San José State University  
Psychology Department  
PSYC 001 General Psychology, Section 12, Spring 2014

Instructor: Roger Karlsson, PhD, ABPP  
Office Location: DMH 232  
Telephone: (408) 924-5604 (instructor only checks the voice mail on a weekly basis, instead use e-mail below)  
Email: roger.karlsson@sjsu.edu (faster and preferred line of communication)  
Office Hours: Thursdays 17:15 – 18:00 and 20:45 – 21:00 (the latter in the class room DMH 359). I will also be available over e-mail and if you absolutely cannot make it to my office hours, I will try to set up an appointment with you.  
Class Days/Time: Thursdays 18:00 – 20:45  
Classroom: DMH 359  
GE/SJSU Studies Category: GE-D1

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.

Required Texts/Readings  

To enhance your learning, the authors of the book are providing a student companion site. It is strongly recommended that you visit this site often, e.g., use the chapter summaries, do the self-tests, use the free copies of the powerpoint slides, etc. The student companion site that can be found at: 
http://bcs.wiley.com/he-bcs/Books?action=index&itemId=0470646446&bcsId=5810

Other Readings (strongly recommended):  
Learning Outcomes

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. **Students shall 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 3, 4, 7, 10, 13, 16, and 17 in Kowalski & Westen (2011), 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.

   **Assessment example of a potential writing assignment for this learning objective:** Aggression, hostility, and violence are social problems the world over. It is easy enough to say that individuals who harm or even kill others (rapists, murders, etc) do these things because society made them that way. In this assignment, I want you to write about the “Mind of a Killer” and review the evidence that people who kill others are made by their environment (nurture). But I also want you to review evidence that these behaviors have some basis in their biological make-up (nature). By reviewing evidence, I mean find at least 5 scientific journal articles that study people who killed. Summarize the methods and results of these papers. After reviewing evidence for both the nature and nature of murderous violence, summarize in a final paragraph, your own view for the cause of this major social problem. That is, state clearly your own conclusion about “what causes someone to murder.”

2. **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, 8, 14, and 15 in Kowalski & Westen (2011), 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.

   **Assessment example of a potential writing assignment for this learning objective:** Psychological Disorders, hostility, and violence are social problems the world over. It is easy enough to say
that individuals who harm or even kill others (rapists, murders, etc) do these things because society made them that way. In this assignment, I want you to write about the “Mind of a Killer” and review the evidence that people who kill others are made by their environment (nurture). But I also want you to review evidence that these behaviors have some basis in their biological make-up (nature). By reviewing evidence, I mean find at least 5 scientific journal articles that study people who killed. Summarize the methods and results of these papers. After reviewing evidence for both the nature and nature of murderous violence, summarize in a final paragraph, your own view for the cause of this major social problem. That is, state clearly your own conclusion about “what causes someone to murder.”

3. 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 1, 3, 7, 9, 10, 13 and 16 in Kowalski & Westen (2011), 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 speech 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.

4. 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, 5, 10, and 11 in Kowalski & Westen (2011), 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.

5. 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, 16, and 17 in Kowalski & Westen (2011) 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.

Library Liaison

Bernd Becker
Phone: (408) 808-2348
Email: Bernd.becker@sjsu.edu

Classroom Protocol

Course requirements

1. Classes: This class is taught in a lecture format and the class covers a large amount of material, therefore, attending lectures is crucial for your success in this class. There is too much information discussed in class that cannot be found in text and in the slides for you to do well in this course, without you attending regularly. If you want to do well, you will have to attend most every class. If you miss a class, you are responsible for getting the information from that class.

2. Exams: There will be two unit exams and one final exam, all of which consist predominantly of multiple-choice questions. You will have 1 1/4 hrs to complete each unit exam. You have 2 1/4 hrs to complete the final exam. No other make-up exams will be given. No bathroom breaks will be allowed. In most cases, the exams will require no more than 45 minutes to one hour, so please take care of business before the exam.

