PSY 2301.009 General Psychology
Stephen F. Austin State University
Spring 2024
MWF 12:00-12:50pm
258 McKibben Education Building

Professor:
Dr. Catherine Pearte
Department of Psychology
Office: 215Q McKibben Education Building
Email: peartec@sfasu.edu
Phone: 936-468-1532

Professor’s Office Hours:
Tues and Thurs: 11:00am-1:30pm or by appt

Required Course Textbook:
Psychology: An Explanation (5th edition, ISBN 9780135198018) by Ciccarelli and White

Course Description:
Psychology 133: Survey of fundamental principles of behavior, including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives.

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

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

- Identify, compare, and contrast influences on the behaviors and experiences of individuals, groups, cultures, global communities.
- Demonstrate social responsibility through awareness of cultural and behavioral differences across global communities.

General Education Core Curriculum

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

By enrolling in General Psychology 2302 you are also enrolling in a Core Curriculum Course that fulfills the CRITICAL THINKING, WRITTEN AND ORAL COMMUNICATION, TEAMWORK AND PERSONAL RESPONSIBILITY requirement. Details on the assignment that assesses each of these domains is included in the section entitled Course Requirements. Further information will also be provided later in the course. Required length of assignments, which should be typed, is between 1.5 and 2 pages.

General Education Core Curriculum Objectives/Outcomes: You only need to address the Core Objectives that apply to your specific course

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. Teamwork. Students will be instructed in and will apply, practice, and demonstrate teamwork to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

4. Personal Responsibility. Students will be instructed in and will apply, practice, and demonstrate personal responsibility to include the ability to connect choices, actions, and consequences of ethical decision-making.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Definition</th>
<th>Core Assignment Title</th>
<th>Due date</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>Critical thinking in action: Discuss how you would use the step by step process involved in putting the empirical approach into action (see ch 1 slides) in</td>
<td>3/8/24</td>
</tr>
</tbody>
</table>
### Communication Skills

To include effective development, interpretation and expression of ideas through written, oral, and visual communication.

Describe a hypothetical plan for using 2 different means of communication to demonstrate the importance of any topic that we discussed in class to a peer or family member.

3/8/24

### Teamwork

To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Planning for a team project: Use your knowledge of social psychology chapter in order to identify problems that you would anticipate as you plan for a hypothetical team-based exercise.

5/3/24

### Personal Responsibility

To include the ability to connect choices, actions and consequences to ethical decision-making.

Finding help: Written report of how people in Nacogdoches could access community support for people with mental illness and the barriers they may face as they do so.

5/3/24

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**Course Policies and Expectations**

*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. Please note that the use of CHAT GPT or any other AI (artificial intelligence) is prohibited unless you receive written permission from Dr. Pearte. Any student using CHAT GPT, an AI program, or any other tool that misrepresents the identity of the person who composed any part of whole of an assignment has committed an act of plagiarism and will be subject to the same disciplinary actions as any other student who has been accused of plagiarism.

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.

Withheld Grades: Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Disputes about Course Grades: In the event of a grade dispute, it is the student’s responsibility to prove that a grade has been calculated incorrectly. Hence, you should keep all copies of your graded assignments. Please refer to university policy: http://www.sfasu.edu/policies/academic_appeals_students.asp
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, 936-468-3004 / 936-468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Civility in the Classroom: You are expected to maintain a classroom environment that is conducive to learning. All students are expected to respect other students and their ideas. Disruptive, distracting, or disrespectful behavior (including but not limited to texting, emailing, or making excessive noise) will not be tolerated. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

Recording Lectures: Students are not permitted to record class lectures unless a student has a documented need to do so as indicated by the Office of Disability Services.

Tardiness: Coming late to class is disrupting to students as well as to the professor. Therefore, habitual tardiness will not be tolerated. If habitual tardiness proves to be a problem, the professor will issue you a verbal warning, and afterward, additional tardiness could result in the forfeiture of the day’s attendance points; however, with that being said, if instances occasionally arise when you are running late for class, it is better to arrive late than to not attend at all.

