San José State University  
Department of Psychology  
Fall 2011  
General Psychology  
Psyc 001, Section 16

Instructor:  Jessica Stoltzfus Grady, M.S.
Office Location:  DMH 316
Telephone:  (408) 924-5635 (email is preferred)
Email:  jessica.stoltzfusgrady@sjsu.edu
Office Hours:  T TH 10:30 – 11:30am, 3 – 4 pm
Class Days/Time:  T TH 7:30 – 9:45 am
Classroom:  DMH 164
Prerequisites:  None
GE/SJSU Studies Category:  Area D1

Course Overview

Psychology is a diverse field that seeks to describe, explain, predict, and influence behavior, cognition, emotion, and physiology. As a Social Science, Psychology can offer something of interest to every student, whether one wishes simply to fulfill 3 units of GE credit, to apply the information learned to career objectives, to gain insights into the nature of human experience, to develop understanding of the self and others, or to start on the path to a career in the social and behavioral sciences. This course will cover “the study of perception, attention, learning, remembering, thinking, development of the individual, intelligence, aptitudes, emotion, motivation, adjustment and conflict” (SJSU course catalog).

A general goal of this course is to help students to develop a working familiarity with classical and current methods, theories, and research in psychology. Students will be encouraged to think critically about the content of this course. Students will gain an understanding of how and why people think, feel, and act as they do in adapting to their everyday environments.

Required materials and resources

   *Note.* The CONNECT online learning system is NOT required for this course.

2. **Scantron forms.** A scantron form (#882) and a #2 pencil are required for each exam.

3. **Course webpage:** Copies of the course materials such as the syllabus, lecture material, major assignment handouts, etc. will be distributed through the course website on Desire2Learn (D2L), SJSU’s learning management system. Tutorials are available at: [http://www.sjsu.edu/ecampus/students/D2L_students/index.htm](http://www.sjsu.edu/ecampus/students/D2L_students/index.htm)
How to begin:

1. Visit the course Welcome page: https://sjsu.desire2learn.com/. Click the System Check link before you log in to make sure your system is configured properly. Note: Be sure that your browser pop-up blocker is disabled for D2L.

2. Log in to the system.

   **Username:** Your Desire2Learn username can be found by logging into your mySJSU account. Click on **Self Service → Campus Personal Information → Names,** and locate your Desire2Learn name (look for Name Type called D2L) from the list.

   Usernames will generally be in the form of firstname.lastname, but may have an appended number (e.g., firstname.lastname#) if there is more than one person with that name at SJSU.

   **Password:** Your initial Desire2Learn password is your 9-digit SJSU ID number. After your initial login, change your password to one that is meaningful and memorable to you.

3. Problems? If you forget your password, use the “Forgot Password?” link in the “Login” box on the left side of the D2L login page. For other login or password issues, please contact the Help Desk at (408) 924-2377 or submit an “incident ticket” online at http://www.sjsu.edu/helpdesk/ticket/.

General education learning objectives

This course has several specific learning objectives that are listed below. Students will be assessed for knowledge acquired relating to each of the learning objectives. 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, debates, or via D2L discussion boards]; and (d) in-class activities [e.g., quizzes, group work, individual assignments, questions pertaining to films/videos presented].

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 2, 3, 5, 14, in Feist & Rosenberg (2010), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: sensing, organizing, identifying, and recognizing; reality, ambiguity, and illusions; sensory knowledge of the world; organizational processes in perception; identification and recognition processes; cognitive development across the lifespan, acquiring language, social development across the lifespan, gender development, moral development, learning to age successfully; constructing social reality, attitudes, attitude change and action, prejudice, social relationships; the power of the situation; roles and rules, social norms, conformity, situational power; altruism and prosocial behavior; aggression, evolutionary perspectives, individual differences, cultural constraints; obedience to authority, and the psychology of conflict and peace.

   Assessment example of a potential writing assignment for this learning objective: Aggression, hostility, and violence are social problems the world over. It is easy enough to say that individuals who harm or even kill others (rapists, murders, etc) do these things because society made them that
way. In this assignment, I want you to write about the “Mind of a Killer” and review the evidence that people who kill others are made by their environment (nurture). But I also want you to review evidence that these behaviors have some basis in their biological make-up (nature). By reviewing evidence, I mean find at least 5 scientific journal articles that study people who killed. Summarize the methods and results of these papers. After reviewing evidence for both the nature and nature of murderous violence, summarize in a final paragraph, your own view for the cause of this major social problem. That is, state clearly your own conclusion about “what causes someone to murder.”

