San José State University
Department of Psychology
Psyc 001, General Psychology, (9)
Spring Semester, 2013

Instructor: Valerie Hoffman, PhD, MPH
Office Location: DMH 324
Telephone: (408) 924-5648 during office hours only
Email: Mail function through course Desire2Learn (D2L) or valerie.hoffman@sjsu.edu
Office Hours: T-TH 12:45-1:15 pm
Class Days/Time: T-TH 3:00-4:15 pm
Classroom: Clark Hall, Room 117
Prerequisites: Psyc 30 or 3 units of biology
GE/SJSU Studies Category: Area D1: Human Behavior.

Course Description
Study of perception, attention, learning, remembering, thinking, development of the individual, intelligence, aptitudes, emotions, motivation, adjustment and conflict; designed to give insight into oneself and others.

Course Goals and Student Learning Objectives

GE/SJSU Studies Learning Outcomes (LO)

AREA D1 GENERAL EDUCATION LEARNING OBJECTIVES

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 this learning objective include lectures, classroom activities, demonstrations, and discussions, films, and assignments. In addition, this objective is reinforced through material presented in Myers (2013) specifically, chapters on development, health, social psychology (prejudice, aggression, conformity, and
stereotypes). Topics might include lifespan development, moral development, the power of the situation, obedience to authority, altruism, and attitude change.

Students will watch the film of Zimbardo’s Stanford prison experiment and the Milgram study on obedience. They will write a short essay about the implications of the studies and describe the methods used. Attention to ethical principles in research and the forces that influenced compliance should be discussed.

A potential essay question for an exam might be about how social forces and contexts influence our attitudes and behavior.

2. Place contemporary developments in cultural, historical, environmental, and spatial contexts.

Criteria used to estimate mastery of this objective include lectures, classroom activities, demonstrations, and discussions, films, course assignments, and readings. In addition, this objective is reinforced through material presented in the textbook (Myers, 2013). The first chapter covers the historical roots of psychology and psychological concepts. Theories are presented throughout the text in chapters on development, consciousness, social, personality, intelligence, motivation and emotion. The role of culture is addressed throughout the text with topics such as prejudice, values and norms in psychotherapy, language development, and human diversity. The lectures on development will cover cultural differences in child rearing, families, and aging, and the controversy surrounding IQ testing. The perspective taken in studying sexuality and gender, will consider historical developments and contexts as well as sexual orientation. There will be a class on applied psychology which will cover environmental psychology and how psychological concepts have been used to explain and examine real world issues.

Students might be given an essay question on an exam that asks them to apply different psychological perspectives to a given problem or issue. For example, for the chapter on Motivation and Emotion, students could examine how a behavior can be explained through a biological, learning, or cognitive perspective.

The historical perspective could be used to examine how various treatments for mental disorders have changed over time. Students could be asked to discuss these changes by writing a research-based paper.

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 this learning objective include lectures, classroom activities and discussions, films, and course assignments. In addition, this objective is reinforced through material presented in the textbook. The 10th edition of the text has expanded coverage of cross-cultural perspectives on behavior to show a wider world view. General topics covered will include: the under-representation of females in research samples, stereotype threat, sexism and the media, homophobia, culture and depth perception, the nature of gender stereotypes, successful aging, ageism, culture and
symptom patterns, barriers to the use of therapy by ethnic older adults, and ethnic stereotypes and racism.

Students could be asked to write an essay about ageism using examples they have noticed through an observation. They could also interview elderly persons about their experiences with being discriminated against because of their age. We can discuss stereotypes of the elderly as shown in the media.

An exam question might be to discuss sex and gender and how a person develops a gender role. The environmental and cultural influences on gender role development might also be discussed.

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 this learning objective include instructor presentations, classroom activities and discussions, videos, and course assignments. In addition, this objective is reinforced through material presented in the Myers (2013) textbook. General topics covered include: understanding the fallibility of eyewitness accounts, ageism, sexism, homophobia, stereotypes, altruistic behavior, conformity, as well as stress and coping in immune responses and in relationship to managing illness and stress. Students will be given original research articles on famous psychological studies.

