Instructor: Dr. Steven Del Chiaro
Office Location: DMH 342
Telephone: (408) 924-5612
Email: steven.delchiaro@sjsu.edu/delchiaros@gmail.com
Office Hours: Tu-Thu 9:00 am – 10:00 am
MO-WE 8:00 am – 8:45 am
Or by appointment.
Class Days/Time: Monday/Wednesday 9:00 am – 10:15 am
Classroom: Clark Building 224
GE/SJSU Studies Category: GE-D1

Course Web Page
Class Website: www.drdelchiaro.com All information will be here, however, I am still attempting to learn:
https://sjsu.instructure.com/. go here for all course information, announcements, and handouts; check 3x/week

Logging Into Canvas
Canvas 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. set up their SJSUOne account before accessing Canvas. To do so, go to http://its.sjsu.edu/services/sjsuone/ . The Username for Canvas then is your 9 digit SID or Employee ID and your PW is the one you chose when you established your SJSUOne account. You will see the courses you taking (assuming the instructor is using Canvas).

Further Assistance with Canvas
Students should go first to http://guides.instructure.com/m/4212 with problems and then to the University Help Desk for Canvas problems, including logging in (http://www.sjsu.edu/helpdesk/).
Course Description
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

Required Texts/Readings
Textbook

You have three main options for buying required material:

1). The cheapest option is to purchase the e-version of the book and access to online homework system ConnectPlus. This will provide you with access to all of the assignments in McGraw-Hill Connect, plus an integrated e-book version of the required textbook at http://www.mhprofessional.com/mhhe_product.php?cat=108&isbn=0077422090 Estimated Retail Price: $94.50.

2). The campus bookstore. Details of this bundle are as follows:
   - Psychology: Perspectives & Connections, 2nd edition, Feist & Rosenberg (2012),
   - Connect Plus
   - Estimated Retail Price: $137.00

3). Buy the book on your own, but then purchase Connect separately ($40).

To buy either the ConnectPlus (option 1: e-book plus online Connect) or Connect by itself (option 3) go to the link below and click on “How to Buy Access Online”. You will register and purchase either option with a credit card.

Online registration instructions
Go to the following web address and click the **register now** button.
[http://connect.mcgraw-hill.com/class/s_del_chiaro_fall_900_am_-_1015_am](http://connect.mcgraw-hill.com/class/s_del_chiaro_fall_900_am_-_1015_am)

To register, confirm that you are on the appropriate page by reviewing the course and section information listed on the site. If the course and section information listed is correct, click on the “Register Now” button, and follow the instructions on the site to complete your registration. If you run into any technical difficulties, please call McGraw-Hill’s Customer Experience Group by dialing 1(800)331-5094 or submit the “Contact Us” form found online at www.mhhe.com/support.

Over the duration of the term, you will also be required to complete a variety of assignments that will be delivered via Connect, an innovative online learning system proven to help students
achieve greater success. Altogether, assignments completed in McGraw-Hill Connect will make up roughly 20% of your total grade in this course so it is imperative that you purchase access.

Other Readings
None.

Learning Outcomes
Course Learning Outcomes (CLOs)

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, 14 in Feist & Rosenberg (2012), 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.

   **Assessment example of a potential writing assignment for this learning objective:** Aggression, hostility, and violence are social problems the world over. It is easy enough to say that individuals who harm or even kill others (rapists, murders, etc) do these things because society made them that way. In this assignment, I want you to write about the “Mind of a Killer” and review the evidence that people who kill others are made by their environment (nurture). But I also want you to review evidence that these behaviors have some basis in their biological make-up (nature). By reviewing evidence, I mean find at least 5 scientific journal articles that study people who killed. Summarize the methods and results of these papers. After reviewing evidence for both the nature and nature of murderous violence, summarize in a final paragraph, your own view for the cause of this major social problem. That is, state clearly your own conclusion about “what causes someone to murder.”

