PSYCHOLOGY 1: GENERAL PSYCHOLOGY  
(PSYC 001, SECTION 13)  
FALL 2012  
COURSE SYLLABUS  

COURSE INFORMATION AND POLICIES  

Instructor Information  
Instructor: Carrie M. Talesfore, Ph.D.  
E-mail: carrie.talesfore@sjsu.edu  
Phone: 408-924-5658  
Office Location: DMH 232  
Office Hours: M, W 12:45-1:15 (and by appointment)  

Course Information  
Class Code Number: 46671  
Units: 3.0  
GE Category: Area D1 (Human Behavior)  
Classroom: CL 117  

Required Text/Readings  
Note: Additional required readings might be added to augment certain topics covered in class.

Syllabus Policy  
Students are responsible for reading and understanding this syllabus in its entirety. Please ask questions if something in the syllabus is unclear. The schedule, topics, policies, and procedures presented within this syllabus will be followed as closely as possible. However, extraneous circumstances sometimes preclude exact adherence to the syllabus. The instructor therefore reserves the right to modify the syllabus as needed. You will be notified of any changes as soon as feasible.

Course Description  
According to the psychology department catalog, this course pertains to the “study of perception, attention, learning, remembering, thinking, development of the individual, intelligence, aptitudes, emotions, motivation, adjustment and conflict” and is “designed to give insight into oneself and others.” It is general survey of, or introduction to, the basic concepts (e.g., theories and applications) involved in the field of psychology. Given the broad scope of this course, there should be something of interest to each of you. Whenever possible, I will provide actual examples to make the topics “come to life.”
General Education Studies Learning Outcomes (LOs) for Area D1 (Human Behavior)
This course satisfies area D1 of the general education requirements. SJSU has outlined several objectives that are to be met through the general education (GE) process. These can be found at: http://www.sjsu.edu/ugs/ge/objectives/.

The five GE Student Learning Objectives (SLOs) and how they will be addressed/assessed in this course are as follows:

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 will be addressed via material in Modules 1, 13, 20, and 25 of the required text as well as through didactics and other methods of instruction described below. Some subjects pertaining to this objective include: definition and goals of psychology; nature versus nurture; social cognitive theory; stereotypes; perceiving others; attributions; biases and errors; attitude change; persuasion; social and group influences; conformity; compliance; group dynamics; behavior in crowds; and group decisions. This goal will be assessed via the informal and objective methods described below.

   **Assessment example of quiz or exam item pertaining to SLO 1:**
   Briefly define/describe each of the following parts of social cognition:
   - Person schemas:
   - Role schemas:
   - Event schemas:
   - Self schemas:

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

   This objective will be addressed via material in all modules of the required text as each module includes a section dedicated to cultural diversity. In addition, these issues will be addressed in greater detail in Modules 1, 2, 13, 22, 23, and 24 of the required text as well as through didactics and other methods of instruction described below. Some subjects pertaining to this objective include: historical and modern approaches to understanding human behavior; conducting ethical research; defining, measuring, and interpreting intelligence; causes and definitions of mental disorders; diagnosing mental illness; mood disorders and their treatment; and history of psychotherapy. This goal will be assessed via the informal and objective methods described below.

   **Assessment example of quiz or exam item pertaining to SLO 2:**
   Give examples of an insight therapy and a behavior therapy. How are they different? What social contexts (e.g., cultural, historical, environmental) might determine which type of therapy a psychologist chooses to use?
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 will be addressed via material in all modules of the required text as each module includes a section dedicated to cultural diversity. Some subjects pertaining to this objective include: women in psychology; minorities in psychology; racial myths; cultural differences in rates of disorders; misuse of IQ tests; male-female differences in thinking; cultural traditions; values and motivation; cultural and personal actions; culture-bound syndromes (culture-specific mental disorders); and gender differences in mental disorders. This goal will be assessed via the informal and objective methods described below.

Assessment example of quiz or exam item pertaining to SLO 3:
Which of the following factors might lead to one cultural group performing better on an IQ test than another cultural group?

a. The wording of the questions is more familiar to one group than the other.

b. The experiences on which the questions are based are more common in one group than the other.

c. A difference in knowledge, rather than ability, is being measured on the test.

d. One group has been more exposed to the information typically found on the test than the other group.

e. All of the above.

