS ALWAYS the best policy! At times, students request and are granted a make-up exam due to a valid reason; the key is to be honest with your professor. Providing documentation is also important (e.g., doctor’s notes, a police report from a car accident, etc.) for verifying one’s reasons.

• **Core Written Assignment (30 points):** There will be a written assignment to assess the core curriculum objectives that are covered in this course. Grades will be based on both content and written communication skills (since communication is one of the core objectives). The assignments will be made available when the chapter that corresponds to the content of the assignment is covered.

**Important Note:** All core writing assignments must be submitted to the D2L (Brightspace) dropbox as a Word document; Assignments cannot be “scanned in” or handwritten, or in pages or jpeg format.

You are expected to write on a level that is commensurate with that of a college student. Grading will be based on content accuracy, completeness, clarity, as well as grammar and spelling. Assignments will be submitted to the designated dropbox on Brightspace by D2L. Students must upload completed assignments as a Word Document to the designated dropbox. Note: With regard to uploading a Word documents for assignments, this does not include discussion posts (see below).

For students who have difficulty writing, I strongly encourage you to utilize the free services offered by the writing center in the Academic Assistance and Resource Center AARC, which is located in the library, and can also be reached online using the following website http://www.sfasu.edu/aarc/online-resources

It is also recommended that all students download www.grammarly.com – it is free and will help improve your writing skills.

• **Research Participation (20 points):** All students in General Psychology are expected to earn 10 research points (R-Points) by participating in psychological studies or completing a comparable alternative research assignment. The purpose of this requirement is to allow students the opportunity to participate in and learn about real research and 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 (http://sfasu.sona-systems.com). Participants earn 1 R-point 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 out of participating and instead complete an alternative assignment to fulfill their R-point requirement. Information about the alternative assignment is posted in D2L. More information about the research participation component are explained in the Getting Started Module, where there are step-by-step instructions for creating a Sona account and how to access your account.

**Important Information about Research Participation:**
A. Students must earn a total of 10 R-points. You are strongly encouraged establish a Sona-Research Account so that you can sign up for research when available. Do NOT wait until the end of the semester to finally participate in obtaining R-Points, as much of the research we do of classes (i.e., “dead week”). Altogether, there are 10 R-points that will be worth 20 points of your final grade.
B. Be sure that the points earned are assigned to the correct class. You are in Dr. Jacobi’s class: 2301.001 or 2301.002

C. There are typically a mix of research studies that are in-person and online, although there has been a larger number of online research experiments since the Covid-19 pandemic. Student should simply participate in whatever is available that they qualify for. **You are expected to each a total of 10 R-Points, which is 20 points in your total grade.**

To what degree is the explanation internal/dispositional (closer to 5) or external/situational (closer to 1)?

D. It is essential that **you sign up only for studies for which you are eligible** (if it says ‘males only’ but you are female, 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. The availability of participation opportunities will vary throughout the semester. It is strongly recommended that you check research availability weekly. With online research, you do not actually sign up for a time; use the links provided to access the research survey. It is essential to the integrity of the research that you treat your participation seriously. Please be sure to answer honestly and completely – all of your responses are anonymous and confidential.

E. **It is not acceptable to miss a live stream Zoom class to participation in a study.**

F. **If you sign up for an in-person study, you are expected to show up!** If you’d like to cancel, please do so online at least 24 hours in advance. **If fail to show up for a time you selected (for in-person research), you will lose an R-point and will need to replace the one lost with additional points.**

Realize that when you sign up to participate in a lab study (these will likely be rare) that you have taken a time slot and someone is waiting for you. That means you have wasted the researchers time and taken a spot from another student who could have participated. As stated, no-show points are subtracted from the total earned points; thus, if you earned 10 points and did not show for a 2-credit study (2 R-Points), then you will only have 8 total R-Points and need to make up the points. Basically, if you sign up, please show up!

**ONLINE RESOURCES:** The AARC has a wide variety of ONLINE RESOURCES available to students. If you have any suggestions to improve these resources, please let me know as these resources are continually updated.

***WRITING ASSISTANCE:** The AARC Writing Program Director Kathy Bryson has many resources available to assist with writing assignments.

The AARC looks forward to providing a variety of academic assistance resources to students, and if you have any questions or feedback regarding AARC services, you can contact them directly.

**Contacting the AARC:** 936.468.4108 or aarc@sfasu.edu;

**Physical Address:** Ralph W. Steen Library, First Floor

**Supplemental Resources available through the AARC:** The AARC offers services to help students perform at their best. Such services include 1:1 appointments, online resources, and writing assistance. The following descriptions were taken from the website http://www.sfasu.edu/aarc/online-resources and included below.