An assignment could ask students to present solutions to current social problems drawing on what they have learned in the course. For example, how might social psychological concepts be applied to help victims of environmental disasters? How can concepts from Psychology be used to encourage altruistic behavior for helping people through these situations? We will discuss solutions to address the issue of gun violence in light of the recent attacks on school children.

5. Recognize the interactions of social institutions, culture, and environment with the behavior of individuals.

Criteria used to estimate mastery of this learning objective include instructor presentations, classroom activities and discussions, videos, and course assignments. General topics covered include: cultural variations in personal space, cultural patterns of attachment, development, and aging, stereotypes of psychological disorders, and components and dimensions of attitudes.

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/Readings

Textbook:

Other Readings
To be determined. Readings will be posted on D2L (Desire 2 Learn).

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 three hours per unit per week with one of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus.

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

Classroom Protocol

A. Attendance: Class attendance is not required, but is highly recommended. People who come to class usually receive higher grades. If you are absent, you are still responsible for knowing what took place in class, including any changes in the course schedule. You should find a classmate from whom you can get lecture notes and other information announced in class. DO NOT send me email asking what happened in class; find out from a classmate. Do not send me an email with a reason for missing class; it is your responsibility to attend. Any changes in assignments, due dates or anything covered in this syllabus will be posted on D2L. If you are absent on a day when we do an in-class assignment, you will not be able to make it up. You are responsible for knowing what took place in class.

B. Arriving late: Late arrivals are disruptive to the class. Try to arrive on time. If you are delayed for some reason, try to make your entry as quiet as possible and sit in the back. Since announcements are often made at the beginning of class, being late may cause you to miss
important information, for which you will still be responsible. Any announcements that reflect changes to the course schedule will also be posted on the D2L web page.

C. Electronic devices: No electronic devices are to be used in class, unless required for a disability. Make sure your cell phone is turned off (this means it cannot be turned on “vibrate”. You will be asked to leave if your phone rings. Computers are allowed for note-taking only. Persons using computers must sit in the first two rows. If you are caught using your computer to look at your email, Facebook page, or surf the Internet you will lose your use of the computer for the semester. Obviously you may not text during class, so don’t even think about it. Phones may not be out during class.

D. Talking during lectures: Talking among students while the lecture is taking place is both rude and disruptive to me and other students. If I am speaking, you shouldn’t be. If you cannot follow this rule, you will be asked to leave.

E. Contacting me: The best way to contact me is to speak with me, before or after class, or during my office hours. The next best thing to do is send me email. I check my email daily and will respond to you within a day, if your email requires a response. Use email in D2L or my address (valerie.hoffman@sjsu.edu).

F. Email etiquette: I receive hundreds of emails per day. Use the title of the class in the subject line. Finish with your name and ID number and the section/name of class.

G. Office hours: You should come to my office hours so I can get to know you. Plan on doing this early in the semester! I am also available after class for questions. You don’t need a specific question or have a reason for coming to my office; I want to know my students!

Recording of Class Lectures

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.

- Please submit a request in writing to record the lecture for the whole semester

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.

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 at http://www.sjsu.edu/provost/Academic_Calendars/. 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**

Students will be assessed for the knowledge that they acquire based on the following objectives. They will be assessed throughout the semester through:

- Exams (multiple choice, short answer, essay)
- Quizzes (online, take-home, and in class)
- Writing assignments (critical thinking papers, in-class writing assignments, video responses)
- Participation (individual participation, group activities, in-class presentations)
- Homework assignments, projects, library tutorials.