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 (2012), as well as material presented in lectures and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: evolution of modern psychology, historical foundations, and current cultural
perspectives; the processes of research, psychological measurements, historical and current ethical issues in human and animal research; analyzing psychological research with descriptive and inferential statistics, becoming a wise consumer of research; intelligence and intelligence assessment, basic features of formal assessment, the origins of intelligence testing, the history and politics of intelligence testing, heredity and IQ, environments and IQ, culture and the validity of IQ tests; the nature of psychological disorders, deciding what is normal, historical perspectives of mental illness, etiology of psychopathology, the stigma of mental illness; the therapeutic context, goals and major therapies, historical and cultural contexts, treatment evaluation and prevention strategies, therapies and brain activity.

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 Chapters 3, 5, 7, 8, 9, 10, 11, 12, 14, and 15 in Feist & Rosenberg (2012), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the biological and evolutionary bases of behavior, heredity and behavior, evolution and natural selection, variation in the human genotype, biology and behavior; cognitive processes, studying cognition, discovering the processes of mind, mental processes and mental resources, language use, language production, language understanding, language, thought and culture, visual cognition, problem solving and reasoning; judgment and decision making; physical development across the life span, cognitive development across the life span, perceiving speck and perceiving words, learning word meanings, acquiring grammar, social development across the life span, gender development, sex and gender, the acquisition of gender roles, gender and cultural perspectives on moral reasoning, learning to age successfully; functions of motivational concepts, sources of motivation, sexual behaviors, nonhuman sexual behaviors, human sexual arousal and response, the evolution of sexual behaviors, sexual norms, homosexuality, motivation for personal achievement, need to achievement, attributions for success and failure, work and organizational psychology; understanding human personality.

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 (2012), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: analyzing psychological research, descriptive statistics, inferential statistics, becoming a wise consumer of statistics; the study of learning, evaluating the effectiveness of different learning procedures, the experimental analysis of behavior, observational learning; basic emotions and culture, functions of emotions, stress of living, physiological stress reactions, psychological stress reactions, coping with stress, health promotion, personality and health, job burnout and the health-care system.

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 Chapters 14, 15, and 16 in Feist & Rosenberg (2012) and lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the power of the situation, altruism and prosocial behavior, the psychology of peace and conflict; constructing social reality, attitudes and attitude change, prejudice, social relationships; deciding who is abnormal, the problem of objectivity in defining abnormal behaviors, classifying psychological disorders, the etiology of psychopathology, anxiety disorders (types and causes), mood disorders (types and causes), gender differences in depression, suicide, psychological disorders in childhood, schizophrenic disorders, the stigma of mental illness.

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.*

Library Liaison

Bernd Becker
Phone: (408) 808-2348
Email: Bernd.becker@sjsu.edu

Classroom Protocol

Course requirements

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 text for you to do well in this course, without you attending regularly. 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 from that class from a classmate. Please do NOT ask the instructor what was missed.

2. Exams: There will be two unit exams and one final exam, all of which consist of multiple-choice questions. You will have 1 1/4 hrs to complete each unit exam. You have 2 1/4 hrs to complete the final exam. No other make-up exams will be given. No bathroom breaks will be
allowed. In most cases, the exams will require no more than 45 minutes to one hour, so please take care of business before the exam.

3. Extra-credit: Your rewrite of one of your papers should be considered your extra-credit. You may also complete ONE extra quiz for 10 points. There will be no other form of extra-credit, **so if you do not do well on your exams**, especially your first exam **COME SEE ME IMMEDIATELY**. We can discuss in person how to improve your performance.

4. Writing projects: There will be **two writing projects** throughout the semester. **Papers should be 3 pages** in length (double-spaced, single sided), but no more than 3. Proper spelling, grammar, and punctuation is expected and will be factored into your grade. **Plagiarized papers will result in a failing grade** for the course (i.e., a grade of “F”) and the student will be referred to the Office of Judicial Affairs. More details regarding the structure of the paper will be provided in class. Papers will be turned in hard copy on the due date. You can rewrite the first paper to improve your grade. The final score will be the **average of the two scores**. If you do, your final grade for the first paper becomes the average score on your first version and rewrite (e.g., 70 + 80 = 150/2 = 75).

5. CONNECT Quiz: Complete the weekly quiz on **Connect**. You have to complete 12 of the quizzes, even though there will be one for each of the 15 chapters. Connect has a time-limit of 60 minutes; once you start you have 60 minutes to complete. No starts and stops and coming back hours or days later. There are **NO MAKE-UPS** on Connect quizzes. You must do them the week they are assigned. Once they are gone, they are gone and cannot be made up. The first 12 are counted, not only the highest.

