San José State University
Department of Psychology

General Psychology

PSYC 1, Section 4 (course ID: 41052)

Fall 2016 (Aug 24 [first class] – Dec 14 [final exam])
Instructor: Dr. Mark Van Selst
Office: 408 924 5674 (Building SSC, Room 500/505)
Office Hours: Class office hours: Mon & Wed 12:00 – 12:30 AM
Advising hours: Mon & Wed 4 – 6:00 + Tue 11:00 – 2:30

Department of Psychology
Email: Mark.VanSelst@sjsu.edu
Web-Resources: See SJSU CANVAS page

Class Days/Time: Mon & Wed, 10:30 – 11:45 AM
Classroom: Duncan Hall 243

Prerequisites: None
GE Category: Area D1, Social Sciences, Human Behavior

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, class discussion, oral presentations, 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 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 slides that I use to present 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 you are not responsible for it. These slides are only made available with the understanding that they are solely for your personal (and course-related) use.

The best way to learn the material is to try all the “quick quiz” problems in each chapter of the study guide (and/or the optional computer guided learning assessments) immediately after you have finished your initial 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 (research suggests that people learn and retain more in this way). Student questions before, during, and after class are encouraged.

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Required Text
Any version (electronic-only, hardcover, or loose leaf prepack) of the text is acceptable. They all contain the required content. The appropriate hardcopy version has a graphic of a colored zebra standing in marble entryway. You do NOT need the computer ancillaries that come prepacked with some versions (you may find them useful even if not required). Used copies of this text should be available via the SJSU bookstore and/or other places (the third edition of this text has been widely adopted for use since Spring 2015 at SJSU so used versions ought to be available; in the current semester Dr. Feist has adopted the loose leaf version and Dr. Del Chiaro has adopted the hardcopy version – either is adequate for this course). I anticipate that it will be exceptionally hard to pass this course without easy access to the textbook content (i.e., yes, the book is 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 engage issues of diversity.

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 (these area all 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

¹See http://www.c-id.net/view_final.html (Psychology, Introductory)
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, the processes of social change and social continuity, and the forces that engender social cohesion and fragmentation (primary GE objective for Social Sciences area D).

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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;

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 (Introductory Psychology) based on the Transfer-CSU Introductory Psychology course descriptor developed via the CSU Lower Division Transfer Project (as now largely incorporated into the C-ID project.)
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 CLO #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 CLO #3 and #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 CLO #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.

Library Liaison

The library liaison for Psychology is normally Berndt Becker (Bernd.Becker@sjsu.edu) but for FALL 2016 our library liaison will be Adriana Poo (adriana.poo@sjsu.edu). She can help you with offsite access to academic collections and with database search techniques and suggestions.

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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. Even for non-psychology majors, the start of this journey will provide avenues for exploration of the role of self and others as they shape and are shaped by society.
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 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

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 year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

• “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.”
  
  o It is suggested that the greensheet 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. [I’m ok with being recorded provided (a) you let me know, and (b) it is only for your personal course-related use]

  o 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

You should go through the effort to read the university policies on Academic Integrity – there is content there that may surprise you. Your commitment, as a student, to learning is evidenced
by your enrollment at San Jose State University. The University Academic Integrity Policy F15-7 at http://www.sjsu.edu/senate/docs/F15-7.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 is available at http://www.sjsu.edu/studentconduct/. 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). Some assignments will use the “turnitin” plagiarism-screening tool within CANVAS. My recommended sanction for serious infractions of the student code of conduct is expulsion from the university.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability. Associated explanations, policies, and procedures can be found at http://www.sjsu.edu/aec/about-us/policies-guidelines-regulations/

Accommodation to Students' Religious Holidays
San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center on the 1st floor of Clark Hall and via the Associated Students in the Student Union. Additional computer labs may be available via your department and/or college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.
SJSU Peer Connections

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 are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (Northwest Parking Garage on the corner of 9th and San Fernando Street) and at the 1st floor entrance of Clark Hall. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information. Another source of tutoring and support is the College of Social Sciences ACCESS Center in CLARK 240 (www.sjsu.edu/access).

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 at http://www.sjsu.edu/writingcenter. 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 – It will impact your grade in almost every course you take.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th 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 at http://www.sjsu.edu/counseling.
Probation, Disqualification, and Falling Behind.

