

PSYC 2301
General Psychology

Credit: 3

Contact Hours: 45

Class Days: Monday to Friday, June 29th, 2020 to July 31st, 2020

Instructor: TBA

Email: TBA

Office Hours:By appointment

Course Description

This is an introductory survey course in the academic discipline of Psychology using basic principles and concepts utilized to understand behavior and the mind. The major areas of study include learning, perception, motivation, emotions, personality, abnormal behavior, psychotherapy, social influences, biological functioning of the nervous system, and testing measurements.

Course Objectives

The learning objectives for WT's Psychology Program were derived from guidelines of the American Psychological Association. From APA's entire set of 5 learning objectives and 19 learning outcomes (most recent, 2013), the seven learning outcomes listed below were selected specifically for this course. Students will:

1. Describe key concepts, principles, and overarching themes in psychology (1.1).
2. Develop a working knowledge of psychology's content domains (1.2).
3. Describe applications of psychology (1.3).
4. Use scientific reasoning to interpret psychological phenomena (2.1).
5. Incorporate sociocultural factors in scientific inquiry (2.5).
6. Demonstrate effective writing for different purposes (4.1).
7. Exhibit self-efficacy and self-regulation (5.2).

Course Materials (Text, Notebook, writing materials, etc.)

Psychology in Your Life (2nd ed., published in 2017). Norton ISBN 978-0-393-26515-6.

Grading Scale

Letter Grade	Grade Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% - 0%

Course Grading Policies

Your final grade of this course will be a weighted average on the scale listed above. The Weighted Average will be calculated as follows:

1.	Exams	60%
2.	Activities& Presentation	15%
3.	Paper Assignment	15%
4.	Participation	10%
	Total	100

Course Assignment, Examination, and or Project Policies

Readings, attending classes, and most importantly, serious studying efforts are necessary to prepare you for exams and activities. The following delineate the weight and scope of each:

1. Exams(60%)

Each exam will assess the extent a student fulfills the first six learning outcomes listed above. There will be four exams for the course. The exams will be composed of multiple-choice items from the assigned text readings and class presentations. Also, there will be a number of short-answer essay questions written from class presentations and class assignments. As a general rubric, approximately 50% of an exam points will come from text material and 50% will come from class material and assignments. Therefore, you should realize that it would not be easy to make an 'A' or 'B' if you miss classes.

2. Activities(15%)

The activities are specifically designed to aid in learning and understanding the course material and should make it easier for students to do well on exams. Student's participation and efforts in these activities will be recorded and used cumulatively to make up an Activity Score. The Activities Score will be composed of assessments related to all seven of the learning outcomes described in the above section.

3. Paper Assignment(15%)

Write a paper (in APA style that includes all references) on “the value and utility of research to further our understanding of human behavior and mental processes.” The paper must include at least 5 library references that establish the basis of the points addressed in the paper. It should be emphasized that the paper is NOT to be the student's opinion, but rather a scholarly examination with cited sources.

4. Participation(10%)

The remaining 10% of the student's grade will be determined by regular attendance and participation in class. Full and prepared participation is expected. Do be aware that **more than three absences** can result in dropping a letter grade and your overall achievement.

Tentative Course Schedule

This is a tentative course schedule, the instructor reserves the right to make changes on it to make it better for the student's development. Notice will be given should any changes take place.

Date	Required Readings
June 29	Chapter1 Introducing the World of Psychology
June 30	Chapter 2 The Role of Biology in Psychology
July 1	Chapter 2 Continued
July 2	Chapter 3 Consciousness
July 3	<u>Activity 1 - Lab Report</u>
July 6	Chapter 4 Development Across the Life Span
July 7	Chapter 5 Sensation and Perception
July 8	Chapter 5 Continued
July 9	Chapter 6 Learning
July 10	<u>Exam 1</u>
July 13	Chapter 7 Memory
July 14	Chapter 8 Thinking and intelligence
July 15	Chapter 8 Continued
July 16	Chapter 9 Motivation and Emotion
July 17	<u>Exam 2</u>
July 20	Chapter 10 Sex ,Gender,and Sexuality
July 21	Chapter 11 Health and Well-being
July 22	Chapter 12 Social psychology
July 23	<u>Activity 2 – Field Work</u>
July 24	<u>Exam 3</u>
July 27	Chapter 13 Self and Personality
July 28	Chapter 14 Psychological Disorders
July 29	Chapter 15 Psychological Treatments
July 30	<u>Review</u>
July 31	<u>Final Exam</u>

Additional Course Policies

1. Missing Classes and Make-up Exam Policies

Students should make an effort to attend each and every class. Missing class generally puts the student at a disadvantage that is difficult to make up. If, for some serious and unexpected reason, a student misses a class,

the student is expected to acquire as much as possible from another student quickly after the missed class (students should preplan for the possibility of missing class and have a backup arrangement in place BEFORE missing a class). Being university students, the responsibility of making up classes is the student's. I will help guide the student in directions that will HELP compensate; but I cannot offer the entire class over again for each missing student.

If a student misses an exam, the student is to make-up the exam during finals week. This will be the normal way of handling a missed exam. Taking a make-up exam at the end of the semester only applies to a single missing exam.

If a student knows ahead of time that he/she will miss an exam (e.g., scheduled university event), please advise me and there MAY (at my discretion) be a way to arrange to avoid having to wait until the end of the term to take a make-up exam.

This option will be rarely granted. The typical make-up procedure will be to take the exam at the end of the semester.

2. Students Coming Late to Class or Leaving the Class in Unscheduled Manner

I pay a great deal of attention to students in my classes. Therefore, it is disconcerting to me for students to arrive late for class or for them to leave before the end of the class. Please make an effort to be in class when the class begins. Likewise, please do not leave class before the appropriate time. Considerate students in the past have discussed with me before class why they had to leave early on a given day. I truly appreciate their thoughtfulness and did not feel out of sync as they departed. Unless it is truly an emergency that you will explain later to me, I will regard leaving class early without warning to be disrespectful to me as your professor in this class. In this era of anything goes, students don't always know that it is considered rude to leave a scheduled event. Just because it is commonplace in other classes does not justify bad decorum for my class or professional activities. Please talk to me if you feel you cannot honor the class time as scheduled. Students should note that learning outcome #7 (above) deals in a broader way with this behavior as a part of the Activities Score.

Academic Integrity

All work must be completed individually unless otherwise stated. Commission of any of the following acts shall constitute scholastic dishonesty: acquiring or providing information for any assigned work or examination from any unauthorized source; informing any person or persons of the contents of any examination prior to the time the exam is given in any subsequent sections of the course or as a makeup; plagiarism; submission of a paper or project that is substantially the same for two courses unless expressly authorized by the instructor to do so. For more information, see the Code of Student Life.

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 (Code of Student Life). Unacceptable or disruptive behavior will not be tolerated. Students engaging in unacceptable behavior may be instructed to leave the classroom. Inappropriate behavior may result in disciplinary action or referral to the University's Behavioral Intervention



Team. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

Attendance Policy

For the purposes of learning assessment and strategic planning, all students enrolled in Core Curriculum or developmental courses at West Texas A&M University must attend each class/lab meeting. Any students with more than three unexcused absences will automatically fail the course.

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