Instructor: Richard Chiovarelli, Psy.D.

Office Location: DMH 230

Telephone: (408) 924-5614

Email: Richard.Chiovarelli@sjsu.edu

Office Hours: Tuesdays & Thursdays 10:30am – 11:30am

Class Days/Time: Tuesdays & Thursdays 9:00 am – 10:15 am

Classroom: Hugh Gills Hall 122

Desire2Learn
Copies of the course materials such as the syllabus, major assignment handouts, PowerPoints from lectures, etc. may be found on this course’s Desire2Learn webpage (https://sjsu.desire2learn.com). Seven 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. Your initial D2L password is your 9 digit SJSU ID number. For help with any problems related to D2L it is best to contact the University Help Desk (http://www.sjsu.edu/helpdesk/).

Office Hours & Communication
You do not need an appointment to stop by my office during office hours, although letting me know ahead of time by email is appreciated. The best way to contact me is by email. I check my email much more frequently than I check my voicemail.

If you send me an e-mail, I will usually get back to you within 48 hours (except on weekends; I do not check my email on weekends). As a general rule I check email Monday through Friday between 8am and 4pm. If you do not hear from me within 48 hours during weekdays, chances are I didn’t get the message and you should to re-send it.

Course Description
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation,
cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

Learning Outcomes

There are several goals and evaluated learning outcomes in this course. This class aims to present and discuss diverse areas within the field of psychology and help the student realize that psychology is much broader than individual counseling. The successful student shall be able to recognize the areas of psychology reviewed and summarize the main features for each. An additional goal is to foster critical thinking about human behavior and bridge the gap between what is demonstrated in psychological research and the experiences and observations of our everyday lives. Furthermore, this class seeks to generate deeper insight and critical thinking surrounding ways in which psychology is related to other academic fields and occupations. Whatever your interests and professional goals, psychological principles can be related to your life regardless of your chosen major.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

CLO1: Students shall be able to identify and critically compare the prominent figures, theories, and advances within the field of psychology.

Assessment of CLO1: Students will be evaluated on their performance on class examinations related to this domain. Students will also be assigned to read chapters covering topics in this domain and evaluated on participation of group discussions and activities (i.e., participation grade) and homework assignments related to these topics. Furthermore, in their group presentation students will be evaluated on their ability to demonstrate knowledge of a prominent figure and/or theory within psychology and examine the figure/theory’s contributions to psychology and society as a whole.

CLO2: Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.

Assessment of CLO2: Students will relate contemporary developments in the field of psychology (e.g., multicultural considerations, recent and emerging treatment approaches) during their group presentation. Students will also be evaluated through performance on class examinations covering topics in this domain, as well as evaluated on participation of group discussions and activities (i.e., participation grade) and homework assignments related to these topics.

GE/SJSU Studies Learning Outcomes (LO)

Upon successful completion of this course, students will be able to:

CLO3: Students shall be able to identify and analyze the social dimension of society as a context for human life, examine the processes of social change, social
continuity, study the role of human agencies in these processes and delineate the forces that engender social cohesion and fragmentation.

Assessment of CLO3: Students will be evaluated on their performance on class examinations related to social psychology. Students will also be assigned to read chapter 11 (social psychology) and evaluated on participation of group discussions and activities (i.e., participation grade) and homework assignments related to these topics.

CLO4 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.

Assessment of CLO4: Students will answer examination questions relating to diversity in multiple forms (e.g., ethnicity, culture, sexual orientation, sex, gender, gender expression). Students will be evaluated through class discussions and activities (i.e., participation grade) and homework assignments related to these topics. This objective will also be emphasized in several assigned readings (e.g., Chapters 10, 11, 13, 14, & 15).

CLO5: Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

Assessment of CLO5: Students will write and submit a 1,500- to 2,000-word scholarly paper to demonstrate their critical thinking skills, ability to analyze psychological research, contrast various viewpoints, examine contextual factors, and relate these to contemporary social issues. Students will also be evaluated on participation of group discussions and activities (i.e., participation grade) and homework assignments related to these topics.

CLO6: Students will be able to recognize the interactions of social institutions, culture, and environment with the behavior of individuals.

