San José State University  
Department of Psychology  

General Psychology  
PSYC 1, Section 1 (course ID: 30285)  
Summer 2013  

June 4, 2013 to July 2, 2013 (+July 3)  

Instructor: Dr. Mark Van Selst  
Office Location: DMH 314  
Telephone: (Office) 408 924 5674  
Telephone: (Dept) 408 924 5600  
Telephone: (Fax) 408 924 5605  
Email: Mark.vanselst@sjsu.edu  
Web-Resources: http://www.sjsu.edu/people/mark.vanselst/  
Office Hours: Tuesdays and Thursdays 1:30 PM – 4:30 PM  

| Class Days/Time: | Tuesdays and Thursdays |  
| Class Time: | 9:00 AM – 1:10 PM |  
| Classroom: | Clark 205 |  

Prerequisites: None  
GE Category: Area D1  

Course Description  
Psychology is the scientific study of behavior and mental processes. The content focuses on the exploration of major psychological theories and concepts, methods, and research findings in psychology. Topics include the biological bases of behavior, perception, cognition and consciousness, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders and therapeutic approaches, and applied psychology.  

This course is an introduction to the domains of knowledge covered within the evolving umbrella of Psychology. Psychology, as a Social Science, is a discipline that can offer something to every student; whether one is interested in (sadly) doing nothing more than fulfilling 3 units of GE credit, applying the knowledge derived towards your career of choice, gaining insights into the nature of general human experience, or developing further self-understanding. The core content will cover the “study of perception, attention, learning, remembering, thinking, development of the individual, intelligence, aptitudes, emotions, motivation, adjustment and conflict;” further, the course is “designed to give insight into oneself and others” (SJSU course catalog). Grading will be based on written assignments, formal in-class testing, and (required) experimental participation [or equivalent].  

Each student will be given an opportunity to develop and demonstrate a working familiarity with classical and current methods, theories, and research in each of the major
sub-disciplines of psychology. This opportunity will allow students to develop and demonstrate an understanding of differences in cultural value orientation, social-instructional contextual realities, and personal-situational construction of everyday life events. In turn, this will bootstrap the evaluation and application of a variety of technical concepts and principles that have been applied to understanding the behavior of individuals. Students will be encouraged to think critically about the content covered in the course. Specifically, students should reflect on how and why people think, feel, and act as they do in coping with the problems of everyday life. They should also consider how their interpretations could be tested or what alternative interpretations could be possible. Such reflection should enhance the quality of education received as well as increasing one’s own personal effectiveness and sense of fulfillment in matters related to health, work, and human relationships.

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

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

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

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

Required Text

- Used copies of this text should be available via the SJSU bookstore (c.$130.00) or from other sources. I anticipate that it will be exceptionally hard to pass this course without easy access to the textbook content.
- The text has been adopted for use in Fall/13 at SJSU so reselling the text via the “buy-back” program should yield a better-than-average return for those not planning to keep the text.
- The online study guide (LearnSmart) is NOT required, but can facilitate acquiring knowledge.
- The online site mentioned in the text (Connect Psychology) will NOT be required.
Course Content (**Topical Coverage**)¹

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

Attention to Diversity

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

Course Goals and Student Learning Objectives

**General Education Goals**

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

¹See [http://www.c-id.net/view_final.html](http://www.c-id.net/view_final.html) (Psychology, Introductory)
General Education Learning Outcomes (as defined at SJSU)²

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

**Learning Outcome 2:** Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.

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

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

**Course Specific Learning Outcomes³**

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

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

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

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

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

² Objectives 1-3 are for GE area D (Social Sciences); Objective 4 is specific to D1 (Human Behavior)
³ These course specific outcomes will overlap and include those of the more general SJSU GE outcomes. The course specific outcomes were developed for the C-ID introductory Psychology course descriptor at [http://www.c-id.net/view_final.html](http://www.c-id.net/view_final.html) (Psychology, Introductory) based on the Transfer-CSU Introductory Psychology course descriptor developed via the CSU Lower Division Transfer Project (see [http://www.calstate.edu/acadaff/docs/crsdiscrp/PSY_IntroPsych_1.pdf](http://www.calstate.edu/acadaff/docs/crsdiscrp/PSY_IntroPsych_1.pdf)).
Learning Outcome 6: Recognize and understand the impact of diversity on psychological research, theory and application, including (but not limited to): age, race, ethnicity, culture, gender, socio-economic status, disability, and sexual orientation.

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

Learning Outcome 8: Demonstrate critical thinking skills and information competence as applied to psychological topics.

