

# Introduction to Psychology Section 82

## PSYC 1

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024

### Contact Information

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**Instructor:** Dr. Neelam Rattan

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**Email:** [neelam.rattan@sjsu.edu](mailto:neelam.rattan@sjsu.edu)

--- When contacting me by email, please write "PSYC 1" in the subject line.--- I check email regularly during the workday and I will respond to inquiries within 24 hours during the week and 48 to 72 hours during the weekend.

### Course Information

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**Class Days/Time:** MoWe 9:00 A.M.-10:15 A.M.(PSYC1-80)

MoWe 12:00P.M.- 1:15P.M. (PSYC1-81)

MoWe 3:00P.M.-4:15P.M.(PSYC 1-82)

**Welcome Hours:** Monday & Wednesday 4:30P.M.-5:30P.M. or by appointment. Welcome (office) Hours end on 12/9/2024.

--- You are encouraged to visit me during virtual welcome office hours or to contact me via email or phone, whenever a need arises. Please discuss with me any concerns you may have regarding our class as soon as possible, (**before** the quiz, exam, etc.) & do not wait too long to get in touch with me. I am very aware that students can have important familial, community spiritual, and/or religious obligations. Kindly reach out to me to let me know of your needs, so we can work together, to develop solutions and seek out ways to enhance your learning experience.

#### Course Format

Instructional Mode & Course Structure: **Online**

This course will follow an *online format* using synchronous mode of instruction. Lectures will be delivered online using Zoom during the assigned class-times. There will also be of online delivery of instructional material which will entail reading the chapters from the prescribed text, reading supplemental material provided by your instructor, viewing PowerPoint slides, viewing videos online (e.g., YouTube clips). For purposes of clarity course schedule gives a detailed information of the material that will be covered in class and material you are required to read before coming to each class. Hence this course seeks to provide you with an exciting educational experience through varied techniques.

**Interactive activities** will be both completed online and in our synchronous classes. Online interactive activities will be both at the individual level (e.g., taking online quizzes), along with online group discussions. For online discussions, discussion questions will be posted on the Canvas discussion board, each student will be required to give their response to the posted question. They are also required to respond to a response posted by a classmate. Each discussion will be followed by your instructor's commentary.

**Quizzes & Exams** will be conducted online comprising of take-home quizzes as well as in-class exams. Final Exam will be in-class.

**Evaluation and feedback** will be provided primarily through online means, although for some assignments your instructor will provide feedback in class.

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**Course Description** SJSU Course Catalog Description: Study of perception, attention, learning, remembering, thinking, development of the individual, intelligence, aptitudes, emotions, motivation, adjustment, and conflict; designed to give insight into oneself and others. GE Area: D1

This course qualifies as an Area D1 (Human Behavior) course in your General Education requirements. Social Science courses should increase the student's understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments. Human Behavior (D1) students will be able to recognize the interaction of social institutions, culture, and environment with the behavior of individuals.

This course is designed as an introduction to general psychology. During course of study an attempt will be made to answer:

- How best to define Psychology?
- Its status—is it positive or normative, and is it a pure science?
- What are its applications?

Students will be encouraged to develop an understanding of differences in cultural value orientation, social-institutional contextual realities, personal situational construction of daily life events, and how these are critical in evaluating the validity of the psychological principles as applied to understand human behavior. Students will be able to appreciate broad generalizations of behavior as well as intricacies of individual behavior. They will be apprised of the use of psychological principles and their utilization in enhancing of their sense of well-being and their personal effectiveness. They will be encouraged to

become proficient in using the concepts and methods of psychology in a two-pronged way, firstly as a social scientist collecting, analyzing, interpreting behavioral data, and secondly as a practitioner, applying psychological principles to understand personal experiences and to enhance personal growth.

## Course Description and Requisites

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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

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### **Inclusive Classroom Statement:**

Our endeavor will be to work together to develop a learning community that is inclusive and respectful of the diversity in this class, which may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity/ expression, socioeconomic background, and a host of other social identities including our varied life experiences. Expressions of different ideas, opinions, and beliefs will be encouraged and appreciated. Listening to different viewpoints can provide myriads of opportunities for intellectual and personal development and growth.

### **Classroom Protocol**

1. "Netiquette" -- Please use these general guidelines when emailing me and/or when posting on the class discussion boards. When emailing your professor (me):

-- Indicate your class in the subject line of your email (e.g., PSYC 170)

-- Please address me by my formal title, (e.g., Professor or Dr. Rattan) and not MRS. Rattan or Hey! When you send emails to your instructors, it is a "formal" mode of communication. So, it is good practice for you to write your emails as you would if you were sending any type of professional/formal email.

-- Allow at least 24-48 hours for a reply from me.

-- Do Email Me in Advance to:

-- Set up an individual Zoom/phone appointment to talk with me during my regular office hours or outside of my regular office hours if your schedule conflicts with them

-- Inform me of any emergency/medical/family situation that may affect your ability to complete a course activity/assignment/quiz BEFORE the due date.

-- Do not email me to ask when due dates are for activities/assignments/quizzes. Those are all listed on your course schedule and can be easily found there.

## 2. Students' responsibilities/expectations

I expect your safe and full participation in our online sessions. This entails being free from any distractions including driving, the consumption of drugs/and or alcohol and /or multitasking.