Assessment of CLO6: Students will write and submit a 1,500- to 2,000-word scholarly paper to demonstrate their ability to recognize the interactions of social institutions, culture, and environment with the behavior of individuals. Students will also contextualize behavior during their graded group presentation. Students will also be evaluated through related examination questions on topics such as: multiculturalism, sexual orientation, gender expression, and discrimination. Students will also be evaluated on participation of group discussions and activities (i.e., participation grade) and homework assignments related to these topics.

Program Learning Outcomes (PLO)
Upon successful completion of the psychology major requirements…

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Definition of a Credit Hour
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

The credit hour is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester.
2) a credit hour is assumed to be a 50-minute (not 60-minute) period.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

Required Texts/Readings
Textbook
loose leaf with Aplia ISBN: 9781133429609

Other Readings (Recommended book)
Other equipment / material requirements (mandatory)


*** You must have an Aplia Access Code because homework assignments will be completed through this program. The Aplia Access Code comes with an ebook of the required textbook. Therefore, purchasing the Aplia Access Code will give you all the materials required for the course. If you would like a paper version of the textbook along with the ebook you can purchase the loose leaf or paperback versions of the book with Aplia, which are listed by the SJSU bookstore as “WHAT IS PSYCHOLOGY? - W/APLIA.” ***

Classroom Protocol

Attendance: Students are responsible for everything that is said and done in class. I strive to make my classes both educational and enjoyable. It is important to note that it is the student’s responsibility to withdraw from a course they do not wish to take. If you simply stop coming to the class and do not withdraw from the course, then you will still receive a grade that will be based on the completed work. Additionally, I encourage students to arrive on time for the class. A portion of your grade is based on participation, and tardiness affects participation. Many important pieces of information are discussed in class, and students are responsible for knowing and complying with this information, including changes to assignments.

Classroom Courtesy & Disruptions: Class disruptions are not tolerated. Students will be asked to leave if they are being disruptive to fellow students or the professor. Disruptions include but are not limited to cell phones and pagers going off for any reason (even accidental), texting (yes, I still see it if you hold the phone under your desk during class), talking when not participating in an instructor-assigned activity, and not paying attention (e.g., reading the newspaper, sleeping). In addition, please place electronic communication devices (e.g., pagers, cell phones) in the “off” position during class, or if necessary, place on silent mode. If you must make or answer a call, please excuse yourself from class. In accordance with university policies on student conduct, it is expected that you will treat other students and the instructor with courtesy and respect. Being on the phone and texting are activities that are not respectful. Additionally, this class is conducted where you have wireless Internet access, please do not “surf” the web. Also, if I or other students deem “keyboard noise” distracting, you will have to stop using the computer. This policy is in existence so that you do not distract me or other students. I reserve the right to ask you to put the computer away at any time. Failure to do so may result in you being asked to leave the classroom.

Taking Notes: Since a portion of the lectures will not come from the assigned readings, taking lecture notes is VERY IMPORTANT. Coming to class prepared (e.g., having thoroughly read the assigned material) and paying close attention to lecture will benefit the student. Preparation through reading the assigned material will help the student with taking notes during class as the student will recognize some of the material as coming from the readings and as a result will not need to take copious notes on that portion. Should you happen to miss a class, you are welcome to obtain notes from a peer in the
course. Also, please ask your peers in the course if you “missed anything important,” and **do not ask the instructor**. It is important to mention that those students who regularly attend class tend to do significantly better in the course.

**Professional Communication:** As a University student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail that you might send. When sending email, I would encourage you to create an email account that includes your full name (e.g., Joe.Student@internet.com). If you do not create such an email, be certain to include your **full name** in the correspondence. Please be sure to follow the basic guidelines below when communicating in a professional capacity:

