San José State University  
Department of Psychology  
Psyc 1, General Psychology, Section 6, Spring 2018

Course and Contact Information

Instructor: Patrick F. Cravalho, PhD

Office Locations: Sweeney Hall, Room 340 / Dudley Moorhead Hall, Room 232

Email: patrick.cravalho@sjsu.edu (NOTE: All email communications should be addressed to my sjsu.edu address, DO NOT email me through Canvas email as I will not reply.)

Office Hours: Tuesdays & Thursdays, 9:00am-10:15am in Sweeney Hall, Room 340,  
Tuesdays & Thursdays, 1:30pm-2:45pm in Dudley Moorhead Hall, Room 232,  
or by appointment

Class Days/Time: Tuesday & Thursday, 12:00pm-1:15pm

Classroom: Dudley Moorhead Hall, Room 356

Prerequisites: GE-D1

Course Description

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.

GE Learning Outcomes (GELO)

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

GELO 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.

GELO 2 – Develop intellectual and practical skills by integrating and critically evaluating complex information, as seen in writing assignments to evaluate a scientific article, their development, and the development of others.

GELO 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, 15, & 16 and will be addressed via in-class activities.

GELO 4 – Integrate knowledge learned from the course by presenting a psychological research article review to their professor and peers based on a topic from the course.
Course Learning Outcomes (CLO)

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

CLO 1 – 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, and 5 in Feist & Rosenberg (2015), 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.

CLO 2 – 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 and in-class activities will be used to assess this learning outcome.

CLO 3 – 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, 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.

CLO 4 – 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, 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. Test items, in-class activities, and the presentation assignment will be used to assess this learning outcome.

CLO 5 – Recognize the interactions of social institutions, culture, and environment with the behavior of individuals.

This objective is met through Chapters 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, the writing assignments, and in-class activities will be used as assessment methods for this learning outcome.

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements, the following are expected…

1. **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. **Psyc 1 meets this PLO**

2. **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. **Psyc 1 meets this PLO**

3. **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. **Psyc 1 meets this PLO**

4. **PLO4 – Application of Psychology** – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues. **Psyc 1 meets this PLO**

5. **PLO5 – Values in Psychology** – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society. **Psyc 1 meets this PLO**
Required Texts/Readings

Textbook

Other equipment / material requirements
1. Computer, Internet, and SJSU library access.
2. Microsoft Word, Excel, and PowerPoint software. SJSU students can download Microsoft Office (which includes Word, Excel, and PowerPoint) for free (see [http://its.sjsu.edu/services/software/microsoft-students/index.html](http://its.sjsu.edu/services/software/microsoft-students/index.html)).

Library Liaison
Bernd Becker ([Bernd.becker@sjsu.edu](mailto:Bernd.becker@sjsu.edu)). Libguide: [http://libguides.sjsu.edu/psychology](http://libguides.sjsu.edu/psychology).

Office Hours
Please do your best to contact me before you come to see me during office hours. This will require you to generate a specific agenda and/or questions to guide your visit. Unless I have been contacted by a student letting me know that they plan to visit during my office hours, I may leave my office during office hours.

Checking Canvas and your SJSU email
I regularly post announcements and materials via our course Canvas page and may also contact you via your SJSU email if I have not received any prior email communication from you. Therefore, you need to regularly check both our course Canvas page and your SJSU email.

Course Requirements and Assignments
SJSU classes are designed such that to be successful, 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](http://www.sjsu.edu/senate/docs/S12-3.pdf).

Exams
There will be five exams, worth a total of 120 points. All exams will include multiple-choice questions and will be taken in class. Specifically, Exam 1 will cover chapters 1 & 2, Exam 2 will cover chapters 3 & 4, Exam 3 will cover chapters 7 & 8, Exam 4 will cover chapters 9 & 10, and Exam 5 will cover chapters 11 & 12. Each exam will be worth 24 points. There is no comprehensive midterm or final exam. A study guide will be available for each exam beginning about a week before the exam date. Please bring pencils to each exam.