- a. Students are expected to **check announcements on Canvas regularly** to view course lectures, participate in class activities, complete assignments, and keep updated regarding course announcements.
- b. Students are expected to turn in their own individual work independently without any outside help of any kind.
- c. All assigned work should be submitted on the specified date.
- d. All the written assignments are to be proof-read paper before being turned in and checked for Punctuation, Grammar, Spellings. Your papers are to be typewritten, double-spaced, 12 pitch-font, one- inch margins, using Times New Roman font. On a sheet attached to the front of all your papers, Title of your paper, your Name, Course, Course Number, Semester/Year, and Due Date are to be included. Written work should follow the guidelines described in the American Psychological Association Publication Manual (7th Ed.).
- e. For some assignments students may be required to upload their work to Turnitin.com to ensure that material is not plagiarized. In case of material being found to be plagiarized the student will be accorded a failing grade (F). The student will also be referred to the Office of Student Conduct and Ethical Development for further action.
  - **Students are expected to turn in their own individual work independently without any outside help of any kind of artificial intelligence tools** like ChatGPT for your assignments. Your originality, your creativity and your distinctive style may be lost when your over rely on Apps such as ChatGPT. **If you choose to use generative AI tools in violation of this policy please remember that:**
  - they are typically trained on limited datasets that may be out of date. Further they have been trained on datasets that contain assumptions and will replicate those ways of thinking about the world. Hence these platforms are bias laden. Consequently, critical thinking strategies are of paramount importance when engaging with AI-generated text.
  - they rely on language patterns to predict what an answer to a prompt should look like and hence are are not geared to “thinking” about the right response in a way a student would.
  - there is “AI hallucination”, which means AI will make up things that seem convincing but are not.
  - additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations.
  - the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content.
  - it is your responsibility—not the tool’s—to assure the quality, integrity, and accuracy of work you submit in any college course.

- you will need to check for accuracy, statistics, citations, data which is generated by AI.
- as specified elsewhere in the syllabus, this course may require electronic submission of essays, papers, or other written projects through the originality assessment service Turnitin. Turnitin will also attempt to detect AI-generated text.

-There will a 15 point deduction if your paper has a plagiarism score and AI generated material score exceeding 10%.

f. **Late work Policy (for assignments, quizzes & exams):** Five percent will be taken off from your grade per day for work submitted up to a week late. Work that is late by more than a week will not be accepted.

g. No credit will be awarded for emailed.

h. This course will follow this syllabus to the extent However, timing, and specific nature of topics and activities may change. In case of any such changes, these will be clearly stated and mentioned in class. You are responsible for noting down any changes made to the class syllabus.

i. This course will follow this syllabus to the extent possible. However, timing, and specific nature of topics and activities may change. In case of any such changes, these will be clearly stated and mentioned in class. You are responsible for noting down any changes made to the class syllabus.

j. **Regarding letter of recommendation-**only students who have taken a minimum of 3 classes with me and earned a grade of A in each of these classes will be considered for a letter of recommendation.

k. Discussion boards posts -- When posting on the course discussion boards, please be respectful of one another's opinions/beliefs/observations even when they are different or conflict with your own. It is expected that we ALL behave with respect and tolerance for each other, despite any differences we have. Please refrain from any personal attacks, insults, etc. I hope the Discussion board posts will be a place where we can all feel comfortable to interact with another and engage in thoughtful "conversation" as a class.

l. **Make up exams:** You will be allowed to reschedule an exam only under extraordinary and well-documented circumstances. **It is your responsibility to notify me before the date of the exam**, either via email or by leaving me a voicemail including your name, and telephone number. a make-up without appropriate written documentation will result in partial credit (i.e., points will be deducted). If you are not able to obtain such documentation and you have a serious and extenuating circumstance that has prevented you from fulfilling a requirement as scheduled, notify me as soon as possible. Depending on the circumstances, you may be allowed a make-up. If you have any questions/issues regarding any of these policies, please email me directly to discuss them.

m. Listen deeply to whomever is speaking in the virtual room. Try not to interrupt, and if you do, kindly apologize.

n. It is vital that you complete all scheduled readings and assignments before each class.

o. Please arrive to class on time. If you must arrive late or leave early, please do so quietly and with a minimum of distraction. Please inform me before- hand via email if you will not be in class.

p. Please refrain from doing homework of other classes or preparing for an exam for another class while attending this class.

### 3. Zoom Class Protocol

**Use of Camera in Class:** It is recommended that you have your camera on in Zoom. If for any reason that is not possible update your Zoom profile by adding your profile picture. This link provides guidance in [customizing your profile](https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-Profile): <https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-Profile>

### Zoom Classroom Etiquette

- Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be Mindful of Background Noise and Distractions: Find a quiet place to “attend” class, to the greatest extent possible
  - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
  - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc. Avoid sitting with lights or windows behind you.
- Position Your Camera Properly: Be sure your webcam is in a stable position and focused at eye level. Avoid sitting with lights or windows behind you. Ensure that your audio and video are functional.
- Limit Your Distractions/Avoid Multitasking: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- Use Appropriate Virtual Backgrounds: You can use Zoom's [virtual background](https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background) at <https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background>
- If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.
- Mute your mic unless you are speaking, you can quickly unmute your mic by holding the spacebar down.
- Place your laptop on a flat stable surface.
- If using your phone to access the Zoom meeting, position the device horizontally, not vertically and when speaking, look directly into the camera.
- Listen deeply to whomever is speaking in the virtual room. Try not to interrupt, and if you do, apologize.

**Recording Zoom Classes:** This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

## Course Learning Outcomes (CLOs)

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**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.

