San José State University
Psychology Department
PSYC 1, General Psychology, Section 13, Spring 2012

Instructor: Jessica Stoltzfus Grady, Ph.D.
Office Location: DMH 316
Telephone: (408) 924-5635 (email is preferred)
Email: jessica.stoltzfusgrady@sjsu.edu
Office Hours: M W 12:00 – 1:30 pm

I am also available by appointment. Please let me know if you are not able to come to my office hours and we can arrange an alternative time to meet.

Class Days/Time: M W 1:30 – 2:45 pm
Classroom: DMH 164
GE/SJSU Studies Category: GE D1

Course Web Page
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on the course webpage on Desire2Learn (D2L) available at http://sjsu.desire2learn.com.

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.

Course Format
Classes will be held Monday and Wednesday and will consist of lectures, small group discussions/activities, and videos relevant to the topic at hand. Students are expected to complete assigned readings from the attached course outline prior to each class period to facilitate discussion. Although it is sometimes difficult to raise comments and/or questions in such large classes, students are encouraged to do so and will on occasion earn points for class participation.
Learning Outcomes

Course Learning Outcomes (CLOs)

Upon successful completion of this course:

**CLO1** – Students will be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those processes, and the forces that engender social cohesion and fragmentation.

This objective is met through material presented in Chapters 2, 3, 5, 14, in Feist & Rosenberg (2012), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: sensing, organizing, identifying, and recognizing; reality, ambiguity, and illusions; sensory knowledge of the world; organizational processes in perception; identification and recognition processes; cognitive development across the lifespan, acquiring language, social development across the lifespan, gender development, moral development, learning to age successfully; constructing social reality, attitudes, attitude change and action, prejudice, social relationships; the power of the situation; roles and rules, social norms, conformity, situational power; altruism and prosocial behavior; aggression, evolutionary perspectives, individual differences, cultural constraints; obedience to authority, and the psychology of conflict and peace.

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

This objective is met through material presented in Chapters 1, 2, 5, 10, 15, and 16 in Feist & Rosenberg (2012), as well as material presented in lectures and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: evolution of modern psychology, historical foundations, and current cultural perspectives; the processes of research, psychological measurements, historical and current ethical issues in human and animal research; analyzing psychological research with descriptive and inferential statistics, becoming a wise consumer of research; intelligence and intelligence assessment, basic features of formal assessment, the origins of intelligence testing, the history and politics of intelligence testing, heredity and IQ, environments and IQ, culture and the validity of IQ tests; the nature of psychological disorders, deciding what is normal, historical perspectives of mental illness, etiology of psychopathology, the stigma of mental illness; the therapeutic context, goals and major therapies, historical and cultural contexts, treatment evaluation and prevention strategies, therapies and brain activity.

**CLO3** – Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.

This objective is met through Chapters 3, 5, 7, 8, 9, 10, 11, 12, 14, and 15 in Feist & Rosenberg (2012), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the biological and evolutionary bases of behavior, heredity and behavior, evolution and natural selection, variation in the human genotype, biology and behavior; cognitive processes, studying cognition, discovering the
processes of mind, mental processes and mental resources, language use, language production, language understanding, language, thought and culture, visual cognition, problem solving and reasoning; judgment and decision making; physical development across the life span, cognitive development across the life span, perceiving speck and perceiving words, learning word meanings, acquiring grammar, social development across the life span, gender development, sex and gender, the acquisition of gender roles, gender and cultural perspectives on moral reasoning, learning to age successfully; functions of motivational concepts, sources of motivation, sexual behaviors, nonhuman sexual behaviors, human sexual arousal and response, the evolution of sexual behaviors, sexual norms, homosexuality, motivation for personal achievement, need to achievement, attributions for success and failure, work and organizational psychology; understanding human personality.

CLO4 – Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

This objective is met through material presented in Chapters 2, 6, 10, 13, and 16 in Feist & Rosenberg (2012), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: analyzing psychological research, descriptive statistics, inferential statistics, becoming a wise consumer of statistics; the study of learning, evaluating the effectiveness of different learning procedures, the experimental analysis of behavior, observational learning; basic emotions and culture, functions of emotions, stress of living, physiological stress reactions, psychological stress reactions, coping with stress, health promotion, personality and health, job burnout and the health-care system.

CLO5 – Students will be able to recognize the interactions of social institutions, culture, and environment with the behavior of individuals.

This objective is met through Chapters 14, 15, and 16 in Feist & Rosenberg (2012) and lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the power of the situation, altruism and prosocial behavior, the psychology of peace and conflict; constructing social reality, attitudes and attitude change, prejudice, social relationships; deciding who is abnormal, the problem of objectivity in defining abnormal behaviors, classifying psychological disorders, the etiology of psychopathology, anxiety disorders (types and causes), mood disorders (types and causes), gender differences in depression, suicide, psychological disorders in childhood, schizophrenic disorders, the stigma of mental illness.

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.

Required Texts/Material

Textbook and ConnectPlus

ConnectPlus is required for this course. You will need to utilize this program to complete weekly homework assignments. These weekly assignments will make up 29% of your course grade.

