

PSY 6302

Core Concepts in Psychological Science

Spring, 2022



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Office: 204-B Academic Building

Office Hours: MTWRF 9:30-11:00 am, or by appointment

Course Information

Course Description

Psychology is a fragmented field of study. As yet, there is no unified theory of psychology that accounts for all of the myriad findings about thinking and behavior. Nonetheless, acquiring and applying psychological science knowledge is academically, professionally, and personally rewarding.

This course serves three broad roles in the graduate psychology curriculum. First, for students who have had minimal exposure to psychological science, the course is an introduction to *some* of psychology's foundational areas, concepts, and empirical methods. Second, for those who already have some background in psychology, the course provides a reevaluation and re-interpretation of concepts and methods across different content areas within psychology. Thirdly, all students will have ample opportunity to apply psychological knowledge and techniques to a wide variety of contexts, both professional and personal.

Course Credits

Three Semester Credit Hours (3-0-0)

Prerequisite

Graduate Student Classification

MS Applied Psychology Program Outcomes

Upon completion of the program of study for the master's in applied psychology, the graduate will be prepared to: access and use relevant knowledge and skills in psychology; apply psychological concepts, research findings, and methods to explain how to go about solving a practical problem concerning health, safety, education, prosperity, decision making, or social responsibility; demonstrate comprehension and use of ethical principles appropriate to psychology.

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignments and activities validating outcome achievement:	Mapping to Program Outcomes
Describe, explain, and apply key terms and constructs from psychology.	Exams, Assignments, Discussion Forums, Applied Paper	Psychological Knowledge and Skills; Applying Concepts and Research; Psychological Ethics
Apply psychological terms, concepts, research findings, and methods to address personal, applied, fundamental, or professional issues.	Exams, Assignments, Discussion Forums, Applied Paper	Psychological Knowledge and Skills; Applying Concepts and Research; Psychological Ethics
Write an application paper using psychological concepts and methods to explain a topic or question of importance to you.	Exams, Assignments, Discussion Forums, Applied Paper	Psychological Knowledge and Skills; Applying Concepts and Research; Psychological Ethics

Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at <http://blackboard.angelo.edu>

Required Electronic Text

Myers & Dewall, *Psychology in Modules*, 13th ed, 2021: e-textbook version ISBN: 9781319355487

Other Books. You may be reading excerpts from among the following, all of which I would recommend reading in their entirety, though none of which are required for this course because I will post excerpts.

- ***Against Empathy: the case for rational compassion***, Paul Boonin
- ***Factfulness: ten reasons we're wrong about the world-and why things are better than you think***, Hans Rosling with Ola Rosling and Anna Rosling Ronnhund.
- ***Fooled by Randomness***, Nassim Nicholas Taleb.
- ***Influence: the psychology of persuasion***, Robert B. Cialdini.
- ***Stumbling on Happiness***, Daniel Gilbert.
- ***The Case Against Education: why the education system is a waste of time and money***, Bryan Caplan
- ***The Organization of Learning***, Charles R. Gallistel.
- ***The Wisest One in the Room: how you can benefit from social psychology's most powerful insights***, Thomas Gilovich & Lee Ross
- ***Think Like a Freak***, Steven D. Levitt & Stephen J. Dubner.
- ***Thinking Fast and Slow***, Daniel Kahneman.
- ***Why We Sleep: unlocking the power of sleep and dreams***, Matthew Walker.

To participate in one of ASU's distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Communication

I will typically respond to your questions posted on Bb or sent via email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend and holiday questions messages may not be returned until the next school weekday.

Assignment and Activity Descriptions

1. Exams (33% of your course grade). There will be nine exams. Each exam will contribute 3.55% to your final course grade. Examination format will be multiple choice questions. The

exams will help you acquire, review, and organize your understanding of concepts across foundational areas of psychology. Exams are open book; you may use the text or any other materials while taking the exam.

Exam due dates are given in the course schedule. But all exams are available beginning on the first class day, so you may elect to work ahead and take them earlier than the due date. Exams consist of 30 - 45 objective questions. You may take each exam three times. Each launch will have a different set of questions selected from a larger pool of questions, and you must complete the exam in 60 min. Your exam score will be the highest score obtained.

No make-up exams will be given. More information about testing procedures is posed on our course Bb site under "Respondus LockDown Browser."

BlackBoard Location: All Exams will be posted under the **Exams** tab on BlackBoard.

There is a practice quiz: a short 10 question quiz over ASU trivia that is **not graded** under the Exams tab. Students are required to complete this practice quiz in advance of taking a graded Exam. This process will allow you to become familiar with the technology associated with testing.

Respondus LockDown Browser. All exams must be accessed 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. The Respondus LockDown Browser software is located on Blackboard. Go to your Bb "Support" tab. Scroll down to the bottom of the page and click the "Download LockDown Browser" link. Follow the download instructions.

