Course and Contact Information

**Instructor**  Simone Lundquist, Ph.D.

**Office Location**  Dudley Moorhead Hall (DMH) 310

**Telephone**  (408) 924 5634

**Email**  Simone.Lundquist@sjsu.edu  *The fastest, safest, and best way to contact me is via email*

**Office Hours**  Mondays & Wednesdays, 1:30 to 2:30 PM  *Please make an appointment so you won’t have to wait in line to see me*

**Class Days/Time**  Fridays, 09:30 – 12:15

**Classroom**  Washington Square Hall 207

**GE/SJSU Studies Category**  GE-D1

Course Description

General Psychology is an introductory course that addresses the elementary principles of human behavior. This course addresses all the major areas of psychology and will demonstrate how the field has evolved over the years as a scientific discipline.

Study of subfields and topics of psychology in general, including but not limited to psychological research, genetics, the neuron, brain, neurotransmitters, sensation, perception, attention, learning, remembering, thinking, development of the individual, intelligence, personality, aptitudes, emotions, motivation (hunger and sex), adjustment and treatment of disorders; designed to give insight into oneself and others.

Objectives of Course and Learning Outcomes

GE Learning Outcomes (GELO)

1. Knowledge of Human Cultures and the Physical and Natural World
2. Intellectual and Practical Skills
3. Personal and Social Responsibility
4. Integrative Learning

Objectives of Course

Upon completion of this course, the student will be able to:

1. Know Human Cultures and the Physical and Natural World, by grasping the biological and social foundations of human thought and behavior as seen in performance on exams
2. Develop intellectual and practical skills by integrating and critically evaluating more and more complex information, as seen in both writing assignments (evaluating pseudoscientific article and then a scientific article)
3. Develop personal and social responsibility by understanding the ethical principles behind psychological science and research, by appreciating the many paths to personal and cultural identity and by understanding the nature of psychological disorders and how they are treated. These topics are covered in Chapters 2, 5, 14, 15, and 16.
4. Integrate knowledge by writing an essay on an important psychological problem (e.g., compulsive internet use, gender and intelligence)
5. Understand and describe the historical development of the study of psychology.
6. Describe current theoretical perspectives prominent in the field of psychology.
7. Understand the use of the scientific method and research design in psychology.
8. Distinguish between human developmental factors and the influence of the environment.
10. Demonstrate knowledge of the basic vocabulary of psychology.
11. Demonstrate an understanding of basic processes such as motivation, learning, emotions, group processes, personality, and human development.
12. Demonstrate an appreciation for the uniqueness of the individual.
13. Demonstrate an understanding of how to apply the above to everyday life.
Learning Outcomes

Course Learning Outcomes (CLOs)

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

1. **Students shall be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those processes, and the forces that engender social cohesion and fragmentation.**

   This objective is met through material presented in chapters from textbook, and from home works and team projects.

2. **Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.**

   This objective is met through material presented in Chapters 1, 2, 5, 10, 15, and 16 in Feist & Rosenberg (2015), 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.

3. **Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.**

   This objective is met through Chapters 3, 5, 7, 8, 9, 10, 11, 12, 14, and 15 in Feist & Rosenberg (2015), 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.

4. **Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.**

This objective is met through material presented in Chapters 2, 6, 10, 13, and 16 in Feist & Rosenberg (2015), 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.

5. **Students will be able to recognize the interactions of social institutions, culture, and environment with the behavior of individuals.**

This objective is met through Chapters 14, 15, and 16 in Feist & Rosenberg (2015) 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.

**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


Office Hours

My office is at DMH 310 and my office hours are on Mondays and Wednesdays from 1:30 PM to 2:30 PM. If I am not in my office, please send me an email. I will have regular office hours as posted at the top of this syllabus. If you cannot make one of these times, you can e-mail, or see me after class to set an appointment. I want to be available to you. If you email me, you can generally expect a response back in 48 hours during the week. If you email on a Friday or over the weekend, you will not hear back from me earlier than the next Monday.

