San José State University  
Department of Psychology  
Summer 2011  
General Psychology  
Psyc 1, Section 4 (course ID: 30395)

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Office Hours: Tuesdays and Thursdays 3:00 PM – 5:00 PM  
Class Days/Time: Tuesdays and Thursdays 11:00 AM – 2:45 PM  
Classroom: Clark 204  
Prerequisites: None  
GE Category: Area D1

Course Description  
Psychology is the scientific study of behavior and mental processes. The content  
focuses on the exploration of major psychological theories and concepts, methods, and  
research findings in psychology. Topics include the biological bases of behavior,  
perception, cognition and consciousness, learning, memory, emotion, motivation,  
development, personality, social psychology, psychological disorders and therapeutic  
approaches, and applied psychology.  
This course is an introduction to the domains of knowledge covered within the  
evolving umbrella of Psychology. Psychology, as a Social Science, is a discipline that  
can offer something to every student; whether one is interested in doing nothing more  
than fulfilling 3 units of GE credit, applying the knowledge derived towards your career  
of choice, gaining insights into the nature of general human experience, or developing  
further self-understanding. The core content will cover the “study of perception,  
attention, learning, remembering, thinking, development of the individual, intelligence,  
aptitudes, emotions, motivation, adjustment and conflict;” further, the course is  
designed to give insight into oneself and others” (SJSU course catalog). Grading will  
be based on written assignments, formal in-class testing, and (required) experimental  
participation [or equivalent].  
Each student will be given an opportunity to develop and demonstrate a working  
familiarity with classical and current methods, theories, and research in each of the major  
sub-disciplines 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. In turn, this will bootstrap the evaluation and application of a variety of technical  
concepts and principles that have been applied to understanding the behavior of
individuals. Students will be encouraged to think critically about the content covered in the course. Specifically, students should reflect on how and why people think, feel, and act as they do in coping with the problems of everyday life. They should also consider how their interpretations could be tested or what alternative interpretations could be possible. Such reflection should enhance the quality of education received as well as increasing one’s own personal effectiveness and sense of fulfillment in matters related to health, work, and human relationships.

Students will be given an opportunity to develop and demonstrate proficiency in using the methods, concepts and principles of psychology in two ways. First, from the standpoint of psychologist as social scientist; you will collect, analyze and interpret behavioral data. Second, from the standpoint of psychologist as practitioner; you will apply technical concepts and principles to facilitate your understanding of everyday life in contemporary society, personal experience, self-awareness, and/or personal growth.

The principal method of instruction will be the classic lecture-discussion format, as supported by video, web-based content, and guest lecturers. Concept-application and informal data-collection/interpretation assignments will also be used.

A skeleton outline of the class material presented relevant to each chapter will be available online. These outlines can provide an organizational structure for previewing the material or for student note-taking (note, however, that all of the material in the book will not be covered in lecture and visa-versa: absence of coverage in one or the other does not mean that it will not be considered “testable” material).

The best way to learn the material is to try all the “quick quiz” problems in each chapter of the study guide immediately after your reading of the text (some of the questions will relate to the required homework assignments). It should go without saying that you should read the relevant text chapters before they are covered in lecture. Student questions before, during, and after class are encouraged.

Required Text


- Used copies of this text should be available via the SJSU bookstore ($130.00) or from other sources. I anticipate that it will be exceptionally hard to pass this course without easy access to the textbook content.
- The text has been adopted for use in Fall/11 at SJSU so reselling the text via the “buy-back” program should yield a better-than-average return for those not planning to keep the text.
- The study guide is NOT required, but can facilitate acquiring knowledge.
- The online site mentioned in the text (Connect Psychology) will NOT be required.
Course Content (Topical Coverage)

1. Exploration of major theories, concepts, methods, and research findings in psychology.
2. Research methods, including the scientific approach, research design, the use of statistics, and ethics.
3. Major sub-disciplines in psychology including but not limited to: the biological bases of behavior, perception, cognition, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders, and therapeutic approaches, and applied psychology.