2. Assignments (32% of your course grade). Assignments are embedded within learning modules. All of the assignments will help you relate course material to your own experiences, and give you an opportunity to construct (*belief architecture*) or reveal (*belief archeology*) your own beliefs about psychology and its applications. Assignments will also help you acquire content and skills need to write an application paper.

Scoring & Grading. Assignments will be graded using a 10-20 point scale, where a 10 or other point total are the highest scores obtainable. **Please note that assignment scoring and grading are separate processes.** Your assignment score will be the proportion of the total points you obtain. At the **very end** of the semester, I will sum your assignment scores, evaluate the class assignment score distribution, then assign grades that reflect the difficulty of the exercise. The highest total assignment scores will receive an "A," the next group of scores will receive a "B," and so on. Hence, your assignment grade will be based more on your performance relative to your peers.

3. Discussion Boards (10% of your course grade). Discussion forums are posted on the Discussions tab. I will add forums as we progress through the semester. Participating in the discussion forums will help you consider a variety of issues regarding the science of psychology. Reflecting on others' posts, and posting your thoughts will help you clarify and enrich your thinking.

Scoring & Grading. Discussion forum posts will be evaluated using a 10-point scale. The highest scores will be awarded to those who make insightful comments or responses. Echoing others' opinions and comments made only at the very end of the discussion forum due date will be awarded the lowest scores. Scoring and grading are separate processes. A single discussion score is not a grade. Your cumulative discussion boards score will be the proportion of the total points you obtain (e.g, 96 of 115). At the *very end* of the semester, I will sum your discussion forum scores, evaluate the class discussion forum score distribution, then assign discussion boards grades that reflect the difficulty of the exercise. The highest total discussion boards scores will receive an "A," the next group of scores will receive a "B," and so on. Hence, your discussion boards grade will be based on your performance relative to your peers.

Blackboard Location: Discussion board forums are posted under the *Discussion Boards* tab on Blackboard. Each forum will have availability dates posted during with time the forum will be open and accessible.

3. Application Paper (25% of your course grade). You will write an application paper using APA-like style on a topic or questions of interest to you. Your paper will evaluate, explain, interpret, and describe your topic using psychology terms, concepts, findings, and anything else you have acquired in the context of this class. You must use information from at least six different chapters or readings. You must also use information from at least one psychology journal article, which you can search for using [Google Scholar](#).

Paper Format (APA-like style). Your written proposal will include a title page, an abstract, a narrative, and references. The narrative section should be about five pages. The reference section will identify each of the terms, concepts, ideas, ... selected for use from a Meyers chapter or course reading as well as its source (chapter or reading), along with any journal articles used.

Assignment Submission

All assignments **MUST** be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at james.forbes@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved,

submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

Course Schedule

A complete course schedule with all topics and assignments, included all due dates is posted on the course BlackBoard web page. Click on the Syllabus & Course Schedule tab on the navigation bar.

This course will be taught entirely on-line. We will not meet in person, unless you choose to visit me in my campus office. Consequently, much responsibility for developing a viable research proposal rests with you. I will give you a schedule of events (viz., readings, assignments, exercises, applications, discussion topics, and due dates); you will have to ensure that you keep pace with the schedule. If you manage your time effectively and focus your interests and energy on the course objectives, you will fare well in this on- line course.

Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent of Course Grade
Exams	33
Assignments	32
Discussion Board Forums	10
Application Paper	25

Assessment	Percent of Course Grade
Total	100%

Final course grades will be calculated as follows:

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = < 60%

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)¹
- [Angelo State University Catalog](#)²

Student Responsibility and Attendance

This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity](#).³

Accommodations for Students with Disabilities

ASU 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 of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#).⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#)⁵ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)⁶ in the Student Handbook. 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 discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. 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. Resources to help you understand this policy better are available at the [ASU Writing Center](#).⁷

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. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)⁸ for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

I may make changes as necessary to this syllabus, the course content, or the course schedule. If changes become necessary during this course, I will notify you by email or course announcements. It is your responsibility to look for such communications about the course on a regular basis.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix.

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Developing skill in expressing oneself orally or in writing
5. Learning how to find, evaluate, and use resources to explore a topic in depth
6. Developing ethical reasoning and/or ethical decision making
7. Learning to analyze and critically evaluate ideas, arguments, and points of view
8. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

¹ <https://www.angelo.edu/student-handbook/>

² <https://www.angelo.edu/catalogs/>

³ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁴ <https://www.angelo.edu/services/disability-services/>

⁵ <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

⁶ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

⁷ https://www.angelo.edu/dept/writing_center/academic_honesty.php

⁸ <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>

INCOMPLETE GRADE POLICY ([OP 10.11 Grading Procedures](#))

ASU policy is that incomplete grades be reserved for student illness or personal misfortune. Please contact me if you have serious illness or a personal misfortune that would keep you from completing coursework.

Documentation may be required.