Missing Class: You should make every effort to attend class because we cover a lot of material during each class and part of your grade depends on the frequency of your attendance (see Attendance portion of the Course Requirements section). The professor does not provide copies of the lectures to students; therefore, if you miss class, it is your responsibility to get the notes and any class announcements from a classmate, not the teacher. You are held accountable for keeping up with class information whether present in class or not. To help you with this, you may want to write down some of your classmates’ contact information on the chart below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Email address</th>
<th>Phone Number</th>
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Late Assignments: All assignments are due at the BEGINNING of class. Late assignments are not accepted. Students are well aware of due dates in advance, and thus late assignments are not accepted. The instructor will not take electronic papers (i.e., sent via email) nor will she accept papers left in her box (unless previous arrangements have been arranged between the student and teacher). If you are not planning on being in class on the day an assignment is due, you should make arrangements with a classmate or someone else to turn in your assignment for you.

Make-up Exams/Presentations: If you know ahead of time that you will be absent on an exam day, please speak with the teacher and make arrangements to take the exam before the regularly scheduled exam day listed in the syllabus. On the other hand, if you are suddenly ill or have an emergency on an exam or presentation day and won’t be able to make it to class, you must meet two requirements in order to be eligible to take a make-up exam or reschedule your presentation. 1) You must inform the teacher no later than the start of class that you will be absent and state the reason for your absence. If you fail to notify her either by phone, email, or in person, before the class starts, you will not be eligible to take a make-up exam or reschedule your presentation. 2) In addition, students must have a formal, university-approved excuse. A make-up exam or presentation date will be scheduled as soon as is reasonably possible depending on the circumstances, and the formal excuse will be required at that time. If you do not bring your excuse to the make-up exam or rescheduled presentation, you forfeit your opportunity to take the make-up exam or presentation.

Personal Problems:
If you are experiencing some type of ongoing problem that is preventing you from attending class and/or turning in your assignments (such as depression, grieving, family members’ health problems, etc.) please talk to Dr. Pearte. She can try to work with you if she knows there are problems beforehand, but if you wait until after you’ve missed assignments she cannot help you regarding the assignments you’ve already missed. If you find yourself struggling in this class, please meet with her as soon as possible so that together you can find ways to help you do your best in this class.

Please know that, although I am steadfastly committed to protecting your privacy, school policy and (in some cases) federal law requires that I disclose information that students have shared about themselves or other students to certain administrators, who are in charge of monitoring the health and safety of students. In short, if you tell me about a personal problem of your own or of another student, I may not be able to keep the information in complete confidence.

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.
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

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

Campus Referrals: Students who do not attend class regularly, who consistently perform poorly on class projects/exams, or who display emotional or behavioral problems may be referred to the iCare Early Alert Program. This program alerts school officials of student problems and subsequently students are sought out by a school official with recommendations for resources or other assistance in order to help the student succeed.

Additional Course Information:
1. Cell phones, i-phones, and similar devices: Do not look at, listen to, or use cell phones or other electronic devices (included wired and wireless headphones) during class unless I
direct you to do so. Turn ringtones and vibration alerts off during class. Put the phones or electronic devices away entirely to the extent that the screen is not visible during class. If you have an emergency or have some other extenuating circumstance that requires that you attend to an electronic device during class, please see me at the start of an individual class, if there is an acute reason, or at the start of the semester, if there is a chronic reason. If your phone or device goes off during an exam, you will risk receiving a 0 on that exam regardless of excuses or circumstances. In order to avoid this consequence, put your device into airplane mode or turn it off entirely.

2. Laptop computers: Do not bring laptops to class. Research has demonstrated that the use of a laptop in class is distracting to all students surrounding the individual and negatively affects their performance. Similarly, the use of a laptop presents the urge to engage in non-course related activities (e.g., using social networking sites, etc.).

