Winthrop University
Course Syllabus Fall, 2016 GENERAL PSYCHOLOGY 101-003
TR 12:30 – 1:45 p.m.  Three (3) Credit Hours

Classroom:  Kinard 101
Instructor:  Dr. Eurnestine Brown
Office/Phone:  208 Kinard/803.323.2642
Department Phone/Fax:  803.323.2117/2371

Office Hours*: By appointment Monday – Thursday.

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<tr>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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| Dev. Psych 206                  | **Office Hours**  
| 9:30 – 10:45 am                 | **10:00 am – 12:00 pm**       | Dev. Psych 206                  |
| General Psych 101               | **Office Hours**  
| 12:30 – 1:45 pm                 | **1:00 – 3:00 pm**            | General Psych 101               |
| General Psych 101               |                               | General Psych 101               |
| 2:00 pm – 3:15 pm               |                               | 2:00 – 3:15 pm                 |

* I may occasionally need to reschedule an office hour when other unforeseen commitments arise.

Instructor Email: Browne@winthrop.edu. For e-mail, be sure to include the phrase "General Psych" in the subject section (I might delete your message by mistake if I don't recognize that you are a student in this course). Also, when emailing me, please address it (e.g., Dear Dr. Brown), sign it (your name) and include your phone number.

Course Description and Goals:
The course provides an overview of the main concepts, theories, and empirical findings in the field of psychology. Key goals are to assist students in: a) developing an understanding and appreciation of psychology as a field of science and b) increasing the awareness of psychological phenomena in their daily lives. This course meets multiple Department of Psychology goals for student learning (see http://www2.winthrop.edu/psychology for additional information).

This course addresses Winthrop University’s Global Learning Initiative and meets the Global Learning component of Understanding Cultural Influences on Perceptions of Normal and Abnormal Behavior (for more info. see the GLI website: http://www2.winthrop.edu/gli & http://www2.winthrop.edu/gli/TheGlobalLearninginitiativeallaudiences.pdf.

Learning Objectives:
Students will work toward achieving the following goals throughout the semester:

- Knowledge of the history, theories and findings in the various domains of psychology.
- An ability to communicate effectively about psychological concepts and research findings and to apply psychology to real-world issues or problems.
- The development of critical thinking skills in evaluating psychological research—and summaries in professional and pop-culture domains.
- A greater understanding of the behavior/mental processes of the self and others.
- An appreciation for how contextual, historical, societal and political factors influence individual and group life experiences.

In particular, Students will

- Understand that norms for behavior, and thus what is perceived as normal and abnormal behavior is influenced by cultural background and context.
- Understand that views regarding mental health and mental illness are heavily influenced by cultural, religious and socioeconomic background.

Students will engage in proactive activities including course readings, written assignments, class discussions and small group projects to reach these goals and objectives. These objectives will be assessed through examinations, written assignments and contributions made during class discussions and activities.
General Education Goals/University Level Competencies:
This course counts toward the social science component of Winthrop’s General Education Program. At a
minimum, the course will meet the following University Level Competencies:

Competency 1: 
Winthrop graduates think critically and solve problems.
- Winthrop University graduates reason logically, evaluate and use evidence and solve problems. They
  seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions.
  Winthrop graduates consider the full context and consequences of their decisions and continually
  reexamine their own critical thinking process, including the strengths and weaknesses of their
  arguments.

Competency 3: 
Winthrop graduates understand the interconnected nature of the world and the time in which they live.
- Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines
  and their lives. They also recognize how their chosen area of study is inextricably linked to other fields.
  Winthrop graduates collaborate with members of diverse academic, professional and cultural
  communities as informed and engaged citizens.

Academic Integrity
Winthrop University students are expected to conduct themselves in a manner that will contribute to the
maintenance of academic integrity. As noted in the Student Conduct Code: “Responsibility for good conduct rests
with students as adult individuals.” The policy on student academic misconduct is outlined in the “Student
Conduct Code Academic Misconduct Policy” in the online Student Handbook

COURSE REQUIREMENTS
Class Participation:
I welcome your questions and relevant contributions to class discussions. This course is designed for all students to
participate and be involved through class lectures, projects, and class discussions. Your thoughtful participation in
class discussions will make the course more meaningful and interesting to you and your peers. Opportunities for
small group activities will take place throughout the semester (some of these activities will be unannounced and
graded).

