San José State University
Psychology Department
General Psychology, Psyc 001
Section 80
Summer 2020

Contact Information

Instructor: Susan Snycerski, Ph.D.
Office Location: DMH 311 (I will not have on-campus office hours)
Telephone: (408) 924-5662 (Please do not leave a voicemail; I will not be on campus this summer. Instead, use the Canvas “email function” to contact me regarding private information.)
Email: susan.snycerski@sjsu.edu
Office Hours: I will answer questions as they appear on our discussion board.
Class Days/Time: Online
GE/SJSU Studies Category: GE Area D1 Human Behavior

Contacting your instructor and course materials:

This course will use the SJSU learning management system: Canvas. This website is where all of our class interactions will take place. There are content videos for each lesson (similar to a chapter) in the course and our assignments, writing projects, quizzes, grades, and discussions will occur on Canvas. I will also be posting announcements via Zoom. Additional instructional material will also appear on this site. Please read this entire syllabus carefully to ensure you have the required equipment to complete this course.

All class-related questions regarding assignments, exams, or other course content must be posted to the “Discussion” link on Canvas. That is, I will not answer course content questions that are emailed directly 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. Students are encouraged to answer each other’s questions. You may email the instructor through the Canvas website when you have personal, private questions, such as questions regarding your grade or other sensitive topics.
Logging Into Canvas
Canvas Login URL: https://sjsu.instructure.com. You must first set up an SJSUOne account before accessing Canvas. To do so, go to http://its.sjsu.edu/services/sjsuone/. The Username for Canvas is your 9 digit student ID and your password is the one you chose when you established your SJSUOne account. You will see the courses you are taking (assuming other instructors are also 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/).

Welcome to General Psychology!

Our Canvas homepage will look similar to the one above. Each lesson, including videos, lecture notes, and any related readings will appear under the “Modules” link. All quizzes and exams will be available under the “Quizzes” link. All student questions regarding course content will occur under the “Discussions” link; office hours also occur under this link. I will also post communications to the class as a whole on the “Announcements” link. The “Assignments” link has all of the course assignments and these are also cross-linked in the “Modules” section. All student grades can be found under the “Grades” link.
Finally, under the “People” link students may upload their personal information, such as a photo, if so desired.

Please take the time to carefully examine all links on our Canvas website to familiarize yourself with the format of the course and how to access the material.

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 lessons 3, 4, 10, and 16. General topics addressed include: 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 lessons 1, 2, 9, 14, 15, and 16. General topics addressed include: evolution of modern psychology, historical foundations, and current cultural perspectives; the processes of research, psychological measurements, historical and current ethical issues in human and nonhuman 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 lessons 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 speech 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 lessons 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 lessons 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 provide you with: (a) practice in writing, (b) feedback on your writing, and (c) 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.

Details regarding the writing assignment are provided on Canvas and will be elaborated on in posted videos.

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 Materials

Please verify that you have the following requirements, as they are mandatory for enrollment in this course:

Reliable internet connection
Webcam
Exam Protocol:

You must follow these guidelines during the exam.

1. No one else should be present in the room when you take the exam.
2. You are not allowed to communicate with anyone during your exam (speaking, phone, email, text, etc.)
3. You must keep your eyes on the screen at all times.
4. You are not allowed support materials (notes, text, etc.)
5. Failure to comply with the above standards will be considered a form of academic dishonesty and will result in the punitive actions described in the section on Academic Integrity.

Optional free textbook

https://openstax.org/details/books/psychology

Other equipment / material requirements

Writing assignments will require access to the SJSU/King Library PsychInfo databases as well as online tutorials. Students will need to establish a PIN for using the library services when not on campus.

Additionally, some of you may wish to use various free online resources to help supplement the course content. Here are a few suggestions:

http://psychology.about.com/
http://psychology.about.com/od/academicresources/a/psychology-101.htm

Library Liaison

Bailey, Christa
Phone: 408-808-2422
Email: christa.bailey@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.eduсенate/docs/S12-3.pdf.

Examples of student work include such things as progressing through the video lessons, completing homework and quizzes, preparing writing assignments, reading psychology-related posts, and meaningful participation in online discussions, among others.
“Classroom” Protocol

Our lessons involve many short videos followed by interactive activities. To some extent this course is self-paced and will require you to time manage and self-motivate appropriately. As such, one of the first assignments in this course requires students to create a 5-week semester schedule (discussed in detail on Canvas) to ensure they devote enough time and resources to successfully complete the course. I strongly recommend that students spend some time each day working through the lessons and problem sets. The worst thing you could do is to wait to complete the entire lesson right before something is due. This strategy has not been shown to be effective for this course.

Another valuable suggestion is that, as in an in-class section, you should be actively engaged in taking your own notes while watching the lessons. Although it is true that the videos will remain available for you to review as many times as you require, active note taking will help you internalize the material better. Also, you will be able to use these notes to complete the quizzes and study for the exams. This will be much more convenient than trying to go back and re-watch the many videos. For the “mini quizzes” that appear throughout each lesson, write down the question in your notes and attempt to answer it. At the end of each lesson module there is a link with all of the answers, so check your answers with those listed. Any questions about the material should be asked on the “Discussions” link. Students are encouraged to answer each other questions.