6. Participation: Students should expect to participate in class discussions and small group work. Although attendance in class is not mandatory, students must be present to participate in class work. Students who engage in class tend to do better on quizzes and tests. Each in class participation activity is worth 2 points, up to a total of 30 for the semester.

7. Expectation of Work Load: It is important that you understand what the official CSU definition of a unit is. For every unit, it is expected that you spend 1 hour in class and 2 hours outside of class per week. That means for this course (3 units) that you be spending a total of at least 9 hours per week (3 in class and 6 outside of class).

8. Recording Lectures: Common courtesy and professional behavior dictates 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. This 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 to 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.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at 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/. The Late Drop Policy is available at 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/.

Assignments and Grading Policy

Your grade will be determined by the total number of points you earn throughout the semester. Points will be assigned as follows:

1. CONNECT Quizzes 12 x 10 points = 120
2. 1st Exam: 80 pts = 100
3. 2nd Exam 120 pts = 100
4. Writing projects: 2 x 100 points = 200
5. Cumulative Final Exam: 160 pts = 150
6. Participation 30 = 30
Total possible points = 700

In addition to the above grading criteria, in order to pass this class each student MUST: Complete the research-participant requirement (this requirement will be addressed in class by the Psychology Department Research Coordinator). Most semesters, this means 4 credits of research participation. You sign up for the research participation on the SONA online system: http://sjsu.sona-systems.com/Default.aspx?ReturnUrl=%2f.

Dept Policy Concerning Research Participation Requirement: "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."

Grading scale (& and points)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>&gt;95%</td>
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<tr>
<td>A</td>
<td>92-94%</td>
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<tr>
<td>A-</td>
<td>90-91%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>82-86%</td>
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<tr>
<td>B-</td>
<td>80-81%</td>
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<td>C+</td>
<td>77-79%</td>
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<td>C</td>
<td>72-76%</td>
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<tr>
<td>C-</td>
<td>70-71%</td>
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<td>D+</td>
<td>67-69%</td>
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<td>D</td>
<td>62-66%</td>
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<td>D-</td>
<td>60-61%</td>
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<td>F</td>
<td>&lt; 60%</td>
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</tbody>
</table>
Late Work: No Late Work Accepted

No Make-up Exams Allowed: Only with valid written medical excuse will any exam be allowed at a time other than those scheduled for your class.

Electronics Policy: After many semesters of students misusing electronic devices in a large lecture room, I have now implemented a NO ELECTRONICS policy. That means NO PHONES OR TABLETS OR LAPTOPS during class or exam. Even for note taking. I know you are used to these, but experience has shown me that a vast majority of students simply spend most of their time with their head down and looking at the screen rather than being engaged in the course material. I have data to back me up on this: research shows that Websurfing/texting during class directly lowers your grade (and disrupts those around you). Go to: http://chronicle.com/blogs/wiredcampus/students-stop-surfing-after-being-shown-how-in-class-laptop-use-lowers-test-scores/4576

University Policies

Academic integrity

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/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

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/ to establish a record of their disability.

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.

Learning Assistance Resource Center
The Learning Assistance Resource Center (LARC) is located in Room 600 in 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 in 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 reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.

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.
**Reading Topics, Exams and Dates: Psych1, S13**

**Note:** This course will follow this syllabus to the extent possible. The timing and specific nature of topics and activities may change. You are responsible for keeping informed of any changes made to the class syllabus. Such changes will be clearly stated in class and will be posted on the class web site. You are responsible for checking the class web site before each class. Therefore, it is extremely important to **check the website before each class**.

