



San José State University

College of Social Sciences/Psychology Department PSYC 001,

Introduction to Psychology, Section 84

Spring 2024

Instructor: Dr. Robin Schulte

Email: robin.schulte@sjsu.edu

Office Hours: Tuesday 12:00-1:00 or by appt. DMH 230

Class Days/Time: T/Th 9:00-10:15 via zoom

GE/SJSU Studies Category: GE-D1

Course Web Page

Canvas

Canvas will be used to post power point lectures, practice tests, review sheet, extra credit opportunities, and announcements.

Logging into Canvas:

Login URL: <https://sjsu.instructure.com/>. Please note that it should NOT have the "www" at the start of the URL like many other websites. All students and faculty must first set up their SJSUOne account before accessing Canvas. To do so, go to <http://its.sjsu.edu/services/sjsuone/>. The Username for Canvas then is your 9 digit SID and your PW 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 the scientific study of behavior and mental processes. The content focuses on the exploration of major psychological theories and concepts, methods, and research findings in psychology. Topics include the biological bases of behavior, perception, cognition and consciousness, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders and therapeutic approaches to treatment, and applied psychology.

Course Learning Outcomes (CLOs)

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, 5, 6, 9, and 12 of our textbook. 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; obedience to authority, the psychology of conflict and peace and obedience to authority.

Assessment example of a discussion/opportunity provided in class to address this objective is to discuss the Stanford Prison Experiment conducted by Phillip Zimbardo. We discuss how the experiment was designed and implemented and the consequences of the study on the participants. We also discuss how the outcomes may have changed depending on the ethnicity and gender of the researcher and the participants. The students are also given the opportunity to watch the movie and write a reflection based on their opinion of movie and the sequence of events.

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

This objective is met through material presented in Chapters 1, 2, 3, 9, 11 and 15. General topics addressed: evolution of modern psychology, historical foundations, and current cultural perspectives; the processes of research, psychological measurements, historical and current ethical issues in human and animal research; analyzing psychological research with descriptive and inferential statistics, becoming a wise consumer of research; intelligence and intelligence assessment, basic features of formal assessment, the origins of intelligence testing, the history and politics of intelligence testing, heredity and IQ, environments and IQ, culture and the

validity of IQ tests; the nature of psychological disorders, deciding what is normal, historical perspectives of mental illness, etiology of psychopathology, the stigma of mental illness; the therapeutic context, goals and major therapies, historical and cultural contexts, treatment evaluation and prevention strategies, therapies and brain activity.

Assessment example to address this objective is based on the group discussion regarding CTE (Chronic Traumatic Encephalopathy) in regard to the symptoms and the most recent research being done to better understand this diagnosis. The students are also given the extra credit opportunity to watch the movie “Concussion” to better understand CTE and to write a reflection based on their opinion and assessment of the movie.

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 1, 3, 4, 5, 6,8, 9, 10,11,12, and 15 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 to achieve this objective is to discuss the acronym LGBTQQIAAP and the communities associated with the acronym. The discussion is meant to expose students to these communities in order to bring awareness and a greater sense of acceptance.

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 1, 2, 6, 9, 10, 11, 12 and 15. 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 of this objective is provided by watching and discussing the movie “The Mask You Live In.” This movie examines the detrimental messages that society provides to males about acceptable emotional expression. As a class we discuss the movie and compare what messages they are given about emotional expression. The class also has the option to write a page reflection regarding their thoughts and feelings regarding the movie.

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 9, 12, and 15. 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 of this objective is provided by a thorough discussion of suicide. We discuss warning signs of suicidality, gender and ethnicity differences, how to assess for suicide, and how to offer support.

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

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

Participation: Please keep me informed regarding your situation should something unexpected come up. It is also a student's responsibility to make sure classes are dropped if you intend to drop the class.

Final Course Grade

Exam 1-50 pts.

Exam 2-50 pts.

Final (Non-comprehensive)-50 pts.

(you may drop one exam grade)

Paper-100 pts.

Paper Topic-5

Paper Outline-5

4 hours of research participation (May 13)-12 pt.

Extra Credit (optional)-10 pts.

TOTAL POINTS POSSIBLE FOR THE COURSE = 222

EXAMS AND PAPER FURTHER EXPLAINED: Examinations

Exam 1 and 2, consisting of 50 multiple-choice questions-worth 1 point each. There is also a bonus questions which may reflect topics that are not in the textbook or about a video that was shared.

Final Exam is non-comprehensive and 50 multiple-choice questions-worth 1 point each

-Make-up exams are usually not given, since you are able to drop one grade. Make-up exams will only be given due to extenuating circumstances-please check in with me.

Extra Credit: There will be extra credit options throughout the course.

Paper (100 points) DUE May 15 : Choose a topic of your choice either described in the book, under the umbrella of psychology, or check in with me regarding your desired topic.

Discuss why you chose the topic and what research has been done on that topic, in particular, share the latest research being done on that topic. All papers should be a minimum of 3 pages, typed, double-spaced, font size of 12, and of college level. Please proofread and spell-check. Papers will be graded by the following criteria: timeliness, typos, grammar, content, and citations of references. Please include citations in the body of your paper and a works cited page (ideally APA style or another formal citation format and at least 3 scholarly sources). You will also receive points for submitting your topic and an outline of your paper.

