

**San Jose State University**  
**PSYC 1, General Psychology, Sec. 03, Fall 2014**

**Check this box after you have taken and passed the Syllabus Quiz.**

**Instructor:** Chad Kempel, M.A.

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**Office Location:** DMH 230

**Telephone:** 510-470-4022 (I prefer that you email me)

**Email:** [Chad.Kempel@sjsu.edu](mailto:Chad.Kempel@sjsu.edu)

**Office Hours:** Tuesday and Thursday: 1:50 p.m. - 2:50 p.m. or by appointment

**Class Days/Time:** Tuesday and Thursday: 4:30 p.m. - 5:45 p.m.

**Classroom:** DMH 231

**GE/SJSU Studies Category:** GE-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.

**Required Materials**

**Textbook**

Feist, G. J., & Rosenberg, E. L. (2012). *Psychology: Perspectives & Connections* (2nd ed.). New York, NY: McGraw-Hill.

ISBN13: 978-0078035203

ISBN10: 0078035201

View Cover: [http://www.coursesmart.com/IR/4022676/0077422112?\\_hdv=6.8](http://www.coursesmart.com/IR/4022676/0077422112?_hdv=6.8)

Note: You do not need Connect, LearnSmart, SmartBook, CDs, or anything else textbook related.

Some Purchase and Rental Options:

- Paperback                      \$31.01 at Amazon.com
- Kindle Rental                \$47.85 (Amazon.com)
- Book Rental                 \$22.49 at Amazon.com or \$85.35 at the SJSU Bookstore
- eBook                         \$90.00 (120 days; CourseSmart.com)
- Borrow Friend's             Free

## Other equipment / material requirements

1. Any i>Clicker remote as long as it is made by i>Clicker® and you have the Remote ID (found on back of the remote).

View Sample: <http://www1.iclicker.com/products/#iclicker-plus>

Some Purchase Options:

- i>Clicker+ \$34.00 (used) at Amazon.com or \$45.00 at iclicker.com
  - i>Clicker 2 \$40.00 (used) at Amazon.com or \$55.00 at iclicker.com
  - i>Clicker 2 Rental \$28.60 (used) or \$36.40 (new) at SJSU Bookstore
2. Computer with Microsoft Word and a PDF maker, printer, internet, and library access
  3. Scantron (882-E) forms and #2 pencils

## Course Website

All course material will be distributed via Canvas (<https://sjsu.instructure.com>). I will also use Canvas to communicate with you so make sure that your Canvas messages are forwarded to your email address if you think you will get your messages quicker that way. You are responsible for checking Canvas **daily** for announcements.

Your username and password for Canvas are the same as your username and password for SJSUOne. If you have not set up your SJSUOne account yet you will need to do that first at <http://its.sjsu.edu/services/sjsuone/>. Online tutorials for how to use Canvas can be found online at [www.sjsu.edu/at/ec/canvas/student\\_resources/index.html](http://www.sjsu.edu/at/ec/canvas/student_resources/index.html) and at <http://guides.instructure.com/m/4212>. If you have issues with Canvas, including logging in, contact the University Help Desk at <http://www.sjsu.edu/helpdesk>.

## Other Websites

Textbook flashcards and key term definitions can be found at [http://higher.ed.mheducation.com/sites/0078035201/student\\_view0/chapter1/index.html](http://higher.ed.mheducation.com/sites/0078035201/student_view0/chapter1/index.html)

Library tutorials and tools can be found at <http://libguides.sjsu.edu/tutorials>.

## Professional Communication

As a University student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students.

All electronic communication should be done through the Canvas messaging feature. This allows me to keep all of my class messages in one location and each message automatically includes your name and the class you are in.

In addition to the three contacts you made on the first day of class, if you have a question about lecture or textbook material, problems, assignments, or anything else related to the class the question should be asked in the Discussions in Canvas. Be sure to include a detailed title and a clear message when posting in Discussions. If you are able to answer a classmate's question I encourage you to do so, as explaining information to someone will strengthen your own understanding. If you provide answers to your classmates' questions often I will take that into consideration if you are 0.50% away from a higher letter grade in the class.

