General Psychology

Psychology 2301.005

Spring 2019

Professor: Lauren Denver-Potter, PhD
Email: lauren.denver-potter@tamucc.edu
Office: Bay Hall 315
Class Times: T/R 12:30-1:45PM
Class Location: IH267
Office Hours: MW 10-11:30am, T 8-9am and 11am-12pm or by appointment
Phone: 361-825-2394

Description and Goals of the Course
This course will provide a broad and general introduction to the field of psychology-its basic subject matter; its approaches to gathering and evaluating evidence about the causes and correlates of behavior; and also the means by which psychological knowledge is or can be applied to improve the quality of individual and communal life. Topics covered include biological foundations, learning, thinking and intelligence, motivation and emotions, personality development, abnormal psychology, social psychology and therapy.

A combination of readings, lectures, class discussions, written work, and a group project will be used throughout the course. This course covers a large amount of material and it is imperative you read the material thoroughly, while utilizing your skills of critical thinking. This class will serve as an important foundation, should students decide to follow a career within the field of psychology, education, medicine, or other behavioral sciences.

Student Learning Objectives
1) Describe psychological theories, principles and concepts relevant to the following topics: history and methods, biological bases of behavior, cognition, social behavior, personality, and psychopathology.
2) Apply basic psychological principles to current events and daily human experience.
3) Understand the ways that psychological phenomena influence health.
4) Understand the scientific principles that underlie psychological research.

Course Requirements
with Wiley Plus Access

Computer Accessibility to Utilize Blackboard: We will use Blackboard for posting important class documents including information about tests, supplemental readings, specific instructions for the various writing assignments, announcements, etc. In addition, homework and project assignments will be posted on Blackboard. It is your responsibility to check Blackboard regularly to ensure completion of all required coursework. If you do not know your login information for Blackboard, please contact the IT Help Desk, (361) 825-2692. If there are issues within your Blackboard course, please contact me first, as typically the instructor is the only one who can make changes/fix issues within a course. If you are having technical difficulties, please contact the IT Help Desk or your ISP.

Course Evaluation
Readings
Assigned chapters from the textbook should be read before the class during which we will discuss them. You may also be assigned additional readings throughout the semester. Instructions on accessing assigned readings will be posted on Blackboard. These supplemental readings are designed to broaden your understanding of the subject material.
Exams (40% of your grade)
Exams will be taken online and cover the textbook chapters and class discussions from the preceding section (see class schedule). Typically, tests will be available for at least 5 hours to allow for some flexibility. More information about accessing online tests will be provided in class.
There will be four online regular exams and one final examination which will count 20% toward the final grade. Exams will be multiple choice and short answer. The four highest test scores will be averaged. The final exam is optional in this course and can be used to make up for a low regular exam score or missed regular exam. Each test is worth 100 points. There will be no make-up tests.

Chapter Quizzes (20% of your grade)
To ensure you are keeping up with lectures and/or readings in class, chapter lecture quizzes will be due each week. Some chapters will have more than one quiz. You will have quizzes for each chapter we cover. All of these quizzes are each worth varying numbers of points that will be added up at the end of the semester for a total point maximum value of 100. These are completed in Blackboard within Wiley Plus. Quizzes will close at their respective due dates/times. There will be no make-up quizzes.

Cultural Journals (20% of your grade)
To learn and explore aspects of varying cultures, you will write three smaller reflective cultural journals due on the days of your Exams by midnight, and you will write a final reflective paper due at the end of the semester. More instructions to follow in class. You will turn these in through Blackboard and must turn in the documents utilizing Microsoft Word or a pdf file – Mac Pages documents or other forms of word processing documents will not be accepted and will earn no points for that assignment. Emailed assignments will not be accepted. There will be no late journals accepted.