The best time to catch me is right after class and let me know if you need to see me at another time. With office hours it is first come, first served. If you do not want to wait or waited but were not able to see me, please set a time with me individually. During office hours we can discuss course questions or other topics of interest to you.

Course Canvas site

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Assignment submission
- Rubrics

Only some of the material of this course is on Canvas. Not all of the material shown on the PowerPoint during lectures will be available on Canvas. This will not be a sufficient substitute for coming to class.

In addition to the notes, the Canvas page will have a copy of the course schedule, which I will try to update as we go along, as well as copies of the additional readings required for this course. If you have trouble accessing these materials, come and see me, we will figure it out together.

Check this site regularly for course announcements, articles, assignments, and other course materials.

Accessing Course Canvas site

To access the Canvas site go to http://www.sjsu.edu/at/ec/canvas/ and click on “Log in to Canvas”

Username = SJSU 9-digit ID
Password = your current SJSUOne password

For additional information or help with logging in:

Canvas Student Tutorial: http://www.sjsu.edu/at/ec/canvas/

Note: clearing your browsing history may help if you have trouble logging into the site.
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. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Course Requirements and Assignments

1. Classes: This class covers a large amount of material, therefore, attending lectures is crucial for your success in this class. There is too much information discussed in class that cannot be found in text and in the slides for you to do well in this course, without you attending regularly. If you want to do well, you will have to attend every class. If you miss a class, you are responsible for getting the information from that class.

2. Exams: There will be one mid-term exams and one final exam, both of which consist of multiple-choice questions. No other make-up exams will be given. No bathroom breaks will be allowed. In most cases, the exams will require no more than 30 minutes, so please take care of business before the exam.

   Extra-credit: Extra credit assignments are given at the instructor’s discretion. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2% of the total number of points available in the course. I will assign a third paper (20 Points) to those who qualify for this extra-credit assignment. Please ask me about the extra credit assignment if needed, in person.

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

3. Writing projects: There will be two writing projects throughout the semester. Papers should be 2-3 pages in length (double-spaced, single sided), but no more than 3 pages. Proper spelling, grammar, and punctuation is expected and will be factored into your grade. Plagiarized papers will result in a failing grade for the course (i.e., a grade of “F”) and the student will be referred to the Office of Judicial Affairs. More details regarding the structure of the paper will be provided in class. Papers will be turned in person in class at the time it is due.

4. Homework Assignments: You have to complete 13 total homework assignments over the course of the semester. None the first week. These are two separate things. First, do the study There are NO MAKE-UPS on these assignments. You must do them the week they are assigned. Once they are gone, they are gone and cannot be made up.

   For each class, I expect you to make a one-page (one or two-sided) intelligent notes of the material which is assigned to be studied in that week. Please bring your notes to class and during the last section of the class I will ask two questions to be answered by each of the 13 groups we have in class. The “questions” are meant to stimulate your reading of the text and
keep you ahead of the lecture material. All questions will be based on the assigned readings and class discussions. The group members can share their notes and write down on a separate piece of paper, the complete answers to those two questions with the group number and group member names who ARE ACTUALLY PRESENT in class. Each time one of the group members will be chosen by the group to read the group responses to my two questions. Each group will give a score of 1 to 5 to the responses presented by each group, 1 being the best and 5, being the weakest response. By the end of the class we will choose the three groups with best answers and keep a record of those groups’ scores as candidates for the 20 extra credit points by the end of the semester.

5. Class participation (100 pts total). Because this is in part an experiential class, attendance and participation are crucial. You cannot participate if you do not come to class. Thus, absences will diminish the level of participation you can achieve in the class, and will reduce your grade. Class participation includes active listening, asking questions and making comments relevant to the topic discussed in each class. Many classroom activities and discussions will supplement the reading and students are responsible for all material, assignments, and explanations given in class, even if they were absent.