3. Extra-credit: Your rewrite of one of your papers should be considered your extra-credit. There will be no other form of extra-credit, so if you do not do well on your exams, especially on your first exam, COME AND SEE ME IMMEDIATELY. We can discuss in person how to improve your performance.

4. Writing projects: There will be two writing projects throughout the semester. Papers should be 3 pages in length (double-spaced, single sided), but no more than 3. Proper spelling, grammar, and punctuation is expected and will be factored into your grade. Plagiarized papers will result in a
failing grade for the course (i.e., a grade of “F”) and the student will be referred to the Office of Judicial Affairs. More details regarding the structure of the paper will be provided in class. Papers will be turned in electronically via e-mail and edited electronically and returned electronically on Turnitin.com (more about this later). Therefore, papers must be submitted as Word documents or WordPerfect documents (.doc or .wpd). If you do not have Word or WordPerfect, please submit the paper as an ASCII, .txt, or .rtf file. You can rewrite the first paper 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 average score on your first version and rewrite (e.g., 20 + 50 = 70/2 = 35).

5. **Expectation of Work Load:** It is important that you understand what the official CSU definition of a unit is. For every unit, it is expected that you spend 1 hour in class and 2 hours outside of class per week. That means for this course (3 units) that you be spending a total of at least 9 hours per week (3 in class and 6 outside of class).

6. **Recording Lectures:** Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. In fact, recording a person without his or her permission in California might be a violation of California Penal Code 632(a) and result in an up to $2,500 fine and/or up to a year in jail. 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.

- It is suggested to include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- 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 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:

1. Surprise Quizzes (which may or may not occur) = 30

3. 1st Exam: 80 pts = 80  
4. 2nd Exam: 80 pts = 80
5. Writing projects: 2 x 50 points = 100
6. Cumulative Final Exam: 160 pts = 160
Total possible points = 450

Note: You must take your exams during the section for which you are officially registered. That is, you MAY NOT take an exam during another section of Psyc 001 that your instructor teaches. Taking an exam during a class in which you are not officially registered in will result in a grade of zero. There are no exceptions to this policy.

In addition to the above grading criteria, in order to pass this class each student MUST:
Complete the research-participant requirement. Most semesters, this means 4 credits of research participation. You sign up for the research participation on the SONA online system: http://sjsu.sona-systems.com/Default.aspx?ReturnUrl=%2f.

Dept Policy Concerning 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."

Grading Scale
This grading system will be based on a normal curve distribution and the following guidelines are highly tentative and will be subjected to revisions pending statistical analysis of the test results:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>100-97%</td>
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<tr>
<td>A</td>
<td>96-93%</td>
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<tr>
<td>A-</td>
<td>92-90%</td>
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<tr>
<td>B+</td>
<td>89-87%</td>
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<tr>
<td>B</td>
<td>86-83%</td>
</tr>
<tr>
<td>B-</td>
<td>82-80%</td>
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<tr>
<td>C+</td>
<td>79-77%</td>
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<tr>
<td>C</td>
<td>76-73%</td>
</tr>
<tr>
<td>C-</td>
<td>72-70%</td>
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<tr>
<td>D+</td>
<td>69-67%</td>
</tr>
<tr>
<td>D</td>
<td>66-63%</td>
</tr>
<tr>
<td>D-</td>
<td>62-60%</td>
</tr>
<tr>
<td>F</td>
<td>59-0% Un satisfactory</td>
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</tbody>
</table>

Late Work: All writing must be turned in at the beginning of class on the scheduled due date. Assignments submitted after this deadline will lose 10% immediately and an additional 10% for every weekday that they are late.

No Make-up Exams Allowed: Only with valid written medical excuse will any exam be allowed at a time other than those scheduled for your class.