Notes to Students: I would really like to speak with you if you have any questions or concerns! It is better to meet
early in the course, than to wait until you have a major challenge. No question or concern is too small to discuss
together. Most importantly, be assured that I want students to learn and to receive the good grades they deserve.

To maximize the learning environment for all, students are expected to:
- actively participate in the course and during discussions
- be active learners: attentively read the required selections before class. Take notes/come prepared to discuss what
  you have read. You will need to read each module more than once to fully grasp all of the key concepts.
- use the resources on Blackboard and the textbook web-based companion site.
- give courteous and sensitive attention to me & your peers in all formats (verbal/ written) - You are free to
  agree and disagree with me and/or your peers, in a respectful manner.

Class Attendance
Being absent does not excuse a student from meeting the requirements of the missed class. Students are expected
to be present, on time, and participate until the class is dismissed. Students are responsible for all announcements,
material and discussions that occur during our class.
This includes, but is not limited to, information about assignment directions and due dates. You are expected to
complete assignments according to the information I provide during class, regardless of whether you are present
to hear it. If you miss a class for any reason, it is your responsibility to:
- follow-up on missed information, including arranging a time to retrieve any information distributed during
  the missed class session.
- prepare for the next class meeting and to hand in assignments on the assigned dates.
- obtain the class notes and assignments from someone in class. If you know you will be absent, arrange to
  have a friend pick up any material handed out in class.
Class Attendance (cont’d).
I understand that extenuating circumstances exist and you may not be able to attend every class. The University attendance policy will be in effect. Specifically, if a student’s absences in a course total 25 percent or more of the class meetings for the course, the student will receive a grade of N if the student withdraws from the course before the withdrawal deadline; after that date, unless warranted by documented extenuating circumstances as described in the university catalog, a grade of F or U shall be assigned. You are strongly encouraged to attend all classes. If you...

- leave class early, it will count as a ½ absence.
- sleep during class, it will count as an absence. Yes, I can count dozing off and multiple nodding’s as sleeping.
- engage in interruptive conversations during the class, you may be asked to leave the classroom. Please be aware that instructors in front of the class can see everyone in the room.

Course Assignments and Exams
Your final grade will be based on four (4) exams, a written paper, a class presentation and a combination score for your in-class activities and participation. Every activity is a crucial part of your experience in the course. Course assignments are not accepted by email or fax.

- Rescheduling Exams: One (1) week’s notice must be give to reschedule an exam (e.g., athletic travel, etc). Rescheduled exams are subject to the instructor’s discretion and are not given without the one (1) week notice. No exceptions.
- Make-up exams are not given except for extreme circumstances with verifiable documentation. All make-up exams will be essay format and subject to the instructor’s discretion.
- Practice Tests/Study Guides: Practice tests/Study guides may be available to assist students in reviewing for exams (i.e., not a guarantee). The recommended study guide and web based text resources also contain practice exams. You may access the course practice tests through Blackboard. Detailed instructions for accessing Blackboard are provided at the end of the syllabus.