### Table 1 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug. 21</td>
<td>Course Overview/Introduction/Schools of Thought CH 1</td>
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<tr>
<td>2</td>
<td>Aug. 26</td>
<td>History of Psychology &amp; Philosophy of Science</td>
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<tr>
<td></td>
<td>Aug. 28</td>
<td><em>CH1, CH 2</em> Research Methods CH 2</td>
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<tr>
<td>3</td>
<td>Sept. 2</td>
<td>Labor Day - Campus Closed</td>
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<tr>
<td></td>
<td>Sept. 4</td>
<td>Biology of Behavior: Evolution &amp; Genetics (Class film on Epigenetics) CH 3</td>
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<tr>
<td>4</td>
<td>Sept. 9</td>
<td>Biology of Behavior: The Brain CH 3</td>
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<td></td>
<td>Sept. 11</td>
<td>Biology of Behavior: The Brain and Neurochemicals CH 3</td>
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<tr>
<td>5</td>
<td>Sept. 16</td>
<td>Sensation &amp; Perception CH 4</td>
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<td></td>
<td>Sept. 18</td>
<td>Sensation &amp; Perception CH 4</td>
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<tr>
<td>6</td>
<td>Sept. 23</td>
<td>EXAM 1</td>
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<td></td>
<td>Sept. 25</td>
<td>CH 1 - 4 Human Development (Physical &amp; Cognitive) CH 5</td>
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<tr>
<td>7</td>
<td>Sept. 30</td>
<td>Human Development (Social &amp; Moral) CH 5</td>
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<tr>
<td></td>
<td>Oct. 2</td>
<td>Consciousness (Sleep) CH 6</td>
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<tr>
<td>8</td>
<td>Oct. 7</td>
<td>Consciousness (Drugs) CH 6</td>
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<tr>
<td></td>
<td>Oct. 9</td>
<td>Memory (Writing Assignment 1 due)</td>
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<tr>
<td></td>
<td></td>
<td>CH 7</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td>9</td>
<td>Oct. 14</td>
<td>Memory/Learning</td>
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<td>Oct. 16</td>
<td>CH 7-8</td>
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<td>CH 8</td>
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<td>10</td>
<td>Oct. 21</td>
<td>Language/Thought</td>
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<td>Oct. 23</td>
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<td>Thought</td>
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<td>CH 9</td>
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<td>11</td>
<td>Oct. 28</td>
<td>EXAM 2</td>
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<td>Oct. 30</td>
<td>CH 5 - 9</td>
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<tr>
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<td>IQ, Problem Solving Creativity</td>
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<td>CH 10</td>
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<td>12</td>
<td>Nov. 4</td>
<td>Creativity / Motivation</td>
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<td></td>
<td>Nov. 6</td>
<td>CH 10-11</td>
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<td>Motivation</td>
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<td>CH 11</td>
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<td>13</td>
<td>Nov. 11</td>
<td>Veteran’s Day - Campus Closed</td>
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<tr>
<td></td>
<td>Nov. 13</td>
<td>Personality</td>
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<td>CH 13</td>
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<td>14</td>
<td>Nov. 18</td>
<td>Personality (Writing Assignment 2 due)</td>
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<td>Nov. 20</td>
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<td>Social Behavior</td>
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<td>CH 14</td>
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<td>15</td>
<td>Nov. 25</td>
<td>Social Behavior (Aggression, Attraction)</td>
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<td>Nov. 27</td>
<td>CH 14</td>
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<td>Disorders of Mind</td>
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<td>CH 15</td>
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<td>16</td>
<td>Dec. 2</td>
<td>Disorders of Mind</td>
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<td>Dec 4.</td>
<td>CH 15</td>
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<td>Treatment of Disorders</td>
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<td>CH 16</td>
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<td>17</td>
<td>Dec. 9</td>
<td>Cathch Up Day</td>
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<tr>
<td>Final Exam</td>
<td>Wednesday, December 11</td>
<td>7:15-9:30</td>
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</table>
Writing Activity 1: Introduction to Psychology
Critical Evaluation of Pseudoscientific Claims

Critical Thinking
You will be expected to develop and demonstrate your critical thinking skills by:
- Asking questions
- Defining problems
- Analyzing assumptions and biases
- Examining evidence
- Avoiding emotional reasoning
- Avoiding oversimplification
- Considering other interpretations
- Tolerating ambiguity
- Evaluating evidence (strengths and weaknesses)

Pick ONE of the following areas and then ONE website article for your write-up. In other words, your write-up will be one only one article.