The following Area D GE Class Learning Objectives will be addressed throughout the semester. Chapters corresponding to each objective are provided for all the four learning objectives respectively. Further, in addition to the material presented in these chapters, student learning will be enhanced through lectures, videos, and the the following assessment activities:

GEL01 To 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.

Assessment example of possible exam question for this learning objective: How is behavior influenced by one's culture? Why is it important to be aware of cultural differences? Compare and contrast colorblind and multicultural approaches.

This objective will also be assessed by conducting classroom exercises using role play, transactional analysis techniques using psychological games with a view to sensitize students to different patterns of communication, so that they are able to gain an understanding of subtle nuances of interpersonal behavior as well as gain clarity regarding their self-concept. Students will be encouraged to analyze behavior as a by-product of diverse influences such as social institutions and culture.

- This objective will be further stressed upon in the Chapters 5, 6, 7, 12, 13, 14 and corresponding class presentations. In advancing the learning of this objective the individual's unique place in the social fabric will be explained. More specifically topics addressing issues of stereotype, prejudice, attitudes and attitude change, criteria of abnormality, the causes of abnormal behavior, classification of psychological disorders, symptomatology of psychological disorders, will enhance the understanding of this objective.
- **Participating in Perspectives curriculum**

GEL02 To compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts.

Assessment example of a potential in-class participation activity for this learning objective: Students will be asked to examine Social Comparison Theory by Leon Festinger. They will examine the facets of both upward and downward social comparison and the implications of such forms of comparisons for their confidence, motivation, and self-beliefs. Students will participate in a discussion on Obedience and Social Comparison.

- The Chapters 1, 2, 3, 6, 8, 9, 12, 13, 14 and corresponding class presentations will further emphasize this learning objective. For a further understanding of this objective topics pertaining to tracing the roots of psychology to its status currently, contributions of the forerunners in this field as well as in the domains of learning, memory, consciousness, development, historical viewpoints of abnormality will, all be discussed. Current classification of mental disorders will be studied. Emphasis will be on understanding behavior as a culmination of the collective impact of cultural, environmental, and spatial factors.
- **Participating in Deep Dive**

GEL03 To place contemporary social developments in cultural, environmental, geographical, and/or historical contexts.



Assessment example of a potential assignment for this learning objective: Our development occurs within a social-cultural, geographical, political, and historical context. Hence our social identities reflect these contextual influences. Students will examine Hofstede's Cultural Onion Model as an icebreaker activity.

- This objective will also be stressed upon in Chapters 5, 8, 9, 10, 12, 13, 14, 15, 16, and corresponding class presentations. Sensing, perceiving the world around us, forming concepts, development across the lifespan, gender development, gender, and cultural perspectives on moral reasoning, understanding the subtleties of language as well as verbal and nonverbal communication will be explained with special reference to this objective. Evolution of emotions, socio-cultural meaning of expressed emotions, individual's place in the vast cosmos called society, understanding of human needs will be explained with a view to enhance the in-depth understanding of this objective. What makes us who we are—personality, aspects of health psychology, stress and the coping mechanisms will also be dealt in detail.

#### **Participating in Perspectives curriculum**

GELO4: To draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.

Assessment example of potential application for this learning objective: Social/behavioral science information provides knowledge and training covering many concepts that are specific to types of research, such as role of ethics in the protection of human subjects, protecting the rights of vulnerable populations.

For enhancing understanding of this objective, students will be explained the various methods being used in Psychology which give it the status of science. Further students will be asked to examine "Little Albert" study, Tuskegee Syphilis study. Students will participate in a group discussion forum in which each of these studies will be examined vis-a-vis the ethical concerns that were flouted by these studies. They will also examine if informed consent was obtained or not.

Assessment example of possible exam question for this learning objective: What is the meant by informed consent and right to privacy?

- This objective will also be emphasized in the Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, 15 and corresponding class presentations. The methodology used in psychology namely, experimentation, observation, case study, quantitative as well as qualitative treatment of psychological data will be explained. The genesis of the testing movement with special reference to the domains of intelligence and personality will be addressed. Students will be apprised of the ethics of research. Further research being conducted in the areas of consciousness, effects of drug use, as well as in diagnosing maladaptive patterns of behavior will be highlighted.
- 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. Hence serving as a research participant will also contribute to this course learning objective.

## Course Materials

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ISBN: 978-1-4533-3869-8

Kindly buy directly the online access to the textbook from FlatWorld by clicking on the link below:

<https://students.flatworldknowledge.com/course/2607813> (<https://students.flatworldknowledge.com/course/2607813>).

Price: \$32.00

Please sign up for your FlatWorld account, and be sure to be logged in to your FlatWorld account to see the price for \$32.00.

## Library Liaison

Bailey, Christa

Phone: 408-808-2422

Email: [christa.bailey@sjsu.edu](mailto:christa.bailey@sjsu.edu)

# Course Requirements and Assignments

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## Course Requirements

### Course Canvas Site

The course Canvas site is the main online resource for this course. Use of this site and the information provided is the primary way we will conduct class and participate in all course activities. The site will be updated regularly throughout the semester. Homework assignments, instructions regarding assignments, and announcements are posted on the Canvas Announcement tab of this class, so you are required to check this page daily.

This site is organized into course modules and contains the following course material:

- Syllabus and tentative course schedule
- Course announcements
- Class activities/assignments
- Course Paper Assignments
- Zoom links for class & office hours
- Exam study guides/review sheets

#### How to Access Course Canvas Site:

Using Canvas:

Dear Student,

Our course, PSYC 1, will be using San Jose State's online learning management system [Canvas](#) for the upcoming semester.