- Electronics Policy: After many semesters of students misusing electronic devices in a large lecture room, I have now implemented a NO ELECTRONICS policy. That means NO PHONES OR TABLETS OR LAPTOPS during class or exam. Even for note taking. If you are observed to be using electronic devices in the class room your name will be noted and you will be asked to leave the class room. It will affect your grade. I know you are used to these, but experience has shown me that a vast majority of students simply spend most of their time with their head down and looking at the screen rather than being engaged in the course material. I have data to back me up on this: research shows that Websurfing/texting during class directly lowers your grade (and disrupts those around you). Go to: http://chronicle.com/blogs/wiredcampus/students-stop-surfing-after-being-shown-how-in-class-laptop-use-lowers-test-scores/4576
• **Disrespectful behavior** will not be tolerated and will result in a lower grade. Late arrival is not tolerable. If you are late, enter the class room discreetly. If you plan to be late frequently, you should contact the instructor to explain your situation. Unless otherwise noted, tardiness **will** affect your grade.

**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](http://www.sjsu.edu/senate/S07-2.htm), 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](http://www.sjsu.edu/studentconduct/) 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 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](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**

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](http://www.sjsu.edu/larc/) for more information at [http://www.sjsu.edu/larc/](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/.

Peer Mentor Center
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/

Student Success and Wellness
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.
**The schedule is subject to change with fair notice ahead of time through e-mail by your instructor and/or by announcement in class – If you are not in class you might miss the information** The readings assigned for each class below refers to Kowalski & Westen (2011) and chapter #

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
<th>Chapter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>01/23/14</td>
<td>Course Overview/Introduction/The Study of Mental Processes</td>
<td>CH 1</td>
</tr>
<tr>
<td>2</td>
<td>01/30/14</td>
<td>Research Methods</td>
<td>CH 2</td>
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<tr>
<td>3</td>
<td>02/06/14</td>
<td>Biological Bases of Mental Life and Behavior</td>
<td>CH 3</td>
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<tr>
<td>4</td>
<td>02/13/14</td>
<td>Sensation &amp; Perception</td>
<td>CH 4</td>
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<td>5</td>
<td>02/20/14</td>
<td>Learning</td>
<td>CH 5</td>
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<td>Memory</td>
<td>CH 6</td>
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<td>6</td>
<td>02/27/14</td>
<td>EXAM 1</td>
<td>CH 1–6</td>
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<td>Thought &amp; Language</td>
<td>CH 7</td>
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<td>7</td>
<td>03/06/14</td>
<td>Intelligence</td>
<td>CH 8</td>
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<td>(Writing Assign. 1 due)</td>
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<td>8</td>
<td>03/13/14</td>
<td>Consciousness</td>
<td>CH 9</td>
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<tr>
<td>9</td>
<td>03/20/13</td>
<td>Motivation</td>
<td>CH 10</td>
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<tr>
<td>10</td>
<td>03/27/14</td>
<td>SPRING BREAK</td>
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<td>11</td>
<td>04/03/14</td>
<td>Health, Stress, &amp; Coping</td>
<td>CH 11</td>
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<td>12</td>
<td>04/10/14</td>
<td>EXAM 2</td>
<td>CH 7 - 11</td>
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<td>Personality</td>
<td>CH 12</td>
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<td>13</td>
<td>04/17/14</td>
<td>Life-Span Development</td>
<td>CH 13</td>
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<td>04/24/14</td>
<td>Psychological Disorders</td>
<td>CH 14</td>
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<td>Treatment of Disorders</td>
<td>CH 15</td>
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<td>15</td>
<td>05/01/14</td>
<td>Social Cognition</td>
<td>CH 16</td>
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<tr>
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<td>(Writing Assign. 2 due)</td>
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<tr>
<td>16</td>
<td>05/08/14</td>
<td>Interpersonal Processes</td>
<td>CH 17</td>
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<td>Final Exam</td>
<td>05/15/14</td>
<td>DMH 359: 17:15 – 19:30</td>
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<td>Cumulative Exam</td>
<td>CH 1-17</td>
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