PSYCHOLOGY 1: GENERAL PSYCHOLOGY
(PSYC 001, SECTION 15)

FALL 2011
COURSE SYLLABUS

COURSE INFORMATION AND POLICIES

General Information
Instructor: Carrie M. Talesfore, Ph.D.
E-mail: carrie.talesfore@sjsu.edu
Phone: 408-924-5612
Office Location: DMH 318
Office Hours: M, W 1:15-2:30

Course ID: 008647
Class Number: 49662
Units: 3.0
Room: Clark Hall 310
Days/Time: M, W 4:30-5:45
GE Category: Area D1 (Human Behavior)

Required Text/Readings


Note: Additional required readings might be added to augment certain topics covered in class.

Syllabus Policy
Students are responsible for reading and understanding this syllabus in its entirety. Please ask questions if something in the syllabus is unclear. The schedule, topics, policies, and procedures presented within this syllabus will be followed as closely as possible. However, extraneous circumstances sometimes present that make it difficult to maintain exact adherence to the syllabus. The instructor therefore reserves the right to modify the syllabus as needed. You will be notified of any such changes as soon as feasible.
**Course Description**

According to the psychology department catalog, this course pertains to the “Study of perception, attention, learning, remembering, thinking, development of the individual, intelligence, aptitudes, emotions, motivation, adjustment and conflict” and is “designed to give insight into oneself and others.” It is general survey of, or introduction to, the basic concepts (e.g., theories and applications) involved in the field of psychology. Given the broad scope of this course, there should be something of interest to each of you. Whenever possible, I will provide actual examples to make the topics “come to life.”

**Student Learning Objectives for General Education Area D1 (Human Behavior)**

This course satisfies area D1 of the general education requirements. SJSU has outlined several objectives that are to be met through the general education (GE) process. These can be found at: [http://www.sjsu.edu/ugs/ge/objectives/](http://www.sjsu.edu/ugs/ge/objectives/).

The five GE Student Learning Objectives (SLOs) and how they will be addressed/assessed in this course are as follows:

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 will be addressed via material in Modules 1, 13, 20, and 25 of the required text as well as through didactics and other methods of instruction described below. Some subjects pertaining to this objective include: definition and goals of psychology; nature versus nurture; social cognitive theory; stereotypes; perceiving others; attributions; biases and errors; attitude change; persuasion; social and group influences; conformity; compliance; group dynamics; behavior in crowds; and group decisions. This goal will be assessed via the informal and objective methods described below.

**Assessment example of quiz or exam item pertaining to SLO 1:**

Briefly define/describe each of the following parts of social cognition:

- Person schemas:
- Role schemas:
- Event schemas:
- Self schemas:

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

   This objective will be addressed via material in all modules of the required text as each module includes a section dedicated to cultural diversity. In addition, these issues will be addressed in greater detail in Modules 1, 2, 13, 22, 23, and 24 of the required text as well as through didactics and other methods of instruction described below. Some subjects pertaining to this objective include: historical and modern approaches to understanding human behavior; conducting ethical research; defining, measuring, and interpreting intelligence; causes and definitions of mental disorders; diagnosing mental illness; mood disorders and their treatment; and history of
psychotherapy. This goal will be assessed via the informal and objective methods described below.

Assessment example of quiz or exam item pertaining to SLO 2:
Give examples of an insight therapy and a behavior therapy. How are they different? What social contexts (e.g., cultural, historical, environmental) might determine which type of therapy a psychologist chooses to use?

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 will be addressed via material in all modules of the required text as each module includes a section dedicated to cultural diversity. Some subjects pertaining to this objective include: women in psychology; minorities in psychology; racial myths; cultural differences in rates of disorders; misuse of IQ tests; male-female differences in thinking; cultural traditions; values and motivation; cultural and personal actions; culture-bound syndromes; culture-specific mental disorders; and gender differences in mental disorders. This goal will be assessed via the informal and objective methods described below.

