San José State University

Metropolitan University Scholar’s Experience (MUSE) Seminar,

General Psychology, 1, It’s not Opra or DR. Phil, Section, Fall, 2010

Instructor: Harriet Pila  
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Office Hours: Monday 7:15pm -8:30pm and Tuesday 8:00pm-9:00pm  
Class Days/Time: Tuesday 4:30pm -7:15pm  
Classroom: Clark Building 127  
GE Area: D1 (Human Behavior) MUSE  
Required Text Psychology: PsychSmart  

Course Description
It is not Opra nor is it Dr Phil, but it will be an opportunity to learn about psychology. In doing so, students will be presented with a diverse body of information about the field of psychology. No specific area will be emphasized to a great extent but rather psychology will be presented as a discipline which includes many areas of study. This is a 3 credit, no prerequisite course. Psychology is a diverse field that seeks to describe, explain, predict, and influence behavior, cognition, emotion, and physiology. This course will cover “the study of perception, attention, learning, remembering, thinking, and development of the individual, intelligence, aptitudes, emotion, motivation, adjustment and conflict” (SJSU course catalog)

Students will develop and demonstrate an understanding of differences in cultural value orientation, social-instructional contextual realities, and personal-situational construction of everyday life events. This understanding will allow students to evaluate and apply a variety of technical concepts and principles to understanding the behavior of individuals. Students will gain an understanding of how and why people think, feel, and act as they do in adapting to their everyday environments. Such an understanding should enhance each student’s quality of life, educational experience, personal effectiveness, and sense of fulfillment in matters related to health, work, and interpersonal relationships.

Introduction to MUSE
University-level study is different from what you experienced in high school. The Metropolitan University Scholar’s Experience (MUSE) is designed to help make your transition into college a success by helping you develop the skills and attitude needed for the intellectual engagement and challenge of in-depth university-level study. Discovery, research, critical thinking, written work, attention to the rich cultural diversity of the campus, and active discussion will be key parts of this MUSE course. Enrollment in MUSE courses is limited to a small number of students because these courses are intended to be highly interactive and allow you to easily interact with your professor and fellow students. MUSE courses explore topics and issues from an interdisciplinary
focus to show how interesting and important ideas can be viewed from different perspectives.

Course Goals and Student Learning Objectives
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.

Instructional Procedures:
Information is presented both in the classroom and through the text. Classroom meetings will be in a lecture/discussion format regarding the important materials to be learned. I will not make an attempt to cover all aspects of the text. Rather, I will focus on difficult areas, or on topics of special interest. While class meetings are relatively structured lectures, there is a substantial amount of class time set aside for discussions, questions and answers. Students are encouraged to participate in class and group discussions. There will be no cell phones used or within sight during class time.

Assessment of Area D1 GE Learning Objectives: Students will be assessed for knowledge acquired relating to each of the five learning objectives listed below. Assessment opportunities will occur throughout the semester and may include: (a) exam questions (e.g., multiple choice, essay, fill in the blank, matching, or computations); (b) writing assignments (e.g., short reports, essays, opinion pieces, term papers, or reaction papers), (c) class discussions (e.g., individual participation, small groups, or debates,); (d) in-class activities (e.g., quizzes, group work, individual assignments, questions pertaining to films/videos presented); and (e) take-home assignments/homework (e.g., worksheets, data collection activities, projects, library tutorials, web-based exercises or activities).

Below is a list of the Area D1 GE Learning Objectives that will be addressed throughout the semester. Chapters that correspond to each objective are provided for each objective. In addition to the material presented in those chapters, material presented via lectures, films/videos, and through various learning activities (i.e., assessment activities listed above) will allow students to meet these learning objectives, thus meeting the requirements for Area D1 GE.

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.

   This objective is met through material presented in Chapters 1,2,6, of Think Psychology lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). Students will be assessed through essay examinations and in written assignments.
2. Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.

This objective is met through material presented in Chapters 1, 2, 9, 14 and 15 in Think Psychology by Baird. as material presented in lectures and multimedia presentations (e.g., films/videos, internet activities/assignments). Students will be assessed through essay examinations and in written assignments.

General topics addressed: historical foundations, and current cultural perspectives; the research process, psychological measurements, historical and current ethical issues in human and animal research; deciding what is normal, historical perspectives of mental illness, etiology of psychopathology, the stigma of mental illness; the therapeutic context, goals and major therapies, historical and cultural contexts, treatment evaluation and prevention strategies, therapies and brain activity.