You can purchase the textbook from the campus bookstore. Purchase from the campus bookstore includes the textbook and access to ConnectPlus.


To access ConnectPlus
Once you have purchased access to ConnectPlus, go to the registration page for your section at http://connect.mcgraw-hill.com/class/j_grady_spring_2012_mw_130.

To register for this section of the course on ConnectPlus, confirm that you are on the appropriate page by reviewing the course and section information listed on the site. If the course and section information listed is correct, click on the “Register Now” button, and follow the instructions on the site to complete your registration.

Other equipment / material requirements
A scantron form (#882-E) and a #2 pencil are required for each exam.

Lecture Attendance
Attendance is expected. Past experiences with teaching suggest that on average, students who attend class regularly do better than those students who are frequently absent. Although much of
the content in this course is discussed in the book, the instructor will expand on and discuss supplementary information that will not be found in your readings but will appear on exams. This is another good reason to attend class. The instructor is not liable for getting you caught up with missed material. If after contacting a peer you have additional questions regarding course content covered during your absence, please contact the instructor and make arrangements to receive further clarification.

Classroom Protocol
In an effort to create a classroom environment conducive to learning, please follow the etiquette below.

- Be polite and respectful to the other people in the class. Do not talk when your instructor is speaking or when other students are asking questions.
- If you must arrive late or leave early, please do so quietly and with a minimum of distraction.
- Please turn off your cell phone, pagers, headphones, etc. before class. If you need to receive an emergency call, let me know about it in advance. Never take a call and start talking during class.
- Please only use computers to take notes and view lecture slides. Do not check email, visit websites, play games, or send instant messages. Doing so is a distraction to other students and the instructor.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Number of assignments</th>
<th>Total points possible</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ConnectPlus homework</td>
<td>13</td>
<td>130 (10 pts each)</td>
<td>29%</td>
</tr>
</tbody>
</table>
In-class activities 15 40 (2 to 3 pts each) 9%

Writing projects 2 100 (50 pts each) 22%

Exams 3 180 (Exam 1, 40 pts; Exam 2, 60 pts, Exam 3, 80 pts) 40%

Total 450 pts

A letter grade will be assigned based on a standard distribution of points. Your final grade will be calculated by summing your scores on the above criteria and a letter grade will be assigned based on your points earned using the following grading distribution.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points earned</th>
<th>Grade</th>
<th>Points earned</th>
<th>Grade</th>
<th>Points earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>441 – 450</td>
<td>A</td>
<td>419 – 440</td>
<td>A-</td>
<td>405 – 418</td>
</tr>
<tr>
<td>B+</td>
<td>396 – 404</td>
<td>B</td>
<td>374 – 395</td>
<td>B-</td>
<td>360 – 373</td>
</tr>
<tr>
<td>C+</td>
<td>351 – 359</td>
<td>C</td>
<td>329 – 350</td>
<td>C-</td>
<td>315 – 328</td>
</tr>
<tr>
<td>D+</td>
<td>306 – 314</td>
<td>D</td>
<td>284 – 305</td>
<td>D-</td>
<td>270 – 283</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 270</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ConnectPlus homework assignments

Each chapter will have a homework assignment on the ConnectPlus online program. You have to complete 13 and only 13 of these assignments, even though there will be one for each of the 15 chapters. These will be worth up to 10 points each and will be graded.

In-class activities/discussion questions

In addition to the regularly scheduled exams, students will be asked to participate in several in-class small group discussions or individually completed activities and answer questions on key topics. These questions are designed to increase students’ comprehension of key principles and concepts discussed throughout the course of the semester. Each group or individual will be required to answer questions in writing and turn this into the instructor during class. Only those students who participate and whose names are on an answer sheet will receive credit. Discussion questions and activities will range from 2-3 points. A total of 40 points are possible.

Writing projects

There will be two writing projects (50 points each) throughout the semester. These projects are designed to comply with the University’s GE course credit writing requirement of a minimum of 1500 words in order to 1) provide you with practice in writing, feedback on your writing, and the opportunity to incorporate the instructor's feedback into your writing assignments, and 2) help students achieve mastery of various aspects of the five CLOs listed above.

How writing assignments meet number 1 above: Students will receive their papers back within two weeks after submission. Feedback by the instructor regarding students written work will be provided to the students when papers are returned to them, and students will be able to
incorporate instructor feedback from writing assignments. That is, opportunities to correct written work by following the instructors’ feedback will be provided to the students.

*How writing assignments meet number 2 above:* Writing assignments will incorporate material from the five learning objectives by the nature of the topics to be addressed in the writing. Some writing assignments may cover material germane to more than one objective, whereas other writing assignments may deal with only one objective per assignment.

More details regarding the structure of the writing projects will be provided in class and on the course website as their dates grow closer. Suffice to say that papers should be 3 to 4 pages in length (double-spaced, single sided). Proper spelling, grammar, and punctuation is expected and will be factored into your grade. Plagiarized papers will result in a failing grade for the assignment and may result in a failing grade in the course (i.e., a grade of “F”). Papers will be turned in, edited, and returned electronically on Turnitin.com (more about this later).