Make-up Exams
If you are not present for an exam you will receive 0 points for that exam. If you have a legitimate excuse for missing an exam, a makeup exam may be permitted. However, you will need to contact me as soon as you can before the exam is scheduled to alert me that you will miss the exam and why you will miss the exam. You will also need to present written documentation verifying the unavoidable circumstances, so that we can schedule the makeup exam as quickly as possible.
Article Summary Assignments

You will read a research article related to a topic of educational psychology from the course textbook. Then you will write a brief paper (~300 words) to outline and summarize the key parts of the article. Later you will complete a brief in-class PowerPoint presentation to summarize the key parts of the article to the class. Note that you may not read a literature review article for this assignment. Our department librarian will visit class to provide a tutorial on searching for research articles. We will also discuss these assignments in detail in class, including an example brief paper and an example presentation by your professor. I will provide you with feedback on your paper. Before you give your presentation, you will share a draft of your presentation with me so that I can provide you with feedback on that as well. Be sure to check your SJSU email as I will send your feedback to that email if I have not received any prior email communication from you. There are six assignments associated with the article summary option that are worth a total of 60 points. You must turn in your topic (2 points) and PDF of your article (3 points) via an email to my SJSU account. You must turn in your brief paper (15 points) as a Microsoft Word document via an email to my SJSU account. You must turn in your presentation draft (5 points) and final presentation (25 points) as Microsoft PowerPoint files via separate emails to my SJSU account. Finally, you must attend ALL days of final presentations (NOT only the day you present) to fill out anonymous evaluations for your peers (10 points). These assignments need to be turned in before the due date/time. You are NOT allowed to change your topic/article without asking the professor for permission, if you do points will be subtracted from your grades on the articles summary assignments. I will NOT accept a PDF file, Keynote file, Google Drive link, PowerPoint online link, or any other type of format than the ones I have specified above for the article summary assignments (note: the except to this rule is that you will turn in a PDF of the article you will be reviewing). Late work will only be accepted for 24 hours after the due date/time and half of the total points will be automatically subtracted.

Elaborative Reflections

You will complete two elaborative reflections. The first reflection (~350 words) will require you to reflect on a particular facet of your development through adolescence and emerging adulthood using chapter 5 of the textbook (i.e., Human Development) as a guide. The second reflection (~350 words) will require you to reflect on the personality development of someone you know using chapter 13 of the textbook (i.e., Personality) as a guide. These reflections must be completed before class so that we can discuss your reflections in class. Each reflection will be turned in through the course Canvas website and is worth 15 points. Along with each reflection, you will turn in an outline (~100 words) to show that you have thought about what you will write before writing and submitting your reflection through Canvas. Each outline is worth 5 points. We will discuss the reflections and grading rubric for the reflections in detail in class, including examples outlines by your professor. Reflections will be considered late if they are not submitted by the submission deadline. It is the student’s responsibility to ensure that reflections are uploaded to Canvas correctly.

In-class Activities

You will complete approximately twelve in-class activities throughout the semester worth a total of 60 points. Each activity will correspond to one of the textbook chapters we will cover during the semester. For some activities, you will answer questions with a partner. For other activities, you will complete individual tasks. You will only receive points for a particular in-class activity if you attend class the day of the activity. Those who do not attend class the day of the activity are not entitled to receive points for a particular in-class activity.
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 and on our course Canvas web page.

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 May 14th.

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 (20 points). But to obtain the full 6%, you will need to complete 4 hours of research participation and complete a 1-page summary (~300 words) of your experience 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.

Department of Psychology Policy for Awarding Research Hours for Partial Completion

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

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

In cases where participants complete a study unreasonably quickly (e.g. 60 minutes online survey is completed in 5 minutes), credit will be granted in proportion to the amount of the study completed, with a minimum credit of 0.25 hours.
Extra Credit Opportunities

A total of 15 extra credit points may be added to your final point total if you take advantage of the following opportunities. This is a substantial amount, but the points must be earned and are being made available to encourage specific behaviors.

The first opportunity will be to earn 5 points for turning in ALL the elaborative reflections and article summary assignments early, and completing the research participation early. Specifically, you must submit each reflection and assignment two days before it is due. For example, if the presentation draft is due on 3/19 before class starts at midnight, then turning it in any time before midnight on 3/17 would count as submitting the presentation draft two days early. To complete the research participation early, you must complete your hours by 5/1. This opportunity is meant to encourage you to complete assignments early rather than procrastinate in completing your assignments.