**Assignments and Grading Policy**

Your grade in the course will be determined by adding your total number of points and computing the percentage of total points. The total number of points is 500.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>Exams: Midterms #1 (100 pts) &amp; #2 (100 pts.)</td>
<td>200</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>Quizzes (10) x 10 pts. each</td>
<td>100</td>
</tr>
<tr>
<td>Assignments</td>
<td>50</td>
</tr>
<tr>
<td>Papers</td>
<td>50</td>
</tr>
</tbody>
</table>

**TOTAL=** 500 points

Your grade will be determined by computing the total percentage earned based on your points divided by the total number of points (500).

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
<th>Percent</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>100 – 93</td>
<td>A</td>
<td>76 – 73</td>
<td>C</td>
</tr>
<tr>
<td>92 – 90</td>
<td>A-</td>
<td>72 – 70</td>
<td>C-</td>
</tr>
<tr>
<td>89 – 87</td>
<td>B+</td>
<td>69 – 67</td>
<td>D+</td>
</tr>
<tr>
<td>86 – 83</td>
<td>B</td>
<td>66 – 63</td>
<td>D</td>
</tr>
<tr>
<td>82 – 80</td>
<td>B-</td>
<td>62 – 60</td>
<td>D-</td>
</tr>
<tr>
<td>79 – 77</td>
<td>C+</td>
<td>59-</td>
<td>F</td>
</tr>
</tbody>
</table>

There are **no make-up** opportunities for in-class activities, if you are not present in class on the day the activity is conducted. Late papers and assignments lose 10% for each day late! No papers accepted after three weekdays late. With the exception of the dropbox, no papers may be submitted electronically and sent via email. Assignments must be turned in at the beginning of class or will be considered late. There is no extra credit.

**BOGS Area D1 GE: Writing Requirements**

Students must write a minimum of 1500 words via writing assignments in General Psychology.
This course will follow this syllabus to the extent possible. However timing and specific nature of topics and activities may change. In case of any such changes, these will be clearly stated and mentioned in class. You are responsible for writing down any changes made to the class syllabus.

Attendance per se shall not be used as a criterion for grading according to Academic Policy F-69-24 located at http://www.sjsu.edu/senate/F69-24.pdf.

NOTE: There will be a minimum of two writing assignments in this course. These assignments are designed to:

1. Comply with the University’s General Education course credit writing requirement of a minimum of 1500 words in order to: (a) provide you with practice in writing, (b) provide you with feedback on your writing, and (c) provide you with the opportunity to incorporate the instructor's feedback into your writing assignments.
2. Help students achieve mastery of various aspects of the five Learning Objectives listed above.

Make-up Exams
There are no make-up exams! It is your responsibility to notify me before the date of the exam, if you are going to miss an exam. If you have a serious and extenuating circumstance that has prevented you from fulfilling a requirement as scheduled, notify me as soon as possible. Documentation is required if you miss an exam because of an emergency. There are no make-ups for missing assignments or class activities. There are no make-ups allowed for missing an online exam or quiz given in class.

Research Participation Requirement
In order to pass this class each student MUST complete the research-participant requirement. Most semesters, this requirement consists of 4 hours of research participation. Students are to sign up for the research participation on the SONA online system: http://sjsu.sona-systems.com/Default.aspx?ReturnUrl=%2f. "Dept Policy: 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." If you are under age 18, please see me for an alternative assignment.

Using Desire2Learn
Class Website: https://sjsu.desire2learn.com
go here for all course information, including lecture slides, announcements, and handouts; check three times a week.

You will log in and participate in this course through Desire2Learn. The slides will be posted under “content” AFTER the lecture. I will regularly post announcements and
updates under “news.” I will post study guides and also exam grades. You will be using the DROPBOX function to turn in copies of papers. The dropbox uses Turnitin to check papers for originality. You must have a score under 20% to receive credit. It is up to you to check your score and re-write your paper to reduce your score so it is less than 20%.

**Username**: about 7 days prior to the start of the course, your Desire2Learn username can be found by logging into your mySJSU account, clicking on Self Service > Campus Personal Information > Names, and locating your Desire2Learn name (look for Name Type called D2L) from the list. Usernames will generally be in the form of

`firstname.lastname`, but may have an appended number (e.g., `firstname.lastname#`) if there is more than one person with that name at SJSU. The mySJSU look-up will also be helpful for persons using middle names, hyphens, apostrophes, etc.

