

Introduction to Psychology Section 02 PSYC 1

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/30/2023

Course Description and Requisites

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. GE Area: D (formerly GE Area D1)

Letter Graded

* Classroom Protocols

Attendance and Participation

Attendance is the responsibility of the student. However, attendance itself may not be used as a criterion for grading. Students are expected to attend all meetings for their courses, as they are responsible for all material covered, and active participation is frequently essential to ensure maximum benefit to all class members. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found [by clicking this link.](http://www.sjsu.edu/senate/docs/F15-3.pdf) (<http://www.sjsu.edu/senate/docs/F15-3.pdf>) (Full address: <http://www.sjsu.edu/senate/docs/F15-3.pdf>)

Academic Integrity/Plagiarism/Cheating

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> (<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/> (<http://www.sjsu.edu/studentconduct/>).

If you are found to be violating the Academic Integrity Policy, you will fail the assignment, which may result in also failing the class.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at https://www.sjsu.edu/provost/academic_affairs/resources/Academic_Calendars/ (https://www.sjsu.edu/provost/academic_affairs/resources/Academic_Calendars/).

Students should be aware of the current deadlines and penalties for dropping classes (Link to Late Drop Information at <https://www.sjsu.edu/aars/policies/latedrops/policy/> (<https://www.sjsu.edu/aars/policies/latedrops/policy/>)).

Information about the latest changes and news is available at the this link to the Advising Hub found at <https://www.sjsu.edu/advising/> (<https://www.sjsu.edu/advising/>).

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7 requires students to obtain instructor's permission to record the course.

"Students are not allowed to record without instructor permission. Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

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 (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> (<http://www.sjsu.edu/aec>) to establish a record of your 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.

Accommodation to Students' Religious Holidays

University Policy S14-7 states that San José State University shall provide accommodation on any graded class work or activities for students observing religious holidays that require absence from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the absence. It is the responsibility of the instructor to make every reasonable effort to honor the request without penalty, and of the student to make up the work missed.

Campus Services for Students

Writing Center

The SJSU Writing Center offers a variety of free resources to help students become better writers. The center offers writing resources, workshops, and one-on-one and small-group tutoring sessions. Services support writing for students in all disciplines and at all levels. The SJSU Writing Center is located in the MLK Library on the 2nd floor. Workshops and tutoring is also available through online platforms.

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> (<http://www.sjsu.edu/writingcenter>).

In the Spring 2023 semester, the SJSU Writing Center will be offering online tutoring services (M-F, 10:00-3:00) and providing an "Ask a Tutor" live chat service during select weekday hours posted on their website.

Counseling Center

The SJSU Counseling and Psychological Services (CAPS) is located in the Student Wellness Center (at the corner of 7th Street and San Carlos, across from the Event Center) in Room 300B. 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> (<http://www.sjsu.edu/counseling>).

SJSU Cares – Food and other Resources

If you're an SJSU student who has had a recent crisis which has left you food insecure, couch-surfing, or facing unexpected bills, SJSU Cares may be able to help identify and connect you to resources.

SJSU offers a number of resources and services on campus to help you deal with situations and issues outside of the classroom that may take away from your academic success. Some of those services include mentoring, counseling, health and wellness, and public safety assistance. We also offer a coordinated response to students matriculated in regular sessions programs who are experiencing an unforeseen economic crisis which is impacting their ability to be a successful student.

SJSU Cares can meet one to one with students who are experiencing an unforeseen economic crisis to determine which resources/support can be offered. For other students it might be helpful to know of our major programs such as Spartan Food Pantry, Just In Time Mobile Food Pantry, and CalFresh sign-up assistance. More information is available at their website here:

<https://www.sjsu.edu/sjsucares/> (<https://www.sjsu.edu/sjsucares/>).

Peer Connections

Peer Connections is your campus-wide resource for mentoring (time management, note taking, learning strategies, adjusting to college, etc.) and tutoring (including over 120 different courses and undergraduate writing). In addition, Peer Connections provides classroom

support through Supplemental Instruction Leaders, Learning Assistants, Peer Mentors, and Embedded Tutors. Your instructor will announce if a Peer Educator is in your class. Peer Connections also has space for studying and offers breakfast snacks for students each day while supplies last. All services are FREE to SJSU students.

For more information on services, hours, locations, or a list of current student success workshops, please visit the website at <http://peerconnections.sjsu.edu> (<http://peerconnections.sjsu.edu>).

