

**San Jose State University/ Department of Psychology
42185, General Psychology, Section 4, Fall 2013**

Contact Information

Instructor: Dr. Neelam Rattan

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Office Hours: Monday & Wednesday 12:00P.M-1:00P.M.
Tuesday 2:20P.M.-2:50P.M.
Office Hours End On 12/9/2013

Class Days/Time: Monday & Wednesday 10:30 A.M.-11:45A.M.

Classroom: DMH 355 (Section 4)

GE/SJSU Studies Category: Area D1:Social Science, Human Behavior

Faculty Web Page and MYSJSU Messaging (Optional)

You are responsible for regularly checking with the messaging system through MYSJSU and Canvas.

Course Description

This course qualifies as an Area D1 (Human Behavior) course in your General Education requirements. Social Science courses should increase the student's understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments. Human Behavior (D1) students will be able to recognize the interaction of social institutions, culture, and environment with the behavior of individuals.

This course is designed as an introduction to general psychology. During the course of study an attempt will be made to answer:

- How best to define Psychology?
- Its status—is it positive or normative, and is it a pure science?
- What are its applications?

As per the SJSU course catalogue the concepts of perception, attention, learning, remembering, thinking, development, intelligence, aptitudes, emotion, motivation, adjustment, conflict, will be covered. Hence students will understand classical and current theories, research methods of the various sub- categories of psychology. Students will be encouraged to develop an understanding of differences in cultural value orientation, social-institutional contextual realities, personal situational construction of daily life events, and how these are critical in evaluating the validity of the psychological principles as applied to understand human behavior. Students will be able to appreciate broad generalizations of behavior as well as intricacies of individual behavior. They will be apprised of the use of psychological principles and their utilization in enhancing of their sense of well-being and their personal effectiveness. They will be encouraged to become proficient in using the concepts, methods of psychology in a two-pronged way, firstly as a social scientist collecting, analyzing interpreting behavioral data, and secondly as a practitioner, applying psychological principles to understand personal experiences, to enhance personal growth.

Students will be assessed for the knowledge that they acquire based on the following objectives. They will be assessed throughout the semester in ways enlisted below:

- 1) Exams (multiple choice, essay type, true/false)
- 2) Writing assignments (critical thinking essay, in-class writing assignment, video responses)
- 3) Participation (individual participation, group activities, in-class presentations)
- 4) Homework assignments, projects, library tutorials.

Course Goals and Learning Objectives

Area D1 GE Class Learning Objectives (CLOs)

The following Area D1 GE Class Learning Objectives will be addressed throughout the semester. Chapters corresponding to each objective are provided for all, the five learning objectives respectively. Further, in addition to the material presented in these chapters, student learning will be enhanced through lectures, videos, and the above mentioned assessment activities.

Upon successful completion of this course, students will be able to:

CLO1 Students shall be able to identify and analyze the social dimension of society as a context for human life, examine the processes of social change, social continuity, study the role of human agencies in these processes and delineate the forces that engender social cohesion and fragmentation.

Assessment example 1(class group work and discussion):

Students will be divided into groups and given topics related to current occurrences both at the national and international level. They will be asked to describe how these events have contributed to the processes of social change, social continuity, social cohesion, fragmentation. Group leaders (chosen by the students) will come up and share with the class the viewpoints of their respective groups.

Assessment example 2 (potential writing project): Students will be asked to write a critical thinking essay titled “Emerging Trends and Social Change”. The objective is to enhance the understanding of a transforming reality that is contributing to social change. By observing and examining current occurrences and applying course readings to understand the emergence of these trends, students will be able to delineate forces that engender social cohesion, fragmentation and continuity.

Students are required to choose from one of the following topics:

- Technological Determinism
- Social Media Networks: Facebook, Twitter
- Wellness issues
- Online Education
- Globalization

This paper will have a minimum word limit of 1500 words and will require 2 scientific journal articles from peer reviewed journals.

The following structure can be used as a guideline:

- *Introduction*
Define the topic and formulate a thesis statement. Explain the emerging trend that you have chosen to write this paper on, also explain why you have chosen this trend. Explain how this trend has contributed to social change, social continuity, social cohesion and social fragmentation. Explain the implications of this trend on the individual’s behavior. Formulate a thesis statement and mention the two articles you will be using for this essay.

- *Body*
Summarizing the empirical articles -Summarize the authors’ **purpose** (~1 sentence) and methods (~3-5 sentences). **Methods** include mentioning how many subjects were there for the study, how was data collected, was it through survey, interview etc.--was this study an experiment or a correlational study, mention also about independent and dependent variables if given in the article. Summarize the results (~2-4 sentences) and the authors’ discussion and conclusions (~2-3 sentences). Also discuss the limitations of the article and suggest ways to overcome those limitations. Mention how findings in this article are related to your thesis statement.

