PSY 133.002
Spring 2016

General Psychology
PSY133.002
MW 1:00 PM – 2:15 PM
Robert T McKibben Education Building Room 257

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Office Hours:
M/W/F- 11:00 am till 12:00pm
Tues/Thur- 12:15pm- 2:00pm

Pearson; Upper Saddle Creek, NJ.
ISBN 9780133851991

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

This course is designed to introduce students to the SCIENTIFIC study of human behavior. Topics covered will include the historical roots of studying human behavior and examine the major scientists and thinkers in the study of human behavior. In addition, major movements and schools of thought in studying human behavior will be explored including; cognitive, social, abnormal, comparative, and behaviorist approaches to psychology. Specific topics will include motivation and emotion, perception, learning and memory, decision-making, intelligence, personality, human development and the physiological bases of human behavior among others.

One goal of this course is to expose you to the diverse methods for studying human behavior. It is not just counseling, and there are so many topics that can be and have been covered. Concepts such as Love, Parenting, Sexuality, Identity, Sexual attraction and many more fundamentally address who you are as a person and where each of us fit in the world.

Core Assessment in the Social and Behavioral Sciences:
General Psychology (PSY 133) is a core curriculum course in the Social and Behavioral Sciences - courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

PSY 133 satisfies the core curriculum for three semester hours in the social and behavior sciences. It supports four core curriculum learning objectives.
Core Curriculum Objectives/Outcomes:

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

2. **Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication.

3. **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

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

**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.
COURSE REQUIREMENTS:

Attendance: Attending all classes is vital to your understanding of the elements of the course. Beyond your attendance, you will be expected to come prepared to class, participate in class discussions, respond to questions, and make constructive comments. Students will be responsible for all material and assignments given during each class period. Some of the material covered during the lectures supplement your text, while some information can only be obtained in class. As such, you should be present at each lecture. Test questions will represent material from lectures, handouts, videos, and required readings from the text. If you do not attend class, then you will likely perform poorly on the exams. Attendance will be monitored every day (multiple sign-in sheets will be distributed (keep in mind that signing another student name on the attendance sheet is considered a violation of academic integrity and the offender will face the judiciary board and risk possible expulsion from school). I have consistently found that those students who miss a lot of classes typically earn D’s and F’s; however, those students who do attend class, read the materials, and are attentive and alert average a B or higher. Scores will vary around those averages; however, YOU WILL NOT DO WELL IN THIS CLASS IF YOU DO NOT ATTEND!!

Research Requirement: Each student will be required to participate in a minimum of 5 hours of psychology research (earn 10 research credits or R-points). This assignment is a pass/fail requirement, meaning that the grade a student earns on the exams will only be given if the student completes his/her 10 credit research participation requirement. In other words, students who fail to complete the research participation requirement will fail the course regardless of their exam scores. There will be ample opportunities for students to complete this portion of the course; however, you cannot wait until the last two weeks of classes to try and complete this, as there will be limited research opportunities at that time. I will remind students throughout the semester about this requirement. Further instructions are attached. Additionally, when earning the 10 research credits, you may do half of those on line, but at least half MUST be done in the lab (please be aware that you can do more than half of your research credits in the laboratory – also note that lab experiments tend to be worth more points). When signing up for experiments, instructions are provided where to go, most will be in the Education Building (ED) as this is where the psychology department is housed. If a student he/she is not 18 years-old, the student will need to contact the instructor within the first two days of class to get instructions for an alternate project. As a participant in research (either online or in person), you are ethically obligated to take the situation seriously; this means that you need to carefully read and answer all questions honestly and completely. All research conducted is typically involved in a person’s life’s work; publishing valid data is only possible if the respondents take their job as a participant seriously. Please note that the total amount of time that you take to answer online questionnaires is recorded – thus it is clear when someone is not taking adequate time to provide valid answers.
Exams: There are four exams covering the reading and lecture content. Each exam will be worth 22.5% of your final grade. Four exams will count equally (22.5%) and will comprise 90% your final grade. 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). You CANNOT “cram” for the exam and expect to do well. Spaced learning is far more effective than massed learning – space studying out in the days prior to the exam. Do not fall behind on readings and expect to catch up right before the exam. Find the method of studying your text that works best for you (whether it be highlighting and taking notes from the text). Also, pay attention in class, print the posted PowerPoint lectures, and take notes from the lecture. I will emphasize the material from which you will be tested and will give hints about what will be tested along the way. You are responsible for your own success. Performing well on an exam is far more important than any extra credit you may earn.

Policy on Make-up Exams: Make-up exams will only be given in extremely RARE CIRCUMSTANCES and arrangements will have to be made in advance of class. Appropriate documentation must be presented in order to take a make-up exam, such as a written excuse from the Dean. Simply not showing up because of oversleeping or “not feeling well” is no excuse for not coming to class and taking the exam. If you are so ill that it prevents you from coming to class on the day of the exam, then you will need to go to a doctor that day and have proof of your incapacity.