Invariably one or two students will find that “life happens” during the semester. If there are life changes or new obligations that develop during the semester it is possible you’d be eligible for a “late drop” of the course (i.e., a grade of “W” rather than “WU” (= “F”) or possibly late withdrawal from the entire semester. Other students simply fall behind – hoping that things will improve rarely works and I do encourage you to seek out assistance from both from me, Academic Advising and Retention Services (AARS), and other appropriate support structures. Do this earlier (proactively) rather than waiting until things look cataclysmic. The use of an “Incomplete” grade is only for where there is a small amount of well defined work remaining; I do not like to use the “I” option and view its use as a way to delay an “F/WU” grade from appearing as inappropriate.

Faculty Web Page, MySJSU Messaging, Email correspondence.

All course materials will be found on the CANVAS page for this course. 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. I often use email to highlight changes to deadlines or clarifications of expectations. The Canvas due dates are more likely to reflect up to date changes than the .pdf of the full syllabus.

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 quizzes or midterms plus a 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 generally due to have been uploaded to CANVAS 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.
Schedule and Evaluation

The points assigned sum to 100 (there are no other ‘bonus’ points available except for (potentially) exceptional exam performance, dropping your lowest quiz score, and the one “bonus” point associated with the Values Assignment). 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. Via CANVAS you can know your grade in the course to date after every test and assignment is graded. The grade breakdown is:

- HOMEWORK 31
- MIDTERMS/FINAL 50
- QUIZ SCORES 10 (best 10 of 11)
- ORAL 4
- RESEARCH 4
- VALUES 1 (with one more “bonus” point credited as graded /2)

Your progress will always be updated as material is graded (see the CANVAS webpage). Grading will often use a rubric to both allow you to see what the grades are based on and to provide feedback to guide future coursework submissions. All grades will be posted in a timely fashion (University Policy F13-1).

60-70 D          70-80 C          80-90 B          90-100 A

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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).