Honor Code

(Reference: Academic Integrity Policy at: http://www.sjsu.edu/studentconduct/Policies/)

In order to ensure fairness and have a single standard of representing knowledge acquired, all students participating in online SJSU courses must agree to abide by the following code of conduct.

1. My work will be my own in this online course, except where the assignment is to work in groups or teams (we will let you know which assignments allow group work).
2. I will not give any answers for individually graded homework, quizzes, or exams to anyone else.
3. I will not engage in any other activities that will misrepresent my own work or improve my results falsely. I will not engage in any activities that will misrepresent others’ work.
4. I will not download, save, or otherwise retain materials from the course for anything but personal use.

Class Environment

In an effort to create an environment conducive to sharing one’s thoughts, we require the following etiquette when engaging in online discussions:

• Be polite and respectful to the other people in the class
• Do not use profanity in posts
• Use proper grammar and punctuation (i.e., no “text” spellings)

Respect for the rights and opinions of others is required. 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 will not be tolerated. Severe and pervasive disruptions of course 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 be cool to one another.

http://www.sjsu.edu/getinvolved/docs/Student%20Conduct%20Code.pdf

1. **Classes:** This class covers a very large amount of material; therefore, watching the lessons in a timely manner and actively taking notes is crucial for your success in this class.

**Exams:** You will have three exams in this class. They will consist of multiple-choice and/or fill in the blank questions. The exams are meant to assess your knowledge of the psychological concepts we cover in class.

You cannot use any support material (e.g., books, notes, internet, friends, etc.) when taking the exams; doing so is considered cheating and will result in a failing grade for the course.

The exams will be timed (75 minutes). You must complete the entire exam once you begin taking the exam. You will not be allowed to pause the exam or to return to previous portions of the exam once you have begun.

2. **Quizzes and other assignments:** There will be quizzes and writing assignments. 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 which require documentation).** 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 (unless in cases of documented emergencies or a Dean’s excuse).** 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 on Canvas.

3. **Late Work:** All assignments/quizzes must be 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.

4. **Writing projects:** There will be writing assignments throughout the semester. Details regarding the topics of the papers will be discussed in Canvas. 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 Conduct and Ethical Development. Papers will be uploaded electronically via our Canvas website and edit comments will be posted individually for each student (this will be described in detail on Canvas).
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 (unless in cases of documented emergencies or a Dean’s excuse). Written work should follow the guidelines described in the American Psychological Association Publication Manual (7th 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. Completing this assignment is 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). Students will have the opportunity to submit a draft for the first writing assignment to get feedback from the instructor prior to turning in the paper for a grade. This draft option is only available for this paper and must be submitted by the due date listed on Canvas.

**Info Power and Plagiarism online tutorials.** Follow the link below and complete these 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 InfoPower and Plagiarism tutorials. All modules of the Info Power tutorial and the Plagiarism tutorial must be completed to earn the points for this assignment. That is, there is no partial credit; it is all or none (including the 85% or higher).**

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

**Engagement Days**

Just as the name implies, Engagement Days is your opportunity to make sure you're ready for online education, and if so, that you are also ready to meet the challenges, responsibilities, and expectations of this class in particular. The week will involve activities; each designed to get you ready to succeed in our class and help us improve the class. More information will be provided on our Canvas site.

1. **Readiness for Online Learning Questionnaire** – Your answers to this questionnaire will help you determine what you need to do to succeed at online learning. You should take a screenshot of the results of this questionnaire to submit for credit.
2. Reflecting on your preparedness – This exercise will involve you preparing a short (1-2 pages) self-reflection paper based on your results of the Readiness for Online Learning Questionnaire. Details and instructions on this paper can be found in the Engagement Days Module in Canvas.

3. Syllabus quiz – This quiz will assess your understanding of the class syllabus, including class procedures, assignments, and due dates. You may take the quiz as many times as you like until you earn 100%. You may use the syllabus to answer the questions, but you may not get the information from another student. You must earn 100% on this quiz to continue in the class. Note that this is not a graded assignment.

4. Introduction to Canvas – Getting logged into and familiar with Canvas is key to your success. This activity will require you to activate your Canvas account; upload a screenshot of the Readiness for Online Learning Questionnaire results page and the Reflecting on your preparedness paper; and take the Syllabus quiz in Canvas.

5. Your personalized 5-week schedule – If you’ve completed the previous three tasks and you’re confident that you’re ready for this class, then it’s time to get organized. This last activity guides you in the preparation of your individualized class schedule. Again, instructions can be found on the Engagement Week Module in Canvas.

Method of instruction
Online content developed by Dr. Snycherski and Dr. Feist, which are accessed via Canvas. Additional videos, notes, and readings will also accompany each lesson and are on Canvas in their respective “modules.”

