Contact Information

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Office Hours: Monday & Wednesday 12:00P.M-1:00P.M.
Tuesdays 12:00P.M.-12:30P.M.
Or by appointment
Office Hours End On 5/16/2016

Class Days/Time: Monday & Wednesday 10:30 A.M. – 11:45A.M.
Classroom: DMH355

GE/SJSU Studies Category: Area D1:Social Science, Human Behavior

Faculty Web Page and MYSJSU Messaging (Optional)
You are responsible for regularly checking with the messaging system through MYSJSU and Canvas.

Course Description
This course qualifies as an Area D1 (Human Behavior) course in your General Education requirements. Social Science courses 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. Human Behavior (D1) students will be able to recognize the interaction of social institutions, culture, and environment with the behavior of individuals.

This course is designed as an introduction to general psychology. During the course of study an attempt will be made to answer:
● How best to define Psychology?
● Its status—is it positive or normative, and is it a pure science?
● What are its applications?

As per the SJSU course catalogue the concepts of perception, attention, learning, remembering, thinking, development, intelligence, aptitudes, emotion, motivation, adjustment, conflict, will be covered. Hence students will understand classical and current theories, research methods of the various sub- categories of psychology. Students will be encouraged to develop an understanding of differences in cultural value orientation, social-institutional contextual realities, personal situational construction of daily life events, and how these are critical in evaluating the validity of the psychological principles as applied to understand human behavior. Students will be able to appreciate broad generalizations of behavior as well as intricacies of individual behavior. They will be apprised of the use of psychological principles and their utilization in enhancing of their sense of well-being and their personal effectiveness. They will be encouraged to become proficient in using the concepts, methods of psychology in a two-pronged way, firstly as a social scientist collecting, analyzing interpreting behavioral data, and secondly as a practitioner, applying psychological principles to understand personal experiences, to enhance personal growth.

Students will be assessed for the knowledge that they acquire based on the following objectives. They will be assessed throughout the semester in ways enlisted below:

1) Exams (multiple choice, essay type, true/false)
2) Writing assignments (critical thinking essay, in-class writing assignment, video responses)
3) Participation (individual participation, group activities, in-class presentations)
4) Homework assignments, projects, library tutorials.

Course Goals and Learning Objectives

Area D1 GE Class Learning Objectives (CLOs)

The following Area D1 GE Class Learning Objectives will be addressed throughout the semester. Chapters corresponding to each objective are provided for all the five learning objectives respectively. Further, in addition to the material presented in these chapters, student learning will be enhanced through lectures, videos, and the above mentioned assessment activities.

Upon successful completion of this course:

CLO1 Students shall be able to identify and analyze the social dimension of society as a context for human life, examine the processes of social change, social continuity, study the role of human agencies in these processes and delineate the forces that engender social cohesion and fragmentation.

Assessment example 1(class group work and discussion):
Students will be divided into groups and given topics related to current occurrences both at the national and international level. They will be asked to describe how these events have contributed to the processes of social change, social continuity, social cohesion, fragmentation. Group leaders (chosen by the students) will come up and share with the class the viewpoints of their respective groups.

Assessment example 2 of possible exam questions for this learning objective: Students will be asked to define:
Groupthink, social facilitation, social loafing and give examples of the same.
Dr. Stanley Milgram, in 1963 conducted his experiment examining obedience to authority. What were the independent and dependent variables?
Further this objective will also be emphasized while studying chapters 1, 7, 9, 13 and corresponding class presentations. More specifically the topics pertaining to this objective will be addressed and emphasized upon while studying social cognition, social perception, groupthink, social influence, social facilitation, conformity, compliance, motivational aspects of behavior, affective component of behavior through lectures as well as through multimedia presentations.

CLO2 Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.
Assessment example of a potential group project for this learning objective: Students will be required to analyze a case history from the standpoints of the different perspectives. Hence the class will be divided into groups representing each of the perspectives i.e., biological, learning, cognitive, socio cultural, psychodynamic. Each group will be asked to explain the given case study by taking the standpoint advocated by the perspective that the group has chosen. In doing so each group will analyze the case study using concepts and key terms associated with the perspective the group has chosen, make a poster and present to the class.
The Chapters 1, 4,5,6,7,8,9,14,15 and corresponding class presentations will further emphasize this learning objective. For a further understanding of this objective topics pertaining to tracing the roots of psychology to its current status, contributions of the forerunners in this field as well as in the domains of learning, memory, consciousness, development, historical viewpoints of abnormality will all be discussed. Current classification of mental disorders will be studied. Emphasis will be on understanding behavior as a culmination of the collective impact of cultural, environmental and spatial factors.

