San José State University
Psychology Department
General Psychology, Psyc 001
Section 14
Fall, 2013

Contact Information

Instructor: Susan Snycerski, Ph.D.
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Telephone: (408) 924-5662 (I will only answer during office hours; do not leave voicemail. Use Canvas to contact me.)
Email: susan.snycerski@sjsu.edu
Office Hours: Mondays & Wednesdays 4:30-5:30 p.m.
Class Days/Time: Section 14: Mondays & Wednesdays 3:00-4:15 p.m.
Classroom: CLK 117
GE/SJSU Studies Category: GE Area D1 Human Behavior

Contacting your instructor and course materials:

All course materials such as the syllabus, handouts, notes, assignment instructions, quizzes, excreta can be found on our Canvas website http://sjsu.instructure.com. This website should be checked prior to attending every class. If there is a need for me to cancel class, I will post a notice on Canvas “announcements” section.

All class-related questions regarding assignments, exams, or other course content must be posted to the “discussions” section on Canvas. That is, I will not answer content questions that are emailed to me. This policy will ensure that all students have access to content-related answers that I provide. Before posting a question, be sure to read through the posts to make sure your question is not redundant and has not already been answered. You may email the instructor through the Canvas website when you have personal, private questions, such as questions regarding your grade, the need and reason to miss a class, or cases of documented excuses from class. I will respond to website emails Monday through Thursday from 10:00 a.m. to 5:00 p.m.

Logging Into Canvas
Canvas Login URL: https://sjsu.instructure.com. You must first set up a 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 and your password is the one you chose when you established your SJSUOne account. You will see the courses you are 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**

Psychology is a diverse field that seeks to describe, explain, predict, and influence behavior, cognition, emotion, and physiology. As a Social Science, Psychology can offer something of interest to every student, whether one wishes simply to fulfill 3 units of GE credit, to apply the information learned to career objectives, to gain insights into the nature of human experience, to develop understanding of the self and others, or to start on the path to a career in the social and behavioral sciences. This course will cover “the study of perception, attention, learning, remembering, thinking, development of the individual, intelligence, aptitudes, emotion, motivation, adjustment and conflict” (SJSU course catalog)

Each student will have the opportunity to develop and demonstrate a working familiarity with classical and current methods, theories, and research in each of the major subdivisions of psychology. This opportunity will allow students to develop and demonstrate an understanding of differences in cultural value orientation, social-instructional contextual realities, and personal-situational construction of everyday life events. This understanding will allow students to evaluate and apply a variety of technical concepts and principles to understanding the behavior of individuals. Accordingly, students will be encouraged to think critically about the content of this course. Students will gain an understanding of how and why people think, feel, and act as they do in adapting to their everyday environments. Such an understanding should enhance each student’s quality of life, educational experience, personal effectiveness, and sense of fulfillment in matters related to health, work, and interpersonal relationships. Students will have the opportunity to develop and demonstrate proficiency in using the methods, concepts, and principles of psychology in two ways. First, from the perspective of the psychologist as a social scientist who collects, analyzes, and interprets behavioral data. Second, from the perspective of the psychologist as a practitioner who applies the technical concepts and principles to facilitate an understanding of everyday life in contemporary societies, of personal experiences, of self-awareness, and of personal growth.

**Course Goals and Learning Objectives**

Upon successful completion of this course, students will be able to:

**CLO 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 3, 4, 10, and 16. 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; the psychology of conflict and peace, obedience to authority, the psychology of genocide and war, peace psychology.

Assessment example of a potential writing project for this learning objective: In 1963, Yale psychologist, Dr. Stanley Milgram, conducted a now famous experiment examining obedience to authority. What historical events led Dr. Milgram to study obedience? Describe the methods and procedures of the experiment. What were the independent and dependent variables? Describe the results of the study. What were the main conclusions of the study? How are findings of this experiment relevant today? Grammar, clarity, conciseness and coherence in your writing will be assessed.

Assessment example of a potential exam questions for this learning objective: Jessica’s friend Angelina performed poorly on her biology exam and Jessica said it was because Angelina was lazy. The next day Jessica performed poorly on her history exam and she said it was because the professor made the test extremely difficult. In this example, Jessica bias in judgment is termed _____.

CLO 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, 9, 14, 15, and 16. General topics addressed: evolution of modern psychology, historical foundations, and current cultural perspectives; the process 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.

