Purpose. This course plays two roles in the graduate curriculum. First, for students who have had minimal exposure to the discipline of psychology, the course introduces them to the foundational areas of the field. The material will prepare them for work in other graduate psychology courses. Second, for those who have already taken several undergraduate or graduate courses in psychology, this course provides a refresher about classic and contemporary findings across the broad spectrum of the field. This breadth may be helpful to professional activities that require incorporating ideas from the many different branches of the psychology tree.

Structure. This is an ONLINE course. All tests and assignments can be completed from remote sites. The Blackboard software system houses all aspects of the course. The course begins on Monday, August 28, 2017, and ends on Friday, October 20 at noon (8 weeks). Please take a look at the course folders. The main ones are Syllabus, Discussions, Application Project, Application Exercises, Tests, Learning Modules, Videos, and MyGrades.

If you have questions at any time during the course, please ask them by going to the Discussions folder - click on Questions forum, then Create Thread, write something in the Subject box that indicates what your question is about, and then ask it. This way, you and other students can access my answer. I will check this forum daily.

Etiquette Expectations. The course provides students with the opportunity to practice writing helpful messages to classmates, similar to what they may encounter later in corresponding with coworkers in the workplace. It is essential to write in a courteous and respectful style.

Technical Support. The ASU Helpdesk (325 942-2911) provides students with technical assistance at all hours of the day or night. It is staffed by local technicians M-F 7:00 AM until 6:00 PM; other times it is staffed by non-local technicians.

COURSE OBJECTIVES

● Gaining factual knowledge

● Learning about fundamental theories and research

● Learning to apply the course material

STUDENT LEARNING OUTCOMES
Student will:

- Gather, analyze, evaluate, and synthesize information in the foundational areas of psychology;
- Develop, interpret, and express psychological ideas through written communication;
- Analyze numerical data and arrive at informed conclusions.

TEXTBOOKS


GRADE CRITERIA

The course grade will be based on the number of points earned out of a possible 1000. The cutoffs for determining a letter grade will follow the traditional standard of 90% (A), 80% (B), and 70% (C).

- Tests. There are eight (weekly) tests worth 60 points apiece. The weekly tests are composed of 30 objective questions worth 2 points apiece. There is a time limit of 45 minutes (important point: the test will automatically submit itself at the beginning of the 45th minute unless you have submitted it earlier). You can take each test THREE times, and each retake will have a different set of questions (but with some overlap from the previous version). The Grade Center will retain the highest score.

  All the weekly tests are available in the Tests folder, beginning on the first class day. The fact that they are all posted at the beginning of the course allows you to “work ahead” if you want and take them earlier than the week they are due (this feature provides an accommodation to students who know they must be away from this course during certain periods of time). The due dates/times are on Tuesdays at 9:00 AM CST in successive weeks, beginning on Tuesday of the second week of the course.

  In addition to the weekly tests and due dates, there is one test that remains available throughout the course. It covers biological topics that are discussed in several modules, so the material has broad relevance. It is labeled “Biological Test” in the Tests folder. You can take it SIX times, and each retake will have a different set of questions (but with some overlap from the previous version). The Grade Center will retain the highest score. It is recommended that you make attempts at this test before that last week of the course, because the last week has other assessment that are due.

CRUCIAL INSTRUCTIONS FOR TAKING TESTS. The tests are delivered with software called Respondus Lockdown Browser (RLB). This software is already loaded in computer labs
on campus, but if you want to take tests from other locations, you will need to download the software onto the computer where you take the test (click on the Support tab on the Blackboard homepage to access the link).

To take a test, click on the RLB icon on the desktop and it will take you into Blackboard. Then, click on this course; then click on the Tests folder; then click on the test you are to take. You will be asked if the instructor provided a "Password"; answer "No". If you have entered Blackboard properly by accessing it through the RLB icon, the password for the test will be entered automatically on your behalf and you can start the test. If you try to take a test without going through the RLB, you will be asked to provide a test password that you don't have, so you cannot take the test.

- **Discussions.** There are four Discussions that are worth 45 points apiece. They give you an opportunity to read what other students think about selected issues and how they can be applied to the solution of problems faced by professionals. See the instructions in the Discussion folder.

- **Application Exercises.** There are three Application Exercises that are worth 45 points apiece. They are intended to prepare you for the Application project.

- **Application Project.** This project requires you to integrate material from different areas of psychology and apply it to a problem faced by professional psychologists. It is worth 120 points. The instructions and the link to submit it are in the Application Project folder. It is desirable to work on this project weekly.