Extra Credit: In addition to the required 10 research credits (previously mentioned), student may elect to do participate in up to 4 additional research credits (14 total). By completing 4 additional research credits, 8 points will be added to your lowest exam score. Again, the first 10 are required (more information is given below on how to signup and participate in research). Each research credit above the required 10 will count as 2 points on an exam, with a maximum of 8 points.

Grading: Grade:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Exam One</th>
<th>Exam Two</th>
<th>Exam Three</th>
<th>Exam Four</th>
<th>Core Assignment</th>
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<tbody>
<tr>
<td>A</td>
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<td>22.5%</td>
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<td>B</td>
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<td>C</td>
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<td>D</td>
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<td>F</td>
<td>= less than 59.5</td>
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<td>Core Assignment</td>
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<td>Total</td>
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<td>100%</td>
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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!!!

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!!!

Additional Important Course Information:
- Cell phones, i-phones, and similar devices are not allowed during class and exams (turn them OFF or place then in “airplane” mode). Texting during class is NOT acceptable or appropriate behavior. It is both distracting and disrespectful. If I see you texting during class, I can retain your
phone for the remainder of the class period and reserve the right to ask you to leave class immediately.

- **Laptop computers**: Students are requested not to 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, which is absolutely forbidden). Please note that **special permission is required from the instructor to use a laptop in class**. Note taking is the only acceptable usage of a laptop computer in the classroom. If you are given permission to use a laptop in class, and you go online during class (e.g., Facebook or myspace), then you will be forbidden from bringing a laptop for the remainder of the semester. It is disrespectful of me and your fellow students.

- When taking exams, you are required to remain in the classroom unless you have submitted your exam as completed.
- As instructor, I reserve the right to drop students for inappropriate behavior.
- The course outline 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 or simply in doubt, feel free to contact me.

**Research Participation:**
Every student will be expected to earn 10 research points (R-Points) by participating in psychological studies. For every 30 minutes of research participation, students earn 1 R-Point. Students must sign up for R-Points through the Department of Psychology’s Sona Systems Software: [http://sfasu.sona-systems.com](http://sfasu.sona-systems.com). If a student has an objection to participating in psychological research or if he/she is not 18 years-old, the student will need to contact the instructor within the first two days of class to get instructions for an alternate project.

**Extra Credit:**
Extra credit points may be earned throughout the semester. These will be assigned or given in class at the discretion of the instructor. Five additional research points can be earned for extra credit once the required ten are completed. There will also be an extra credit assessment at the end of the course that will be counted as extra credit.

**Penalty:**
Assignments will be due at the beginning of class. Announcements are made at the beginning of class if due dates change. You are responsible for knowing of any change. Due dates are explicitly stated in the syllabus or through an in class announcement and late assignments will incur a penalty decided by ME, the instructor. This can range from a point or two to NOT ACCEPTING THE ASSIGNMENT.

**Academic Integrity (A-9.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)
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.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Students who do not attend class regularly or who perform poorly on coursework may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Important Dates
The academic calendar can be found at http://www.sfasu.edu/297.asp. It contains important dates of which you need be aware.

The text is REQUIRED. If you cannot afford the print form of the text, then buy the online version or rent the book. It is essential that the edition of the book that you buy contain the
updated DSM-V in the psychological disorders chapter. Those who do not read shortly before or after my lecture will perform significantly worse than those who do their readings. Please follow the steps to success within the syllabus.

**PSY 133-002 Course Chart**

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<tr>
<th>Week 1</th>
<th>The Science of Psychology;</th>
<th>Chapter 1</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Social Psychology</td>
<td>Chapter 10</td>
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<tr>
<td>Week 3</td>
<td>Sensation &amp; Perception</td>
<td>Chapter 3</td>
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<td><strong>Week 4</strong></td>
<td><strong>Exam February 8</strong></td>
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<tr>
<td>Week 4</td>
<td>The Biological Perspective</td>
<td>Chapter 2</td>
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<td>Week 5</td>
<td>Biological Con’t</td>
<td>Chapter 2</td>
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<td>Week 6</td>
<td>Consciousness: Sleep</td>
<td>Chapter 4</td>
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<td>Week 7</td>
<td>Cognition</td>
<td>Chapter 7</td>
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<td><strong>Week 8</strong></td>
<td><strong>Exam March 7</strong></td>
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<tr>
<td>Week 8</td>
<td>Learning (Spring Break)</td>
<td>Chapter 5</td>
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<tr>
<td>Week 10</td>
<td>Memory</td>
<td>Chapter 6</td>
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<tr>
<td>Week 11</td>
<td>Development across the Lifespan</td>
<td>Chapter 8</td>
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<td>Week 12</td>
<td>Motivation</td>
<td>Chapter 9</td>
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<tr>
<td><strong>Week 13</strong></td>
<td><strong>Exam April 11</strong></td>
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<tr>
<td>Week 13</td>
<td>Theories of Personality</td>
<td>Chapter 11</td>
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<tr>
<td>Week 14</td>
<td>Psychological Disorders</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>Week 15</td>
<td>Psychological Therapies</td>
<td>Chapter 13</td>
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</tbody>
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**Final Exam- May 9**

*** This Syllabus is subject to change at any time ***