San José State University  
Department of Psychology

General Psychology

PSYC 1, Section 2 (course ID: 49217)

Fall 2017: Aug 23 → Dec 11 (exam Friday Dec 15)

Instructor: Dr. Mark Van Selst
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Email: Mark.VanSelst@SJSU.edu
Web-Resources: See SJSU CANVAS page
Office Hours: class: Mon & Wed 12:00 – 12:30 AM (before advising)
advising: M 12:30 – 2:00; T 10 – 1; W 12:30 – 3:00 PM

<table>
<thead>
<tr>
<th>Class Days/Time:</th>
<th>Mon &amp; Wed, 10:30 – 11:45 AM</th>
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<tbody>
<tr>
<td>Classroom:</td>
<td>DMH 358</td>
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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 collect, 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 principal method of instruction will be the classic lecture-discussion format, as supported by video, web-based content, and guest lecturers. Concept-application and informal data-collection/interpretation assignments will also be used.

A skeleton outline of the class material presented relevant to 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 it will not be considered “testable” material).

The best way to learn the material is to try all the “quick quiz” problems in each chapter of the study guide (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. 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. You do NOT need the computer ancillaries that come prepacked with some versions from the bookstore (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 was widely adopted for use in 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.

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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.

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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 address diversity issues.

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¹See http://www.c-id.net/view_final.html (Psychology, Introductory)
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 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 as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, 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.

² Objectives 1-3 are for GE area D (Social Sciences); Objective 4 is specific to D1 (Human Behavior)
Course Specific Learning Outcomes

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;

c. Describe and demonstrate an understanding of applied areas of psychology (e.g., clinical, counseling, forensic, community, organizational, school, health);

d. Draw the distinction between scientific and non-scientific methods of understanding and analysis.

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.

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Program Learning Outcomes

Learning Outcome 9: Knowledge Base of Psychology – See CLO #5.

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3 These course specific outcomes will overlap and include 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](http://www.c-id.net/view_final.html) (Psychology, Introductory).

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.
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 Berndt Becker (Bernd.Becker@sjsu.edu), King Library; direct phone 408.808.2348 (email preferred).

**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).
SJSU COMMON SYLLABUS CONTENT
(http://www.sjsu.edu/gup/syllabusinfo/)

- General Expectations, Rights and Responsibilities of the Student Workload and Credit Hour Requirements
- Attendance and Participation
- Accommodation to Students’ Religious Holidays
- Dropping and Adding
- Consent for Recording of Class and Public Sharing of Instructor Material
- Academic integrity
- Campus Policy in Compliance with the American Disabilities Act
- Student Technology Resources
- SJSU Peer Connections
- SJSU Writing Center
- SJSU Counseling and Psychological Services

Faculty Web Page, MySJSU Messaging, Email correspondence.

Copies of the course materials such as the syllabus, major assignment handouts, etc. will be found the “CANVAS” website. You should use this site to verify your grade-to-date, upcoming assignments, etc.

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 due 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). For some assignments you may want to use an application such as “camscanner” to convert photos/pictures to .pdf files that you can upload. 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.

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Schedule and Evaluation

The points assigned sum to 101 (you can think of the one-point as a “bonus”; there are no other ‘bonus’ points available except for (potentially) exceptional exam performance). 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. There are 36 points assigned to “out of class” content (i.e., for homework (27), research participation (8), and the value essay (2)) and 65 points assigned to “in class” work (i.e., quizzes & exams (53), class participation (8), oral presentations (4)).

Your coursework and grades will be updated as 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).

