General Psychology  
PSY 133, Section 008  
Robert T McKibben Education 258  
Monday, Wednesday, Friday 9:00-9:50 am  
Spring Semester 2016

Instructor: Dr. Sharon Eaves, Ph.D.  
Office: McKibben Ed. 215B  
Office Hours: Monday & Wednesday 11-noon, 
Tuesday & Thursday 9:15-11 am, or by appointment  
Email: eavessd@sfasu.edu  
Office Phone: 936-468-1458

Teaching Assistant: Michael Aguilar-Moreno  
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Office Hours: MWF 1-2 pm  
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Course Description:
Psychology 133: 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).

General Education Core Curriculum
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: 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.

Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to LiveText this semester, and the date the assignment(s) should be uploaded to LiveText. Not every assignment will be collected for assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in LiveText this semester.

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</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>No Assignment in Spring 2016</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>No Assignment in Spring 2016</td>
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<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>No Assignment in Spring 2016</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>No Assignment in Spring 2016</td>
</tr>
</tbody>
</table>
Student Learning Outcomes:
1. Students should be able to identify how the scientific method is utilized in psychology to learn about the brain and behavior.
2. Students should be able to discuss the many different areas of study in psychology and be able to apply findings from psychology to their understanding of everyday life or their own work goals.
3. Students should be able to critically evaluate a research study for the potential flaws in interpretation.
4. Students should be able to show comprehension from textbook reading assignments through homework assignment and test performance.
5. Students should be able to express knowledge through written assignments and through answering multiple choice questions.

In-class participation: There will be many types of activities that will be included in this aspect of your grade: in-class quizzes, short essays, and participation in activities. These activities will be graded on a completion basis and will each have an equal weight. Any activities missed due to absence can be made up for full credit if the professor is asked for the activity within one week of the date the assignment was given and it must be completed by two weeks after the absence. This grade will be posted at midterm and updated after the final class date. The grade will account for 10% of your final grade and will be determined by:

\[
\frac{\text{the number of completed activities}}{\text{total number of activities given during the semester}} - 2 \text{ free activities}
\]

Research participation: Every student will be expected to earn 15 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. If you have an objection to participating in psychological research or if you will not turn 18 before the end of the semester, you need to contact me within the first two weeks of class to get directions for an alternate project. This grade will account for 10% of your final grade. After you have completed the 15 mandatory R-Points, you may complete up to 6 additional R-Points which will count as extra credit. Each additional R-Point will add .5 to your final percentage grade in the class. You may earn up to 3 percentage points total to your final grade. You must complete and allocate all of your R-Points me by Friday, May 6, 2016 at 5 pm.

Homework Assignments: There will be 2 homework assignments given during the semester. These assignments will need to be typed and students should follow the specific instructions given with each assignment. These assignments will be discussed in class and will also be posted on Desire2Learn. Thus, absence from class on the date that the assignment is given will not be an excuse to not turn in the assignment on time. The assignments will need to be turned in through D2L by the time that class begins on the due date. Each of these assignments will be worth 12% of the final grade and as a whole, will represent 24% of the final grade.

Tests: There will be 4 regular tests given through the semester. Each of these 4 tests will comprise of material both from the lectures and from the assigned readings. There will be
50 questions on each of the regular tests and each question will be worth 2 points. The questions will all be multiple-choice with 4 options. These 4 tests will only cover the chapters that immediately precede the test and the test will be taken during class time (or during the final exam time in the case of test 4). Each of these 4 tests will be worth 14% of the final grade.

**Final Grade:** The final grade in the course will be assessed using the following percentage grading scale (all borderline grades will be rounded up only if the decimal is .50 or greater): A = 89.5% and above, B = 79.5-89.49%, C = 69.5-79.49%, D= 59.5-69.49%, F= less than 59.5%

**Guidelines for the Course**

1. **Attendance**
   It is very important that you try to attend every class period. You will be responsible for material discussed in class, which will not be identical to the textbook. I will not provide notes for any class that you miss so you should get the names and phone number or email address of your classmates.

   Homework assignments are due at the beginning of class on the due date in the dropbox of D2L or they will be counted as late. Late assignments will have a letter grade deduction from their score for each day they are late (5 points if turned in late on the due date). Four business days after the due date, no late assignments will be taken. If you are so late for a test that another student has completed the test and left, you will not be permitted to start the test, unless you have documentation of a University-recognized excused absence. You must have documentation of a University-recognized excused absence to be eligible to take a make-up test if you miss class the date of a scheduled test.