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.

**Username:** SJSU 9-digit ID number.

**Password:** Self-generated password for your SJSUOne account

**Courses:** Once logged into Canvas, you will see your course or courses listed in the Courses Heading on the left side of the page. From the dropdown menu, click on the course name, and you will be entered into the course. Note: That link will not be active until the start date of the course.

**It is recommended that you visit**

the [eCampus Canvas website](https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/index.php) at <https://www.sjsu.edu/ecampus/software-tools/teaching-tools/canvas/index.php>. This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at <https://community.canvaslms.com/t5/Canvas/ct-p/canvas> and <https://guides.instructure.com/m/4212>.

For issues related to Canvas, please contact the [eCampus Help Desk](#). The Help Desk can give technical support for issues encountered in Canvas Courses.

- Phone: (408) 924-2337
- Submit a [help ticket](#) using the following URL: <https://isupport.sjsu.edu/helpdesk/Incident/New?itemGuid=a53156b2-55a9-4a35-8bca-d85f24a85dfb&templateIdentifier=73&tutorialIdentifier=0>
- While logged into Canvas, click on the word Help in the lower left corner of the screen (near the bottom of the global navigation menu). **Requirements and Assignments**
  - Proof of registration into SONA system to enable you to participate in research: Submit screenshot of your registration in the assigned Dropbox folder on Canvas on **9/4** by 11:59p.m. (**worth 5 points**).
  - *Perspectives* curriculum: This class will include the *Perspectives* curriculum, a program developed by the [Constructive Dialogue Institute](#) that helps students develop the mindset and skills essential for constructive dialogue across differences. Using this curriculum, you will:
    - Explore psychological concepts that explain how the brain processes information during challenging situations.
    - Learn practical skills for dialogue through real-life scenarios and interactive activities.
    - Complete three peer-to-peer conversations and two on-line quizzes
    - The assignments and activities outlined in this curriculum are to be completed by **10/20(worth 20 points)**
  - **Participating in Deep Dive:** The Deep Dive gives you a chance to explore your point of view in depth on a single critical issue facing America today, and to help a conversation partner explore theirs through active listening and follow-up questions. You will be able to deepen your understanding of the issue, develop a more nuanced point of view on the topic, practice supporting your opinion with facts and personal experience, and collaboratively brainstorm solutions to a societal problem. You can choose to dive into the any one of these topic: Guns in America, Voting and Elections, or Identity and Bias in Society, on any one of these dates: **Oct. 22, 24, 29(worth 20 points)**.
  - There will be **no make-up** opportunities for missed in-class activities, so if a student is not present in class on the day the activity is conducted, they will not be allowed to make-up for this missed in-

class activity.

NOTE as per university policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class." Attendance per se shall not be used as a criterion for grading.

- **Research participation: For this you will need to register with SONA online system. All students are required to register by 9/4/2024** and provide proof to me. This is 6% of your grade will consist of completing 4 hours of study participation (5% per hour = 5.25 points per hour). Hence completion of 4 hours is worth 21 points. You are required to complete one hour of research participation by October 1, 2024. **You are required to complete the 4 hours by 12/9/2024.**
- **Online Plagiarism Tutorial:**

Visit: <https://library.sjsu.edu/tutorials/online-tutorials>

Take the [Plagiarism tutorial](#), worth 5 points.

**NOTE: To get credit students must receive 90% and above on this tutorial which is due on hence take screenshots of your results and drop them in the assigned Dropbox folder on canvas on 10/2/2024 by 11:59 p.m.**

- **BOGS Area D1 GE: Writing Requirements**

Students must write a minimum of 1500 words via writing assignments in General Psychology.

**Project Writing:** There will be a writing assignment comprising of 1500 words. This assignment is designed to comply with the University's General Education course credit writing requirement of a minimum of 1500 words.

- This assignment aims at providing you
  1. practice in your writing skills,
  2. feedback from the instructor on your writing
  3. Opportunity for incorporating this feedback in your writing assignments. In pursuance of fulfilling these requirements, your papers will be returned within two weeks after submission, with instructor's feedback regarding your written assignment. You will be provided with opportunities to incorporate feedback from your instructor and thereby correct your written work.
- Help you to achieve mastery of various aspects of the five Learning Objectives mentioned above. Writing assignments will incorporate material from the five learning objectives based on topic(s) addressed in the writing. Some writing assignments may cover material pertaining to more than one objective, whereas some other writing assignments may thematically deal with only one objective per assignment.

Note: Some students may be asked to go to the Writing Center that addresses specific areas in their writing that may need attention. This will be explained further in class.

Students are required to turn in the following written assignment for this course:

A 1500-word scholarly essay titled Critical Reflection Essay, worth 40 points will be assigned, in pursuance of GELO 3 which states: To place contemporary social developments in cultural, environmental, geographical, and/or historical contexts.

**This essay is due in the assigned Dropbox on canvas on 11/13/2024.** Detailed instructions for writing of these assignments will be provided in class and on canvas. All the written assignments are to be proofread before being turned in and checked for Punctuation, Grammar, spellings. Your papers are to be typewritten, double-spaced, 12 pitch-font, one-inch margins, using Times New Roman font. On a sheet attached to the front of all your papers, Title of your paper, your Name, Course, Course Number, Semester/Year, and Due Date are to be included. Written work should follow the guidelines described in the American Psychological Association Publication Manual (7th Ed.). For some assignments students may be required to upload their work both in class and to Turnitin.com to ensure that material is not plagiarized. In case of material being found to be plagiarized the student will be accorded a failing grade (F). The student will also be referred to the Office of Student Conduct and Ethical Development for further action.