The second opportunity will be to earn 5 points for downloading each exam study guide at least five days before the exam, then completely filling out each study guide and turning in each study guide on the day of that exam. You may turn in your study guides via email as a PDF or Word doc or as hard copies in class before we begin each exam. This opportunity is meant to not only encourage you to use the study guides in preparing for each exam, but to begin studying a week or so ahead of each exam rather than cramming the night before the exam.

The third opportunity will be to earn 5 points for perfect attendance to class throughout the semester. Excused absences will not count against your attendance record. This opportunity is meant to encourage you to stay focused on learning throughout the entire course and to get as much out of the course as possible.

Extra Credit from Exam Reviews

We will review every exam during the class period following the exam. During exam reviews, if a clear method error is discovered with one of the questions, I will give everyone in the class an extra credit point. (A method error is an error with the exam that is the professor’s fault and caused students to give an incorrect answer.) However, you will only receive any extra credit points from an exam review if you attend the exam review. Those who do not attend the exam review are not entitled to receive extra credit from the reviews.

Grading Policy

Your grade will be based on the total amount of points (300 possible points) you receive from exams (120 possible points), the article summary assignments (60 possible points), the elaborative reflections (40 points), the in-class activities (60 points), and research participation (20 possible points). Below is a breakdown of the amount of points needed to earn the specified letter grades. All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades. See University Policy F13-1 at [http://www.sjsu.edu/senate/docs/F13-1.pdf](http://www.sjsu.edu/senate/docs/F13-1.pdf) for more details.

- 300+ = A+ (100%)
- 263-268 = B+ (~88-89%)
- 233-238 = C+ (~78-79%)
- 203-208 = D+ (~68-69%)
- Less than 179 = F (~59% or less)
Diversity Statement

As the instructor of this course, it is my goal to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of all students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. I aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation.

Student Athletes

If you are a student athlete, please inform me at the beginning of the semester of any team obligations. If there are any conflicts between your obligations and class participation/assignment, we may need to figure out alternative arrangements for you to participate or complete an assignment.

Classroom Protocol

It is vital that you complete all scheduled readings and assignments before each class and university policy F69-24 ([http://www.sjsu.edu/senate/docs/F69-24.pdf](http://www.sjsu.edu/senate/docs/F69-24.pdf)) states that students should attend all meetings of their classes. Arrive to class on time. Arriving late disrupts other students and interferes with continuity of the lectures and class activities. If for any reason you cannot avoid being late, please enter the class through the least noticeable door and take a seat quietly. Do not come in late and start a conversation to catch up on information you missed or expect information you missed to be repeated. Leaving early is equally disruptive; please be considerate. Do not carry on conversations during class. Do not sleep during class. Do not work on any other course material during class, including studying or reading for other classes. Be polite and respectful to your classmates.

Classroom participation is expected. Therefore, phones, laptops, tablets, music players, etc. are not allowed to be used during class (i.e., all devices should be put away and set to not make any noise) so that one stays focused on class discussion. DO NOT TEXT DURING LECTURE; you may be asked to leave for the remainder of the lecture. This rule is not only so you will not distract yourself, but also so you will not distract anyone else. Food and drinks are permitted during class, but you must be sure that your space is clean when you leave the classroom. If you miss a class, you are responsible for contacting me or another student to inquire about the information you missed from that class.

Laptops

In-class laptop use is allowed ONLY by written permission of the instructor. If you wish to use a laptop for note-taking you must talk to the professor first. In all cases, students allowed to use laptops will sit in the back of the classroom without exception. Laptop use is restricted to note-taking only and one shall never connect to the internet and use class time to check email, visit social networking sites, surf the web, and so forth. Doing so will result in loss of laptop privilege for the remainder of the semester.

Acknowledgment

This syllabus incorporates materials developed by Dr. Greg Feist, Dr. Sean Laraway, Dr. Emily Slusser, and the SJSU Center for Faculty Development’s Accessible Syllabus Template. I have been granted permission by the authors to use these materials in whole or in part. I thank them for the use of their materials.
Links to University Policies

General Expectations, Rights and Responsibilities of the Student

Students are encouraged to familiarize themselves with SJSU’s policies and practices via University Policy S90–5 (http://www.sjsu.edu/senate/docs/S90-5.pdf). More detailed information on a variety of related topics is also available in the SJSU catalog (http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html).