- *Conclusion*
Re-describe the main points of your paper and how they pertained to your thesis. (Wrap- up). Why and how was your thesis unique? What are some of the future implications of this trend both for the individual and the society?

Assessment example of a potential exam questions for this learning objective:

Define groupthink.

Give examples of social facilitation and social loafing.

Dr. Stanley Milgram, in 1963 conducted his experiment examining obedience to authority. What were the independent and dependent variables?

What were the findings of this study?

Further this objective will also be emphasized while studying chapters 1, 7, 9, 13 and corresponding class presentations. More specifically the topics pertaining to this objective will be addressed and emphasized upon while studying social cognition, social perception, groupthink, social influence, social facilitation, conformity, compliance, motivational aspects of behavior, affective component of behavior through lectures as well as through multimedia presentations.

CLO2 Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.

Assessment example of a potential group project for this learning objective: Students will be required to analyze a case history from the standpoints of the different perspectives. Hence the class will be divided into groups representing each of the perspectives i.e., biological, learning, cognitive, socio cultural, psychodynamic. Each group will be asked to explain the given case study by taking the standpoint advocated by the perspective that the group has chosen. In doing so each group will analyze the case study using concepts and key terms associated with the perspective the group has chosen, make a poster and present to the class.

The Chapters 1, 4,5,6,7,8,9,14,15 and corresponding class presentations will further emphasize this learning objective. For a further understanding of this objective topics pertaining to tracing the roots of psychology to its current status, contributions of the forerunners in this field as well as in the domains of learning, memory, consciousness, development, historical viewpoints of abnormality will all be discussed . Current classification of mental disorders will be studied. Emphasis will be on understanding behavior as a culmination of the collective impact of cultural, environmental and spatial factors.

CLO3 Students will be able to identify diverse identities based on cultural, ethnic, gender, class, regional, national, global basis with a view to assessing their underlying similarities, differences and their interactions.

Assessment example of an in-class writing activity for this learning objective:

Define adolescent cognitive development, and giving suitable examples explain the two kinds of egocentric thinking, namely imaginary audience and personal fable. Examine the role played by culture, class and gender in your psychosocial development. Clarity of thought, understanding of concepts, relevance and relatedness of examples to core concepts, grammar and conciseness will be the focus of assessment for this writing activity.

Assessment example of a possible exam question for this learning objective:

Compare and contrast racial identity and ethnic identity. What are the factors that contribute to the development of these identities? How do these identities affect the self-esteem of the individual?

This objective will also be stressed upon in Chapters 3, 6,7,8,9,11,12,13 and corresponding class presentations. Sensing, perceiving the world around us, forming concepts, development across the lifespan, gender development, gender and cultural perspectives on moral reasoning, understanding the subtleties of language as well as verbal and nonverbal communication will be explained with special reference to this objective. Evolution of emotions, socio cultural meaning of expressed emotions,

individual's place in the vast cosmos called society, understanding of human needs will be explained with a view to enhance the in depth understanding of this objective. What makes us what we are—personality, aspects of health psychology, stress and the coping mechanisms will also be dealt in detail.

CLO4 Students will be able to analyze different viewpoints and their applications to present day social issues.

Assessment example of potential application for this learning objective: For enhancing understanding of this objective, the students will be explained the various methods being used in Psychology which give it the status of science. Further students will be asked to examine “Little Albert” study, Tuskegee Syphilis study. Students will then participate in an in-class group discussion and respond to the following questions:

Describe the characteristics of the participants in these studies.

Was informed consent obtained?

What are some ethical concerns that can occur when conducting research?

Assessment example of a possible exam question for this learning objective:

What are the basic elements of a real-world experiment?

Describe stereotype threat.

This objective will also be emphasized in the Chapters 1,3,4,5,6,7,8,9,11,12,14 and corresponding class presentations. The methodology used in psychology namely, experimentation, observation, case study, quantitative as well as qualitative treatment of psychological data will be stressed upon. The genesis of the testing movement with special reference to the domains of intelligence and personality will be addressed. Students will be apprised about the ethics of research. Further research being conducted in the areas of consciousness, effects of drug use, as well as in diagnosing maladaptive patterns of behavior will be highlighted.

CLO5 Students will be able to study and appreciate the fact that individual behavior is a product of the interaction of social institutions, culture, and environment.