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 will be addressed via material in Modules 2, 5, 9, 19, 20, and 24 of the required text as well as through didactics and other methods of instruction described below. Some subjects pertaining to this objective include: survey, case study, and correlational research; choosing research techniques and settings; the scientific method and experiment; the placebo effect; three kinds of learning; various theories of human behavior, functioning, and psychopathology; and various theories of psychotherapy. This goal will be assessed via the informal and objective methods described below.

Assessment example of writing assignment pertaining to SLO 4:
An example of a formal assessment of this objective is the writing assignment, described within this syllabus.

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

This objective will be addressed via material in all modules of the required text as each module includes a section dedicated to cultural diversity. In addition, these issues will be addressed in greater detail in Modules 1, 2, 13, 21, 22, 24, and 25 of the required text as well as through didactics and other methods of instruction described below. Some subjects pertaining to this objective include: women and minorities in psychology; careers in psychology; ethics in psychology; defining and measuring intelligence; the influence of cultural norms on disorders (e.g., eating disorders);
stressful experiences; personality and social factors; factors in mental disorders; assessing and diagnosing mental disorders; approaches to psychotherapy; perceiving others; making attributions; national attitudes and behaviors; and social and group influences. This goal will be assessed via the informal and objective methods described below.

Assessment example of class activity pertaining to SLO 5:
Break into groups and discuss which topic you would like your instructor to address on the last day of class before the final exam. You have only 5 minutes to choose your topic, and all members of your group must agree on the final topic.

Course Learning Outcomes (CLOs) Specific to This Course
In addition to the general education student learning objectives described above, this course also includes objectives that more specifically pertain to the field of psychology, as outlined below. There will be some overlap between GE objectives and course objectives.

Upon successful completion of this course, students will:

- be familiar with the history and goals of psychology as well as historical and modern approaches involved in the field of psychology.
- recognize psychology as a science with empirical foundations and endeavors and understand the basic scientific processes involved in psychological research.
- understand the biological and physiological factors involved in shaping how organisms think, feel, and act.
- identify the major theories, concepts, and phenomena associated with psychology and its major figures.
- have a basic understanding of assessment and diagnosis and their application with respect to mental disorders.
- appreciate psychology’s place in the helping professions and as an approach to treating mental health concerns.
- understand the impact that psychology (and human behavior) has on society and their own role in this impact (e.g., ethical vs. unethical behavior).
- conceptualize all of the above within a multicultural framework, emphasizing the necessity of incorporating multiple perspectives and approaches in understanding and improving human behavior.

Program Learning Outcomes (PLOs)
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.

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

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

Instructional Orientation
Overarching themes of this course will include:

• presenting material within the framework of psychology as a science with empirical foundations and endeavors.
• explaining multiple theories, perspectives, and approaches to understanding human behavior and ameliorating human suffering.
• emphasizing the role of culture and its multiple influences in the field of psychology.
• teaching the importance of accepting individuals’ differences, difficulties, interpretations, and presentations, even when they vary from our own.
• recognizing that those with mental illness are individuals deserving of the same respect and dignity as all others.

Methods of Instruction
Material relevant to this course will be presented via didactic lectures and discussions as well as through class exercises and small group activities, multimedia presentations, assigned readings, guest speakers, and/or outside resources.

Methods of Assessment
Attainment of the above goals and objectives will be assessed via informal methods (e.g., observation of class discussions and activities) as well as objective measures (e.g., quizzes, exams, and written assignment).

Classroom Etiquette
Please adhere to the same rules of etiquette that would apply in other settings in which others are trying to learn, focus, or attend to something. Except in cases of genuine emergency, please do not text, talk on the phone, talk to your classmates during lectures, or be in any other way disruptive to class. You may use your laptop for note taking as long as it does not become distracting to the instructor or your classmates. If you do decide to take notes via an electronic device, please use it only for class-related activities. In other words, it is considered impolite and inappropriate to use class time for checking e-mail or surfing the web. If you arrive to class late or must leave early, please enter/exit quietly, through the door that is least disruptive to the class. Please do not in any
way mock or ridicule others who ask questions, participate in class, or share examples pertaining to course material. Overall, please be respectful of your instructor and fellow students. We are all entitled to learn in a safe and productive environment. I look forward to making this course enjoyable for you; please do the same for me and your classmates.

