Course and Contact Information

Instructor: Dr. Neelam Rattan
Office Location: DMH 342
Telephone: (408) (924-5653)
Email: neelam.rattan@sjsu.edu
Office Hours: Tuesday & Thursday 12:00P.M.-1:15P.M.
Or by appointment
Office Hours End On 12/5/2019

Class Days/Time: Tuesday & Thursday 10:30. AM. -11:45A.M. (Section 5)
Classroom: DMH 359(Section 5)
GE/SJSU Studies Category: Area D1: Social Science, Human Behavior

Course Format

This course will follow the traditional pedagogical style where each class will be held in an assigned classroom twice weekly. Each class will comprise of lectures delivered by the Instructor. Such a learning environment facilitates and enhances communication on a given topic in real time, ensuring immediate feedback and fostering interaction with the instructor and one’s classmates.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu and Canvas. Homework assignments, instructions regarding assignments, and announcements are posted on the canvas homepage of this class so you are required to check this page daily.

Course Description

Psychology is the scientific study of behavior and mental processes. The content focuses on the exploration of major psychological theories and concepts, methods, and research findings in psychology. Topics include the biological bases of behavior, perception, cognition and consciousness, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders and therapeutic approaches to treatment, and applied psychology. GE Area: D1
This course qualifies as an Area D1 (Human Behavior) course in your General Education requirements. Social Science courses should increase the student’s understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments. Human Behavior (D1) students will be able to recognize the interaction of social institutions, culture, and environment with the behavior of individuals.

This course is designed as an introduction to general psychology. During the course of study an attempt will be made to answer:

- How best to define Psychology?
- Its status—is it positive or normative, and is it a pure science?
- What are its applications?

Students will be encouraged to develop an understanding of differences in cultural value orientation, social-institutional contextual realities, personal situational construction of daily life events, and how these are critical in evaluating the validity of the psychological principles as applied to understand human behavior. Students will be able to appreciate broad generalizations of behavior as well as intricacies of individual behavior. They will be apprised of the use of psychological principles and their utilization in enhancing of their sense of well-being and their personal effectiveness. They will be encouraged to become proficient in using the concepts and methods of psychology in a two-pronged way, firstly as a social scientist collecting, analyzing, interpreting behavioral data, and secondly as a practitioner, applying psychological principles to understand personal experiences and to enhance personal growth.

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

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

Course Goals and Learning Objectives

Area D1 GE Class Learning Objectives (CLOs)

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

Upon successful completion of this course:

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

Assessment example 1 (in-class discussion on agents of social change): Students will be asked to discuss critically agents that contribute to and are responsible for social change, social fragmentation. By observing and examining current occurrences and applying course readings to understand the emergence of these trends, students will be able to delineate forces that engender social cohesion, fragmentation and continuity.

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

CLO2 Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.

Assessment example of a potential writing assignment for this learning objective: Students will be required to write an essay titled “Mental health and Cultural-Bound Syndromes.” Further details regarding this essay will be provided in class. A Dropbox will be assigned on canvas for submitting this assignment and a hard copy will also be due in class.

The Chapters 1, 4, 5, 6, 7, 8, 9, 14, 15 and corresponding class presentations will further emphasize this learning objective. For a further understanding of this objective topics pertaining to tracing the roots of psychology to its current status, contributions of the forerunners in this field as well as in the domains of learning, memory, consciousness, development, historical viewpoints of abnormality will, all be discussed. Current classification of mental disorders will be studied. Emphasis will be on understanding behavior as a culmination of the collective impact of cultural, environmental and spatial factors.

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

Assessment example of in-class discussion based on this learning objective:

Compare and contrast racial identity and ethnic identity. What are the factors that contribute to the development of these identities? How do these identities affect the self-esteem of the individual?

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

This objective will also be stressed upon in Chapters 3, 6, 7, 8, 9, 11, 12, 13 and corresponding class presentations. Sensing, perceiving the world around us, forming concepts, development across the lifespan, gender development, gender and cultural perspectives on moral reasoning, understanding the subtleties of language as well as verbal and nonverbal communication will be explained with special reference to this objective.