Assessment example of quiz or exam item pertaining to SLO 3:
Which of the following factors might lead to one cultural group performing better on an IQ test than another cultural group?
   a. The wording of the questions is more familiar to one group than the other.
   b. The experiences on which the questions are based are more common in one group than the other.
   c. A difference in knowledge, rather than ability, is being measured on the test.
   d. One group has been more exposed to the information typically found on the test than the other group.
   e. All of the above.

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 will be addressed via material in Modules 2, 5, 9, 19, 20, and 24 of the required text as well as through didactics and other methods of instruction described below. Some subjects pertaining to this objective include: survey, case study, and correlational research; choosing research techniques and settings; the scientific method and experiment; the placebo effect; three kinds of learning; various theories of human behavior, functioning, and psychopathology; and various theories of psychotherapy. This goal will be assessed via the informal and objective methods described below.

Assessment example of writing assignment pertaining to SLO 4:
An example of a formal assessment of this objective is Paper Option #1, described in the document appended to this syllabus.
5. Students will be able to recognize the interactions of social institutions, culture, and environment with the behavior of individuals.

This objective will be addressed via material in all modules of the required text as each module includes a section dedicated to cultural diversity. In addition, these issues will be addressed in greater detail in Modules 1, 2, 13, 21, 22, 24, and 25 of the required text as well as through didactics and other methods of instruction described below. Some subjects pertaining to this objective include: women and minorities in psychology; careers in psychology; ethics in psychology; defining and measuring intelligence; the influence of cultural norms on disorders (e.g., eating disorders); stressful experiences; personality and social factors; factors in mental disorders; assessing and diagnosing mental disorders; approaches to psychotherapy; perceiving others; making attributions; national attitudes and behaviors; and social and group influences. This goal will be assessed via the informal and objective methods described below.

Assessment example of class activity pertaining to SLO 5:
Break into groups and discuss which topic you would like your instructor to address on the last day of class before the final exam. You have only 5 minutes to choose your topic, and all members of your group must agree on the final topic.

**Additional Student Learning Objectives/Goals Specific to This Course**
In addition to the general education student learning objectives described above, this course also includes objectives that more specifically pertain to the field of psychology, as outlined below. There will be some overlap between GE objectives and course objectives.
Upon successful completion of this course, students will:

- be familiar with the history and goals of psychology as well as historical and modern approaches involved in the field of psychology.
- recognize psychology as a science with empirical foundations and endeavors and understand the basic scientific processes involved in psychological research.
- understand the biological and physiological factors involved in shaping how organisms think, feel, and act.
- identify the major theories, concepts, and phenomenon associated with psychology and its major figures.
- have a basic understanding of assessment and diagnosis and their application with respect to mental disorders.
- appreciate psychology’s place in the helping professions and as an approach to treating mental health concerns.
- understand the impact that psychology (and human behavior) has on society and their own role in this impact (e.g., ethical vs. unethical behavior).
- conceptualize all of the above within a multicultural framework, emphasizing the necessity of incorporating multiple perspectives and approaches in understanding and improving human behavior.
**Instructional Orientation**
Overarching themes of this course will include:

- presenting material within the framework of psychology as a science with empirical foundations and endeavors.
- explaining multiple theories, perspectives, and approaches to understanding and ameliorating human behavior and suffering.
- emphasizing the role of culture and its multiple influences in the field of psychology.
- teaching the importance of accepting individuals’ differences, difficulties, interpretations, and presentations, even when they vary from our own.
- recognizing that those with mental illness are individuals deserving of the same respect and dignity as all others.

**Methods of Instruction**
Material relevant to this course will be presented via didactic lectures and discussions as well as through class exercises and small group activities, multimedia presentations, assigned readings, guest speakers, and/or outside resources.

**Methods of Assessment**
Attainment of the above goals and objectives will be assessed via informal methods (e.g., observation of class discussions and activities) as well as objective measures (e.g., quizzes, exams, and written assignments).

