SAN JOSE STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY

PSYCHOLOGY 001 Fall 2010
T/R 7.30am to 8.45am Room: DMH 348

DR. SHARVARI DIXIT

Office Hours: M/W 7.30 to 8am DMH Room 310 (by prior appointment)
Phone: (408) 924 5613. I PREFER EMAIL: Sharvari.Dixit@sjsu.edu (When sending email, please put “Psych 001” in the subject line)

Textbook REQUIRED:

Materials and Forms:
1. You will need to purchase one packet of #882-E Scantron Forms.
2. Use only standard #2 pencils on this form.
3. http://www.sjsu.edu/psych/ for any Psychology Department notices/information
4. MY WEB PAGE:- http://www.sjsu.edu/people/sharvari.dixit For green sheet or course materials

Course Objectives:

Area D1 GE Learning Objectives

1. Students shall be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those processes, and the forces that engender social cohesion and fragmentation.

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

3. Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.

4. Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

5. Students will be able to recognize the interactions of social institutions, culture, and environment with the behavior of individuals.

These objectives shall be met through lectures, reading and discussion of articles, discussion of relevant research, and from videos designed to accompany the text and course.

NOTE: The assignments in this course are designed to:
1. Comply with the University’s General Education course credit
2. Give the student practice in writing, editing and proof reading course appropriate material
3. Give the student feedback on their writing, through instructor review, peer review and self check.
4. Give the students an opportunity to incorporate the feedback into their writing by submitting a draft and final copies of their written assignments.
5. Help students achieve mastery of various aspects of the course learning objectives.
6. There will be other class assignments that will be a part of the course requirements, and will be completed per instruction.

Assessment of Learning Objectives:

Objective 1: This objective is met through Chapters 1: Mind, Behavior and Psychological science; Chapter 2: Biopsychology; Chapter 4: Psychological Development; Chapter 5: Sensation and Perception; and Chapter 9: Emotion and Motivation, along with parts of other chapters in the course. These chapters highlight psychology and critical thinking, what psychologists do, psychology and life, developmental roles of nature and nurture, perceptual differences in sensation, emotional development, control of emotions, emotional intelligence and motivation.

Assessment: a) A discussion on human behavior as well as psychobiology will be the focus of this assessment. Students will understand human behavior in different social contexts and scenarios through specific examples, on which they will complete a written assignment and discussion in class. Some of the scenarios discussed would be observable behavior, shyness, influence of drugs, twin studies, emotional intelligence among others.

Objective 2:

This objective is met through Chapters 1: Mind, Behavior and Psychological Processes, Chapter 4: Psychological Development, Chapter 8: Thinking and Intelligence as well as several other chapters in the course. These chapters highlight the nature vs nurture debate. They also study child development through the stages of prenatal and postnatal developmental processes. Theories in developmental psychology, as well as thinking and intelligence as abilities and achievement. Testing in IQ and the ability verses achievement test debate will be discussed in class. The historical development of the intelligence testing movement will also be highlighted.

Assessment: a) A written assignment based on thinking and intelligence will be the focus of this assessment. Students will be asked to read and review the article on Student Success by Professor Sternberg critically analyzing the article in the context of what they learn about intelligence testing in class.

Objective 3:

This objective is met through Chapter 2: Biopsychology, Chapter 4: Psychological Development, Chapter 6: Learning, Chapter 9: Emotion and Motivation, Chapter 10: Stress, Health, and Chapter 11: Personality, and Chapter 13: Social Psychology. These chapters highlight the understanding of human neuropsychology, development, personality, and individual differences in behavior. They also highlight how the social situation effects behavior, what is conformity, authority and obedience, relationship, violence, group behavior and conflict resolution.

Assessment: a) Students will be asked to work in small groups to collect classroom data on traits like physical characteristics and personality traits, likes and dislikes, attitudes and interests. They will develop a presentation to depict their understanding of similarities and differences in the individual representation of human behavior.