1. In the Subject line, state what specific issue you are emailing about (e.g., exam 3, quiz 7, absence on 7-11-07).
2. In the greeting, please address your professor by his or her title (e.g., Dr. or Professor).
3. Be sure to identify yourself clearly by stating your full name and the specific course and section number you are in.
4. Be clear in your statement about what you are asking for or of what you are informing the reader.
5. Consider your request before you make it. If you believe you can make that request in a professional way and support your reasons for your request, please ask. If you have overslept, are tired, hungover, or whatever, please do not make requests based on those reasons.
6. Use a polite and respectful tone.
7. Use complete sentences and correct grammar and spelling in your message.
8. Do not use abbreviations for words that are often used in text messages.
9. If you need a reply to the email you have sent, please request that clearly. I strongly encourage you to request a response back if you send something that needs to be graded in a timely matter to be certain it was received.
10. If you do not hear back within a reasonable amount of time from the person you sent the email to, politely request a response and resend the original message (you can use the forward function here).

**Grade Checks:** All grade check requests should be made by email with at least 24 hours advanced notice.

**Diversity Statement:** Consistent with the mission of San Jose State University, I welcome persons of differing backgrounds and experiences including but not limited to age, disability and health status, ethnicity and race, family structure, geographic region, language, religious/spiritual and secular beliefs, resident status, sex, sexual orientation and gender identity/expression, and socioeconomic status.

It is my goal to foster an environment in which diversity is recognized and embraced and every person is treated with dignity, respect, and justice. I hope that your academic experience in this course and at San Jose State University will provide the opportunity to gain knowledge and experiences necessary to thrive in a diverse, global environment.

**Rules Regarding Recording of Class Lectures & Intellectual Property:** Common courtesy and professional behavior dictates that you notify someone when you are
recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

-- A student must request the instructor’s permission in writing. A student must list the dates that he/she is requesting to record. The instructor would grant permission by signing the written request. The instructor will make a copy of the authorized request for his/her records and return the original request to the student to keep for his/her records.

-- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained orally as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

**Internet, WWW, & E-mail Access:** This course involves use of the Internet for student research, homework, and assigned readings. All students are required to have access to the Internet via some means as well as an active/current e-mail address. If you do not have a computer or access to the Internet, you can use the computers in the computer lab on campus. Labs are typically open late on some evenings and also open on weekends.

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<th>IMPORTANT WEB ADDRESSES:</th>
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<tr>
<td>San Jose State University Web site</td>
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<tr>
<td>Department of Psychology’s Web site</td>
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<td>SJSU Library’s Psychology Website</td>
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**Syllabus Policy:** The course syllabus presented in this document will be followed as closely as possible. However, the course syllabus, schedule, policies, and procedures are subject to change at the discretion of the instructor or in the event of extenuating circumstances. This includes the dates listed. Any changes will be announced in advance by the instructor as soon as possible. Since such announcements are typically made during class, it is the student’s responsibility to find out about any of these changes that may have been made when the student is absent.

You are responsible for all of the material in the assigned readings. Some of the information in the readings will not be covered in class. Therefore, if there is material that is unclear to you it is highly recommended that you discuss this material with fellow
classmates or with me at an appropriate time (e.g., during office hours). It is your responsibility to read the syllabus and ask questions about it so that you have a clear understanding of the expectations. If you are unclear about any of the requirements/expectations, then please set up a time to speak with me. I will be grading as though you have a clear understanding of the course requirements and material.

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

**RESEARCH PAPER** (150 points) submit to Turnitin.com by 9:00AM on October 2\textsuperscript{nd}

In this paper, choose a topic covered in class or in the text relating to psychology. The paper must include three main sections. **Section 1** is a discussion of at least two opposing viewpoints on the topic. **Section 2** is a discussion about how human behavior is influenced by two of the following three things (a) culture, (b) environment, and (c) social institutions (examples of social institutions include values, norms, traditions, the media, legal systems, governments, family, corporations, languages, religions, etc). **Section 3** is a discussion about how the topic is relevant to present day social issues. Example topics are: alcohol use/abuse, violence in society, losing one’s virginity, Kurt Lewin, sexual activity, gender roles, treatment of bipolar disorder (or another mental disorder), discipline of children, behavior therapy, etc. For Section 3, if you choose culture you would discuss how different cultures within the US, or how different countries, have different viewpoints, beliefs, and behaviors, which influence the behaviors associated with your topic. If you choose a treatment of a specific mental disorder as your topic then for culture you could discuss the different prevalence rates in different countries, or the different preferred treatment methods in different countries or cultures, or how different cultures interact differently with people with the disorder, or how different cultures have different stereotypes or stigmas of the disorder. For Section 3, if you choose a specific mental disorder you could discuss the external factors that can increase the likelihood of having the disorder or trigger its onset. For the influence of environment you could also discuss the different prevalence rates in developed countries versus developing countries.