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness (http://info.sjsu.edu/static/catalog/policies.html). Add/drop deadlines can be found on the current academic year calendars document (http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

Academic integrity

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 (http://www.sjsu.edu/studentconduct/).

Campus Policy in Compliance with the American Disabilities Act

Presidential Directive 97-03 (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.

Accommodation to Students’ Religious Holidays

According to University Policy S14-7 (http://www.sjsu.edu/senate/docs/S14-7.pdf), SJSU shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center (http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, 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. 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.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
# Course Schedule

We will follow the schedule presented below to the extent possible. However, the schedule is subject to change. You will be given fair notice of any schedule changes via in class announcements and class web site postings.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>R 1-25</td>
<td>Course Introduction / Metacognition &amp; Self-regulated Learning</td>
<td>Have read syllabus BEFORE first class!</td>
</tr>
<tr>
<td>T 1-30</td>
<td>Ch. 1: Introduction to Psychology</td>
<td>Have read Ch. 1 BEFORE class!</td>
</tr>
<tr>
<td>R 2-1</td>
<td>Visit from SJSU Psychology Librarian Ch. 2: Conducting Research in Psychology</td>
<td>Have read Ch. 2 BEFORE class! Exam 1 Study Guide available!</td>
</tr>
<tr>
<td>T 2-6</td>
<td>Finish Ch. 2</td>
<td><strong>Topic for Article Summary due by MIDNIGHT on 2/6 (due by MIDNIGHT on 2/4 for extra credit)</strong></td>
</tr>
<tr>
<td>R 2-8</td>
<td>Exam 1 (Ch. 1 &amp; 2)</td>
<td>Turn in Exam 1 Study Guide for Extra Credit!</td>
</tr>
<tr>
<td>T 2-13</td>
<td>Review Exam 1 Ch. 3: The Biology of Behavior</td>
<td>Have read Ch. 3 BEFORE class! <strong>PDF of Article for Article Summary due by MIDNIGHT on 2/13 (due by MIDNIGHT on 2/11 for extra credit)</strong></td>
</tr>
<tr>
<td>R 2-15</td>
<td>Brief Paper Directions &amp; Example Ch. 3: The Biology of Behavior</td>
<td></td>
</tr>
<tr>
<td>T 2-20</td>
<td>Ch. 4: Sensing &amp; Perceiving Our World</td>
<td>Have read Ch. 4 BEFORE class! Exam 2 Study Guide available! <strong>Article Summary Brief Paper due by MIDNIGHT on 2/20 (due by MIDNIGHT on 2/18 for extra credit)</strong></td>
</tr>
<tr>
<td>R 2-22</td>
<td>Ch. 4: Sensing &amp; Perceiving Our World</td>
<td></td>
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<tr>
<td>T 2-27</td>
<td>Exam 2 (Ch. 3 &amp; 4)</td>
<td>Turn in Exam 2 Study Guide for Extra Credit!</td>
</tr>
<tr>
<td>R 3-1</td>
<td>Review Exam 2 Ch. 5: Human Development</td>
<td>Have read Ch. 5 BEFORE class! <strong>Elaborative Reflection on Human Development due by MIDNIGHT on 3/4 (due by MIDNIGHT on 3/2 for extra credit)</strong></td>
</tr>
<tr>
<td>T 3-6</td>
<td>Ch. 7: Memory</td>
<td>Have read Ch. 7 BEFORE class!</td>
</tr>
<tr>
<td>R 3-8</td>
<td>Ch. 7: Memory</td>
<td></td>
</tr>
<tr>
<td>T 3-13</td>
<td>Ch. 8: Learning</td>
<td>Have read Ch. 8 BEFORE class! Exam 3 Study Guide available!</td>
</tr>
<tr>
<td>R 3-15</td>
<td>Ch. 8: Learning</td>
<td></td>
</tr>
<tr>
<td>T 3-20</td>
<td>Exam 3 (Ch. 7 &amp; 8)</td>
<td>Turn in Exam 3 Study Guide for Extra Credit!</td>
</tr>
<tr>
<td>R 3-22</td>
<td>Review Exam 3 Ch. 15/16: Psychological Disorders/Treatment of PDs</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topics</td>
