San José State University
Psychology
PSYC 1, Sec 08, General Psychology, Fall 2017

Course and Contact Information

Instructor: Sarah Nadeau, M.S.
Office Location: DMH 230
Telephone: (408) 924 5606 (please email me instead!)
Email: Sarah.nadeau@sjsu.edu
Office Hours: Thursday 10.30am – 11.30am
Class Days/Time: Tuesdays and Thursdays, 4.30pm – 5.45pm
Classroom: DMH 353
GE/SJSU Studies Category: GE Area D1: Human behavior

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System at http://sjsu.instructure.com. Use your SJSUOne login and password. You are responsible for regularly checking in Canvas for any class announcements or updates. You may contact me using the Canvas inbox messaging system.

Course Description

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, you should be able to demonstrate a basic knowledge of the science of psychology.

Course Goals (Optional)

GE and Course Content Learning Outcomes (GELO)

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

CLO1 - Identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those processes, and the forces that engender social cohesion and fragmentation

This objective is met through material presented in Chapters 2, 3, 5, 14 in Feist & Rosenberg (2012), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: sensing, organizing, identifying, and recognizing; reality, ambiguity, and illusions; sensory knowledge of the world; organizational processes in perception; identification and recognition processes; cognitive development across the lifespan, acquiring language, social development across the lifespan, gender development, moral development, learning to age successfully; constructing social reality, attitudes, attitude change and action, prejudice, social relationships; the power of the situation; roles and rules, social norms, conformity, situational power; altruism and prosocial behavior; aggression, evolutionary perspectives, individual differences, cultural constraints; obedience to authority, and the psychology of conflict and peace.
Tests and the writing assignments will be used as assessment methods for this learning outcome. Specifically, you might be asked to analyze an event from the news and use social psychology to explain why participants in that event acted the way they did. A test item may ask you to identify individual difference variables used in an experiment.

CLO2 - Place contemporary developments in cultural, historical, environmental, and spatial contexts
This objective is met through material presented in Chapters 1, 2, 5, 10, 15, and 16 in Feist & Rosenberg (2012), as well as material presented in lectures and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: evolution of modern psychology, historical foundations, and current cultural perspectives; the processes of research, psychological measurements, historical and current ethical issues in human and animal research; analyzing psychological research with descriptive and inferential statistics, becoming a wise consumer of research; intelligence and intelligence assessment, basic features of formal assessment, the origins of intelligence testing, the history and politics of intelligence testing, heredity and IQ, environments and IQ, culture and the validity of IQ tests; the nature of psychological disorders, deciding what is normal, historical perspectives of mental illness, etiology of psychopathology, the stigma of mental illness; the therapeutic context, goals and major therapies, historical and cultural contexts, treatment evaluation and prevention strategies, therapies and brain activity. Test items will be used to assess this learning outcome. You may be asked to integrate events depicted in multimedia presentations with theories from psychology.

CLO3 - Identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them
This objective is met through Chapters 3, 5, 7, 8, 9, 10, 11, 12, 14, and 15 in Feist & Rosenberg (2012), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the biological and evolutionary bases of behavior, heredity and behavior, evolution and natural selection, variation in the human genotype, biology and behavior; cognitive processes, studying cognition, discovering the processes of mind, mental processes and mental resources, language use, language production, language understanding, language, thought and culture, visual cognition, problem solving and reasoning; judgment and decision making; physical development across the life span, cognitive development across the life span, perceiving speck and perceiving words, learning word meanings, acquiring grammar, social development across the life span, gender development, sex and gender, the acquisition of gender roles, gender and cultural perspectives on moral reasoning, learning to age successfully; functions of motivational concepts, sources of motivation, sexual behaviors, nonhuman sexual behaviors, human sexual arousal and response, the evolution of sexual behaviors, sexual norms, homosexuality, motivation for personal achievement, need to achievement, attributions for success and failure, work and organizational psychology; understanding human personality. Tests and the writing assignments will be used as assessment methods for this learning outcome.

CLO4 - Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues
This objective is met through material presented in Chapters 2, 6, 10, 13, and 16 in Feist & Rosenberg (2012), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: analyzing psychological research, descriptive statistics, inferential statistics, becoming a wise consumer of statistics; the study of learning, evaluating the effectiveness of different learning procedures, the experimental analysis of behavior, observational learning; basic emotions and culture, functions of emotions, stress of living, physiological stress reactions, psychological stress reactions, coping with stress, health promotion, personality and health, job burnout and the health-care system.
CLO5 - Recognize the interactions of social institutions, culture, and environment with the behavior of individuals
This objective is met through Chapters 14, 15, and 16 in Feist & Rosenberg (2012) and lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the power of the situation, altruism and prosocial behavior, the psychology of peace and conflict; constructing social reality, attitudes and attitude change, prejudice, social relationships; deciding who is abnormal, the problem of objectivity in defining abnormal behaviors, classifying psychological disorders, the etiology of psychopathology, anxiety disorders (types and causes), mood disorders (types and causes), gender differences in depression, suicide, psychological disorders in childhood, schizophrenic disorders, the stigma of mental illness. Tests and the writing assignments will be used as assessment methods for this learning outcome.