**Classroom Etiquette**
Please adhere to the same rules of etiquette that would apply in other settings in which others are trying to learn, focus, or attend to something (e.g., a movie theater). *Except in cases of genuine emergency.* Please do not text, talk on the phone, talk to your neighbor, or be in any other way disruptive to class. You may use your laptop for note taking as long as it does not become distracting to the instructor or your classmates. If you do decide to take notes via an electronic device, please use it *only* for class-related activities. In other words, it is considered impolite and inappropriate to use class time for checking e-mail or surfing the web. If you arrive to class late or must leave early, please enter/exit quietly, through the door that is least disruptive to the class. Please do not in any way mock or ridicule others who ask questions or participate in class. Overall, please be respectful of your instructor and fellow students. We are all entitled to learn in a safe and productive environment. I look forward to this semester and to making this class enjoyable for you; please do the same for me!

**Attendance**
Although I will not be taking “roll” at the beginning of each class, I will make every effort to learn your names or at least recognize your faces, and I will know when you are missing. Students are strongly urged to attend class. It will benefit you in that you will have access to information that will not be found in the readings but that will be considered “fair game” on quizzes and exams. (I typically design a portion of quiz and exam questions to reward students who attend class.) But mostly, I am hoping that you will find class in and of itself rewarding. If you miss a class, ask a classmate for the notes, please do not ask me.
Class Participation

Class participation is strongly, I repeat strongly, encouraged. The course material and class presentations/lectures will be far more interesting if students get involved. If you already knew everything about this subject, you would not be taking this course. It is therefore assumed that there are things you won’t (and will hopefully want) to know. Although class participation will not be factored in to the 100 total points possible for the course, you can earn extra credit for getting involved. Here’s how:

- On the first day of class, each student will be given three index cards. Please number them 1, 2, and 3. Bring them to every class.
- Each time you ask a question, make a comment or observation, or otherwise get involved (e.g., participate in a demonstration) in class, please write your full name, the date, and a brief description of your participation (e.g., “I asked a question about variable-ratio reinforcement schedules.”) on one of the cards. Please note, questions and comments must be thoughtful, respectful, and legitimate and must pertain to the topic at hand. In other words, questions that pertain to logistical issues (e.g., “How many items are on the midterm?”) will NOT count. In addition, activities in which the whole class is expected to participate (e.g., small group activities) do not count.
- Submit your card to me at the end of the class on the same day on which you participated. Cards will NOT be accepted “after the fact.”
- Only one card may be submitted per student per class. In other words, you may not ask a bunch of questions in one day and then turn in all three cards. Each card must be from a different day. However, you are encouraged to ask more than one question or make more than one comment within any given class period if you have legitimate interests in a particular topic. Likewise, you are encouraged to continue participating in class even after your three cards have been submitted.
- The 0, 1, 2, or 3 points possible for class participation will be added to your final grade as “extra credit.” In other words, these points can only help your grade and cannot hurt it. This will be especially important for students whose final scores fall on the “border” of two grades. For instance, with 3 extra credit points, a B+ might become an A-.

Grading Elements

- Quizzes: 25% of final grade.

There will be 12 quizzes total, with the 2 lowest quiz scores dropped. Quizzes will consist of multiple choice, short answer, matching, and/or fill-in items. They will also sometimes include “bonus” items that will be designed to reward students who come to class. Because you will be allowed to drop 2 quiz scores, no makeup quizzes will be allowed, NO EXCEPTIONS. It is thus strongly recommended that you use these drops only for emergency situations. One of my primary objectives is to be fair to all students, and that is why there are no exceptions to this drop policy. If students choose to miss quizzes due to being tired or getting stuck in traffic, etc., that is their prerogative. However, they will not be given extra “drops” or makeup work if an emergency arises. Quizzes might be given at the beginning or end of class and will not be announced in advance. Note that if you miss a quiz due to coming to class late or leaving class early, you will not be permitted to take the quiz, NO EXCEPTIONS.
• **Midterm Exam: 25% of final grade.**

The midterm exam will cover all material up to the exam date. The midterm will include multiple choice items and might also include a “bonus” item in short essay format.

• **Final Exam: 25% of final grade.**

The final exam will be non-cumulative and will cover all material following the midterm exam. The final exam will be in the same format as the midterm exam, described above.