Attention to Diversity

Issues of culture, social class, social mobility, race, ethnicity, and gender are integral to the course. Individual differences are not just to be tolerated, but are a potentially inexhaustible resource for enhancing the quality of life for those who are open to taking advantage of it as such (e.g., for differences in gender, race, ethnicity, knowledge, beliefs, interests, skills, abilities, religious and sexual orientation, and interpersonal style). In keeping the principal focus on psychology, per se, the course will appropriately address diversity issues.

Course Goals and Student Learning Objectives

General Education Goals

General Education courses help build key skills for learning – communication and critical thinking. An educated person can communicate ideas effectively both verbally and in writing. Being able to organize and express ideas is a key part of learning. An educated person must also have strong reasoning powers in order to analyze critically all types of information (GE goals). This course will provide an opportunity for students to gain and enhance critical communication and analytical skills (this is actually a “Core GE goal” but is certainly appropriate for this course). Social Science courses (such as this one) should increase the student’s understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments. (GE goal for Social Sciences D1). More specifically, by the end of this course, students should 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 social processes, and the forces that engender social cohesion and fragmentation (primary GE objective for Social Sciences area D).

General Education Learning Outcomes (as defined at SJSU)

Learning Outcome 1: Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.

1See http://www.c-id.net/view_final.html (Psychology, Introductory)
2 Objectives 1-3 are for GE area D (Social Sciences); Objective 4 is specific to D1 (Human Behavior)
Learning Outcome 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.

Learning Outcome 3: Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

Learning Outcome 4: Students will be able to recognize the interaction of social institutions, culture, and environment with the behavior of individuals.

Course Specific Learning Outcomes

Learning Outcome 5: Demonstrate familiarity with the major concepts, theoretical perspectives, research methods, core empirical findings, and historic trends in psychology.

a. Explain (including advantages and disadvantages) and compare major theoretical perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and socio-cultural);

b. Demonstrate knowledge and understanding of the following nine general domains: (1) biological bases of behavior and mental processes, (2) sensation and perception, (3) learning and memory (4) cognition, consciousness, (5) individual differences, psychometrics, personality, (6) social processes (including those related to socio-cultural and international dimensions), (7) developmental changes in behavior and mental processes that occur across the lifespan, (8) psychological disorders, and (9) emotion and motivation;

c. Describe and demonstrate an understanding of applied areas of psychology (e.g., clinical, counseling, forensic, community, organizational, school, health);

d. Draw the distinction between scientific and non-scientific methods of understanding and analysis.

Learning Outcome 6: Recognize and understand the impact of diversity on psychological research, theory and application, including (but not limited to): age, race, ethnicity, culture, gender, socio-economic status, disability, and sexual orientation.

Learning Outcome 7: Understand and apply psychological principles to personal experience and social and organizational settings.

3 These course specific outcomes will overlap and include those of the more general SJSU GE outcomes. The course specific outcomes were developed for the C-ID introductory Psychology course descriptor at [http://www.c-id.net/view_final.html](http://www.c-id.net/view_final.html) (Psychology, Introductory) based on the Transfer-CSU Introductory Psychology course descriptor developed via the CSU Lower Division Transfer Project (see [http://www.calstate.edu/acadaff/docs/crsdiscrp/PSY_IntroPsych_1.pdf](http://www.calstate.edu/acadaff/docs/crsdiscrp/PSY_IntroPsych_1.pdf)).
Learning Outcome 8: Demonstrate critical thinking skills and information competence as applied to psychological topics.

Library Liaison

The library liaison for Psychology is Berndt Becker (Bernd.Becker@sjsu.edu), King Library; direct phone 408.808.2348

Classroom Protocol

I expect appropriate behavior – both social and academic – in the classroom. Social behavior includes pre-notification if you are going to have to step out early (and an appropriate seat near the back of the class), turning off cell phones (or setting to silent if there are legitimate paternal or fiscal responsibilities that require you to remain in immediate contact), treating others with courtesy, any computer-use restricted to class-relevant activities, etc. Academic behavior includes following SJSU policies on Academic Integrity (see below).

