Instructor: Ms. Julie Brotzen, M.A.

Classroom & Time: ED 263 T-TH 2:30-3:45

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Office & Office Hours: ED: 238 M & W 11:00-12:00 T-Th 2:00 – 3:30

Office Phone: (936) 468-4402

Text Book: Introduction to Psychology, James W. Kalat (10th Edition)

Course Description: General Psychology is a survey of fundamental principles of behavior including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives.

Program Learning Outcomes

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

General Education Core Curriculum Objectives/Outcomes

<table>
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<th>EEO Objective</th>
<th>Outcome</th>
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<td>1. To employ the appropriate methods, technologies, and data that social and behavior scientists use to investigate the human condition.</td>
<td>Students should be familiar with and able to recognize different research methods and their strengths and weaknesses. These methods may include the following: case studies, naturalistic observation, surveys, correlational research and experiments.</td>
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<td>3. To use and critique alternative explanatory systems or theories.</td>
<td>Students should be able to discuss how major principles and theories can be applied to real life situations. Students should also be able to describe the application of theory to the major areas of psychological study.</td>
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<tr>
<td>5. To analyze the effects of historical, social, political, economic, cultural, and global</td>
<td>Students should be able to identify and appreciate the possible influences of some or all of those</td>
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forces on the area under study. | factors listed above on the behavior and experience of individuals.
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8. To differentiate and analyze historical evidence (documentary and statistical) and differing points of view. | Students show an appreciation for the role descriptive and inferential statistics play in psychological research.
9. To recognize and apply reasonable criteria for the acceptability of historical evidence and social research. | Students will develop an ability to think critically about claims people make and the issues in the discipline.
12. To identify and understand differences and commonalities within diverse cultures. | Students will develop an appreciation of the differences and similarities in behavior and experience as it relates to culture.

**Student Learning Outcomes**

Demonstrate an understanding of the scientific methods used to study behavior and mental processes.

Demonstrate knowledge of basic psychological terminology

Describe the basic theories of psychology, how they are used, and their current status in the discipline

Demonstrate an understanding of the major topics in psychology, such as biological psychology, human growth and development, learning, etc.

Demonstrate the ability to comprehend and critique basic psychological research findings

**Comprehensive Core Assignment:** Each student will complete a paper of approximately 500 to 1000 words due during the second half of the semester. This assignment will directly assess each student’s level of mastery of the core elements: critical thinking, written communication, quantitative reasoning, and social responsibility.

For each paper, students will be directed to an area of scientific inquiry within the field of psychology. The paper will be composed of two sections. In the first section, there will be an extended abstract along with visual and numeric quantitative findings (e.g., means and standard deviations). Using the information provided, students must first (1) clearly state the research problem, (2) identify and operationally define the independent and dependent variables in the research presented, (3) determine the researchers’ hypotheses, (4) describe the research methods employed, (5) based on the quantitative information provided, students will develop a graph to visually communicate the results, (6) determine what valid conclusions can be drawn, (7) identify any short-comings or limitations of the research described.
In the second portion of the exercise, students expound upon the research problem presented and present an alternative empirical design, thus students will have the flexibility to propose any empirical research that is related to the topic at hand. Since the prior research will have limitations, students will utilize their critical thinking skills and can more broadly identify the research problem (to include related areas in psychology). Additionally, students will be directed to select journal articles on the topic. Students will be required to (1) clearly communicate in writing the research problem as students define it, (2) identify and operationally define their proposed independent and dependent variables, (3) determine their own research hypothesis(es), (4) clearly articulate what research methods would be employed (enough detail to theoretically conduct and replicate), and (5) based on the quantitative information provided in related literature and the initial experiment, students will conceptually analyze what their expected findings would be. Finally, (6) students would be required to not only identify any limitations of their research, but also explicitly state how the findings in the proposed sample would vary across different geographic regions, cultures, and other global communities. Students will need to clearly communicate differences in potential findings across cultures.

The aforementioned assignment requires a demonstration of the mastery of critical thinking, effective written and visual communication, quantitative reasoning, and social responsibility. For example, critical thinking will be required to analyze the extended abstract and distill relevant information; critical thinking is also essential when designing an empirically sound research design. The assignment will require students to demonstrate their mastery of written and visual communication (i.e., developing a graphical depiction of the results); attention will be given to sufficiently addressing the problem, the organization between parts and as a whole, and to the correct use of grammar and syntax. Quantitative reasoning will be demonstrated in the interpretation of existing data as well as conjecture about future quantitative findings. Finally, social responsibility will be demonstrated with an understanding of intercultural differences and the ability to recognize and appreciate these individual differences.

Instruction on critical thinking, written and visual communication, quantitative reasoning, and social responsibility will be provided in class with additional resources available through the AARC.

Core Curriculum Assessment Test: This short electronic cumulative test will be posted to D2L near the end of the semester and will have 20 multiple-choice questions.
**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](http://www.sfasu.edu/policies/academic_integrity.asp)

**Acceptable 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 D-34.1). 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. Students who do not attend class regularly 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.

**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/. **Attendance:** Class attendance is required. However, I do not, and will not police students’ attendance in any of my classes. That is your responsibility. Once the official class roster has been completed, I will no longer take roll. Students who miss class often find that they miss relevant exam material. I do not post notes, nor do I provide notes to students who miss class (regardless of the reason) as that might provide them an unfair advantage.

**Attendance Policy:** Students are required to attend class. Failure to do so places students at risk for falling behind, and prevents them from obtaining relevant information discussed in class.

**Exam Schedule:**

**Exam # 1**
Tuesday, February 16th
What is Psychology (Chapter 1); Scientific Methods in Psychology (Chapter 2); Biological Psychology (Chapter 3)

**Exam # 2**
Thursday, March 10th
– Development (Chapter 5); Learning (Chapter 6); & Intelligence (Chapter 9)

**Exam # 3:**
Thursday, April 14th
– Consciousness (Chapter 10); Motivated Behaviors (Chapter 11); & Emotions, Stress, and Health (Chapter 12)

**Exam # 4:**
Monday, May 9th – Wednesday, May 11th
Social Psychology (Chapter 13);
Abnormal Psychology: Disorders and Treatment (Chapter 15)

Exam dates occasionally change. I will announce these changes in class and post a message on D2L. Regular class attendance is helpful in keeping abreast of any potential changes in the exam schedule.

**Extra Credit Option:** Students enrolled in the 100-level psychology classes are expected to earn research credits by participating in psychological studies. Students who earn ten research points will be awarded ten percentage points **added to an exam grade NOT their final grade.**
Students must set up a Sona account at http://sfasu.sona-systems.com to obtain access to the research opportunities.

**Grading Policy:** The final grade is averaged from the four exam grades.  
A = 89.5-100  B = 79.5-89.4  C = 69.5-79.4  D = 59.5-69.4  F = 59.4 and below

This grade breakdown is final. Please do not request a change in grade.

Make Up Policy: There will be no makeup exams. The only exception to this rule is for students who have a formal (in writing) university excused absence. This means you must present an excuse that is university approved. (e.g. from the dean’s office).

If a student misses an exam due to illness or personal emergency, that student’s final grade will be averaged from three exams only if the student provides documentation to support the reason for the absence. If a student misses more than one exam, the final grade will be an F.