San José State University  
Psychology Department  
20636, General Psychology, Section 04, Spring 2014

Instructor: Steven Macramalla  
Office Location: DMH 230  
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Email: steven.macramalla@sjsu.edu  
Office Hours: Mon- Wed 12:30-1:30 3:00 – 6:00  
Class Days/Time: Mon 6:00-8:45pm  
Classroom: DMH 355

Faculty Web Page and MYSJSU Messaging
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at http://www.sjsu.edu/people/steven.macramalla or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor).

Course Description
We are examining the research methods, history and area topics of psychology including cognitive, social, developmental, and clinical psychology. We will be answering such questions as what makes good people evil, how much do we really remember, the stages of language learning, how you can be happier, and the effects of drug and addiction.

Course Goals and Student Learning Objectives
Goal 1. Knowledge Base of Psychology: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in cognitive psychology.
Goal 2. Research Methods in Psychology: Students will understand basic methodological approaches used in cognitive psychology, including research design, analysis, and interpretation.
Goal 3. Critical Thinking Skills in Psychology: Students will understand and be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
Goal 4. Application of Psychology: Students will understand and be able to apply psychological principles to individual, interpersonal, group, and societal issues.
Goal 5. Values in Psychology: Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

- Students completing this course will recognize and respect the role of human diversity as it impacts research into, and application of, cognitive psychology.
- Students completing this course will value intellectual curiosity and skepticism.
- Students completing this course will recognize how their knowledge of psychology can inform their roles and responsibilities as members of society.

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements…

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

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

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

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

Definition of a Credit Hour

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

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

Bernd Becker, email: Bernd.Becker@sjsu.edu, telephone: 408.808.2348.

Required Texts/Readings

Psychology by Schacter, Gilbert & Wegner 2nd Edition

- ISBN-10: 1429237198

Class Website: http://www.sjsu.edu/people/steven.macramalla/courses/c2/

Classroom Protocol

All students are expected to display professionalism and respect for others. This explicitly includes arriving on time, participating in class, engaging in civil dialog, and paying attention to classroom activities. If you have to arrive late, seat yourself quietly and near the door. If you have to leave early, be sure to let me know in advance and sit by the door.

This class has a NO TECHNOLOGY policy. No cels, nor laptops except for cases of DRC. There are no slides posted on the website.

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/vancedrops/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/.

Course Requirements and Grading Policy

3 exam x 50 pts each…………150
First Impression Paper………….5
First Impression Revisited……...5
Science Daily 12 x 10………..120
Research Requirement ……..Pass/Fail

EXAMS
There will be 2 in-class exams and the final exam composed entirely of multiple-choice questions. The exams will be non-cumulative (later exams do not include material from earlier exams). All exams will be closed book and closed notes. No electronic devices (cell phones, PDAs, laptops, calculators, etc.) may be used during examinations. Please turn off your cell phones during class, and refrain from using your laptop for anything unrelated to class. Final exam is **Monday, May 19 1715-1930** in our usual room. Plan on writing the exam that day, requests for exam date changes will only be considered with a doctor’s note or if you have more than two exams on the same day.

**First Impression Paper**
2 short essays @ 5% each
You will write a short paper, approximately 2 pages, no more than 3, due second day of class. You will **not** do research for it. You will give an account of what jobs a psychologist performs and what challenges does a psychologist encounter during the course of a day. This is pass/no pass, counts for 5 points
On the final exam you explain how your perspective has changed for another 5 points.

**SCIENCE DAILY REACTION PAPERS**
Each class you will come prepared with a printed article from Science Daily based on a search for a key term from the chapter we are covering in class. These Science Daily assignments will be used for in-class discussion. How interesting you find the class depends on your level of participation. **There is one Science Daily assignment per chapter.**

For each assignment you will **print-out** the Science Daily article you found. At the bottom of the Science Daily article will be a reference to the ORIGINAL RESEARCH ARTICLE. Use Psych Info or Google Scholar, and **print out** the **citation** (which includes the Author names, Title, Journal, Volume, Issue, pages) and the **Abstract and include** the hypothesis, independent and dependent variables, with a little summary of what they found. Underline the key terms from the chapter you used in your search.

- Go to Science Daily.com ➔ click on the “GO” next to the search window ➔ in “in entire site” select “Mind & Brain”
- Type your search terms in the “Search” window.
- You are looking for “News” articles. DO NOT SELECT ADS BY GOOGLE.
- Pick a news article you find interesting.

**RESEARCH REQUIREMENT**
In addition to the above grading criteria, in order to pass this class each student **MUST:** Complete the research-participant requirement (this requirement will be addressed in class by the Psychology Department Research Coordinator). Get more information and the Research Credit Sheet which you need to print out and bring with you to all studies at [http://www.sjsu.edu/psych/Undergraduate/subjectpool.htm](http://www.sjsu.edu/psych/Undergraduate/subjectpool.htm)
Failure to do results in failure in the class. DO NOT LEAVE THIS TO THE LAST MINUTE. You are required to participate in research experiments held in the psychology department at SJSU for a total of 4 credit hours.