CLO3 Students will be able to identify diverse identities based on cultural, ethnic, gender, class, regional, national, global basis with a view to assessing their underlying similarities, differences and their interactions.

Assessment example of possible exam question for this learning objective:
Compare and contrast racial identity and ethnic identity. What are the factors that contribute to the development of these identities? How do these identities affect the self-esteem of the individual?

Define adolescent cognitive development, and giving suitable examples explain the two kinds of egocentric thinking, namely imaginary audience and personal fable.

This objective will also be stressed upon in Chapters 3, 6, 8, 9, 11, 12, 13 and corresponding class presentations. Sensing, perceiving the world around us, forming concepts, development across the lifespan, gender development, gender and cultural perspectives on moral reasoning, understanding the subtleties of language as well as verbal and nonverbal communication will be explained with special reference to this objective. Evolution of emotions, socio cultural meaning of expressed emotions, individual’s place in the vast cosmos called society, understanding of human needs will be explained with a view to enhance the in-depth understanding of this objective. What makes us who we are—personality, aspects of health psychology, stress and the coping mechanisms will also be dealt in detail.

CLO4 Students will be able to analyze different viewpoints and their applications to present day social issues.

Assessment example of potential application for this learning objective: For enhancing understanding of this objective, students will be explained the various methods being used in Psychology which give it the status of science. Further students will be asked to examine “Little Albert” study, Tuskegee Syphilis study. Students will participate in a group discussion forum titled “Critiquing Earlier Studies” in which each of these studies will be examined vis-a-vis the ethical concerns that were flouted by these studies. They will also examine if informed consent was obtained or not. Further they will provide an insight on some of the ethical concerns that were flouted by these studies.

Assessment example of 2 potential writing projects for this learning objective:
1. A 500 word write-up essay will be the REVEL auto-feedback assignment in which students will examine the factors that contribute to stereotyping, prejudice and discrimination.
2. A 500 word write-up essay will be the REVEL auto-feedback assignment in which students will examine methods used in psychology to understand and assess behavior. In doing so students will gain knowledge of independent and dependent variables, confounding variables, sample and population, defining hypothesis, analyzing results—all components conducting research in the psychological domain. This objective will also be emphasized in the Chapters 1, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14 and corresponding class presentations. The methodology used in psychology namely, experimentation, observation, case study, quantitative as well as qualitative treatment of psychological data will be explained. The genesis of the testing movement with special reference to the domains of intelligence and personality will be addressed. Students will be apprised of the ethics of research. Further research being conducted in the areas of
consciousness, effects of drug use, as well as in diagnosing maladaptive patterns of behavior will be highlighted.

An important part of the educational experience of the PSYC 1 is not only learning about important facts and findings from scientific research in psychology but also serving as a participant in research in psychology. Broad exposure to a variety of research methodologies (experiments, correlational studies, lab studies, online studies, etc.) will provide experiential knowledge for students. Hence serving as a research participant will also contribute to this course learning objective.

CLO5 Students will be able to study and appreciate the fact that individual behavior is a product of the interaction of social institutions, culture, and environment.

Assessment example of an in-class writing activity for this learning objective: Students will be introduced to Geert Hofstede’s Onion model and his Cultural Dimensions Theory. They will be asked to apply the onion model and explain how their behavior is influenced by the interaction of social institutions and environment. Students will be asked to explain the importance of culture and how it has influenced them. Students will also examine Hofstede’s cultural dimensions theory and answer the questions: Why is it important to be aware of cultural differences? What are some of the practical implications of this theory, in terms of say, communication, negotiation?

This objective will also be assessed by conducting class room exercises using role play, transactional analysis techniques using psychological games with a view to sensitize students to different patterns of communication, so that they are able to gain an understanding of subtle nuances of interpersonal behavior as well as gain clarity regarding their self-concept. Students will be encouraged to analyze behavior as a by-product of diverse influences such as social institutions, culture.

This objective will be further stressed upon in the Chapters 4, 5, 7, 9, 12, 13, 14, and corresponding class presentations. In advancing the learning of this objective the individual’s unique place in the social fabric will be explained. More specifically topics addressing issues of stereotype, prejudice, attitudes and attitude change, criteria of abnormality, the causes of abnormal behavior, classification of psychological disorders, symptomatology of psychological disorders, will enhance the understanding of this objective.