Program Learning Outcomes (PLO)

Upon successful completion of the requirements for a major in psychology, you will be able to:

PLO1 - Knowledge Base of Psychology - identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology

PLO2 - Research Methods in Psychology - design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations

PLO3 - Critical Thinking Skills in Psychology - use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes

PLO4 - Application of Psychology - apply psychological principles to individual, interpersonal, group, and societal issues

PLO5 - Values in Psychology - value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society

Writing Requirement - Write a minimum of 1500 words via writing assignments in General Psychology.

Two writing assignments are designed to:

- Comply with the University’s General Education course credit writing requirement of a minimum of 1500 words in order to: (a) provide you with practice in writing, (b) provide you with feedback on your writing, and (c) provide you with the opportunity to incorporate the instructor's feedback into your writing assignments.
- Help you achieve mastery of various aspects of the five Learning Objectives given above.

Instructional Orientation

The following key ideas will be invoked as recurrent themes in the course:
• Science drives psychology; scientific theory and observation lead to implications for practice.
• Psychology is informed by multiple perspectives developed within historical and cultural contexts. Phenomena can be best understood through multiple perspectives.
• The view that individual differences in many areas (e.g., gender, race, ethnicity, knowledge, beliefs, interests, skills, abilities, religious and sexual practices, interpersonal styles) are not just a fact of life but are potential assets to social and subjective wellbeing.
I cite Drs. Feist, Danese, and Schuster in this syllabus as I incorporated material from their learning objectives.
Required Texts/Readings

Textbook

  *ISBN: 9780077861872*

Other Readings

Additional readings and materials will be provided on the Canvas learning management system course website.

Scantron Forms

Each exam requires one green Scantron form 882.

Library Liaison

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

Course Requirements and Assignments

Writing Assignments

*The writing assignments are 30% of your final grade (300 points total).*

There will be two papers due this semester. Each paper should be about 3 pages in length with a maximum word count of 800 words. A handout describing the content and grading of the papers will be posted to Canvas. Two papers will be worth 150 points each, for a total of 300 points.

In-class activities/responses

*In-class activities are 20% of your final grade (200 points total).*

Most weeks, in-class activities will be assigned. There will be 11 in total, and they are worth 20 points each. I may ask you to turn in material generated during the activity, which will be due at the end of class and graded for completion. Incomplete or blatantly effortless work will not be accepted. There are no make-ups or late submissions of in-class activities for any reason. Instead, your lowest in-class activity grade will be dropped. Because the reason for missing them does not matter, it is important that you do everything you can to be present for all in-class activities, even if you don’t anticipate getting sick, having an emergency, etc.

Some of these activities require preparation before class (for example, you may be asked to bring a journal article to class). To complete the activity and receive the points for it, you must do these preparation activities. Any required preparation will be posted to Canvas.

Exams

*Exams are 50% of your final grade (500 points total).*

**Four** in-class exams will be worth 125 points each. These four exams will focus on applying the knowledge learned in the previous part of the course. The fourth exam is the final exam.

Allowed Assistance
Exams are closed book. You may not communicate with anyone except your instructor during an exam. You cannot use computers or mobile devices of any kind during an exam. If you have any questions about this policy, please ask me.

**Make-Up Exams**
Make-up exams will only be given in exceptional, unforeseen, and unavoidable circumstances with written documentation. Examples of exceptional circumstances are health emergencies, religious obligations, and military service. Work scheduling is not a sufficient reason for an exam make-up. You must notify the instructor that you are unable to take the exam as soon as you become aware of the need for a make-up. If the need for a make-up is known before the exam, the exam must be taken early. Make-up exams will be scheduled based on instructor availability.

**Research Participation**
*Research Participation is worth 6% of your final grade (60 points total)*
In order to pass this class, you must complete the research-participant requirement (this requirement will be addressed in class by the Psychology Department Research Coordinator). This means 4 credits of research participation. You sign up for the research participation on the SONA online system at https://sjsu.sonasystems.com/Default.aspx.

**Extra Credit**
Your grade should reflect your performance in the course over the entire semester. For this reason, there are limited opportunities for extra credit. There may be a small number of extra credit questions at the end of some exams. These questions are designed to be challenging and reward true mastery of the course material.

**University Credit Hour Requirement**
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

**Grading Information**

There will be 1000 points available in the course.