If Canvas is down and you need to send me an email please follow the guidelines listed below. I encourage you to use these guidelines anytime you are communicating in a professional capacity.

- Include these details in the subject line:
  - *[Name of course and section number]* Student - *[Reason for emailing]*
  - Example Subject: Biology 1 Section 3 Student - Scheduling a Meeting

- Address the message to me so that I know it was meant for me.
- Include a clear detailed message so I know how I can help you best.
- End your message by including your full name as it appears on the class roster.

You may email me at anytime. I will do my best to respond in a timely manner between the hours of 9:00 a.m. and 5:00 p.m. Monday – Friday.

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week; that's 9 hours per week outside of class), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

## Grading Policy

SJSU GE requirements for a passing grade for Psychology 1 (Area D1) is a D-. So any grade except an F is a passing grade. You can view your current grade at any point in the semester on Canvas.

Item	How Many?	Total Points
Midterms	2	200
Activities/Homework	10	100
Writing Projects	2	100
i>Clicker Participation	Daily	50
Research Participation	-	25
Cumulative Final Exam	1	150
TOTAL	-	625

### Grading Distribution

Grade	Percent (%)	Grade	Percent (%)
A+	100 – 97.5	C	77.4 – 72.5
A	97.4 – 92.5	C-	72.4 – 70.0
A-	92.4 – 90.0	D+	69.9 – 67.5
B+	89.9 – 87.5	D	67.4 – 62.5
B	87.4 – 82.5	D-	62.4 – 60.0
B-	82.4 – 80.0	F	< 60%
C+	79.9 – 77.5		

## Exams and Assignments

### Exams

There will be two midterm exams and one cumulative final exam that assess your knowledge of topics covered in the assigned readings and the corresponding lectures. Exams will mostly consist of multiple choice and true/false questions, but I may also include a few short answer, essay, matching, computational, and identifying questions. See the course schedule for specific exam topics and dates of these exams. Make sure to bring a Scantron (882-E) form and #2 pencils to the exams.

No bathroom breaks will be allowed during exams so please take care of business prior to coming to class. If you need special accommodations, please inform me at the beginning of the semester.

You must be in class on time on exam days. Tardiness disrupts those who were on time and have already begun their exam. You will have the full 75 minutes to complete each midterm, however, you will likely finish sooner. If you need special accommodations for taking exams please contact the Accessible Education Center (<http://www.sjsu.edu/aec/prospective-aec-students/register-with-drc/index.html>) and please notify me at the beginning of the semester.

There will not be any make-up exams. Missed exams receive a zero. *What if I miss an exam for reasons beyond my control (e.g., car trouble, death in the family, etc.)?*

If you need to miss an exam for any reason you will need to take an oral version of the exam during my next available office hour. During the oral exam you will receive half a point for each question you answer correctly and half a point for explaining why the answer is correct.

### **Activities/Homework**

In-class activities (10 total) will occur without advanced notice. These activities will consist of group or individual problem solving, discussions, brief presentations, or other learning assignments. In-class activities cannot be made-up at a later date; you must be present on the day that the activities take place. Some activities may turn into homework if we run out of time in class.

### **Writing Projects** (Writing projects adapted from Feist, 2014)

You are required to write 1500 words about psychological topics in order to receive a passing grade in the class. This requirement will be met via two writing projects during the semester. Papers should be 2-3 pages in length (double-spaced, single sided), but no more than 3 pages. Proper spelling, grammar, and punctuation are expected and will be factored into your grade. The details of these assignments will be announced on Canvas at a future date.

Papers will be submitted electronically via Canvas (no email submissions) as a Microsoft Word document (i.e., .doc or .docx). They will then be edited electronically and returned to you on Canvas (more about this later). If you do not have Microsoft Word you can purchase the software at the SJSU Bookstore for a great price or you can use almost any computer on campus.

If necessary, you will be able to revise your first paper to improve your grade. The final score for the first paper will be the average of the two scores (e.g.,  $30 + 45 = 80/2 = 40$ ). Both projects must be completed in order to receive a passing grade in this class.

Writing projects must be submitted on time the day they are due. Late submissions will be marked down 10% for each day they are late.