Assessment example of class group-work and discussion for this learning objective:
The class is divided into groups representing each of the five psychological perspectives (i.e., behavior, cognitive, humanistic, group, and biomedical). Each group will identify the etiology of the following disorders based on the perspective to which they are assigned: (a) obsessive-compulsive disorder, (b) generalized anxiety disorder, (c) bipolar disorder, (d) major depressive disorder, (e) post-traumatic-stress-disorder, (f) autism, and (g) schizophrenic disorder. After identifying the etiology of the disorder, identify the most likely therapies and/or treatments for those disorders that are associated with your psychological perspective.

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.

This objective is met through Chapters 3, 8, 10, 11, and 13 of Psychology: Modules for Active Learning, lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). Students will understand sources of motivation, sexual behaviors, nonhuman sexual behaviors, human sexual arousal and response, the evolution of sexual behaviors, sexual norms, homosexuality, motivation for personal achievement, need to achievement, attributions for success and failure, work and organizational psychology; understanding human personality. Students will be assessed through essay examinations and in written assignments.

Assessment example of an in-class writing activity for this learning objective:
Compare and contrast sex differences and gender differences. Describe how gender roles are acquired and provide an example of how one’s environment might contribute to gender identity. How does biology (genetics) influence gender development? Grammar, clarity, conciseness and coherence in your writing will be assessed.
4. Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

   This objective is met through material presented in Chapters 2, 6, 9, 11, and 12 in Psychology: Modules for Active Learning, lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: becoming a wise consumer of statistics; the study of learning, evaluating the effectiveness of different learning procedures, basic emotions and culture, functions of emotions, stress of living, physiological stress reactions, psychological stress reactions, coping with stress, health promotion, personality and health, job burnout and the health-care system. Students will be assessed through essay examinations and in written assignments.

   Assessment example of a homework activity for this learning objective:
   Find a news articles describing a recent disastrous clinical (which resulted in horrific injuries to the participants). After reading these articles answer the following questions: What was the goal/purpose of the research? What occurred during the experiment? How could it have been prevented?

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

   This objective is met through Chapters 5, 6, 9,10, 11 in Think Psychology and lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). Students will be assessed through essay examinations and in written assignments.

   General topics addressed: defining abnormal behaviors, classifying psychological disorders, anxiety disorders (types and causes), mood disorders (types and causes), gender differences in depression, suicide, psychological disorders in childhood, schizophrenic disorders, the stigma of mental illness.

   Assessment example of a homework activity for this learning objective:
   Given what you know about the bystander effect, what happens to the probability of a bystander helping in an accident when the number of bystanders increases? What are some variables that have been shown to counter the bystander effect? Provide examples of at least three variables. Students will be assessed through essay examinations and in written assignments.

**University Scholar Course Activities (MUSE)**

Course Activities will be designed to enable students to improve critical thinking skills, information competencies, critical writing and reading skills and group interactions. This will be modeled in class discussions and through special course readings that will be provided by your instructor. A journal will also be kept by students to identify their own progress in class and activities will include goal setting and other planning activities.

1). Students will understand the learning process and their responsibility and role in it. Students will attend 3 workshops and will participate in group activities allowing them to learn about University Resources and Activities to improve areas they have identified.
This will include out of classroom experiences and written assignments will reflect this. Also, students will participate in three MUSE workshops and write about each of those experiences.

2). Activities aligned with this objective include role playing and “what-if” scenarios that will allow students to apply their learning to the SJSU community and their role in it.

NOTE: There will be a minimum of three writing assignments in this course. These assignments are designed to:

a. Comply with the University’s General Education course credit writing requirement of a minimum of 1500 words in order to: (a) provide you with practice in writing, (b) provide you with feedback on your writing, and (c) provide you with the opportunity to incorporate the instructor's feedback into your writing assignments.

Help students achieve mastery of various aspects of the five Learning Objectives given above. How the writing assignments meet number 1, a, b, and c as noted above:

1. Students will receive their papers back within two weeks after submission (a).
2. Feedback by the instructor regarding student’s written work will be provided to the students when papers are returned to them (b).
3. Students will be able to incorporate instructor feedback from writing assignments. That is, opportunities to correct written work by following the instructors’ will be provided to students.

**Writing Assignments**

How the writing assignments meets number 2 above:

1. Writing assignments will incorporate material from the five learning objectives by the nature of the topic(s) to be addressed in the writing.
2. Some writing assignments may cover material germane to more than one objective, whereas other writing assignments may deal with only one objective per assignment.

Note: For some assignments, some students may receive a “Ticket to The Writing Center” that addresses specific areas in their writing that needs attention. This will be discussed in detail in classes throughout the semester.

