San José State University
Psychology Department
Psyc 1, sec. 07, General Psychology, Spring 2011

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Class Days/Time: Mondays & Wednesdays, 7:30-8:45 a.m.
Office Hours: Mondays & Wednesdays, 10:20-11:20 a.m.
Classroom: DMH 348
GE/SJSU Studies Category: GE Area D1 Human Behavior

Desire2Learn (D2L)
You should check our Desire2Learn class website at least once daily. I will post handouts, reminders, and relevant links on our website. There will also be additional assignments and quizzes posted on the website. Some quizzes and assignments are available ONLY via our Desire2Learn website; therefore, you must have regular access to the internet. There is also a discussion board on the website that allows you to post questions regarding assignments or other class related material. I will check the website often, thus, this is a good way to contact me. Please be advised that I may post lecture guidelines or study guides and I ask for your patience if delays occur when posting these materials. In most cases, lecture guidelines will be posted prior to lectures. Also note that online quizzes have automatic deadlines that prevent the student from taking a quiz after the time allotment has expired, therefore, it is very important to be aware of such deadlines. All deadlines will be posted on Desire2Learn.

Important D2L Information

D2L Login URL: http://sjsu.desire2learn.com
Please note that it should NOT have the "www" at the start of the URL like many other websites.
Username: 7 days prior to the start of the course, 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.
Password: Your initial D2L password is your 9 digit SJSU ID number.
Changing Your Password: After you log in, you can change your password by clicking on the "Password" link in the "My Settings" widget of the D2L homepage.

Forgot Your Password: If you forget your password in the future, you can use the "Forget Password?" link at the D2L Login Page to get your password sent to you at the preferred email address you have listed in mySJSU. Check your Spam folder if you do not receive an email in your inbox with your password information. The password will have the "From" address: "spamstop@desire2learn.com".

Accessing Your Course: Once logged in to D2L you should see your course or courses listed in the "My Courses" widget. The "My Courses" section will display all of your D2L courses that have been activated by your instructor(s). Click on the course name and you will be entered into the course’s home page.

Important course access information:

- You will not see your course link listed until **7 days prior** to the start of the term (or start date of class for special sessions).
- You will be able to access the course starting at midnight of the start date.

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on the D2L site. You are responsible for regularly checking the D2L site. Announcements will be made on that site.

Turnitin.com. Some writing assignments will require you to submit your work to turnitin.com for originality review. You need to create a username and password. Our class ID and password will be provided once it is time to submit your work.

Course Description

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)

Each student will have the opportunity to develop and demonstrate a working familiarity with classical and current methods, theories, and research in each of the major subdivisions of psychology. This opportunity will allow students to 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. Accordingly, 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. 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. Students will have the opportunity to develop and demonstrate proficiency in using the methods, concepts, and principles of psychology in two ways. First, from the perspective of the psychologist as a social scientist who collects, analyzes, and interprets behavioral data. Second, from the perspective of the psychologist as a practitioner who applies the technical concepts and principles to facilitate an understanding of everyday life in contemporary societies, of personal experiences, of self-awareness, and of personal growth.

Course Goals and Student Learning Objectives

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, true/false, short answer, essay, 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 Blackboard discussion boards); (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 3, 4, 10, 16, and 17 in Feist and Rosenberg (2009), 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; the psychology of conflict and peace, obedience to authority, the psychology of genocide and war, peace psychology.

Assessment example of a potential writing project for this learning objective: In 1963, Yale psychologist, Dr. Stanley Milgram, conducted a now famous experiment examining obedience to authority. What historical events led Dr. Milgram to study obedience? Describe the methods and procedures of the experiment. What were the independent and dependent variables? Describe the results of the study. What were the main conclusions of the study? How are findings of this experiment relevant today? Grammar, clarity, conciseness and coherence in your writing will be assessed.

Assessment example of a potential exam questions for this learning objective: How are our attitudes shaped by our environment? Define and provide an example of the frustration-aggression hypothesis. How do we construct our social reality? Define and provide an example of the fundamental attribution error.

