San Jose State University  
Department of Psychology  
General Psychology – PSYC 1 (07)  
Dr. Tina Camagna Foley  
Fall 2012

OFFICE: DMH 232  
OFFICE HOURS: Mondays and Tuesdays, 5:00 p.m. – 6:00 p.m.  
OFFICE PHONE: (408) 924-5658  
E-MAIL: tina.foley@sjsu.edu  
WEBSITE: http://www.sjsu.edu/people/tina.foley  
CLASSROOM: CL 303  
GE/SJSU Studies Category: Area D1  
REQUIRED TEXT:  
ISBN: 9780495811336 Available at the Spartan Bookstore (new, used, or rental).  
All students must have Internet access. Course syllabus, handouts, and assignments may be downloaded from your instructor’s faculty website. Students are responsible for regularly checking the website for assignments.

SJSU CATALOG DESCRIPTION:  
Study of perception, attention, learning, remembering, thinking, development of the individual, intelligence, attitudes, emotions, motivation, adjustment, and conflict; designed to give insight into oneself and others.

COURSE SPECIFIC DESCRIPTION:  
This course is an introduction to general psychology – a diverse field that attempts to describe, explain, predict, and influence human behavior. Special attention will be given to themes related to psychology as a field of study: (a) that psychology is empirical, (b) that psychology is theoretically diverse, and (c) that psychology evolves in a socio-historical context. This course will also examine the themes related to psychology’s subject matter: (a) that behavior is determined by multiple causes, (b) that behavior is shaped by cultural heritage, (c) that heredity and environment jointly influence behavior, and (d) that people’s experience of the world is highly subjective.

AREA D1 GENERAL EDUCATION COURSE LEARNING OUTCOMES (CLO):  
Upon successful completion of this course, students shall be able to:  
1. 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.  
Criteria used to estimate mastery of LO1 include instructor presentations, classroom activities and discussions, videos, and course assignments. In addition, this objective is reinforced through material presented in Weiten (2011); specifically, chapters 8, 11, 13 14, 15, and 16. General topics covered include: the effects of bilingualism, social and cognitive development across the life span, ageism, communicating with health providers, the psychology of prejudice, aggression, conformity, and stereotypes of psychological disorders.
2. Place contemporary developments in cultural, historical, environmental, and spatial contexts.
Criteria used to estimate mastery of LO2 include instructor presentations, classroom activities and discussions, videos, and course assignments. In addition, this objective is reinforced through material presented in Weiten (2011); specifically, chapters 1, 5, 9, 11, and 13. General topics covered include: the evolution of psychology, the major psychological theories, cultural variation in the significance of dreams, heredity and environment as determinants of intelligence, the role of culture in human development, and health-impairing behavior.

3. Identify the dynamics of ethnic, cultural, sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.
Criteria used to estimate mastery of LO3 include instructor presentations, classroom activities and discussions, videos, and course assignments. In addition, this objective is reinforced through material presented in Weiten (2011); specifically, chapters 2, 4, 11, 14, 15, and 16. General topics covered include: the under-representation of females in research samples, culture and depth perception, the nature of gender stereotypes, successful aging, culture and symptom patterns, barriers to the use of therapy by ethnic older adults, and ethnic stereotypes and modern racism.

4. Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.
Criteria used to estimate mastery of LO4 include instructor presentations, classroom activities and discussions, videos, and course assignments. In addition, this objective is reinforced through material presented in Weiten (2011); specifically, chapters 7, 10, 11, 13, and 14. General topics covered include: understanding the fallibility of eyewitness accounts, strong predictors of happiness, developmental concepts in the context of scientific literature, factors moderating the impact of stress, stress management techniques, stress and immune functioning, and mental health and the law.

5. Recognize the interactions of social institutions, culture, and environment with the behavior of individuals.
Criteria used to estimate mastery of LO5 include instructor presentations, classroom activities and discussions, videos, and course assignments. In addition, this objective is reinforced through material presented in Weiten (2011); specifically, chapters 8, 11, 13, 14, and 16. General topics covered include: cultural variations in cognitive style, culture and patterns of attachment, adhering to medical advice, stereotypes of psychological disorders, and components and dimensions of attitudes.

**PROGRAM LEARNING OUTCOMES (PLO):**
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.

**METHODS OF INSTRUCTION:**
1. A variety of teaching methods will be used, including instructor’s presentations, class discussions, and videos.

2. A skeleton outline of each class presentation throughout the semester will be made available. These outlines are designed to show how each presentation is organized, as well as the key terms and ideas covered. The outlines thus provide an organizational structure for whatever notes students may decide to take in class.

3. Class presentations will be coordinated with reading assignments. Your instructor’s efforts in class will often be directed to presentations of ideas which involve recent theoretical and/or research developments in the field of general psychology.