Assessment example of an in-class writing activity for this learning objective:

Students will be introduced to Geert Hofstede's Onion model. They will be asked to They will be asked to apply the onion model and explain how their behavior is influenced by the interaction of social institutions and environment.

Students will be asked to explain the importance of culture and how it has influenced them.

This objective will also be assessed by conducting class room exercises using role play, transactional analysis techniques using psychological games, with a view to sensitize the students to different patterns of communication, to enable an understanding of subtle nuances of interpersonal behavior as well as enhance their self-perception vis-à-vis themselves and others. Students will be encouraged to analyze behavior as a by-product of diverse influences such as social institutions, culture.

This objective will be further stressed upon in the Chapters 4, 5, 7, 9, 12, 13, 14 and corresponding class presentations. In advancing the learning of this objective the individual's unique place in the social fabric will be explained. More specifically topics addressing issues of stereotype, prejudice, attitudes and attitude change, criteria of abnormality, the causes of abnormal behavior, classification of psychological disorders,

symptomatology of psychological disorders, will enhance the understanding of this objective.

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements...

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Required Texts/Readings

Textbook

Ciccarelli, S.K., & White, N.J. (2012). *Psychology*. (3rd Ed.). Custom Edition with Additional Material by Dr. Neelam Rattan . Pearson Custom Publishing.
ISBN: 1256471186

Other equipment / material requirements

882e Scantrons

You are to bring to each class additional material by your Instructor for daily in-class reading.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. *Therefore, for every hour of classroom time or direct faculty instruction a minimum of two hours of out-of-class student work is expected each week for about fifteen weeks for one semester.*

More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>

Class room participation: There will be 30 points for participating in classroom activities. This may include individual participation, group activities, in-class presentations, quizzes. There will be **no make-up** opportunities for in-class activities, if the student is not present in class on the day the activity is conducted. NOTE that University policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.

Online Library Basics and Plagiarism Tutorials: Take the online Library Basics and Plagiarism tutorials. Library Basics tutorial is worth 5 points and Plagiarism is worth 10 points. In order to get credit students must receive 90% and above on both of these tutorials. **Tutorials are due on 9/9/2013.**

BOGS Area D1 GE: Writing Requirements

Students must write a minimum of 1500 words via writing assignments in General Psychology.

Project Writing: There will be a minimum of two writing assignments in this course. These assignments are designed to comply with the University's General Education course credit writing requirement of a minimum of 1500 words.

- 1) These assignments aim at providing you
 - a) practice in your writing skills,
 - b) feedback from the instructor on your writing
 - c) the opportunity to incorporate this feedback into your writing assignments.

In pursuance of fulfilling these requirements, your papers will be returned within two weeks after submission, with instructor's feedback regarding your written assignment, you will be provided with opportunities to incorporate feedback from your instructor and thereby correct your written work.

- 2) Help you to achieve mastery of various aspects of the five Learning Objectives mentioned above. Writing assignments will incorporate material from the five learning objectives based on topic(s) addressed in the writing. Some writing assignments may cover material pertaining to more than one objective, on the other hand some other writing assignments may thematically deal with only one objective per assignment.

Note: Some students may be asked to go to the Writing Centre that addresses specific areas in their writing that may need attention. This will be explained further in class.

Students are required to turn in the following written assignments for this course:-

Writing of a critical thinking essay in accordance with G.E. CLO1, having a word limit of minimum 1200 words, titled "Emerging Trends and Social Reality." This will be worth 50 points. **This will be due on 9/30/2013.**

The students will be asked to participate in **two** in-class writing activities with a minimum word limit of 300 words each, **due on 10/7/2013.** These will be worth 15 points each. These in-class writing activities are in pursuance of G.E. CLO 3 and G.E. CLO 5 respectively.

Detailed instructions for writing of these assignments will be provided on canvas. All the written assignments are to be proof-read paper before being turned in and checked for Punctuation, Grammar, spellings. Your papers are to be typewritten, double-spaced, 12 pitch font, one-inch margins, using Times New Roman font. On a sheet attached to the front of all your papers, Title of your paper, your Name, Course, Course Number, Semester/Year, and Due Date are to be included. Written work should follow the guidelines described in the American Psychological Association Publication Manual (6th Ed.). For some assignments students may be required to upload their work to Turnitin.com to ensure that material is not plagiarized. In case of material being found to be plagiarized the student will be accorded a failing grade (F). The student will also be referred to the Office of Student Conduct and Ethical Development for further action.

Important Note: Written assignments found to be having substantial amount of errors in substantial errors in grammar, punctuation, spelling, clarity, conciseness, and validity of content will be returned ungraded as per the policy adopted by the Department of Psychology. Further there will also be a penalty of 10% on the final grade of rewritten work.