Objective 4:

This objective is met through Chapter 8: Thinking and Intelligence, Chapter 9: Emotion and Motivation, Chapter 10: Stress and Health, Chapter 11: Personality, Chapter 12: Psychological disorders, and Chapter 13: Therapies for disorders. These chapters highlight the similarities and differences amongst abilities.
Assessment: a) Students will collect classroom data on Individual differences, Strengths and Abilities, Success strategies. They will look at differing viewpoints like multiple intelligences or personality types to understand differences in behavior and evaluate social science information pertinent to these viewpoints.

Objective 5:

This objective is met through Chapters 10: Stress Health and Well Being, 11: Personality, Chapter 12: Psychological Disorders, Chapter 13: Therapies for psychological disorders. These chapters highlight among other details, individual differences in stress coping, and healthful behavior, the diverse psychological disorders and their overview and classification. They also highlight the importance of therapies and historical perception of mental health in comparison with modern day understanding of mental health and illness.

Assessment: a) Students will discuss healthful eating habits in the light of anorexia and bulimia, as well as obesity. The group will complete an in-class assignment on eating, dieting and exercise habits. Cultural, age and gender related influences on the same. The data will be discussed in class. The assignment will follow a video segment on stress and health as well as eating behaviors. The class will discuss their understanding of healthful behavior, counseling, and group therapy.

For Your Information:
You are responsible for understanding the dates, policies and procedures about add/drops, academic renewal, fee payment, withdrawal and so forth. These are listed under:

http://info.sjsu.edu/home/schedules.html.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>LECTURE 1 Aug 26</td>
<td>Overview</td>
</tr>
<tr>
<td>LECTURE 2 Aug 31</td>
<td>Mind, Behavior and Psychological Science</td>
</tr>
<tr>
<td>LECTURE 3 Sept 2</td>
<td>Mind, Behavior and Psychological Science</td>
</tr>
<tr>
<td>LECTURE 4 Sept 7</td>
<td>Bio Psychology</td>
</tr>
<tr>
<td>LECTURE 5 Sept 9</td>
<td>Bio Psychology</td>
</tr>
<tr>
<td>LECTURE 6 Sept 14</td>
<td>Bio Psychology</td>
</tr>
<tr>
<td>Lecture</td>
<td>Date</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>LECTURE 7</td>
<td>Sept 16</td>
</tr>
<tr>
<td>LECTURE 8</td>
<td>Sept 21</td>
</tr>
<tr>
<td>LECTURE 9</td>
<td>Sept 23</td>
</tr>
<tr>
<td>LECTURE 10</td>
<td>Sept 28</td>
</tr>
<tr>
<td>LECTURE 11</td>
<td>Sept 30</td>
</tr>
<tr>
<td>LECTURE 12</td>
<td>Oct 5</td>
</tr>
<tr>
<td>LECTURE 13</td>
<td>Oct 7</td>
</tr>
<tr>
<td>LECTURE 14</td>
<td>Oct 12</td>
</tr>
<tr>
<td>LECTURE 15</td>
<td>Oct 14</td>
</tr>
<tr>
<td>LECTURE 16</td>
<td>Oct 19</td>
</tr>
<tr>
<td>LECTURE 17</td>
<td>Oct 21</td>
</tr>
<tr>
<td>LECTURE 18</td>
<td>Oct 26</td>
</tr>
<tr>
<td>LECTURE 19</td>
<td>Oct 28</td>
</tr>
<tr>
<td>LECTURE 20</td>
<td>Nov 2</td>
</tr>
<tr>
<td>LECTURE 21</td>
<td>Nov 4</td>
</tr>
<tr>
<td>LECTURE 22</td>
<td>Nov 9</td>
</tr>
<tr>
<td>LECTURE 23</td>
<td>Nov 11</td>
</tr>
<tr>
<td>LECTURE 24</td>
<td>Nov 16</td>
</tr>
<tr>
<td>LECTURE 25</td>
<td>Nov 18</td>
</tr>
</tbody>
</table>
LECTURE 26 Nov 23 Psychological Disorders

LECTURE 27 Nov 25 Psychological Disorders (Major Essay Due for Submission)**

LECTURE 28 Nov 30 Therapies for Psychological Disorders

LECTURE 29 Dec 2 Therapies for Psychological Disorders

LECTURE 30 Dec 7 Review

FINAL EXAM Dec 9th 7.15am to 8.45am DURING CLASS

REGULAR ATTENDANCE IS HIGHLY ENCOURAGED. MANY ACTIVITIES DONE IN CLASS ARE IMPORTANT TO THE COURSE AND MAY ONLY BE COMPLETED IN CLASS. PLEASE BE PUNCTUAL.