• **Writing Assignment: 25% of final grade.**

Students are required to write and submit one *original* paper, written in APA-style. You must have the topic of your paper approved in advance. You will submit a first draft, receive feedback, and then submit a final draft. Please check the course schedule for due dates and try to stay ahead of the game. You are encouraged to begin this project early as you will have other responsibilities around the time the final paper is due (e.g., studying for the final exam!). Students will be given at least two options for the paper. A full description of the expectations for each paper option is delineated in the document appended to this syllabus.

• **Extra Credit: Up to 3 potential extra points toward final grade.**

You will receive extra credit points for class participation as outlined within this syllabus above. No other extra credit opportunities will be given, NO EXCEPTIONS.

• **Research Requirement: Required for course completion.**

All students enrolled in PSYC 001 are required to participate in four (4) hours of research. Although this participation will not be factored into your letter grade, **failure to fulfill this requirement will result in an incomplete in this course.** There are three ways to satisfy the research requirement:

  o Sign up on the **sign-up sheets** outside DMH 358.
  o Participate in an **open research day** (located in DMH). These are first come, first served. Check the sign-up board for updates.
  o **Alternative assignment.** You can get this form on the psychology website or contact the Research Pool Coordinator at sjsuspc@yahoo.com to request a copy.

Please visit [http://www.sjsu.edu/psych/Undergraduate/subjectpool.htm](http://www.sjsu.edu/psych/Undergraduate/subjectpool.htm) for full instructions on how to fulfill the research requirement.

**Start this requirement ASAP- do not put it off to the last minute, as you might miss the opportunity.**
Grading Structure
The grading structure for this course, out of 100 points possible, is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>60-66</td>
</tr>
<tr>
<td>F</td>
<td>≤ 59%</td>
</tr>
</tbody>
</table>

Notes on Assessment- and Grade-Related Responsibilities and Conduct
All quizzes and exams will cover material presented in the text as well as material discussed in class. Not all material in the text will be discussed in class, and some of the class lectures will include material that is not mentioned in the text. Therefore, in order to do well in this course, you must read as well as come to class. We will have a review day on the class session immediately preceding each exam. Please come to class prepared with questions pertaining to the exam.

Students are responsible for bringing all test-related materials to class. These include Scantron forms (which will be announced at least one class session prior to the exam), pens (for quizzes) and pencils (for exams).

To protect students’ privacy, scores and grades will not be posted under students’ names, social security numbers, or other identifying information. On the first day of class, please provide me with a 4-digit “code number” that I will use to post grades. Do not use any number that would identify you in any way. Please write your code number down for your own records so you will not forget it!

Within this course, students who come to class more than 10 minutes late on an exam day will not be permitted to take the exam. You may not use the restroom or leave the room for any other reason during an exam. You may not use your phone or any other electronic device during an exam. Use common sense: do not do anything that would make me suspect cheating of any kind. See the university policy on academic integrity below.
UNIVERSITY POLICIES

Academic Integrity
Your commitment to learning is evidenced by your enrollment at SJSU, and the university’s Academic Integrity Policy (http://www.sjsu.edu senate/S07-2.pdf) requires you to be honest in all your coursework. Instances of academic dishonesty will not be tolerated. Infractions of academic integrity include, but are not limited to: cheating, plagiarism (representing another’s work as your own), using a surrogate for test-taking, submitting unoriginal work, using old tests or quizzes to study, consulting with other students who have already taken an assessment, submitting work in two courses simultaneously, submitting work from a previous course, etc. Any such infraction will be reported to the Office of Student Conduct and Ethical Development (http://www.sa.sjsu.edu/judicial_affairs/index.html) and will result in a failing grade as well as sanction by the university.

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 Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Diversity
Consistent with the goals of SJSU, this course will aim to promote “Multi-cultural and global perspectives gained through intellectual and social exchange with people of diverse economic and ethnic backgrounds.” Let us all learn from one another and our cultural diversity. Disrespect of others’ cultural identities will not be tolerated in this class.

Dropping and Adding
Students are responsible for understanding the policies and procedures about adding/dropping courses, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/datedrops/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 at http://www.sjsu.edu/advising/.
ADDITIONAL RESOURCES

**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. 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 inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information 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/about/staff/.

**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 appointment is required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.

