

**San José State University**  
**College of Social Sciences/Psychology**  
**Psy1, General Psychology, Section 03 Fall, 2022**

**Course and Contact Information**

Instructor(s): Dr. Gregory Feist  
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Office Hours: Tu Th 12:15-1:15pm  
Class Days/Time: Tu Th 1:30-2:45pm  
Zoom Classroom: see below  
GE/SJSU Studies Category: GE-D (Social Sciences)

**Zoom Classroom:**

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly: [https://sjsu.zoom.us/meeting/tZEudO6ggTkpEtXSUJyQ3Q-ResgVyrZ\\_Un5A/ics?icsToken=98tyKuGtrTgtEtOXsxGGRpwMA4jCKPzwtmpej7dlryrPGhEAU07EM9FFBKttKufI](https://sjsu.zoom.us/meeting/tZEudO6ggTkpEtXSUJyQ3Q-ResgVyrZ_Un5A/ics?icsToken=98tyKuGtrTgtEtOXsxGGRpwMA4jCKPzwtmpej7dlryrPGhEAU07EM9FFBKttKufI)

**Join from PC, Mac, Linux, iOS or Android:**

<https://sjsu.zoom.us/j/85337872381?pwd=NnBmazdVUXNZSDdNVW9POFBzam1IZz09>

Password: 137619

**Or iPhone one-tap :**

US: +16699006833,,85337872381# or +16694449171,,85337872381#

**Or Telephone:**

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 6833 or +1 669 444 9171 or +1 719 359 4580 or +1 253 215 8782 or +1 346 248 7799 or +1 309 205 3325 or +1 312 626 6799 or +1 386 347 5053 or +1 564 217 2000 or +1 646 876 9923 or +1 646 931 3860 or +1 301 715 8592

Meeting ID: 853 3787 2381

**Course Description**

Study of subfields and topics of psychology in general, including but not limited to psychological research, genetics, the neuron, brain, neurotransmitters, sensation, perception, attention, learning, remembering, thinking, development of the individual, intelligence, personality, aptitudes, emotions, motivation (hunger and sex), adjustment and treatment of disorders; designed to give insight into oneself and others. GE Area: D1

**Course Format**

This course requires the Smart e-book with an online homework and study program (called Connect/SmartBook Practice, also known as LS LearnSmart on Canvas). It comes with the Smartbook. There are weekly homework assignments.

**Technology Intensive, Hybrid, and Online Courses (Required if applicable)**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty Canvas web page on <https://sjsu.instructure.com/>.

## Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas, see [Canvas Student Resources page](#).

## GE Learning Outcomes (GELO)

Upon successful completion of this course, students will 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; and
4. draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.

## Course Learning Outcomes (CLO)

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

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

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

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

This objective is met through Chapters 3, 5, 7, 8, 9, 10, 11, 12, 14, and 15 in Feist & Rosenberg (2022), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the biological and evolutionary bases of behavior, heredity and behavior, evolution and natural selection, variation in the human genotype, biology and behavior; cognitive processes, studying cognition, discovering the processes of mind, mental processes and mental resources, language use, language production, language understanding, language, thought and culture, visual cognition, problem solving and reasoning; judgment and decision making; physical development across the life span, cognitive development across the life span, perceiving speech and perceiving words, learning word meanings, acquiring grammar, social development across the life span, gender development, sex and gender, the acquisition of gender roles, gender and cultural perspectives on moral reasoning, learning to age successfully; functions of motivational concepts, sources of motivation, sexual behaviors, nonhuman sexual behaviors, human sexual arousal and response, the evolution of sexual behaviors, sexual norms, homosexuality, motivation for personal achievement, need to achievement, attributions for success and failure, work and organizational psychology; understanding human personality.

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

This objective is met through material presented in Chapters 2, 6, 10, 13, and 16 in Feist & Rosenberg (2022), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments).