NOTE that University policy F69-24 states, “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 insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Expectation of Work Load: It is important that you understand what the official CSU definition of a unit is. For every unit, it is expected that you spend 1 hour in class and 2 hours outside of class per week. That means for this course (3 units) that you be spending a total of at least 9 hours per week (3 in class and 6 outside of class).

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 Dec 11th.

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.

Research participation will be treated as a course assignment worth 6% of the final course grade. But to obtain the full 6%, you will need to complete 4 hours of research participation and complete a 1-page summary of your experiences in one of the research studies for which you participated (1.5% per hour).

- 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.

How to create a SONA account:

Psych1.CreatingAccount (1).mp4

ALTERNATIVE ASSIGNMENT INSTRUCTIONS

For those students who are unable to participate in research studies due to age, lack of time, or missing an appointment (see no-show policy), you have the option of completing an Alternative Assignment that will count towards your research requirement hours for the semester.

Please note that students CAN COMBINE Alternative Assignment credits with research study credits to meet the specified semester credit requirements.

DUE DATE: A hard copy of the alternative assignment must be submitted to your instructor no later than December 11th, 2017 in order to receive full credit.

Emailed copies will NOT be accepted. Please DO NOT submit alternative assignments to the department office.

INSTRUCTIONS:

The alternative assignment consists of reading one scholarly journal article and providing a ½
A page summary of the article as well as a ½ page reflection of the article. The alternative assignment write up should never exceed more than 1 page.

**SUMMARY:**
In ½ pages, briefly state the purpose of the article and summarize the findings/results. You may also mention the method used for collecting data as well.

**REFLECTION:**
In ½ pages, provide a brief reflection of your thoughts regarding the article. You can cover such topics as: Were the results surprising to you? How do you think this study adds to the field of psychology? What was your overall opinion of the article? Did you like it? Dislike it?

The credit (in hours) you receive will be dependent upon the length of the article(s) you read. The criteria are:

- 5 to 10 page article = 1 hour of credit
- 11 to 15 page article = 2 hours of credit
- 16 to 20 page article = 3 hours of credit
- 21+ page article = 4 hours of credit

Example: An article from pages 227-241 is counted as 2 hours of credit (14 pages)

**ASSIGNMENT REQUIREMENTS:**

1) A copy of the article MUST be attached to your write up. The article MUST SHOW the publication it came from and the page numbers. You may not type the name and page numbers in yourself.

2) Article must be from SCIENTIFIC, PEER-REVIEWED JOURNAL. You may choose any topic to write about as long as it is psychology related. *(NOTE: Newspapers, magazines, books, book reviews, dissertations or websites articles are inappropriately for this assignment. For example, San Jose Mercury News, Psychology Today, Newsweek, and Depression.com are all unacceptable sources.)*

3) A hard copy of your assignment and article must be submitted to your professor no later than December 11th in order to receive full credit. **Assignments submitted via email WILL NOT BE ACCEPTED!**

**SOME HELPFUL TIPS:**

The following are good examples of good scientific journals:
- American Psychologist
- Child Development
- Journal of Personality and Social Psychology

Psychology Databases can be accessed at the following link: http://library.calstate.edu/sanjose/databases/subject/psychology
Need help finding scholarly or peer reviewed articles? View this online tutorial from the King Library:
http://library.sjsu.edu/video/finding-scholarly-peer-reviewed-articles

**ALTERNATIVE ASSIGNMENT FORMAT:**

Please adhere to the following formatting instructions for your Alternative Assignment write up. Also, don’t forget to attach your article along with the write up! Failure to follow these instructions may result in partial credit.

(Top right side of the page)

Name
SJSU ID#
Professor’s name
Section #/ Day / Time of class

**Title of the Article**

**Summary**

In ½ pages, briefly state the purpose of the article and summarize the findings/results. You may also mention the method used for collecting data as well. Paragraph may be double-spaced. Make sure you have set your margins at one inch! Paragraphs must be a minimum of at least 5 sentences.