**TABLE 1 COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Day</th>
<th>Chapter (Feist/Rosenberg Text)</th>
<th>Daily Events / Due Dates</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 24</td>
<td>Wed.</td>
<td>Chapter 1 Introduction</td>
<td>Introduction and Outline</td>
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<tr>
<td>2</td>
<td>Aug 29</td>
<td>Mon.</td>
<td>Chapter 1 Introduction</td>
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<td></td>
<td>Chapter 2 Research in Psychology</td>
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<tr>
<td>2</td>
<td>Aug 31</td>
<td>Wed.</td>
<td>Chapter 2 Research in Psychology</td>
<td>Quiz on C1</td>
<td>1</td>
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<td></td>
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<td></td>
<td>Homework I</td>
<td>1</td>
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<td></td>
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<td></td>
<td>(last drop SEPT 6)</td>
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<tr>
<td>3</td>
<td>Sept 5</td>
<td>Mon.</td>
<td>NO CLASS (Labor Day)</td>
<td>NO CLASS (Labor Day)</td>
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<tr>
<td>3</td>
<td>Sept 7</td>
<td>Wed.</td>
<td>Chapter 2 Research in Psychology</td>
<td>Homework II</td>
<td>2</td>
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<td></td>
<td></td>
<td></td>
<td>Chapter 3 Biology of Behavior</td>
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<tr>
<td>4</td>
<td>Sept 12</td>
<td>Mon.</td>
<td>Chapter 3 Biology of Behavior</td>
<td>(last add Sept 13)</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
<td>Assignments</td>
<td>Grade</td>
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<tr>
<td>1</td>
<td>Sept 14</td>
<td>Wed</td>
<td>MIDTERM 1 (Chapters 1-3)</td>
<td>Quiz on C2</td>
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<td>2</td>
<td></td>
<td></td>
<td></td>
<td>Homework III</td>
<td>1</td>
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<tr>
<td>5</td>
<td>Sept 19</td>
<td>Mon</td>
<td>Chapter 4 Sensing and Perceiving</td>
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<tr>
<td>5</td>
<td>Sept 21</td>
<td>Wed</td>
<td>Chapter 4 Sensing and Perceiving</td>
<td>Homework IV</td>
<td>2</td>
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<tr>
<td>6</td>
<td>Sept 26</td>
<td>Mon</td>
<td>Chapter 5 Human Development</td>
<td>Quiz on C4</td>
<td>1</td>
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<tr>
<td>6</td>
<td>Sept 28</td>
<td>Wed</td>
<td>Chapter 5 Human Development</td>
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<td>7</td>
<td>Oct 3</td>
<td>Mon</td>
<td>Chapter 6 Consciousness</td>
<td>Quiz on C5</td>
<td>1</td>
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<tr>
<td>7</td>
<td>Oct 5</td>
<td>Wed</td>
<td>Chapter 6 Consciousness</td>
<td>Homework V</td>
<td>2</td>
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<tr>
<td>8</td>
<td>Oct 10</td>
<td>Mon</td>
<td>MIDTERM 2 (Chapter 4-6)</td>
<td>(MVS Present)</td>
<td>10</td>
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<tr>
<td>8</td>
<td>Oct 12</td>
<td>Wed</td>
<td>Chapter 7 Memory</td>
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<td>9</td>
<td>Oct 17</td>
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<tr>
<td>9</td>
<td>Oct 19</td>
<td>Wed</td>
<td>Chapter 8 Learning</td>
<td>Homework VII</td>
<td>2</td>
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<td>Quiz on C7</td>
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<td>Oral</td>
<td>2</td>
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<tr>
<td>10</td>
<td>Oct 24</td>
<td>Mon</td>
<td>Chapter 9 Language and Thought</td>
<td>Homework VIII</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Oct 26</td>
<td>Wed</td>
<td>Chapter 9 Language and Thought</td>
<td>Quiz on 8</td>
<td>1</td>
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<td>Homework IX</td>
<td>2</td>
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<tr>
<td>11</td>
<td>Oct 31</td>
<td>Mon</td>
<td>Chapter 10 Intelligence, Problem Solving, and Creativity</td>
<td>Research Participation 1, 2</td>
<td>4</td>
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<td>Homework X</td>
<td>2</td>
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<td>Quiz on C9</td>
<td>1</td>
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<tr>
<td>11</td>
<td>Nov 2</td>
<td>Wed</td>
<td>MIDTERM 3 (Chapters 7-10)</td>
<td>(Proctored)</td>
<td>10</td>
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<tr>
<td>12</td>
<td>Nov 7</td>
<td>Mon</td>
<td>Chapter 11 Motivation and Emotion</td>
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<td>12</td>
<td>Nov 9</td>
<td>Wed</td>
<td>Chapter 11 Motivation and Emotion</td>
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<td>Chapter 12 Stress and Health</td>
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<tr>
<td>13</td>
<td>Nov 14</td>
<td>Mon</td>
<td>Chapter 12 Stress and Health</td>
<td>Quiz on C11</td>
<td>1</td>
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<td>13 Nov</td>
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<td>Chapter 13 Personality: the uniqueness of the individual</td>
<td>Quiz on C12</td>
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<td>Homework XII</td>
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<td>14 Nov</td>
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<td>MIDTERM 4 (Chapters 11-13)</td>
<td>Homework XIII</td>
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<td>15 Nov</td>
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<td>Chapter 14 Social Behavior</td>
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<td>16 Dec</td>
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<td>Chapter 15 Psychological Disorders</td>
<td>Quiz on C14</td>
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<td>16 Dec</td>
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<td>Chapter 15 Psychological Disorders</td>
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<td>Chapter 16 Treatment of Psychological Disorders</td>
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<td>Chapter 16 Treatment of Psychological Disorders</td>
<td>Quiz on C15</td>
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<td>Final Exam + oral only</td>
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<td>MIDTERM 4 Chapters 11-16</td>
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Note that the Values and Diversity assignment is due MIDNIGHT on the date of the last class.

**HOMEWORK**

All of your homework answers must:

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

(1-2 points each; 31 points total)
Homework I (INTRODUCTION) [1 point]

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) Consider the list of PSYCHOLOGY SUBDISCIPLINES (text, page 8). The list is not an exhaustive set of all possible subdomains of psychology. Which of the subdisciplines on page 7/8 “best” encapsulate (a) the “Human Factors” approach to Psychology, and (b) the “Humanistic” approach to Psychology.