Evaluation:

Assignment of final grades for the course will be dependent on the total number of points earned in 2 Tests, classroom assignments as well as Final Exam. Other specific extra credit assignments may be announced during the course and conducted as time permits.

Percentage:

- Tests 1 and 2 will be worth 50 points each. 25% of the scores achieved on these tests will be added to their Final Grade. (Test 1+2= 50% of Final Grade).

- The 2500 - 5000 word writing assignment "MAJOR ESSAY" is worth 50 points
  - 25% of this score will be added to the Final Grade.
  - Therefore: (Test 1+Test 2+Major Essay= 75% of your Final grade)

The Final Exam is worth 100 points. 25% of the final exam score will be added to the Final Grade Therefore:  (Test 1 (25%) + Test 2 (25%) + Major Essay (25%) + Finals (25%) = 100%)

- You are required to take all Tests and complete all assignments, at the time specified.
- You are required to complete Research Hours or alternate assignment according to specifications.
- Except under emergencies, in most circumstances there will be no redo options.
- All tests will be multiple choice, and may include some short answer questions. Sometimes the tests my be given as take home, or in-class open book. Periodically extra assignments may be given as homework. These may also count in the grading.
- Class participation is an essential component of the class. Missing class, or sleeping in class will be considered as ‘non-participation’. You are responsible for obtaining notes for missed classes if any.
- Attendance may be taken often, and punctuality will be essential to complete class assignments.

Tests as well as Final Exam questions will include material from your text, class lectures, any other information like videos, reading material, or reference materials presented in class. Class assignments are a necessary portion of the lecture, and must be completed in accordance with instructions.
Research participation (Psych research hours) is a very important part of this class. Instructions will be on how to find research openings, how to account for hours. Alternative assignments are available if hours cannot be completed with available research. Do not forget to begin participating early, in order to complete hours.

Disability:

SJSU complies with the Americans with Disabilities Act: If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with your instructor as soon as possible, or speak with your instructor during office hours. Presidential Directive 97-03 requires that students with disabilities register with DRC to establish a record of their disability.

Academic Integrity:

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations to the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and can ruin the university’s reputation and the value of the degrees it offers. We all share the obligation to maintain an environment that practices academic integrity. Violators of the Academic Integrity Policy will be subject to failing this course and being reported to the Office of Judicial Affairs for disciplinary action that could result in suspension or expulsion from San José State University.

Cheating:

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to: Copying in part or in whole, from another’s test or other evaluation instrument; Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy. Altering or interfering with grading or grading instructions; Sitting for an examination by a surrogate, or as a surrogate; any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

Plagiarism:

At SJSU plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to: The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another’s work, without giving appropriate credit, and representing the product as one’s own work; and representing another’s artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one’s own. The following URL will take you to the SJSU library’s plagiarism tutorial. It is one of the assignments you need to complete for this course. [http://tutorials.sjlibrary.org/plagiarism/index.htm](http://tutorials.sjlibrary.org/plagiarism/index.htm)

Be punctual to class, be regular to class. Turn off cell phones when in class. If you choose to use a computer in class, you may be asked to sit in a certain area in class. Be careful to use the computer only for notes, and not for other purposes.

San Jose State University

S. Dixit
Psych 001  RESEARCH PARTICIPATION REQUIREMENT

All students in Psychology 001 are required by the Psychology Department at SJSU to participate for a total of 4 hours in laboratory research projects being conducted by our students under the supervision of their faculty mentors. This requirement will be explained more fully in class. It should be understood, however, that Psychology Department policy is that students will not receive a grade in the Psychology 1 course until this research participation requirement or writing assignment alternative is completed.