   Study Buddy 1: __________________   Phone or email: __________________

   Study Buddy 2: __________________   Phone or email: __________________

2. **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.

3. **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. All forms of academic dishonesty will be dealt with seriously and immediately. Please respect SFASU, yourself and me enough not to participate in academic dishonesty.

   **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)

4. 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 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 or inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams 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.

To conform to this policy, I ask that you:

- Arrive to class on time
- Turn off your cell phone: If your phone rings during class or a test, you are preventing your classmates from doing their best due to the distraction.
- Do not text during class: If you are seen texting, you will be asked to put your phone away. The second time you are seen texting, you will be asked to leave the classroom.
- Do not speak when another is speaking
- Be respectful to your peers and me

You will be permitted to use a laptop computer to take notes during class but if you choose to perform other activities on the laptop (such as facebooking or shopping on Ebay) during class then you will lose the privilege to use the laptop during class.

5. Students with Disabilities

These disabilities could consist of physical, psychiatric, and/or learning impairments. 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 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/).
## Schedule of Lectures and Reading Assignments

Note: All dates are tentative and I reserve the right to change them.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Week that starts on:</th>
<th>Lecture Topic</th>
<th>Reading Assignment 4th Edition</th>
<th>Reading Assignment 5th Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/18/2016</td>
<td><em>No Class Monday; The Science of Psychology</em></td>
<td>Ch. 1: p. 1-6, 18-25; Ch. 2: p. 29-63</td>
<td>Ch. 1: p. 3-11, 21-29; Ch. 2: p. 33-62</td>
</tr>
<tr>
<td>2</td>
<td>1/25/2016</td>
<td>Biology and Behavior</td>
<td>Ch. 3: p. 73-97</td>
<td>Ch. 3: p. 75-103</td>
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<tr>
<td>3</td>
<td>2/1/2016</td>
<td>Biology and Behavior, Cont.</td>
<td>Ch. 3: p. 117-126</td>
<td>Ch. 3: p. 109-113</td>
</tr>
<tr>
<td>4</td>
<td>2/8/2016</td>
<td>Consciousness</td>
<td>Reading Assignment 5th Edition: Ch. 5</td>
<td>Reading Assignment 4th Edition: Ch. 4</td>
</tr>
<tr>
<td>5</td>
<td>2/15/2016</td>
<td>Test 1 (Ch. 1-4) Monday; Sensation/Perception</td>
<td>Ch. 4</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>6</td>
<td>2/22/2016</td>
<td>Learning</td>
<td>Ch. 6</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>7</td>
<td>2/29/2016</td>
<td>Memory</td>
<td>Ch. 7</td>
<td>Ch. 7</td>
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<tr>
<td>8</td>
<td>3/7/2016</td>
<td>Memory, Cont; Test 2 (Ch. 5-7) Wednesday; Intelligence</td>
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<tr>
<td>9</td>
<td>3/14/2016</td>
<td>Spring Break; No Class</td>
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<tr>
<td>10</td>
<td>3/21/2016</td>
<td>Intelligence; No Class Friday-Easter</td>
<td>Ch. 8: p. 344-361</td>
<td>Ch. 8: p. 338-352</td>
</tr>
<tr>
<td>11</td>
<td>3/28/2016</td>
<td>No Class Monday-Easter; Development</td>
<td>Ch. 9</td>
<td>Ch. 9</td>
</tr>
<tr>
<td>12</td>
<td>4/4/2016</td>
<td>Health and Well-being; No Class Friday-Conference</td>
<td>Ch. 11</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>13</td>
<td>4/11/2016</td>
<td>Test 3 (Ch. 8-11) Wednesday; Social Psych.</td>
<td></td>
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</tr>
<tr>
<td>14</td>
<td>4/18/2016</td>
<td>Social Psychology, Cont.</td>
<td>Ch. 12</td>
<td>Ch. 12</td>
</tr>
<tr>
<td>15</td>
<td>4/25/2016</td>
<td>Psychological Disorders</td>
<td>PDF on D2L</td>
<td>Ch. 14</td>
</tr>
<tr>
<td>16</td>
<td>5/2/2016</td>
<td>Treatments of Disorders</td>
<td>Ch. 15</td>
<td>Ch. 15</td>
</tr>
</tbody>
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**Wednesday** 5/11/2016  | Test 4 (Ch. 12-15) from 9-10:00 am