Extra Credit Assignments: This syllabus contains a study guide for all of the chapters of the curriculum. The entire study guide can be completed and submitted for extra credit for a maximum of 4 points to your final grade. Extra credits will NOT replace exams, due last day of class. I highly recommend not relying on an extra credit assignment.

Course Grading Scale (% of Total Points):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>95-100%</td>
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<tr>
<td>A</td>
<td>90-94%</td>
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<td>A-</td>
<td>83-89%</td>
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<td>B+</td>
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<tr>
<td>D</td>
<td>52-56%</td>
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<tr>
<td>D-</td>
<td>50-51%</td>
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<td>F</td>
<td>&lt;50%</td>
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University Policies

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html. 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 Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

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 approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

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

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center (Optional)

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 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. The LARC website is located at http://www.sjsu.edu/larc/.
## Course: General Psychology, Section 04, Spring 2014

<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>Jan 27</td>
<td>Welcome &amp; Intro&lt;br&gt;History &amp; Themes&lt;br&gt;Schacter-Gilbert-Wegner: Chapter 1</td>
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<tr>
<td>2</td>
<td>Feb 3</td>
<td>Methods&lt;br&gt;Schacter-Gilbert-Wegner: Chapter 2&lt;br&gt;<strong>FIRST IMP DUE</strong></td>
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<td>3</td>
<td>Feb 10</td>
<td>Psychology and the Brain&lt;br&gt;Schacter-Gilbert-Wegner: Chapter 3</td>
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<td>4</td>
<td>Feb 17</td>
<td>Cognition &amp; Perception&lt;br&gt;Schacter-Gilbert-Wegner: Chapter 4</td>
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<td>5</td>
<td>Feb 24</td>
<td><strong>EXAM 1</strong></td>
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<tr>
<td>6</td>
<td>March 3</td>
<td>Consciousness&lt;br&gt;Schacter-Gilbert-Wegner: Chapter 5</td>
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<tr>
<td>7</td>
<td>March 10</td>
<td>Learning&lt;br&gt;Schacter-Gilbert-Wegner: Chapter 7</td>
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<tr>
<td>8</td>
<td>March 17</td>
<td>Memory&lt;br&gt;Schacter-Gilbert-Wegner: Chapter 6</td>
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<tr>
<td>9</td>
<td>March 24 &amp; 31</td>
<td><strong>SPRING BREAK &amp; CEASAR CHAVEZ DAY</strong></td>
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<tr>
<td>10</td>
<td>April 7</td>
<td>Development&lt;br&gt;Schacter-Gilbert-Wegner: Chapter 11</td>
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<tr>
<td>11</td>
<td>April 14</td>
<td><strong>EXAM 2</strong></td>
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<tr>
<td>12</td>
<td>April 21</td>
<td>Personality&lt;br&gt;Schacter-Gilbert-Wegner: Chapter 12</td>
</tr>
<tr>
<td>13</td>
<td>April 28</td>
<td>Psychological Disorders&lt;br&gt;Schacter-Gilbert-Wegner: Chapter 14</td>
</tr>
<tr>
<td>14</td>
<td>May 5</td>
<td>Treatment of Psychological Disorders&lt;br&gt;Schacter-Gilbert-Wegner: Chapter 15</td>
</tr>
<tr>
<td>15</td>
<td>May 12</td>
<td>Social Psychology&lt;br&gt;Schacter-Gilbert-Wegner</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td><strong>FINAL EXAM</strong> Monday, May 19 1715-1930</td>
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</tbody>
</table>
STUDY GUIDE

Study Guide I (INTRODUCTION)
a) Type out (in sentence form) a sentence indicating the correct answer to each of the 18 “quick quiz” answers from Chapter 1 (e.g., “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).

Study Guide 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 )

Study Guide III (BIOLOGY OF BEHAVIOR)
a) Type out (in sentence form) the correct answer to each of the “quick quiz” answers from Chapter 3.
b) Define (in sentence form) the thirteen definitions drawn from the following “key terms” that are neuroanatomical structures or systems (you only need to define these 13 of the entire set):
   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 brain
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)

**Study Guide 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. Type out the answers for each of the summary quiz questions.

**Study Guide V (DEVELOPMENT)**

1. Type out in sentence form the definition for the key terms

2. Describe the major developments of the germinal, embryonic, and fetal stages of development.

3. Describe and discuss the visual abilities, reflexes, and motor capabilities of the newborn child.

4. Define object permanence, and describe an experiment illustrating how the principle of habituation can be used to determine if babies exhibit object permanence.

5. Compare and contrast the secure, avoidant, ambivalent, and disorganized attachment styles. Describe how each of these styles is manifested in the strange situation test.