Assignments:
- Readings: Students are responsible for reading selected assignments (see course outline). You will have to stay on top of your readings to ensure you are well prepared for class discussions, activities, and unannounced assessments of your learning.
- Class Presentation: Student groups will give a 20-minute presentation on a course topic throughout the semester. Class Activity points may only be earned if you are present in class and may not be made up later. Formal instructions will be provided in class.
- Each Exam including the cumulative final will assess your memory, comprehension and critical thinking skills concerning key issues and concepts in psychology. Each exam is worth 100 points. Final grades will incorporate your four highest test scores (i.e., out of a possible total of five (5) exams). Thus, students can drop their lowest grade, excluding the final (i.e., lowest grade from Exams I – IV). You are required to take all four exams: if you miss an exam this will count as your dropped grade. See Make-up exam statement.
- Cumulative Final Exam: will also assess your ability to integrate key concepts of psychology. The final may include an extended essay question(s) from info. covered throughout the semester. All students are required to take the final. Your total exam score will consist of your three highest exam scores and your score on the final; if you missed the final, your Exam score will consist of your three top scores and a zero (0) for the final.
- The format for all exams will be a combination of multiple-choice, true/false, short-answer and/or essay-type questions. Each exam may include assigned materials not explicitly covered in the class, as well as lecture material not covered in the text.
- Written Assignment: Research Paper: Each student will write a research based paper on a Psychological concept/topic. Topics will be assigned on a first-come basis.
  - All written paper guidelines are attached and will be posted on Blackboard.
  - All research topics must be pre-approved by the instructor by October 4th.
  - All written papers must be submitted to Turn-it-in (www.turnitin.com) before submission and are due at the beginning of class. The class id number and class enrollment password will be given during class and posted on Blackboard. Papers not submitted to Turn-it-in are not graded (i.e., you will not receive credit for this assignment). There is a three-day grace period for submissions to Turn-it-in before your paper is considered late. Hard copies must be submitted on the due date.
  - You are strongly encouraged to submit a draft (not graded version) of your written paper to Turn-it-in by October 27th to ensure a successful log-on and use of the system.
Grading Policy

All assignments must be completed and turned in on the due dates. Grades will be sharply devalued after the due date, and any work that is one week late may not be accepted.

Evaluation of Student Learning: Overall, you have the opportunity to earn 500 points.

- Exams: 4 @ 100 points each = 300 points
- Final Exam: 100 points
- Written Assignment: 50 points
- Classroom Presentation: 40 points
- In-class Activities and Participation: 10 points

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<tr>
<th>Grading Scale: Percentage</th>
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<tr>
<td>A  = 93 – 100</td>
<td>A-  = 90 – 92</td>
<td>B+  = 87 – 89</td>
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<tr>
<td>B  = 84 – 86</td>
<td>B-  = 80 – 83</td>
<td>C+  = 77 – 79</td>
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<tr>
<td>C  = 74 – 76</td>
<td>C-  = 70 – 73</td>
<td>D+  = 67 – 69</td>
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<td>D  = 64 – 66</td>
<td>D-  = 60 -63</td>
<td>F   &lt; 59</td>
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COURSE ASSIGNMENTS:

All assignments must be typed, a Word document and in American Psychological Association format (APA) style (refer to the APA document on Blackboard, Dacus library references or http://www.apa.org/journals/webref.html). Assistance in understanding the APA format can be provided, see me.

- submitted on the scheduled due date. No assignments will be accepted late without a conference with the instructor before the due date. Emailed, faxed, or re-writes of assignments are not accepted.
- If you are having last-minute printing problems, bring your document on a disk with supporting materials to class on time. I will assist you in locating a place to print your document.
- It is your responsibility to keep track of your grades. Hold on to your assignments until the end of the semester.

Students with Disabilities

Winthrop University is dedicated to providing access to education. If you have a disability and require specific accommodations to complete this course, contact the Office of Accessibility at 323-3290. Once you have your official notice of accommodations from the Office of Accessibility, please inform me as early as possible in the semester. Note: The special needs of children, inclusion and developmentally appropriate practices are integrated throughout the term.

Academic Success Center (ASC) is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), and group/individual study spaces. The ASC is located on the first floor of Dinkins, Suite 106. Free tutoring for this specific course is offered through the office. If you wish to request a tutor, you must attend ONE Tutee Seminar. Please contact the ASC at 803-323-3929 or success@winthrop.edu if you have any questions. For more information on ASC services, please visit www.winthrop.edu/success

Miscellaneous Classroom Issues:

- Please observe the university's rule against eating and drinking in the classrooms (it is posted outside every Kinard classroom). Bottled water is permitted.
- Cell Phones/Laptops: Please place your phone on vibrate. Let me know if you have a special circumstance requiring you to keep your phone on during class. Students who engage in Internet or text-messaging activities during the class session, although physically present will be counted as absent.
- Laptop computers are not permitted in class for note taking.
Your text comes with an abundance of FREE written and web-based resources to ensure your absolute success in the course through www.worthpublishers.com/exploring9einmodules

These include:

- Textbook Companion – web based Online Study center with Self-quizzing to help you practice for exams, Flashcards, activities, and an interactive glossary to help you master important vocabulary; Visual concepts Review, Critical Thinking Companion, Scientific American Readers and audio study tools.
- If you have difficulties getting access to student materials, you can call the Wadsworth toll-free technical support number (800) 936-6899 or email them at techsupport@bfwpub.com.

Electronic Resources Available to You: Class Listserv & Black Board

The class listserv and Black Board will be used to share information with you quickly and efficiently. Many of you were automatically added to the listserv. Some students may need to manually add themselves to the list (e.g. if you recently added a Winthrop email address or the class). Directions for subscribing manually are found at: www.winthrop.edu/acc/classlist.htm. If you have trouble receiving messages from the list, please check your auto forward settings and/or be sure you have not exceeded your email quota.

Blackboard will be used to key resources such as lecture slides, handouts, and discussion starters. Most of these resources will only be available for a limited time. It is your job to check the site at least twice a week for new material.

Follow the directions below to access the class Blackboard pages. First time users, please carefully follow all of the instructions below in sequence:

Instructions for Logging into Blackboard
2. Click on the link for “New Blackboard.”
3. Log into Blackboard with the same user name and password as you use to login to Winthrop email. For example:
   a. Username: whetstonek2
   b. Password: Enter Your Winthrop Email Password
4. After you log in, on the right side of the screen, in the My Courses module, click on the title for your course.
5. Once inside the course, you will be viewing the Home Page. Use the menu on the left side of the screen to navigate through the course. Note: If you do not see the menu on the left side of the screen, it may be hidden. Click on the arrow on the left side of the screen to reveal the menu.

Need Blackboard Help?
1. Log in issues: Please contact the help desk at 323-2400 or helpdesk@winthrop.edu.
2. Tutorials: You can find helpful tutorials for using Blackboard at the following web site: http://www2.winthrop.edu/webct/Blackboard_Training_Tutorials.html.
3. Blackboard User’s Guide: You can find the Blackboard user’s guide by logging into Blackboard, and at the very top of the screen, click on the Help link, and then click on User Guide. You can search for a specific topic that you need help with.
4. For additional assistance: Contact Kimarie Whetstone, Online Learning Coordinator, 323-2551 or whetstonek@winthrop.edu.
## Tentative Class Schedule and Syllabus Change Policy

This schedule is tentative. Changes in the course syllabus and/or content may need to be made throughout the term to accommodate the class schedule, interest, and topic need. Every attempt will be made to provide advance notice to students when such changes are necessary. The Class Schedule may be changed with a class announcement and notification through the class listserv. Students are responsible for adhering to the modifications in due dates, exams, and assignments regardless of attendance or absence.