4. Students are encouraged to bring to their instructor any questions they may have about readings or material presented in class as those questions arise. Each class will typically begin with your instructor inviting such questions. It is understood, however, that students may feel more comfortable asking their questions before, after, or outside of class. Your instructor’s rather open-ended office hour policy is designed to provide ample opportunity for asking questions.

**COURSE REQUIREMENTS:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1</td>
<td>50</td>
</tr>
<tr>
<td>Exam #2</td>
<td>50</td>
</tr>
<tr>
<td>Observation Assignment</td>
<td>20</td>
</tr>
<tr>
<td>Case Study Assignment</td>
<td>40</td>
</tr>
<tr>
<td>Reflection Papers</td>
<td>40</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
</tbody>
</table>

The three exams will cover both the textbook and the instructor’s presentations. They will consist of 50 multiple-choice questions and will be administered online (via e-mail). Please save a copy of your exam answers in your “Send” file.

Exams are to be taken alone. Group collaboration is not only unacceptable, it is transparent and unethical. Those who do not observe the honor system will receive a failing grade automatically.

Late assignments will have points deducted, except for major extenuating circumstances (i.e., serious injury or ill to self or immediate family) as follows:
**ONE DAY LATE:**
**MORE THAN ONE DAY LATE:**

**5 POINTS**
**NOT ACCEPTED**

**GRADING SCALE:**
250 Points Maximum
250-243 = A+  
242-234 = A  
233-226 = A-  
225-218 = B+  
217-209 = B  
208-201 = B-  

200-193 = C+  
192-184 = C  
183-176 = C-  
175-168 = D+  
167-159 = D  
158-151 = D-  
150-below = F

**MAKE-UP EXAM POLICY AND PROCEDURE:**
Class attendance is assumed. You are responsible for all information and announcements made in class whether you are present or not. I do not provide copies of lecture notes that you miss.

In order for the evaluation process to be fair to every student in the course, it is important to ensure that the conditions of evaluation are as uniform as possible for everyone. This kind of uniformity simply cannot be achieved if some students take the course exams on days other than those when the exam is given to the rest of the class. Just the fact that some students would thus have more time to study for the exam than do those students who take the exam as scheduled is inherently unfair.

Therefore, in the interests of maximizing uniformity of evaluation conditions, in fairness to all students in the class who take their exams as scheduled, the following policy will be implemented without exception (i.e., is non-negotiable).

Make-up exams will be given only under the most extraordinary of circumstances, upon approval by your instructor of a typewritten petition with convincingly official supporting documentation attached (e.g., letter from a medical doctor testifying that the student was incapable of attending class to take the exam). Without your instructor's approval of a petition as described above, a missed exam will be scored as a zero in tallying the total number of points on the basis of which final letter grades will be assigned in the course.

**UNIVERSITY POLICIES:**
**Academic Integrity Policy**
Your own commitment to learning as evidenced by your enrollment at San Jose State University and the University’s Academic 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 academic integrity policy can be found at http://sa.sjsu.edu/student_conduct
**Americans with Disabilities Act Compliance**
If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the building must be evacuated, please make an appointment with The Disability Resource Center, located in ADM 110, as soon as possible. Presidential Directive 97-03 requires that students requesting accommodations must register with DRC to establish a record of their disability.

**INTELLECTUAL PROPERTY:**
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 publically share or upload instructor generated material for this course; such as exam questions, lecture notes, or homework solutions without instructor consent.

**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 a 45 hours over the length of the course (normally 3 hours per unit per week, with one of the hours used for lecture) for instruction or preparation/studying or course related activities including, but not limited to internships, labs, or clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

**ADDING AND DROPPING:**
Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information and forms are available at [http://www.sjsu.edu/registrar/forms](http://www.sjsu.edu/registrar/forms). Students should be aware of the current deadlines for adding and dropping classes.

**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 author often refers to the issue of diversity in his text, such as

- Cultural bias in intelligence testing (Chapter 9)
- Social discrimination against homosexuals (Chapter 10)
- Gender differences in behavior and brain structure (Chapter 11)
- Cultural differences in psychological disorders (Chapter 14)
- Conformity and social pressure (Chapter 16)

**RESEARCH PARTICIPATION:**
All students are required to complete 4 hours of research participation. The research projects will be conducted by graduate students in the Psychology Department. Failure to complete this assignment will severely impact your grade in the course. The details for this assignment will be explained more specifically in a separate handout.
OFFICE HOURS:
Please know that I invite you to meet with me during my regular office hours. I will be happy to discuss course requirements, grades, job opportunities, or to chat about anything. Please don’t hesitate to drop in!

REFLECTION PAPERS:
You will be asked to write four, 1 to 2-page typewritten papers - 10 points each for a total of 40 points. Each of the reflection papers will present you with a question relevant to the course material, and ask you to apply what you are learning to your personal life experience. The papers are to be submitted electronically (via e-mail). Please save a copy of your papers in your “Send” file. See the Schedule of Classes for due dates.