- **First Exam (Chapters 1-5) will be held during class time on 9/25/2024.**
- **Second Exam (Chapters 6-10) will be take-home exam due by 11:59 p.m. on 11/6/2024.**
- **Final Exam:( Chapters 12-16).**

Important Note: Written assignments found to be having substantial number of errors in grammar, punctuation, spelling, clarity, conciseness, and validity of content will be returned ungraded as per the policy adopted by the Department of Psychology. Further there will also be a penalty of 10% on the final grade of rewritten work. The revised and rewritten paper must be resubmitted within a week along with the copy of the original paper. Hence a completion of these two term projects will provide the requisite credit in Area D1. **Late submissions will not be entertained, and no credit will be awarded.**

**Exams:** There will be two class exams, each comprising of multiple-choice, true/false, questions each worth 1 point, resulting in a total of 40 points for each exam and 80 points for the 2 exams (40x2=80 points). You are to take your exams as per the schedule of your section you are officially registered in. Taking the exam in another section than your own will result in a grade of zero.

Study Guides will be provided for these exams:

- **First Exam (Chapters 1-5) will be held during class time on 9/25/2024**
- **Second Exam (Chapters 6-10) will be take-home exam on 11/6/2024**
- **Final exam (Chapters 12-16) will comprise of 60 multiple choice type, and True/False questions, each item worth a point.**

Research participation will be treated as a course assignment worth 6% of the final course grade. To obtain the full 6%, you will need to complete 3 hours of research participation (2% per hour).

- **Requirements and Assignments**

**Classroom participation & classroom engagement:** There will be worth **45 points** for participating in classroom activities, online activities. Details of participation points are as follows:

- **Final Exam for the three sections will be held as follows:**
  - **Section 80- 12/13/2024 from 7:15A.M. to 9:30A.M.**

- Section 81- 12/16/2024 from 9:45A.M.-12:00P.M.
- Section 82- 12/17/2024 from 12:15P.M.-2:30P.M
- **Technical difficulties and Internet connection issues:** Canvas autosaves responses a few times per minute as long as there is an internet connection. If your internet connection is lost, Canvas will warn you but allow you to continue working on your exam. A brief loss of internet connection is unlikely to cause you to lose your work. However, a longer loss of connectivity or weak/unstable connection may jeopardize your exam.

Other technical difficulties: Immediately email the instructor a current copy of the state of your exam and explain the problem you are facing. Your instructor may not be able to respond immediately or provide technical support. However, the copy of your exam and email will provide a record of the situation. Contact the [SJSU technical support for Canvas](#) at: [ecampus@sjsu.edu](mailto:ecampus@sjsu.edu); Phone: (408) 924-2337

<https://www.sjsu.edu/ecampus/support/>

If possible, complete your exam in the remaining allotted time, offline if necessary. Email your exam to your instructor within the allotted time or soon after.

**FlatWorld Quizzes:**

Chapter Quizzes	Due Date by 11:59 P.M.
1	9/1/2024
2	9/8/2024
3	9/15/2024
4	9/22/2024
6	9/29/2024
7	10/6/2024
8	10/13/2024

9	10/20/2024
10	10/27/2024
12	11/3/2024
13	11/10/2024
14	11/17/2024
15	11/24/2024
16	12/1/2024

## Final Examination or Evaluation

As per [University Policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) at <http://www.sjsu.edu/senate/docs/S17-1.pdf> which states that

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

The study guide for the final exam will include chapters 12, 13, 14 and 15 and 16. There will be 60 multiple choice type questions, each item worth a point.

Final Exam for the three sections will be held as follows:

- Section 80- 12/13/2024 from 7:15A.M. to 9:30A.M.
- **Section 81- 12/17/2024 from 9:45A.M.-12:00P.M.**
- **Section 82- 12/16/2024 from 12:15P.M.-2:30P.M**

*Technical difficulties & Internet connection issues: Canvas autosaves responses a few times per minute as long as there is an internet connection. If your internet connection is lost, Canvas will warn you but allow you to continue working on your exam. A brief loss of internet connection is unlikely to cause you to lose your work. However, a longer loss of connectivity or weak/unstable connection may jeopardize your exam.*

*Other technical difficulties: Immediately email the instructor a current copy of the state of your exam and explain the problem you are facing. Your instructor may not be able to respond immediately or provide technical support. However, the copy of your exam and email will provide a record of the*

*situation. Contact the SJSU technical support for Canvas at: [ecampus@sjsu.edu](mailto:ecampus@sjsu.edu); Phone: 408 924-2337 <https://www.sjsu.edu/ecampus/support/>*

If possible, complete your exam in the remaining allotted time, offline if necessary. Email your exam to your instructor within the allotted time or soon after.

### **Psych 001 Research Instructions Fall 2024**

Contact Research Pool coordinator at [sjsuspc@gmail.com](mailto:sjsuspc@gmail.com) with any questions.

All Psych 1 students are required to participate in psychology research experiments for a total of 4 hours. The 4 hours must be completed by December 9th, 2024, deadline to receive credit for the course. This research experience is not only required by the department as part of the Psychology 1 curriculum, but if you participate willingly, you will learn a great deal about how psychology works. Who knows, you like what you see and become a Psychology researcher!