Grading is based on the following:

1. Exams x 4 (125 points each) 500
2. Written assignments x 2 (120 points each) 240
3. In-class activities x 10 (20 points each) 200
4. Research participation (60 points) 60

The grading scheme for this course is determined as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-99%</td>
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<tr>
<td>A</td>
<td>98-93%</td>
</tr>
<tr>
<td>A-</td>
<td>92-90%</td>
</tr>
<tr>
<td>B+</td>
<td>89-87%</td>
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<tr>
<td>B</td>
<td>86-83%</td>
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<tr>
<td>B-</td>
<td>82-80%</td>
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<tr>
<td>C+</td>
<td>79-77%</td>
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<tr>
<td>C</td>
<td>76-73%</td>
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<tr>
<td>C-</td>
<td>72-70%</td>
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<tr>
<td>D+</td>
<td>69-67%</td>
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<tr>
<td>D</td>
<td>66-63%</td>
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<tr>
<td>D-</td>
<td>62-60%</td>
</tr>
<tr>
<td>F</td>
<td>59-0%</td>
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</tbody>
</table>
Late policy
Late written assignments will be marked down 1 letter grade per day after the due date.

Classroom Protocol
The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which the assignments are due. You are responsible for keeping current on any deviations from the class syllabus, again, particularly rescheduling of assignments. Check the class web site if you cannot be in class and want to check the due dates. Generally, I will lecture in class, and participation is highly encouraged. Participation makes the class much more interesting and allows you to develop your critical thinking skills. Questions are welcome at any time.

Classroom Etiquette
There are only a few real issues here, and they are easy. In general, the guiding principles are to be respectful and attend to what is going on in class. These issues are not typically a problem; that said, doing any of these will not be tolerated and will be grounds for dismissal from the class.

1. Be polite and respectful to the other people in the class, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.
2. Do not carry on conversations with others during lecture. (If you have a question or point to make, just say it so we can all hear it!)
3. Please turn off your cell phone for the time you are in class. If you need to receive an emergency call, let me know about it in advance. Never take a call and start talking during class.
4. Never bring out a cell phone during an examination period.
5. Do not text message during lecture.
6. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams.
7. Do not sleep during class.

Attendance
Attendance is essentially required, as there will be a variety of in-class assignments. In this case, I expect you to come to every class. However, there will not be something due every day, and I do not take roll. If you do not attend classes regularly, you will definitely miss some of the in-class assignments.

Class is also the time to have any questions answered that you may have. The lectures are not a simple reiteration of the text and will contain different material. If you see contradictions between the lecture and the material in the text, please do not hesitate to ask about this in class.

Professional Communication
The best method of contacting me is via email. Please allow 1-2 business days for a response. I do not typically respond to email on weekends. Please use the email address listed on this syllabus. I do not respond to emails sent to Canvas as frequently.

Email is NOT a place to get extensive help with exam questions or with papers. If you have questions about a paper or larger assignment, you must come to office hours to discuss them; I will not read drafts of papers over email. If you have specific questions about an upcoming exam with respect to material covered, please tell me the question and then make an attempt to answer the question. I will let you know if you are on track and amend the answer to make it better, if need be. Please do not send more than two questions at a time. If you have more than two questions, office hours are the place to get those answered.
As a University student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail notes that you might send. When sending email, I would encourage you to create an email account that includes your name (e.g., Joe.Student@internet.com. If you do not create such an email, be certain to include your name in the correspondence. Please be sure to follow the following basic guidelines when communicating in a professional capacity:

1. In the Subject line, state what specific issue you are emailing about (e.g., exam 3, quiz 7, absence on 7-11-07).
2. In the greeting, please address your professor by his or her title (e.g., Ms., Dr., or Professor).
3. Be sure to identify yourself clearly by stating your full name and the specific course and section number you are in.
4. Be clear in your statement about what you are asking for or of what you are informing the reader.
5. Consider your request before you make it. If you believe you can make that request in a professional way and support your reasons for your request, please ask. If you have overslept, are tired, hangover, or whatever, please do not make requests based on those reasons.
6. Use a polite and respectful tone.
7. Use complete sentences.
8. Do not use abbreviations for words that are often used in text messages.
9. Use upper and lower case letters.
10. Be sure to use correct grammar and spelling in your message.
11. If you need a reply to the email you have sent, please request that clearly. I strongly encourage you to request a response back if you send something that needs to be graded in a timely matter to be certain it was received.
12. If you do not hear back within a reasonable amount of time from the person you sent the email to, politely request a response and resend the original message (you can use the forward function here).

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”

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.

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.


**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/.

If you are found to be violating the Academic Integrity Policy, you will fail the assignment, which is likely to result in also failing the class.

**Counseling Center**

The SJSU Counseling Services is located in the Student Wellness Center (at the corner of 7th Street and San Carlos, across from the Event Center) in Room 300B. 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.

