

**San José State University
Department of Psychology
PSYC 001. Section 01
Introduction to Psychology
Spring 2024**

Instructor:	Dr. Steven Del Chiaro
Office Location:	DMH 352
Email:	Through Canvas (Please indicate on the subject line of the email: class date and time)
Office Hours:	Monday/Wednesday 12pm- 1pm and by appointment
Class Days/Time:	Monday/Wednesday 7:30 am – 8:45 am
Classroom:	Dudley Moorhead Hall 355
GE/SJSU Studies Category:	GE-D1

Course Web Page

Canvas

Logging Into Canvas

Canvas Login URL: <https://sjsu.instructure.com/>. Please note that it should NOT have the "www" at the start of the URL like many other websites. All students and faculty must first set up their SJSUOne account before accessing Canvas. To do so, go to <http://its.sjsu.edu/services/sjsuone/>. The **Username for Canvas** then is your 9 digit SID and your PW is the one you chose when you established your SJSUOne account. You will see the courses you are taking (assuming the instructor is using Canvas).

Further Assistance with Canvas

Students should go first to <http://guides.instructure.com/m/4212> with problems and then to the University Help Desk for Canvas problems, including logging in (<http://www.sjsu.edu/helpdesk/>).

Course Description

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, development, consciousness, learning, motivation & emotion, stress & health, abnormal behavior, personality theory, social psychology, treatment, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

Required Texts/Readings

Textbook

Psychology: Perspectives and Connections, 5th Edition with connect

By Gregory Feist and Erika Rosenberg

LOG INTO CANVAS AND YOU CAN ORDER THE BOOK. View this video. Student Registration – Connect + Canvas(Video):

<http://video.mhhe.com/watch/4q72PpEpzkXAd3hW4o52c8>

Other Readings

As assigned by instructors on an as needed basis

Learning Outcomes

Course Learning Outcomes (CLOs)

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

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

This objective is met through material presented in Chapters 2, 3, 5, 14 in Feist & Rosenberg (2012), 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.

Assessment example of a potential writing assignment for this learning objective:

Aggression, hostility, and violence are social problems the world over. It is easy enough to say that individuals who harm or even kill others (rapists, murders, etc) do these things because society made them that way. In this assignment, I want you to write about the “Mind of a Killer” and review the evidence that people who kill others are made by their environment (nurture). But I also want you to review evidence that these behaviors have some basis in their biological make-up (nature). By reviewing evidence, I mean find at least 5 scientific journal articles that study people who killed. Summarize the methods and results of these papers. After reviewing evidence for both the nature and nature of murderous violence, summarize in a final paragraph, your own view for the cause of this major social problem. That is, state clearly your own conclusion about “what causes someone to murder.”

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, 15, and 16 in Feist & Rosenberg (2012), 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, 8, 11, 12, 14, and 15 in Feist & Rosenberg (2012), 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 speck and perceiving words, learning word meanings, acquiring grammar, social development across the life span, gender development, sex and gender, the acquisition of gender roles, gender and cultural perspectives on moral reasoning, learning to age successfully; functions of motivational concepts, sources of motivation, sexual behaviors, nonhuman sexual behaviors, human sexual arousal and response, the evolution of sexual behaviors, sexual norms, homosexuality, motivation for personal achievement, need to achievement, attributions for success and failure, work and organizational psychology; understanding human personality.

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, 13, and 16 in Feist & Rosenberg (2012), 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 (2012) 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.

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements...

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

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

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

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

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

Library Liaison

Bailey, Christa

Phone: 408-808-2422

Email: christa.bailey@sjsu.edu

Classroom Protocol

Course requirements

- 1. Classes:** This class covers a large amount of material; therefore, attending lectures is crucial for your success in this class. There is too much information discussed in class that cannot be found in text for you to do well in this course, without you attending regularly. If you want to do well, you will have to attend most every class. If you miss a class, you are responsible for getting the information from that class from a classmate. Please do NOT ask the instructor what was missed.

2. **Exams:** There will be three unit exams, all of which consist of 50 multiple-choice questions and essay. You will have the class time to complete each unit exam.

Make-up exams will be given **ONLY** when there is a documented excuse that must be approved by the professor (medical notes, etc.). A make-up exam will not be the same multiple choice exam that is given in class. The make-up exam will consist of 5 to 8 essay questions on topics covered in the text book and lecture, and it will be worth the same point value as the original exam.