**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.

Required Texts/Readings

Textbook
ISBN: 9781323311516

Other equipment / material requirements
882e Scantrons

Register with REVEL. Detailed instructions for logging into REVEL will be posted under Modules on Canvas.

You are to bring to each class additional material by your Instructor for daily in-class reading.

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), including preparing for class, participating in course activities, completing assignments, and so on. Therefore, for every hour of classroom time or direct faculty instruction a minimum of two hours of out-of-class student work is expected each week for about fifteen weeks for one semester.

More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf

Class room participation: There will be 20 points for participating in classroom activities. This may include individual participation, group activities, in-class presentations, quizzes. There will be no make-up opportunities for in-class activities, so if a student is not present in class on the day the activity is conducted they will not be allowed to make-up for this missed in-class activity.
NOTE that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class.” Attendance per se shall not be used as a criterion for grading.

**Online Library Basics and Plagiarism Tutorials:** Students are required to take the online Library Basics and Plagiarism tutorials. Library Basics tutorial is worth 4 points and Plagiarism tutorial is worth 5 points.

**NOTE:** In order to get credit students must receive 90% and above on both of these tutorials. Tutorials are due on 3/2/2016.

**Registration with SONA online system:** All students are required to register by 2/15/2016 and provide proof of same to me.

- **Research participation:** Research participation will be treated as a course assignment worth 6% of the final course grade. To obtain the full 6%, you will need to complete 4 hours of research participation (1.5% per hour).
  - 6% of your grade will consist of completing 4 hours of study participation (1.5% per hour = 5.25 points per hour). Hence completion of 4 hours is worth 21 points.
  - You are required to complete one hour of research participation by March 1st, 2016.

  You are required to complete the 4 hours by May 16th, 2016.

**BOGS Area D1 GE: Writing Requirements**

Students must write a minimum of 1500 words via writing assignments in General Psychology.

- **Project Writing:** There will be a minimum of two writing assignments in this course. These assignments are designed to comply with the University’s General Education course credit writing requirement of a minimum of 1500 words.
  1) These assignments aim at providing you
     - practice in your writing skills,
     - feedback from the instructor on your writing
     - the opportunity for incorporating this feedback in your writing assignments.
   In pursuance of fulfilling these requirements, your papers will be returned within two weeks after submission, with instructor’s feedback regarding your written assignment, you will be provided with opportunities to incorporate feedback from your instructor and thereby correct your written work.
  2) Help you to achieve mastery of various aspects of the five Learning Objectives mentioned above. Writing assignments will incorporate material from the five
learning objectives based on topic(s) addressed in the writing. Some writing assignments may cover material pertaining to more than one objective, whereas some other writing assignments may thematically deal with only one objective per assignment.

Note: Some students may be asked to go to the Writing Centre that addresses specific areas in their writing that may need attention. This will be explained further in class.

Students are required to turn in the following written assignments for this course:-

-- 2 REVEL Auto-Feedback Essays are required to prepare students for Term Paper both in terms of subject content as well as writing feedback. Details of these Essays will be explained in class. The first REVEL essay will be due on 3/14/2016 and the second REVEL essay will be due on 4/18/2016. Both these assignments will be in pursuance of G.E. CLO 4.

-- Students will also be asked to write a 1000 word scholarly paper analyzing Hofstede’s Onion Model within the context of one’s culture. Clarity of thought, understanding of concepts, relevance and relatedness of examples to core concepts, grammar and conciseness will be the focus of assessment for this writing activity. This scholarly paper will be due on 5/2/2016. This assignment worth 25 points will be in pursuance of G.E. CLO 5.

Detailed instructions for writing of these assignments will be provided on canvas. All the written assignments are to be proof-read before being turned in and checked for Punctuation, Grammar, spellings. Your papers are to be typewritten, double-spaced, 12 pitch font, one-inch margins, using Times New Roman font. On a sheet attached to the front of all your papers, Title of your paper, your Name, Course, Course Number, Semester/Year, and Due Date are to be included. Written work should follow the guidelines described in the American Psychological Association Publication Manual (6th Ed.). For some assignments students may be required to upload their work to Turnitin.com to ensure that material is not plagiarized. In case of material being found to be plagiarized the student will be accorded a failing grade (F). The student will also be referred to the Office of Student Conduct and Ethical Development for further action.