**King Library Tutorials**
Some excellent resources for students who are required to write scholarly papers are the tutorials offered online through the King Library. Visit the link below and explore the page and all the resources available to you. You will find information on how to find books and articles for your research, searching databases, selecting and evaluating sources, and even how to avoid plagiarism.
http://libguides.sjsu.edu/tutorials
## PSYCHOLOGY 1: GENERAL PSYCHOLOGY  
(PSYC 001, SECTION 15)

### FALL 2001  
COURSE SCHEDULE*

<table>
<thead>
<tr>
<th>Week</th>
<th>Day/Date(s)</th>
<th>Topic(s)</th>
<th>Readings**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M 08/22/11</td>
<td>No Class: Preinstruction Day</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>W 08/24/11</td>
<td>Introduction to Course</td>
<td>Course Syllabus</td>
</tr>
<tr>
<td>2</td>
<td>M 08/29/11</td>
<td>Discovering Psychology</td>
<td>Module 1</td>
</tr>
<tr>
<td></td>
<td>W 08/31/11</td>
<td>Psychology &amp; Science</td>
<td>Module 2 + pp. 111-113</td>
</tr>
<tr>
<td>3</td>
<td>M 09/05/11</td>
<td>No Class: Labor Day</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>W 09/07/11</td>
<td>Social Psychology</td>
<td>Module 25</td>
</tr>
<tr>
<td>4</td>
<td>M 09/12/11</td>
<td>Brain’s Building Blocks</td>
<td>Module 3</td>
</tr>
<tr>
<td></td>
<td>W 09/14/11</td>
<td>Incredible Nervous System</td>
<td>Module 4</td>
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<tr>
<td>5</td>
<td>M 09/19/11</td>
<td>Sleep &amp; Dreams</td>
<td>Module 7</td>
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<tr>
<td></td>
<td>W 09/21/11</td>
<td>Hypnosis &amp; Drugs</td>
<td>Module 8</td>
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<tr>
<td>6</td>
<td>M 10/10/11</td>
<td>Types of Memory</td>
<td>Module 11</td>
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<tr>
<td></td>
<td>W 10/12/11</td>
<td>Remembering &amp; Forgetting</td>
<td>Module 12</td>
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<tr>
<td>7</td>
<td>M 09/26/11</td>
<td>Classical Conditioning</td>
<td>Module 9</td>
</tr>
<tr>
<td></td>
<td>W 09/28/11</td>
<td><strong>DEADLINE: PAPER TOPIC DUE</strong></td>
<td>WRITE!</td>
</tr>
<tr>
<td>8</td>
<td>M 10/03/11</td>
<td>Operant &amp; Cognitive Approaches</td>
<td>Module 10</td>
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<tr>
<td></td>
<td>W 10/05/11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>M 10/17/11</td>
<td>Midterm Review: Come to class with questions prepared!</td>
<td>STUDY!</td>
</tr>
<tr>
<td></td>
<td>W 10/19/11</td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>M 11/07/11</td>
<td>Freudian &amp; Humanistic Theories</td>
<td>Module 19</td>
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<tr>
<td></td>
<td>W 11/09/11</td>
<td></td>
<td></td>
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<tr>
<td>13</td>
<td>M 11/14/11</td>
<td>Social Cognitive and Trait Theories</td>
<td>Module 20</td>
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<tr>
<td></td>
<td>W 11/16/11</td>
<td><strong>DEADLINE: FIRST DRAFT OF PAPER DUE</strong></td>
<td>Module 13</td>
</tr>
<tr>
<td>10</td>
<td>M 10/24/11</td>
<td>Intelligence</td>
<td>Module 13</td>
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<tr>
<td></td>
<td>W 10/26/11</td>
<td>Thought &amp; Language</td>
<td>Module 14</td>
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<tr>
<td>11</td>
<td>M 10/31/11</td>
<td>Motivation</td>
<td>Module 15</td>
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<tr>
<td></td>
<td>W 11/02/11</td>
<td>Emotion</td>
<td>Module 16</td>
</tr>
<tr>
<td>14</td>
<td>M 11/21/11</td>
<td>Health, Stress, &amp; Coping</td>
<td>Module 21</td>
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<tr>
<td></td>
<td>W 11/23/11</td>
<td>Assessment &amp; Anxiety Disorders</td>
<td>Module 22</td>
</tr>
<tr>
<td>15</td>
<td>M 11/28/11</td>
<td>Mood Disorders &amp; Schizophrenia</td>
<td>Module 23</td>
</tr>
<tr>
<td></td>
<td>W 11/30/11</td>
<td><strong>FINAL DRAFT OF PAPER DUE</strong></td>
<td>Module 24</td>
</tr>
<tr>
<td>16</td>
<td>M 12/05/11</td>
<td>Therapies</td>
<td>Module 24</td>
</tr>
<tr>
<td></td>
<td>W 12/07/11</td>
<td>Final Review: Come to class with questions prepared!</td>
<td>STUDY!</td>
</tr>
<tr>
<td>FINAL</td>
<td>W 12/14/11</td>
<td><strong>FINAL EXAM: 2:45-5:00</strong></td>
<td>Module 24</td>
</tr>
</tbody>
</table>