Program Learning Outcomes

Learning Outcome 9: Knowledge Base of Psychology – See CLO #5.

Learning Outcome 10: Research Methods in Psychology – (expands on #5)
Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

Learning Outcome 11: Critical Thinking Skills in Psychology – (expands on #3 and CLO #8) 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.

Learning Outcome 12: Application of Psychology – (Expands on #3, #7, & #8)
Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

Learning Outcome 13: Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

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Library Liaison

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

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Classroom Protocol

I expect appropriate behavior – both social and academic – in the classroom. Social behavior includes pre-notification if you are going to have to step out early (and an appropriate seat near the back of the class), turning off cell phones (or setting to silent if

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4 This course will introduce elements related to each of Learning Outcomes 9-13 but it is not expected to yield masterly level awareness and capabilities. These learning outcomes are designed to be developed through the program of study leading to a baccalaureate degree in Psychology from SJSU, starting with Psychology 1.
there are legitimate paternal or fiscal responsibilities that require you to remain in immediate contact), treating others with courtesy, any computer-use restricted to class-relevant activities, etc. Academic behavior includes following SJSU policies on Academic Integrity (see below).

Dropping and Adding

You are responsible for understanding SJSU policies and procedures for adding and dropping classes, grade forgiveness (class repeats), and the current deadlines and penalties for adding and dropping classes (see [http://summer.sjsu.edu/summer-session-calendar-2013/](http://summer.sjsu.edu/summer-session-calendar-2013/)). You should verify your semester enrollments via your MySJSU account.

Faculty Web Page, MySJSU Messaging, Email correspondence.

Copies of the course materials such as the syllabus, major assignment handouts, etc. will be found on my faculty web page (see page 1) which is accessible from the “faculty and staff” link on the psychology department webpage. You are responsible for regularly checking with the messaging system through MySJSU and for ensuring that you have set-up your MySJSU account with a valid email address. It is possible that we may make some use of the “CANVAS” website but there is no content via that learning management system for this course at this time.

Assignments and Grading Policy

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

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

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

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University Policies

Academic integrity

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

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

Campus Policy in Compliance with the American Disabilities Act

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

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Student Technology Resources

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

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Peer Connections (Mentoring and Tutoring)

Peer Connections (http://peerconnections.sjsu.edu/) centers are located in SSC 600 (Tenth Street Garage), at the first floor entrance to Clark Hall, and in the Living Learning Center of Campus Village Housing Building B. This entity is designed to assist students in the development of their full academic potential and to motivate them to become self-
directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development.

**SJSU Writing Center**

The SJSU Writing Center ([http://www.sjsu.edu/writingcenter](http://www.sjsu.edu/writingcenter)) is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. These writing specialists have met a rigorous GPA requirement, and they are well trained to assist students at all levels to become better writers. One of the best predictors of long-term academic success is your ability to write; if your writing is weak I strongly encourage you to pursue this resource for improvement.

**Schedule and Evaluation**

The points assigned sum to 102 (you can think of the three point “values” essay as including a two point bonus assignment; there are no other ‘bonus’ points available except for exceptional exam performance). Your summed score determine your percentage in the course (i.e., score out of 100). The grade cut-offs (e.g., 80% for a B-, 82.5% for a B are ABSOLUTE [i.e., you will not get a “push” into the next category]). If you are close to a cut-point, study hard and be VERY conscientious about your homework. I will attempt to let you know your grade in the course to date after every test and assignment. There are 55 points assigned to “out of class” content (i.e., for homework, research, and the value essay) and 48 points assigned to “in class” work (i.e., quiz, exam, & oral grades)

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

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Note that there will be a proctor and an alternate lecturer on June 25 and that Research 3&4 and the Values and Diversity assignment are due the day AFTER the last class.

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HOMEWORK

All of your homework answers must:
1. Be TYPED (except where the assignment requires you to hand-draw)
2. Be submitted ON TIME (all late Homework will receive 50% of points)
3. Represent your own work

(2 points each; 32 points total)

Homework I (INTRODUCTION)

a) Type out (in sentence form) a sentence indicating the correct answer to each of the 14 “quick quiz” answers from Chapter 1 (e.g., Chapter 1, Quiz 1, Question 1 would be “Psychology is best defined as the study of human thought and behavior” or “Psychology is the study of human thought and behavior”… it is NOT ok to write “1d” as the entirety of your answer).

b) Define (in sentence form) each of the 31 “key terms” from Chapter 1 (they are listed on page 34).
c) ADD TWO NEW DEFINITIONS to those in part (b) for areas of Psychology (defined in the text or elsewhere as areas of psychology) to those listed as key-words for Chapter 1. What “key-word” areas of Psychology are these two ‘new’ areas closest to?