Important Note: Written assignments found to be having substantial amount of errors in grammar, punctuation, spelling, clarity, conciseness, and validity of content will be returned ungraded as per the policy adopted by the Department of Psychology. Further there will also be a penalty of 10% on the final grade of rewritten work. The revised and rewritten paper must be resubmitted within a week along with the copy of the original paper. Hence a completion of these two term projects will provide the requisite credit in Area D1. Late submissions will not be entertained and no credit will be awarded.

Exams & Quizzes: There will be two class exams, each comprising of multiple-choice, true/false, questions each worth 1 point, resulting in a total of total of 50 points for each
exam and 100 points for the 2 exams (50x2=100 points). You are to take your exams as per the schedule of your section you are officially registered in. Taking the exam in another section than your own will result in a grade of zero. Make-up exams will NOT be given. Therefore, you must take each exam on the day and time it is scheduled. It is unfair to allow students to take tests earlier or later than the scheduled time and, therefore, this will not be allowed.

The First Exam and the Final Exam will be a closed-book exam. Second Exam will be Take-Home Exam.

Study Guides will be provided for Exam 1 and Final Exams only.

➢ First Exam (Chapters 1-4) will be held on 3/2/2016.
➢ Second Exam (Chapters 5-8) scantrons due in class on 4/11/2016.
➢ Final Exams: The syllabus for the closed-book final exams will include these chapters 9, 11, 12, 13, 14 and 15. There will be 75 multiple choice type questions, each item worth 1 point.

Final Exam will be held on 5/24/2016 from 9:45A.M.-12:00P.M., in our classroom.

REVEL Chapter Quizzes will be due on Sundays at 11:59 pm prior to covering that material in class. The chapters for which these quizzes are required are: 1,2,4,5,6,7,8,9,11,12,13,14,15.

Grading Policy

Grading: This will comprise of

• 100 points for all REVEL assignments. Your final percentage score in REVEL will be converted to a raw score. For example, if you have earned 85% in REVEL, you will receive 85 out of the 100 points possible for all REVEL activities.
• 100 points for the two class exams.
• 21 points for completion of 4 hours of study participation.
• 75 points for the final exam.
• 25 points for scholarly paper on Hofstedt’s onion model and cultural dimensions theory.
• 20 points for classroom participation exercises, video reports (this portion of your grade may also include unannounced class exercises, unannounced in-class quizzes on additional material, group discussions, as well as home-work).
• 9 points in total for the online tutorials, 4 points for Library Basics and 5 points for plagiarism tutorials.

Therefore total possible points will be 350.

GRADING SCALE
Note:

- All assigned work should be submitted on the specified date.
- Late submissions will amount to an immediate loss of 10% of the due credit.
- Assignments which are more than three weekdays late will not be accepted. There will be no exceptions to this and the assignments are to be submitted personally. No credit will be awarded for emailed assignments.
- This course will follow this syllabus to the extent possible. However timing and specific nature of topics and activities may change. In case of any such changes, these will be clearly stated and mentioned in class. You are responsible for noting down any changes made to the class syllabus.
- **Extra credit will not be given.**

**Make up exams:**

Make-up exams will **NOT** be given. Therefore, you must take each exam on the Scheduled day & time. It is unfair to allow students to take tests earlier or later than the scheduled time and, therefore, this will not be allowed. However you will be allowed to reschedule an exam only under extraordinary and well-documented circumstances. It is your responsibility to notify me before the date of the exam, either via email or by leaving me a voicemail including your name, and telephone number. If you are not able to obtain such documentation and you have a serious and extenuating circumstance that has prevented you from fulfilling a requirement as scheduled, notify me as soon as possible. Depending on the circumstances, you may be allowed a make-up.

**Research Participation Requirement:**

All Psych 1 students are required to participate in psychology research experiments for a total of 4 hours and complete these 4 hours by 5/16/2015.

**Department of Psychology Research Completion**

An important part of the educational experience of the PSYC 1 is not only learning about important facts and findings from scientific research in psychology but also serving as a
participant in research in psychology. Broad exposure to a variety of research methodologies (experiments, correlational studies, lab studies, online studies, etc.) will provide experiential knowledge for students. This experience contributes to **Course Learning Objective 4**, as well aligning with **Program Learning Outcome 2** (Research Methods in Psychology).

Thus, it is mandated for PSYC 1 courses that each student obtains a certain number of hours as a participant in research studies in the department. Research participation will count towards your course grade.