#### Guidelines

- You have a total of 4 hours to complete (this may be a combination of both online studies or in person studies, if available.)
- You need to have at least 1 hour completed by October 1, 2024. If not completed by that time, you will receive an email noting your need to begin participation in the research pool.
- You can participate in each experiment only once.
- If you cannot show up at your appointment, whether it be on Zoom or in person, please inform your researcher! A 24-hour advance notice is required. Any student who does not provide 24-hour notice will need to make up the missed hours with the Alternative Assignment.
- Show up on time. Be respectful to the researchers. Follow all directions and guidelines.
- Some studies may vary in their emphasis on how much effort should be placed in their experiments. Meaning they can give you a fraction of the credit that you expected to receive. For instance, although the study was slated as being one hour in credit, because you didn't take the study seriously, they could decide to only give you .5 hour credit. The minimum that can be awarded is .25 hour credit.
- Points awarded will be commensurate with the effort expended by participants in studies
- You will be awarded only a fraction of the total credit hours associated with the study:
  - Should you elect not to continue your participation in a study.
  - In the event that your completion of a study was done in an unreasonably short period of time (e.g. 5 minutes for a 60 minutes online survey).
- Research participation will be treated as a course assignment worth 6% of the final course grade. To obtain the full 6%, you will need to complete 3hours of research participation (2% 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 distributed handouts on alternative assignment for details on the requirements.
- All research hours and alternative assignments must be completed by December 9th, 2024.
- Do not wait until the last couple of weeks to complete this assignment! Create your SONA account within the first few weeks of the semester and log-on frequently; appointments may be hard to come by!



## Frequently Asked Questions

Q: Can I do a combination of Research Studies and the Alternative Assignment? A: Yes!

Q: Are all the studies held on campus? A: It depends on the study. Due to COVID-19, most studies will be online, however, some may be in person.

Q: How long are the studies?: The credit hours will be listed on the studies page in SONA. The research study credit hours are provided in 15 minute increments. Hence, there are studies that give you 15 minutes, 30 minutes, 1 hour, 1.5 hours, etcetera to complete. Studies typically last 30 minutes to 1 hour.

Q: What kinds of studies are available? A: The research pool is open to all professors and students conducting psychological research. Thus, experiments represent various fields in psychology from social attitudes to human factors.

## USING THE ONLINE RESEARCH PARTICIPANT SYSTEM

To use Sona, you will need to be logged into SSO (this is the same login that we always use to access MySJSU, Canvas, etc., using your SJSU ID number and password). Kindly log into SONA using this link:

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

## 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.

## **ALTERNATIVE ASSIGNMENT INSTRUCTIONS**

For those students who are unable to participate in research studies due to age, lack of time, or missing an

appointment (see no-show policy), you have the option of completing an Alternative Assignment that will

count towards your research requirement hours for the semester.

Please note that students CAN COMBINE Alternative Assignment credits with research study credits to meet the specified semester credit requirements.

DUE DATE: You must email your alternative assignment to the Research Pool coordinator

sjsuspc@gmail.com no later than December 9th, 2024 in order to receive full credit.

#### INSTRUCTIONS:

The alternative assignment consists of reading one scholarly journal article and providing a 1/2 page summary of the article as well as a 1/2 page reflection of the article. The alternative assignment write up should never exceed more than 1 page.

#### SUMMARY:

In 1/2 pages, briefly state the purpose of the article and summarize the findings/results. You may also mention the method used for collecting data as well.

#### REFLECTION:

In 1/2 pages, provide a brief reflection of your thoughts regarding the article. You can cover such topics as: Were the results surprising to you? How do you think this study adds to the field of psychology? What was your overall opinion of the article? Did you like it? Dislike it?

The credit (in hours) you receive will be dependent upon the length of the article(s) you read. The criteria are:

5 to 10 page article = 1 hour of credit

11 to 15 page article = 2 hours of credit

16+ page article = 3 hours of credit

Example: An article from pages 227-241 is counted as 2 hours of credit (15 pages)

#### ASSIGNMENT REQUIREMENTS:

1) You must email your Research Pool coordinator sjsuspc@gmail.com an attachment of your write up and an attachment of your article no later than December 9th, 2024 in order to receive full credit. Your write up can be submitted as a word document or PDF. However, the copy of your article must be in PDF format (this is the standard format for most articles downloaded online). In the email, please include your full name, then list alternative assignment, Psyc 1, course section, and instructor in the subject line.

2) Please title your attachments according to which documents they are. For attached write ups: Your full name, Alternative Assignment, Write up. For attached articles: Your full name, Alternative Assignment, Article.

3) Article must be from SCIENTIFIC, PEER-REVIEWED JOURNAL. The article MUST SHOW the publication it came from and the page numbers. You may not type the name and page numbers in yourself. You may choose any topic to write about as long as it is psychology related. (NOTE:

Newspapers, magazines, books, book reviews, dissertations or websites articles are inappropriate for this assignment. For example, San Jose Mercury News, Psychology Today, Newsweek, and Depression.com are all unacceptable sources.)