Course Learning Outcomes (CLOs)

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. 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.
3. Critical Thinking Skills. 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.
4. Applications of Psychology. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues. Values in Psychology. Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

GE Area D: Social Sciences

Area D courses increase students' understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments. Students develop an understanding of problems and issues from different disciplinary perspectives and examine issues in their contemporary as well as historical settings and in a variety of cultural contexts.

The CSU requires students to complete General Education courses in the Social Sciences in at least two different disciplines. Students may meet this requirement by either 1) taking two lower-division Area D courses in different disciplines, or 2) taking two lower-division Area D courses in the same discipline and an Area S upper-division GE course in a different discipline.

GE Area D Learning Outcomes

Upon successful completion of an Area D course, students should be able to:

1. demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present;
2. compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts;
3. place contemporary social developments in cultural, environmental, geographical, and/or historical contexts;
4. draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.

Writing Practice: Students will write a minimum of 1500 words in a language and style appropriate to the discipline.

Course learning outcomes (CLOs)

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

Students shall be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those processes, and the forces that engender social cohesion and fragmentation.

This objective is met through material presented in Chapters 2, 3, 5, 14 in Feist & Rosenberg (2022), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: sensing, organizing, identifying, and recognizing; reality, ambiguity, and illusions; sensory knowledge of the world; organizational processes in perception; identification and recognition processes; cognitive development across the lifespan, acquiring language, social development across the lifespan, gender development, moral development, learning to age successfully; constructing social reality, attitudes, attitude change and action, prejudice, social relationships; the power of the situation; roles and rules, social norms, conformity, situational power; altruism and prosocial behavior; aggression, evolutionary perspectives, individual differences, cultural constraints; obedience to authority, and the psychology of conflict and peace.

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

This objective is met through material presented in Chapters 1, 2, 5, 10, 15, and 16 in Feist & Rosenberg (2022), as well as material presented in lectures and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: evolution of modern psychology, historical foundations, and current cultural perspectives; the processes of research, psychological measurements, historical and current ethical issues in human and animal research; analyzing psychological research with descriptive and

inferential statistics, becoming a wise consumer of research; intelligence and intelligence assessment, basic features of formal assessment, the origins of intelligence testing, the history and politics of intelligence testing, heredity and IQ, environments and IQ, culture and the validity of IQ tests; the nature of psychological disorders, deciding what is normal, historical perspectives of mental illness, etiology of psychopathology, the stigma of mental illness; the therapeutic context, goals and major therapies, historical and cultural contexts, treatment evaluation and prevention strategies, therapies and brain activity.

3. Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.

This objective is met through Chapters 3, 5, 7, 8, 9, 10, 11, 12, 14, and 15 in Feist & Rosenberg (2022), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the biological and evolutionary bases of behavior, heredity and behavior, evolution and natural selection, variation in the human genotype, biology and behavior; cognitive processes, studying cognition, discovering the processes of mind, mental processes and mental resources, language use, language production, language understanding, language, thought and culture, visual cognition, problem solving and reasoning; judgment and decision making; physical development across the life span, cognitive development across the life span, perceiving 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.

4. Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

This objective is met through material presented in Chapters 2, 6, 10, 13, and 16 in Feist & Rosenberg (2022), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: analyzing psychological research, descriptive statistics, inferential statistics, becoming a wise consumer of statistics; the study of learning, evaluating the effectiveness of different learning procedures, the experimental analysis of behavior, observational learning; basic emotions and culture, functions of emotions, stress of living, physiological stress reactions, psychological stress reactions, coping with stress, health promotion, personality and health, job burnout and the health-care system.

5. Students will be able to recognize the interactions of social institutions, culture, and environment with the behavior of individuals.

This objective is met through Chapters 14, 15, and 16 in Feist & Rosenberg (2022) and lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the power of the situation, altruism and prosocial behavior, the psychology of peace and conflict; constructing social reality, attitudes and attitude change, prejudice, social relationships; deciding who is abnormal, the problem of objectivity in defining abnormal behaviors, classifying psychological disorders, the etiology of psychopathology, anxiety disorders (types and causes), mood disorders (types and causes), gender differences in depression, suicide, psychological disorders in childhood, schizophrenic disorders, the stigma of mental illness.

Course Materials

The required textbook for this course is the electronic form (Smartbook) of:

Psychology: Perspectives & Connections with Connect Plus (2022), 5th edition, Feist & Rosenberg, McGraw-Hill (ISBN- 978126410806-0).

Over the duration of the term, you will also be required to complete a variety of assignments that will be delivered via Connect, an innovative online learning system proven to help students achieve greater success. Altogether, assignments completed on McGraw-Hill Connect will make up roughly 30% of your total grade in this course so it is imperative that you purchase access.