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td>Aug. 23</td>
<td>Introduction and Course Overview</td>
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<td>Aug. 25</td>
<td><em>The History of Psychology</em></td>
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<tr>
<td><strong>Week 2:</strong></td>
<td>Aug. 30/Sept. 1</td>
<td><em>The Science of Psychology: Research</em></td>
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<td><strong>Week 3:</strong></td>
<td>Sept. 6/8</td>
<td>The Developing Person and Infancy</td>
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<td><strong>Week 4:</strong></td>
<td>Sept. 13</td>
<td>Research Paper/Presentation Groups</td>
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<td></td>
<td>Sept. 15</td>
<td>Childhood</td>
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<td><strong>Week 5:</strong></td>
<td>Sept. 20</td>
<td>Adolescence and Adulthood Review</td>
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<td></td>
<td>Sept. 22</td>
<td>EXAM 1</td>
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<td><strong>Week 6:</strong></td>
<td>Sept. 27</td>
<td>Biology, Behavior and the Environment</td>
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<td>Sept. 29</td>
<td>Gender Development</td>
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<td><strong>Week 7:</strong></td>
<td>Oct. 4: <em>Due: Paper Topic</em></td>
<td>Sensation &amp; Perception</td>
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<td>Oct. 6</td>
<td>States of Consciousness</td>
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<td><strong>Week 8:</strong></td>
<td>Oct. 11</td>
<td>Memory &amp; Review</td>
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<td></td>
<td>Oct. 13</td>
<td>EXAM 2</td>
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<td><strong>Week 9:</strong></td>
<td>Oct. 18</td>
<td>Learning Theories: Classical Conditioning</td>
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<td>Oct. 20</td>
<td>Fall Break 🎉</td>
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<td><strong>Week 10:</strong></td>
<td>Oct. 25: <em>Due: Psychology Research Pool Extra-Credit</em></td>
<td>Learning Theories: Operant Cond. &amp; Observation</td>
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<td>Oct. 27</td>
<td>Group Presentation I</td>
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<td><strong>Week 11:</strong></td>
<td>Nov. 1</td>
<td>Intelligence &amp; Assessment</td>
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<td>Nov. 3</td>
<td>Genetic and Environmental Influences on Intelligence</td>
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<td><strong>Week 12:</strong></td>
<td>Nov. 8</td>
<td>Motivational Concepts and Hunger</td>
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<td><strong>Nov. 10:</strong></td>
<td><em>Due: Written Paper</em></td>
<td>Group Presentation II</td>
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<td><strong>Week 13:</strong></td>
<td>Nov. 15 – 17</td>
<td>Personality Theories</td>
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<td><strong>Due: Extra-Credit Paper 11/17.</strong></td>
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<td>Abnormal Behavior</td>
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<tr>
<td><strong>Week 14:</strong></td>
<td>Nov. 22</td>
<td>EXAM 4</td>
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<td></td>
<td>Nov. 24</td>
<td>THANKSGIVING BREAK 🎉 NO CLASS MEETING.</td>
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<td><strong>Week 15:</strong></td>
<td>Nov. 29</td>
<td>Therapy</td>
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<td></td>
<td>Dec. 1</td>
<td>Group Presentations IV. &amp; V.</td>
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<tr>
<td><strong>Final Exam Schedule:</strong></td>
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<td>Social Psychology &amp; Cumulative Final Review</td>
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<td><strong>Cumulative Final Exam</strong></td>
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**Final Exam Schedule:**

*Thursday, 12/8 @ 11:30 am.*
All research topics must be pre-approved by the Instructor by October 4th. Topics will be assigned on a first-come basis. Written Papers are due November 10th. Do not use plastic covers or other types of binders for your paper ~ simply staple your paper in the top left corner. Assignments are not accepted late without a conference with the Instructor before the due date.

Each written assignment MUST be
- well-written, thoughtful, based upon information gathered on your topic.
- typed, spacing of 1.5, 11 pt. font, and a Word document.
- The written component should be no longer than 5-6 pages, excluding references (minimum 5 full pages). Papers exceeding the recommended page length may not be accepted. Re-writes of assignments are not accepted.
- in American Psychological Association format (APA) style unless otherwise noted by the Instructor - Assistance in understanding the APA format can be provided, see me.

Students are encouraged to meet with the Instructor and/or the Writing Center for help in preparing their paper. Students will complete a 5 – 6-page paper that critically analyzes a selected psychological issue. Students may self-select their psychological topic. Alternatively, students may propose a controversial psychological issue to debate to the instructor for approval.

To prepare, students should review their text to identify topics of interest and select at least two topics.
- Internet searches using Google Scholar or Psychology Latest (free in iTunes store) may be helpful.
- Student should conduct preliminary research based data searches on both topics to finalize their selection. Relevant research based material can be accessed through the Dacus library site and clicking on databases. Look under the letter P to access the PSYCARTICLES or PSYCINFO databases to conduct a search (again, use research based sources, NOT web sites, blogs, dictionaries, encyclopedias (e.g., Ask. Com/About.com/Wikipedia are not appropriate). Google Scholar may also be used.