Evolution of emotions, socio-cultural meaning of expressed emotions, individual’s place in the vast cosmos called society, understanding of human needs will be explained with a view to enhance the in-depth understanding of this objective. What makes us who we are—personality, aspects of health psychology, stress and the coping mechanisms will also be dealt in detail.

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

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

This objective will also be emphasized in the Chapters 1, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14 and corresponding class presentations. The methodology used in psychology namely, experimentation, observation, case study,
quantitative as well as qualitative treatment of psychological data will be explained. The genesis of the testing movement with special reference to the domains of intelligence and personality will be addressed. Students will be apprised of the ethics of research. Further research being conducted in the areas of consciousness, effects of drug use, as well as in diagnosing maladaptive patterns of behavior will be highlighted. An important part of the educational experience of the PSYC 1 is not only learning about important facts and findings from scientific research in psychology but also serving as a participant in research in psychology. Broad exposure to a variety of research methodologies (experiments, correlational studies, lab studies, online studies, etc.) will provide experiential knowledge for students. Hence serving as a research participant will also contribute to this course learning objective.

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

Assessment example of possible exam question for this learning objective:

How is behavior influenced by one’s culture? Why is it important to be aware of cultural differences? Compare and contrast colorblind and multicultural approaches.

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

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

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements…

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

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

Textbook
ISBN: 9781323653920

Other equipment / material requirements
882e Scantrons

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

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

Course Requirements and Assignments

Class room participation: There will be worth 25 points for participating in classroom activities, online activities, attending SI sessions. In-class activities will be worth 5 points. There will be 3 online activities. Each activity will be worth 5 points respectively. Attending two SI study sessions will be worth 5 points. There will be no make-up opportunities for in-class activities, so if a student is not present in class on the day the activity is conducted they will not be allowed to make-up for this missed in-class activity.
NOTE as per University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class.” Attendance per se shall not be used as a criterion for grading.

Online infoPower and Plagiarism Tutorials: Students are required to take the online infoPower, worth 4 points and Plagiarism tutorials, worth 5 points.
NOTE: In order to get credit students must receive 90% and above on both of these tutorials. Tutorials are due on 9/19/2019 hence bring a printout of your tutorial results to class.

Research participation: For this you will need to register with SONA online system. All students are required to register by 9/5/2019 and provide proof to me.

☐ Research participation will be treated as a course assignment worth 6% of the final course grade. To obtain the full 6%, you will need to complete 4 hours of research participation (1.5% per hour).

- 6% of your grade will consist of completing 4 hours of study participation (1.5% per hour = 5.25 points per hour). Hence completion of 4 hours is worth 21 points.
- You are required to complete one hour of research participation by October 1st, 2019.

You are required to complete the 4 hours by December 5, 2019.

BOGS Area D1 GE: Writing Requirements
Students must write a minimum of 1500 words via writing assignments in General Psychology.
**Project Writing:** There will be a minimum of two writing assignments, namely case study analysis and a critical thinking essay. These assignments are designed to comply with the University’s General Education course credit writing requirement of a minimum of 1500 words.

1) These assignments aim at providing you
   a) practice in your writing skills,
   b) feedback from the instructor on your writing
   c) Opportunity for incorporating this feedback in your writing assignments.

In pursuance of fulfilling these requirements, your papers will be returned within two weeks after submission, with instructor’s feedback regarding your written assignment. You will be provided with opportunities to incorporate feedback from your instructor and thereby correct your written work.

2) Help you to achieve mastery of various aspects of the five Learning Objectives mentioned above. Writing assignments will incorporate material from the five learning objectives based on topic(s) addressed in the writing. Some writing assignments may cover material pertaining to more than one objective, whereas some other writing assignments may thematically deal with only one objective per assignment.

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

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

A 1500-word essay worth 30 points in which they will be asked to write a Scholarly Essay, in pursuance of CLO3, which states:

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.

The title of the essay will be: “Examining Gender, Racial, Ethnic, Sexual, and Class identities”

Detailed instructions regarding this essay will be given in class.

**This will be due on 10/17/2019.** A hard copy in its entirety including Title page and references is due in class.

A copy excluding Title page and references is to be dropped in the assigned Dropbox on canvas.