**Exams**

There will be two unit exams and one final exam, all of which consist of multiple-choice questions. You will have the entire class period to complete each unit exam. You have 2 1/4 hrs to complete the final exams. **No bathroom breaks** will be allowed. In most cases, the exams will require no more than 45 minutes to one hour.

You must take your exams during the section for which you are officially registered. You **may not take** an exam during another section of PSYC1 that your instructor teaches. Taking an exam during a class in which you are not officially registered without explicit permission from the instructor will result in a grade of zero. There are no exceptions to this policy.

There will be **no scheduled makeup exams.** Make-up exams will only be given under special circumstances (e.g., written medical excuse, prior approval by the instructor, etc). If deemed necessary, a single make-up exam will be given at the instructor’s convenience and discretion. Any student that fails to contact the instructor by the next class meeting following the missed exam forfeits their eligibility to take a make-up exam

**Opportunities to improve your grade**

Two opportunities to improve your course grade are available to you. Aside from these two opportunities, no other “extra credit” will be offered in this course.

1. You can rewrite the first writing project to improve your grade. The final score will be the average of the two scores. If you do, your final grade for the first paper becomes the mean score of your first version and rewrite (e.g., 30 + 44 = 74/2 = 37).

2. If you want to do all 15 homeworks, I will add up to **5 points for each chapter** above 13 (a total of 10 extra credit points are available).

**Research requirement**

In addition to the above grading criteria, in order to pass this class each student **must complete** the **research-participant requirement** (more information about this requirement will be

Department policy concerning the research participation requirement: "If an incomplete is assigned as a result of not completing the required research participation hours, then, for the purposes of creating the incomplete contract at the time of grading, the student's final grade in the class will be reduced by 4% for each hour (2% for half hours) they did not complete (up to 16% total). That is, a 90% becomes a 74%. If the student completes the required hours within one year of the incomplete, then no grade penalty will be imposed."

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 coursework. 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.

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/.

Student Wellness and Success

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.
PSYC 1 / General Psychology, Course Schedule

This course will follow this schedule to the extent possible. The timing and specific nature of topics may change. Any changes will be announced in class as far in advance as possible. You are responsible for being informed of any changes made to the class schedule.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>W 1/25</td>
<td>Course overview/Introduction</td>
<td>Ch 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>M 1/30, W 2/1</td>
<td>History of Psychology, Philos. of Science Research Methods, Biology of Behavior</td>
<td>Ch 1, 2, 3</td>
<td>Hw 1</td>
</tr>
<tr>
<td>3</td>
<td>M 2/6, W 2/8</td>
<td>Biology of Behavior,</td>
<td>Ch 3</td>
<td>Hw 2</td>
</tr>
<tr>
<td>4</td>
<td>M 2/13, W 2/15</td>
<td>Sensation and Perception</td>
<td>Ch 4</td>
<td>Hw 3</td>
</tr>
<tr>
<td>5</td>
<td>M 2/20, W 2/22</td>
<td>Exam 1 (Ch 1, 2, 3, 4) Human Development</td>
<td>Ch 5</td>
<td>Hw 4</td>
</tr>
<tr>
<td>6</td>
<td>M 2/27, W 2/29</td>
<td>Human Development</td>
<td>Ch 5, 6</td>
<td>Hw 5</td>
</tr>
<tr>
<td>7</td>
<td>M 3/5, W 3/7</td>
<td>Conscienceance</td>
<td>Ch 6, 7</td>
<td>Hw 6, WP 1</td>
</tr>
<tr>
<td>8</td>
<td>M 3/12, W 3/14</td>
<td>Memory</td>
<td>Ch 7, 8</td>
<td>Hw 7</td>
</tr>
<tr>
<td>9</td>
<td>M 3/19, W 3/21</td>
<td>Learning</td>
<td>Ch 8, 9</td>
<td>Hw 8</td>
</tr>
<tr>
<td></td>
<td>M 3/26 – F 3/30</td>
<td>Spring Recess</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>M 4/2, W 4/4</td>
<td>Thought</td>
<td>Ch 9</td>
<td>Hw 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam 2 (Ch 5, 6, 7, 8, 9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>M 4/9, W 4/11</td>
<td>IQ</td>
<td>Ch 10</td>
<td>Hw10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem Solving, Creativity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>M 4/16, W 4/18</td>
<td>Motivation</td>
<td>Ch 11</td>
<td>Hw 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Emotion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>M 4/23, W 4/25</td>
<td>Personality</td>
<td>Ch 13</td>
<td>Hw 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>M 4/30, W 5/2</td>
<td>Social Thought</td>
<td>Ch 14</td>
<td>Hw 13, WP 2</td>
</tr>
<tr>
<td>15</td>
<td>M 5/7, W 5/9</td>
<td>Psychological Disorders</td>
<td>Ch 15</td>
<td>Hw 14</td>
</tr>
<tr>
<td>16</td>
<td>M 5/14</td>
<td>Treatment of Disorders</td>
<td>Ch 16</td>
<td>Hw 15</td>
</tr>
<tr>
<td>Final Week</td>
<td>M 5/21</td>
<td>Cumulative Final, 12:15 – 2:30 pm, DMH 164</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>