**Attention to diversity**

Issues of culture, social class and mobility, race, ethnicity, gender, and sexuality are essential to the material covered in this course. The authors include many discussions of diversity issues in their text, such as

1. Sex differences in brain structure and functioning; sex differences in the endocrine system (Chapter 2 and 5)
2. Cross-cultural differences in reported feelings of well-being (Chapters 5, 8, 10)
3. Personal and cultural constructions of reality (Chapter 5, 11,)
4. Meditation and religious ecstasy (Chapter 6)
5. Cultural and social issues in intelligence theory and assessment (Chapter 2, 3, 5). Additionally, issues relating to diversity will be discussed in lecture throughout the semester and will be incorporated into written assignments, quizzes, or exam material.
RESEARCH PARTICIPATION REQUIREMENT
All students in Psychology 1 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 a separate handout. 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. Student's Guide to the Psychology Department Human Participant Pool.

1. Classes: This class covers a large amount of material; therefore, attending class is crucial for your success in this class. If you miss a class, you are responsible for getting the information from that class. Classroom participation is expected and may be graded via in-class quizzes, assignments, or other activities. In-class activities are only for those students present; that is, there are no make-up opportunities for in-class activities.

2. Exams: There will be three unit exams and one final exam, all of which may consist of essay questions. You will have 1 1/4 hours to complete each unit exam. You have 2 1/4 hrs to complete the final exam. If you miss an exam for any reason, you will receive a zero for that exam. On the day of the final exam, you will have the opportunity to take a cumulative make-up exam to replace a single missed exam after you complete the final exam. No other make-up exams will be given. The make-up exam cannot be taken to replace a low exam grade.

3. Quizzes and/or assignments: There will be quizzes and/or assignments, all of which may consist of on-line, in-class, take-home, or group assignments, as time allows and at the discretion of the instructor. If you do not complete a quiz or assignment, you will receive a zero for that missed work. No make-up quizzes or assignments will be given. Once the deadline has passed the opportunity to submit a quiz expires. No exceptions will be made for this policy. More details will be provided in class.

4. Writing projects: There will be several writing projects throughout the semester. These may range from ~100 to 500 words, depending on the requirements of the particular assignments. Each student will write a minimum of 1500 words by the end of the semester all written assignments will be loaded up to turnitin.com.. As with the quizzes, written assignments have strict deadlines. Once the deadline has passed the opportunity to submit an assignment expires. Written work should follow the guidelines described in the American Psychological Association Publication Manual (5th Ed.). Proper spelling, grammar, and punctuation are expected and will be factored into your grade. Some assignments will require students to upload their work to Turnitin.com to ensure that material is not plagiarized; plagiarized papers will result in a failing grade for the course (i.e., a grade of “F”) and the student will be referred to the Office of Student Conduct and Ethical Development. More details regarding the structure of the paper will be provided in class.
Writing assignments that address specific student learning objectives will be identified to students. As noted above, some writing assignments may cover material germane to more than one objective, whereas other writing assignments may deal with only one objective per assignment. In all cases, the instructor will indicate to students how an assignment fits with particular student learning objectives.

**Late Work:** All assignments/quizzes must be turned in at the beginning of class or uploaded/submitted on the scheduled due date. There will be no exceptions to this policy, and this policy will be strictly enforced. DO NOT EMAIL ASSIGNMENTS. You will not receive credit for emailed assignments.

Make-up Exams: If you miss an exam for any reason, you may take the make-up exam on the day of the final exam. Your score on the make-up exam will replace the zero that you receive for the missed exam. Only one make-up exam will be given. Thus, if you miss more than one exam, the make-up exam will replace only one of those missed exams. You will receive a zero for the others. The make-up exam will be cumulative.

Electronics Policy: Do not use cell phones, foreign language dictionaries, laptop computers, headphones, or any other electronic device during Exams. Turn off all pagers, cell phones, headphones, etc. before class. Using cell phones and other communication methods (e.g., text messaging) during class is not allowed. Do not use electronic devices to check email, visit web sites, play games, or send instant messages. Doing so is a distraction to other students and the instructor and will result in expulsion from class.

Students using laptops to take notes are welcome, however, surfing the web, checking email, etc are not welcome or permitted. Improper laptop use found to be distracting to the instructor or other students will result in expulsion from class and the instructor has the right to decline further permission for use of laptops in class.

**Note:** This course will follow this syllabus to the extent possible. The timing and specific nature of topics and activities may change. You are responsible for keeping informed of any changes made to the class syllabus. Such changes will be clearly stated in class and will be updated through a weekly email message from the instructor. You are responsible for reading the class email weekly.

**How to succeed in General Psychology**

1. Attend lectures. Much of the information presented in the textbook is expanded upon, and described in more detail, during lectures. Therefore, if you don’t understand something in the book, it will most likely be addressed during class. Also, new material, not discussed in the book, is presented in lectures and you are responsible for this information, as it will appear on the exams.