1. 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, 5, 10, 15, and 16 in Feist & Rosenberg (2010), as well as material presented in lectures and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: evolution of modern psychology, historical foundations, and current cultural perspectives; the processes of research, psychological measurements, historical and current ethical issues in human and animal research; analyzing psychological research with descriptive and inferential statistics, becoming a wise consumer of research; intelligence and intelligence assessment, basic features of formal assessment, the origins of intelligence testing, the history and politics of intelligence testing, heredity and IQ, environments and IQ, culture and the validity of IQ tests; the nature of psychological disorders, 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.

2. 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, 5, 7, 8, 9, 10, 11, 12, 14, and 15 in Feist & Rosenberg (2010), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the biological and evolutionary bases of behavior, heredity and behavior, evolution and natural selection, variation in the human genotype, biology and behavior; cognitive processes, studying cognition, discovering the processes of mind, mental processes and mental resources, language use, language production, language understanding, language, thought and culture, visual cognition, problem solving and reasoning; judgment and decision making; physical development across the life span, cognitive development across the life span, perceiving speech and perceiving words, learning word meanings, acquiring grammar, social development across the life span, gender development, sex and gender, the acquisition of gender roles, gender and cultural perspectives on moral reasoning, learning to age successfully; functions of motivational concepts, 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.

3. 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, 10, 13, and 16 in Feist & Rosenberg (2010), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: analyzing psychological research, descriptive
statistics, inferential statistics, becoming a wise consumer of statistics; the study of learning, evaluating the effectiveness of different learning procedures, the experimental analysis of behavior, observational learning; 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.

4. 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 14, 15, and 16 in Feist & Rosenberg (2010), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the power of the situation, altruism and prosocial behavior, the psychology of peace and conflict; constructing social reality, attitudes and attitude change, prejudice, social relationships; deciding who is abnormal, the problem of objectivity in defining abnormal behaviors, classifying psychological disorders, the etiology of psychopathology, 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.

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

1. 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.

2. 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 students 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' feedback will be provided to students. (c).

How the writing assignments meet 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.

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 3)
2. Cross-cultural differences in reported feelings of well-being (Chapter 11)
3. Personal and cultural constructions of reality (Chapter 4)
4. Meditation and religious ecstasy (Chapter 6)
5. Cultural and social issues in intelligence theory and assessment (Chapter 10)

Course Adaptations
If you need course adaptations because of a disability, if you have emergency medical information you need to share, or if you need 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.

Academic Integrity
You are required to make yourself familiar with and follow the University’s policies on academic integrity (http://www2.sjsu.edu/senate/S04-12.htm). No form of academic dishonesty will be tolerated. This includes cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If you are caught engaging in academic dishonesty you will receive a grade of “F” for this course and your actions will be reported to the Office of Judicial Affairs. http://www.sjsu.edu/senate/S04-12.pdf:

1.0 DEFINITIONS OF ACADEMIC DISHonesty

1.1 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:

1.1.1. Copying, in part or in whole, from another’s test or other evaluation instrument including homework assignments, worksheets, lab reports, essays, summaries, quizzes, etc.;

1.1.2. Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy;

1.1.3. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments;

1.1.4. Using or consulting, prior to, or during an examination, sources or materials not authorized by the instructor;

1.1.5. Altering or interfering with the grading process;

1.1.6. Sitting for an examination by a surrogate, or as a surrogate;

1.1.7. Any other act committed by a student in the course of their academic work which defaults or misrepresents, including aiding or abetting in any of the actions defined above.

Method of instruction
This course will use the classic lecture-discussion format as its primary form of instruction. In addition, this course will use videotapes, web-based content, and in-class activities to supplement lectures. PowerPoint lecture material for each chapter is available online; you are encouraged to download this material and bring it to lecture to assist you in note taking. Be advised that due to time constraints not all text material will be covered in lecture. This does not mean that such material is not important, nor does it mean that such material will not appear on exams. You are responsible for all text and lecture material. Students are encouraged to ask questions before, during, and after class, including via email and the course web site.

Course requirements
1. In-class activities: Periodically, there will be in-class activities that will complement the lecture material. You must be present in class when the activity is given and participate in the activity in order to get credit.
2. **Exams:** There will be two unit exams and one final exam, all of which consist of multiple-choice questions. You will have 1 1/4 hrs to complete each unit exam. You have 2 1/4 hrs to complete the final exam. No other make-up exams will be given. No bathroom breaks will be allowed. In most cases, the exams will require no more than 45 minutes to one hour, so please take care of business before the exam.

3. **Writing projects:** There will be **two writing projects** throughout the semester. **Papers should be 3 pages** in length (double-spaced, single sided), but no more than 3. Proper spelling, grammar, and punctuation is expected and will be factored into your grade. 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 Judicial Affairs. More details regarding the structure of the paper will be provided in class. Papers will be turned in electronically via e-mail and edited electronically and returned electronically on **Turnitin.com** (more about this later). Therefore, papers must be submitted as Word documents or WordPerfect documents (.doc or .wpd). If you do not have Word or WordPerfect, please submit the paper as an ASCII, .txt, or .rtf file. You can rewrite the first paper to improve your grade. The final score will be the **average of the two scores**. If you do, your final grade for the first paper becomes the average score on your first version and rewrite (e.g., 30 + 44 = 74/2 = 37).

