San Jose State University
Department of Psychology
General Psychology – PSYC 1 (Section 2)
Dr. Tina Camagna Foley
Fall 2013

OFFICE: DMH 232
OFFICE HOURS: Mondays and Tuesdays, 5:00 p.m. – 6:00 p.m.
OFFICE PHONE: (408) 924-5607
E-MAIL: tina.foley@sjsu.edu
WEBSITE: http://www.sjsu.edu/people/tina.foley
CLASSROOM: Dudley Moorhead Hall 356
GE/SJSU Studies Category: Area D1
REQUIRED TEXT:
ISBN: 9781111354749 Available at the Spartan Bookstore (new, used, or rental).

All students must have Internet access. Copies of the course syllabus, handouts, and assignments may be found on my faculty website. Students are responsible for regularly checking the website for assignments.

Class attendance is assumed. You are responsible for all information and announcements made in class, whether you are present or not. It has been a long-standing policy of mine not to post my lecture notes on the course website. Should you miss a class for any reason, it is your responsibility to get the lecture notes from one of your classmates. Lecture notes will not be copied for or e-mailed to students.

SJSU CATALOG DESCRIPTION:
Study of perception, attention, learning, remembering, thinking, development of the individual, intelligence, attitudes, emotions, motivation, adjustment, and conflict; designed to give insight into oneself and others.

COURSE SPECIFIC DESCRIPTION:
This course is an introduction to general psychology – a diverse field that attempts to describe, explain, predict, and influence human behavior. Special attention will be given to themes related to psychology as a field of study: (a) that psychology is empirical, (b) that psychology is theoretically diverse, and (c) that psychology evolves in a socio-historical context. This course will also examine the themes related to psychology’s subject matter: (a) that behavior is determined by multiple causes, (b) that behavior is shaped by cultural heritage, (c) that heredity and environment jointly influence behavior, and (d) that people’s experience of the world is highly subjective.

AREA D1 GENERAL EDUCATION COURSE LEARNING OUTCOMES (CLO):
Upon successful completion of this course, students shall be able to:
1. Identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation.
Criteria used to estimate mastery of CLO1 include instructor presentations, classroom activities and discussions, videos, and course assignments. In addition, this objective is
reinforced through material presented in Weiten (2013); specifically, chapters 8, 11, 13, 14, 15, and 16. General topics covered include: the effects of bilingualism, social and cognitive development across the life span, ageism, communicating with health providers, the psychology of prejudice, aggression, conformity, and stereotypes of psychological disorders.

2. Place contemporary developments in cultural, historical, environmental, and spatial contexts.
Criteria used to estimate mastery of CLO2 include instructor presentations, classroom activities and discussions, videos, and course assignments. In addition, this objective is reinforced through material presented in Weiten (2013); specifically, chapters 1, 5, 9, 11, and 13. General topics covered include: the evolution of psychology, the major psychological theories, cultural variation in the significance of dreams, heredity and environment as determinants of intelligence, the role of culture in human development, and health-impairing behavior.

3. Identify the dynamics of ethnic, cultural, sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.
Criteria used to estimate mastery of CLO3 include instructor presentations, classroom activities and discussions, videos, and course assignments. In addition, this objective is reinforced through material presented in Weiten (2013); specifically, chapters 2, 4, 11, 14, 15, and 16. General topics covered include: the under-representation of females in research samples, culture and depth perception, the nature of gender stereotypes, successful aging, culture and symptom patterns, barriers to the use of therapy by ethnic older adults, and ethnic stereotypes and modern racism.

4. Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.
Criteria used to estimate mastery of CLO4 include instructor presentations, classroom activities and discussions, videos, and course assignments. In addition, this objective is reinforced through material presented in Weiten (2013); specifically, chapters 7, 10, 11, 13, and 14. General topics covered include: understanding the fallibility of eyewitness accounts, strong predictors of happiness, developmental concepts in the context of scientific literature, factors moderating the impact of stress, stress management techniques, stress and immune functioning, and mental health and the law.