Below are descriptions of the criteria on which your reflection papers will be evaluated.

10 Point Paper - This is a superior piece of writing, which completes the assignment in an outstanding manner. It may have minor grammatical or mechanical errors, but it will be organized, well developed, rich in examples, and well written.

9 Point Paper – It will also fulfill all parts of the assignment, but not to the same degree as the 10 paper. It will show less facility of expression, be less well organized, and less fully developed.

8 Point Paper – This displays some weaknesses in fundamentals, lack the development of the 9 or 10 papers. It may be repetitious or display some minor misreading of the assignment. However, it will demonstrate writing competence.

7 Point Paper – It is superficial and too general and will lack sufficient topic development. It may be simplistic or too short, or it may be rambling or repetitious. The writing is minimally adequate.

Papers receiving 6 and below are unsatisfactory scores.

OBSERVATION ASSIGNMENT:
You are required to conduct one verified hour of observation for this project. If you have access to a school or daycare, you may make your observations there. You may also observe at a park, library, or other public place for children. You will be observing simple behaviors as opposed to concepts. For example, hitting is a behavior, whereas aggression is a concept; and sharing is a behavior, whereas cooperation is a concept.

You may observe either of the two age ranges of development: early childhood (2-5 years) or middle childhood (6-12 years). Try to observe a child interacting (most likely playing) with another child or children; or a child interacting with a teacher, a parent, or other adult.
For this assignment, you will be an observer only and are **not** to interact with the child. To the degree possible, record everything that goes on during your entire observation. Try not to be too obvious about taking notes.

You will turn in 1-2 pages of typed notes. Save a copy of your completed assignment in your “Send” file. Observation notes are due on Tuesday, October 23rd (via e-mail). Your notes should include:
- A definition of the behaviors observed.
- A description whether your observations support average or typical patterns of development.
- The various ranges of individual similarities and differences in child development.

**CASE STUDY ASSIGNMENT:**
The main goal of the case study is to help the student develop a better awareness of the developmental tasks and crises at a particular stage in life, and to appreciate the diversity of personal styles that are successful in meeting these challenges.

The paper must be typewritten, double-spaced, 12-point font, with 1” margins and American Psychological Association (APA) referencing; and should be 4-5 pages, excluding title page and references. At least three scholarly references, excluding the text, must be cited (professional journal articles and/or professional books only – **no websites.**) The pages should be numbered.

All materials, ideas, statements, facts, figures, etc. that are not your own must be referenced in the paper by author and year of publication. Do not plagiarize! Plagiarism is a violation of University Policy. It can lead to an F in the course or even dismissal from the University.

Please keep a copy of your case study in your “Send” file. Case studies are due on Tuesday, November 20th (via e-mail.) **This assignment will be explained further in a separate handout** (http://www.sjsu.edu/people/tina.foley).

**Case studies will be graded on:**
- Content (15 pts.)
- Organization (5 pts.)
- Integration of Research (15 pts.)
- Grammar/Writing Style (5 pts.)
CLASS SCHEDULE (dates subject to change)

August 28:     CLASS MEETING
   Course Overview
   The Evolution of Psychology
   Reading: Chapter 1

September 4:   Reflection Paper 1 Due
   Reading: Chapters 2 & 3

September 11:  CLASS MEETING
   The Research Enterprise in Psychology
   The Biological Bases of Behavior
   Reading: Chapters 4 & 5

September 18:  CLASS MEETING ONLINE – Exam 1
   (Chapters 1, 2, 3, 4, & 5)

September 25:  CLASS MEETING
   Learning and Memory
   Reading: Chapters 6 & 7

October 2:      Reflection Paper 2 Due
   Reading: Chapters 8 & 10

October 9:      CLASS MEETING
   Intelligence
   Reading: Chapter 9

October 16:     CLASS MEETING ONLINE – Exam 2
   (Chapters 6, 7, 8, 9, & 10)

October 23:     Observation Assignment Due

October 30:     CLASS MEETING
   Human Development across the Life Span
   Reading: Chapter 11

November 6:     CLASS MEETING
   Psychological Disorders and Treatment
   Reading: Chapters 14 & 15

November 13:    Reflection Paper 3 Due
   Reading: Chapters 12 & 13
November 20: Case Study Assignment Due

November 27: Reflection Paper 4 Due
Reading: Chapter 16

December 4: **CLASS MEETING**
Psychological Disorders and Treatment (continued)

December 11: Extra Credit Assignment Due – video available at the IRC

**FINAL EXAM:** **Tuesday, December 18**
(Chapters 11, 12, 13, 14, 15, & 16)
**ONLINE: 1800-1915**