**Audio and Visual Recording of Classes**

Common courtesy and professionalism dictates that you notify someone when you intend to record him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your personal study purposes only. Any recordings are the intellectual property of the instructor, which means you have not been given any rights to reproduce or distribute the material. Course material developed by the instructor is also intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload any instructor-generated material for this course, including but not limited to, lectures, lecture materials or notes, guest or student presentations, class discussions, quiz and exam materials, or any other material assigned within this course.

**Students must obtain instructor permission at the onset of any class they wish to record. In cases where other students participate in class discussions, those students’ permission must be obtained as well. It is up to the instructor’s and students’ discretion whether class sessions may be recorded.**

**Attendance**

Although I will not be taking “roll” at the beginning of each class, students are strongly encouraged to attend class. It will benefit you in that you will have access to information that will not be found in the readings but that will be considered “fair game” on quizzes and exams. (I typically design a portion of quiz and exam questions to reward students who attend class.) But mostly, I am hoping that you will find class in and of itself rewarding. If you miss a class, ask a classmate for the notes; please do not ask me.

**Class Participation**

Class participation is also greatly encouraged. The course material and class presentations/lectures will be far more interesting if students get involved. Although class participation will not be factored in to the 100 total points possible for the course, you can earn extra credit for getting involved. Here’s how:

- On the first day of class, each student will be given three index cards. Please number them 1, 2, and 3. Bring them to every class.
- Each time you ask a question, make a comment or observation, or otherwise get involved (e.g., participate in a demonstration) in class, please write your full name, the date, and a brief description of your participation (e.g., “I asked a question about ADHD.”) on one of the cards. Please note, questions and comments must be thoughtful, respectful, and legitimate and must pertain to the topic at hand. In other words, questions that pertain to logistical issues (e.g., “How many items are on the midterm?”) will NOT count. In addition, activities in which the whole class is expected to participate (e.g., small group activities) will not count.
- Submit your card to me at the end of class on the same day on which you participated. Cards will NOT be accepted “after the fact.”
• Only one card may be submitted per student per class. In other words, each card must be from a separate day. However, you are encouraged to ask more than one question or make more than one comment within any given class period if you have legitimate interests in a particular topic. Likewise, you are encouraged to continue participating in class even after your three cards have been submitted.

• The 0, 1, 2, or 3 points possible (one point per card submitted) for class participation will be added to your final grade as “extra credit.” In other words, these points can only help your grade and cannot hurt it. This will be especially important for students whose final scores fall on the “border” of two grades. For instance, with 3 extra credit points, a B+ might become an A-.

Grading Elements

• **Quizzes: 25% of final grade.**
  There will be 12 quizzes total (denoted by Qs in Course Schedule), with the 2 lowest quiz scores dropped. Quizzes will consist of multiple choice, short answer, matching, and/or fill-in items. They will also sometimes include “bonus” items that will be designed to reward students who come to class. Because you will be allowed to drop 2 quiz scores, **no makeup quizzes will be allowed, NO EXCEPTIONS.** It is thus strongly recommended that you use these drops only for emergency situations. Quizzes might be given at the beginning or end of class. If you miss a quiz due to coming to class late or leaving class early, you will not be permitted to take the quiz, **NO EXCEPTIONS.**

• **Midterm Exam: 25% of final grade.**
  The midterm exam will cover all material up to the exam date. The midterm will include multiple choice items and might also include one or more “bonus” items in short essay format.

• **Final Exam: 25% of final grade.**
  The final exam will **not be cumulative.** It will cover all material following the midterm exam and will be in the same format.

• **Writing Assignment: 25% of final grade.**
  Students are required to submit one **original** paper, written in APA-style. You must have the topic of your paper approved in advance. You will submit a first draft, receive feedback, and then submit a final draft. Please check the Course Schedule for due dates and try to stay ahead of the game. You are encouraged to begin this project early as you will have other responsibilities around the time the final paper is due (e.g., studying for the final exam!). A detailed description of the expectations for this assignment is delineated in this syllabus.