6. An elderly grandfather does not get out as much as he formerly did. Although he is healthy and still drives, he tends to associate with family and a few close friends, whereas in the past, he was busy with social activities. He seems satisfied with his life, but his family is worried that his social circle is too limited and that he may be unhappy yet unwilling to talk about his unhappiness. Discuss briefly the cognitive, social, and emotional changes that occur in later adulthood.
Study Guide VI (CONSCIOUSNESS)

a) Illustrate the problem of other minds by discussing the difficulties associated with distinguishing a fully conscious person from a philosophical zombie.

b) Describe how Libet's experiments on conscious will shed light on the mind/body problem.

c) Discuss the four basic properties of consciousness (intentionality, unity, selectivity, and transience), relating them to one or more situations. Examples of potential situations include a sports game, child rearing, romantic relationships, study habits, mechanical repair, artistic activity or traffic accident. Be brief and concise in describing the situation (e.g., in studying for an exam or when baby-sitting and the child slips off the swing…etc.).

d) Distinguish between the stages of sleep with special attention to changes in brain waves during a night's sleep.

e) You have been told that as a child you would awaken suddenly not long after going to sleep, quite frightened and emotionally aroused. In the morning, you would have no memory of the episode. What was likely happening?

f) Compare and contrast how the five different drug categories alter consciousness. What are the similarities? What are the differences?

g) Describe how hypnosis affects human consciousness, discuss individual differences in the susceptibility to hypnosis, and contrast several unproven or disproven effects of hypnosis with proven effects.

h) Fill in the chart below. Discuss the difference between physical dependence and psychological dependence, and give examples of both specific to the drug classes that produce them.

<table>
<thead>
<tr>
<th>Category</th>
<th>Will an overdose cause death or injury?</th>
<th>Will physical dependence develop?</th>
<th>Will psychological dependence develop?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depressants</td>
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<tr>
<td>Alcohol</td>
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<tr>
<td>Barbiturates/benzodiazepines</td>
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<td>Toxic inhalants</td>
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<td>Stimulants</td>
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<tr>
<td>Amphetamines</td>
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<tr>
<td>MDMA (ecstasy)</td>
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<tr>
<td>Cocaine</td>
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<tr>
<td>Narcotics (opium, heroin, morphine, methadone, codeine)</td>
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<tr>
<td>Hallucinogens (LSD, mescaline, psilocybin, PCP, ketamine)</td>
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<tr>
<td>Marijuana</td>
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</table>
Study Guide VII (LEARNING)

a) Type out (in sentence form) the correct answer to each of the Key Concept answers.

Study Guide VIII (MEMORY)

a) Type out (in sentence form) the correct answer to each of the Key Concept answers.
b) List Schacter’s Seven Sins of Memory. For each, provide a three or 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) is or became suspect?).
c) List each of the forms of long term memory. For each provide an example from your own life.

Study Guide IX (Personality)

a) Write out the answers to the Key Concepts of the chapter.
b) Provide an example of a self-report inventory of personality and a projective personality test. Discuss why self-report inventories are more commonly used and less controversial than projective measures.
c) Describe how people might unconsciously employ the defense mechanisms of reaction formation and sublimation to shield themselves from their anxiety-provoking homosexual tendencies.

Study Guide X (Psychological Disorders)

a) Write out the answers to the Key Concepts of the chapter.
b) Using several examples of psychological disorders, explain why differences in brain structure and function in persons with a psychological disorder are not necessarily the underlying cause of the disorder.
c) Summarize the key distinguishing features of the anxiety disorders (generalized anxiety disorder, phobic disorder, panic disorder, obsessive-compulsive disorder)
d) Your roommate has always insisted on keeping the room in order, and you know better than to move anything on her desk because she gets very upset if everything isn't in a specific place. Lately, she has insisted on cleaning the room every night before bed, even the windows and floors, all in a fixed order. You've asked her to stop, but she can't seem to make herself go to bed without this nightly cleaning ritual. Does her behavior fit the pattern of a recognized disorder, and if so, which? What may be causing her anxiety? What purpose does the escalating cleaning ritual serve? What may be going on in your roommate's brain?
e) Illustrate the helplessness theory of depression with a real-world example.
Study Guide XI (Psychological Treatment)
   a) Write out the answers to the Key Concepts of the chapter.
   b) Summarize the theoretical framework, goals, and therapeutic interventions of psychoanalytic therapy.
   c) Dylan sought psychodynamic therapy after he lost his job and hit rock bottom. Three years into therapy, Dylan feels better and attributes his improvement to the insight he received during therapy. Discuss three treatment illusions that make it all but impossible to assess if Dylan's improvement was truly due to therapeutic insight into his unconscious.
   d) Miguel is a first-grader having academic and conduct problems at school. Specifically, he cannot seem to stay in his seat and complete assignments. He would much rather run around the classroom and distract other students. Describe a behavior therapy based on operant conditioning that could help treat Miguel's problem behaviors.
   e) Summarize the goals of cognitive behavioral therapy (CBT), and contrast it with the psychodynamic approach.

Study Guide XII (Social)
   a) Write out the answers to the Key Concepts of the chapter.
   b) Define and illustrate with examples each of the following concepts as they might be observed in the stands at a college football game: prejudice, discrimination, deindividuation, and diffusion of responsibility.
   c) What are four characteristics of stereotypes that can lead to harmful results? Describe and give an example of each characteristic.
   d) Describe the factors that cause us to be attracted to another person. How do these factors differ for women and men?
   e) Define and illustrate with examples each of the following concepts as they might be observed in the stands at a college football game: prejudice, discrimination, deindividuation, and diffusion of responsibility.