Instructions regarding research hours, how to find research openings, how to account for hours, how to submit proof of completion, and other details will be given during class. Alternative assignments are available if hours cannot be completed due to exceptional circumstances only, or if sufficient research is not available during a particular term. Do not forget to begin participating early, in order to complete hours.

Psych 001  MAJOR ESSAY REQUIREMENT

This writing assignment is a mandatory part of your course. Your topic is:

"Identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those processes, and the forces that engender social cohesion and fragmentation."

- You may think of a unique title to your essay. You may write this as your title under the main topic heading ‘MAJOR ESSAY’ on the title page of your submission.

Your essay should be a minimum of 2500 words in order to fulfill the SJSU Area D1 requirements. Most students however write between 2500 and 5000 words.

- **This essay is a personal reflection paper.** It is a self-evaluation of your own life in the context of society. The essay will describe how your thoughts and actions were influenced by your society and those around you. This essay will also compare and contrast your life with the society you see in the videos assigned to the course, THE INDIAN LUNCH BOX, and THE INDIAN CALL CENTER. (Details provided in class)

You will need to proof read, edit and check the draft or final essay for grammar and spelling mistakes PRIOR to submitting the essay for any evaluation.

- Some questions below are designed to you to help you to address aspects of your essay, please read them carefully, plan an outline for your essay, and divide it into beginning, middle and end with subtopics.

- Please type your document in Times New Roman 11 pt, 1.5 spaced within paragraphs, and 2.5 spacing between paragraphs. No more than 1.0 inch margins on both left and right of
The first draft of this written assignment will be reviewed, and comments or feedback will be provided. This draft in turn, needs to be revised and submitted on the assigned date before the final exam.

The draft as well as final essay must be typed only. No hand written submissions will be accepted.

The essay should follow specific writing guidelines:
1. There should be a title page with MAJOR ESSAY, Unique title if any, PSYCHOLOGY 001 (Section ____), and your NAME on the title page.
2. Each page after the title page must have a header containing your name on the right top corner, and the page number on the right bottom corner.
3. The last page of your essay should be a bibliography of references you may have made in your essay. The title of the last page must be “REFERENCES” or “BIBLIOGRAPHY”.
4. Number each reference in order of its appearance in your essay. You may see how references are quoted in your textbook, and write them in a similar way.
5. Submit on the specified day of class (before Final Exam day) as a completed essay, and attach the draft with comments at the end of this essay.
6. No late submission allowed unless accompanied by prior notice and a medical certificate for absence or delay.
7. Your work must be entirely original. Please follow SJSU policies regarding plagiarism.

SOME QUESTIONS THAT MAY HELP WITH THIS ASSIGNMENT:

1. Watch the video segments on your own, from links given on the course website on Women in the workforce in India, The Indian lunch box at work, and the Indian Call Center.
2. Think about what the topic statement means in the light of the study of human behavior and mental processes that we have undertaken for this course. Discuss your ideas in class with your group partners.
3. Write some of your thoughts on the role of society in human life from your observation of the Discovering Psychology videos seen in class. Write some of your thoughts on the role of society in human life in the three videos on India.
4. Describe each of your observations in the context of social change and social continuity.
5. Can you think of some examples you have come across in this textbook, or during class discussions that are pertinent to the topic.
7. Do you think the lives of the workers shown in the video segments depend on certain conditions within society? What if those conditions were to break down? Would the workers be able to continue their life? Would the workers influence any changes in society? Describe what you think might happen.

8. Can you think of a parallel in your own life, and describe how social cohesion plays a part in your day? How would your life change if this cohesion were to become fragmented?

9. Have you come across an article in the newspaper, or a film segment, or an issue in a magazine or book that you feel perfectly fits this topic? Please find references to describe this, and include them into your article.

10. Finally, take a stand on the issue and make your concluding remarks based on your stand.

REMEMBER: There are no incorrect answers to this essay. You must think through your thoughts, and build a strong viewpoint. Your first draft should show this effort, and you must read and edit your draft for spelling, grammar, and writing style before you submit it, even for draft evaluation.