**Reflection**

In ½ pages, provide a brief reflection of your thoughts regarding the article. You can cover such topics as: Were the results surprising to you? How do you think this study adds to the field of psychology? What was your overall opinion of the article? Did you like it? Dislike it? Paragraph may be double-spaced. Make sure you have set your margins at one inch! Paragraphs must be a minimum of at least 5 sentences.

Contact Mitzi Ochoa (sjsuspc@gmail.com) with any questions
Final Examination or Evaluation

The final exam will take place on **Wednesday December 13** (07:15am-09:30am). It will be multiple choice and consist of both cumulative and non-cumulative (after midterm) material. It is worth 18% of the total course grade. Do NOT miss this final. It will result in a ZERO and you lose 18% of your grade!

If you have more than 2 finals in the 24-hour period around our final, you must request from me in writing on or before Dec 8, 2017 a request to move the time to a more convenient one. You must also show me the other two syllabi that lists the final exams and their times.

Grading Information

Determination of Grades

Your grade will be determined by the total number of points you earn throughout the semester. Points will be assigned as follows:

1. Class Participation: (8 pts each of 12 classes, midterm class 4 points) 100 pts = 100 11.1%
2. Mid-term Exam: 120 pts = 120 13.4%
3. Cumulative Final Exam: 160 pts = 160 18.0%
4. Research Participation: 55 pts = 55 6.1%
5. Homework (13 one to two-page summaries of (20 pts each) 260 pts = 260 29.1%
6. Writing projects: 2 x 100=200 pts = 22.3%

Total possible points = 895 100%

***20 extra credit pts will be given to the group members of the three first best responders to the Professor's questions in each class- the three best groups will be the groups who have been among the first best three in majority of classes on questions asked by the professor and will be determined by the end of each class!

Grading scale and points

The grading scheme for this course is determined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>&gt;95% (&gt; 850)</td>
<td>A = 92-94% (823-849)</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%(778-804)</td>
<td>B = 82-86%(734-777)</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%(689-715)</td>
<td>C = 72-76%(644-688)</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%(&lt; 537)</td>
<td></td>
</tr>
</tbody>
</table>
**Late Writing Assignments:** All writing must be turned in to me in-class, on the scheduled due date. Assignments submitted after this deadline will lose 3-4 points immediately and an additional 3-4 points for every day that they are late.

**No Make-up Exams Allowed:** Only with valid written medical excuse will any exam be allowed at a time other than those scheduled for your class.

**Important Notes:**

1) To receive complete credit on your papers, you must pay careful attention to grammar, spelling, sentence construction, etc. Spell and grammar checkers do not catch all errors - you must PROOFREAD IT! Even better, have someone else proofread it. **Papers that contain many spelling and grammatical errors will result in substantial point reduction.**

2) Note that answering to the professor’s questions will be done in groups. It is up to group members to decide how to best distribute the work load equally among the individual group members. The entire group will get the same grade on the group portion of this assignment so it is important that each member of the team do all they can to contribute to the group product.

NOTE that **University policy F69-24** at http://www.sjsu.edu/senate/docs/F69-24.pdf states that “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 insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

**In-person (hard copy) submissions**

You must turn in your assignments in person, printed copy of the completed paper.