<td>Assignments &amp; Due Dates</td>
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<tr>
<td>T 3-27</td>
<td>NO CLASS – SPRING BREAK</td>
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<tr>
<td>R 3-29</td>
<td>NO CLASS – SPRING BREAK</td>
<td></td>
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<tr>
<td>T 4-3</td>
<td><strong>Presentation Draft Directions &amp; Example</strong></td>
<td>Have read Ch. 9 BEFORE class!</td>
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<tr>
<td></td>
<td>Ch. 9: Language &amp; Thought</td>
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<tr>
<td>R 4-5</td>
<td>Ch. 9: Language &amp; Thought</td>
<td><strong>Article Summary Presentation Draft due by MIDNIGHT on 4/6 (due by MIDNIGHT on 4/4 for extra credit)</strong></td>
</tr>
<tr>
<td>T 4-10</td>
<td>Ch. 10: Intelligence, Problem Solving, &amp; Creativity</td>
<td>Have read Ch. 10 BEFORE class! Exams available!</td>
</tr>
<tr>
<td>R 4-12</td>
<td>Ch. 10: Intelligence, Problem Solving, &amp; Creativity</td>
<td></td>
</tr>
<tr>
<td>T 4-17</td>
<td><strong>Exam 4 (Ch. 9 &amp; 10)</strong></td>
<td>Turn in Exam 4 Study Guide for Extra Credit!</td>
</tr>
<tr>
<td>R 4-19</td>
<td><strong>Review Exam 4</strong></td>
<td>Have read Ch. 11 BEFORE class!</td>
</tr>
<tr>
<td></td>
<td>Ch. 11: Motivation &amp; Emotion</td>
<td></td>
</tr>
<tr>
<td>T 4-24</td>
<td>Finish Ch. 11</td>
<td>Have read Ch. 12 BEFORE class!</td>
</tr>
<tr>
<td></td>
<td>Ch. 12: Stress &amp; Health</td>
<td>Exam 5 Study Guide available!</td>
</tr>
<tr>
<td>R 4-26</td>
<td>Ch. 12: Stress &amp; Health</td>
<td></td>
</tr>
<tr>
<td>T 5-1</td>
<td>NO CLASS – Go to SPARC on SJSU Campus!</td>
<td>Turn in Exam 5 Study Guide through SJSU email for Extra Credit!</td>
</tr>
<tr>
<td></td>
<td><strong>Exam 5 (Ch. 11 &amp; 12) taken ONLINE via CANVAS</strong></td>
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<tr>
<td>R 5-3</td>
<td><strong>Review Exam 5</strong></td>
<td>Have read Ch. 13 BEFORE class!</td>
</tr>
<tr>
<td></td>
<td>Ch. 13: Personality – The Uniqueness of the Individual</td>
<td><strong>Elaborative Reflection on Personality due by MIDNIGHT on 5/6 (due by MIDNIGHT on 5/4 for extra credit)</strong></td>
</tr>
<tr>
<td>T 5-8</td>
<td><strong>Article Summaries (Round 1)</strong></td>
<td>Summaries (Round 1) due by MIDNIGHT on Monday (5/7; due by MIDNIGHT on 5/5 for extra credit)</td>
</tr>
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<td></td>
<td><strong>Peer Evaluations for Article Summaries</strong></td>
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<tr>
<td>R 5-10</td>
<td><strong>Article Summaries (Round 2)</strong></td>
<td>Summaries (Round 2) due by MIDNIGHT on Wednesday (5/9; due by MIDNIGHT on 5/7 for extra credit)</td>
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<td><strong>Peer Evaluations for Article Summaries</strong></td>
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<tr>
<td>F 5-14</td>
<td>NO CLASS – All Research Participation and Alternative Assignments must be completed by 5/14/18! (due by MIDNIGHT on 5/1 for extra credit)</td>
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<tr>
<td>R 5-17</td>
<td><strong>Article Summaries (Round 3)</strong></td>
<td>Summaries (Round 3) due by MIDNIGHT on Wednesday (5/16; due by MIDNIGHT on 5/14 for extra credit)</td>
</tr>
<tr>
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<td><strong>Peer Evaluations for Article Summaries</strong></td>
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