5. Recognize the interactions of social institutions, culture, and environment with the behavior of individuals.
Criteria used to estimate mastery of CLO5 include instructor presentations, classroom activities and discussions, videos, and course assignments. In addition, this objective is reinforced through material presented in Weiten (2013); specifically, chapters 8, 11, 13, 14, and 16. General topics covered include: cultural variations in cognitive style, culture and patterns of attachment, adhering to medical advice, stereotypes of psychological disorders, and components and dimensions of attitudes.

PROGRAM LEARNING OUTCOMES (PLO):
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.

**CLASSROOM PROTOCOL:**
Out of respect for myself and your fellow classmates, I ask that everyone try to practice the following guidelines to help the class run more smoothly, as well as to limit the amount of distractions that occur.

1. Please turn off all cell phones prior to entering the classroom, and **do not text** during class time. If you are expecting a very important call/text during class, please step outside of the classroom should you need to respond.

2. If you arrive late, please come in as quietly as you can and sit in the back of the room.

3. If you have to leave early, please do so quietly, and sit next to the door so you won’t distract others.

4. Don’t talk when your instructor is speaking or when other students are asking questions.

5. Please be respectful of other people’s experiences and comment, even though you might not agree with what they are saying.

6. Laptops are permitted in the classroom **for note-taking purposes only**. Use of laptops for any other purpose (e.g., e-mailing, surfing the web) will not be permitted.

**METHODS OF INSTRUCTION:**
1. A variety of teaching methods will be used, including instructor’s presentations, class discussions, and videos.

2. A skeleton outline of each class presentation throughout the semester will be made available. These outlines are designed to show how each presentation is organized, as well as the key terms and ideas covered. The outlines thus provide an organizational structure for whatever notes students may decide to take in class.

3. Class presentations will be coordinated with reading assignments. Your instructor’s efforts in class will often be directed to presentations of ideas which involve recent theoretical and/or research developments in the field of general psychology.
4. Students are encouraged to bring to their instructor any questions they may have about readings or material presented in class as those questions arise. Each class will typically begin with your instructor inviting such questions. It is understood, however, that students may feel more comfortable asking their questions before, after, or outside of class. Your instructor’s rather open-ended office policy is designed to provide ample opportunity for asking questions.

**COURSE REQUIREMENTS:**

- Exam #1 - 50 points
- Exam #2 - 50 points
- Observation Assignment - 20 points
- Case Study Assignment - 40 points
- Reflection Papers - 40 points
- Final Exam - 50 points

The three exams will cover both the textbook and the instructor’s presentations. They will consist of 50 multiple-choice questions and will be administered online (via e-mail). Please save a copy of your exam answers in your “Send” file.

**Exams are to be taken alone.** Group collaboration is not only unacceptable, it is transparent and unethical. Those who do not observe the honor system will receive a **failing grade automatically.**

**Late assignments** (Observation assignment, Case Study Assignment, and Reflection Papers) will have points deducted, except for major extenuating circumstances (i.e., serious injury or ill to self or immediate family) as follows:

<table>
<thead>
<tr>
<th>ONE DAY LATE:</th>
<th>5 POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MORE THAN ONE DAY LATE:</td>
<td>NOT ACCEPTED</td>
</tr>
</tbody>
</table>

**GRADING SCALE:**

- 250 Points Maximum
- 250-243 = A+ 200-193 = C+  
- 242-234 = A 192-184 = C  
- 233-226 = A- 183-176 = C-  
- 225-218 = B+ 175-168 = D+  
- 217-209 = B 167-159 = D  
- 208-201 = B- 158-151 = D-  
- 150-below = F

**MAKE-UP EXAM POLICY AND PROCEDURE:**

In order for the evaluation process to be fair to every student in the course, it is important to ensure that the conditions of evaluation are as uniform as possible for everyone. This kind of uniformity simply cannot be achieved if some students take the course exams on days other than those when the exam is given to the rest of the class. Just the fact that some students would thus have more time to study for the exam than do those students who take the exam as scheduled is inherently unfair.

Therefore, in the interests of maximizing uniformity of evaluation conditions, in fairness to all students in the class who take their exams as scheduled, the following policy will be implemented without exception (i.e., is non-negotiable).
Make-up exams will be given only under the most extraordinary of circumstances, upon approval by your instructor of a typewritten petition with convincingly official supporting documentation attached (e.g., letter from a medical doctor testifying that the student was incapable of attending class to take the exam). Without your instructor's approval of a petition as described above, a missed exam will be scored as a zero in tallying the total number of points on the basis of which final letter grades will be assigned in the course.