In case I suspect plagiarism, I will submit your paper online and you will receive feedback about the amount of copying you may have done in your paper before you turn in your final version. You can still correct any mistakes or plagiarism based on this feedback but you will lose points for not submitting your paper by the deadline. Once the deadline has arrived, the last version uploaded will be your final paper. The following file types are compatible with the online process: MS Word, WordPerfect, PostScript, Acrobat PDF, HTML, RTF, and Plain Text. If you plagiarize your paper it will be detected here. **Plagiarism** will result in a failure in the course and possible dismissal from the university. I assume that you have completed the plagiarism (tutorial available here: http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm) by the time you have taken this class. If not, please do so as it will help you avoid making costly mistakes. You must also turn in hard (printed) copies the day each of the papers is due. Please contact me with questions BEFORE the paper is due.
Grading
Your course grade is determined by the total number of points you accumulate for:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percentage of Total Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>11.1%</td>
<td>100 pts (12x8, 1x4)</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>13.4%</td>
<td>120 pts</td>
</tr>
<tr>
<td>Cumulative Final Exam</td>
<td>18%</td>
<td>160 pts</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>29.1%</td>
<td>260 pts (13x20pts)</td>
</tr>
<tr>
<td>Two Writing Projects</td>
<td>22.3%</td>
<td>200 pts</td>
</tr>
<tr>
<td>Research Participation</td>
<td>6.1%</td>
<td>55 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>895 points</strong></td>
</tr>
</tbody>
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Make-up Exams
No extensions or make-up exams will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. If such a circumstance should arise, please contact me as early as possible and be ready to provide documentation.

Late Assignments
Assignments are due at the start of class (turned in during class) on the day indicated on the course schedule. If due dates are changed, the new due date will be announced in lecture and posted on Canvas in a timely fashion. No extensions will be given except in cases of reasonable and documented academic reasons, emergencies, serious illness, or similar seriously disruptive events. Should such a circumstance arise, please contact me as early as possible and be ready to provide documentation.

Extra Credit
Extra credit assignments are given at the instructor's discretion. Should extra credit opportunities be extended, the total amount of extra credit points earned by a student cannot exceed 1 – 2 % of the total number of points available in the course.

Classroom Protocol and Policies

Classroom Protocol
I believe that the classroom is a professional environment where we co-create a dialogical context to facilitate learning and exchange of knowledge and experiences. The guiding principles are to be respectful and attend to what is going on in class. I expect that you be mindful of these codes of conduct as classroom etiquette breaches 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. You may not use a laptop in class. If you have a disability with a need for such an accommodation to take notes, please contact me and we will make an exception.
7. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams.
8. Do not sleep during class.

The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which the tests occur (except the last exam). You are responsible for keeping current on any deviations from the class syllabus, again, particularly rescheduling of tests. Check the class web site if you cannot be in class and want to check the times for exams, etc. 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.

**Definition of a Credit Hour**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five 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.

The expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

**Contacting Instructor**

1. **I will answer emails M - F, 9:00 - 5:00.** If you email me at night or on the weekends, do not expect a response until the next weekday, at the earliest.

2. **Through Canvas (Canvas) mail function.** Best for private questions and comments.

3. **Through regular email.** simone.lundquist@sjsu.edu.

4. **By phone.** Best if you need to contact me quickly and cannot use email at the time.

5. **Consider emails for this course as professional correspondence (see sample correspondence at the end of the syllabus).**
   a. **Subject Line** should include your class and a brief description of the issue (e.g., Subject: Psych 191: absence on 10-10-11).
   b. **Greetings** should be formal and use your instructors title (e.g., Dear Dr. Lundquist or Professor Lundquist)
c. **Identify yourself** and the course/section you are in.

d. **Issue or question** should be stated clearly, concisely, respectfully, and with attention paid to grammar, complete sentences, and so forth.

e. **Expect replies within 1 - 3 days.** Polite follow-ups are encouraged if you have not heard from me in a reasonable amount of time.

**Example email correspondence**

**Subject:** Psyc 191: Assignment due date question

Dear Professor Lundquist (or Dr. Lundquist),

My name is Miranda Jackson and I am in your 191 class that meets T/Th 13:30 - 14:45. I am not sure when the Response Journal assignment is due because of conflicting information. The syllabus schedule says Nov. 5, but the assignment sheet itself says Nov 9. Thank you for your attention to this matter.