**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.

If you feel that you could use some help with your writing or if I recommend that you seek help, please take advantage of these free resources here on campus (additional details at end of syllabus):

- Writing Center (Clark Hall, Suite 126; <http://www.sjsu.edu/writingcenter/>)
- Peer Connections (formerly LARC; Student Services Center 600; <http://peerconnections.sjsu.edu/>).

## **i>Clicker Participation**

We will use i>Clicker audience response devices during most of our classes so that I can get instant anonymous feedback from you. It is your responsibility to make sure to bring your remote to every class. i>Clicker points will be awarded based on accuracy of responses and frequency of participation. Since i>Clicker responses will be used to shape the direction of lectures, participation cannot be made-up at a later date.

## **Research-Participant 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). The following are the guidelines for fulfilling this requirement:

- Complete 4 hours of research participation using the following schedule:
  - At least one hour, but no more than two hours, before Exam 1.
  - Three, and no more than 3, hours of participation completed before Exam 2.
  - Four hours of participation completed before the last day of regular class.
- Credit will be assigned based on actual hours completed. That is, if you only participate in 5-10 minutes worth of research, you will be awarded only .25 hour credit.
- “Laboratory / in person” participation will earn you an extra .50 hours on top of the actual hours completed for participating. This extra .50 hours is a one-time bonus. That is, multiple “laboratory / in person” studies will not earn you additional bonus hours.

You 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.”

## **Extra-Credit**

The only form of extra-credit for the course is your rewrite of your first paper. There will be no other form of extra-credit so if you do not do well on your exams, especially your first exam, COME SEE ME IMMEDIATELY. We can discuss in person how to improve your performance.

## **Classroom Protocol**

- It is vital that you complete all scheduled readings and assignments before each class.
- Classes will be comprised of lectures, in-class activities, question-and-answer periods, and video clips. Attendance is expected and is critical for success in this course. If you miss a class, you are responsible for getting the information covered from one of your three contact persons listed at the top of your syllabus.
- Research shows that electronic use during class **LOWERS** students' grades. Since I want each of you to get an A in the class, you should not have your phones out for any reason during class. If you are expecting an emergency call, please inform me prior to class.
  - If using a laptop, you must sit in the designated laptop section. Having a designated section for laptops minimizes distractions for other students.
- Please arrive to class on time and stay the entire time.

## Student Technology Resources

Computers are available for student use at the following locations:

- Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> 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. Additional computer labs may be available in your department/college.
- 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.
- The Student Technology Training Center (<http://www.library.sjsu.edu/sttc>) rents out laptops and they also have some great software workshops available (e.g., SPSS, Microsoft Office, iMovie, etc.).

## Library Liaison

Bernd Becker. Website with contact information: <http://libguides.sjsu.edu/psychology>

## Course Goals and Learning Objectives

### Course Learning Outcomes (CLO)

The following descriptions of how each CLO will be met were adopted from the Psych 1 Faculty Handbook (Snycerski, 2011; Feist, 2014). Issues of diversity (e.g., gender, ethnicity, LGBT) will be addressed wherever applicable in the following CLOs. Upon successful completion of this course, students will be able to:

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

- 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” (Snyckerski, 2011; Feist, 2014).

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

- Assessed using student response system (i.e., i>Clicker), online and in-class quizzes, exams, and other assignments/activities (e.g., students will complete the Big Five Personality Inventory and then discuss its psychometric properties, including reliability and validity of their own results).

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

- Assessed using student response system (i.e., i>Clicker), online and in-class quizzes, exams, and engaging in-class activities, (e.g., in pairs students will need to determine what areas of the brain would need to be altered to make humans turn into the zombies

portrayed in TV shows such as *The Walking Dead* or films such as *World War Z*. This activity will help to show the link between biology and behavior.).

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

- Assessed using student response system (i.e., i>Clicker), online and in-class quizzes, exams, and engaging in-class activities, (e.g., students will create a small dataset using a survey about the topics covered in the CLOs and then analyze the data using simple inferential and descriptive statistics.).

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

- Assessed using student response system (i.e., i>Clicker; e.g., I will ask questions in class specific to the content of the chapters described above. Responses will be instantly viewed as a class in summary form and subsequent discussions will guide the remainder of the lecture), online and in-class quizzes, exams, and other assignments/activities.