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 Feist and Rosenberg (2009), 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.

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, in Feist and Rosenberg (2009), 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.

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.

Assessment example of a possible exam question for this learning objective: Many elderly people experience discrimination known as ageism. Describe ageism and provide an original example of how an elderly person might experience ageism. 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, 12, 15, and 16 in Feist and Rosenberg (2009), 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.

Assessment example of web-based homework activity for this learning objective:
Several news articles describing a recent disastrous clinical trial conducted in Europe (which resulted in horrific injuries to the participants) are posted on the course website. After reading these articles answer the following questions: What was the goal/purpose of the research? In what phase was this clinical trial? For what indications did the scientists intend to use the test drug? What type of experimental design did the trial use? What method of dose selection was used for drug administration? Given what you know about research design and control procedures, what would have been a better method for dose selection? Describe the characteristics of the participants. Describe what happened to the participants when they received the test drug? How long did these effects last? Did all participants fully recover? If not, what were the end results of the drug trial? Compare and contrast the risks and benefits of conducting research with humans in relation to this unfortunate, and perhaps preventable, clinical trial gone wrong. Was informed consent obtained? Describe the process of informed consent and discuss the historical origins of informed consent (i.e., Tuskegee Syphilis study, Willowbrook school, etc.). Finally, what, if any, steps should be taken by the scientific community to ensure that the events that occurred in this recent clinical trial do not happen again? Grammar, clarity, conciseness and coherence in your writing will be assessed.

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, 14, 16, and 17 in Feist and Rosenberg (2009) and 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.

Assessment example of a possible exam question for this learning objective:
Describe and provide an example of how one’s culture might help determine
whether one has a independent construal of self or an interdependent construal of self.

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. Grammar, clarity, conciseness and coherence in your writing will be assessed.

NOTE: There will be a major writing assignment in this course, which is 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 meets 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’ will be provided to students. (c).

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.

**Required Texts/Readings**

3. Four 50-question Scantron forms (#882)
4. Regular access to a computer
5. SJSU library card
Classroom Protocol

Classes will comprise lectures, in-class activities, question-and-answer periods, guest presentations, and films. Attendance is expected and is critical for success in this course. If you miss a class, you are responsible for getting the information covered. It is vital that you complete all scheduled readings and assignments before each class. Always bring your text to class. Do not talk, read, text message, or eat during class. Please arrive to class on time.

Etiquette

Students are expected to attend class and maintain a level of professional and courteous behavior in the classroom. Students shall respect their peers and act appropriately during class time. Students disrupting the classroom will be asked to leave. During lecture, students should take notes and remain engaged in the material. One should refrain from talking to others, doing work for another course, reading other texts and/or newspapers, and eating.

Laptops

In-class laptop use is allowed only by written permission of the instructor. If you wish to use a laptop for note-taking you must see me first. In all cases, students using laptops will sit in the first two rows. No exception. Laptop use is restricted to note-taking only and one shall never connect to the internet and use class time to check email, visit social networking sites, surf the web, and so forth. Doing so will result in loss of laptop privilege for the remainder of the semester.

Cell phones and other electronic devices

Please be certain to turn off or put in silent mode (not vibrate mode as that is still audible and is distracting) all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom. DO NOT TEXT DURING LECTURE; you may be asked to leave for the remainder of the lecture.

Late arrivals

If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

I expect you to come to class prepared

“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from any assignments.

Communication

Use email or come to office hours.

Check the course Desire2Learn site regularly!

If I become ill, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.
Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies 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/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Assignments and Grading Policy

Method of instruction
This course will use the classic lecture-discussion format as its primary form of instruction. In addition, this course may use videotapes, web-based content, guest lectures, and in-class activities to supplement lectures. Concept-application and informal data-collection and data-analysis exercises may also be used. Powerpoint lecture material for each chapter will be 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.