Assessment example of writing project for this learning objective: Students will identify the etiology of one of the following disorders: (a) obsessive-compulsive disorder, (b) generalized anxiety disorder, (c) bipolar disorder, (d) major depressive disorder, (e) post-traumatic-stress-disorder, (f) autism, and (g) schizophrenic disorder. After identifying the etiology of the disorder, identify the most likely therapies and/or treatments for those disorders that are associated with a psychological perspective of your choice (e.g.,
behavioral, cognitive, etc.). Find at least three peer-reviewed journal articles on the topic and summarize the studies. Be sure to include a one paragraph introduction and one paragraph conclusion. Grammar, clarity, conciseness and coherence in your writing will be assessed.

**CLO 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, 8, 10, 11, and 13. 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.

Assessment example of a writing project for this learning objective: Compare and contrast sex differences and gender differences. Describe how gender roles are acquired and provide an example of how one’s environment might contribute to gender identity. How does biology (genetics) influence gender development? Find at least three peer-reviewed journal articles on the topic and summarize the studies. Be sure to include a one paragraph introduction and one paragraph conclusion. Grammar, clarity, conciseness and coherence in your writing will be assessed.

**CLO 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, 7, 11, and 12. 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.

Assessment example of exam question for this learning objective: Although Juanita only received a “dummy pill” when she participated in a study examining the effectiveness of a new drug on mood, she reported that she felt her mood improved dramatically after taking the new drug. This is an example of _____.
CLO 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. 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.

Assessment examples of a writing project for this learning objective: Describe and provide an example of how one’s culture might help determine whether one has an independent construal of self or an interdependent construal of self. Provide examples of at least three variables based on three peer-reviewed journal articles. Summarize each experiment. Be sure to include a one paragraph introduction and a one paragraph conclusion. Grammar, clarity, conciseness and coherence in your writing will be assessed.

Given what you know about the bystander effect, what happens to the probability of a bystander helping in an accident when the number of bystanders increases? What are some variables that have been shown to counter the bystander effect? Provide examples of at least three variables based on three peer-reviewed journal articles. Summarize each experiment. Be sure to include a one paragraph introduction and a one paragraph conclusion. Grammar, clarity, conciseness and coherence in your writing will be assessed.

NOTE: There will be a minimum of two writing assignments in this course. These assignments are designed to:

1. Comply with the University’s General Education course credit writing requirement of a minimum of 1500 words in order to: (a) provide you with practice in writing, (b) provide you with feedback on your writing, and (c) provide you with the opportunity to incorporate the instructor's feedback into your writing assignments.

2. Help students achieve mastery of various aspects of the five Learning Objectives given above.

How the writing assignments meets number 1, a, b, and c as noted above:

1. Students will receive their papers back within two weeks after submission (a). 2. Feedback by the instructor regarding students written work will be provided to the students when papers are returned to them (b).

3. Students will be able to incorporate instructor feedback from writing assignments. That is, opportunities to correct written work by following the instructors’ will be provided to students. (c).
How the writing assignments meets number 2 above:

1. Writing assignments will incorporate material from the five learning objectives by the nature of the topic(s) to be addressed in the writing. 2. Some writing assignments may cover material germane to more than one objective, whereas other writing assignments may deal with only one objective per assignment.

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements...

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

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

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

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

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

Required Texts/Readings

Textbook


Other Readings

Additional course reading material will be posted on our course management website, Canvas [http://sjsu.instructure.com](http://sjsu.instructure.com)

Other equipment / material requirements

Students will need reliable access to a computer and to the internet. Writing assignments will require access to the SJSU/King Library PsychInfo databases as well as online tutorials. In addition, some material and homework assignments and quizzes will require students create a free Udacity account to view lesson-related material located at [https://www.udacity.com/course/ps001](https://www.udacity.com/course/ps001). Some assignments will be mandatory and require
students to view material on this website so students must sign up for an account. Signing up for access to this online course will provide students with additional content as well as practice problems and practice exams which are valuable study sources. More information will be provided in class.

Library Liaison

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

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

1. Classes: This class covers a very large amount of material; therefore, attending lecture is crucial for your success in this class. There is too much information discussed in class that cannot be found in text and in the slides for you to do well in this course without you attending regularly. If you want to do well in this course, you should attend every class. If you miss a class, you are responsible for getting the information from that class. Classroom participation is expected and may be graded via in-class quizzes, assignments, or other activities. In-class activities are only for those students present; that is, there are no make-up opportunities for in-class activities except in cases of documented emergencies (see below).