Late papers will not be accepted unless due to an extenuating circumstance. Please check in with me if you are unable to turn your paper in on time.

Department of Psychology Research Completion

An important part of the educational experience of Psyc 1 is not only learning about important facts and findings from scientific research in psychology but also serving as a participant in research in psychology. Broad exposure to a variety of research methodologies (experiments, correlational studies, lab studies, online studies, etc.) will provide experiential knowledge for students. This experience contributes to **Course Learning Objective 4**, as well aligning with **Program Learning Outcome 2** (Research Methods in Psychology).

Thus, it is mandated for Psyc 1 courses that each student obtain a certain number of hours as a participant in research studies in the department. Research participation will count towards your course grade.

You can view available studies offered by the psychology department and sign up for the research participation on the SONA online system:

<https://sjsu.sona-systems.com/>

4 hours of research participation-12 pt. (Due: 5/13)

There will be information on the Homepage as well as the psychology department's website in regards to signing up for research opportunities.

There are several requirements by the department in order to receive full credit for research participation:

Research participation will be treated as a course assignment worth 6% of the final course grade. But to obtain the full 6%, you will need to complete 4 hours of research participation. Anything less than 3 hours will result in less than 6%. (1.5% per hour)

- If you elect to not participate in research, you can consider the alternative assignment option for full or partial credit for your research hours. Please see the uploaded handouts on the alternative assignment for details on the requirements.

Department of Psychology Policy for Awarding Research Hours for Partial Completion

For psychology students at SJSU, research participation is a requirement for completion of the Psyc 1 General Psychology course. However, it is the view of the department that **proportional credit** can be given in that points awarded should be commensurate with the effort expended by participants in studies.

Consistent with IRB ethical guidelines, participants can always elect to withdraw from a study for any reason. In these cases, credit will be granted in proportion to the amount of the study completed, with a minimum credit of 0.25 hours.

In cases where participants complete a study unreasonably quickly, credit will be granted in proportion to the amount of the study completed, with a minimum credit of 0.25 hours.

Class Expectations

Please read text chapters BEFORE logging into class. This is a synchronous class. We will be meeting online via zoom on Tuesdays and Thursdays 9:00 a.m.-10:15 a.m. Please make sure your cameras and microphones are working. Take notes, and ask or e-mail questions

Teacher's recommendation for success in this class:

1. Read each assigned text chapter before attending class.
2. Take good notes.
3. Ask or E-mail any questions that you would like to regarding the material.
4. Within the same 24 hour period that you took notes in class, review those notes.
5. Make FLASHCARDS: write the key term on the front, and the definition on the back.

Jan 25	First Day-Introductions/Review of Syllabus
Jan 30	Introduction to Psychology
Feb 1	Psychological Research

Feb 6	Biopsychology
Feb 8	

Feb 13	States of Consciousness
Feb 15	
Feb 20	REVIEW/PRACTICE TEST
Feb 22	<i>Exam 1</i>
Feb 27	Paper Work Day/Topic Due
Feb 29	Sensation and Perception
March 5	Learning
March 7	

March 12	Memory
March 14	

March 19	Lifespan Development
March 21	
March 26	REVIEW/PRACTICE TEST
March 28	

April 2	<i>Spring Break</i>
April 4	
April 9	Exam 2
April 11	Paper Work Day-Outline Due

April 16 April 18	Motivation and Emotion
April 23 April 25 April 30 May 2	Personality Social Psychology Psychological Disorders
May 7 May 9	Review/Practice Test

May 13	Research Requirement Due
May 15	PAPER DUE

May 17	Final 7:15 a.m.-9:30 a.m.
May 19	Extra Credit Due

The above dates are subject to change. Please attend regularly and keep yourself informed of any changes

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus.”

Course Grading scale A+ = 100% A = 95-99% A- = 90-94%

B+ = 86-89% B = 83-85% B- = 80-82% C+ = 76-79% C = 73-75% C- = 70-72% D = 60-69% F = < 60%

Academic integrity:

University Policies/Resources

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>. Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act:

If you need course adaptations or accommodations because of a disability, please let me know. Presidential Directive 97-03 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.

Librarian: Psychology

The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating

appropriate research materials. The library also has an abundance of resources for doing psychology research:

Psychology Librarian:

Christa Bailey

christa.bailey@sjsu.edu

408-808-2422

Student Technology Resources

Computer labs and other technological resources for students can be found in various places on campus such as:

1. [Student Computing Services \(MLK Jr. Library\)](#)
2. [Associated Students Print and Technology Center](#)

ACCESS Success Center

The [Academic Counseling Center for Excellence in Social Sciences \(ACCESS\) Success Center](#) “provides general education advising for undergraduate students majoring or intending to major in any of the departments in The College of Social Sciences.”

SJSU Peer Connections

[Peer Connections website](#) “offers free mentoring, tutoring, and supplemental instruction services for students at SJSU. Peer Educators are students just like you; they understand the triumphs and challenges of being a student at San José State University.”

SJSU Writing Center

The [SJSU Writing Center](#) “offers a variety of resources to help students become better writers, and all of our services are free for SJSU students.”

SJSU Counseling and Psychological Services

[SJSU Counseling and Psychological Services](#) invites “all students to come into Counseling and Psychological Services, located at the Student Wellness Center, room 300B, for any support needed.”