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.

- PLO1 through PLO5 material will be taught via lectures, using videos, in-class group activities and will subsequently be assessed using quizzes, exams, and two essay projects, among other assignments/activities (see CLO section for examples).

## University Policies

### 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](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

- “Common courtesy and professional behavior dictate 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. Such 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.”
  - 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.”

### Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy](http://www.sjsu.edu/senate/docs/S04-12.pdf) at <http://www.sjsu.edu/senate/docs/S04-12.pdf> 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/>.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

## **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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 is 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 10<sup>th</sup> 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](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

## **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## General Psychology (PSYC 1, Sec. 03), Fall 2014 Tentative Course Schedule\*\*\*

Week	Date	Topics	Chapter Readings	Assign. Due
1	8/26 – 8/28	<ul style="list-style-type: none"> <li>• Introduction &amp; Survey</li> <li>• Introduction to Psychology</li> </ul>	1	8/28 Quizzes – Syllabus & Plagiarism
2	9/2 – 9/4	<ul style="list-style-type: none"> <li>• Research Methods</li> <li>• Biology of Behavior</li> </ul>	2 & 3	
3	9/9 – 9/11	<ul style="list-style-type: none"> <li>• Biology of Behavior</li> <li>• Biology of Behavior</li> </ul>	3	
4	9/16 – 9/18	<ul style="list-style-type: none"> <li>• Sensation and Perception</li> <li>• Sensation and Perception</li> </ul>	4	
5	9/23 – 9/25	<ul style="list-style-type: none"> <li>• <b>Exam 1</b></li> <li>• Human Development</li> </ul>	5	9/3 - 1 hr rsrch. particip.
6	9/30 – 10/2	<ul style="list-style-type: none"> <li>• Human Development</li> <li>• Consciousness</li> </ul>	5	
7	10/7 – 10/9	<ul style="list-style-type: none"> <li>• Consciousness</li> <li>• Memory</li> </ul>	6	10/9 Writing Project 1
8	10/14 – 10/16	<ul style="list-style-type: none"> <li>• Memory &amp; Learning</li> <li>• Learning</li> </ul>	7 & 8	
9	10/21 – 10/23	<ul style="list-style-type: none"> <li>• Language/Thought</li> <li>• Thought</li> </ul>	9	
10	10/28 – 10/30	<ul style="list-style-type: none"> <li>• <b>Exam 2</b></li> <li>• IQ, Problem Solving, &amp; Creativity</li> </ul>	10	10/28 - 3 hrs rsrch. particip.
11	11/4 – 11/6	<ul style="list-style-type: none"> <li>• Creativity &amp; Motivation</li> <li>• Motivation</li> </ul>	10 & 11	
12	11/11 – 11/13	<ul style="list-style-type: none"> <li>- <b>NO CLASS – VETERAN’S DAY 11/11 -</b></li> <li>• Personality</li> </ul>	13	
13	11/18 – 11/20	<ul style="list-style-type: none"> <li>• Personality</li> <li>• Social Behavior</li> </ul>	13 & 14	11/18 Writing Project 2
14	11/25 – 11/27	<ul style="list-style-type: none"> <li>• Social Behavior</li> <li>- <b>NO CLASS – THANKSGIVING 11/27 -</b></li> </ul>	14	
15	12/2 – 12/4	<ul style="list-style-type: none"> <li>• Disorders of the Mind</li> <li>• Disorders of the Mind</li> </ul>	15	12/4 Project 1 Rewrites
16	12/9	<ul style="list-style-type: none"> <li>• Treatment of Disorders</li> </ul>	16	12/9 - 4 hrs rsrch. particip.
<b>Final Exam</b>	<b>12/18</b>	<ul style="list-style-type: none"> <li>• <b>Thursday from 2:45 p.m. – 5:00 p.m. in DMH 231</b></li> <li>• <b>Cumulative Final Exam</b></li> <li>• <b>Mandatory 10 Question Departmental Exam</b></li> </ul>		

*\*Schedule is subject to change with fair notice. The schedule **WILL** be altered as the semester progresses.*

*\*\*Be sure to check Canvas regularly for announcements about out-of-class work and your analysis assignments so that you can prepare accordingly.*