You can view available studies offered by the psychology department and sign up for the research participation on the SONA online system:

https://sjsu.sona-systems.com/

Details on how to set up an account in SONA in order to participate in research is included in the handout and on the psychology department’s website.

There are several requirements by the department in order to receive full credit for research participation:

1) All students will need to complete at least one hour of their required research hours by March 1st.

2) Half of your research credit participation or 2 credit hours of your 4 hours must be in-person lab studies. Lab studies that require your physical attendance of an experiment held on campus, as opposed to online studies that include virtual participation in research.

If you elect to not participate in research, you can consider the alternative assignment option for full or partial credit for your research hours. Please see the distributed handouts on alternative assignment for details on the requirements.

**Department of Psychology Policy for Awarding Research Hours for Partial Completion**

For psychology students at SJSU, research participation is a requirement for completion of the PSYC 1 General Psychology course. However, it is the view of the department that **proportional credit** can be given in that points awarded should be commensurate with the effort expended by participants in studies.

Consistent with IRB ethical guidelines, participants can always elect to withdraw from a study for any reason. In these cases, credit will be granted in proportion to the amount of the study completed, with a minimum credit of 0.25 hours.

In cases where participants complete a study unreasonably quickly, credit will be granted in proportion to the amount of the study completed, with a minimum credit of 0.25 hours.

**General Psychology, 21416, Spring, 2016**
Detailed research requirement instructions and alternative assignment instructions are posted on department’s website as well as on Canvas.

Using Canvas:
Dear Student,
Our course, Psych 1, will be using San Jose State’s online learning management system Canvas for the upcoming semester.

Login URL: [https://sjsu.instructure.com](https://sjsu.instructure.com)
Please note that it should NOT have the “www” at the start of the URL like many other websites.

Username: SJSU 9-digit ID number.
Password: Self-generated password for your SJSUOne account

Courses: Once logged into Canvas, you will see your course or courses listed in the Courses Heading on the top of the page. From the dropdown menu, click on the course name, and you will be entered into the course. Note: That link will not be active until the start date of the course.

It is recommended that you visit the eCampus Canvas website at [http://www.sjsu.edu/at/ec/canvas/](http://www.sjsu.edu/at/ec/canvas/). This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at [http://guides.instructure.com/](http://guides.instructure.com/).

For questions regarding the course or course materials, please contact me, the instructor.
For issues related to Canvas, please contact the eCampus Help Desk. The Help Desk can give technical support for issues encountered in Canvas Courses.

- Phone: (408) 924-2337
- Submit a help ticket using the following URL: [https://isupport.sjsu.edu/ecampus/ContentPages/Incident.aspx](https://isupport.sjsu.edu/ecampus/ContentPages/Incident.aspx).

While logged into Canvas, click on the word Help on the upper right corner of the screen.

Classroom Protocol

Specific Class Policy on Etiquette
In this class you are expected to be prepared by doing all of your class readings and assignments. You are expected to be active participants by asking questions, taking notes, and also by interacting with your peers. Classes will comprise of lectures, in-class activities, guest presentations, and films.

Special Note:
➢ If you miss a class, you are responsible for getting the information covered. It is not the responsibility of the instructor to update students on content they missed in class. You are responsible for all information and announcements made in class.
➢ It is vital that you complete all scheduled readings and assignments before each class. Always bring your text book and additional material by your Instructor daily to class.
➢ Do not talk, read, or eat during class.
➢ Please arrive to class on time. If you must arrive late or leave early, please do so quietly and with a minimum of distraction. Please inform me beforehand via email if you will not be in class.
➢ Please refrain from doing homework of other classes or preparing for an exam for another class while attending this class.

Cell Phones as well as other electronic devices

Please turn off (not on vibrate) all cell phones, pagers, any other electronic devices before entering the classroom. If found texting during the lecture you may be asked to leave for the remainder of the lecture.

ON TEST DAYS, be sure to turn off and put away your cell phone and take care of any personal needs before entering the classroom. On test days, you will not be able to leave the classroom during a test & then return and continue taking the test. Also, be sure to have your SJSU ID CARD on test days in case I ask to see it.

