

## General Psychology PSYC 101 – Sections 101.01, 101.02, 101.03

**Instructor:** Joyce P. Yang, Ph.D.  
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**Phone Number:** (732) 707-7924  
**Office Hours:** Mondays 1-3pm (use this Calendly link to schedule a 15min block of time: <https://calendly.com/jpyang/15min>) and by appointment. Meetings will be held in my Zoom meeting room: <https://usfca.zoom.us/my/dryang>

### **Class Times:**

Section 101.01: T/Th at 9:55 - 11:40am using [this link](#) or Meeting ID: 985 5293 5056  
Section 101.02: T/Th at 12:40 - 2:30pm using [this link](#) or Meeting ID: 919 4837 5185  
Section 101.03: T/Th at 2:40 - 4:25pm using [this link](#) or Meeting ID: 956 6109 3561  
Password for all meetings: psych101

**Number of Units:** 4

**e-Textbook:** Sanderson, C.A., & Huffman, K. (2017). *Real World Psychology, 2<sup>nd</sup> Ed.* Hoboken, NJ: John Wiley & Sons, Inc.

*This is an e-Textbook which is fully online and integrated into Canvas. We will have a tutorial on the first day of class of how to purchase and immediately access this text. If you want a paper copy (optional), you may also order that on the first day.*

**Tech support for e-textbook:** <https://hub.wiley.com/community/support/wileyplus-nextgen>

Please note that I cannot answer IT questions related to the e-textbook so please make sure you utilize WileyPLUS's tech support options.

**Course website:** There is a Canvas course website for this class that will have all of the online activities, your gradebook, as well as the e-Textbook integrated into the platform. You will need to access this on at least a weekly basis.

### **Zoom instructions and online etiquette:**

Zoom is the videoconferencing tool we will be using for class and office hours. Please arrive on time, present yourself professionally as you would in the classroom. If possible, keep your video on to promote engagement, especially during small group breakout room sessions with classmates. We will adhere to the USF Digital Citizenship policy referred to on the course Canvas website. Keep your microphone muted, unless you are speaking. Lectures (both asynchronous and synchronous), presentations, and discussions during class are not to be recorded, reproduced, or redistributed.

### **Course Description**

This course serves as an introduction to psychology, including major theories, research methods, seminal research studies, and findings that make up our current understanding of psychology. A general survey will be provided of research methods, brain and behavior, learning, memory, development, cognition, personality, social psychology, and clinical psychology. We will be using a "flipped classroom" model that is well suited to the online learning environment. This differs from the traditional class model of lectures during class time and homework outside of class. Instead, you will be watching pre-recorded lectures outside of class, and use class sessions to do more in-depth learning, co-learning with classmates, and clarification of concepts.

### **Course Learning Objectives (CLOs)**

1. **Knowledge of Psychology:** A primary goal of this course is to increase your knowledge and understanding of the field of psychology. We will be covering: a) major psychological approaches to the study of behavior; b) intersectionality and diversity; c) concepts, terminology, research findings, and applications of psychological studies; d) the research process and its limitations, and e) major contributions and contributors in psychology.
2. **Scientific Values and Critical Thinking:** Another goal of this course is to stimulate your intellectual curiosity about human behavior, increase appreciation for the scientific method, research, and limitations, as well as enhance your ability to critically examine and evaluate scientific information.
3. **Applications to Your Daily Life:** Perhaps most importantly, I am interested in students understanding that principles from psychological science apply to everyday life. For example, psychology a) allows us to appreciate the diversity of human experience, b) plays a central role in complex issues of equity, inclusion, anti-bias, and anti-racism c) enables people to understand their own behavior and others' behavior, and d) promotes intelligent skepticism about what is presented in the media.

### **CORE E Learning Outcomes**

1. Engage in systematic and logical study of human beings and their interrelationships, with an appreciation of human diversity.
2. Employ one or more social science methods or social science theories and philosophies.
3. Analyze explanations of human behavior, human relations, or human institutions.
4. Apply social science knowledge to contemporary social problems, including ways to improve the human condition and promote justice.
5. Understand and demonstrate social responsibility.
6. Communicate and apply social science knowledge to a world shared by all people and held in trust for future generations.