Exams: You will have four exams. Exams may comprise multiple-choice, short answer, and essay questions. Please bring a Scantron form (882-E) and pencils to each exam. For exams, all bookbags must be stored under your seat or at the front of the classroom. There will be no bathroom breaks during exams so please prepare yourself to sit comfortably for the duration of the exam. All hats with bills must be removed or turned backward during the exam. Only a pencil and eraser are allowed on desktops during exams.

Students MUST take the exam in the class in which they are enrolled. Taking the exam in a section in which a student IS NOT registered will result in a failing grade for that exam. 

Students who arrive after the first person has finished the exam and left the classroom will lose their opportunity to take that exam, thus earning a zero grade for that exam. Please be sure to be on time for all exams!

No make up exams will be given. There are no exceptions unless in cases of documented emergencies or a Dean’s excuse. Thus, be sure to obtain a doctor’s note, court notice, accident/police report, and so forth if you must miss class.
Cheating on exams or other assignments will result in a failing grade (F) for the course; a grade of F will be recorded and the student(s) will be reported to the Office of Student Code and Ethical Conduct. Plagiarism on written work will also result in a failing grade for the course. This policy is strictly enforced.

Final Exam

The Final Exam will consist of the 4th unit exam. It will not be cumulative. Please note the day and time of the final exam as it IS NOT during our regularly scheduled class time. The exam is in our regular classroom.

2. **Extra-credit:** There will be a syllabus quiz that will count as 1 point (1% of total grade) offered on Canvas for extra credit. Students must earn 100% to get the extra credit, but the quiz can be taken as many times as necessary to score 100% and you can print out and use the syllabus while taking the quiz.

3. **Quizzes and/or assignments:** There will be quizzes and/or assignments, all of which may consist of online, in-class, take-home, or group assignments, as time allows and at the discretion of the instructor. If you do not complete a quiz or assignment, you will receive a zero for that missed work. **No make-up quizzes or assignments will be given (unless cases described above).** Online quizzes and assignments that occur via the Canvas website have strict deadlines. Once the deadline has passed, the opportunity to take or submit a quiz or assignment expires. No exceptions will be made for this policy. Therefore, it is imperative that you allow yourself enough time to complete the assignment or quiz and upload it by the deadline. More details will be provided in class.

4. **Late Work:** All assignments/quizzes must be turned in at the beginning of class or uploaded/submitted to the Canvas website by the scheduled due date and time. There will be no exceptions to this policy (unless in cases of documented emergencies or a Dean’s excuse), and this policy will be strictly enforced. DO NOT EMAIL ASSIGNMENTS. You will not receive credit for emailed assignments.

5. **Writing projects:** There will be two research papers throughout the semester. **Papers should be approximately 750 words (about 3 pages, double spaced).** Details regarding the topics of the research papers will be discussed in class. Proper spelling, grammar, and punctuation are 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 Student Conduce and Ethical Development.** More details regarding the structure of the paper will be provided in class. Papers will be turned in electronically via our Canvas website and edit comments will be posted individually for each student (this will be described in detail in class).

As with the quizzes, written assignments have strict deadlines. Once the deadline has passed the opportunity to submit an assignment expires. No exceptions will be made for this policy. Written work should follow the guidelines described in the American Psychological Association Publication Manual (6th Ed.). Note that papers must
include an APA style title page, in-text citations as well as a reference page. Failure to include in-text citations and a complete reference section will result in the grade of zero for the paper. **Students must complete the tutorials discussed below by the due date to be eligible to submit a paper.** This holds whether or not the student completes the assignment by the due date; that is, even if the student does not complete the assignment by the due date and earns a zero for that assignment, the assignment still needs to be completed in order to turn in a paper. Note that the papers account for 20% of your overall grade; therefore, completing this assignment mandatory for students to be able to submit writing assignments.

Once uploaded to Canvas, all papers will automatically be submitted to turnitin.com for assessment of originality (see plagiarism policy above).