Regards,

Miranda

student id # 001234567

**Regular attendance is necessary to do well in the course.**

Although the course has an online resource, this resource is not a substitute for attending lectures. Attendance is strongly recommended. I expect you to come to every class. If you do not attend classes, you will definitely miss material that will appear on the exams. Class is also the time to have any questions answered that you may have. Material not presented in class but which appears in assigned readings will also be included on the exams. So the exams will cover material from lectures, assigned articles and your textbook. While the lectures include some material from the text, it will also 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. There will be 13 writing assignments for this class which if you do not come to class, you will likely miss if you don’t come to class. These assignments count toward your final grade. For all these reasons, it will not be advantageous to you, if you miss any classes.

**Laptops**

In-class laptop use (if deemed necessary by the professor) should be restricted to course-related activities (e.g., taking notes). Other activities (e.g., web surfing) distract both the instructor and students and will not be tolerated. You will be asked to turn off your laptop if you are engaged in non-class activities. You will be asked to refrain from laptop use for the duration of the course if this behavior continues.

**Cellphones and other electronic devices**

Please be certain to turn off or put in silent mode all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom.

**Late arrivals**

If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

**Be respectful of others**

Respect differing points of view offered by students. Independent discussions should not be
happening when someone is addressing the class.

**I expect you to come to class prepared**

“Prepared” means you have completed the readings and any assignment before class starts, and written down any questions you had from the assignment. You should be as prepared as you expect your professor to be.

**Communication**

Use email!! Use office hours! Talk to me!!

**Check the course Canvas site regularly**

If I become ill, I will inform you the night before that I will be absent. Please email me before class if you will not be in class. Please set your spam controls to accept my email address.

**Recording of Class Lectures & Sharing/Distribution of Course Content**

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.

- If you wish to record lectures for your private, study purposes, please discuss this with the instructor. **Written permission** to record lectures will need to be granted for the whole semester or on a class-by-class basis.

- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent. **This policy extends to both content presented in the classroom and posted on the Canvas site.**

**University Policies (Required)**

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](http://www.sjsu.edu/gup/syllabusinfo/)’

**Student Resources**

**Librarian: Psychology**

The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:
Psychology Librarian:  Bernd Becker  
408.808.2348  
Bernd.Becker@sjsu.edu  
http://libguides.sjsu.edu/psychology

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

ACCESS Success Center

The ACCESS Success Center is a resource for College of Social Sciences students, which includes psychology majors. This center provides mentoring, tutoring, and advising especially geared for social science majors. The center provides workshops and presentations on writing, statistics, graduate school applications, and so forth. Visit their webpage for more information, http://www.sjsu.edu/access/.

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.
Psychology 001, General Psychology, Fall, 2017