• **Extra Credit: Up to 3 potential extra points toward final grade.**
  You will receive extra credit points for class participation as outlined within this syllabus above. No other extra credit opportunities will be given, **NO EXCEPTIONS.**

• **Research Requirement**
  All students enrolled in PSYC 001 are required to participate in four (4) hours of research. If you choose not to participate in the research, you may complete an alternate assignment. To sign up for research or learn about the alternate assignment, please go to:

**Failure to fulfill this requirement will result in an incomplete in this course.** Department policy regarding the research participation requirement states:

If an incomplete is assigned as a result of not completing the required research participation hours, then, for the purposes of creating the incomplete contract at the time of grading, the student’s final grade in the class will be reduced by 4% for each hour (2% for half hours) they did not complete (up to 16% total). That is, a 90% becomes a 74%. If the student completes the required hours within one year of the incomplete, then no grade penalty will be imposed.

**It is suggested that you begin working on this requirement ASAP-do not put it off until the last minute, as you might miss the opportunity to participate in research.**

**Grading Structure**
The grading structure for this course, out of 100 points possible, is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td></td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
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<tr>
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<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>60-66</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>≤59%</td>
<td></td>
</tr>
</tbody>
</table>

**Notes on Assessment- and Grade-Related Responsibilities and Conduct**
All quizzes and exams will cover material presented in the text as well as material discussed in class. Not all material in the text will be discussed in class, and some of the class lectures will include material that is not mentioned in the text. Therefore, *in order to do well in this course, you must read as well as come to class*. We will have a review day on the class session immediately preceding each exam. Please come to class prepared with questions pertaining to the exam.

Students are responsible for bringing all test-related materials to class. These include Scantron forms (which will be announced at least one class session prior to the exam), pens (for quizzes) and pencils (for exams).

To protect students’ privacy, scores and grades will not be posted under students’ names, social security numbers, or other identifying information. On the first day of class, please provide me with a 4-digit “code number” that I will use to post grades. Do not use any number that would identify you in any way. Please write your code number down for your own records so you will not forget it!

Within this course, students who come to class more than 10 minutes late on an exam day will not be permitted to take the exam. You may not use the restroom or leave the room for any other reason during an exam. You may not use your phone or any other electronic device during an exam. Use common sense: do not do anything that would make me suspect cheating of any kind. See the university policy on academic integrity below.
UNIVERSITY POLICIES

**Academic Integrity**
Your commitment to learning is evidenced by your enrollment at SJSU, and the university’s Academic Integrity Policy ([http://www.sjsu.edu/senate/S07-2.pdf](http://www.sjsu.edu/senate/S07-2.pdf)) requires you to be honest in all your coursework. Instances of academic dishonesty will not be tolerated. Infractions of academic integrity include, but are not limited to: cheating, plagiarism (representing another’s work as your own), using a surrogate for test-taking, submitting unoriginal work, using old tests or quizzes to study, consulting with other students who have already taken an assessment, submitting work in two courses simultaneously, submitting work from a previous course, etc. Any such infraction will be reported to the Office of Student Conduct and Ethical Development ([http://www.sa.sjsu.edu/jucicial_affairs/index.html](http://www.sa.sjsu.edu/jucicial_affairs/index.html)) and will result in a failing grade as well as sanction by the university.

**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 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at [http://www.drc.sjsu.edu/](http://www.drc.sjsu.edu/) to establish a record of their disability.

**Diversity**
Consistent with the goals of SJSU, this course will aim to promote “multi-cultural and global perspectives gained through intellectual and social exchange with people of diverse economic and ethnic backgrounds.” Let us all learn from one another and our cultural diversity. Disrespect of others’ cultural identities will not be tolerated in this class.

**Dropping and Adding**
Students are responsible for understanding the policies and procedures about adding/dropping courses, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html). Add/drop deadlines can be found on the current academic calendar web page located at [http://www.sjsu.edu/academic_programs/calendars/academic_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The Late Drop Policy is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/](http://www.sjsu.edu/aars/policies/latedrops/policy/). Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at [http://www.sjsu.edu/advising/](http://www.sjsu.edu/advising/).
ADDITIONAL RESOURCES

Student Technology Resources
Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens, and monitors.

