General Psychology
PSY133.005
MWF 12:00 PM – 12:50 PM
Robert T McKibben Education Building Room 269

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Office: ED 240
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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.

**Performance Evaluation:**

**In-class participation:** There may be several types of activities that will be included in this in-class participation grade: Class attendance, participation in activities, discussions, group work, one-minute papers, field/homework assignments, and surveys. A student must be present
in class the day of the participation activity to receive credit. These activities will be graded on a completion basis and will each have an equal weight.

**Exams:**
There are 4 exams during the semester. The exams will only cover the specified chapters and material presented in lecture. Exams consist of multiple choice. Documentation is needed for any make-ups. Final exam must be taken on specified day. Early or make-up exams will be given for University approved excuses only. Each exam is worth 100 points.

**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.

**Evaluation and Grading:**

<table>
<thead>
<tr>
<th>COURSEWORK</th>
<th>POINTS</th>
</tr>
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<tbody>
<tr>
<td>4 Unit Tests (100 points each)</td>
<td>(90%)</td>
</tr>
<tr>
<td>Research Participation</td>
<td>(10%)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>(100%)</strong></td>
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</tbody>
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**Grading Scale:**
Grading Scale:
A = (90%-100%)
B = (80%-89%)
C = (70%-79%)
D = (60%-69%)
F = (0%-59%)

**Core Curriculum Assessment Test:** This short electronic cumulative test will be posted to D2L near the end of the semester and will have about 20 multiple-choice questions. See Extra Credit paragraph.

**Academic Integrity (A-9.I)**

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](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/](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](http://www.sfasu.edu/297.asp). It contains important dates of which you need be aware.

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**PSY 133-009 Course Chart**

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<thead>
<tr>
<th>Tentative Schedule</th>
<th>Chapter</th>
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<td><strong>Week 1</strong> The Science of Psychology;</td>
<td>Chapter 1</td>
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<tr>
<td><strong>Week 2</strong> The Biological Perspective</td>
<td>Chapter 2</td>
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<tr>
<td><strong>Week 3</strong> Sensation &amp; Perception</td>
<td>Chapter 3</td>
</tr>
<tr>
<td><strong>Week 4</strong> <strong>Exam February 8-9</strong></td>
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<tr>
<td><strong>Week 4</strong> Consciousness: Sleep, Dreams, Hypnosis and Drugs</td>
<td>Chapter 4</td>
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<tr>
<td><strong>Week 5</strong> Learning</td>
<td>Chapter 5</td>
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<td><strong>Week 6</strong> Memories</td>
<td>Chapter 6</td>
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<tr>
<td><strong>Week 7</strong> Cognition</td>
<td>Chapter 7</td>
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<tr>
<td><strong>Week 8</strong> <strong>Exam March 7-8</strong></td>
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<tr>
<td><strong>Week 8</strong> Statistic Review-Launch- (Spring Break)</td>
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<td><strong>Week 10</strong> Development across the Lifespan</td>
<td>Chapter 8</td>
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<tr>
<td><strong>Week 11</strong> Emotion, Stress and Motivation</td>
<td>Chapter 9</td>
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<tr>
<td><strong>Week 12</strong> Social Psychology</td>
<td>Chapter 10</td>
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<tr>
<td><strong>Week 13</strong> <strong>Exam April 11-12</strong></td>
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<tr>
<td><strong>Week 13</strong> Theories of Personality</td>
<td>Chapter 11</td>
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<td><strong>Week 14</strong> Psychological Disorders</td>
<td>Chapter 12</td>
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<tr>
<td><strong>Week 15</strong> Psychological Therapies</td>
<td>Chapter 13</td>
</tr>
</tbody>
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**Final Exam- May 9-10**