The paper should be between 1,500 to 2,000 words, which is about 5-7 pages in length (350 words is average per double-spaced page). **The paper must have at least four peer reviewed references.** You can use the textbook as a reference but it does not count as
one of the four minimum references needed. The final paper is due by 9:00am on 10/2/12 and should be submitted through Turnitin.com (you will not be submitting a hard copy). Two and a half percent will be deducted for each day an assignment is late. An assignment is considered late if it is not submitted before the start of the class period it is due. A maximum of 30% will be deducted for late papers, so even if it is a month late it is still worth completing and turning it in.

Structure for Research Paper
1. Your paper needs to be organized. I recommend using a heading for each of the 3 sections to clearly structure the paper. You should be developing a central idea in each section and the reader should be able to follow the logic of your argument. Each paragraph should have a coherent theme and paragraphs should follow each other in an organized manner. Read over your papers to be sure that there is a logical order to them. Also, your paper will be strengthened by using more than one reference to support each of your points.

2. Watch for grammatical errors, particularly sentence fragments and run-on sentences. More than five spelling or grammatical errors will result in points deducted from the assignment’s final grade. I strongly encourage you to have your paper proof read, particularly by the SJSU writing center. If you plan to use the writing center plan ahead because they often have a waitlist and it may take 2 weeks or more to get an appointment to have your paper proof read.

3. Your papers will be typewritten, double-spaced, with one-inch margins, using Times New Roman (or VERY similar) 12 point font.

4. Title Page: On a sheet attached to the front of all your paper type the title of your paper along with Your Name, Course, Course Number, Section Number, Semester, Year, Due Date, and Professor’s Name.

5. Citations and references included in your paper are to be done according to APA style as described in the Publication Manual of the American Psychological Association, 6th Edition (2010), which is available in the library, the campus bookstore, and on-line. Points will be deducted for formatting errors on citations and references, as well as for not having the minimum of at least 4 peer reviewed references for the research paper. References should be listed on the last page(s) of the paper (i.e., the reference page). Proper use of citations and references is very important. Plagiarism will result in a failing grade (i.e., F).

MAXIMUM LENGTH of the paper is 7 ½ PAGES OF TEXT, excluding the title page and the reference page.

GROUP PRESENTATION (130 points)
In groups of 5, students will work together to prepare a 15-minute class presentation on a prominent figure or theory within psychology. No two groups can present on the same figure or theory. Please submit your group’s choice to me as soon as possible to reserve
your selection. You will be placed into groups during the first two weeks of class. Presentation dates will be assigned to groups during class time.

In the presentation you should discuss the figure or theory’s contribution(s) to the following areas: (1) the field of psychology, (2) our view/understanding of behavior, emotion, and/or cognition, and (3) society as a whole. Throughout the presentation it is beneficial to give real world examples. Contributions can be any or all of the following: research contributions, theoretical contributions, mental health treatment contributions, etc. The presentation should also include: (4) a discussion of the historical context of the figure or theory, which includes discussion of what existed before this theory or figure became prominent and your ideas about how you think the field of psychology would be different in the theorist or theory never existed, (5) an assessment of how the figure or theory does or does not account for multicultural issues, (6) your opinions about what is most and least useful about the contributions, as well as any disadvantages. Additionally, each group should: (7) have an interactive component to the presentation in which the group gets the class to engage in some way (e.g., an activity for students to do, a question & answer segment, polling the class on their opinions, etc; do NOT simply ask the class questions on what you just presented on), and (8) have a 1-2 page handout (please make it a one-page two-sided document to save paper) to give the professor and classmates on the day of the presentation. The group members first and last names should be at the top of the handout. The handout should highlight points 1 through 6 listed above. Groups are encouraged to use media aids in the presentation (e.g., PowerPoint slides, youtube videos, etc.). Example topics include Piaget, Freud, Kubler-Ross, Kohlberg’s Theory of Moral Development, Maslow, functionalism, operant conditioning, Client-Centered Theory, etc.