The revised and rewritten paper must be resubmitted within a week along with the copy of the original paper. Hence a completion of these two term projects will provide the requisite credit in Area D1. **Late submissions will not be entertained and no credit will be awarded.**

Exams: There will be three class exams, each comprising of multiple-choice, true/false, questions each worth 1 point, resulting in a total of total of 50 points for each test and 150 points for the 3 tests (50x3=150 points). You are to take your exams as per the schedule of your section you are officially registered in. Taking the exam in another section than your own will result in a grade of zero. **Make-up exams will NOT be given.** Therefore, you must take each exam on the day and time it is scheduled. It is unfair to allow students to take tests earlier or later than the scheduled time and, therefore, this will not be allowed. **The First Exam and the Final Exam will be a closed-book exam. Second and Third Exams will be Take-Home Exams. First Exam will be held on 9/11/2013, Second Exam will be held on 10/7/2013, Third Exam will be held on 10/30/2013.**

Final Exams: The syllabus for the final exams will include these chapters 9, 11, 12, 13, 14 and 15. There will be 75 multiple choice type questions, each item worth 1 point. **Final Exam will be held on 12/17/2013 from 9:45A.M.-12:00P.M., in our class-room. Final Exam will be closed-book exam.**

Grading Policy

Grading: This will comprise of

- 50 points for the critical thinking essay.
- 150 points for the three class exams.
- 75 points for the final exam.
- 30 points for two in-class writing activities.
- 30 points for classroom participation exercises, video reports (this portion of your grade may also include unannounced class exercises, unannounced in-class quizzes on additional material, group discussions, as well as home-work).

- 15 points in total for the online tutorials, 5 points for Library Basics and 10 points for plagiarism tutorials.
Therefore total possible points will be 350.

GRADING SCALE

A- 305-319	A 320-339	A+ 340-350
B- 260-274	B 275-290	B+ 291-304
C- 215-229	C 230-244	C+ 245-259
D- 185-170	D 186-213	D+ 200-214

F 0- 169

- All assigned work should be submitted on the specified date.
- Late submissions will amount to an immediate loss of 10% of the due credit.
- Assignments which are more than three weekdays late will not be accepted. There will be no exceptions to this and the assignments will be submitted personally. No credit will be awarded for emailed assignments.
- This course will follow this syllabus to the extent possible. However timing and specific nature of topics and activities may change. In case of any such changes, these will be clearly stated and mentioned in class. You are responsible for noting down any changes made to the class syllabus.
- **Extra credit will not be given.**

Make up exams:

You will be allowed to reschedule an exam only under extraordinary and well-documented circumstances. It is your responsibility to notify me before the date of the exam, either via email or by leaving me a voicemail including your name, and telephone number. If you are not able to obtain such documentation and you have a serious and extenuating circumstance that has prevented you from fulfilling a requirement as scheduled, notify me as soon as possible. Depending on the circumstances, you may be allowed a make-up.

Research Participation Requirement

In order to pass this class each student **MUST** complete the **research-participant requirement**. Most semesters, this requirement consists of 4 hours of research participation.

Students are to sign up for the research participation on the SONA online system: <http://sjsu.sona-systems.com/Default.aspx?ReturnUrl=%2f>.

“Dept Policy: If an incomplete is assigned as a result of not completing the required research participation hours, then, for the purposes of creating the incomplete contract at the time of grading, the student's final grade in the class will be reduced by 4% for each hour (2% for half hours) they did not complete (up to 16% total). That is, a 90% becomes a 74%. If the student completes the required hours within one year of the incomplete, then no grade penalty will be imposed.”

Using Canvas:

Dear Student,

Our course, Psych 1, will be using San Jose State's online learning management system **Canvas** for the upcoming semester.

Login URL: <https://sjsu.instructure.com>

Please note that it should NOT have the "www" at the start of the URL like many other websites.

Username: SJSU 9-digit ID number.

Password: Self-generated password for your SJSUOne account

Courses: Once logged into Canvas, you will see your course or courses listed in the Courses Heading on the top of the page. From the dropdown menu, click on the course name, and you will be entered into the course. Note: That link will not be active until the start date of the course.

It is recommended that you visit the eCampus Canvas website

at <http://www.sjsu.edu/at/ec/canvas/>. This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at <http://guides.instructure.com/>.

For questions regarding the course or course materials, please contact me, the instructor.

For issues related to Canvas, please contact the eCampus Help Desk. The Help Desk can give technical support for issues encountered in Canvas Courses.