### **Course Requirements**

*Class Attendance and Participation* – Students are expected to attend synchronous Zoom class sessions, be on time, and participate in class discussions, breakout room sessions, and activities. Given the flipped classroom modality, attendance and participation are critical components of this course. Note that you do not need to notify me if you are going to be absent. However, you are responsible for all announcements made, material given, and information covered during class. Therefore, if you must miss class, you are responsible for contacting classmates for class material.

*Online Activities* – Students are expected to complete weekly online activities that will be clearly demarcated in the Canvas course website. These activities may include WileyPLUS quizzes and adaptive practice questions, or discussion board postings that will help you interact with the textbook and lecture material. You may work on these activities open book and/or with classmates.

*Research Participation Requirement* – You are required to participate in several hours of research activities, including volunteering as a research participant in psychological experiments conducted in the Psychology Department, critiquing research articles, or training in research ethics. Your participation will give you additional insight into how psychology research studies are run, as well as an opportunity to contribute to new findings that may be what future psychology students learn about! You will be receiving more information about this requirement from the Psychology Department Research Coordinator (Dr. Marisa Knight, [mrknight@usfca.edu](mailto:mrknight@usfca.edu)), including the specific number of hours for Fall 2020.

## Course Assessment (500 total points possible)

*Class Participation* 100 pts (20% of final grade)

\*Measures CLO 1, 2, & 3, and CORE E Learning Outcomes D, E, & F

Participation points will be awarded based on quality and frequency of contributions made in class, e.g., in the form of questions, discussion input, engagement with the material, demonstration of openness and respect for others' experiences, and completion of in-class assignments with your group. Note that optimal frequency refers to participating regularly in class without dominating discussions.

*Online Activities* 100 pts (20% of final grade)

\*Measures CLO 1, and Core E Learning Outcomes A, B, C, & D

There will be 15 weeks of WileyPlus Quizzes and Adaptive Practice (30 minimum required) questions for you to do online. On some weeks, there will be a Short Answer Response due, requiring you to share an example of when you've observed the phenomena described in lecture in real life (from your own life, media coverage, etc.). Each week's online activities will be due by 5pm on Friday of that week. You will receive 5 points if you fully complete each week's activities, regardless of how well you score on the quizzes or questions, as they are intended as self-practice rather than evaluation. No partial points are given (meaning you must complete all the online activities for that week to receive the points) and no points will be given for late completion. There will also be extra optional online activities posted, which do not need to be completed for your grade; these are posted in case you are interested.

*Exams* 75 pts each; 300 pts total (60% of final grade)

\*Measures CLO 1 & 2, and Core E Learning Outcomes A, B, C, & D

There will be four, equally weighted, non-cumulative, exams during the semester (three mid-terms and one final exam). Exams may include multiple choice, fill in the blank, and short answer questions, which will be designed to assess your understanding of the material and concepts. Unreported absences during testing days will result in 0 pts. for the scheduled exam. No make-up exams will be given except in accordance with University policy.

### *Research Participation Requirement*

If you do not complete the research participation requirement, your final grade will be lowered by one-third of a grade (e.g., A to A-, B+ to B).

## Course Grading

Please keep track of your points earned on assignments and exams. Grades will be posted on Canvas within 2 weeks of an exam or online activity. No grades are emailed to students. Any grade disputes must be handled within 2 weeks of grades being posted on Canvas. No grades will be changed after this time period. The preferred method of contact is to see me directly during my office hours or after class. You are welcome to see your exam at any point in the semester during office hours or by appointment.