3. While I welcome your comments and questions during class, please limit self-disclosure of personal information (your own or anyone else’s) during class discussion as this type of participation in class discussion can be associated with an adverse effect on yourself and others. If you are not sure if you should share a piece of personal information, email me and ask.

4. During exams, you are required to remain in the classroom unless you have submitted your completed exam or have received permission from Dr. Pearte or the Teaching Assistant.

5. As Instructor, I reserve the right to drop students for inappropriate behavior.

6. The course outline that follows is subject to change based on students’ level of comprehension, mastery of material presented, and/or extraneous circumstances.

7. Should you require any additional information, reference books, or simply in doubt, feel free to contact me.

**Course Requirements**

1. *Attendance and Participation:* Attending all classes is vital to your understanding of the elements of the course. You will be expected to come prepared to class, participate in class discussions, respond to questions, and make constructive comments. Being absent is no excuse for missing deadlines. Your presence in class is essential for the understanding of the material and participation in class discussions. I realize that students get sick from time to time and cannot attend class; do not come to class when you are ill. See section on Missing Class for more information and recommendations re how to get/stay caught up with the material following an absence.

2. *Reading:* All students are expected to read assigned readings in advance of class; this maximizes students’ learning and allows students to contribute meaningfully to classroom discussions. Without a book, you cannot successfully complete this course. If you would like additional reading, all you need to do is ask me.

3. *Core Curriculum:* You will be asked to use each of the four core curriculum skills to complete four short writing assignments, involving the application of curriculum skills to better understand course material. Specific instructions will be provided in the first weeks of the course. All assignments should be submitted in four brightspace dropboxes, which
are designed for this purpose. See table in Core Education Section of this syllabus for
deadlines.

4. **Research Participation:** Students in 100-level psychology courses are expected to earn
10 research points (R-Points) by participating in psychological studies or completing a
comparable alternative assignment. Each R point translates into 2 points of course credit,
for a total of 20 points. The purpose of this requirement is to allow students the
opportunity to participate in and learn about real research to help them better understand
theories and principles described in class. Students should sign up for research
participation R-Points through the Department of Psychology’s SONA Software
([http://sfasu.sona-systems.com](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 to complete the alternative
assignment to fulfill their R-point requirement. Information about the alternative
assignments will be posted in D2L later in the semester. R point and alternative
assignments are due on the last day of class.

Some important notes about research participation:
1. It is essential that you sign up only for studies for which you are eligible
(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.
2. It is not acceptable to miss class due to participation in a study.
3. 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.

5. **Exams:** There are four non-cumulative exams in this course. You are expected to be
prepared for these exams (do your readings in advance, attend each class, utilize any/all
resources provided by the instructor, and study). I strongly recommend that you utilize the
online practice quizzes that accompany the text. The student companion site also has copies of
the PPTs, flashcards, and other resources (in addition to an eBook).

Grades will be based on the percentage of points earned relative to the total possible required
points. Required points and associated percentages are outlined in the table below. You can keep
track of your points throughout the semester by logging on to your Desire2Learn (D2L) account.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
</tr>
<tr>
<td>Exam 4</td>
<td>100</td>
</tr>
<tr>
<td>R points</td>
<td>20</td>
</tr>
<tr>
<td>Core Assignment</td>
<td>20</td>
</tr>
</tbody>
</table>
Grade Distribution by total possible points:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90%</td>
</tr>
<tr>
<td>B</td>
<td>80%</td>
</tr>
<tr>
<td>C</td>
<td>70%</td>
</tr>
<tr>
<td>D</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>Less than 60%</td>
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</tbody>
</table>

These cutoffs are FIRM. I will not raise your grade if you are “close,” so please do not ask should this circumstance arise. I strongly encourage all students to put forth full effort throughout the course so that you can earn the highest grade possible.