- Phone: (408) 924-2337
- Submit a help ticket using the following
URL: <https://isupport.sjsu.edu/ecampus/ContentPages/Incident.aspx>.

While logged into Canvas, click on the word **Help** on the upper right corner of the screen.

Classroom Protocol

Specific Class Policy on Etiquette

In this class you are expected to be prepared by doing all of your class readings and assignments. You are expected to be active participants by asking questions, taking notes, and also by interacting with your peers. Classes will comprise of lectures, in-class activities, guest presentations, and films.

Special Note:

- *If you miss a class, you are responsible for getting the information covered. It is not the responsibility of the instructor to update students on content they missed in class. You are responsible for all information and announcements made in class.*
- *It is vital that you complete all scheduled readings and assignments before each class. Always bring your text book and additional material by your Instructor daily to class.*

- *Do not talk, read, or eat during class.*
- *Please arrive to class on time. If you must arrive late or leave early, please do so quietly and with a minimum of distraction. Please inform me before-hand via email if you will not be in class.*
- *Please refrain from doing homework of other classes or preparing for an exam for another class while attending this class.*

Cell Phones as well as other electronic devices

Please turn off (not on vibrate) all cell phones, pagers, any other electronic devices before entering the classroom. If found texting during the lecture you may be asked to leave for the remainder of the lecture.

ON TEST DAYS, be sure to turn off and put away your cell phone and take care of any personal needs before entering the classroom. On test days, **you will not be able to leave the classroom during a test & then return and continue taking the test. Also, be sure to have your SJSU ID CARD on test days in case I ask to see it.**

Laptops

You may not use your laptops in class unless we are doing a particular assignment which requires a laptop. Laptop use is restricted to note-taking only. Connecting to the internet and using class time to check emails, visiting social networking sites, surfing the web will result in loss of laptop privilege for the remainder of the semester.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course. Note that "common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material." Furthermore, "course material developed by the instructor is the intellectual property

of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload any instructor generated material for this course such as lecture notes, test questions discussed in class, etc. without instructor consent.” **If you plan to record lectures, please let me know in advance.**

Note that “course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/SO7-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University’s continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on



Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social

workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at <http://www.sjsu.edu/counseling>

42185, General Psychology, Fall 2013, Course Schedule

Note: The schedule is subject to change with fair notice. You will be notified in class, as well as via email, and announcements posted on canvas.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/21	Icebreakers. Introducing G.E. Course Learning Objectives. About Additional Materials by your Instructor, bring to each class Chapter 1-Schools of Psychology. About G.E. CLO 1
2	8/26 8/28	Chapter 1 continued Chapter 1 continued Activity in accordance with G.E. CLO 2
3	9/2 9/4	Chapter 2 The Biological Perspective Chapter 2 continued
4	9/9 9/11	Chapter 3 Perception ***Online Library Tutorials Due*** Discussion on G.E. CLO 4 FIRST TEST (CHAPTERS 1-3).
5	9/16 9/18	Chapter 4 Consciousness Chapter 4 continued
6	9/23 9/25	Chapter 5 Learning Chapter 5 continued

Week	Date	Topics, Readings, Assignments, Deadlines
7	9/30 10/2	Chapter 6 Memory ***Critical Thinking Essay to be dropped in drop box on canvas today during class time*** Chapter 6 continued About G.E. CLO 5
8	10/7 10/9	SECOND TEST(Take-Home) (CHAPTERS 4,5,6) Scantrons Due in Class ***In-Class Writing Activity in accordance with G.E. CLO 3&5*** Chapter 7 Cognition: Thinking , Intelligence
9	10/14 10/16	Chapter 8 Development Across the Life Span Chapter 8 continued
10	10/21 10/23	Chapter 8 continued Chapter 9 Motivation & Emotion
11	10/28 10/30	Chapter 9 continued THIRD TEST (CHAPTERS 7,8,9)
12	11/4 11/6	Chapter 11 Stress and Health Chapter 11 continued
13	11/11	Chapter 12 Social Psychology Video on Conformity and Obedience (Stanley Milgram)

Week	Date	Topics, Readings, Assignments, Deadlines
	11/13	Chapter 12 continued
14	11/18 11/20	Chapter 12 continued Chapter 13 Personality
15	11/25 11/27	Chapter 13 continued Chapter 14 Psychological Disorders Video on Case Histories of Schizophrenia, Bipolar Disorder.
16	12/2 12/4	Chapter 14 continued Chapter 15 Psychological Therapies
	12/9	Chapter 15 continued
Final Exam	Tuesday, December 17	9:45A.M.-12:00 P.M. in DMH 355