Final Project - Interview (20% of your grade)
You will have an interview due toward the end of the semester. You must interview a professional within the field of psychology. The professional must work in the field of psychology or a closely related field – for specific questions on what constitutes a related field, please ask me. Examples of professionals include (but are not limited to): mental health counselors, career counselors, psychologists, psychological associates, marriage and family therapists, child counselors, social workers, psychiatric nurse aids, psychiatric nurses, school counselors, licensed school psychologists, state hospital or state school workers, special education professionals, academic counselors, vocational counselors, psychiatrists. Another option if these professionals do not pan out, is that you may interview a graduate student in psychology or counseling (or a related field), ONLY if the graduate student has completed all coursework requirements for their degree and is working in an internship/practicum in psychology/counseling/related field. You must have the professional sign the permission form (end of the syllabus) and you must write a professional paper giving answers to the questions you asked the professional (questions listed on end of syllabus). If you do not turn in a signed permission form, you will not get credit for this assignment. While in-person interviewing is ideal, you may utilize Skype or telephone to conduct the interview, however you must make sure that the permission form is sent to the person you are interviewing, they must fill it out, and scan it back to you to turn in. The paper you will write giving their answers to the questions will be one attachment and the permission form will be the other attachment – both will be turned in within the same assignment dropbox within Blackboard. You can turn in the paper portion in either PDF or MSWord format – you CANNOT use pages software or another word processing software. You can turn in the permission slip as a PDF or JPG file. Emailed assignments not accepted. Late-work may be accepted at my discretion and will not earn full credit for the assignment.
**Attendance**

This is a face-to-face section, and you will miss important information when you miss class. Though basic PowerPoint notes will be made available for your reference during studying within Blackboard, you will miss important information vital to your success in this class if you regularly miss classes. Additionally, quizzes based on chapter lectures and readings will be conducted throughout the semester and missing class will be detrimental to your performance on that class requirement. As required by the Financial Aid and Registrar’s offices, if you stop attending classes, your name will be reported as a “stopped attending” student, which could cause ramifications to your student record and financial aid funds. Attendance will be tracked by when you log-in to Blackboard and the assignments, quizzes, and exams you turn in. Additionally, I will randomly conduct attendance for passing along these records to the Registrar’s office. Once your activity in Blackboard has stopped, the last date of log-in will be noted and your name will be forwarded to required entities. Blackboard and WileyPlus are required resources for participating in course lessons and Blackboard/random attendance is utilized to track your attendance. If you have an emergency, you may contact me to discuss how to make sure you stay on top of class topics.

Homework and in-class activities will be assigned throughout the semester. Credit for in-class work will be graded on accuracy, completeness, and how well it was used to prepare for and contribute to class discussions. Incomplete work or missing part of the class may result in loss of credit for that assignment. Situations which require you to miss a deadline must be discussed with me in advance, and will be decided on a case-by-case basis. You are expected to attend class on time, as arriving late is disruptive and disrespectful. Please discuss any emergencies or other mitigating circumstances with me.

Your overall grade will be calculated based on the following:

<table>
<thead>
<tr>
<th>Online Regular Test 1</th>
<th>100 points each, Will average 4 highest test scores for the test average</th>
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</thead>
<tbody>
<tr>
<td>Online Regular Test 2</td>
<td>100 points each, Will average 4 highest test scores for the test average</td>
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<tr>
<td>Online Regular Test 3</td>
<td>100 points each, Will average 4 highest test scores for the test average</td>
</tr>
<tr>
<td>Online Regular Test 4</td>
<td>100 points each, Will average 4 highest test scores for the test average</td>
</tr>
<tr>
<td>Final Exam Optinal (Comprehensive)</td>
<td>40% of your final grade</td>
</tr>
<tr>
<td>Chapter Lecture/Reading Quizzes</td>
<td>40% of your final grade</td>
</tr>
<tr>
<td>Cultural Reflections</td>
<td>40% of your final grade</td>
</tr>
<tr>
<td>Psychology Professional Interview Paper and Permission form</td>
<td>40% of your final grade</td>
</tr>
<tr>
<td>FINAL GRADE BASED ALL FOUR CATEGORIES ABOVE</td>
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</tbody>
</table>
90-100% = A indicates work of distinction, of consistent and exceptionally high quality
80-89% = B indicates good work, maybe not consistent or of distinction
70-79% = C indicates average work
60-69% = D indicates marginal work
Below 60% = F indicates unacceptable work

VERY IMPORTANT – Late Work/Missed Exams
No late assignments will be accepted. Emergency situations which require you to miss an exam/deadline must be discussed with me in advance or as soon as they arise.