University Policies

Course requirements

1. Classes: This class covers a large amount of material, therefore, attending lectures 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 four exams, which may consist of multiple-choice, true/false, short answer, and essay questions. You will have 1 course period to complete each exam. Make-up exams will NOT be given. Therefore, you must take each exam on the day and time it is scheduled. It is unfair to allow students to take tests earlier or later than the scheduled time and, therefore, this will not be allowed, however an alternate task may be assigned to provide one the opportunity to make up missed exam points in the case that one has a legitimate excuse for missing an exam.

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.
Online quizzes will occur via the Desire2Learn site and have strict deadlines. **Once the deadline has passed the opportunity to take or submit a quiz expires.** No exceptions will be made for this policy. More details will be provided in class. Due dates will be posted on Desire2Learn.

4. **Writing throughout the course:** There will be several opportunities to refine your writing skills throughout the semester. These opportunities may range from short answer exam questions to essay exam questions to the course paper. Each student will write a minimum of 1500 words by the end of the semester. For many written assignments, students will upload assignments to our Desire2Learn site (.pdf., formats only. **No .docx will be accepted**). As with the quizzes, written assignments have strict deadlines. Once the deadline has passed the opportunity to submit a writing assignment expires. No exceptions will be made for this policy. Written work should follow the guidelines described in the American Psychological Association Publication Manual (6th 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.

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

1. Unit Exams (4 total exams @ 100 points each): (40% of grade) = 400
2. 1 Major Paper: (25% of grade) = 250
3. Online quizzes (12 quizzes @ 10 points each): (12% of grade) = 120
4. Assignments (13 assignments @ 10 points each): (13% of grade) = 130
5. In-Class Participation (10% of grade) = 100

Total possible points (total 100%) = 1000

**Grading scale:**

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<tr>
<th>Points earned</th>
<th>Percent</th>
<th>Letter Grade</th>
<th>Points earned</th>
<th>Percent</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>≥ 980</td>
<td>≥ 98</td>
<td>A+</td>
<td>730</td>
<td>73</td>
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<td>68</td>
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<td>880</td>
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<td>B+</td>
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<td>B-</td>
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<td>780</td>
<td>78</td>
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In addition to the above grading criteria, in order to pass this class each student MUST complete the online plagiarism tutorial http://tutorials.sjlibrary.org/tutorial/ Print your results and turn in by the due date.

Late Work: All assignments/quizzes and the major paper must be turned in at the beginning of class or uploaded/submitted to Desire2Learn 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.

Electronics & Exam Day Policies: 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. Also, on exam days students will be required to leave their backpack and materials at the front of the room. All that will be necessary for the exam is multiple pencils, a scantron form, and possibly scrap paper to write on. Another exam day rule is not no one will be allowed to wear a hat or have a bottle of soda/water/etc. on their desk/tabletop.

Students using laptops to take notes must ask for permission and they will be required to sit in the first two rows, no exceptions. Use of computers for anything other than taking notes is prohibited (e.g., surfing the web, checking email, playing games, etc.). Improper laptop use found to be distracting to the instructor or other students will result expulsion from class and the instructor has the right to decline further permission for use of laptops in class.

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 (Chapters 5, 14, 17)
3. Personal and cultural constructions of reality (Chapter 5, 13, 16, 17)
4. Meditation and religious ecstasy (Chapter 5)
5. Cultural and social issues in intelligence theory and assessment (Ch. 3, 5, 9)

University Policies
Academic integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of
Instances of academic dishonesty will not be tolerated. **Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University.** For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the **Disability Resource Center** (DRC) at [http://www.drc.sjsu.edu/](http://www.drc.sjsu.edu/) 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/](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. Peer Mentor services are free and available on a drop – in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/

**Course Schedule**

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 website. If, for any reason, your instructor must cancel class a message will be posted on the course website. Therefore, **it is extremely important to check the website before each class.**