Grading for the Group Presentation: For the first 90 points of the assignment members will be given the same grade as their fellow group members unless other members report disproportionate contributions by certain members. The last 40 points are evaluated on an individual basis. Each student will be separately evaluated on their knowledge of the topic and presentation style (e.g., clarity, content, eye contact with the class, engagement with class, energy, humor, etc). This assignment is worth 130 points.

**EXAMS & FINAL EXAM (75 points each; 300 points total)**
There are 3 exams during the semester and a final exam at the end of the semester. Exams will be multiple-choice. The exams will have questions from the textbook, lectures, and videos. Each exam will be given during the lecture period, and you will have the class period to complete the exam. Students will not be allowed to use the restroom, talk to other students, or use their cell phone during an exam. Violation of these rules may result in a test review and/or referral to Student Conduct and Ethical Development and possibly a course grade of NC (no credit). Rescheduling an exam will only be allowed for documented medical reasons or mandatory school activities. Please contact me prior to the day of the exam if you need to reschedule.

**CLASS PARTICIPATION (50 points)**
Participation helps us all learn from one another. You will be assigned points based on your level of participation in class discussions and activities. Many classroom activities and discussions will supplement the reading and students are responsible for all material,
assignments, and explanations given in class, even if they were absent. Some examples of how participation is demonstrated include: asking questions, paying attention, engaging in class activities, and engaging in class discussions.

**HOMEWORK ASSIGNMENTS (150 points)**
You'll be assigned bi-weekly homework assignments. There is a HW assignment due every day of class except on exam days. Most HW is completed online through the Aplia website and must be submitted online before the start of class otherwise it will not be accepted. Your two lowest HW scores will be dropped. There are no make-ups.

**LIBRARY TUTORIALS (10 points each; 20 points total) due September 6th**
You are assigned two brief online library tutorials: Library basics, and Plagiarism. Go online to [http://library.sjsu.edu/online-tutorials/online-tutorials](http://library.sjsu.edu/online-tutorials/online-tutorials) and toward the bottom of the webpage you will find these tutorials within the “Tutorials for Class Credit” section. Follow the directions carefully. Email me the results of both tutorials. I will respond to your email letting you know I received the results. If you do not get a reply email from me then I did not receive the results and you should send them again. If you have trouble emailing me the results you can print your score sheet and hand it in at the beginning of class on the 6th, or by 11th at the latest.

**Participation in Psychological Research (or alternative project) Requirement**

**Research Participation:** You are required to participate in laboratory research projects conducted by graduate students of the Psychology Department for a total duration of four hours. The details of this requirement will be explained more specifically in a handout. This research participation is a must and failure to do so will severely affect your grade (i.e., your final grade will be lowered by 16%). Complete the research participation requirement. This requirement will be addressed in class by the Department Research Coordinator. The research participation or alternative assignment is **due November 30.**

**WHO?** ALL Psychology 001 students.

**WHAT?** Students are required to participate in 4 hours of research during the course of their enrollment in Psychology 001. There are three ways to earn this credit:

- **ONLINE SIGN-UP.** Go to [http://sjsu.sona-systems.com](http://sjsu.sona-systems.com) to register and sign up for studies. You should be aware that if you don't show up to your scheduled appointment, you will lose an equal number of credit hours. Please be considerate of other people's time. Cancellation requires 24 hrs advance notice to the researcher.

- **OPEN RESEARCH DAYS.** These are days when many researchers conduct their experiments on the same day in Dudley Moorehead Hall. Students can go from room to room, collecting up to several credit hours in one day. You do not sign-up for this event. Just show up. First come, first serve basis. If there are a lot of researchers who wish to participate, then we will hold this event on a weekend. This event is NOT a guarantee, nor that you will get all the available hours at the event. Check the Sign-up Board for updates.
• **ALTERNATIVE ASSIGNMENT.** (For when you are unable to do the two ways above or you need a few more hours to complete this requirement.) NOTE: if you do this Assignment, then please indicate how many hours you plan on completing to the right of where you place your name.