**Info Power and Plagiarism online tutorials.** Follow the link below and complete these two tutorials by the date posted in the course schedule. The Info Power module has three separate modules and the Plagiarism tutorial is one module. Students must score at least an 85% or higher to earn credit for the Plagiarism tutorial. All modules of the Info Power tutorial and the Plagiarism tutorial must be completed to earn the 2 points for this assignment. That is, there is no partial credit; it is all or none (including the 85% or higher on the Plagiarism tutorial).

[http://library.sjsu.edu/online-tutorials/online-tutorials](http://library.sjsu.edu/online-tutorials/online-tutorials)

**6. Classroom behavior:** Students are expected to respect their instructor and fellow classmates. Professional, courteous behavior and tolerance of different opinions are necessary for maintaining a comfortable classroom environment. Students should raise their hands when asking or answering questions (i.e., do not just shout an answer).

Students are expected to attend class and maintain a level of professional and courteous behavior in the classroom. Respect for the rights and opinion’s of others is expected. The free and open exchange of ideas is the cornerstone of higher education, but we must always remain respectful of others, even if we disagree strongly with them. Disagreement is acceptable, but discourteousness is not. Behavior that creates a threatening or harassing environment (either online or in class) will not be tolerated. Severe and pervasive disruptions of class activities are a violation of the Student Code of Conduct will be reported to the Office of Student Conduct and Ethical Development. In short, let’s all be kind to one another.

**Method of instruction**

This course will use the classic lecture-discussion format as its primary form of instruction. In addition, this course will use films, web-based content, guest lectures (when available), and in-class activities to supplement lectures. Powerpoint lecture material for each chapter is available online; I will attempt to post lecture notes prior to class. However, sometimes I may be unable to do so. Please remember that I post these notes as courtesy and I appreciate your patience if notes are not up before class time.

Be advised that due to time constraints not all text material will be covered in lecture. This does not mean that such material is not important, nor does it mean that such
material will not appear on exams. You are responsible for all text and lecture material. Students are encouraged to ask questions during class or via the course website.

**Grading Policy**

Your grade will be determined by the total number of points you earn throughout the semester.

Note: You must take your exams during the section for which you are officially registered. That is, you MAY NOT take an exam during another section of Psyc 001 that your instructor teaches. Taking an exam during a class in which you are not officially registered in will result in a grade of zero. There are no exceptions to this policy.

**Grading**

4 Exams @ 15 points each = 60
Quizzes (online, in-class, announced or unannounced), assignments, and/or activities. Point values, due dates, and descriptions of requirements for assignments and/or quizzes will be provided in class.
Two research papers @ 10 points each = 20
Total points available = 100

**Grading scale:**

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• Any disputes over an awarded grade must be accompanied by the original graded assignment.

• Students should verify grades for each assignment on the Canvas website. There is a one-week period after each assignment grade is posted for students notify the instructor if they think there in an error in the posted grade. Grade challenges may result in a higher grade, lower grade, or no grade change based on the evaluation of the instructor.

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 hours of research participation; this hour requirement will be verified by your instructor. You sign up for the research participation on the SONA online system: http://sjsu.sona-systems.com/Default.aspx?ReturnUrl=%2f.
Department 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."

**Classroom Protocol**

**Laptops and Tablets**

Students using laptops or tablets will sit in the first two rows on the left and right of the classroom only. No exceptions. Laptops/tablets should be charged prior to class. In-class laptops or tablets are restricted to course-related activities (i.e., taking notes). Other activities (e.g., checking email, Facebook®, MySpace®, surfing, etc.) distract both the instructor and students and will not be tolerated. **Inappropriate laptop use during class will result in the student being dismissed for the remainder of the class session.** Repeated inappropriate use may lead to loss of permission to use the device in class for the duration of the course.

**Cell phones and other electronic devices**

Please be certain to turn off or put in silent mode (not vibrate mode as that is still audible and is distracting) all cell phones, pagers, and any other devices that produce distraction prior to the start of class. **Phones should not appear on the desktop;** rather, they should be stored during class sessions in pockets, book bags, purses, and the like. **DO NOT TEXT DURING LECTURE.** It is rude and distracting to the instructor and fellow classmates. If I see you using a phone during class I will ask you to leave class for the remainder of the session. I expect your full attention for the duration of each 75-minute class session.

In addition, research shows that Websurfing/texting during class may lower 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](http://chronicle.com/blogs/wiredcampus/students-stop-surfing-after-being-shown-how-in-class-laptop-use-lowers-test-scores/4576)

**University Policies**

**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 year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). 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/.