Dropping and Adding

You are responsible for understanding SJSU policies and procedures for adding and dropping classes, grade forgiveness, etc (see http://www.sjsu.edu/registrar/forms/ for process information and the required forms). You should be aware of the current deadlines and penalties for adding and dropping classes (see http://www.sjsu.edu/includes/calendars/academic/2011_Summer_Calendar.pdf for specific dates). You should verify your semester enrollments via your MySJSU account.

Faculty Web Page, MySJSU Messaging, Email correspondence.

Copies of the course materials such as the syllabus, major assignment handouts, etc. will be found on my faculty web page (see page 1) which is accessible from the “faculty and staff” link on the psychology department webpage. You are responsible for regularly checking with the messaging system through MySJSU and for ensuring that you have set-up your MySJSU account with a valid email address. I do NOT intend to use the “desire-to-learn” website for this course.

Assignments and Grading Policy

The homework assignments will be graded (see evaluation breakdown below). The assignments will ensure that everyone keeps up with the reading, and should help you to assess whether you have mastered the basic concepts. There are three midterms and one
final exam. Where a follow-up quiz falls on an exam day, that content gets added to the exam. Exams and quizzes will not be rescheduled except in the case of a medical or family emergency; in all cases, documentation will be required. Exams will cover factual information (key terms, methods, research outcomes, etc.), theoretical / conceptual knowledge (understanding methods, theoretical interpretations, etc.), and application of the methods, concepts and principles to “real-world” situations.

Credit will be penalized a minimum of 25% of the possible grade for late assignments. Papers are due at the beginning (within five minutes of the registrar’s scheduled start time) of the relevant class meeting.

Access to a computer word processor is required for the substantive writing assignments. For the learning objectives and essays (see homework), only easily legible text is acceptable (i.e., hard copy from a computer printer). It is assumed that you have sufficient skill and familiarity with your word processor to allow revisions to be made to assignments. It is your responsibility to have easy access to a back-up copy of any work that you hand in (keep multiple back-ups of any computer media and save your work often). Per department policy, poorly written work may be returned without a grade. For resubmissions, always include a copy of the original graded paper.

Ψ

University Policies

Academic integrity

Students should go through the effort to read the university policies on Academic Integrity – there is content there that may surprise you. The University’s Academic Integrity Policy is at: http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf.

Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is at http://www.sjsu.edu/studentconduct/. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires the approval of the instructor(s).

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.
Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall, on the 2nd floor of the Student Union Building, in the Martin Luther King Library, and in Washington Square Hall.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC; [http://www.sjsu.edu/larc](http://www.sjsu.edu/larc)) is located in Room 600 of the Student Services Center at the 10th street garage. LARC 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.

SJSU Writing Center

The SJSU Writing Center ([http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter)) 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. These 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.

Schedule and Evaluation

The points assigned sum to 103 (you can think of the three point “values” essay as a three point bonus assignment; there are no other ‘bonus’ points available). Your summed score determine your percentage in the course (i.e., score out of 100). The grade cut-offs (e.g., 80% for a B-, 82.5% for a B are ABSOLUTE [i.e., you will not get a “push” into the next category]). If you are close to a cut-point, study hard and be VERY conscientious about your homework. I will attempt to let you know your grade in the course to date after every test and assignment. There are 55 points assigned to “out of class” content (i.e., for homework, research, and the value essay) and 48 points assigned to “in class” work (i.e., quiz, exam, & oral grades)

60-70 D  70-80 C  80-90 B  90-100 A

The schedule and grades assigned are subject to minor modification with fair notice (in class and email when the syllabus is updated).