**Appointments: 1:1 and One-Time-Only:** Recurring weekly 1:1 appointments and One-Time-Only appointments can be scheduled for many subjects by completing the online request form.

**Ask a Tutor:** If you have questions about a writing assignment, you can join an Ask A Tutor session to discuss your question with a tutor using Zoom web conferencing. Access these sessions through the Ask a Tutor link, located in the OWL course on your Brightspace by D2L account.

**Online Writing Lab (OWL):** For a personalized overview of any paper for any class, submit your paper to the Online Writing Lab OWL in D2L for quick online feedback. Writing Tutors will check for basic paper structure and grammar to identify types of errors. Allow 48 hours for response.
Computing Final Grades:

<table>
<thead>
<tr>
<th>Grading:</th>
<th>Course Components:</th>
<th>Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 450-500 points</td>
<td>Top 3 exams (100 each)</td>
<td>300</td>
</tr>
<tr>
<td>B = 400-449 points</td>
<td>Lowest exam (score*.5)</td>
<td>50</td>
</tr>
<tr>
<td>C = 350-399 points</td>
<td>Average Online Quizzes (average*.7)</td>
<td>70</td>
</tr>
<tr>
<td>D = 300-349 points</td>
<td>Core Writing Assignments</td>
<td>30</td>
</tr>
<tr>
<td>F = less than 300</td>
<td>Syllabus quiz</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Research (R-Points or alternative assign.)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Attendance and Participation</td>
<td>20</td>
</tr>
</tbody>
</table>

**Total Points** 500 points

Grading cutoffs are FIRM. I will not raise your grade if you are “close,” so please do not ask should this circumstance arise. I will not respond to pleads for me to bump you up a grade for whatever reason or “is there anything I can do” – you will simply receive the grade that you earned, so please do not even ask. I strongly encourage all students to put forth their full effort throughout the course so that you can earn the highest grade possible. Extra credit is not the answer – studying and preparing adequately for exams is!!!

**Other Important Course Information:**

- The use of any AI writing programs is strictly prohibited and will be considered plagiarism and a violation of academic integrity. You may Grammarly.com to help with writing with clarity and correctness. However, the use of unauthorized programs, cutting and pasting from the internet or journal articles is not acceptable. Using another person’s words as your own is plagiarism, irrespective of intent.

- There are generally no make-up assignments for deadlines that are missed. More information will be posted on Brightspace regarding the specific due dates for discussions, quizzes, exams, and assignments. Students will be provided with ample time for completion prior to the due dates. However, I recognize that at times students face personal struggles. **Should you have personal difficulties, contact Dr. Jacobi prior to due date (or as soon as possible).**

- Remember, you are responsible for completing each quiz before the posted date and for keeping track of the due dates for your assignments. **I recommend you maintain calendar with the dates of exams, quizzes, assignments, and other activities for each course (color coded for the course). Print out the Course Schedule (and your entire syllabus)!**

- **Click on the following link for tips on Netiquette** (appropriate e-mail and discussion boards’ etiquette): https://bowvalleycollege.libguides.com/c.php?g=10214&p=52001

- **Course behavior must not interfere with the instructor’s ability to conduct the course or the ability of other students to learn from the instructional program** (refer to Student Conduct code, policy D-34.1). Though students have the opportunity to participate and to engage in online discussions, it is not necessarily appropriate to discuss detailed personal matters. Also, you need to be respectful of others in all communications and discussion postings. Personal attacks on others will not be tolerated. Remember to treat others with kindness and respect.

- **Important E-mail Information:** E-mails sent from a student’s **personal e-mail account** to the Professor’s sfasu.edu e-mail address are **often** directed to “Junk Mail” because it is not recognized by the server; thus, e-mails from personal email accounts sent to Dr. Jacobi at jacobil@sfasu.edu may not be received. Therefore, it is very important for students to use the **Jacks email address** for your primary e-mail communications with Dr. Jacobi (jacobil@sfasu.edu) and use your D2L email address in D2L when sending messages to Dr. Jacobi in Brightspace/D2L (jacobil@d2l.sfasu.edu). Also, when sending an email to the professor or the GA always be sure to identify who you are and
in what course you are currently enrolled (e.g., “This is **** from section ***(enter 3 or 4) of your General Psychology course.” Remember, these are professional communications and not text messages between your friends. You are expected to write at a level of a college student, using proper netiquette (e.g., address your professor as “Professor Jacobi” or “Dr. Jacobi” and include your full name, course name and section, and other pertinent information).