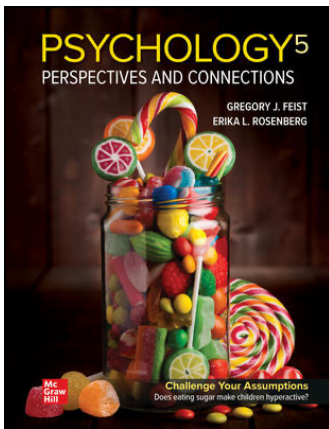
General topics addressed: analyzing psychological research, descriptive statistics, inferential statistics, becoming a wise consumer of statistics; the study of learning, evaluating the effectiveness of different learning procedures, the experimental analysis of behavior, observational learning; basic emotions and culture, functions of emotions, stress of living, physiological stress reactions, psychological stress reactions, coping with stress, health promotion, personality and health, job burnout and the health-care system.

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

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

## Required Texts/Readings

### Textbook



The required textbook for this course is the **electronic form** (Smartbook) of *Psychology: Perspectives & Connections with Connect Plus* (2022), 5th edition, Feist & Rosenberg, McGraw-Hill (ISBN- 978126410806-0). Do NOT purchase a hardcopy of the book. The great news is that **you have automatic access to the book today** on Canvas and McGraw-Hill Campus (Connect). You have access for two weeks (Sept 2, add deadline) before you get charged by bursars office (\$72). **You automatically have access to the course materials on day one without entering a code or being charged upfront. Buy nothing else. After the add drop period, your bursar account will be billed at a discounted rate** of \$72 for the required course materials representing significant savings for you as the student. If you choose to not have your account be billed, you must “opt out” before the required deadline. If you do not opt out, you will be charged. We highly recommend you do not opt out if you are going to continue in this course because this is the lowest cost available for this product.

After you have paid for the product, you will have access for the remainder of the term.

**NOTE→ If you run into any technical difficulties, please call McGraw-Hill’s Customer Experience Group by dialing 1(800)331-5094 or submit the “Contact Us” form found online at [www.mhhe.com/support](http://www.mhhe.com/support).**

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

### Other technology requirements / equipment / material

- Connect/LearnSmart program (part of the SmartBook, see above)
- [www.udacity.com](http://www.udacity.com) (Memory (Ch 7) lecture online required, but optionally you can go to any one to supplement book)

### Course Requirements and Assignments

- 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 and in the slides 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.
- 2. Exams:** There will be two unit exams and one final exam, all of which consist of multiple-choice questions. They will be administered on Canvas Quiz and you have 1.25 hours to complete each midterm exam. You have 2.25 hours to complete the final exam. No other make-up exams will be given.
  - **Extra-credit:** Your rewrite of one of your papers should be considered your extra-credit. In addition, you may complete more than 14 homework assignments on CONNECT/SmartBook and earn up to 20 extra credit points (the 15<sup>th</sup> is extra credit). **I do NOT mean Chapter 15 is extra credit** but rather if you complete all 14 weeks and also the 15<sup>th</sup> (Ch 16) then the 15<sup>th</sup> (Ch 16) homework is extra- credit (up to 20 extra points)!
  - There will be no other form of extra-credit, **so if you do not do well on your exams**, especially your first exam COME SEE ME IMMEDIATELY. We can discuss in person how to improve your performance