Learning Assistance Resource Center
The Learning Assistance Resource Center (LARC) is located in Room 600 of the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

SJSU Writing Center
The SJSU Writing Center is located in Room 126 of Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no appointment is required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.

King Library Tutorials
Some excellent resources for students who are required to write scholarly papers are the tutorials offered online through the King Library. Visit the link below and explore the page and all the resources available to you. You will find information on how to locate books and articles for your research, searching databases, selecting and evaluating sources, and even how to avoid plagiarism. http://libguides.sjsu.edu/tutorials
# PSYCHOLOGY 1: GENERAL PSYCHOLOGY  
(PSYC 001, SECTION 13)  

## FALL 2012  
COURSE SCHEDULE*

<table>
<thead>
<tr>
<th>Week</th>
<th>Day/Date</th>
<th>Topic(s)</th>
<th>Readings**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M 08/20/12</td>
<td>No Class: Preinstruction Day</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>W 08/22/12</td>
<td>Introduction to Course</td>
<td>Course Syllabus</td>
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<tr>
<td>2</td>
<td>M 08/27/12</td>
<td>Discovering Psychology</td>
<td>Module 1</td>
</tr>
<tr>
<td></td>
<td>W 08/29/12 Q</td>
<td>Psychology &amp; Science</td>
<td>Module 2 + pp. 111-113</td>
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<tr>
<td>3</td>
<td>M 09/03/12</td>
<td>No Class: Labor Day</td>
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<tr>
<td></td>
<td>W 09/05/12</td>
<td>Social Psychology</td>
<td>Module 25</td>
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<tr>
<td>4</td>
<td>M 09/10/12</td>
<td>Brain’s Building Blocks</td>
<td>Module 3</td>
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<tr>
<td></td>
<td>W 09/12/12 Q</td>
<td>Incredible Nervous System</td>
<td>Module 4</td>
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<tr>
<td>5</td>
<td>M 09/17/12</td>
<td>Sleep &amp; Dreams</td>
<td>Module 7</td>
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<tr>
<td></td>
<td>W 09/19/12 Q</td>
<td>Hypnosis &amp; Drugs</td>
<td>Module 8</td>
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<tr>
<td>6</td>
<td>M 09/24/12</td>
<td>Types of Memory</td>
<td>Module 11</td>
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<tr>
<td></td>
<td>W 09/26/12 Q</td>
<td>Remembering &amp; Forgetting</td>
<td>Module 12</td>
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<td>7</td>
<td>M 10/01/12</td>
<td>Classical Conditioning</td>
<td>Module 9</td>
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<tr>
<td></td>
<td>W 10/03/12 Q</td>
<td>DEADLINE: PAPER TOPIC DUE</td>
<td>WRITE!</td>
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<tr>
<td>8</td>
<td>M 10/08/12</td>
<td>Operant &amp; Cognitive Approaches</td>
<td>Module 10</td>
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<td>W 10/10/12 Q</td>
<td>DEADLINE: ARTICLE COVER PAGE DUE</td>
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<tr>
<td>9</td>
<td>M 10/15/12</td>
<td>Midterm Review: Come to class with questions prepared!</td>
<td>STUDY!</td>
</tr>
<tr>
<td></td>
<td>W 10/17/12</td>
<td>MIDTERM EXAM: Modules 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, &amp; 25</td>
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<td>10</td>
<td>M 10/22/12</td>
<td>Freudian &amp; Humanistic Theories</td>
<td>Module 19</td>
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<td></td>
<td>W 10/24/12 Q</td>
<td>DEADLINE: FIRST DRAFT OF PAPER DUE</td>
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<td>11</td>
<td>M 10/29/12</td>
<td>Social Cognitive and Trait Theories</td>
<td>Module 20</td>
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<td>W 10/31/12</td>
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<td>12</td>
<td>M 11/05/12</td>
<td>Intelligence</td>
<td>Module 13</td>
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<td>W 11/07/12 Q</td>
<td>Thought &amp; Language</td>
<td>Module 14</td>
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<td>13</td>
<td>M 11/12/12</td>
<td>No Class: Veteran’s Day observed</td>
<td>Module 16</td>
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<tr>
<td></td>
<td>W 11/14/12 Q</td>
<td>Emotion</td>
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<td>14</td>
<td>M 11/19/12</td>
<td>Health, Stress, &amp; Coping</td>
<td>Module 21</td>
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<td></td>
<td>W 11/21/12 Q</td>
<td>Assessment &amp; Anxiety Disorders</td>
<td>Module 22</td>
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<tr>
<td>15</td>
<td>M 11/26/12</td>
<td>Mood Disorders &amp; Schizophrenia</td>
<td>Module 23</td>
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<td>W 11/28/12 Q</td>
<td>FINAL DRAFT OF PAPER DUE</td>
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<tr>
<td>16</td>
<td>M 12/03/12</td>
<td>Therapies</td>
<td>Module 24</td>
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<td>W 12/05/12 Q</td>
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<tr>
<td>17</td>
<td>M 12/10/12</td>
<td>Final Review: Come to class with questions prepared!</td>
<td>STUDY!</td>
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<td><strong>FINAL</strong></td>
<td>M 12/17/12</td>
<td>FINAL EXAM: Modules 13, 14, 16, 19, 20, 21, 22, 23, &amp; 24</td>
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<td>12:15-2:30 p.m.</td>
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*As previously indicated, this schedule is subject to change at the instructor’s discretion. Students will be given as much notice as possible when any changes are to be made.