Classroom Expectations
✓ Students are expected to arrive on time and attend and participate in all classes. If you miss a class, please arrange to get announcements, handouts, class notes, etc. from a fellow student. Also check Blackboard for new postings and/or assignments. Please do NOT ask me what you missed.
✓ In addition to being present, you are required to actively participate in all aspects of the class. This means that, not only are you expected to contribute to class discussions and group activities, but that your comments, questions, and contributions should indicate that you have read the assigned material and are prepared to contribute to class meetings.
✓ We are all adults and it is expected that we will treat other students, teaching assistants/graders, and the instructor with respect. During discussions, feel free to express your disagreement with ideas but refrain from criticizing or belittling anyone (including researchers, authors, etc.) with whom you disagree.
✓ Please respect your classmates’ desire to learn in an environment free from unnecessary distractions. Do not engage in any behavior that is disruptive to the class. This includes engaging in side conversations, talking on the phone, reading or writing that has nothing to do with class, surfing the web, sending or receiving text messages, etc. If I see this going on in class, I will assume that you are not participating and may ask you to leave.
✓ Silence all cell phones and electronic alarms before class begins.
✓ If there is a situation or issue that you know about ahead of time, please let me know. Please do not schedule other activities such as work or meetings during class time. You will not be excused from in-class work missed when you schedule other activities such as these during class meeting times.
✓ If it is absolutely necessary for you to enter or leave the classroom once class is in session, do so in the quietest and least disruptive fashion possible.

Using Resources Outside of Class
There are a number of resources available to you outside of class and I strongly encourage you to contact me if you have any questions, difficulties, comments, or simply want feedback. *I want you to succeed in this class.*

I encourage you to set up study groups, or work with a partner whenever appropriate. Discussing the textbook material together and talking about what we are doing in class can be a great way to test your ability to express the ideas you are developing.
You are also strongly encouraged to make use of the Center for Academic Student Achievement (CASA). CASA offers a variety of services including tutoring, writing assistance, and mentors. The personnel in the center are a great resource to help you with various aspects of academic and college life. You can access their website for additional information at http://casa.tamucc.edu/.

The Counseling Center can help you to better understand and address factors which may interfere with your academic success. Counseling can help to increase self-awareness, improve self-confidence, strengthen coping skills, and teach you more effective strategies for all aspects of your life. Counselors can also help you to improving study skills, reduce text anxiety, strengthen time management skills, and improve problem solving skills. They are located in the Driftwood Building and you can access their website at http://counseling.tamucc.edu/

**Correspondence**

Email is the best way to get in touch with me. *Be sure to include your course & section number in the email subject line.* I generally respond to email within 24 hours, except on the weekends. I am always ready and willing to make myself available to help you succeed in this course. While most questions can probably be answered via email, you are also encouraged to drop by my office or make an appointment so we can discuss more complicated concerns. I advise you to identify and remedy any concerns as early as you can during the semester. The more time we have to address concerns, the more likely it is that we will be able to resolve it in a way that allows you to be successful. If you wait until the end of the semester, there is little I can usually do to help at that point.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. *Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.* Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.

**Grade Appeals**

As stated in University Procedure 13.02.99.C2.03, *Student Grade Appeals*, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, *Student Grade Appeals*. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

**Statement of Civility**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are
responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Academic Advising**
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

**Academic Integrity/Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a report to the Associate Dean of Students Angela Walker along with a zero for that assignment.