3. **LMS Completion:** Complete the assigned LMS (Learning Management System) assignments through **Canvas/McGraw Hill Connect**. From there click the McGraw Hill Connect tab under the class, this will link you to the appropriate website to complete the LMS. There is no time-limit. The assignments are graded based on completion and mastery of the chapter. You must complete an assignment for each of the assigned chapters on the syllabus. There are **NO MAKE-UPS on LMS assignments (NO EXCEPTIONS)**. You must do them during the time period they are assigned. You will complete 10 assignments throughout the semester. Each quiz is worth 5 points for a total of 50 points for the semester.
4. Research Paper – Instructions to follow.

***Online submissions**

You must turn in your paper online uploaded on Canvas. There it will be evaluated by Turnitin, this is a plagiarism detection and originality analysis system. You will receive feedback about the amount of copying you may have done in your paper before you turn in your final version. You can still correct any mistakes or plagiarism based on this feedback **BEFORE** you turn in your final paper by the deadline. Once the deadline has arrived, the last version uploaded will be your final paper. The following file types are compatible with the online process: MS Word, or PDF. If you plagiarize your paper it will be detected here. Plagiarism will result in a failure in the course and possible dismissal from the university. I assume that you have completed the plagiarism (tutorial available here: <http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm>) by the time you have taken this class. If not, please do so as it will help you avoid making costly mistakes.

5. **Participation:** Students should expect to participate in class discussions, small group work, and homework. Although attendance in class is not mandatory, students must be present to participate in class work and obtain homework assignments. Students who engage in class tend to do better on quizzes and tests.
6. **Grade Checks:** Throughout the semester you may need to obtain your current grade for your major, athletic eligibility, or for a fraternity/sorority. In order to accommodate you with the information you need you **MUST** – Email your request a minimum of 24 hours in advance of class so your grade can be calculated, and that information can then be brought to class for your form. You **MUST** provide the necessary form to fill out. No grade checks will be provided outside of these guidelines. **NO EXCEPTIONS!**

7. **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).
8. **Recording Lectures:** Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- It is suggested to 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.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Assignments and Grading Policy

Your grade will be determined by the total number of points you earn throughout the semester. Points will be assigned as follows:

10 LMS Assignments	10 x 5 pts	= 50	12.5%
1 st Exam	100 pts	= 100	25%
2 nd Exam	100 pts	= 100	25%
Research Paper	50 pts.	= 50	12.5%
3 rd Exam	100 pts	= 100	25%
Total possible points		= 400	100%

If SONA or the alternative assignment is not completed, your course grade will be reduced by 6%. This is a school policy. Instructors have no authority on this matter.*

As the semester concludes, do not email the instructor or TA asking for "extra points" to raise your grade. The result of such actions will result in a 5% overall grade reduction.

Course Grading scale

A = 94-100%	B+ = 87-89%	C+ = 77-79%	D = 60-69%
A- = 90-93%	B = 82-86%	C = 72-76%	F = < 60%
	B- = 80-81%	C- = 70-71%	

Late Work: No Late Work Accepted. No exceptions!

Electronics Policy: During the course of the semester, we will be meeting synchronously via zoom. You must have your camera on and microphone muted. If there is a problem please alert the professor before the start of class. Please do not use other electronics during class unless otherwise requested.

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, 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](http://www.sjsu.edu/aec/) (AEC) at <http://www.sjsu.edu/aec/> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

Student Success and Wellness

Attending to your wellness is critical to your success at SJSU. I strongly encourage you to take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/ Wellness & Health Promotion Dept., and Career Center. See <http://www.sjsu.edu/wellness> or <http://www.sjsu.edu/counseling/Workshops/> for workshop/events schedule and links to many other services on campus that support your wellness! You may go to <http://events.sjsu.edu> to register for any one of the workshops.

Psychology Department Writing Policy

“The Department of Psychology has adopted the policy that designated written assignments will be **returned ungraded for errors** in organization, grammar, syntax, punctuation, misspelled words, and APA style. Returned paper may suffer a **penalty of 10%** on the final grade on the rewritten work. The revised paper must be returned within a maximum of **seven calendar days** and submitted with a copy of the original. This policy is in effect for all 100W and above and by instructor discretion for courses under 100.”

► Use APA style to cite your source in your text-paper. That is, when you paraphrase or quote from your source, at the end of the sentence or paragraph you must give the source(s) in parentheses, with last names of all authors and the date of publication. Do NOT do this in

footnotes. HINT: any and all quotes must include the page numbers along with the author's names and date of publication. Do not give page numbers unless you are quoting directly.