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 26</td>
<td>Introduction to course; Chapter 1: Introduction to Psychology</td>
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<tr>
<td>2</td>
<td>Jan 31 &amp;</td>
<td>Chapter 1: Introduction to Psychology</td>
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<td>Feb 2</td>
<td>Chapter 2: Conducting Psychological Research</td>
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<td>3</td>
<td>Feb 7 &amp; 9</td>
<td>Chapter 2: Conducting Psychological Research</td>
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<td>Chapter 5: The Developing Human</td>
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<td>4</td>
<td>Feb 14 &amp; 16</td>
<td>Chapter 5: The Developing Human</td>
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<td><strong>Feb 16: Exam 1 - Chapters 1, 2, &amp; 5</strong></td>
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<td>5</td>
<td>Feb 21 &amp; 23</td>
<td>Chapter 3: The Biology of Behavior</td>
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<td>6</td>
<td>Feb 28 &amp;</td>
<td>Chapter 6: Consciousness</td>
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<td>Mar 2</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mar 7 &amp; 9</td>
<td>Chapter 7: Memory</td>
</tr>
<tr>
<td>8</td>
<td>Mar 14 &amp; 16</td>
<td>Mar 14: Exam 2 - Chapters 3, 6, &amp; 7</td>
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<td></td>
<td></td>
<td>Mar 16: Major Paper Briefing Day</td>
</tr>
<tr>
<td>9</td>
<td>Mar 21 &amp; 23</td>
<td>Chapter 9: Language and Thought</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td>10</td>
<td>Mar 28 &amp; 30</td>
<td>Spring break (Mar 28 – Apr 1) No class.</td>
</tr>
<tr>
<td>11</td>
<td>Apr 4 &amp; 6</td>
<td>Chapter 11: Motivation and Emotion</td>
</tr>
<tr>
<td>12</td>
<td>Apr 11 &amp; 13</td>
<td>Chapter 12: Stress and Coping</td>
</tr>
<tr>
<td>13</td>
<td>Apr 18 &amp; 20</td>
<td>April 18: Exam 3 - Chapters 9, 11, &amp; 12</td>
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<td>Chapter 13: Personality: the Uniqueness of the Individual</td>
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<td>Apr 22: Major Paper Due at Noon</td>
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<tr>
<td>14</td>
<td>Apr 25 &amp; 27</td>
<td>Chapter 13: Personality: the Uniqueness of the Individual</td>
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<td>Chapter 14: Social Behavior</td>
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<tr>
<td>15</td>
<td>May 2 &amp; 4</td>
<td>Chapter 14: Social Behavior</td>
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<tr>
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<td></td>
<td>Chapter 15: Psychological Disorders</td>
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<tr>
<td>16</td>
<td>May 9 &amp; 11</td>
<td>Chapter 15: Psychological Disorders</td>
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<tr>
<td></td>
<td></td>
<td>Chapter 16: Treatment of psychological disorders</td>
</tr>
<tr>
<td>17</td>
<td>May 16</td>
<td>May 16: Major Paper Feedback Day</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Tuesday, May 24, 7:15-9:30am</td>
<td>May 24: Final Exam - Chapters 13, 14, 15, &amp; 16</td>
</tr>
</tbody>
</table>

Important policy regarding the all exams: No student shall be permitted to take an exam once the first student has completed that test. That is, once the first student to finish the exam has left the classroom, no other student will be allowed to enter the classroom and take an exam. Also, no student shall leave the classroom during the examination without permission.

**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 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. Check the Psychology 1 website (Desire2Learn) daily. 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.

6. Begin studying early for exams (i.e., do not wait until the day before the exam to start studying).

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 2-4 hours outside of class learning and studying the material in the text and that provided in lecture. You could rewrite your notes, prepare outlines on your computer, and/or 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.

A Note Regarding Furloughs & Their Impact On The Course

Due to the California budget crisis, the CSU faculty and many staff members have been furloughed. Implementation of a furlough for faculty is complicated. In theory, the current furlough calls for a 10% reduction in work time, which translates, generally, to 2 days per month of non-work.

At the time of the writing of this syllabus, the specific SJSU campus guidelines for implementation of the furlough for faculty have not been issued. The implications of the furlough for the course are unclear. Students might expect changes to the course schedule, or delays in assignment feedback and grades, among other consequences. Nevertheless, instructors will work to find a reasonable accommodation with student needs, faculty obligations, and furlough requirements.