**Listed readings should be completed prior to the class session to which they pertain. A quiz given on any date will include material from the reading listed for that date. All listed chapters are from your required text. Additional readings may be assigned and will be distributed in class or accessed online.
PSYCHOLOGY 1: GENERAL PSYCHOLOGY  
(PSYC 001, SECTION 13)  
FALL 2012  
WRITING ASSIGNMENT

We will cover many issues and topics pertaining to psychology in this course. There is a nearly infinite amount of information about each of these topics, and it is beyond the scope of this course to cover all of them with great specificity. You are encouraged to use this assignment to learn more about a topic in which you have a particular interest. The paper should pertain to one of the topics from your readings or that was discussed in class. The topic can be a phenomenon within the field of psychology (e.g., the bystander effect, the Barnum principle, the placebo effect), a major historical or contemporary figure within the field (e.g., Bandura, Beck, Frankl, Freud), or any other relevant topic of interest to you (e.g., schizophrenia, autism, etc.). Since you will be required to submit a paper before all modules have been covered in class, you may pick a topic that has not yet been discussed if it is something you know you are interested in. Your topic, however, must be approved by your instructor in advance. Check the Course Schedule for the due date of your topic.

Details Pertaining to This Assignment:

1. You are required to write a 1500-word minimum (approximately 5 pages), 7-page maximum double-spaced paper. An APA-style title page and References page must be included, but these will not count towards the minimum or maximum word and page limits.

2. You will be provided with a template for this assignment. Please follow it closely. You will also be provided with a checklist of the elements that should be included in your paper and on which your score will be based.

3. The paper must be written in APA style with respect to spacing, formatting, punctuation, grammar, organization, etc. Use a formal “voice” unless otherwise indicated.

4. You will submit a hard copy of your first draft of the paper in class on the due date listed in the Course Schedule. Electronic copies will not be accepted.

5. You will receive preliminary feedback on your first draft. This feedback will be brief and general; you will not be given extremely detailed written corrections, but you will be provided with the completed checklist noting the components that require revisions. Although it is not mandatory, students are encouraged to meet with me during office hours to review papers prior to submitting final drafts. Please note that you will have limited time to make corrections and resubmit your final paper, so it is advised that you make your first draft as polished as possible—consider it to be representative of the best of your ability and as something that you would submit for a final grade.

6. You must include a minimum of TWO references in your paper, and these must be listed, in APA style, in your References page. At least one of your references must be from a peer-reviewed periodical. You must bring in the first (cover) page of the article you have
chosen for approval. The other may be from your textbook or other book. You may NOT use an internet source as one of the required references.

7. Be sure to check the Course Schedule for the exact dates on which the topic, article cover page, first draft, and final draft of your paper are due. Please note, however, that DEADLINE dates are the very latest dates that you may submit preliminary items. You are strongly encouraged to submit these earlier so that you will have more time to work on the final draft.