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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>
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<tbody>
<tr>
<td>1</td>
<td>Aug 23</td>
<td>Wed.</td>
<td>Chapter 1 Introduction</td>
<td>Introduction and Outline</td>
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<td>2</td>
<td>Aug 28</td>
<td>Mon.</td>
<td>Chapter 1 Introduction</td>
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<td>Quiz on C1</td>
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<td>Homework I</td>
<td>1</td>
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<td>3</td>
<td>Sept 4</td>
<td>Mon.</td>
<td>NO CLASS (Labor Day)</td>
<td>NO CLASS (Labor Day)</td>
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<td>3</td>
<td>Sept 6</td>
<td>Wed.</td>
<td>Chapter 2 Research in Psychology</td>
<td>Quiz on C2</td>
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<td>Homework II</td>
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<td>4</td>
<td>Sept 11</td>
<td>Mon</td>
<td>NO CLASS (MVS TRAVEL)</td>
<td>Homework III (part 1 &amp; 2)</td>
<td>2</td>
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<td>4</td>
<td>Sept-13</td>
<td>Wed.</td>
<td>MIDTERM 1 (Chapters 1-3)</td>
<td>(Proctored)</td>
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<td>Date</td>
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<td>Sept 18</td>
<td>Mon</td>
<td>Chapter 4 Sensing and Perceiving</td>
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<td>Sept 20</td>
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<td>Chapter 4 Sensing and Perceiving</td>
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<td>Sept 25</td>
<td>Mon</td>
<td>Chapter 5 Human Development</td>
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<td>Homework IV (part 1 &amp; 2)</td>
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<td>Quiz on C4</td>
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<td>Chapter 5 Human Development</td>
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<td>Chapter 6 Consciousness</td>
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<td>Oct 2</td>
<td>Mon</td>
<td>Chapter 6 Consciousness</td>
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<td>Quiz on C5</td>
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<td>Homework V (part 1 &amp; 2)</td>
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<td>Oct 4</td>
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<td>Chapter 6 Consciousness</td>
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<td>Oct 9</td>
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<td>Chapter 6 Consciousness</td>
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<td>Content Presentation</td>
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<td>Wed</td>
<td>MIDTERM 2 (Chapters 4-6)</td>
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<td>Oct 16</td>
<td>Mon</td>
<td>Chapter 7 Memory</td>
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<td>Oct 18</td>
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<td>Chapter 7 Memory</td>
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<td>Oct 23</td>
<td>Mon</td>
<td>Chapter 8 Learning</td>
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<td>Quiz on C7</td>
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<td>Oct 25</td>
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<td>Chapter 9 Language and Thought</td>
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<td>Homework VIII</td>
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<td>Quiz on C8</td>
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<td>Oct 30</td>
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<td>Chapter 9 Language and Thought</td>
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<td>Quiz on C9</td>
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<td>Homework IX</td>
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<td>Research Part. 1 &amp; 2</td>
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<td>Nov 1</td>
<td>Wed</td>
<td>MIDTERM 3 (Chapters 7-9)</td>
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<td>Nov 6</td>
<td>Mon</td>
<td>Chapter 10 Intelligence, Problem Solving, and Creativity</td>
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<td>Nov 8</td>
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<td>Chapter 10 Intelligence, Problem Solving, and Creativity</td>
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<td>Nov 13</td>
<td>Mon</td>
<td>Chapter 10 Intelligence, Problem Solving, and Creativity</td>
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<td>Chapter 11 Motivation and Emotion</td>
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<td>Quiz on C10</td>
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<td>13</td>
<td>Nov 15</td>
<td>Wed</td>
<td>Chapter 11 Motivation and Emotion</td>
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<td>Nov 20</td>
<td>Mon</td>
<td>MIDTERM 4 (Chapter 10-11)</td>
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<td>14</td>
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<td>Wed</td>
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<td>15</td>
<td>Nov 27</td>
<td>Mon</td>
<td>Chapter 12 Stress and Health</td>
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<td>15</td>
<td>Nov 29</td>
<td>Wed</td>
<td>Chapter 13 Personality: the uniqueness of the individual</td>
<td>Homework XII</td>
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<td>Quiz on C12</td>
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<td>Dec 4</td>
<td>Mon</td>
<td>Chapter 14 Social Behavior</td>
<td>Quiz on C13</td>
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<td>16</td>
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<td>Wed</td>
<td>Chapter 15 Psychological Disorders</td>
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<td>Oral Presentation #2</td>
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<td>Class Participation</td>
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<td>17</td>
<td>Dec 11</td>
<td>Mon</td>
<td>Chapter 16 Treatment of Psychological Disorders</td>
<td>Quiz on C15</td>
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<td>LAST DAY OF INSTRUCTION</td>
<td>Homework XV</td>
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<td>Dec 12</td>
<td>TUES</td>
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<td>Homework XVI</td>
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<td></td>
<td>Dec 15</td>
<td>Fri</td>
<td>Final Exam + oral only</td>
<td>MIDTERM 5 Chapters 12-16</td>
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<td>Midterm #5 Chapters 12-16</td>
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<td>Research Participation 3 &amp; 4 (see SONA for due date)</td>
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<td>Values and Diversity (midnight)</td>
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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; 26 points total)

Homework I (INTRODUCTION) [1 points]

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) Define (in sentence form) each of the 31 “key terms” from Chapter 1 (they are listed on page 34).

c) ADD TWO NEW DEFINITIONS to those in part (b) for areas of Psychology (defined in the text or elsewhere as areas of psychology) to those listed as key-words for Chapter 1. What “key-word” areas of Psychology are these two ‘new’ areas closest to?

[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]

a) Type out (in sentence form) the correct answer to each of the 16 “quick quiz” answers from Chapter 3.

b) Identify (e.g., list or circle) which of the following “key terms” (see page 121) are neuroanatomical structures or systems (you only need to list the 13 terms, NOT the entire set):

- Acetylcholine
- Adoption studies
- Aphasia
- Axon
- Broca’s area
- Cerebellum
- Cerebral cortex
- Contralaterality
- Endocrine system
- Event-related potential (ERP)
- Functional Magnetic Resonance Imaging (fMRI)
- Gene-by-environment interaction research
- Hippocampus
- Myelin sheath
- Neuron
- Neuroplasticity
- Peripheral nervous system
- Phineas Gage
- Refractory period
- Serotonin
- Somatic nervous system
- Split-Brain Patient
- Sympathetic nervous system
- Thalamus
- Wernicke’s area

c) Draw (by hand) a picture of the brain (if you do not have access to a scanner you can turn in IIIc in class).