**WHEN?** The dates of the Open Research Days will be announced in class.

**WHERE?** Open Research Days are held in Dudley Moorhead Hall. Just follow the signs once you enter the building -- the experimenters will be in the classrooms waiting for you.

**WHY?** This research experience is not only required by the department as part of the Psychology 001 curriculum, but if you participate willingly, you will learn a great deal about how psychology works. Who knows, you may like what you see and become a psychology researcher!

Click here to find out more: [http://www.sjsu.edu/psych/Undergraduate/subjectpool.htm](http://www.sjsu.edu/psych/Undergraduate/subjectpool.htm)

**GRADES**

**Late assignments** will lose 2 ½ percent per day, unless due to compelling circumstances and approved by me. I may require documentation to grant extensions or allow late work without loss of points. Also, **extra credit assignments will not be offered**.

**Grading** will be based on the sum of points you accumulate during the semester through:

1) Four Exams (3 exams and a final) covering lectures, films, guest speakers, outside readings and the textbook. Each exam is worth 75 points (300 total).
2) Participation during class activities worth 50 points (50).
3) Homework assignments worth 150 points (150)
4) Research Paper (in APA format) worth 150 points (150).
5) Group Presentation will be worth 130 points (130).
6) Library Basics and Plagiarism Tutorials 10 points each (20).

This equals a total of 800 points for the semester. There will be **no extra credit** in this course.

The grade scale is your **percentage** of possible points as follows (800 possible points):

- 97.6 – 100% = A+
- 93.0 – 97.5% = A
- 90.0 – 92.9% = A-
- 87.6 – 89.9% = B+
- 83.0 – 87.5% = B
- 80.0 – 82.9% = B-
- 77.6 – 79.9% = C+
- 73.0 – 77.5% = C
- 70.0 – 72.9% = C-
- 67.6 – 69.9% = D+
- 63.0 – 67.5% = D
- 60.0 – 62.9% = D-
- 00.0 – 59.9% = F
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 Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available 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 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/ 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 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 reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.

Student Success and Wellness

Attending to your wellness is critical to your success at SJSU. I strongly encourage you to take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/Wellness & Health Promotion Dept., and Career Center. See http://www.sjsu.edu/wellness or http://www.sjsu.edu/counseling/Workshops/ for workshop/events schedule and links to many other services on campus that support your wellness! You may go to http://events.sjsu.edu to register for any one of the workshops.

Counseling Services also provides individual, couples, and group counseling to students for free. Counseling Services is located in room 201 of the Administration Building.
## Psyc 001 / General Psychology, Section 12  
### Spring 2012 Course Schedule