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<th>Week</th>
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<th>Daily Events / Due Dates</th>
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<td>June 9</td>
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<td>Homework I</td>
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<td>June 14</td>
<td>Tues</td>
<td>Homework II, III</td>
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<td>Quiz on C2, C3</td>
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<td>Chapter 4 Sensing and Perceiving our World</td>
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<td>June 16</td>
<td>Thurs</td>
<td>Homework IV, V</td>
<td>6</td>
<td>Midterm #1 Chapters 1-5</td>
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<td>Chapter 6 Consciousness</td>
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<td>June 21</td>
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<td>Homework VI, VII</td>
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<td>Research Participation 1 &amp; 2</td>
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<td>June 23</td>
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<td>Homework VIII</td>
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<td>Midterm #2 Chapters 6-8</td>
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<td>Chapter 10 Intelligence, Problem Solving, and Creativity</td>
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<td>June 28</td>
<td>Tues</td>
<td>Homework IX, X</td>
<td>6</td>
<td>Quiz on C9, C10</td>
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<td>Chapter 11 Motivation and Emotion</td>
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<td>Chapter 12 Stress and Health</td>
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<td>June 30</td>
<td>Thurs</td>
<td>Homework XI, XII</td>
<td>6</td>
<td>Midterm #3 Chapters 9-12</td>
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<td>Chapter 14 Social Behavior</td>
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<td>July 5</td>
<td>Tues</td>
<td>Homework XIII, XIV</td>
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<td>Values and Diversity</td>
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<td>Chapter 16 Treatment of Psychological Disorders</td>
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<td>July 7</td>
<td>Thurs</td>
<td>LAST DAY (test only)</td>
<td>Homework XV, XVI</td>
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All of your homework answers must:
1. Be TYPED (except where the assignment requires you to hand-draw)
2. Be submitted ON TIME (all late Homework will receive 50% of points)
3. Represent your own work

(3 points each; 48 points total)

Homework I (INTRODUCTION)

a) Type out (in sentence form) a sentence indicating the correct answer to each of the 14 “quick quiz” answers from Chapter 1 (e.g., Chapter 1, Quiz 1, Question 1 would be “Psychology is best defined as the study of human thought and behavior” or “Psychology is the study of human thought and behavior”).

b) Define (in sentence form) each of the 31 “key terms” from Chapter 1 (they are listed on page 33).

c) In part (b) above, BOLD each definition of an “area” of Psychology. In this section (c), ADD TWO NEW DEFINITIONS for other areas of Psychology (defined in the text or elsewhere) that were not listed in the key-words of Chapter 1. What areas of Psychology are these two ‘new’ areas closest to?

[Among others, this assignment relates to Learning Objectives 3 & 5]

Homework II (RESEARCH)

a) Type out (in sentence form) the correct answer to each of the 18 “quick quiz” answers from Chapter 2.

b) Define (in sentence form) any four definitions from each of the three columns (twelve definitions total) of the 44 “key terms” from Chapter 2 (as listed on page 73).

c) Write out a made-up dialog between any two historic or current figures in entertainment, politics, psychology, or sport of at least one page. This “conversation” should illustrate a flaw in reasoning that is addressed by appropriate scientific reasoning and/or investigation (e.g., you might write about “hot-hand”, pseudoscience, superstitions, alleged demonstrations of ESP, etc.). It is typically easiest to achieve the goals of this assignment with one “uninformed” actor and one “trained” expert who can show the uninformed actor the error of not evaluating alternative accounts for the phenomena under consideration. (for inspiration see: http://wac.colostate.edu/journal/vol8/zehr_henderson.pdf)

[Among others, this assignment relates to Learning Objectives 3, 5, & 8]

Homework III (BIOLOGY OF BEHAVIOR)

a) Type out (in sentence form) the correct answer to each of the 16 “quick quiz” answers from Chapter 3.