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

Homework II (RESEARCH METHODS CHAPTER)

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

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

Homework III (BIOLOGY OF BEHAVIOR)

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

b) Define (in sentence form) the thirteen definitions of the following “key terms” (see page 121) that are neuroanatomical structures or systems:

a. Acetylcholine
b. Adoption studies
c. Aphasia
d. Axon
e. Broca’s area
f. Cerebellum
g. Cerebral cortex
h. Contralaterality
i. Endocrine system
j. Event-related potential (ERP)
k. Functional Magnetic Resonance Imaging (fMRI)
l. Gene-by-environment interaction research
m. Hippocampus
n. Myelin sheath
o. Neuron
p. Neuroplasticity
q. Peripheral nervous system
r. Phineas Gage
s. Refractory period
t. Serotonin
u. Somatic nervous system
v. Split-Brain Patient
w. Sympathetic nervous system
x. Thalamus
y. Wernicke’s area

c) Draw (by hand) a picture of the brain
a. Identify the four lobes of cerebellum
b. indicate the most important function(s) of each lobe (hand-written or typed)
c. describe the role of the somatosensory cortex (hand-written or typed)
Homework IV (SENATION and PERCEPTION)

a) Answer each of the following:
   a. What is the difference between an absolute threshold and a just noticeable difference?
   b. Draw a picture of the eye; label at least six important features.
   c. Draw a picture of the auditory system; label at least six important features.
   d. Define contralaterality. Draw a picture of what we mean by contralaterality in vision.
   e. Identify the five basic taste qualities.
   f. Define four monocular depth cues and two binocular depth cues.
   g. Using a source OTHER THAN THE TEXTBOOK, identify and define at least FIVE Gestalt laws of perceptual organization. Hand-draw an example of each (cite your reference).
   h. Describe a “real-world” consequence of (failure of) dark-adaptation as it pertains to your own life (i.e., something that you have experienced).

b) Listen to a selection of audio clips related to “reversed speech.” Discuss the role of expectations using appropriate psychological terms AND discuss why reversed speech might relate to the (Gestalt Psychology) phrase “Stimuli Crave Organization.”

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

Homework V (HUMAN DEVELOPMENT)

a) Type out (in sentence form) the correct answer to each of the 14 “quick quiz” answers from Chapter 5.

b) Find (and print out the title page of the .pdf) a copy of any research article cited in this chapter that addresses “stages of development” (either childhood, or aging more broadly and may or may not relate to cross-cultural differences). Write your own one-paragraph summary of the article indicating the relevance of the article to your understanding of the psychological concept of development.

Homework VI (CONSCIOUSNESS)

a) Type out (in sentence form) the correct answer to each of the 16 “quick quiz” answers from Chapter 6.

b) In no more than one page of written text (and in paragraph form), differentiate (via examples and explanation) the difference in the meanings of the terms (as they are used in psychological research) of ‘change blindness’, ‘selective attention’, and ‘divided attention’. Provide an academic definition for each (cite the source from which you obtained the definition).

Homework VII (MEMORY)

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

Homework VIII (LEARNING)
a) Type out (in sentence form) the correct answer to each of the 15 “quick quiz”
answers from Chapter 8.
b) Describe a situation in your own life where you experienced each of (1)
Classical Conditioning, (2) Positive Reinforcement, (3) Negative
[Among others, this assignment relates to Learning Objectives 6 & 7]

Homework IX (LANGUAGE and THOUGHT)
a) Define (in sentence form) three terms from each column of the (34) “key
terms” from Chapter 9 (nine definitions; the terms are listed on page 369).
b) Is critical thinking culturally-dependent? Define the term and then defend
your answer (no more than one page, paragraph form).
[Among others, this assignment relates to Learning Objectives 2, 3 & 6]

Homework X (INTELLIGENCE, CREATIVITY, and PROBLEM-SOLVING)
a) Type out (in sentence form) the correct answer to each of the 14 “quick quiz”
answers from Chapter 10.
b) Can you train creativity? Defend your answer (including appropriate academic
citations).