**REQUIREMENTS:** Each paper should contain the following:
- Title page – Name, Date, Course and Topic
- An introduction of the topic and its importance. – Do NOT include an annotated bibliography or abstract.
- A thorough review of what is known on the topic – is there agreement in the research domain?
- Identification of any gaps in the literature
- Your own analysis of the strengths and weaknesses in the research on this topic.
- A summary (bring it all together). You may include ideas on the future directions for the research area.
- A conclusion (what is the big picture?)
- A reference page with your citations in APA format.

**Extra-Credit Opportunities**

In lieu of make-up exams and as an opportunity to obtain extra-credit points, students are able to complete the following two (2) options: A) reflection paper and/or B) participation in the Psychology Research pool. These extra-credit activities are purely optional, not a course requirement. The Extra-credit option is worth ten (10) points. This is not negotiable - You can participate in as many psychology experiments as you deem interesting, however for this course, the maximum research participation points you can receive is 10.

- Reflection Paper are due on or before November 17th. Late/multiple papers are not accepted.
- Research Pool Extra-Credit is due on or before October 25th. Please visit the research participant pool webpage: https://winthrop.qualtrics.com/SE/?SID=SV_bDjFS06Sob6Zzul (or http://tinyurl.com/WUPsycResearch) to learn about research opportunities. An Information sheet on Participation in the Psychology Research Pool for extra-credit is posted on Blackboard. You can earn 10 extra-credit points through participation in the Psychology Research pool.

**Reflection Papers**

Reflection Papers topics are self-selected and apply course concepts to real-world issues or experiences (e.g., stress, intuition, depression, relationships, dreams, memory failure, etc.). Students are encouraged to discuss their topic with the Instructor before submission. This assignment provides an additional opportunity for you to develop and expand your understanding of a key psychological concept. You may submit your paper before the due date.

**REQUIREMENTS:**
- Each Reflection Paper MUST be well-written, thoughtful and based upon 1 (one) research based journal article published within the last three (3) years (i.e., not a web-site or pop culture magazine – see me if this requirement is unclear).
The written component must be at least 3 full pages (without the abstract) and should be no longer than 5 pages, excluding references. Papers not meeting the minimum 3 full-page requirement or vastly exceeding the recommended page length are not accepted. Extra-Credit Reflection papers are not submitted to Turn-it-in.

**Research Participation**

Psychology is a science. Extra credit may include participating in research to make you more familiar with the research process that is critical for understanding the science of psychology. You will receive two (2) points for each credit hour, for a maximum of 10 total points. The absolute highest total number of extra credit points that will be applied to your final grade is ten (10).

- Please visit the research participant pool webpage: [https://winthrop.qualtrics.com/SE/?SID=SV_bDjE5iQSob6ZZu](https://winthrop.qualtrics.com/SE/?SID=SV_bDjE5iQSob6ZZu) (or [http://tinyurl.com/WUPsycResearch](http://tinyurl.com/WUPsycResearch)) to learn about research opportunities. Please make sure that, if you are participating in more than one study, do not complete the same study more than once!

- Students may volunteer to participate in research projects (all have been approved by the Winthrop University Institutional Review Board) that are sponsored by Psychology Department faculty and students. These projects may occur at the end of a class period, or outside of regular class time. An Information sheet on Participation in the Psychology Research Pool for extra-credit is posted on Blackboard.

  - To earn credit: One of our PSYC department graduate students is in charge of keeping track of student participation. Please bring the confirmation pages from your participation to the PSYC Department office (Kinard 135) or email a screen shot of each confirmation page (or completed alternate assignment) to [PsycResearch@winthrop.edu](mailto:PsycResearch@winthrop.edu). DO NOT EMAIL/TURN IN YOUR CONFIRMATION TO ME. Be sure to give the grad student your First and Last Name, indicate the course for which you are hoping to receive credit (i.e., PSYC 101) and the professor (i.e., BROWN), the Course and the Professor name should also be indicated on the confirmation page that you receive after completing the study.