*As previously indicated, this schedule is subject to change at the instructor’s discretion. Students will be given as much notice as possible when any changes are to be made.

**Listed readings should be completed prior to the class session to which they pertain. A quiz given on any date will include material from the reading listed for that date. All listed modules are from your required text.
PSYCHOLOGY 1: GENERAL PSYCHOLOGY  
(PSYC 001, SECTION 15) 

FALL 2011  
WRITING ASSIGNMENT

You will be given two options for the writing assignment. Each is described in detail below. Each option requires you to write a 1500-word minimum (approximately 5 pages), 7-page maximum double-spaced paper. The reference page does not count in these figures, but it must be included. The paper must be written in APA style with respect to spacing, formatting, punctuation, grammar, and organization. Use a formal “voice” unless otherwise indicated.

Regardless of the option you choose, you will submit a first draft of the paper so that you will be able to receive preliminary feedback. This feedback will be brief and general; you will not be given extremely detailed corrections. For instance, if you repeatedly make a certain type of grammatical or punctuation error in your paper, you will be corrected on it once or twice. It is then up to you to find the remaining errors and correct them yourself. You will be able to revise your paper and submit a final draft based on the feedback you receive and the changes you make. However, please note that you will have limited time to make corrections and resubmit the final paper, so it is advised that you make your first draft as polished as possible—consider it to be representative of the best of your ability and as something that you would submit for a final grade.

If you choose Option #2, you will need to have your topic approved in advance. Be sure to check the course schedule for the exact dates on which the topic, first draft, and final draft of your paper are due. Please note, however, that DEADLINE dates are the very latest dates that you may submit your topic and first draft. You are strongly encouraged to submit these earlier so that you will have more time to work on the final draft.

Paper Option #1

This paper will pertain to one of the experiments in which you participated to fulfill the research requirement. *Note that this paper is in addition to the paper that you must write if you have chosen the alternate assignment to fulfill the research requirement.* This paper should include three sections, described below. You do not need to answer every single question listed—these are just to give you a basic framework and some ideas/guidelines for how to proceed within each section.

*Section 1: Participation*

- In this section, describe the experiment itself, or what, specifically, you were you asked to do. In other words, what steps and elements were involved in the methodology: where did it take place, how long did it take, what was the format, etc.? For instance, were you asked to fill out questionnaires, were you interviewed, were you exposed to certain stimuli, etc.? In this section, you may be less formal (e.g., you may write in the first person when indicated).
What steps were taken to ensure that you and other participants were treated ethically? For instance, if deception was used, were you sufficiently debriefed? How was participants’ confidentiality protected? Were you told that you could withdraw at any time, etc.?

What scientific processes did you identify during the experiment (e.g., those from Module 2 and discussed in class)?

What was your experience as a participant? What kind of reactions did you have (e.g., cognitive, emotional, behavioral)?

What did you suspect the research was about while you were participating? What type of debriefing did you receive? Were you correct in your predictions about the nature of the experiment? If not, how so? Once you found out what the experiment was about, how did you feel and what did you think?