**Grading:** Your grade will be determined by the total number of points you earn throughout the semester. Points will be assigned as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. In-class activities</td>
<td>10 x 2 points = 20</td>
<td>10 x 2 points = 20</td>
</tr>
<tr>
<td>2. Exam 1</td>
<td>40 pts</td>
<td>40 pts</td>
</tr>
<tr>
<td>3. Exam 2</td>
<td>60 pts</td>
<td>60 pts</td>
</tr>
<tr>
<td>4. Writing projects</td>
<td>2 x 50 points = 100</td>
<td>2 x 50 points = 100</td>
</tr>
<tr>
<td>5. Cumulative Final Exam:</td>
<td>80 pts</td>
<td>80 pts</td>
</tr>
<tr>
<td>Total possible points</td>
<td></td>
<td>300</td>
</tr>
</tbody>
</table>

Note: You must take your exams during the section for which you are officially registered. That is, you MAY NOT take an exam during another section of Psyc 001 that your instructor teaches. Taking an exam during a class in which you are not officially registered in will result in a grade of zero. There are no exceptions to this policy.

**In addition to the above grading criteria, in order to pass this class each student MUST:**
Complete the research-participant requirement (this requirement will be addressed in class by the Psychology Department Research Coordinator). Get more information and the Research Credit Sheet which you need to print out and bring with you to all studies at [http://www.sjsu.edu/psych/Undergraduate/subjectpool.htm](http://www.sjsu.edu/psych/Undergraduate/subjectpool.htm).

**Grading scale**

A+ = 95% and above  B+ = 87-89%  C+ = 77-79%  D+ = 67-69%  F < 60%
A = 92-94%  B = 82-86%  C = 72-76%  D = 62-66%
A- = 90-91%  B- = 80-81%  C- = 70-71%  D- = 60-61%

**Late Work:** All writing must be turned in at the beginning of class on the scheduled due date. Assignments submitted after this deadline will lose 10% immediately and an additional 10% for every weekday that they are late.
No Make-up Exams Allowed: Only with valid written medical excuse will any exam be allowed at a time other than those scheduled for your class.

Classroom Environment: In an effort to create a classroom environment conducive to learning, please follow the etiquette below.

- Be polite and respectful to the other people in the class.
- Do not talk when your instructor is speaking or when other students are asking questions.
- Do not work on any other course material during class, including studying for other exams.
- If you must arrive late or leave early, please do so quietly and with a minimum of distraction.
- Please turn off your cell phone, pagers, headphones, etc. before class. If you need to receive an emergency call, let me know about it in advance. Never take a call and start talking during class.

Electronics Policy: Do not use cell phones, foreign language dictionaries, laptop computers, headphones, or any other electronic device during Exams. Do not use electronic devices to check email, visit websites, play games, or send instant messages. Doing so is a distraction to other students and the instructor and will result in expulsion from 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 posted on the class web site. Therefore, it is extremely important to check the website before each class.

How to Succeed in General Psychology

NOTE:
This course may be harder than you think it will be. Psychology is a very complex and broad science and it is very difficult to cover even the surface of it all in 15 weeks. If you were able to get a B or high C in high school without studying much, just understand that generally does not work in college. So take seriously these study hints:

1. Attend lectures. This class covers a large amount of material, therefore, attending lectures is crucial for your success in this class. If you want to do well, you will have to attend most every class. 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. If you miss a class, you are responsible for getting the information from that class.

2. Ask questions. If you are uncomfortable asking questions in class, please visit me during office hours.

3. Read the assigned material before lectures. 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. **Check the Psychology 001 website a minimum of 3 times a week.** This will allow you to view the syllabus, course policies, and class schedule. You will also be able to access your grades via this website.

7. **Begin studying early for exams** (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.

8. **Keep track of your grade.** It is good practice to know what your current grade is in the class. To get your current grade, simply add the total points from all exams and divide by total possible points. Example: on the first exam your score is 45/60 and on the second it’s 48/60. Your total is 93/120 = 78% or a C+ (see scale above).

9. **Do something ASAP about poor grade:** Don’t wait until the last week of the semester to ask about extra-credit to raise a low grade. Here are some online websites that other students have found useful for improving their reading, studying, and note-taking skills.