*NOTE: → Be careful not to lean too much on the words of the authors. When you paraphrase you need to use almost completely **your own words**. **Plagiarism is when 50% or more of the words from a sentence are not your own**. Too many students often just change a word here and there from what the authors are writing. Read the article paragraph by paragraph and then sit down and summarize what you just read without really looking at the text.*

You must:

- Double-space the entire paper (no exceptions)
- Have 1" margins and 12pt font size in Times New Roman
- Have a header with page # (in the "View" menu in Microsoft Word)
- Have a title page and reference page
- Title page: title of article, your name, and education institution name
- → (note: title page and reference page do NOT count in the page total)

► Include a reference section with your reference fully cited and referenced in APA style. The easiest way to know what APA style is to LOOK IN OUR TEXTBOOK. That is APA style.

► Make sure you edit your own paper. Print it out after you finish it, read it out loud, and clarify sentences that are poorly structured or that are missing a smooth transition. Also, remember the **Learning Assistance Resource Center (LARC)**-- <http://www.sjsu.edu/larc/> . For instance, under the link at LARC for "WRC Writing Info" there are multiple *grammar assistance websites*, such as <http://www.englishplus.com/grammar/>. This site helps you understand all of the basics of writing, from run-on sentences to sentence fragments, etc. Make use of resources available. Good writing is a skill that doesn't just happen. You have to work at it. The more you write and the more feedback you receive, the better writer you will be.

How to search for Articles:

It's easiest and best to get articles from **PsychINFO** (a database for psychology journals):

1. GO to www.sjlibrary.org
2. Then go to the "SJSU Students and Faculty Services" link on the left side of the page.
3. Then go to "Databases" under "Find Articles."
4. Then follow the "P" link to "PsychINFO." From home or off campus you will need to enter your SJSU SID and a library PIN code.
5. From the library you won't need IDs or PWs.
6. Now you are in PsychINFO and can find your particular articles by author and/or journal title.
7. Just enter last name of first author and pull down "select a field" for "AU author"; AND journal title "select a field" for "SO Publication Name", AND year in "select field" for "PY Year of Publication".
8. Once you locate the particular reference, follow the links to "get text" or click on the pdf directly. If you have to go to get text, then search for the PDF.
9. Download it to your computer.

Psychology Departmental Writing Policy

“The Department of Psychology has adopted the policy that designated written assignments will be **returned ungraded for errors** in organization, grammar, syntax, punctuation, misspelled words, and APA style. Returned papers will suffer a **minimum penalty of 10%** on the final grade on the rewritten work. The revised paper must be returned within a maximum of **seven calendar days** and submitted with a copy of the original. This policy is in effect for all courses 100W and above and by instructor discretion for courses under 100.”

Reading Topics, Exams and Dates: Psych1, Spring 2021

Note: This course will follow this syllabus to the extent possible. The timing and specific nature of topics and activities may change. You are responsible for keeping informed of any changes made to the class syllabus. Such changes will be clearly stated in class and will be posted on canvas through announcement. It is extremely important to **check the website before each class**.

Table 1 Course Schedule

Week	Date	Topics, Readings, Assignments, Due Dates
1	Jan 24	No Class
2	Jan 29	Course Overview – Introduction/Syllabus
	Jan 31	Introduction to Psychology CH 1 LMS Chapter 1
3	Feb 5	
	Feb 7	Conducting Research in Psychology CH 2 LMS Chapter 2
4	Feb 12	
	Feb 14	Biology of Behavior CH 3 LMS Chapter 3
5	Feb 19	
	Feb 21	Human Development CH 5 LMS Chapter 5
6	Feb 26	
	Feb 28	Examination 1 (Chapters 1, 2, 3, 5)
7	Mar 4	Consciousness CH 6 LMS Chapter 6
	Mar 6	
8	Mar 11	Learning CH 8 LMS Chapter 8
	Mar 13	
9	Mar 18	
	Mar 20	Motivation and Emotion CH 11 LMS Chapter 11
10	Mar 25	
	Mar 27	Exam 2 (6, 8, & 11)
11	Apr 1	Spring Break
	Apr 4	
12	Apr 8	Stress and Health CH 12

	Apr 10	LMS Chapter 12 Draft of Research Paper Due 7:30 AM **Peer Reviews are distributed at 7:35 AM
13	Apr 15 Apr 17	Social Behavior, CH 14 LMS Chapter 14 Peer Review Due by April 15 at 7:30 AM
14	Apr 22 Apr 24	Disorders of Mind, CH 15 LMS Chapter 15 Research Paper Due
15	April 30 May 1	Continued
16	May 6 May 8	Treatment of Disorders, CH 16 NO LMS DUE for Chapter 16, but open if you want to do it
Last Exam		https://www.sjsu.edu/classes/final-exam-schedule/spring-2024.php