Point Distribution	Grade Cut Offs:	
Class Participation = 100 points	93 – 100% (465-500 points) = A	73 – 76% (365-384 points) = C
Online Activities = 100 points	90 – 92% (450-464 points) = A-	70 – 72% (350-364 points) = C-
Exams = 300 points	87 – 89% (435-449 points) = B+	67 – 69% (335-349 points) = D+
	83 – 86% (415-434 points) = B	63 – 66% (315-334 points) = D
	80 – 82% (400-414 points) = B-	60 – 62% (300-314 points) = D-
	77 – 79% (385-399 points) = C+	0 – 59% (0-299 points) = F
<b>Total = 500 pts</b>		

## University of San Francisco Policies & Resources

### Academic Integrity

As a Jesuit institution committed to *cura personalis*—the care and education of the whole person—USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online <http://.usfca.edu/academic-integrity/>. The policy covers:

- Plagiarism — intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references.
- Working with another person when independent work is required.
- Submission of the same paper in more than one course without the specific permission of each instructor.
- Submitting a paper written by another person or obtained from the Internet.
- The penalties for violation of the policy may include a failing grade on the assignment, a failing grade in the course, and/or a referral to the Academic Integrity Committee.

### Behavioral Expectations

All students are expected to behave in accordance with the Student Conduct Code and other University policies (see <http://www.usfca.edu/fogcutter/>). Open discussion and disagreement are encouraged when done respectfully and in the spirit of academic discourse. Students whose behavior is disruptive or who fail to comply with the instructor may be dismissed from the class for the remainder of the class period and may need to meet with the instructor or Dean prior to returning to the next class period. If necessary, referrals may also be made to the Student Conduct process for violations of the Student Conduct Code.

### Center for Academic and Student Achievement (CASA)

All USF students are assigned an academic success coach who will be present throughout your time at the University to help you achieve your academic goals. There is a communication system in place that allows me to reach out to your coach when I have concerns about how you are doing in the class. I will plan to engage in this resource early and often, given that a quick course correction early on can help you stay on track. You will also get notified when I reach out to your CASA coach; think of these contacts as opportunities for accountability, support, and reminders to help you do well.

### Students with Disabilities

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at 415-422-2613 within the first week of class, or immediately upon onset of disability, to speak with a disability specialist. If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your accommodation letter sent to me, and we will discuss your needs for this course. For more information, please visit: <http://www.usfca.edu/sds> or call (415) 422-2613.

### Confidentiality, Mandatory Reporting, and Sexual Assault

As instructors, one of our responsibilities is to help create a safe learning environment on our campus. We also have a mandatory reporting responsibility related to our role as faculty members. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USFs campus with the University. Here are other resources:

- To report any sexual misconduct, students may visit the Title IX coordinator (UC 5th floor) or see many other options by visiting [www.usfca.edu/studentlife/safer](http://www.usfca.edu/studentlife/safer)
- Students may speak to someone confidentially or report a sexual assault confidentially by contacting Counseling and Psychological Services at 415-422-6352.
- Students also have the option to make a confidential written record of assault on Callisto before deciding what to do with the record (e.g., submit it, send it somewhere, or the system can hold the record until another similar record is made, etc.). To find out more about reporting sexual assault at USF, visit USF's Callisto website at: [www.usfca.callistocampus.org](http://www.usfca.callistocampus.org)

### Learning, Writing, and Speaking Centers

The Learning, Writing, and Speaking Centers at USF provide individualized support to assist you in better understanding course material and to aid you on your path to success. Services are free and include one-on-one tutoring, group tutoring, and one-on-one Academic Skills Coaching appointments to discuss effective study strategies. The Learning Center supports over 80 courses each semester. The Writing Center helps students develop their writing skills in rhetoric, organization, style, and structure, through one-on-one interactive conferences. The Speaking Center helps students prepare for public speaking — including speeches, oral presentations, team presentations, and visual aid demonstrations. International students may also contact us to learn more about communicating with professors and general academic study skills. The Learning, Writing, and Speaking Centers are located on the Lower Level of Gleeson Library (G03). Please visit their website at [myusf.usfca.edu/lwsc](http://myusf.usfca.edu/lwsc) for more information.