**Expectation of Work Load: Senate Policy S12-3 on student work expectations**

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, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

The credit hour is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester

(2) A credit hour is assumed to be a 50-minute (not 60-minute) period.

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

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

University Policy S12-7, http://www.sjsu.edu senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

“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.”

“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.”

Therefore, neither recording of class lectures or discussions nor distribution of course materials are allowed. Failure to follow this policy will result in immediate expulsion from the class, a grade of F in the course, and reporting the student to the University and proper authorities for further sanctions/punishment.

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at
http://www.sjsu.edu/senate/docs/S07-2.pdf 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 Integrity 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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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 are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
Psyc 001 / General Psychology, Fall 2013, Section 14

Course Schedule

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. You are responsible for checking the class website before each class. If, for any reason, your instructor must cancel class a message will be posted on the course website under the “announcements” link. Therefore, it is extremely important to check the website before each class.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8-21</td>
<td>Introduction to the course: What is Psychology?</td>
</tr>
<tr>
<td>2</td>
<td>8-26</td>
<td>Chapter 1: Introduction of Psychology</td>
</tr>
<tr>
<td></td>
<td>8-28</td>
<td>Due: Syllabus Quiz (11:00 a.m. deadline; Canvas)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 2: Conducting Research in Psychology</td>
</tr>
<tr>
<td>3</td>
<td>9-2</td>
<td>9-2 No class: Labor Day Campus Closed</td>
</tr>
<tr>
<td></td>
<td>9-4</td>
<td>Chapter 2 continued</td>
</tr>
<tr>
<td>4</td>
<td>9-9</td>
<td>Due: Online tutorials. Bring print out of verification of all three modules for the Info Power assignment and a print out of your score for the Plagiarism tutorial. Students earn an 85% or better on the Plagiarism tutorial. No late assignments will be accepted.</td>
</tr>
<tr>
<td></td>
<td>9-11</td>
<td>Chapter 3: The Biology of Behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 3 continued</td>
</tr>
<tr>
<td>5</td>
<td>9-16</td>
<td>Chapter 3 continued</td>
</tr>
<tr>
<td></td>
<td>9-18</td>
<td>Exam 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapters, 1, 2, 3 and any additional materials presented in class.</td>
</tr>
<tr>
<td>6</td>
<td>9-23</td>
<td>Chapter 6: Consciousness</td>
</tr>
<tr>
<td></td>
<td>9-25</td>
<td>Writing Assignment #1 (Research paper)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drugs Overview</td>
</tr>
<tr>
<td>7</td>
<td>9-30</td>
<td>Chapter 8: Learning</td>
</tr>
<tr>
<td></td>
<td>10-2</td>
<td>Chapter 8 continued</td>
</tr>
<tr>
<td>8</td>
<td>10-7</td>
<td>Chapter 7: Memory</td>
</tr>
<tr>
<td></td>
<td>10-9</td>
<td>Chapter 7 continued</td>
</tr>
<tr>
<td>9</td>
<td>10-14</td>
<td>Chapter 10: Intelligence, Problem Solving, and Creativity</td>
</tr>
<tr>
<td></td>
<td>10-16</td>
<td>Chapter 10 continued</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
</tr>
<tr>
<td>------</td>
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<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>10-21</td>
<td>Exam 2 Chapters 6, 7, 8, 10, and any additional materials presented in class.</td>
</tr>
<tr>
<td></td>
<td>10-23</td>
<td>Chapter 11: Motivation and Emotion</td>
</tr>
<tr>
<td></td>
<td>10-28</td>
<td>Chapter 11 continued</td>
</tr>
<tr>
<td></td>
<td>10-30</td>
<td>Chapter 12: Stress and Health</td>
</tr>
<tr>
<td>11</td>
<td>11-4</td>
<td>Chapter 12 continued</td>
</tr>
<tr>
<td></td>
<td>11-6</td>
<td>Chapter 13: Personality: the Uniqueness on the Individual</td>
</tr>
<tr>
<td>13</td>
<td>11-11</td>
<td>11-11 No class: Veteran’s Day Campus Closed</td>
</tr>
<tr>
<td></td>
<td>11-13</td>
<td>Chapter 13 continued</td>
</tr>
<tr>
<td>14</td>
<td>11-18</td>
<td>Exam 3 Chapters 11, 12, 13 and any additional materials presented in class.</td>
</tr>
<tr>
<td></td>
<td>11-20</td>
<td>Chapter 14: Social Behavior</td>
</tr>
<tr>
<td>15</td>
<td>11-25</td>
<td>Chapter 14 continued</td>
</tr>
<tr>
<td></td>
<td>11-27</td>
<td>Writing Assignment #2 (Research paper)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 15: Psychological Disorders</td>
</tr>
<tr>
<td>16</td>
<td>12-2</td>
<td>Chapter 15 continued</td>
</tr>
<tr>
<td></td>
<td>12-4</td>
<td>Chapter 16 Treatment of Psychological Disorders</td>
</tr>
<tr>
<td>17</td>
<td>12-9</td>
<td>Chapter 16 continued</td>
</tr>
<tr>
<td>Final Exam</td>
<td>12-13</td>
<td>Exam 4 Chapters 14, 15, 16, and any additional materials presented in class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CLK 117</td>
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<td></td>
<td></td>
<td>12:15-2:30 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>As with previous exams, students MUST take the final exam in the section in which they are enrolled.</td>
</tr>
</tbody>
</table>