Course Justification:
PSYC 2301 “General Psychology” (3 credits) is designed to introduce students to the field of psychology by covering psychological concepts and principles typically including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives. The course typically meets 150 minutes a week in two 75-minute segments or three 50-minute segments for 15 weeks, and also meets for a 2-hour final examination period. Students typically have significant weekly reading assignments, writing assignments, voluntary research participation, are expected to take regular tests, and a final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours. Online course sections contain extensive written content that includes the same information students in a face-to-face lecture sections receive, requiring students to engage the online modules for at least three hours per week. For every hour a student spends engaging with the online content, he/she spends at least two hours completing associated activities and assessments.
<table>
<thead>
<tr>
<th>Date</th>
<th>Introduction</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/19/24</td>
<td>Introduction to Course and Syllabus Review</td>
<td></td>
</tr>
<tr>
<td>1/22/24</td>
<td>The Science of Psychology</td>
<td>1</td>
</tr>
<tr>
<td>1/24/24</td>
<td>The Biological Perspective</td>
<td>2</td>
</tr>
<tr>
<td>01/31/24</td>
<td>Cognition</td>
<td>7</td>
</tr>
<tr>
<td>2/7/24</td>
<td>Directions Review for R point Assignments &amp; Core Assignments 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>2/14/24</td>
<td>Exam 1</td>
<td></td>
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<tr>
<td>2/16/24</td>
<td>Learning Part 1</td>
<td>5</td>
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<tr>
<td>2/19/24</td>
<td>Learning Part 2</td>
<td>5</td>
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<tr>
<td>2/21/24</td>
<td>Development</td>
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<tr>
<td>2/26/24</td>
<td>NO CLASS: SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>3/11/24</td>
<td>Social</td>
<td>10</td>
</tr>
<tr>
<td>3/13/24</td>
<td>Memory</td>
<td>6</td>
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<tr>
<td>3/15/24</td>
<td>Motivation and Emotion</td>
<td>9</td>
</tr>
<tr>
<td>3/18/24</td>
<td>Directions Review for Core Assignment 3 &amp;; R point check-in</td>
<td></td>
</tr>
<tr>
<td>3/20/24</td>
<td>Exam 2</td>
<td></td>
</tr>
<tr>
<td>3/22/24</td>
<td>Psychological Disorders Part 1</td>
<td>12</td>
</tr>
<tr>
<td>3/25/24</td>
<td>Psychological Disorders Part 2</td>
<td>12</td>
</tr>
<tr>
<td>4/1/24</td>
<td>Psychological Therapies</td>
<td>13</td>
</tr>
<tr>
<td>4/5/24</td>
<td>Psychological Disorders Part 2</td>
<td>12</td>
</tr>
<tr>
<td>4/8/24</td>
<td>Psychological Disorders Part 2</td>
<td>12</td>
</tr>
<tr>
<td>4/10/24</td>
<td>Directions Review for Core Assignment 3 &amp;; R point check-in</td>
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<tr>
<td>4/12/24</td>
<td>Exam 3</td>
<td></td>
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<tr>
<td>4/15/24</td>
<td>Psychological Disorders Part 1</td>
<td>12</td>
</tr>
<tr>
<td>4/17/24</td>
<td>Psychological Disorders Part 2</td>
<td>12</td>
</tr>
<tr>
<td>4/19/24</td>
<td>Psychological Therapies</td>
<td>13</td>
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<tr>
<td>4/22/24</td>
<td>Psychological Disorders Part 2</td>
<td>12</td>
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<tr>
<td>4/24/24</td>
<td>Psychological Disorders Part 2</td>
<td>12</td>
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<td>4/26/24</td>
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<td>13</td>
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<td>4/29/24</td>
<td>Psychological Disorders Part 2</td>
<td>12</td>
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<td>5/1/24</td>
<td>Psychological Therapies</td>
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<tr>
<td>5/3/24</td>
<td>Psychological Disorders Part 2</td>
<td>12</td>
</tr>
<tr>
<td>5/6/24 (Monday) 1-3pm</td>
<td>Exam 4</td>
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</table>

This syllabus is tentative. You are responsible for knowing any changes that are announced in class via verbal or written communication.