   For tips on how to read a college textbook: [http://www.dartmouth.edu/~acskills/success/reading.html](http://www.dartmouth.edu/~acskills/success/reading.html)

   For tips on how to study for exams: [http://www.psywww.com/discuss/chap00/6hourd.htm](http://www.psywww.com/discuss/chap00/6hourd.htm)

   For tips on how to take notes: [http://www.dartmouth.edu/~acskills/success/notes.html](http://www.dartmouth.edu/~acskills/success/notes.html)

This syllabus is based on materials by Dr. Mark Van Selst, Dr. Susan Snycerski, Dr. Robert J. Pellegrini, Dr. Sean Laraway, and Dr. Greg Feist.
<table>
<thead>
<tr>
<th>Week; Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Th 8/25</td>
<td>Course Overview/Introduction</td>
<td>Ch. 1</td>
<td></td>
</tr>
<tr>
<td>2 Tu 8/30</td>
<td>History of Psychology, Philosophy of Science Research Methods; Biology of Behavior</td>
<td>Ch. 1-2</td>
<td></td>
</tr>
<tr>
<td>Th 9/1</td>
<td>Biology of Behavior: The Brain and Neurochemicals Class Recess</td>
<td>Ch. 3</td>
<td></td>
</tr>
<tr>
<td>3 Tu 9/6</td>
<td>Biology of Behavior: The Brain</td>
<td>Ch. 3</td>
<td></td>
</tr>
<tr>
<td>Th 9/8*</td>
<td>Class Recess</td>
<td>Ch. 3</td>
<td></td>
</tr>
<tr>
<td>4 Tu 9/13</td>
<td>Biology of Behavior: The Brain</td>
<td>Ch. 3</td>
<td></td>
</tr>
<tr>
<td>Th 9/15</td>
<td>Biology of Behavior: The Brain</td>
<td>Ch. 3</td>
<td></td>
</tr>
<tr>
<td>5 Tu 9/20</td>
<td>Sensation and Perception</td>
<td>Ch. 4</td>
<td></td>
</tr>
<tr>
<td>Th 9/22</td>
<td>Sensation and Perception</td>
<td>Ch. 4</td>
<td></td>
</tr>
<tr>
<td>6 Tu 9/27</td>
<td><strong>Exam 1 (Ch. 1-4)</strong></td>
<td>Ch. 5</td>
<td>Writing Assignment 1</td>
</tr>
<tr>
<td>Th 9/29</td>
<td>Human Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Tu 10/4</td>
<td>Human Development</td>
<td>Ch. 5</td>
<td></td>
</tr>
<tr>
<td>Th 10/6</td>
<td>Consciousness</td>
<td>Ch. 6</td>
<td></td>
</tr>
<tr>
<td>8 Tu 10/11</td>
<td>Consciousness</td>
<td>Ch. 6</td>
<td>Writing Assignment 1</td>
</tr>
<tr>
<td>Th 10/13</td>
<td>Memory</td>
<td>Ch. 7</td>
<td></td>
</tr>
<tr>
<td>9 Tu 10/18</td>
<td>Memory</td>
<td>Ch. 7</td>
<td></td>
</tr>
<tr>
<td>Th 10/20</td>
<td>Learning</td>
<td>Ch. 8</td>
<td></td>
</tr>
<tr>
<td>10 Tu 10/25</td>
<td>Learning</td>
<td>Ch. 8</td>
<td></td>
</tr>
<tr>
<td>Th 10/27</td>
<td>Language</td>
<td>Ch. 9</td>
<td></td>
</tr>
<tr>
<td>11 11/1</td>
<td>Thought</td>
<td>Ch. 9</td>
<td></td>
</tr>
<tr>
<td>11/3</td>
<td><strong>Exam 2 (Ch. 5-9)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 11/8</td>
<td>IQ, Problem Solving</td>
<td>Ch. 10</td>
<td></td>
</tr>
<tr>
<td>11/10</td>
<td>Problem Solving, Creativity</td>
<td>Ch. 10</td>
<td></td>
</tr>
<tr>
<td>13 11/15</td>
<td>Motivation</td>
<td>Ch. 11</td>
<td></td>
</tr>
<tr>
<td>11/17</td>
<td>Emotion</td>
<td>Ch. 11</td>
<td></td>
</tr>
<tr>
<td>14 11/22</td>
<td>Personality</td>
<td>Ch. 13</td>
<td></td>
</tr>
<tr>
<td>11/24*</td>
<td>*Class Recess (Thanksgiving holiday)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 11/29</td>
<td>Personality; Social Thought</td>
<td>Ch. 13, 14</td>
<td>Writing Assignment 2</td>
</tr>
<tr>
<td>12/1</td>
<td>Social Thought</td>
<td>Ch. 14</td>
<td></td>
</tr>
<tr>
<td>16 12/6</td>
<td>Psychological Disorders</td>
<td>Ch. 15</td>
<td></td>
</tr>
<tr>
<td>12/8</td>
<td>Psychological Disorder, Treatment of Disorders</td>
<td>Ch. 15, 16</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td><strong>Exam 3 (Ch. 10-11, 13-16, cumulative)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>