1. Aliens; Area 51
   - http://area51news.net/ (pick just ONE story to write about)
   - http://www.stopabductions.com/

2. Intelligent Design/Creationism
   - http://www.intelligentdesign.org/
   - http://www.intelligentdesignnetwork.org/
   - http://www.creationism.org/articles/genesis.htm (just review ONE of the 30 sections)

3. End of the World 2012
   - http://www.foxnews.com/story/0,2933,539960,00.html
   - http://ksuweb.kennesaw.edu/~tkeene/apwhAnastasThe%20(Mayan)%20Final%20Days.htm

4. Climate Change Diners
   - http://www.wnho.net/global warming.htm
   (note: those who deny climate change are the ones you will be writing about)

Your paper will have three main sections and answer each question or discussion topic listed below each section.

1. Claims/Assumptions/Evidence
   - What is the primary claim being made by believers of the claim?
   - What is one hidden assumption being made by the believers?
   - What is one kind of evidence they use?
What is one alternative, more plausible explanation, for their claims?

2. Pseudoscience
   Using the 5 criteria of pseudoscience in the textbook (pp. 43-44 and Figure 2.4) discuss any TWO of the 5 criteria and how the views in the article are more pseudoscience that science.

3. Baloney Detection
   Using Shermer’s Baloney Detection Kit write how this article violates any three of Shermer’s ten baloney detection kit pointers
   - http://www.youtube.com/watch?v=eUB4j0n2UDU (also posted on chapter 2 Connect Homework Assignment)

❖ Your write-up needs to:

➢ Be double-spaced
➢ Have 1” margins and 12pt font size
➢ Have a header with page # (in the “View” menu in Microsoft Word)
➢ Have a title page and bibliography page with the reference
  ▪ Title page: title of article, your name, date (separate page, does not count in page total)
  ▪ Have the reference in APA format* (see below). This goes on its own page at the end of your paper (which does not count in the page total)

➢ Be at least 2 pages of text in length (and on more than 3)

➢ Have three headings
   Claims/Assumptions/Evidence
   Pseudoscience
   Baloney Detection

For any part of your paper, do NOT quote; paraphrase, use own words!!! Change more than 1 or 2 words per sentence. Paraphrasing means at least 50% of the words from a sentence or paragraph are your own.

➢ Also, if you have trouble with writing clearly make sure you edit your own paper. Print it out after you finish it, read it out load, and clarify sentences that are poorly structured or that are missing a smooth transition. Also, remember the Learning Assistance Resource Center (LARC) - - http://www.sjsu.edu/larc/. For instance, under the link at LARC for “WRC Writing Info” there are multiple grammar assistance websites, such as http://www.englishplus.com/grammar/. This site helps you understand all of the basics of writing, from run-on sentences to sentence fragment, etc. Make use of resource available.
Good writing is a skill that does not just happen. You have to work at it. **The more you write and the more feedback you receive, the better writer you will be.**

*Use APA Format for REFERENCES*

Include a reference section at the end of the paper (on a separate page, which does NOT count in your page total) with your references fully cited and referenced in APA style.

**APA Format for referencing online articles, with and without authors (APA Format):**

With Author

Author, A.A. (date). *Title of work*. Retrieved on MM/DD/YEAR, from URL.

Example:

Without Author

*Title of article*. (date). Retrieved on MM/DD/YEAR, from URL.

Example:

NOTE: All lines after the first are indented. This is called “hanging indent” and is done in MS Word by selecting the text and then going to the “format” menu at the top of the page. Then go to “Paragraph,” “Indentation,” and “special.” Then simply choose “Hanging.”

Go to the following on-line summaries of APA style:

- [http://www.apastyle.org/fag.html](http://www.apastyle.org/fag.html)
- [http://www.uwsp.edu/psych/apa4b.htm](http://www.uwsp.edu/psych/apa4b.htm)

**Psychology Department Writing Policy**

“The Department of Psychology has adopted the policy that designated written assignments will be returned ungraded for errors in organization, grammar, syntax, punctuation, misspelled words, and APA style. Returned paper may suffer a penalty of 10% on the final grade on the rewritten work. The revised paper must be returned within a maximum of seven calendar days and submitted with a copy of the original. This policy is in effect for all 100W and above and by instructor discretion for courses under 100.”
Writing Assignment 2: Psychology 1
Dr. Del Chiaro

