San José State University
College of Social Sciences, Psychology
PSYC 1, Intro to Psych, Section 6, Spring 2019

Course and Contact Information
Instructor: Jessilyn Froelich
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Office Hours: Monday 5:00 – 6:00 PM, Thursday 6:00 – 7:00 PM, or by appointment
Class Days/Time: Tuesday/Thursday, 4:30 – 5:45 PM
Classroom: DMH 356
GE/SJSU Studies Category: GE Area D1: Human Behavior

Course Format
This course is mostly traditional lecture format, though the SmartBook e-text with online homework and study program is also required. There are weekly homework assignments, and as such access to a reliable, consistent internet connection is necessary for successful course completion.

Faculty Web Page and MYSJSU Messaging
Course materials such as syllabus, handouts, notes, study guides, or assignment instructions can be found on Canvas Learning Management System at http://sjsu.instructure.com. Use your SJSUOne login and password to access Canvas. You are responsible for regularly checking the Canvas site for any class announcements or updates. Please DO NOT use the Canvas message center to contact me. Please use your SJSU email address to contact me.

Course Description
This course covers the study of the 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 self, intelligence, personality, aptitudes, emotions, motivation (hunger and sex), adjustment, and treatment of disorders. This course is designed to give insight into the self and others. Course covers GE Area D1: Human Behavior.

GE Learning Outcomes (GELO)
Upon successful completion of this GE course, students 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

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

Course Learning Outcomes (CLO)
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 2, 3, 5, and 14 in Feist and Rosenberg (2018), 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.

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 (2018), 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 connoisseur 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 material presented in Chapters 3, 5, 7, 8, 9, 10, 11, 12, 14, and 15 in Feist & Rosenberg (2018), as well as material presented in lectures and multimedia presentations (e.g. films/videos, internet activities/assignments). General topics addressed: 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 lifespan, cognitive development across the lifespan, perceiving speak and perceiving words, learning word meanings, acquiring grammar, social development across the lifespan, 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, different sexual orientations, motivation for personal achievement, need to achieve, 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 (2018), as well as material presented in 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 material presented in Chapters 14, 15, and 16 in Feist & Rosenberg (2018), as well as material presented in 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.

Required Texts/Readings

Textbook

The required text for this course is:


Please note that this textbook should be purchased in a SMARTBOOK all digital format (SmartBook/Connect+).

The cheapest purchasing option will be directly from the McGraw Hill website ($90). You may also purchase this digital format through the bookstore ($114).

DO NOT purchase as a hard copy, as you will need to spend an extra $65 on the Connect System. You are able to purchase a loose leaf copy of the book when you purchase the SmartBook from McGraw Hill if you prefer to have a hard copy as well.

Please see me if you have any questions or difficulties accessing the textbook! 😊

Other Readings

Throughout the semester, I may assign additional readings such as scientific articles. These will be posted on Canvas.

Course Requirements and Assignments

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.

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 the textbook or in the slides for you to do well in the course without regular attendance. If you want to do well, you will have to attend most every class. If you miss a class, you are responsible for getting the information for that class from another student. Please note I will not provide slides or lecture information over email if you miss class. You must make a classmate connection early in the semester to gather information from a student.

2. **Exams:** There will be two regular exams and one non-cumulative final exam, all of which will consist of multiple-choice questions. You will have the entirety of the class period to complete the first two exams, and 2:15 hours to complete the final exam. **No make-up exams will be provided unless you have written documentation from a doctor, or a documented family emergency.** If you choose to use the restroom during
an exam, you must leave all personal belongings behind. Try to take care of “business” before the start of the exam.

- There is minimal extra credit offered during the semester. If you do not do well on the first exam, please come see me in office hours! We can troubleshoot your success in the course and discuss a game plan to help you succeed.

3. **Writing projects:** There will be two writing projects throughout the semester. Papers should be 2-3 pages in length, double spaced. Proper spelling, grammar and punctuation is expected and will be factored into your grade. Plagiarized papers will result in a failing grade. More details regarding the topic and structure of the paper will be provided at a later date. Papers should have your name, my name, and the date. You are allowed to rewrite one of your papers throughout the semester to earn a higher grade. You must submit both copies of your paper for me to grade the re-write.

4. **CONNECT/SmartBook Homework Assignments:** There will be 13 weekly homework assignments over the course of the semester—None the first week. These consist of both the LearnSmart study aid questions that are completed during the reading, and a weekly quiz of the corresponding chapter. Both the LearnSmart questions and the quiz are worth 10 points, for a total of 20 points each week. These assignments must be completed the week they are assigned—once they are gone, there is no chance for a make-up.

5. **Research Participation:** An important part of the educational experience, especially for psychology, is not only learning about the sub-disciplines and scientific research, but participating in this research. Therefore, it is mandated that Psy 1 students complete a certain number of hours as a research participant. Research participation will count towards your 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 a SONA account 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 which must be met 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 March 1st.
2. Half of your research credit participation or 2 of 4 hours must be with in-person lab studies. Lab studies that require your full physical attendance of an experiment held on campus, rather than online studies that include visual participation in research.

Research participation will be treated as a course assignment worth 6% of your final grade. But to obtain the full 6%, you must complete the full 4 hours of research participation.