This is a tentative timeline and we may deviate from it. It is your responsibility to know where we are in the readings and if the test dates or materials to be included on tests might have been changed. We will work very hard to stay on schedule.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignment &amp; Quiz Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>Introduction to Course and a Guest Speaker</td>
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<tr>
<td>08-25</td>
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<tr>
<td>WEEK 2</td>
<td>Psychology and Research in Psychology</td>
<td>Feist: Chapter 1, Feist: Chapter 2</td>
<td>One-page of meaningful notes for each chapter due (20 Points) In-Class Activity 8 Participation points</td>
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<tr>
<td>09-01</td>
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<tr>
<td>WEEK 3</td>
<td>Biology of Behavior An Education for Confidence</td>
<td>Feist: Chapter 3, Beels: Introduction &amp; Chapter 1</td>
<td>One-page of meaningful notes for each chapter due (20 Points) In-Class Activity 8 Participation points</td>
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<tr>
<td>09-08</td>
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<tr>
<td>WEEK 4</td>
<td>Sense &amp; Perceive, From Monastery to Marketplace</td>
<td>Feist: Chapter 4, Beels: Chapter 2</td>
<td>One-page of meaningful notes for each chapter due (20 Points) In-Class Activity 8 Participation points</td>
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<tr>
<td>09-15</td>
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<tr>
<td>WEEK 5</td>
<td>Human Development Uses of Trauma (1)</td>
<td>Feist: Chapter 5, Beels: Chapter 3</td>
<td>One-page of meaningful notes for each chapter due (20 Points) In-Class Activity 8 Participation points</td>
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<td>09-22</td>
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<tr>
<td>WEEK 6</td>
<td>Consciousness Uses of Trauma (2)</td>
<td>Feist: Chapter 6, Beels: Chapter 4</td>
<td>One-page of meaningful notes for each chapter due (20 Points) In-Class Activity 8 Participation points</td>
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<tr>
<td>09-29</td>
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<tr>
<td>WEEK 7</td>
<td>Memory Family Therapy</td>
<td>Feist: Chapter 7, Beels: Chapter 5, Writing Assignment 1 Due on 10-20......</td>
<td>One-page of meaningful notes for each chapter due (20 Points) In-Class Activity 8 Participation points Self-Evaluation of Participation</td>
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<td>10-06</td>
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<tr>
<td>WEEK 8</td>
<td>Learning Anthropology MID_TERM EXAM</td>
<td>Feist: Chapter 8, Beels: Chapter 6</td>
<td>One-page of meaningful notes for each chapter due (20 Points) In-Class Activity 4 Participation points MID_TERM EXAM</td>
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<tr>
<td>10-13</td>
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<tr>
<td>WEEK 9</td>
<td>Language &amp; Thought, Marriage &amp; Therapy</td>
<td>Feist: Chapter 9, Beels: Chapter 7</td>
<td>One-page of meaningful notes for each chapter due (20 Points) In-Class Activity 8 Participation points</td>
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<tr>
<td>10-20</td>
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10-20 Writing Assignment 1 due
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignment &amp; Quiz Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 10 10-27</td>
<td>Intelligence, Problem Solving &amp; Creativity; Thinking about Therapy in a new place</td>
<td>Feist: Chapter 10 Beels: Chapter 8</td>
<td>One-page of meaningful notes for each chapter due (20 Points) In-Class Activity 8 Participation points</td>
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<tr>
<td>WEEK 11 11-03</td>
<td>Motivation &amp; Emotion Stress &amp; Health; White &amp; Epston (1) White &amp; Epston (2)</td>
<td>Feist: Chapter 11 &amp; 12 Beels: Chapter 9 &amp; 10</td>
<td>One-page of meaningful notes for each chapter due (20 Points) In-Class Activity 8 Participation points</td>
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<tr>
<td>WEEK 12 11-10</td>
<td>Veterans Day</td>
<td>NO CLASS</td>
<td>Enjoy your Day!</td>
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<tr>
<td>WEEK 13 11/17</td>
<td>Personality: The Uniqueness of the Individual Reflecting Team</td>
<td>Feist: Chapter 13 Beels: Chapter 11</td>
<td>One-page of meaningful notes for each chapter due (20 Points) In-Class Activity 8 Participation points</td>
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<tr>
<td>WEEK 14 11-24</td>
<td>Thanksgiving Holiday</td>
<td>NO CLASS</td>
<td>Enjoy your Day!</td>
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<tr>
<td>WEEK 15 12/01</td>
<td>Social Behavior Psychological Disorders Hypnosis Psychiatry</td>
<td>Feist: Chapter 14 &amp; 15 Beels: Chapter 12 &amp; 13</td>
<td>One-page of meaningful notes for each chapter due (20 Points) In-Class Activity 8 Participation points</td>
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<tr>
<td>WEEK 16 12/08</td>
<td>Treatment of Psychological Disorders A Seder in Princeton An open letter</td>
<td>Feist: Chapter 16 Beels: Chapter 14 &amp; Epilogue</td>
<td>One-page of meaningful notes for each chapter due (20 Points) In-Class Activity 8 Participation points</td>
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<tr>
<td>12-08</td>
<td>Writing Assignment 2 due</td>
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<tr>
<td>EXAM</td>
<td>FINAL: Scheduled for Wednesday, December 13th, 07:15-09:30 AM</td>
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