Other technology requirements / equipment / material:

- Connect/LearnSmart program (part of the SmartBook, see above)

Course Requirements and Assignments

Exam: Mid-term and Final Exams

There will be two unit exams and one final exam, all of which consist of multiple-choice questions.

They will be administered in the classroom and you have 1.25 hours to complete each midterm exam. You have 2.25 hours to complete the final exam. No other make-up exams will be given.

Paper: Writing Projects

There will be two writing projects throughout the semester. Papers should be 2-3 pages in length (double-spaced, single sided), but no more than 3. Proper spelling, grammar, and punctuation is expected and will be factored into your grade. Plagiarized papers will result in a failing grade for the course (i.e., a grade of "F") and the student will be referred to the Office of

Judicial Affairs. More details regarding the structure of the paper will be provided in class. Papers will be turned in electronically via e-mail and edited electronically and returned electronically on Canvas. Therefore, papers must be submitted as Word documents (.doc or .docx) or PDF. If you do not have Word, please export to .doc from GoogleDoc.

You can rewrite one paper to improve your grade. The final score will be the average of the two scores. If you do, your final grade for the first paper becomes the average score on your first version and rewrite (e.g., $70 + 80 = 150/2 = 75$).

Quizzes: CONNECT/Smartbook Practice Homework Assignments & Quizzes

You have to complete 14 of the 15 total homework assignments over the course of the semester. None the first week.

These are two separate things.

- First, do the study aid SmartBook Questions (master 30-40 multiple choice questions) each week.
- Second, do the weekly quiz on Connect.

You have to complete 14 and only 14 of these assignments, even though there will be one for each of the 15 chapters.

SmartBook Practice questions each week are worth up to 8 points;

The Connect quiz is worth up to 12 points. Connect has a time-limit of 60 minutes; once you start you have 60 minutes to complete. No starts and stops and coming back hours or days later. There are NO MAKE- UPS on Smartbook Questions or Connect Quiz assignments. You must do them the week they are assigned. Once they are gone, they are gone and cannot be made up.

Activities: Research Participation

An important part of the educational experience of the 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/> (<https://sjsu.sona-systems.com/>).

Details on how to set up an account in SONA in order to participate in research is included in the handout and on the psychology department's website. <https://www.sjsu.edu/psych/resources/research-pool.php> (<https://www.sjsu.edu/psych/resources/research-pool.php>).

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 all **4 hours of research participation**. Anything less than 4 hours will result in less than 6%. Penalty for less than 4 hours is fewer than 55 points being earned (proportional: e.g. 2 hours = $37/55$ points)

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 distributed handouts on 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. So, just because a study says 1.0hr credit does NOT mean that is what you will earn.

You must complete the full study to be awarded full credit

Activities: Expectation of Workload

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

✓ Grading Information

Determination of Grades

Assignment	Points	Percentage of Final Grade
Syllabus Quiz	20	2.2%
Midterm 1	80	8.9%
Midterm 2	120	13.4%
Final Exam	160	17.9%
Research Participation	55	6.1%
Weekly homework	280 (20 points each x 14)	29.1%
Writing Assignments	200 (100 points each x 2)	22.4%
Total	915	100%

Grade Points Percentage

A plus 865 to 915 94.5 to 100%
 A 837 to 864 91.5 to 94.4%
 A minus 819-836 89.5 to 91.4%
 B plus 860 to 899 86.5 to 89.4 %
 B 830 to 859 81.5 to 86.4%
 B minus 800 to 829 79.5 to 81.4%
 C plus 760 to 799 76.5 to 79.4%
 C 730 to 759 71.5 to 76.4%
 C minus 700 to 729 69.5 to 71.4%
 D plus 660 to 699 66.5 to 69.4%
 D 630 to 659 61.5 to 66.4%
 D minus 600 to 629 59.5 to 61.4%

Rounding is Included in the Grading Scale

The point totals reflect rounding up to the nearest percentage. For example, an A- would normally require 90%. With rounding, it only requires 89.5%. Because rounding is built in to the grading scale, your grade will be based on your final point total, rounded to the nearest whole percentage point (so, 819 points or 89.5% is an A-, but 818 points or 89.4% is a B+). To be fair to everyone in the class, these are firm cutoffs, so please don't ask for additional bumping up.

University Policies

Per [University Policy S16-9 \(http://www.sjsu.edu/senate/docs/S16-9.pdf\)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Live link to Course Schedule will be provided in Canvas