**Academic Honesty/Plagiarism**
**Definition:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/), and from our local Writing Center at CASA.
**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University−Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC</th>
<th>CHAPTER READINGS</th>
<th>MAJOR ASSIGNMENTS &amp; EXAMS</th>
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<tbody>
<tr>
<td>Week 1 1/15, 1/17</td>
<td>Welcome and Introduction to the course; Research Methods</td>
<td>Chapter 1</td>
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<tr>
<td>Week 2 1/22, 1/24</td>
<td>Research Methods</td>
<td>Chapter 1</td>
<td>Lecture/Reading Quiz Ch. 1 due 1/24 before midnight</td>
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<tr>
<td>Week 3 1/29, 1/31</td>
<td>Neuroscience and Biological Foundations</td>
<td>Chapter 2</td>
<td>Lecture/Reading Quiz Ch. 2 due 1/31 before midnight</td>
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<tr>
<td>Week 4 2/5, 2/7</td>
<td>Stress and Health Psychology; Sensation and Perception</td>
<td>Chapter 3 and Chapter 4</td>
<td>Lecture/Reading Quiz Ch. 3 due 2/7 before midnight</td>
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<tr>
<td>Week 5 2/12, 2/14</td>
<td>Sensation and Perception Continued</td>
<td>Chapter 4 continued</td>
<td>Lecture/Reading Quiz Ch. 4 due 2/12 before midnight</td>
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<tr>
<td>Week 6 2/19, 2/21</td>
<td>States of Consciousness; Learning</td>
<td>Chapter 5; Chapter 6</td>
<td>Lecture/Reading Quiz Ch. 5 due 2/21 before midnight</td>
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<tr>
<td>Week 7 2/26, 2/28</td>
<td>Learning Continued</td>
<td>Chapter 6</td>
<td>Lecture/Reading Quiz Ch. 6 due 2/28 before midnight</td>
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<tr>
<td>Week 8 3/5, 3/7</td>
<td>Memory</td>
<td>Chapter 7</td>
<td>Lecture/Reading Quiz Ch. 7 due 3/5 before midnight</td>
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<tr>
<td>Week 9 3/19, 3/21</td>
<td>Thinking, Language and Intelligence</td>
<td>Chapter 8</td>
<td>Lecture/Reading Quiz Ch. 8 due 3/21 before midnight</td>
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<tr>
<td>Week 10 3/26, 3/28</td>
<td>Lifespan Development</td>
<td>Chapter 9</td>
<td>Lecture/Reading Quiz Ch. 9 due 3/28 before midnight</td>
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<tr>
<td>Week 11</td>
<td>Motivation and Emotion; Personality</td>
<td>Chapter 10 &amp; Chapter 11</td>
<td>Last Day to drop a class – 4/5</td>
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<td>4/2, 4/4</td>
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<td>Lecture/Reading Quiz Ch. 10 due 4/4 before midnight</td>
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<tr>
<td>Week 12</td>
<td>Personality continued</td>
<td>Chapter 11 continued</td>
<td>Lecture/Reading Quiz Ch. 11 due 4/9 before midnight</td>
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<td>4/9, 4/11</td>
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<td>Exam 3 – Thursday 4/11 Chapters 8-11</td>
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<tr>
<td>Week 13</td>
<td>Psychological Disorders</td>
<td>Chapter 12</td>
<td>Cultural Reflection 3 Due 4/11 by midnight</td>
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<tr>
<td>4/16, 4/18</td>
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<td>Lecture/Reading Quiz Ch. 12 due 4/18 before midnight</td>
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<tr>
<td>Week 14</td>
<td>Therapy</td>
<td>Chapter 13</td>
<td>Lecture/Reading Quiz Ch. 13 due 4/23 before midnight</td>
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<tr>
<td>Week 15</td>
<td>Wrap Up Final Interview Projects</td>
<td></td>
<td>Cultural Reflection Due 4/25 by midnight</td>
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<td>4/30</td>
<td>Review for Final Exam</td>
<td></td>
<td>Final Interview Paper with Permission Slip Due 4/30 by midnight</td>
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</table>

Thursday, May 9 at 11am-1:30pm

Final Comprehensive Exam

All Chapters
INTERVIEW QUESTIONS TO ASK PSYCHOLOGY PROFESSIONAL

1. Why did you decide to go into this career?

2. Did you have an alternative career choice?

3. What degree(s) do you hold?

4. Are you required to have a state license or certification, and if so, what license/certification is it?

5. What does a typical day look like for you in your profession?

6. What personal and professional strengths do you believe someone in your career should possess?

7. What is your topic of research or interest within the field of psychology?

8. What is your professional goal within 5 years?

9. Do you see your profession changing in any way as we go into the future? Growth or decline? Technology?

10. (Students will choose the final question to ask the Professional and type this out in their paper).
INTERVIEW INFORMATION WORKSHEET (TO BE SCANNED AND TURNED IN ALONG WITH PAPER)

Name of Person Being Interviewed: ________________________________________________________________

Date of Interview: _________________  Position of Person Being Interviewed: _______________________________________________

Name of Organization Employing the Person Being Interviewed: _______________________________________________________

Interview Conducted By (Name of Student):_____________________________________________________________

Circle One:  Phone Interview (Email this form to Interviewee)  Facetime/Skype Interview (Email this form to Interviewee)  In-Person Interview

For Those Being Interviewed:

I ___________________________________________ give consent for _____________________________________________________ to

interview me for an assignment as required by PSYC2301 at Texas A&M University Corpus Christi. I understand that the information discussed
with the student will be utilized for a paper to be written by the student as part of their grade for the course. I understand that any confidential information regarding client/patient specifics should not be discussed with the student.

Signature: ___________________________________________ Date: __________________________