b) Define (in sentence form) any twelve definitions of the following “key terms” (see page 121); at least SIX must be neuroanatomical structures:
a. Acetylcholine  
b. Adoption studies  
c. Aphasia  
d. Axon  
e. Broca’s area  
f. Cerebellum  
g. Cerebral cortex  
h. Contralaterality  
i. Endocrine system  
j. Event-related potential (ERP)  
k. Functional Magnetic Resonance Imaging (fMRI)  
l. Gene-by-environment interaction research  
m. Hippocampus  
n. Myelin sheath  
o. Neuron  
p. Neuroplasticity  
q. Peripheral nervous system  
r. Phineas Gage  
s. Refractory period  
t. Serotonin  
u. Somatic nervous system  
w. Sympathetic nervous system  
x. Thalamus  
y. Wernicke’s area  

Homework IV (SENATION and PERCEPTION)  
a) Type out (in sentence form) the correct answer to each of the 16 “quick quiz” answers from Chapter 4.  
b) Answer each of the following:  
a. What is the difference between an absolute threshold and a just noticeable difference?  
b. Draw a picture of the eye; label at least six important features.  
c. Draw a picture of the auditory system; label at least six important features.  
d. Define contralaterality. Draw a picture of what we mean by contralaterality in vision.  
e. Identify the five basic taste qualities.  
f. Define each of four monocular depth cues and two binocular depth cues.  
g. Using a source OTHER THAN THE TEXTBOOK, identify and define at least FIVE Gestalt laws of perceptual organization. Hand-draw an example of each (cite your reference).  
h. Describe a “real-world” consequence of (failure of) dark-adaptation as it pertains to your own life (i.e., something that you have experienced).  
c) Listen to a selection of audio clips related to “reversed speech.” Discuss the role of expectations using appropriate psychological terms AND discuss why reversed speech might this relate to the (Gestalt Psychology) phrase “Stimuli Crave Organization.”  
[Among others, this assignment relates to Learning Objectives 3,5, & 8]  

Homework V (HUMAN DEVELOPMENT)
a) Type out (in sentence form) the correct answer to each of the 14 “quick quiz” answers from Chapter 5.
b) Define (in sentence form) four definitions from each of the three columns (total 12 definitions) of the “key terms” from Chapter 5 (they are listed on page 213).
c) Find (and print out the title page of the .pdf) a copy of any research article cited in this chapter that addresses “stages of development” (either childhood, or aging more broadly and may or may not relate to cross-cultural differences). Write your own one-paragraph summary of the article indicating the relevance of the article to your understanding of the psychological concept of development.

Homework VI (CONSCIOUSNESS)

a) Type out (in sentence form) the correct answer to each of the 16 “quick quiz” answers from Chapter 6.
b) Define (in sentence form) any 12 of the 33 “key terms” from Chapter 6 (they are listed on page 253).
c) In no more than one page of written text (and in paragraph form), differentiate (via examples and explanation) the difference in the meanings of the terms (as they are used in psychological research) of ‘change blindness’, ‘selective attention’, and ‘divided attention’. Provide an academic definition for each (cite the source from which you obtained the definition).

Homework VII (MEMORY)

a) Define (in sentence form) any 12 of the 46 “key terms” from Chapter 7 (they are listed on page 291).
b) List Schacter’s Seven Sins of Memory. For each, provide a three or four sentence example of how each “sin” may have played a role in your life (e.g., False Memory – How sure are you that the event really happened – what was the event and why was your memory of it (now) suspect?).
c) Consider reported research (from the text or elsewhere) regarding any theoretically important element from within this chapter. Identify each of:
   a. What was the research question?
   b. What was the structure of the research design (including what were the important manipulations or controls)?
   c. What data was collected?
   d. What results were obtained?
   e. What is the implication of the obtained results vis-à-vis our understanding of psychological phenomena?