There will be three online quizzes that require viewing a lesson on Udacity and then completing the quiz on Canvas. The lessons and quiz due dates are below. Each quiz is worth 2 points; thus, these quizzes account for 6% of your overall grade.

These quizzes are open note, open book, but they must be completed independently by each student. Students are not to discuss the content of the quiz with others or work with others while taking the quiz. Failure to maintain academic integrity will result in a failing grade for the course.
<table>
<thead>
<tr>
<th>Udacity Lesson # and name</th>
<th>Textbook chapter # and name</th>
<th>Udacity Website link</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Sensation and Perception</td>
<td>4 Sensing and Perceiving Our World</td>
<td><a href="https://www.udacity.com/course/viewer#!/c-ps001/l-194508272/m-207814169">https://www.udacity.com/course/viewer#!/c-ps001/l-194508272/m-207814169</a></td>
<td>9-30 by 11:59 p.m.</td>
</tr>
<tr>
<td>5 Development</td>
<td>5 Human Development</td>
<td><a href="https://www.udacity.com/course/viewer#!/c-ps001/l-217096854/m-216319886">https://www.udacity.com/course/viewer#!/c-ps001/l-217096854/m-216319886</a></td>
<td>10-30 by 11:59 p.m.</td>
</tr>
<tr>
<td>9 Language and Thought</td>
<td>9 Language and Thought</td>
<td><a href="https://www.udacity.com/course/viewer#!/c-ps001/l-265972090/m-274456871">https://www.udacity.com/course/viewer#!/c-ps001/l-265972090/m-274456871</a></td>
<td>11-30 by 11:59 p.m.</td>
</tr>
</tbody>
</table>

**How to succeed in General Psychology**

1. Attend lectures. Much of the information presented in the textbook is expanded upon, and described in more detail, during lectures. Therefore, if you don’t understand something in the book, it will most likely be addressed during class. Also, new material, not discussed in the book, is presented in lectures and you are responsible for this information as it will appear on the exams.

2. Ask questions. If you are uncomfortable asking questions in class, please post them to the Canvas “discussion” link or visit me during office hours.

3. Read the assigned material before lectures. It is much easier to understand what your instructor is discussing if you have already come into contact with the material. Also, if you don’t understand something you can ask your instructor to explain the topic.

4. Answer the questions throughout each chapter. This will allow you to determine the extent to which you understand the material presented in the text.

5. Make flash cards. Making flash cards with definitions of concepts, names of people and their discoveries, bold-faced terms in the text, terms in the glossary, etc. is helpful when learning new information.

6. Check the Canvas Psychology 001 website daily. This will allow you to view the syllabus, course policies, and class schedule. You will also be able to access your grades via this website.

7. Begin studying early for exams (i.e., do not wait until the day before the exam to start studying). When you study, scramble the order in which you study the term and concepts. Research shows that this technique is superior to others.

8. Keep track of your grade. It is good practice to know what your current grade is in the class.

9. Visit the Udacity General Psychology website to view additional course material and take practice quizzes and practice exams.

This syllabus is based on materials by, Dr. Robert J. Pellegrini, Dr. Sean Laraway, and Dr. Mark Van Selst.