#### SOME HELPFUL TIPS:

- The following are good examples of good scientific journals:
  - American Psychologist
  - Child Development
  - Journal of Personality and Social Psychology

Psychology Databases can be accessed at the following link:

<http://library.calstate.edu/sanjose/databases/subject/psychology>

Need help [finding scholarly or peer reviewed articles](#)? View this online tutorial from the King Library:

<http://library.sjsu.edu/video/finding-scholarly-peer-reviewed-articles>

#### ALTERNATIVE ASSIGNMENT FORMAT:

Please adhere to the following formatting instructions for your Alternative Assignment write up. Also, don't forget to attach your article along with the write up in the email! Failure to follow these instructions may result in partial credit.

(Top right side of the page)

Name

SJSU ID#

Professor's name

Section #/ Day / Time of class

Title of the Article

Summary

In 1/2 pages, briefly state the purpose of the article and summarize the findings/results. You may also mention the method used for collecting data as well. Paragraph may be double-spaced. Make sure you have set your margins at one inch! Paragraphs must be a minimum of at least 5 sentences.

Reflection

In 1/2 pages, provide a brief reflection of your thoughts regarding the article. You can cover such topics as:

Were the results surprising to you? How do you think this study adds to the field of psychology? What was your overall opinion of the article? Did you like it? Dislike it? Paragraph may be double-spaced.

Make sure you have set your margins at one inch! Paragraphs must be a minimum of at least 5 sentences.

Contact Rebecca Wang (sjsuspc@gmail.com) with any questions. Detailed research requirement instructions and alternative assignment instructions are posted on department's website as well as on Canvas and you can access these by visiting: <https://www.sjsu.edu/psych/Undergraduates/subjectpool.html>

## ✓ Grading Information

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### Grading Information

Students will receive a final grade for this course based on a total of 350 points:

Two Class Exams	80
Online Tutorials	4
Critical Reflection Essay	40
Participation	45
Final Exam	60
Research Participation	21
FlatWorld Chapter Quizzes	100
Total Possible Points	350

***Grading Scale:***

*A plus = 338 to 350 points*

*A = 324 to 337 points*

*A minus = 314 to 323 points*

*B plus = 303 to 313 points*

*B = 289 to 302 points*

*B minus = 279 to 288 points*

*C plus = 268 to 278 points*

*C = 254 to 267 points*

*C minus = 244 to 253 points*

*D plus = 233 to 243 points*

*D = 219 to 232 points*

*D minus = 209 to 218 points*

*F = 208 points or lower*

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>338 to 350</i>	<i>97 to 100%</i>
<i>A</i>	<i>324 to 337</i>	<i>93 to 96%</i>
<i>A minus</i>	<i>314 to 323</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>303 to 313</i>	<i>87 to 89 %</i>
<i>B</i>	<i>289 to 302</i>	<i>83 to 86%</i>
<i>B minus</i>	<i>279 to 288</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>268 to 278</i>	<i>77 to 79%</i>
<i>C</i>	<i>254 to 267</i>	<i>73 to 76%</i>
<i>C minus</i>	<i>244 to 253</i>	<i>70 to 72%</i>

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>D plus</i>	<i>233 to 243</i>	<i>67 to 69%</i>
<i>D</i>	<i>219 to 232</i>	<i>63 to 66%</i>
<i>D minus</i>	<i>209 to 218</i>	<i>60 to 62%</i>

### **Workload and Credit Hour Requirements**

As per the [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>, "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, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

## **General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view [University Policy S16-15](#) and SJSU current semester's [Policies and Procedures](#). In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

### **Attendance and Participation**

Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. 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 at <http://www.sjsu.edu/senate/docs/F15-3.pdf>

### **Timely Feedback on Class Assignments**

Per [University Policy F13-1](#), all students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.

## 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 wishing to observe religious holidays when such observances require students to be absent 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 date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

## Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#). Students should be aware of the current deadlines and penalties for dropping classes ([Late Drop Information](#)).

Information about the latest changes and news is available at the [Advising Hub](#).

## 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 and the following items to be included in the syllabus:

- "Common courtesy and professional behavior dictate 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. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."
- It is suggested that the syllabus include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."
- For this class, each class session will be recorded via zoom, this is solely for the purpose allowing students in this class to have access to the lecture in case they missed a class. The recorded lecture will be shared with students who are enrolled in this class.

## Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) 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. Visit the [Student Conduct and Ethical Development](#) website for more information. Kindly visit this website: <https://www.sjsu.edu/studentconduct/conduct-processes/academic-integrity.php>

## Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) to establish a record of their disability.

## Student Technology Resources

Computer labs and other resources for student use are available in:

- - [Associated Students Print & Technology Center](#) at <http://as.sjsu.edu/asptc/index.jsp> on the Student Union (East Wing 2nd floor Suite 2600)
  - [The Spartan Floor](#) at the King Library at <http://library.sjsu.edu/about/spartan-floor>
  - [Student Computing Services](#) at <http://library.sjsu.edu/student-computing-services/student-computing-services-center>
  - [Computers at the Martin Luther King Library](#) for public at large at <https://www.sjpl.org/wireless>
  - Additional computer labs may be available in your department/college

A wide variety of audio-visual equipment is available for student checkout from [Collaboration & Academic Technology Services](#) located in IRC Building. 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' free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit [Peer Connections website](#) at <http://peerconnections.sjsu.edu> for more information.

## SJSU Writing Center

"The San José State University Writing Center offers a variety of resources to help students become better writers, and all of our services are free for SJSU students. Our mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). We accomplish this goal through creating original writing resources, offering workshops, and conducting one-on-one and small-group tutoring sessions.