8. Five points will be deducted for each class session that the paper is late.

Paper Outline:
Your paper should include three sections, described below. This outline will give you a basic framework and some ideas/guidelines for how to proceed within each section.

Section 1: Introduction
- In this section, please give basic information pertaining to the topic you have chosen. In other words state what your topic is, define/describe it, define relevant terms, list relevant types, give a brief history of the subject, etc. For instance:
  - Schizophrenia is a psychobiological disorder characterized by…
  - There are three types of insomnia including…The … type is characterized by…, etc.
  - According to…lucid dreaming is defined as…
- State the relevance of your topic. Why is this topic a problem/of interest/important to know about? For instance, who is affected by it? What are some relevant statistics on it (e.g., prevalence rates, costs)? For instance:
  - Every year in the United States, _____ people are affected by Major Depressive Disorder (MDD)…
  - _____% of car accidents involve alcohol use, and _____% of automobile fatalities result from a driver being under the influence of alcohol.
  - It is estimated that Obsessive Compulsive Disorder (OCD) costs ____ annually in medical and psychological interventions.
  - Although you may not use a website as one of your required sources, here is a good example of how to include relevant history and statistics on a topic: [http://www.minddisorders.com/Br-Del/Conversion-disorder.html#b](http://www.minddisorders.com/Br-Del/Conversion-disorder.html#b)
- If you are writing about a major figure, with what theories, techniques, processes, etc., is this figure associated? In other words, why is this figure well known in the field of psychology?
- If you are writing about a phenomenon, with whom is it associated?
- If you are writing about another type of topic, follow the format above and give a brief description of the most relevant information pertaining to your topic.
- Do NOT forget to cite all your sources (even your textbook)! Use your own words to paraphrase (use direct quotes very sparingly), but give credit to the authors from whom you obtained your information.

Section 2: Research
- Research and briefly describe/review at least ONE study or article that pertains to the topic you have chosen. For example, if you chose to write about electroconvulsive therapy (ECT), you might find a study in which this procedure has been used as a treatment for major
depression. You would briefly describe the method and results of the study that you reviewed. Was it effective? How did it compare to other treatments? For instance:

- Smith, Brown, and Jones (2002) found that…
- When compared to placebo, __________ was shown to be superior in the treatment of… (Jones & Brown, 2010).

- What have we learned about this topic through research?
- **The study must be published in a peer-reviewed periodical.** It must be empirical and scholarly in nature. For help with these requirements, you are strongly encouraged to visit: [http://library.sjsu.edu/video/finding-scholarly-peer-reviewed-articles](http://library.sjsu.edu/video/finding-scholarly-peer-reviewed-articles) and view the brief tutorial on how to distinguish peer-reviewed articles from other types of publications. This tutorial will also show you how to search for topics and access articles through the King Library system. This is an excellent resource for students when writing scholarly papers.
- You must cite your article in the body of your paper and include it in your References page in APA format.
- Make sure to select an article that you **understand** and can discuss **in your own words**. Some publications may be interesting, but if they are too complex and use too much jargon, you will not grasp the overall material, and this will negate the primary objective of this assignment. This is one reason why you are required to bring the cover sheet of your article to me in advance. I will assist you in making feasible selections.
- **Do NOT forget to cite all your sources! Use your own words to paraphrase (use direct quotes very sparingly), but give credit to the authors from whom you obtained your information.**

**Section 3: Conclusion**
- Give a brief summary of your overall impressions of your topic. In this section, you may be less formal (e.g., you may write in the first person when indicated).
- Why did you choose this topic initially, and what did you learn that you did not know before?
- What did you find interesting about this topic (or not)?
- How does this topic contribute to our understanding of human behavior or other psychological issue? How does it apply or not apply to you?
- What are some of the cultural issues involved in this topic? How might diversity play a role in some of the concepts involved in this topic?
- Where do we go from here? What does the future hold for your topic? What more do we need to learn?

**Grading Structure for Writing Assignment**
- **Technicalities/Mechanics (25%):** Follow APA-style components described on checklist.
- **Introduction Section (25%):** Follow components described on checklist.
- **Research Section (25%):** Follow components described on checklist.
- **Conclusion Section (25%):** Follow components described on checklist.