2. Ask questions. If you are uncomfortable asking questions in class, please visit me during office hours.
3. Read the assigned material before class. It is much easier to understand what your instructor is discussing if you have already come into contact with the material. Also, if you don’t understand something you can ask your instructor to explain the topic.

4. Answer the questions throughout each chapter. This will allow you to determine the extent to which you understand the material presented in the text.

5. Make flash cards. Making flash cards with definitions of concepts, names of people and their discoveries, bold-faced terms in the text, terms in the glossary, etc. is helpful when learning new information.

6. Begin studying early for exams two weeks before the exam (i.e., do not wait until the day before the exam to start studying). When you study, scramble the order in which you study the term and concepts. Research shows that this technique is superior to others.

7. Keep track of your grade. It is good practice to know what your current grade is in the class.

8. You should expect to spend a minimum of four hours outside of class learning and studying the material in the text and that provided in lecture. Rewrite your notes, prepare outlines on your computer, and think of how what you learned applies to your life or to what is going on in the world today. Making these parallels (from class to the real world) helps to make stronger connections, which than results in a greater likelihood of you being able to understand the concepts you learn in psychology and to remember them for exams.

**LETTER GRADE ASSIGNMENT**

**Grading:**

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<tr>
<th>Assignment Description</th>
<th>Points</th>
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<tr>
<td>Assignments for MUSE including 3 workshops and additional University Experiences as outlined by your professor:</td>
<td>60</td>
</tr>
<tr>
<td>Writing projects: MUSE Related and including research paper</td>
<td>60</td>
</tr>
<tr>
<td>Unit Exams (3 total exams):</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam:</td>
<td>60</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>280</td>
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1. Unit Exams (3 total essay exams): = 100 (40% of grade)
2. MUSE Assignments (MUSE activities/in-class activities/out of class/homework, etc): = 60 (20% of grade)
3. Writing projects: = 60 (20% of grade)
4. Final Exam: = 60 (20% of grade)
University Policies

Academic integrity
Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require 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 website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

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 in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Dropping and Adding
Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Students should be aware of the current deadlines and penalties for adding and dropping classes. Information on add/drop deadlines is available at http://www.sjsu.edu/registrar/calendar/. Information about late drops is available at: http://www.sjsu.edu/sac/advising/latedrops/policy/.
Peer Mentor Center
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor web site is located at: http://www.sjsu.edu/muse/peermentor/.

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 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center
The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

SJSU Writing Center
The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center Website is located at http://www.sjsu.edu/writingcenter/.
**Course Schedule**

*the schedule is subject to change with fair notice in class and by email. Three MUSE workshops will be scheduled for the class with required attendance. Dates are TBA.*

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | Aug 30 - Sept 6 | 1. What can Psychology Teach us and (2) Research Methods.  
email me at (2 pts) MUSE writing assignment  
*Monday, September 6. Labor Day - Campus Closed (L)* |
| 2    | Sept 13   | 2. NeuroCience and Behavior  
In class writing assignment MUSE (5 Points)  
Quiz in Class 10pts |
Visit the library (out of class Muse experience assignment) 10 pts |
| 4    | Sept 27   | 4. States of Consciousness  
Quiz in class 10 points |
| 5    | October 4 | Exam 1 Chapters 1-4  
5. Learning |
| 6    | October 11 | 6. Memory  
In class writing assignment MUSE (5 Points) |
| 7    | October 18 | 7. Thinking, Language and Intelligence  
MUSE (out of class writing assignment) (3pt) |
| 8    | October 25 | 8. Motivation and Emotion  
(out of class Muse experience assignment) (10 pts) |
| 9    | November 1 | Exam 2 Chapters 5-8,  
Research paper first draft outline due here (5pts) |
| 10   | November 8 | 9. Development  
MUSE In class writing assignment (5 Points) |
| 11   | November 15 | 10. Personality  
11. Health Psychology |
| 12   | November 22 | Exam 3 Chapters 9-11,  
(out of class Muse experience assignment) (10 pts)  
Research paper Draft due here (5 pts) |
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<tr>
<th>Week</th>
<th>Date</th>
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<tr>
<td>13</td>
<td>November 29</td>
<td>12. Psychological Disorders. (out of class Muse experience assignment) (10 pts)</td>
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<td></td>
<td></td>
<td>Research paper Draft due here (5 pts)</td>
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<tr>
<td>14</td>
<td>December 6</td>
<td>Final Written paper due here 20pts</td>
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<tr>
<td></td>
<td></td>
<td>Final Exam to be determined</td>
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