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

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

**Exams:** There will be two class exams, each comprising of multiple-choice, true/false, questions each worth 1 point, resulting in a total of 50 points for each exam and 100 points for the 2 exams (50x2=100 points). You are to take your exams as per the schedule of your section you are officially registered in. Taking the exam in another section than your own will result in a grade of zero.
Exam 1 & the Finals will be closed-book exams. Study Guides will be provided for these exams. Exam 2 will be take-home exam.

- First Exam (Chapters 1-4) will be held in class on 9/19/2019.
- Second Exam (Chapters 5-8) will posted on canvas and due on 10/22/2019.
- Final Exam: The syllabus for the closed-book final exam will include chapters 11, 12, 13, 14 and 15. There will be 65 multiple choice type questions, each item worth a point.
- Final Exam for Section 5 will be held on 12/12/2019 in our classroom DMH 359 from 9:45A.M.-12:00P.M.

REVEL Assignments:
Module Quizzes will be take on the dates assigned. The chapters for which these quizzes are required are: 1,2,4,5,6,7,8,9,11,12,13,14,15.

Students are encouraged to review the following sources and policies:
- Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

Workload and Credit Hour Requirements
As per the University Policy S16-9, Course syllabi (http://www.sjsu.edu/senate/docs/S16-9.pdf)
“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 three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation
As per University policy S17-1(http://www.sjsu.edu/senate/docs/S17-1.pdf) which states that
“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment,” The syllabus for the closed-book final exam will include chapters 11, 12, 13, 14 and 15. There will be 65 multiple choice type questions, each item worth a point.
- Final Exam for Section 5 will be held on 12/12/2019 in our classroom DMH 359 from 9:45A.M.-12:00P.M.

Grading Policy
Students will receive a final grade for this course based on a total of 350 points:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Class Exams</td>
<td>100</td>
</tr>
<tr>
<td>Online Tutorials</td>
<td>9</td>
</tr>
<tr>
<td>Critical Thinking Essay</td>
<td>30</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
</tr>
</tbody>
</table>
Final Exam                  65
Research Participation    21
Revel Module Quizzes      100
Total Possible Points     350

GRADING SCALE:

A-  314-323      A  324-337      A+  338-350
B-  279-288      B  289-302      B+  303-313
C-  244-253      C  254-267      C+  268-278
D-  209-218      D  219-232      D+  233-243
F  0- 208

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

Make up exams:
You will be allowed to reschedule an exam only under extraordinary and well-documented circumstances. It is your responsibility to notify me before the date of the exam, either via email or by leaving me a voicemail including your name, and telephone number. If you are not able to obtain such documentation and you have a serious and extenuating circumstance that has prevented you from fulfilling a requirement as scheduled, notify me as soon as possible. Depending on the circumstances, you may be allowed a make-up.

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

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

Username: SJSU 9-digit ID number.
Password: Self-generated password for your SJSUOne account
Courses: Once logged into Canvas, you will see your course or courses listed in the Courses Heading on the left side of the page. From the dropdown menu, click on the course name, and you will be entered into the course. Note: That link will not be active until the start date of the course.

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

For questions regarding the course or course materials, please contact me, the instructor.

For issues related to Canvas, please contact the eCampus Help Desk. The Help Desk can give technical support for issues encountered in Canvas Courses.

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

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

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/](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 October 1st.

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

   - Research credit is based on how long each study takes to complete and whether it is administered online or in a lab setting:
     - .25 credits for each 15 minute increment
     - 0.5 credits for each 30 minute increment
     - 1.0 credit for a 60 minute study
     - 1.25 credit for a 75 minute study
     - 1.5 credit for an 80 minute study
• Consistent with IRB ethical guidelines, participants can always elect to withdraw from a study for any reason. In these cases, credit will be granted in proportion to the amount of the study completed, with a minimum credit of 0.25 hours.
• In cases where participants complete a study unreasonably quickly, credit may be granted in proportion to the amount of the study completed, with a minimum credit of 0.25 hours.
• The Subject Pool Coordinator will provide instructors with a report at the end of the semester detailing student research/alternative assignment completion.

APA Guidelines require consent from anyone 18 years or older, so students not yet 18 CANNOT provide their own consent and either have to participate in the library alternative or obtain parental consent.