The SJSU Writing Center has two locations: We conduct drop-in tutoring sessions in Clark Hall, Suite 126; we conduct scheduled appointments on the second floor of the MLK Library. We also offer online tutoring sessions using the Zoom web conferencing platform. All appointments can be made online at [sjsu.mywconline.com](http://sjsu.mywconline.com) ([Links to an external site.](#)).

All our writing tutors 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 tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment, register for a workshop, or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](#) ([Links to an external site.](#)) at <http://www.sjsu.edu/writingcenter> ([Links to an external site.](#))."

### SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services website](#) at <http://www.sjsu.edu/counseling>

### Spartan Support Network

"Our campus has developed the Spartan Support Network to bring students together with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you to it if I believe you need the services provided by Spartan Support Network to succeed in this course."

The Academic Counseling Center for Excellence (ACCESS) in the Social Sciences provides General Education advising, academic and graduation planning, mandatory Freshman Advising, probation advising, Statistics and Writing tutoring, career counseling, and Reinstatement and Former Student Returning (FSR) Advising for undergraduate students majoring or intending to major in any of the departments in the College of Social Sciences (COSS). We are committed to helping you develop a clear path to graduation and supporting your academic success.

- **Location:** Clark Hall 240
- **Phone:** (408) 924-5363
- **Email:** [socsci-success@sjsu.edu](mailto:socsci-success@sjsu.edu)
- **Hours of Operation:** Monday - Thursday: 8:30 am - 4:30 pm

## University Policies

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Per [University Policy 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 the [Syllabus Information \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

### 44889, 48067, 48068, Introductory Psychology, Section 80, 81, 82 Fall 2024 Tentative Course Schedule

*Note: The schedule is subject to change with fair notice. You will be notified in class, as well as via email, and announcements posted on canvas.*

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/21	Icebreakers, discussing Syllabus, Course Learning Objectives, Assignments, FlatWorld Chapter Quizzes, Research Requirement, Perspective curriculum, Deep Dive <b>**Registration with SONA online system **</b> Chapter 1-Science of Psychology
2	8/26 8/28	Chapter 1 continued Chapter 2 Neuroscience
3	9/4	[ Chapter 1 Quiz due Sunday, 9/1/2024 by 11:59P.M.] <i>9/2 Labor Day</i> Chapter 2 continued <b>**Provide Proof of SONA Registration Today**</b>
4	9/9 9/11	[ Chapter 2 Quiz due Sunday, 9/8/2024 by 11:59P.M.] Chapter 3 Behavioral Genetics and Evolutionary Psychology Chapter 3 continued <b>^^Participating in Perspectives curriculum^^</b>
5	9/16 9/18	[ Chapter 3 Quiz due Sunday, 9/15/2024 by 11:59P.M.] Chapter 4 Consciousness Chapter 4 continued <b>^^Participating in Perspectives curriculum^^</b>
6	9/23 9/25	[Chapter 4 Quiz due Sunday, 9/22/2024 by 11:59P.M.] Chapter 5 Perception portion <b>**First Exam (Chapters 1,2,3,4,5)**</b>

Week	Date	Topics, Readings, Assignments, Deadlines
7	9/30 10/2	[Chapter 6 Quiz due Sunday, 9/29/2024 by 11:59PM.] Chapter 6 Learning <b>**Online library tutorial due in the assigned Dropbox folder on Canvas on 3/16, by 11:59pm**</b> ^^^Perspectives curriculum^^^
8	10/7 10/9	[Chapter 7 Quiz due Sunday, 10/6/2024 by 11:59PM.] Chapter 7 Motivation and Emotions ^^^Perspectives curriculum^^^
9	10/14 10/16	[Chapter 8 Quiz due Sunday, 10/13/2024 by 11:59PM.] Chapter 8 Cognitive Psychology and Memory Chapter 8 continued
10	10/21 10/23	[Chapter 9 Quiz due Sunday, 10/20/2024 by 11:59PM.] Chapter 9 Intelligence, Language, Judgment, and Decision Chapter 9 continued
11	10/28 10/30	[Chapter 10 Quiz due Sunday, 10/27/2024 by 11:59PM.] Chapter 10 Development and Lifespan Chapter 10 continued
12	11/4 11/6	[Chapter 12 Quiz due Sunday, 11/3/2024 by 11:59PM.] Chapter 12 Social Psychology Chapter 12 continued <b>**Take-Home Second Exam**</b>
13	11/11 11/13	[Chapter 13 Quiz due Sunday, 11/10/2024 by 11:59PM.] <i>Veterans' Day</i> Chapter 13 Personality <b>**Critical Reflection Essay due 11/13, by 11:59 p.m. in the assigned Dropbox folder on Canvas.**</b>
14	11/18 11/20	[Chapter 14 Quiz due Sunday, 11/17/2024 by 11:59PM.] Chapter 13 Social Psychology Chapter 14 Psychological Disorders
15	11/25 11/27	[Chapter 15 Quiz due Sunday, 11/24/2024 by 11:59 P.M.] Chapter 14 Psychological Disorders Chapter 15 Psychological Therapies ^^Complete participating in Deep Dive by 11/29^^

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
16	12/2	[ Chapter 16 Quiz due Sunday, 12/1/2024 by 11:59 P.M.] Chapter 15 continued
	12/4	Chapter 16 Stress and Health Psychology
Final Exam	12/13	From 7:15A.M. to 9:30A.M. (Section 80)
	12/16	From 9:45A.M.-12:00P.M. (Section 81)
	12/17	From 12:15P.M.-2:30P.M. (Section 82)