**Wellness Workshops**

Attending to your wellness is critical to your success at SJSU. Early in your college career is the best time to take advantage of workshops and programs offered through the SJSU Student Health Center/Wellness & Health Promotion Department. Past workshops have included time management, community resources, study skills & note-taking, overcoming stress, test anxiety & test taking skills, goal setting, assertiveness & communication, improving self-esteem, graduate school, first-generation success, and more. For more information and a schedule of workshops, visit the Workshop list at http://www.sjsu.edu/counseling/students/Workshops/
## PSYC 1 - 08 General Psychology Course Schedule

*This schedule is subject to change with fair notice through Canvas and in-class announcements.*

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
<th>Reading</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/24</td>
<td>Introduction to the course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>8/29</td>
<td>Schools of Thought and Intro to Critical Thinking</td>
<td>Chapter 1</td>
<td></td>
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<tr>
<td>2</td>
<td>8/31</td>
<td>History of Psychology and Philosophy of Science</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9/5</td>
<td>Research Methods</td>
<td>Chapter 2</td>
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<tr>
<td>3</td>
<td>9/7</td>
<td>Biology of Behavior</td>
<td>Chapter 3</td>
<td></td>
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<tr>
<td>4</td>
<td>9/12</td>
<td>Biology of Behavior</td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9/14</td>
<td>Biology of Behavior</td>
<td>Chapter 3</td>
<td></td>
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<tr>
<td>5</td>
<td>9/19</td>
<td>Sensation and Perception</td>
<td>Chapter 4</td>
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<tr>
<td>5</td>
<td>9/21</td>
<td>Sensation and Perception</td>
<td>Chapter 4</td>
<td></td>
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<tr>
<td>6</td>
<td>9/26</td>
<td>Human Development</td>
<td>Chapter 5</td>
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<tr>
<td>6</td>
<td>9/28</td>
<td>Human Development</td>
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<tr>
<td>7</td>
<td>10/3</td>
<td><strong>Exam 1</strong></td>
<td><strong>Chapters 1-5</strong></td>
<td>EXAM</td>
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<tr>
<td>7</td>
<td>10/5</td>
<td>Consciousness</td>
<td>Chapter 6</td>
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<tr>
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<td>10/10</td>
<td>Consciousness</td>
<td>Chapter 6</td>
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<tr>
<td>8</td>
<td>10/12</td>
<td>Memory</td>
<td>Chapter 7</td>
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<tr>
<td>9</td>
<td>10/17</td>
<td>Memory and Learning</td>
<td>Chapter 8</td>
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<tr>
<td>9</td>
<td>10/19</td>
<td>Memory and Learning</td>
<td>Chapter 8</td>
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<tr>
<td>10</td>
<td>10/24</td>
<td><strong>Exam 2</strong></td>
<td><strong>Chapters 6-8</strong></td>
<td>EXAM</td>
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<tr>
<td>10</td>
<td>10/26</td>
<td>Language/Thought</td>
<td>Chapter 9</td>
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<tr>
<td>11</td>
<td>10/31</td>
<td>Language/Thought</td>
<td>Chapter 9</td>
<td>Writing Assignment #1 due at the start of class</td>
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<td>11</td>
<td>11/2</td>
<td>Intelligence</td>
<td>Chapter 10</td>
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<tr>
<td>12</td>
<td>11/7</td>
<td>Creativity and Motivation</td>
<td>Chapters 11</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
<td>Reading</td>
<td>Due</td>
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<tr>
<td>12</td>
<td>11/9</td>
<td>Exam 3</td>
<td>Chapters 9-11</td>
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<td>11/14</td>
<td>Personality</td>
<td>Chapter 13</td>
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<td>13</td>
<td>11/16</td>
<td>Social Behavior</td>
<td>Chapter 14</td>
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<tr>
<td>14</td>
<td>11/21</td>
<td>Disorders of Mind</td>
<td>Chapter 15</td>
<td>Writing Assignment #2 due at the start of class</td>
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<tr>
<td>14</td>
<td>11/23</td>
<td>Disorders of Mind</td>
<td>Chapter 15</td>
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<td>15</td>
<td>11/28</td>
<td>Disorders of Mind</td>
<td>Chapter 15</td>
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<tr>
<td>15</td>
<td>11/30</td>
<td>THANKSGIVING HOLIDAY – NO CLASS</td>
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<tr>
<td>16</td>
<td>12/5</td>
<td>Treatment of Disorders</td>
<td>Chapter 16</td>
<td></td>
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<tr>
<td>16</td>
<td>12/7</td>
<td>Treatment of Disorders</td>
<td>Chapter 16</td>
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<tr>
<td>Final Exam</td>
<td>12/13</td>
<td>Final Exam (4)</td>
<td>Chapters 13-16</td>
<td>Final Exam</td>
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