Any questions should be sent to the RP Coordinator at sjuspc@yahoo.com

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

Department of Psychology Policy for Awarding Research Hours for Partial Completion

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

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

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

Detailed research requirement instructions and alternative assignment instructions are posted on department’s website as well as on Canvas.

Classroom Protocol

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

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

Cell Phones as well as other electronic devices

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

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

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

University Policies

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/”
SJSU Homepage

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S16-15 and SJSU current semester’s Policies and Procedures. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Attendance and Participation

Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and
active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at [http://www.sjsu.edu/senate/docs/F15-3.pdf](http://www.sjsu.edu/senate/docs/F15-3.pdf)

**Timely Feedback on Class Assignments**

Per [University Policy F13-1](http://www.sjsu.edu/senate/docs/F15-3.pdf), 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.

**Accommodation to Students’ Religious Holidays**

[University Policy S14-7](http://www.sjsu.edu/senate/docs/F15-3.pdf) states that San José State University 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. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/senate/docs/F15-3.pdf). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](http://www.sjsu.edu/senate/docs/F15-3.pdf)).

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/senate/docs/F15-3.pdf).

**Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/F15-3.pdf), requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate 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. Such 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.”
- It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether 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.”

**Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](http://peerconnections.sjsu.edu) 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. Visit the [Student Conduct and Ethical Development](http://as.sjsu.edu/asptc/index.jsp) website for more information.

**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](http://library.sjsu.edu/about/spartan-floor) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://library.sjsu.edu/student-computing-services/student-computing-services-center) (AEC) to establish a record of their disability.

**Student Technology Resources**

Computer labs and other resources for student use are available in:

- [Associated Students Print & Technology Center](http://as.sjsu.edu/asptc/index.jsp) at the Student Union (East Wing 2nd floor Suite 2600)
- [The Spartan Floor](http://library.sjsu.edu/about/spartan-floor) at the King Library
- [Student Computing Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center)
- [Computers at the Martin Luther King Library](http://library.sjsu.edu/student-computing-services/student-computing-services-center) for public at large at [https://www.sjpl.org/wireless](https://www.sjpl.org/wireless)
- Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services](http://library.sjsu.edu/student-computing-services/student-computing-services-center) located in IRC Building. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections’ free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](http://peerconnections.sjsu.edu) at [http://peerconnections.sjsu.edu](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 and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services website at http://www.sjsu.edu/counseling