- Remember that D2L is an internal email that cannot be sent to outside email addresses. The fastest way to reach me is through D2L. If you are in your SFA Jacks email, you cannot send an email to D2L, and you would have to send me the email to my SFA email address at jacobil@sfasu.edu. However, keep in mind that I will be spending more time in D2L than in my SFA email, so the fastest way to reach me will be through D2L email.

- Please click on the following link for tips on Netiquette (appropriate e-mail and discussion boards’ etiquette): https://bowvalleycollege.libguides.com/c.php?g=10214&p=52001

- For students who are having academic difficulty in this class or any other class, remember there are free tutoring and other services through the AARC. If you are not doing well, first evaluate what you are and are not doing in the course. Are you doing the reading? Are you dedicating enough time to the course? Often low performance is associated with lack of time spent in the course. Poor performance can often be remedied if identified early and significant changes are made by the student (e.g., doing the practice questions in the text, making sure that you are reading the assigned modules in D2L, attending Zoom sessions, spending more time learning and studying the material, watching all videos in D2L and Top Hat, taking notes on the material, etc.). As with any course, you cannot procrastinate and succeed. It is essential that you stay on top of deadlines and keep up with pace of the course. **Learning the material over time (e.g., 3-4 weeks) is far more effective than trying to cram the material in 1-2 days prior to the exam.** In the few days prior to the exam, you should be studying and reviewing the material that you have already read and learned.

- **Helpful links for writing:** (all of the cites below are free)
  - www.Grammarly.com (recommended for all students)
  - https://owl.purdue.edu/owl/general_writing/grammar/index.html (grammar)
  - https://owl.purdue.edu/owl/general_writing/punctuation/index.html (punctuation)
  - https://libguides.gvltec.edu/c.php?g=922017&p=6645193 (APA writing- also covers basics of writing)
  - https://apastyle.apa.org/ (APA style – with access to numerous resources)

- Again, to reiterate, students should **check Brightspace by D2L frequently** for important course announcements, Zoom meeting dates with links, e-mails, assignments, discussion posts, quiz info, helpful links, etc. You are responsible for all information posted on Brightspace by D2L, and it is to your advantage to use it.

- **IMPORTANT:** I do recognize that sometimes there are exceptional circumstances that warrant consideration. If there are some extenuating circumstances that affect your ability to pay attention or if temporary modifications need to be made, **please notify me before a deadline is missed.** Remember, once a quiz’s due date is reached, there are absolutely no makeups possible as the quiz is then set in “review mode” and answers are freely available. Please communicate with me about any concerns that you may have or other course-related information.

- SFASU values students’ mental health and the role it plays in academic and overall student success. 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:**
SFA Counseling Services
www.sfasu.edu/counseling
Tucker Building (Southeast corner of Raguet and East College streets)
936.468.2401

SFA Human Services Counseling Clinic
https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic
Human Services Building, Room 202
936.468.1041

Crisis Resources:
Burke 24-hour crisis line: 1.800.392.8343
988 Suicide and Crisis Lifeline: call or text 988
Suicide Prevention Lifeline: 1.800.273.TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Course Information related to University Policies:

Policy on Cheating and Plagiarism:
If I believe that you have copied from another student or other source, you will receive a grade of ‘0’ on that assignment or exam and the dean will be notified of the offense. Please see our catalogue for additional information. CHEATING IN ANY FORM WILL NOT BE TOLERATED!!!

Academic Integrity (4.1)

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
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/.

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
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
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

Acceptable Student Conduct

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

Unacceptable or disruptive student 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 and/or inappropriate in the classroom. Students who do not attend class regularly (or are not virtual present and engaging in the online course) 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.

- When taking exams, you are prohibited from referring to course notes or any course material. Steps will be taken to ensure students do not cheat on exams. Students engaging to any form of cheating during an exam will receive a zero on the exam, will be reported to the dean, and potentially fail the course.
- The course schedule that follows is subject to change based on students’ level of comprehension, mastery of material presented, and/or extraneous circumstances.
- Should you require any additional information, reference books, or simply in doubt, feel free to contact me by email. If your question concerns the material we are covering, please feel free to ask topic-related questions during Zoom sessions.
- NOTE: I recognize that sometimes there are exceptional circumstances that warrant consideration. If there are some extenuating circumstances that affect your ability to pay attention or if some form of temporary modification is needed, please notify me before a deadline (or as soon as possible).

Top Hat Information to access our course: General Psychology PSYC 2301 – Spring 2024
Join code: 084021
Understanding the Class Schedule for PSYC 2301.001 and 2301.002

**IMPORTANT:** Each topic has two components: (1) a module in D2L with information, such as written material, diagrams, recorded lectures, videos, and more that may not be covered in the book or with added detail and focus) and (2) an interactive chapter in Top Hat.