### Counseling and Psychological Services

A diverse staff offers brief individual, couple, and group counseling to USF students. CAPS services are confidential and free of charge. Call 415-422-6352 for an initial consultation appointment. Telephone consultation through CAPS After Hours is available Monday – Friday from 5:00 PM to 8:30 AM, 24 hours during weekends and holidays; call the above number and press 2. Further information can be found at <https://myusf.usfca.edu/student-health-safety/caps>

### Intercollegiate Student Competitors

USF's policy regarding intercollegiate student competitors is as follows: "Students, when representing the University of San Francisco in intercollegiate competition (e.g., athletics, debates, etc.) shall be excused from classes on the hours or days such competition takes them away from classes...However, such students shall be responsible for advising their professors regarding anticipated absences and arranging to complete class work for classes and/or examinations that are missed." Furthermore, the Athletics Dept. requires each student-athlete to submit a letter from the Athletics Dept. before they depart for an away game or match. This letter is generated specifically for those dates and is signed by the head coach. If the student-athlete does not submit the letter to the professor prior to the date(s) they will be absent, they should not be officially excused. What this means is that students in this class are required to notify the professor in advance of all anticipated absences from class due to obligations in which the student is representing USF in intercollegiate competition. If the student is an athlete, this notification shall be accompanied by an official letter from the Athletics Dept., signed by the student's head coach. Furthermore, it is entirely the student's responsibility, in these instances, to determine (from a fellow student or from the professor during office hours) what material/exercises/assignments they may have missed during their absence. As per USF policy, the professor will excuse absences as described above; however, students will be expected to complete make-up work, where appropriate and as assigned by the professor, in a timely manner. Failure to comply with these policies and procedures will result in a lower grade in this course.

Note that this is a tentative calendar and additional articles or readings may be added to Canvas. These will be announced in class as well as clearly reflected on the course website.

<u>Date</u>	<u>Topic</u>	<u>Reading/Lectures Due</u> <i>Reading due by end of week; Lectures due before the relevant class</i>	<u>Assignment Due</u> <i>Complete by 5pm Friday</i>
Week 1 Aug 18	Welcome to USF Fall 2020 Syllabus Review & Intro to Course	Syllabus Chapter 0	
Week 1 Aug 20	Science of Psychology & Research Methods	Chapter 1.1, 1.2 & 1.3	Online Activity Chapter 1
Week 2 Aug 25 & 27	Nervous System & Cerebral Cortex	Chapter 2	Online Activity Chapter 2
Week 3 Sep 1 & 3	Sensation & Perception	Chapter 4	Online Activity Chapter 4
Week 4 Sep 8 & 10	Stress & Health Psychology: In-class Guest Lectures on Stress and Suicide Prevention Training	Chapter 3	Online Activity Chapter 3
Week 5 Sep 15	Midterm Exam 1		
Week 5 Sep 17	States of Consciousness	Chapter 5	Online Activity Chapter 5
Week 6 Sep 22 & 24	Learning	Chapter 6	Online Activity Chapter 6
Week 7 Sep 29 & Oct 1	Memory	Chapter 7	Online Activity Chapter 7
Week 8 Oct 6	Midterm Exam 2		
Week 8 Oct 8	Thinking, Language, & Intelligence	Chapter 8	Online Activity Chapter 8
Week 9 Oct 13 & 15	Life Span Development	Chapter 9	Online Activity Chapter 9
Week 10 Oct 20 & 22	Motivation & Emotion	Chapter 10	Online Activity Chapter 10
Week 11 Oct 27 & 29	Personality	Chapter 11	Online Activity Chapter 11
Week 12 Nov 3	Midterm Exam 3		
Week 12 Nov 5	Psychological Disorders	Chapter 12	Online Activity Chapter 12
Week 13 Nov 10 & 12	Therapy	Chapter 13	Online Activity Chapter 13
Week 14 Nov 17 & 19	Social Psychology	Chapter 14	Online Activity Chapter 14
Week 15 Nov 24 & 26	No Class- Thanksgiving Break		
Week 16 Dec 1 & 3	Gender and Human Sexuality	Chapter 15	Online Activity Chapter 15
Week 17 Dec 8 & 10	Final Exam	Section 01: Dec 10 @10am Section 02: Dec 8 @12:30pm Section 03: Dec 10 @3pm	