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

Homework II (RESEARCH METHODS CHAPTER) [2 points]

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) [2 points]

1) From the following list select and retain ONLY those terms that are are neuroanatomical structures or systems (you only need to list the 13 terms, NOT the entire set)... and yes, I am looking for exactly 13 of the following (only):
   a. Acetylcholine         m. Hippocampus
   b. Adoption studies      n. Myelin sheath
   c. Aphasia               o. Neuron
   d. Axon                  p. Neuroplasticity
   e. Broca’s area          q. Peripheral nervous system
   f. Cerebellum            r. Phineas Gage
   g. Cerebral cortex       s. Refractory period
   h. Contralaterality      t. Serotonin
   i. Endocrine system      u. Somatic nervous system
   j. Event-related potential (ERP) v. Split-Brain Patient
   k. Functional Magnetic Resonance Imaging (fMRI) w. Sympathetic nervous system
   l. Gene-by-environment interaction research x. Thalamus
   y. Wernicke’s area

2) Draw (by hand) a picture of the brain (if you do not have access to a scanner you can turn in “HW C3 Q2” at the start of class).
   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)

Homework IV (SENATION and PERCEPTION) [2 points]

1) Answer each (if you do not access to a scanner you can turn in “HW4 Q1” in class)
   a. Define and hand-draw an illustration of each of four monocular depth cues and two binocular depth cues.
   b. 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).

2) Listen to a selection of audio clips related to “reversed speech” (sometimes referred to as “backwards speech”; search google and/or youtube) 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) [2 points]

a) Find (and screen capture or save (e.g., .pdf)) at least the title page 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 1/3 to ½ page summary of the article indicating the relevance of the article to your understanding of the psychological concept of development. You will need to upload both the article (at least title page) and your summary.

Homework VI (CONSCIOUSNESS) [2 points]

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

Homework VII (MEMORY) [2 points]

a) 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) suspect?).

Homework VIII (LEARNING) [2 points]

a) Type out (in sentence form) the correct answer to each of the 15 “quick quiz” answers from Chapter 8.


[Among others, this assignment relates to Learning Objectives 6 & 7]

Homework IX (LANGUAGE and THOUGHT) [2 point]

a) Is critical thinking culturally-dependent? Be sure to define both critical thinking and the term culturally-dependent and defend your answer to this question in no more than a 1200 word essay response.

[Among others, this assignment relates to Learning Objectives 2, 3 & 6]

Homework X (INTELLIGENCE, CREATIVITY, and PROBLEM-SOLVING) [2 points]

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) in no more than a 1200 word essay response.
Homework XI (MOTIVATION and EMOTION) [2 points]

a) 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 (1500 word limit).

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

Homework XII (STRESS and HEALTH) [2 point]

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) (1200-1500 word essay response).

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

Homework XIII (PERSONALITY; INDIVIDUALISM) [2 points]

a) 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’?]. What is the proper psychological term for the concept being evaluated by the measure?

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

Homework XIV (SOCIAL BEHAVIOR) [2 points]

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 Aug 24, 2016 to Dec 12, 2016. Write a 1200-1500 word cohesive essay that provides (a) a summary of the event/concern, (b) a description of what the relevant psychological issue is, (c) what the textbook says about the issue, and (d) your thoughts on the issue.

Homework XV (PSYCHOLOGICAL DISORDERS) [2 points]

a) 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” (800 word essay response).

Homework XVI (TREATMENT of DISORDERS) [2 point]

a) In approximately 800 words, define the term “mindfulness” and summarize, using appropriate psychological terms and empirical evidence, why mindfulness appears to be a useful component of many psychological interventions.
ORAL PRESENTATION

Two Presentations (2 points each; -1 if late).

During each half of the course, you will be REQUIRED to be prepared 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 Chapters 1-8 (oral 1) or Chapters 9-16 (oral 2) that was both new to you and had some relevance to your understanding of how the world works. **Appropriate references and citations are required.** Upload content to CANVAS by midnight the day before each possible presentation. You can submit early. You should bring a copy to class on a USB memory stick. The presentation MUST be in .pdf or .ppt(x) format. Time constraints may mean that only select individuals actually present to other than a sub-group of the class; this does NOT absolve you of being fully ready to present on the scheduled date.

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. At least one experimental experience in the first half of the course must be “in person” and at least two have to be “in person” for the course as a whole. 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. Location of experiment (building location or “online”)
2. Title of Experiment
3. 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).
4. you MUST identify which chapter of the text is “most relevant” to the experiment.
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) – upload a copy of the .pdf title page (or screenshot of the actual article) and upload it with your submission.

Other details and subject pool sign-up:
http://www.sjsu.edu/psych/Undergraduates/subjectpool.html

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: Oct 31st and Dec 14th.
Values and Diversity

One Essay (2 points total).

Write a 800-1200 word essay (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.” 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?