- Identify the four lobes of brain
- indicate the most important function(s) of each lobe (hand-written or typed)
- describe the role of the somatosensory cortex (hand-written or typed)

*(you can use ‘camscanner’ or other app to change photos into .pdf appropriate to upload to canvas)*

Homework IV (SENNATION and PERCEPTION) [2 points]

a) PART 1

- Define and hand-draw an illustration of each of four monocular depth cues and two binocular depth cues (you can use ‘camscanner’ or other app to change photos into .pdf appropriate to upload to canvas)
- 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).

*(you can upload two separate items into canvas – one for each of (a) and (b))*

b) PART 2

- Listen to a selection of audio clips related to “reversed speech.” (search google/youtube: sometimes also referred to as “backward speech”) 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 upload the title page as a .pdf) a copy of any Psychology Journal Article (original research) 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 one-paragraph summary of the article indicating the relevance of the article to your understanding of the psychological concept of development.

Homework VI (CONSCIOUSNESS) [1 point]

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.
b. For each, provide a two to 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?).

Note: this can be a numbered/bulleted list; it is likely that it would NOT make a good contiguous essay.

Homework VIII (LEARNING) [2 point]

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 (using paragraph form).

[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 350-500 words (using paragraph form).

Homework XI (MOTIVATION and EMOTION) [2 points]

a) Think about your subjective experience of emotion. What do you feel when you are happy or sad? What does the textbook suggest is happening when you feel emotion? what are some of the consequences of being exceptionally happy or exceptionally angry (350-500 word coherent essay response).

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

Homework XII (STRESS and HEALTH) [2 points]

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) (350-500 word coherent essay response).

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

Homework XIII (PERSONALITY; INDIVIDUALISM) [2 points]

a) Take any online “Personality Test”;
b) Provide a link or reference to the test.
c) 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’?]. (250-500 word essay response)

[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 15, 2017 to Dec 6, 2017. Write a 350-600 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” (450-600 word essay response).

Homework XVI (TREATMENT of PSYCHOLOGICAL DISORDERS) [2 points]

a) In approximately 500 words, define the term “mindfulness” and summarize, using appropriate psychological terms and empirical evidence, why mindfulness appears to be a useful component of a psychological intervention (for at least some disorders).

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ORAL PRESENTATION

Two Presentations (2 points each; 4 points total).

During each half of the course, you will be REQUIRED to be prepared to formally present 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.

ORAL 1: VIDEO PRESENTATION, develop and upload a 1-2 minute (no longer) video.

ORAL 2: IN PERSON PRESENTATION BASED ON SLIDES UPLOADED TO CANVAS (e.g., powerpoint). The title slide MUST include your name. Upload content to CANVAS by midnight the day before class. You can submit early. You should bring a copy to class on a USB memory stick. The slides for ORAL 2 must be in .pdf or .ppt(x) format. Time constraints may mean that only select elements will be presented to the class -- this does NOT absolve you of being fully ready on the scheduled date.

No late submissions will be accepted for these assignments.

It is ok to upload .mov or other forms of video clips to canvas (provided that they are visible within canvas). You can record via computer or cell phone. Relatively low resolution (For ORAL 1) is ok.

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RESEARCH PARTICIPATION

Four Experiments (1 point each; 4 points total).

See http://sjsu.sona-systems.com/

Make a USER ID with firstname.lastname. Select VAN SELST section 2.

During each half of the course, you will be REQUIRED to participate in two separate experiments and each of the experiments must relate to a different broad domain of psychology. For each half, one hour or more must be “in-person” (versus online). Thus, what I will require is that you find and participate in four different types of psychological experimental activities. 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. Website address (or location if “in-person”)
2. Title of Experiment
3. If you have checked with me in advance or running and SONA experiments are NOT available... then you may be able to access non-SONA participation. If so, is it an “illustration” experiment (i.e., data is collected but likely won’t be analyzed/published) or one that you believe is actively collecting data for potential publication? (Either is ok, I want you to think about this though – if you are not sure, describe your reasoning). All SONA experiments involve active data collection.
4. 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) – you MUST also identify which chapter of the text is “most relevant” to the experiment (and only use one experiment per chapter; this will ensure a diversity of experiences).
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) – print off a copy of the .pdf title page (or hardcopy article) and attach each to your submission.

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.
Values and Diversity

One Essay (2 points total).

Write a 300-500 word essay (excluding header and references), 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?