Laptops

You may not use your laptops in class unless we are doing a particular assignment which requires a laptop. Laptop use is restricted to note-taking only. Connecting to the internet and using class time to check emails, visiting social networking sites, surfing the web will result in loss of laptop privilege for the remainder of the semester.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at http://www.sjsu.edu/senate/docs./S90-5.pdf. More detailed information on a variety of related topics is available in the SJSU catalog, at http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html. In general, it is recommended that students
begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

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. Information about the latest changes and news is available at the Advising Hub 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, requires students to obtain instructor’s permission to record the course. Note that “common courtesy and professional behavior dictates 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. 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.” Furthermore, “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 any instructor generated material for this course such as lecture notes, test questions discussed in class, or homework solutions without instructor consent.” If you plan to record lectures, please let me know in advance.

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.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/.

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 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 (AEC) at [http://www.sjsu.edu/aec](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.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at [http://www.sjsu.edu/at/asc/](http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall and in the Associated Students Lab 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 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 (10th Street Garage on the corner of 10th 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 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 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 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

41248, General Psychology, Fall 2015, Course Schedule

Note: The schedule is subject to change with fair notice. You will be notified in class, as well as via email, and announcements posted on canvas.

Course Schedule
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2/1</td>
<td>Icebreakers. Introducing G.E. Course Learning Objectives. About Additional Materials by your Instructor, bring to each class Chapter 1-Schools of Psychology.</td>
</tr>
<tr>
<td></td>
<td>2/3</td>
<td>Chapter 1 continued</td>
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<tr>
<td></td>
<td></td>
<td><strong>About G.E. CLO 1</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Syllabus Quiz requiring REVEL Register in Canvas</td>
</tr>
<tr>
<td>2</td>
<td>2/8</td>
<td>REVEL Chapters 1&amp; 2 Quizzes for Chapters due Sunday, 2/7/2016 at 11:59 pm</td>
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<tr>
<td></td>
<td></td>
<td>Chapter 1 continued</td>
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<tr>
<td></td>
<td>2/10</td>
<td>Chapter 2 The Biological Perspective</td>
</tr>
<tr>
<td>3</td>
<td>2/15</td>
<td>Chapter 2 continued</td>
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<td></td>
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<td>^^^^^^Registration with SONA online system to be Completed by Today. No Exceptions^^^^^^</td>
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<tr>
<td></td>
<td></td>
<td>Activity in accordance with G.E. CLO 2</td>
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<tr>
<td>4</td>
<td>2/22</td>
<td>REVEL Chapter 4 Quiz due Sunday, 2/22/2016 at 11:59 pm</td>
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<td>Chapter 3  Perception</td>
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<td>2/24</td>
<td>Chapter 4 Consciousness</td>
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<td>Discussion on G.E. CLO 4</td>
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<tr>
<td>5</td>
<td>2/29</td>
<td>Chapter 4 continued</td>
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<tr>
<td></td>
<td>3/2</td>
<td><strong>FIRST TEST (CHAPTERS 1-4)</strong></td>
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<td><em><strong>Online Library Tutorials Due</strong></em></td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Day(s)</td>
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<tr>
<td>6</td>
<td>3/6-3/12</td>
<td>3/7, 3/9</td>
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<td>7</td>
<td>3/13-3/19</td>
<td>3/14, 3/16</td>
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<tr>
<td>9</td>
<td>3/28-4/1</td>
<td>3/28</td>
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<tr>
<td>10</td>
<td>4/3-4/9</td>
<td>4/4, 4/6</td>
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<tr>
<td>Date</td>
<td>Chapter</td>
<td>Details</td>
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<tr>
<td>4/18</td>
<td>11</td>
<td>Stress and Health</td>
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<tr>
<td>4/20</td>
<td></td>
<td><em><strong>Revel Essay to be Submitted Today during class time</strong></em></td>
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<tr>
<td>4/25</td>
<td>12</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>4/27</td>
<td></td>
<td>Video on Conformity and Obedience (Stanley Milgram)</td>
</tr>
<tr>
<td>5/2</td>
<td>13</td>
<td>Personality</td>
</tr>
<tr>
<td>5/4</td>
<td></td>
<td><em><strong>Scholarly paper due today. No Exceptions</strong></em></td>
</tr>
<tr>
<td>5/9</td>
<td>14</td>
<td>Psychological Disorders</td>
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<tr>
<td>5/11</td>
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<td>Video on Case Histories of Schizophrenia, Bipolar Disorder.</td>
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<tr>
<td>5/16</td>
<td>15</td>
<td>Psychological Therapies</td>
</tr>
<tr>
<td>5/24</td>
<td>Final Exam</td>
<td>9:45A.M.-12:00P.M.in DMH 355</td>
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