What was the experience like for you overall? What did you learn/not learn from it? If you were the experimenter, how might you have done it differently with respect to the process?

Section 2: Research

Research and briefly describe/review at least two studies that pertain to the experiment in which you participated. For example, if you participated in an experiment that examined a certain type of memory process, find three studies that have examined this effect in a similar, or different, way. Briefly describe the methodology that the studies used and what they found. If you cannot find anything that directly pertains to the topic, you can choose a non-specific element of the experiment in which you participated and find articles on that instead. For instance, if you cannot find any research on memory (which you would!), but your experiment involved deception, you may use two articles that pertain to deception.

You can compare and contrast the experiment in which you participated to the ones you researched. How did they differ, how were they alike, etc.?

The studies must be published in peer-reviewed journals. They must be empirical and scholarly in nature. You must reference them within the body of your paper as well as your reference list in APA format. For help with these requirements, you are strongly encouraged to visit: http://library.sjsu.edu/video/finding-scholarly-peer-reviewed-articles

and view the brief tutorial on how to distinguish peer-reviewed articles from other types of publications. This tutorial will also show you how to search for topics and access articles through the King Library system. This is an excellent resource for students when writing scholarly papers.

Section 3: Conclusions

Give a brief summary of your overall impressions of this research. In this section, you may be less formal (e.g., you may write in the first person when indicated).

What did you find interesting about this area (or not)?

How does this research contribute to our understanding of human behavior or other psychological issue? How does it apply or not apply to you?

What are some of the cultural issues involved in this area? How might diversity play a role in some of the concepts involved in this type of research?
Paper Option #2

This paper will pertain to one of the topics from your readings or discussed in class about which you would like to learn more. The topic can be a phenomenon within the field of psychology (e.g., the bystander effect, the Barnum principle, the placebo effect), a major historical or contemporary figure within the field (e.g., Bandura, Beck, Frankl, Freud), or any other relevant topic of interest to you. Since you will be required to submit a paper before all modules have been discussed in class, you may pick a topic that has not yet been discussed if it is something you know you are interested in. Your topic, however, must be approved by your instructor in advance. This paper should include three sections, described below. You are not expected to answer every single question listed- these are just to give you a basic framework and some ideas/guidelines for how to proceed within each section.

Section 1: Introduction

- In this section, please give basic information pertaining to the topic you have chosen. In other words, describe/define the topic, give a brief history of the subject, etc.
- If you are writing about a major figure, with what theories, techniques, processes, etc., is this figure associated? In other words, why is this figure well known in the field of psychology?
- If you are writing about a phenomenon, with whom is it associated? For instance, the concepts of the unconscious mind and dream analysis are associated with Freud, so you would mention Freud in your discussion of these topics.
- If you are writing about another type of topic, follow the format above and give a brief description of the most relevant, pertinent information pertaining to your topic.

Section 2: Research

- Research and briefly describe/review at least two studies or articles that pertain to the topic you have chosen. For example, if you chose to write about electroconvulsive therapy (ECT), you might find two studies in which this procedure has been used to “treat” mental disorders. You would briefly describe the method and results of the studies that you reviewed.
- The studies must be published in peer-reviewed journals. They must be empirical and scholarly in nature. You must reference them in your paper as well as your reference list in APA format. For help with these requirements, you are strongly encouraged to visit: http://library.sjsu.edu/video/finding-scholarly-peer-reviewed-articles and view the brief tutorial on how to distinguish peer-reviewed articles from other types of publications. This tutorial will also show you how to search for topics and access articles through the King Library system. This is an excellent resource for students when writing scholarly papers.

Section 3: Conclusions

- Give a brief summary of your overall impressions of your topic. In this section, you may be less formal (e.g., you may write in the first person when indicated).
- Why did you choose this topic initially, and what did you learn that you did not know before?
- What did you find interesting about this topic (or not)?
• How does this topic contribute to our understanding of human behavior or other psychological issue? How does it apply or not apply to you?
• What are some of the cultural issues involved in this topic? How might diversity play a role in some of the concepts involved in this topic?