Homework VIII (LEARNING)

a) Type out (in sentence form) the correct answer to each of the 15 “quick quiz” answers from Chapter 8.
b) Define (in sentence form) three definitions from each of the three columns of the “key terms” from Ch. 8 (twelve definitions; the terms are on page 331).
[Among others, this assignment relates to Learning Objectives 6 & 7]

Homework IX (LANGUAGE and THOUGHT)
   a) Type out (in sentence form) the correct answer to each of the 14 “quick quiz” answers from Chapter 9.
   b) Define (in sentence form) three terms from each column of the (34) “key terms” from Chapter 9 (twelve definitions; the terms are listed on page 369).
   c) Is critical thinking culturally-dependent? Define the term and then defend your answer (no more than one page, paragraph form).

[Among others, this assignment relates to Learning Objectives 2, 3 & 6]

Homework X (INTELLIGENCE, CREATIVITY, and PROBLEM-SOLVING)
   a) Type out (in sentence form) the correct answer to each of the 14 “quick quiz” answers from Chapter 10.
   b) Can you train creativity? Defend your answer (including appropriate academic citations).
   c) Identify one “folk theory” or “folk belief” about Intelligence or creativity. Can you find any evidence to support (or refute) the belief? If so, describe it. If not, what might the evidence look like?

Homework XI (MOTIVATION and EMOTION)
   a) Type out (in sentence form) the correct answer to each of the 14 “quick quiz” answers from Chapter 11.
   b) Define (in sentence form) three items from each first column of the (34) “key terms” from Chapter 11 (they are listed on page 453).
   c) Consider at least two different perspectives on the formation of the subjective experience of emotion. Relative to each of these theoretical perspectives, describe the cues that were present at some point when you were either exceptionally happy or exceptionally angry (no more than two pages).

[Among others, this assignment relates to Learning Objective 7]

Homework XII (STRESS and HEALTH)
   a) Type out (in sentence form) the correct answer to each of the 14 “quick quiz” answers from Chapter 12.
   b) Define (in sentence form) three terms per column from the (34) “key terms” of Chapter 12 (twelve total: the terms are listed on page 491).
   c) Knowing what you now know about emotional regulation and/or stress, how might you attempt to better protect yourself from the negative consequences of stress in the “real world” as you are living in it – be sure to use appropriate psychological terminology and be specific (e.g., “I’d be less stressed” is an outcome goal, not a process to get to that point).

[Among others, this assignment relates to Learning Objective 7]

Homework XIII (PERSONALITY; INDIVIDUALISM)
   a) Type out (in sentence form) the correct answer to each of the 16 “quick quiz” answers from Chapter 13.
   b) Define (in sentence form) three terms per column of the (33) “key terms” from Chapter 13 (twelve total: they are listed on page 529).
c) Take any online “Personality Test”; summarize any academic support for the test and relate the test to the content covered in this chapter of Feist & Rosenberg (textbook) [i.e., what approach to personality does it reflect? What evidence (if any) suggests that the test is (or is not) ‘valid’?].

[Among others, this assignment relates to Learning Objective 7]

Homework XIV (SOCIAL BEHAVIOR)

a) Type out (in sentence form) the correct answer to each of the 16 “quick quiz” answers from Chapter 14.

b) Define (in sentence form) three terms per column from the (32) “key terms” from Chapter 14 (twelve definitions: the terms are listed on page 569).

c) Write a short essay on current events relevant to “Social Behavior” as defined in this chapter. To do this, find a June or July 2011 newspaper article (or transcript of a news broadcast [e.g., from NPR]) or web-news link relevant to this chapter. Write a short (approximately 2 page, double-spaced, times 12 point font) (a) summary and (b) description of what the relevant psychological issue is, what the textbook says about the issue, and (c) your thoughts on the issue.

Homework XV (PSYCHOLOGICAL DISORDERS)

a) Type out (in sentence form) the correct answer to each of the 20 “quick quiz” answers from Chapter 15.

b) Define (in sentence form) three terms per column from the (48) “key terms” from Chapter 15 (twelve total: they are listed on page 609).

c) To be a “disorder”, behavior must be deviant, distressing to the individual, and dysfunctional. Discuss the role of individual or cultural differences vis-à-vis the declaration of an individual having a “disorder” (approximately one page).