**UNIVERSITY POLICIES:**

**Academic Integrity Policy**
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, 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. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

**Americans with Disabilities Act Compliance**
If you need course adaptations or accommodations because of a disability, or if you need 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 requesting accommodations must register with Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

**Dropping and Adding**
Students are responsible for understanding the policies and procedures about add/drops, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://www.info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page. 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/.

**Intellectual Property**
Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publically without his/her approval. You must obtain the instructor’s permission to make audio or video recordings in this class. Additionally, you may not publically share or upload instructor generated material for this course without instructor consent (e.g., exam questions, lecture notes, homework solutions).

**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 a 45 hours over the length of the course (normally 3 hours per unit per week, with one of the hours used for lecture) for instruction or preparation/studying or course related activities including, but not limited to internships, labs, or clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.
ATTENTION TO DIVERSITY:
Issues of culture, social class and mobility, race, ethnicity, gender, and sexuality are essential to the material covered in this course. The author often refers to the issue of diversity in his text, such as
- Cultural bias in intelligence testing (Chapter 9)
- Social discrimination against homosexuals (Chapter 10)
- Gender differences in behavior and brain structure (Chapter 11)
- Cultural differences in psychological disorders (Chapter 14)
- Conformity and social pressure (Chapter 16)

RESEARCH PARTICIPATION:
In order to pass this class, each student must complete the research-participant requirement. Most semesters, this requirement consists of 4 hours of research participation. The research projects will be conducted by graduate students in the Psychology Department. The details for this assignment will be explained more specifically in a separate handout.

OFFICE HOURS:
Please know that I invite you to meet with me during my regular office hours. I will be happy to discuss course requirements, grades, job opportunities, or to chat about anything. Please don’t hesitate to drop in!

COURSE ASSIGNMENTS:
Reflection Papers
You will be asked to write four, 1 to 2-page typewritten papers - 10 points each for a total of 40 points. Each of the reflection papers will present you with a question relevant to the course material, and ask you to apply what you are learning to your personal life experience. The papers are due in class. E-mail submissions will not be accepted, and will result in a score of zero. See the Schedule of Classes for due dates.

Below are descriptions of the criteria on which your reflection papers will be evaluated.
10 Point Paper - This is a superior piece of writing, which completes the assignment in an outstanding manner. It may have minor grammatical or mechanical errors, but it will be organized, well developed, rich in examples, and well written.

9 Point Paper – It will also fulfill all parts of the assignment, but not to the same degree as the 10 paper. It will show less facility of expression, be less well organized, and less fully developed.

8 Point Paper – This displays some weaknesses in fundamentals, lack the development of the 9 or 10 papers. It may be repetitious or display some minor misreading of the assignment. However, it will demonstrate writing competence.

7 Point Paper – It is superficial and too general and will lack sufficient topic development. It may be simplistic or too short, or it may be rambling or repetitious. The writing is minimally adequate.

Papers receiving 6 and below are unsatisfactory scores.
Observation Assignment
You are required to conduct one verified hour of observation for this project. If you have access to a school or daycare, you may make your observations there. You may also observe at a park, library, or other public place for children. You will be observing simple **behaviors** as opposed to **concepts**. For example, hitting is a behavior, whereas aggression is a concept; and sharing is a behavior, whereas cooperation is a concept.

You may observe either of the two age ranges of development: early childhood (2-5 years) or middle childhood (6-12 years). Try to observe a child interacting (most likely playing) with another child or children; or a child interacting with a teacher, a parent, or other adult.

For this assignment, you will be an observer only and are **not** to interact with the child. To the degree possible, record everything that goes on during your entire observation. Try not to be too obvious about taking notes.

You will turn in 1-2 pages of typed notes. **The observation assignment is due in class on Monday, October 28th. E-mail submissions will not be accepted, and will result in a score of zero.** Your notes should include:
- A definition of the behaviors observed.
- A description whether your observations support average or typical patterns of development.
- The various ranges of individual similarities and differences in child development.