48367, Introductory Psychology, Fall, 2018, Tentative Course Schedule

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/22</td>
<td>Icebreakers. Introducing G.E. Course Learning Objectives. About Additional Materials by your Instructor, bring to each class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 1-Schools of Psychology. <em><strong>About G.E. CLO 1</strong></em></td>
</tr>
<tr>
<td>2</td>
<td>8/27</td>
<td>Chapter 1 continued</td>
</tr>
<tr>
<td></td>
<td>8/29</td>
<td>Chapter 2 The Biological Perspective</td>
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<tr>
<td>Week</td>
<td>Dates</td>
<td>Assignments</td>
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<tr>
<td>3</td>
<td>9/3</td>
<td>Chapter 2 continued</td>
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<tr>
<td></td>
<td>9/5</td>
<td>Chapter 2 continued</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Registration with SONA online system to be Completed by Today. No Exceptions</strong></td>
</tr>
<tr>
<td>4</td>
<td>9/10</td>
<td>REVEL Module Quizzes for Chapter 1 &amp; 2 due Tuesday, 9/10/18 by Noon.</td>
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<tr>
<td></td>
<td></td>
<td>Chapter 3 Perception</td>
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<td></td>
<td>9/12</td>
<td>Chapter 4 Consciousness</td>
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<td></td>
<td></td>
<td><em><strong>About G.E. CLO 3</strong></em></td>
</tr>
<tr>
<td>5</td>
<td>9/17</td>
<td>REVEL Module Quizzes for Chapter 4 due Monday, 9/17/18 by Noon.</td>
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<td></td>
<td></td>
<td>Chapter 4 continued</td>
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<tr>
<td></td>
<td>9/19</td>
<td><em><strong>Empirical articles due today</strong></em></td>
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<td><strong>FIRST EXAM TODAY</strong></td>
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<td>(Chapters 1-4)</td>
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<td><em><strong>Online library tutorials Due in class</strong></em></td>
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<tr>
<td>6</td>
<td>9/24</td>
<td>REVEL Module Quizzes for Chapter 5 due Monday, 9/24/18 by Noon.</td>
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<tr>
<td></td>
<td></td>
<td>Chapter 5 Learning</td>
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<tr>
<td></td>
<td>9/26</td>
<td>Chapter 5 continued</td>
</tr>
<tr>
<td>7</td>
<td>10/1</td>
<td>REVEL Module Quizzes for Chapter 6 due Monday, 10/1/18 by Noon.</td>
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<tr>
<td></td>
<td></td>
<td>Chapter 6 Memory</td>
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<tr>
<td></td>
<td>10/3</td>
<td>Chapter 6 continued</td>
</tr>
<tr>
<td>8</td>
<td>10/8</td>
<td>REVEL Module Quizzes for Chapter 7 due Monday, 10/8/18 by Noon.</td>
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<td></td>
<td></td>
<td>Chapter 7 Cognition: Thinking, Intelligence</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>10/10</td>
<td>Chapter 7 continued</td>
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<tr>
<td>10/15</td>
<td>REVEL Module Quizzes for Chapter 8 due Monday, 10/15/18 by Noon.</td>
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<tr>
<td>10/17</td>
<td>Chapter 8 Development Psychology</td>
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<td></td>
<td><em><strong>About G.E. CLO 5</strong></em></td>
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<tr>
<td></td>
<td>Chapter 8 continued</td>
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<tr>
<td></td>
<td><em><strong>Scholarly Essay Due Today</strong></em></td>
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<td>A hard copy in its entirety including Title page and references is due in class.</td>
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<td>A copy excluding Title page and references is to be dropped in the assigned Dropbox on canvas.</td>
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<tr>
<td>10/22</td>
<td>Take-Home SECOND EXAM (Chapters 5,6,7,8)</td>
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<tr>
<td>10/24</td>
<td>Chapter 9 Motivation &amp; Emotion</td>
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<tr>
<td></td>
<td>Online project/assignment on Motivation</td>
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<tr>
<td>10/29</td>
<td>REVEL Module Quizzes for Chapter 9 due Tuesday, 10/29/18 by Noon.</td>
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<tr>
<td>10/31</td>
<td>Chapter 9 continued</td>
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<td></td>
<td>Online project/assignment on Emotion</td>
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<td></td>
<td>Chapter 11 Stress and Health</td>
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<tr>
<td></td>
<td>Complete online activity on stress management</td>
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<tr>
<td>11/5</td>
<td>REVEL Module Quizzes for Chapter 11 due Tuesday, 11/5/18 by Noon.</td>
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<tr>
<td>11/7</td>
<td>Chapter 12 Social Psychology</td>
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<td>Video on Conformity and Obedience (Stanley Milgram)</td>
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<tr>
<td>11/12</td>
<td>REVEL Module Quizzes for Chapter 12 due Tuesday, 11/12/18 by Noon.</td>
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<tr>
<td>11/14</td>
<td>Chapter 12 continued</td>
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<td></td>
<td>Chapter 12 continued</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics</td>
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</tbody>
</table>
| 14   | 11/19 | REVEL Module Quizzes for Chapter 13 due Tuesday, 11/19/17 by Noon.
|      |       | Chapter 13 Personality |
|      | 11/21 | Chapter 13 continued |
| 15   | 11/26 | REVEL Module Quizzes for Chapter 14 due Tuesday, 11/26 by Noon.
|      |       | Chapter 14 Chapter 14 Psychological Disorders |
|      | 11/28 | Chapter 14 continued |
| 16   | 12/3  | REVEL Module Quizzes for Chapter 15 due Tuesday, 12/3/18 by Noon.
|      |       | Chapter 14 Chapter 15 Psychological Therapies |
|      | 12/5  | Chapter 15 Psychological continued |
| Final Exam | **Section 5** | From 9:45A.M. to 12:00 P.M. in our classroom DMH 359
|      | 12/19 | {The syllabus for the closed-book final exam will include chapters 11, 12, 13, 14 and 15. There will be 65 multiple choice type questions, each item worth a point} |