Homework XVI (TREATMENT of PSYCHOLOGICAL DISORDERS)

a) Type out (in sentence form) the correct answer to each of the 16 “quick quiz” answers from Chapter 16.

b) Define (in sentence form) three terms per column from the (35) “key terms” from Chapter 16 (twelve definitions: they are listed on page 645).

c) Define the term “mindfulness” and summarize, using appropriate psychological terms and empirical evidence, why mindfulness appears to be a useful component of psychological intervention (for at least some disorders).

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ORAL PRESENTATION

Two Presentations (2 point each; 4 points total).

During each half of the course, you will be REQUIRED to formally present (in front of the class, using a set of one to four powerpoint [or equivalent] visual slides) some aspect of Psychology pertaining to that half of the text that was both new to you and had some relevance to your understanding of how the world works. Appropriate references and
citations are required. You must email me the content by MIDNIGHT June 20\textsuperscript{th}, 2011 for Oral Presentation #1 and MIDNIGHT July 4\textsuperscript{th}, 2011 for Oral Presentation #2 (there is nothing preventing you from submitting either or both a week or two early in order to ensure that I have received your presentation). You should also bring a copy to class on a USB memory stick.

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\begin{center}
\textbf{RESEARCH PARTICIPATION}
\end{center}

\textbf{Four Experiments (1 point each; 4 points total).}

During each half of the course, you will be REQUIRED to participate in two separate experiments and each of the experiments must relate to a different broad domain of psychology. Obviously, given the inter-session nature of the course, I do not expect sufficient experimenter participation to provide sufficient access to in-person experimentation for all four experiences. Thus, what I will require is that you find and participate in four different types of psychological experimental activities, only one of which has to involve “in person” testing (i.e., where you can physically shake the hand of the experimenter after you have run). For each experimental activity I will want to know (you will Type up a formal description) each of the following: (point form is ok)

1. Website address (or location run if in-person)
2. Title of Experiment
3. is it a “illustration” experiment (i.e., data is collected but likely won’t be analyzed/published) or one that you believe is actively collecting data for potential publication? (either is ok, I want you to think about this though – if you are not sure, describe your reasoning).
4. Identify and provide a definition of the underlying psychological phenomena being investigated (e.g., “Semantic Congruity Effect” would be not be sufficient, you would need to include its definition) – you MUST also identify which chapter of the text is “most relevant” to the experiment (and only use one experiment per chapter; this will ensure a diversity of experiences).
5. identify at least ONE peer-reviewed psychology article that relates to the experiment (to look up peer-reviewed journal articles use PSYCINFO via the SJSU library – open university students will need to visit the resource desk at the library ASAP to ensure appropriate access) – print off a copy of the .pdf title page (or hardcopy article).

note: \textbf{DO NOT LEAVE THIS TO THE LAST MINUTE. START NOW.}

If you are unwilling to participate for any reason, an alternative assignment is available – to pursue this option please make arrangements with Dr. Van Selst. The due date for the “first half” is June 21\textsuperscript{st}. The due date for the “second half” is July 7\textsuperscript{th}.

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One Essay (3 points total).

Write a minimum of two pages, but no more than three pages (typed, double-spaced, reasonable margins, times 12 point font), as a self-reflection on how something that you learned within this course could influence the decisions you will make in the future. I am specifically interested in having you address one or more of the “GE Learning Objectives” (provided earlier in this syllabus) with respect to the Department of Psychology Goal 5: Values in Psychology, which states “Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society” (see http://www.sjsu.edu/ugs/assessment/programs/socialsci/psych/psych_BA/). I am very interested in whether or not you believe that the content of this course, as taught, relates to these desired knowledge and behavioral outcomes for you. To be explicit: the components I am looking for are (1) what was NEW to you, (2) what IMPACT did it have on you, and (3), do you believe you will actually ACT in a different manner having learned this new material?