Homework XI (MOTIVATION and EMOTION)
a) Define (in sentence form) three items from each column of the (34) “key
terms” from Chapter 11 (they are listed on page 453).
b) Consider at least two different perspectives on the formation of the subjective
experience of emotion. Relative to each of these theoretical perspectives,
describe the cues that were present at some point when you were either
exceptionally happy or exceptionally angry (no more than two pages).
[Among others, this assignment relates to Learning Objective 7]
Homework XII (STRESS and HEALTH)

a) Knowing what you now know about emotional regulation and/or stress, how might you attempt to better protect yourself from the negative consequences of stress in the “real world” as you are living in it – be sure to use appropriate psychological terminology and be specific (e.g., “I’d be less stressed” is an outcome goal, not a process to get to that point).

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

Homework XIII (PERSONALITY; INDIVIDUALISM)

a) Type out (in sentence form) the correct answer to each of the 16 “quick quiz” answers from Chapter 13.

b) Take any online “Personality Test”; summarize any academic support for the test and relate the test to the content covered in this chapter of Feist & Rosenberg (textbook) [i.e., what approach to personality does it reflect? What evidence (if any) suggests that the test is (or is not) ‘valid’?].

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

Homework XIV (SOCIAL BEHAVIOR)

a) Write a short essay on current events relevant to “Social Behavior” as defined in this chapter. To do this, find a newspaper article (or transcript of a news broadcast [e.g., from NPR]) or web-news link relevant to this chapter with an initial presentation date of May 22, 2013 to Jun3 26, 2013. Write a short (approximately 2 page, double-spaced, times 12 point font) (a) summary and (b) description of what the relevant psychological issue is, what the textbook says about the issue, and (c) your thoughts on the issue.

Homework XV (PSYCHOLOGICAL DISORDERS)

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

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

Homework XVI (TREATMENT of PSYCHOLOGICAL DISORDERS)

a) In a minimum of half a page but less than one and a half pages, define the term “mindfulness” and summarize, using appropriate psychological terms and empirical evidence, why mindfulness appears to be a useful component of psychological intervention (for at least some disorders).
ORAL PRESENTATION

Two Presentations (3 point each; 6 points total).
During each half of the course, you will be REQUIRED to formally present (in front of the class, using a set of one to four powerpoint [or equivalent] visual slides) some aspect of Psychology pertaining to that half of the text (Chapters 1-8 / 9-16) that was both new to you and had some relevance to your understanding of how the world works. 

Appropriate references and citations are required. You must email me the content by 8PM June 17th, 2013 for Oral Presentation #1 and 8PM June 26th, 2013 for Oral Presentation #2. There is nothing preventing you from submitting either or both a week or two early in order to ensure that I have received your presentation. You should also bring a copy to class on a USB memory stick. The presentation MUST be in .pdf or .ppt(x) format and named as oral1_LASTNAME_TOPIC and oral2_LASTNAME_TOPIC. In these examples LASTNAME is your last name and TOPIC is a one-word encapsulation of the psychological topic.

RESEARCH PARTICIPATION

Four Experiments (1 point each; 4 points total).
During each half of the course, you will be REQUIRED to participate in two separate experiments and each of the experiments must relate to a different broad domain of psychology. Obviously, given the short time-frame of the course, I do not expect sufficient experimenter participation to provide sufficient access to in-person experimentation for all four experiences. Thus, what I will require is that you find and participate in four different types of psychological experimental activities, none of which has to involve actual “in person” testing (i.e., where you can physically shake the hand of the experimenter after you have run). For each experimental activity I will want to know (you will Type up a formal description) each of the following: (point form is ok)

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

If you are unwilling to participate for any reason, an alternative assignment is available – to pursue this option please make arrangements with Dr. Van Selst. The due dates are the same as for the experimental participation work: June 18th (experiments relevant to any of Chapters 1 through 7) and July 3rd (for experiments relevant to any of Chapters 8-16).

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Values and Diversity

One Essay (4 points total).

Write a minimum of two-pages, but no more than three pages (typed, double-spaced, reasonable margins, times 12 point font with any optional references not included as part of the page limits), as a self-reflection on how something that you learned within this course could influence the decisions you will make in the future. I specifically want you to address the potential decision/action with respect to the Values in Psychology Learning Objective (provided earlier in this syllabus as LEARNING OBJECTIVE #13), which states “Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society” (see http://www.sjsu.edu/ugs/assessment/programs/socialsci/psych/psych_BA/). I am very interested in whether or not you believe that the content of this course, as taught, relates to these desired knowledge and behavioral outcomes for you. To be explicit: the components I am looking for are (1) what was NEW to you, (2) what IMPACT did it have on you, and (3), do you believe you will actually ACT in a different manner having learned this new material?