This course schedule is subject to change. Students will receive fair notice of any changes. Changes will be announced during class time.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/23/12</td>
<td>Introduction, Class Business, and Syllabus Review</td>
</tr>
<tr>
<td>2</td>
<td>8/28/12</td>
<td>Chapt 1: What is Psychology? --- and HW due</td>
</tr>
<tr>
<td></td>
<td>8/30/12</td>
<td>Chapt 2: Biology &amp; Behavior (1st half) --- and HW due</td>
</tr>
<tr>
<td>3</td>
<td>9/4/12</td>
<td>Chapt 2: Biology &amp; Behavior (2nd half) --- and HW due</td>
</tr>
<tr>
<td></td>
<td>9/6/12</td>
<td><strong>LIBRARY TUTORIALS DUE</strong> &amp; Chapt 11: Social Psychology (1st half) --- and HW due</td>
</tr>
<tr>
<td>4</td>
<td>9/11/12</td>
<td>Chapt 11: Social Psychology (2nd half) --- and HW due</td>
</tr>
<tr>
<td></td>
<td>9/13/12</td>
<td><strong>EXAM #1 – Chapters 1, 2, &amp; 11</strong></td>
</tr>
<tr>
<td>5</td>
<td>9/18/12</td>
<td>Chapt 3: Sensation and Perception (1st half) --- and HW due</td>
</tr>
<tr>
<td></td>
<td>9/20/12</td>
<td>Chapt 3: Sensation and Perception (2nd half) --- and HW due</td>
</tr>
<tr>
<td>6</td>
<td>9/25/12</td>
<td>Chapt 10: Gender &amp; Sexuality (1st half) --- and HW due</td>
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<tr>
<td></td>
<td>9/27/12</td>
<td>Chapt 10: Gender &amp; Sexuality (2nd half) --- and HW due</td>
</tr>
<tr>
<td>7</td>
<td>10/2/12</td>
<td><strong>RESEARCH PAPER DUE (submit it online to Turnitin.com): Chapt 4: Consciousness (1st half) --- and HW due</strong></td>
</tr>
<tr>
<td></td>
<td>10/4/12</td>
<td>Chapt 4: Consciousness (2nd half) AND Chapt 5: Learning (1st half) --- and HW due for both chapters</td>
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<tr>
<td>8</td>
<td>10/9/12</td>
<td>Chapt 5: Learning (2nd half) --- and HW due</td>
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<tr>
<td></td>
<td>10/11/12</td>
<td><strong>EXAM #2 – Chapters 3, 4, 5, &amp; 10</strong></td>
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<tr>
<td>9</td>
<td>10/16/12</td>
<td>Chapt 6: Memory (1st half) --- and HW due</td>
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<tr>
<td></td>
<td>10/18/12</td>
<td>Chapt 6: Memory (2nd half) --- and HW due</td>
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<tr>
<td>10</td>
<td>10/23/12</td>
<td>Chapt 7: Cognition (1st half) --- and HW due</td>
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<tr>
<td></td>
<td>10/25/12</td>
<td>Chapt 7: Cognition (2nd half) --- and HW due</td>
</tr>
<tr>
<td>11</td>
<td>10/30/12</td>
<td>Chapt 8: Motivation &amp; Emotion (entire chapter) --- and HW due</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td>11</td>
<td>11/1/12</td>
<td>Chapt 9: Infant &amp; Child Development (1st half) --- and HW due</td>
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<tr>
<td>12</td>
<td>11/6/12</td>
<td>Chapt 9: Infant &amp; Child Development (2nd half) --- and HW due</td>
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<tr>
<td></td>
<td>11/8/12</td>
<td><strong>EXAM #3 – Chapters 6, 7, 8, &amp; 9</strong></td>
</tr>
<tr>
<td>13</td>
<td>11/13/12</td>
<td>Chapt 12: Health, Stress, &amp; Coping (1st half) --- and HW due</td>
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<tr>
<td></td>
<td>11/15/12</td>
<td>Chapt 12: Health, Stress, &amp; Coping (2nd half) --- and HW due</td>
</tr>
<tr>
<td>14</td>
<td>11/20/12</td>
<td>Chapt 13: Measuring &amp; Understanding Personality (1st half) --- and HW due</td>
</tr>
<tr>
<td></td>
<td>11/22/12</td>
<td><strong>Thanksgiving – NO CLASS</strong></td>
</tr>
<tr>
<td>15</td>
<td>11/27/12</td>
<td>Chapt 13: Measuring &amp; Understanding Personality (2nd half) --- and HW due</td>
</tr>
<tr>
<td></td>
<td>11/29/12</td>
<td>Chapt 14: Understanding Psychological Disorders (1st half) --- HW due and <strong>RESEARCH PARTICIPATION and/or ALTERNATIVE ASSIGNMENT DUE</strong></td>
</tr>
<tr>
<td>16</td>
<td>12/4/12</td>
<td>Chapt 14: Understanding Psychological Disorders (2nd half) --- and HW due</td>
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<tr>
<td></td>
<td>12/6/12</td>
<td>Chapt 15: Therapies &amp; Treatment Approaches (entire chapter) --- and HW due</td>
</tr>
</tbody>
</table>
| Final Exam | 12/18/12| **FINAL EXAM – Chapters 12, 13, 14, & 15**  
7:15am – 9:30am on Tuesday, December 18th, in Hugh Gills Hall 122 |