The course itself is housed in D2L (with the gradebook, course announcements, email announcements, etc.) and your work in the modules and activities in D2L is analogous to classroom attendance and participation, which will be assessed at the end of the semester as part of your final grade (20 points).

In the course schedule below, graded activities and D2L Modules are listed in middle Column. All Top Hat components are listed in 3rd column (on the right), including the schedule for Chapter readings, Chapter quizzes, and other activities in Top Hat. For each Top Hat chapter topic, there is a virtual folder with the following content: (a) the interactive chapter text with embedded questions, videos, and diagrams. (b) a glossary of key words for the chapter, and (c) the End-of-Chapter Quiz. Note the end-of-chapter Quizzes are graded assignments (and can only be completed in Top Hat before the deadline). No late quizzes can be submitted (see Quizzes above in the Course Requirements section).

Although completing the embedded questions in the chapter readings are not a direct component of your grade, completing the embedded questions will help improve your Quiz and Exam scores. Exams will cover the chapter content as well as the corresponding modules in D2L. All exams are in D2L and will be proctored using Honorlock.

**Use D2L to access the course modules, syllabus quiz, course announcements and emails, & the four exams. The Gradebook for the course is in D2L. All chapter quizzes are in Top Hat.**

**NOTE (Column 3): Chapter Quizzes are listed as “Homework” in Top Hat. In Top Hat you will find all chapter readings, embedded practice questions & videos for chapter readings, chapter glossary, study guide, end-of-chapter Quizzes (i.e., Homework) & other activities**

The Course Schedule is on the following pages. Note the following color-coded Legend:

**Legend for the Course Schedule**

- **Quizzes & other assignments**
- **Exams**
- **Core Written Assignment/Assessing Core Curriculum**
- **Zoom meetings**
<table>
<thead>
<tr>
<th>Dates</th>
<th>Brightspace D2L Content Modules &amp; Corresponding Activities</th>
<th>Top Hat – Interactive E-book: Chapter Readings (w/ embedded questions &amp; videos), Chapter Quizzes (in Top Hat)</th>
</tr>
</thead>
</table>
| Week 1            | (1) Read Course Announcement in the Course News (on course home page in D2L) | In Top Hat Course, read over the following:  
                      - First Day of Classes Slides in Top Hat  
                      - Study Tips for Students  
                      - Welcome to Psychology (complete all above by Wednesday, Jan 24) |
| Thurs., 1/18      | (2) “Getting Started Module” in D2L with embedded tasks due on MONDAY, Jan 22  
                      (Complete online tasks in Getting Started Module in D2L on the first day of classes) | Top Hat Chapter 1 - Reading, embedded questions, & end of chapter Quiz  
                      (Students should complete the readings and practice questions within the readings by the day prior to the Quiz due date – see due dates below) |
|                  | (3) Welcome Discussion Post – Introduce yourself and answer questions provided (Due by Wednesday, Jan 24) |                                                                                                           |
|                  | (4) Syllabus Quiz* due by Wednesday, Jan 24  
                      (NOTE: This is the only “Quiz” that is in D2L; located under Course tools option, then select Quizzes). You can take the syllabus quiz as many times as needed to obtain the maximum number of points (10 of 10 points). [However, the graded end-of-chapter quizzes in Top Hat can only be taken once.]  
                      *NOTE: The Syllabus Quiz & all 4 exams are in D2L. However, all end-of-chapter quizzes are in Top Hat. |                                                                                                           |
| Module 1. What is Psychology & History |                                                                                                           |                                                                                                           |
| Week 2            | Module 1. What is Psychology & History continued... | Chapter 1 by Sun., Jan 28  
                      **Chapter One Quiz** (in Top Hat) due by Monday, January 29 |
| Jan 22            |                                                                                                           |                                                                                                           |
| Week 3            | Module 2. Research Methods  
                      Zoom meeting – Thursday, Feb 1  
                      Core Written Assignment (30 points) posted Jan 30 (Due Date: by Sunday, Feb 25th). Assesses all 4 core components | Chapter 2 reading by Tues., Feb 6  
                      (be sure to complete the embedded exercises in D2L Module)  
                      **Chapter 2 Quiz** - due Wed., Feb 7 |
| Jan 29            |                                                                                                           |                                                                                                           |
| Week 4  | Feb. 5 | **EXAM ONE – Thursday, Feb. 8**  
Questions cover content from the Top Hat Chapters 1 & 2 and D2L Modules 1 & 2.  
**NOTE:** Exam will be monitored and proctored using the Honorlock program in D2L.  
All exams are located in D2L under “Quizzes” menu item in the “Course Tools” folder  
Start reading Module 3: Biopsychology | Chapters 1 & 2  
D2L Modules 1 & 2 |
| --- | --- | --- | --- |
| Week 5  | Feb. 12 | **Module 3: Biopsychology continued** (diagrams and structures covered in D2L are important for exam 2) | Complete Chapter 3 by Sat., 2/17  
**Quiz 3 (due by Sunday, Feb. 18)** |
| Week 6  | Feb. 19 | **Module 4. States of Consciousness** | Chapter 6 by Feb. 24  
**Quiz 6 (due by Sunday, Feb. 25)**  
**Assessing Critical Thinking Skills, Communication, Quantitative Reasoning, and Social Responsibility** |
| Week 7  | Feb. 26 | **Module 5. Learning** | Chapter 7 by Sunday, March 3  
**Quiz 7 (due by Monday, March 4)** |
| Week 8  | March 4 | **Zoom meeting – Tuesday, March 5**  
**EXAM TWO – Wednesday, March 6**  
Content includes all D2L Modules and Chapters on topics of: biopsychology, consciousness, and learning. **NOTE:** Exam will be monitored and proctored using the Honorlock program.  
Start reading the psychological disorders chapter 14 and viewing module 6 embedded lectures after the exam | EXAM TWO in D2L: March 6  
Top Hat Chapters 3, 6, 7  
D2L Modules 3, 4, 5 |
| Week 9  | March 11 | **SPRING BREAK!!!!** |  |
| Week 10 | March 18 | **Module 6. Psychological Disorders – Watch recorded lectures and videos!!!**  
You must listen to the series of recorded lectures that are posted in D2L covering psychological disorders and treatment. **NOTE:** Viewing lectures will be monitored carefully to ensure that each student watches all the lectures and video attachments in their entirety. There are a number of lectures of varying lengths. The lectures go into significantly more detail than the text on a number of types of disorders, including mood disorders, anxiety disorders, eating disorders, dissociative disorders, and schizophrenia. The third exam will draw heavily on the information covered in the lectures posted in D2L. You will not | Chapter 14 (see due dates below) |
**Note:** Course schedule subject to change based on students’ mastery of material and other extraneous factors.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Module Description</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 11   | March 25 | Module 6. Psychological Disorders continued | Do well on third exam if you do not watch the lectures and take notes. 
NOTE: These lectures account for the required asynchronous hours required by the university to yield enough course time for the university's accreditation. |
|      |       | (Watch prerecorded lectures in D2L on the different types of mental disorders) | |
|      |       | **Easter Holiday 3/28 – 3/31** | |
| 12   | April 1 | Module 7. Treatment of Disorders | |
|      |       | (Watch prerecorded lectures in D2L on the treatment of mental disorders) | |
|      |       | **Zoom meeting – Thursday, April 4** | |
| 13   | April 8 | EXAM THREE – Tuesday, April 9th | Exam will be monitored and proctored using Honorlock. 
**Begin Module 8. Social Psychology** 
The social psychology module also contains video lectures in D2L that students are expected to watch. |
| 14   | April 15 | Module 8. Social Psychology continued | |
|      |       | The social psychology module also contains video lectures in D2L that students are expected to watch. | |
| 15   | April 22 | Zoom meeting Tuesday – April 23 | |
|      |       | Module 9. Memory | The memory module in D2L has video lectures with exercises included for your participation in order to test your different forms of memory. **A diagram of a memory model is included, which will be on exam 4.** |
| 16   | April 29 | Module 10. Lifespan and Human Development | |
|      |       | | |
| Finals Week | May 6-10 | EXAM FOUR will be administered during Final Exam Schedule | (refer to exam schedule posted by the university for exam times). Exam 4 is not cumulative and only covers the material since Exam 3: D2L modules 8, 9, & 10 and Top Hat Chapters 13, 8, & 4. |

| Week 14 | April 15 | Module 8. Social Psychology continued | Chapter 13 by Thurs, 4/18 
Quiz 13 (due Friday, 4/19) |
| Week 15 | April 22 | Zoom meeting Tuesday – April 23 | Chapter 8 by Friday, April 26 
Quiz 8 (due by Sat., April 27) |
| Week 16 | April 29 | Module 10. Lifespan and Human Development | Chapter 4 by Friday, 5/3 
Quiz 4 (due Friday, May 3) |
| Week 17 | May 6-10 | EXAM FOUR | Chapters 13, 8, 4 
D2L lectures and modules 8, 9, 10 |