  Or


Get one of the above references on PsychINFO and write your 3-page paper (no less; no more; give or take a couple of sentences) on that one article. Address EACH of the following questions:

1. What is the basic question the paper addressed?
2. What did the author(s) predict?
3. Who were the participants (number, gender, age, ethnicity if given)?
4. What measures and procedures did the researchers use to test their prediction?
5. What were the main results (not every one, but the major ones)? Did they confirm or disconfirm the prediction?
6. What is one limitation of the study? (e.g., conducted only on one sample? Sample too small? Measures not reliable or valid? Did not consider alternative explanations)

Make completely clear when you are addressing each question by numbering the paragraph for each question. Do this by either putting the number of the question at the beginning of the paragraph or by making a heading with the question underlined.

Use APA style to cite your source in your text-paper. That is, when you paraphrase or quote from your source, at the end of the sentence or paragraph you must give the source(s) in parentheses, with last names of all authors and the date of publication. Do NOT do this in footnotes. HINT: any and all quotes must include the page numbers along with the author’s names and date of publication. Do not give page numbers unless you are quoting directly.

NOTE: Be careful not to lean too much on the words of the authors. When you paraphrase you need to use almost completely your own words. Plagiarism is when 50% or more of the words from a sentence are not your own. Too many students often just change a word here and
there from what the authors are writing. Read the article paragraph by paragraph and then sit down and summarize what you just read without really looking at the text.

Like your first paper, you must:
- Double-space the entire paper (no exceptions)
- Have 1” margins and 12pt font size
- Have a header with page # (in the “View” menu in Microsoft Word)
- Have a title page and bibliography page (with the reference)
  - Title page: title of article, your name, date
  - (note: title page and reference page do NOT count in the page total)

► Include a reference section with your reference fully cited and referenced in APA style. The easiest way to know what APA style is to LOOK IN OUR TEXTBOOK. That is APA style.

Or go to the following on-line summaries of APA style:
► http://www.apastyle.org/faqs.html
► http://www.uwsp.edu/psych/apa4b.htm
► http://www.wooster.edu/psychology/apa-crib.html

► Make sure you edit your own paper. Print it out after you finish it, read it out loud, and clarify sentences that are poorly structured or that are missing a smooth transition. Also, remember the Learning Assistance Resource Center (LARC)-- http://www.sjsu.edu/larc/ . For instance, under the link at LARC for “WRC Writing Info” there are multiple grammar assistance websites, such as http://www.englishplus.com/grammar/. This site helps you understand all of the basics of writing, from run-on sentences to sentence fragments, etc. Make use of resources available. Good writing is a skill that doesn’t just happen. You have to work at it. The more you write and the more feedback you receive, the better writer you will be.

How to Get Your Article:
It's easiest and best to get articles from PsychINFO (a database for psychology journals):
1. GO to www.sjlibrary.org
2. Then go to the “SJSU Students and Faculty Services” link on the left side of the page.
3. Then go to "Databases" under "Find Articles."
4. Then follow the "P" link to "PsychINFO." From home or off campus you will need to enter your SJSU SID and a library PIN code.
5. From the library you won’t need IDs or PWs.
6. Now you are in PsychINFO and can find your particular articles by author and/or journal title.
7. Just enter last name of first author and pull down “select a field” for “ AU author”;
   AND journal title “select a field” for “SO Publication Name”,
   AND year in “select field” for “PY Year of Publication”.
8. Once you locate the particular reference, follow the links to "get text" or click on the pdf directly. If you have to go to get text, then search for the PDF.
9. Download it to your computer.
That is the paper you write up by answering the 6 questions.

Psychology Departmental Writing Policy

“The Department of Psychology has adopted the policy that designated written assignments will be returned ungraded for errors in organization, grammar, syntax, punctuation, misspelled words, and APA style. Returned papers will suffer a minimum penalty of 10% on the final grade on the rewritten work. The revised paper must be returned within a maximum of seven calendar days and submitted with a copy of the original. This policy is in effect for all courses 100W and above and by instructor discretion for courses under 100.”