**Password**: Your initial Desire2Learn password is your 9 digit SJSU ID number. You can change your password after logging in.

**Courses**: Once logged in to Desire2Learn you should see your course or courses listed in the My Courses widget. Click on the course name and you will be entered into the course’s home page, but remember that link will not be active until midnight of the start date of that course.

The D2L website also offers a number of Quick Start Learning Guides to help you navigate Desire2Learn tools. For questions regarding the course or course materials, please contact me, the instructor. For log in, password issues, and technical issues related to Desire2Learn, please contact the University Help Desk. The Help Desk can give technical support for password reset, browser problems, and other issues encountered in D2L Courses: Phone: (408) 924-2377, or [http://www.sjsu.edu/helpdesk/](http://www.sjsu.edu/helpdesk/) Submit a help ticket using the University Help Desk Submit Ticket page.

**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](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/](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 Integrity 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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf 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 at http://www.at.sjsu.edu/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.
SJSU Writing Center

The SJSU Writing Center is located in Suite 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 staff can be found at http://www.sjsu.edu/writingcenter/about/staff/.

Library Liaison

The library liaison is Bernd Becker: Email: Bernd.becker@sjsu.edu. Bernd is available to assist you in locating journal articles and information for your papers.
### Psyc 01 / General Psychology, Spring 2013

#### Course Schedule*

*Subject to change. Changes announced in class and posted on D2L

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>1/24</td>
<td>Introduction to the course</td>
</tr>
<tr>
<td>2</td>
<td>1/29, 1/31</td>
<td>History and Science of Psychology, Modules 1-3</td>
</tr>
<tr>
<td>3</td>
<td>2/5, 2/7</td>
<td>Biology of Mind, Modules 4-6</td>
</tr>
<tr>
<td>4</td>
<td>2/12, 2/14</td>
<td>Consciousness: Sleep, Dreams, Hypnosis, Drugs, Modules 7-10</td>
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<tr>
<td>5</td>
<td>2/19, 2/21</td>
<td>Human Diversity, Development, Modules 11-16</td>
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<tr>
<td>6</td>
<td>2/26, 2/28</td>
<td>Development, cont.</td>
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<td><strong>2/28: EXAM 1 : Modules 1-16</strong></td>
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<tr>
<td>7</td>
<td>3/5, 3/7</td>
<td>Learning, Modules 20-22</td>
</tr>
<tr>
<td>8</td>
<td>3/12, 3/14</td>
<td>Memory, Modules 23-26</td>
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<tr>
<td>9</td>
<td>3/19, 3/21</td>
<td>Thinking, Language, Intelligence, Modules 27-31</td>
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<tr>
<td>10</td>
<td><strong>3/26-3/28</strong></td>
<td><strong>SPRING BREAK!</strong></td>
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<tr>
<td>11</td>
<td>4/2, 4/4</td>
<td>Motivation and Work, Modules 32-34</td>
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<td>12</td>
<td>4/9, 4/11</td>
<td><strong>4/9 EXAM 2, Modules 20-34</strong></td>
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<td>Emotions, Stress, Health, Modules 35-37</td>
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<tr>
<td>13</td>
<td>4/16, 4/18</td>
<td>Personality, Modules 40-42</td>
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<td>14</td>
<td>4/23, 4/25</td>
<td>Social, Modules 43-46</td>
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<td>15</td>
<td>4/30, 5/2</td>
<td>Psychological Disorders, Modules 47-51</td>
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<tr>
<td>16</td>
<td>5/7, 5/9</td>
<td>Therapy, Modules 52-54</td>
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<tr>
<td></td>
<td><strong>5/17</strong></td>
<td><strong>FINAL</strong></td>
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<tr>
<td></td>
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<td><strong>Friday 2:45-5:00, Modules 35-54</strong></td>
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