Case Study
The main goal of the case study is to help the student develop a better awareness of the developmental tasks and crises at a particular stage in life, and to appreciate the diversity of personal styles that are successful in meeting these challenges.

The paper must be typewritten, double-spaced, 12-point font, with 1” margins and American Psychological Association (APA) referencing; and should be 4-5 pages, excluding title page and references. At least three scholarly references, excluding the text, must be cited (professional journal articles and/or professional books only – **no websites**.) The pages should be numbered.

All materials, ideas, statements, facts, figures, etc. that are not your own must be referenced in the paper by author and year of publication. Do not plagiarize! Plagiarism is a violation of University Policy. It can lead to an F in the course or even dismissal from the University.

**Case studies are due in class on Monday, November 18th. E-mail submissions will not be accepted, and will result in a score of zero.** This assignment will be explained further in a separate handout (http://www.sjsu.edu/people/tina.foley).

**Case studies will be graded on:**
Content (15 pts.)
Organization (5 pts.)
Integration of Research (15 pts.)
Grammar/Writing Style (5 pts.)
MENTORING AND TUTORING:
King Library Research Services
Bernd Becker is the Reference Librarian assigned to assist Psychology students in using databases, helping with key word searches, etc. He is available throughout the semester to meet with individual students. His phone number is 408.808.2348, and his e-mail address is Bernd.Becker@sjsu.edu.

SJSU Writing Center
The SJSU Writing Center (http://sjsu.edu/writingcenter) is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. These writing specialists have met a rigorous GPA requirement, and they are well trained to assist students at all levels to become better writers. Writing skills are increasingly becoming essential to academic effectiveness in virtually every contemporary educational context. Please do not hesitate to pursue this valuable resource for improvement.

SJSU Peer Connections
The Learning Assistance Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peers Connections is the new campus-wide resource for mentoring and tutoring. The staff is there to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of these services, which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space is also available for student use in Room 600 of Student Services Center (SSC).

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. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.
A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Student Success and Wellness
Attending to your wellness is critical to your success at SJSU. I strongly encourage you to take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/ Wellness & Health Promotion Dept., and Career Center. See http://www.sjsu.edu/wellness or http://www.sjsu.edu/counseling/Workshops/ for workshop/events schedule and links to many other services on campus that support
your wellness! You may go to http://events.sjsu.edu to register for any one of the workshops.

**CLASS SCHEDULE (dates subject to change)**

August 26:  **CLASS MEETING**
Course Overview
The Evolution of Psychology
Reading: Chapters 1, 2, & 3

September 2:  Labor Day Holiday

September 9:  **CLASS MEETING**
The Research Enterprise in Psychology
The Biological Bases of Behavior
Reading: Chapters 4 & 5
**Reflection Paper 1 Due (Please bring to class.)**

September 16:  **CLASS MEETING ONLINE – EXAM 1**
(Chapters 1, 2, 3, 4, & 5)

September 23:  **CLASS MEETING**
Learning and Memory
Reading: Chapters 6 & 7

September 30:  Readings: Chapters 8 & 10

October 7:  **CLASS MEETING**
Intelligence
Reading: Chapter 9
**Reflection Paper 2 Due (Please bring to class.)**

October 14:  **CLASS MEETING ONLINE – EXAM 2**
(Chapters 6, 7, 8, 9, & 10)

October 21:  Reading: Chapter 11

October 28:  **CLASS MEETING**
Human Development across the Life Span
**Observation Assignment Due (Please bring to class.)**

November 4:  **Reflection Paper 3 Due**
Reading: Chapters 12 & 13

November 11:  Veterans Day Holiday
November 18:  **CLASS MEETING**  
Psychological Disorders and Treatment  
Reading: Chapters 14 & 15  
**Case Study Assignment Due (Please bring to class.)**

November 25:  **Extra Credit Assignments Due (via e-mail)**  
Reading: Chapter 16

December 2:  **CLASS MEETING**  
Psychological Disorders and Treatment (continued)  
**Reflection Paper 4 Due (Please bring to class.)**

**FINAL EXAM:**  **Monday, December 16**  
(Chapters 11, 12, 13, 14, 15, & 16)  
**ONLINE: 1800-1915**