- **Punctuality.** The online course format requires you to exercise a lot of self-discipline. The timely completion of tests, application exercises, and discussions is very important, because something is due every week except the first. To encourage and reward your consistent progress on mastering course material, you begin the course with 25 “punctuality” points. If none of the assignments are submitted during a particular week, then 5 points will be deducted.

The reason for the weekly due dates rather than massing together all of the assessments into only one or two due dates is that people mentally retain material better if the learning is spaced out across time rather bunched together into an overly large amount.

**FEEDBACK ABOUT PERFORMANCE.** To get additional feedback about your performance on particular assignments, open the MyGrades page and click on the name of the assignment in the Graded section (note: if the assignment is a test in the RLB, then you will need to access Blackboard via the RLB to see the extra feedback - during the week following a test, the test settings will be changed so that you can review the correct and incorrect answers).

**POLICY ON MAKE-UP WORK**

The exams, application exercises, and discussions are available from the first class day until their due dates, which is an ample amount of time. To protect yourself against unexpected emergencies, do not wait until the last day. If you miss a deadline, the make-up work is worth
75% of the original points. The make-up work can be submitted any time after their due dates, using the same submission links as the regular assessments.

With regard to the make-up discussion forums, only the thread counts, so there no need to submit replies (because classmates are unlikely to read replies after the due date).

With regard to the make-up tests, only the first attempt after the deadline counts (unlike regular tests which allow three attempts). Use the regular test links.

In rare cases, a student begins an attempt at a test too close to the deadline time of 9:00 AM and then submits it after the deadline time has passed. In such cases, there is a five-minute grace period, after which the score will be adjusted for make-up credit.

**COURSE CALENDAR**

<table>
<thead>
<tr>
<th>Dates / Topic / Readings / Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One (August 28 – September 5) / Introduction to Psychological Science / Myers Modules 1, 2 / <strong>Test 1, Discussion Forum #1</strong></td>
</tr>
<tr>
<td>Week Two (September 5 - 12) / Developmental Psychology &amp; Stress / Myers Modules 11, 12, 33 / <strong>Test 2, Application Exercise #1</strong></td>
</tr>
<tr>
<td>Week Three (September 12 - 19) / Learning / Myers Modules 19, 20, 21; Hock Chapter 3 / <strong>Test 3, Discussion Forum #2</strong></td>
</tr>
<tr>
<td>Week Four (September 19 - 26) / Memory / Myers Modules 22, 23, 24 / <strong>Test 4, Application Exercise #2</strong></td>
</tr>
<tr>
<td>Week Five (September 26 – October 3) / Motivation &amp; Emotion / Myers Modules 29, 30, 31, 32; Hock Chapter 6; <strong>Test 5, Discussion Forum #3</strong></td>
</tr>
<tr>
<td>Week Six (October 3 - 10) / Social Psychology / Myers Modules 35, 36, 37; Hock Chapter 10; <strong>Test 6, Application Exercise #3</strong></td>
</tr>
<tr>
<td>Week Seven (October 10 - 17) / Personality / Myers Modules 38, 39; Hock Chapter 7 / <strong>Test 7, Discussion Forum #4</strong></td>
</tr>
<tr>
<td>Week Eight (October 16 - 20 at noon) / Psychological Disorders &amp; Therapy / Myers Modules 40, 41, 42, 44; Hock Chapter 8 / <strong>Test 8, Application Project</strong></td>
</tr>
<tr>
<td>Weeks One-Eight (August 28 – October 20 at noon) / Biological Topics / Myers Modules 4, 5, 8 / <strong>Biological Test</strong> (Note. These topics are relevant to many other aspects in the course, so you should study them as time allows throughout the course. The test will remain available for the entire eight weeks so you can complete it whenever you are prepared). The test has 30 questions worth two points apiece, and you can take it up to six times. The highest score will be retained.</td>
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</tbody>
</table>
WITHDRAWAL FROM COURSE

The last day to withdraw from this course is Friday, September 29.

PLAGIARISM

Plagiarism at ASU is a serious topic. The Angelo State University’s Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your writing, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center [http://www.angelo.edu/dept/writing_center/academic_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php).

STUDENTS WITH DISABILITIES

1. “Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.”

2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at (325) 942-2047 or (325) 942-2211 (TDD/FAX) or by e-mail at studentservices@angelo.edu to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS

“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.”