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

Grading
3 Exams @ 40 points each = 120
Quizzes, engagement week activities, and tutorials activities. Point values, due dates, and descriptions of requirements for assignments and/or quizzes will be provided on Canvas.
(12 quizzes @ 10 points each; InfoPower tutorials @ 10 points; Plagiarism tutorial @ 10 points; Self-reflection responses and schedule @ 5 points each) = 150
Writing assignments (2 Article Summaries) @ 40 points each = 80

Total points available = 350
Grading scale:

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About Diversity

Consistent with the mission of San José State University and the California State University, I welcome persons of differing backgrounds and experiences including, but not limited to, age, disability and health status, ethnicity and race, family structure, geographic region, language, religious/spiritual and secular beliefs, resident status, sex, sexual orientation and gender identity/expression, and socioeconomic status. It is my goal to foster an environment in which diversity is recognized and embraced and every person is treated with dignity, respect, and justice. I hope that your academic experience in this course and at San José State University will provide the opportunity to gain knowledge and experiences necessary to thrive in a diverse, global environment.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

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/. 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/.
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 a 16 week course; summer session of 5 weeks requires more hours per week) 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 for a 16 week course.

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.”

You may not make audio or video recordings of course material appearing on Canvas. By enrolling in this course 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. You may not publicly share or upload instructor-generated material for this course such as quiz or exam questions, lecture notes, or homework solutions. You agree not to take screen shots or photos of any content provided in the course.
Therefore, neither recording of class lectures or discussions nor distribution of course materials are allowed.

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San José State University. The [University Academic Integrity Policy S07-2](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](http://www.sjsu.edu/studentconduct/) is available at

Instances of academic dishonesty will not be tolerated. Cheating on exams, quizzes, or papers (e.g., 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 for the course 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](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](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](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.
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 on Canvas. Unless otherwise noted, all assignments must be submitted no later than 11:00 pm on the date indicated below.

### Course Schedule

This course is self-paced with the expectation that students complete all quizzes and assignments by the posted due date. Exam times open from 9:00 a.m. to 9:00 p.m. (the test will close on Canvas at 10:15, so 9:00 is the latest to start to have the full 75 minutes allotted).

<table>
<thead>
<tr>
<th>Exam #</th>
<th>Date</th>
<th>Lessons covered on exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>June 11 9:00 a.m.-9:00 p.m.</td>
<td>1, 2, 3, &amp; 4</td>
</tr>
<tr>
<td>2</td>
<td>June 22 9:00 a.m.-9:00 p.m.</td>
<td>6, 7, 8, 8, &amp; 11</td>
</tr>
<tr>
<td>3</td>
<td>July 2 9:00 a.m.-9:00 p.m.</td>
<td>12, 14, 15, &amp; 16</td>
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<table>
<thead>
<tr>
<th>Lesson Quiz #</th>
<th>Due date and time</th>
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</thead>
<tbody>
<tr>
<td>1, 2, 3, 4</td>
<td>June 10 by 11:00 (finish time)</td>
</tr>
<tr>
<td>6, 7, 8, &amp; 11</td>
<td>June 21 by 11:00 (finish time)</td>
</tr>
<tr>
<td>13, 14, 15, &amp; 16</td>
<td>July 1 by 11:00 (finish time)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness for Online Learning</td>
<td>June 3</td>
</tr>
<tr>
<td>Reflecting on Your Preparedness</td>
<td>June 3</td>
</tr>
<tr>
<td>Your 5-week Schedule</td>
<td>June 3</td>
</tr>
<tr>
<td>Plagiarism tutorial</td>
<td>June 5</td>
</tr>
<tr>
<td>InfoPower Modules 1, 2, &amp; 3</td>
<td>June 5</td>
</tr>
<tr>
<td>Article Summary #1</td>
<td>June 15</td>
</tr>
<tr>
<td>Article Summary #2</td>
<td>June 30</td>
</tr>
</tbody>
</table>
How to succeed in online General Psychology

1. Make your course-completion planning schedule and stick to it. After initial data collection, revise schedule if needed. Watch the videos well before quizzes and exams are due so that you have time to re-watch topics that you are having difficulty understanding.

2. Ask questions! Use the “Discussions” link on Canvas to ask questions regarding course content or assignments. Use online office hours to interact with your instructor. Students are also encouraged to answer other students’ questions when they know the answer, as well as “like” answers provided by other students.

3. Read any assigned material carefully before due dates.

4. Take notes while watching the videos.

5. Make flash cards. Making flash cards with definitions of concepts, names of people and their discoveries, bold-faced terms in the text or terms shown in videos, terms in the lecture notes/postings, etc. is helpful when learning new information. Shuffle the cards and read the term while trying to remember the definition, next check for accuracy. Next, shuffle again and read the definition while trying to remember the term, next check for accuracy.

6. Check the Canvas Psychology 001 website daily as this is your only contact with the instructor. This site will allow you to view the syllabus, course policies, quizzes, assignments, writing projects, 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. Read the articles posted on “Psychology in the News” on Canvas to see how the material presented in this course presented in mainstream media sources.

10. Start all writing assignments early to be sure you have sufficient time to proofread and make corrections.

This syllabus is partially based on materials by Dr. Robert J. Pellegrini, Dr. Sean Laraway, Dr. Ronald Rogers, Dr. Glenn Callaghan, Dr. Greg Feist, and Dr. Mark Van Selst,