3. **Writing projects:** There will be **two writing projects** throughout the semester. **Papers should be 2-3 pages** in length (double-spaced, single sided), but no more than 3. Proper spelling, grammar, and punctuation is expected and will be factored into your grade. **Plagiarized** papers will result in a **failing grade** for the course (i.e., a grade of “F”) and the student will be referred to the Office of Judicial Affairs. More details regarding the structure of the paper will be provided in class. Papers will be turned in electronically via e-mail and edited electronically and returned electronically on **Turnitin.com** (more about this later). Therefore, papers must be submitted as Word documents (.doc or .docx) or PDF. If you do not have Word, please export to .doc from Googledoc. You can rewrite one paper to improve your grade. The final score will be the **average of the two scores**. If you do, your final grade for the first paper becomes the average score on your first version and rewrite (e.g.,  $70 + 80 = 150/2 = 75$ ).
4. **CONNECT/Smartbook Practice Homework Assignments:** You have to complete 14 of the 15 total homework assignments over the course of the semester. None the first week. These are two separate things. First, do the study aid **SmartBook Questions** (master 30-40 multiple choice questions) each week. Second, do the weekly quiz on **Connect**. You have to complete 14 and only 14 of these assignments, even though there will be one for each of the 15 chapters. SmartBook Practice questions each week are worth up to 8 points; Connect is worth up to 12 points. Connect has a time-limit of 60 minutes; once you start you have 60 minutes to complete. No starts and stops and coming back hours or days later. **There are NO MAKE- UPS on Smartbook Questions or Connect Quiz assignments**. You must do them the week they are assigned. Once they are gone, they are gone and cannot be made up.

As a form of **extra-credit**, I will allow a 15<sup>th</sup> LearnSmart and a 15<sup>th</sup> Connect to count for extra credit (a total of **20 extra credit points are available**). **There are no-redos if you miss the time deadline. Once the weekly deadline is passed you may not complete the homework assignment without written excuse.**

5. **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).
6. **Research Participation:** An important part of the educational experience of the Psyc 1 is not only learning about important facts and findings from scientific research in psychology but also serving as a participant in research in psychology. Broad exposure to a variety of research methodologies (experiments, correlational studies, lab studies, online studies, etc.) will provide experiential knowledge for students. This experience contributes to **Course Learning Objective 4**, as well aligning with **Program Learning Outcome 2** (Research Methods in Psychology). Thus, it is mandated for Psyc 1 courses that each student obtain a certain number of hours as a participant in research studies in the department. Research participation will count towards your course grade.

You can view available studies offered by the psychology department and sign up for the research participation on the SONA online system: <https://sjsu.sona-systems.com/>

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

Research participation will be treated as a course assignment **worth 6% of the final course grade**. But to obtain the full 6%, you will need to complete all 4 hours of research participation. Anything less than 4 hours will result in less than 6%. *Penalty for less than 4 hours is fewer than 55 points being earned (proportional: e.g. 2 hours = 37/55 points)*

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

#### Department of Psychology Policy for Awarding Research Hours for Partial Completion

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

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

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

**You must complete the full study to be awarded full credit.**

#### **Final Examination or Evaluation**

The **final exam** will take place on Wed **Dec 14th** (12:15pm-2:30pm) in the Washington Hall 109. It will be multiple choice and consist of both cumulative and non-cumulative (3<sup>rd</sup> midterm) material. It is worth 18% of the total course grade. Do NOT miss this final. It will result in a ZERO and you lose 18% of your grade!

If you have more than 2 finals in the 24-hour period around our final, you must request from me **in writing** on or before **Dec 1** a request to move the time up to an earlier time. You must also show me the other two syllabi that lists the final exams and their times.

#### **Virtual Classroom Protocol**

(adapted from Dr. Valerie Carr; see *Canvas>Files>Online Primer Learning Primer for Students for more information on how to join zoom classes, submitting assignments, etc*)

Students are expected to maintain a level of professional and courteous behavior at all times when learning online, just as you would when learning face-to-face.

##### **Microphones and cameras**

- Mute your microphone
  - By default, when you join the class your microphone will be muted to help keep background noise to a minimum. Please keep your microphone muted unless you would like to ask a question/make a comment, or when participating in lab activities with your groupmembers.
- If able and comfortable, turn on your camera
  - It can be helpful for me as an instructor to receive visual feedback from you -- it's not easy to lecture to a blank wall! The ability to see each other can also help promote a sense of community in the classroom.
  - However, using your camera isn't a requirement; I completely understand that we're all dealing with very unique circumstances and challenges at the moment, so I leave the decision about using your camera up to you.
- Virtual backgrounds
  - If using a virtual background, please select one that is appropriate and professional; backgrounds should not include or suggest content that is objectively offensive or demeaning
- If able, join class from a quiet location
  - If you are able, please join class from a relatively quiet, distraction-free location; this will make it

easier for myself and your classmates to hear and see you

### Asking questions online

One of the benefits of taking a synchronous class is that it can still be interactive. In addition to asking and answering questions during lecture, you will also have ample opportunities to interact with your peers during lab activities. Please see below for suggestions:

- If you would to ask a question/make a comment during lecture, the best approach is to use the “raise hand” feature in Zoom; I will then call on you to unmute yourself
  - If you use this feature but I still don’t notice you, feel free to unmute yourself and get my attention verbally
  - More details on how to use the “raise hand” feature: <https://support.zoom.us/hc/en-us/articles/205566129-Raise-Hand-In-Webinar>
- You can also use the chat function to ask questions, which is particularly useful if you’re on a device that doesn’t have a microphone

### Multitasking during online class

As a learning and memory researcher, I strongly discourage you from multitasking during our class time. I know that using an internet-enabled device to learn makes it extremely convenient and tempting to check social media and to message your friends during class. However, research indicates that multitasking is detrimental to attention, executive function, and learning, and is associated with poor academic outcome. I recommend that you take the following steps to make it easier to focus and thus to learn:

- Put away your smartphone (unless you’re using it for Zoom)
- Turn off notifications and other alerts on your computer/smartphone/watch
- Close other applications on your computer
- Take notes by hand

### COVID-Related Requirements

#### Masks

- See here for latest and most complete mask guidelines and policies: <https://www.sjsu.edu/healthadvisories/vaccination.php>
- Here are a few highlights
  - SJSU is in compliance with the county’s order, which means **masks or face coverings must be worn by everyone while inside campus facilities or in a shared vehicle for a university-sponsored activity**. The only exception is if you are in a private office alone with the door closed or when you are eating or drinking.
  - In addition, individuals who are not fully vaccinated are also required to wear a mask when conducting field research tasks requiring interactions, and when outdoors and it is not possible to maintain six feet of physical distance from others.
  - Exceptions to the above for unvaccinated individuals are: 1) When alone in a vehicle while conducting a university-sponsored activity; 2) When alone in a private office with the door closed; 3) If work cannot be achieved safely with a mask in place; or 4) If an individual has an approved accommodation.
  - Not wearing masks, following social distancing policies in effect, will be a violation of student conduct code.
  - No food may be eaten in classrooms (SJSU policy as of Fall 2022)
- **COVID Vaccination and Testing**
  - <https://www.sjsu.edu/healthadvisories/vaccination.php>
  - Students, faculty, staff, auxiliary employees, volunteers and other unpaid appointments who access campus and other SJSU facilities and have not verified they are fully vaccinated will be subject to



mandatory COVID-19 testing. You will be removed from testing protocols after you have self-attested and provided documentation that you are fully vaccinated.

The transmission of the Delta variant is the primary cause for these health orders. As a reminder, SJSU strongly recommends you report a case of COVID-19 if you have tested positive for the virus or have had exposure to someone who has tested positive, regardless of your vaccination status. Use the [Report a Case portal](#) on the Health Advisories site to confidentially enter information, which will be shared with necessary campus officials.

### Final Examination or Evaluation

Final Exam is a combination of a cumulative exam (Ch 1-10) and non-cumulative third midterm (Ch 11-16). It is on Wed December 14, 2022 at regular classroom, Washington Sq Hall 109 from 12:15pm to 2:30pm.

### Grading Information: Determination of Grades

	Points	Percentage of Total Grade
Syllabus Quiz	20	2.2%
Exam 1	80	8.9%
Exam 2	120	13.4%
Final Exam	160	17.9%
Research Participation	55	6.1%
Homeworks (weekly)	280 (20 each)	29.1%
Writing Assignments	200 (100 each)	22.4%
<b>Total</b>	<b>915</b>	<b>100%</b>
<b>Final Grade Distributions</b>		
Grade	Points	Percentage
A plus	865 to 915	94.5 to 100%
A	837 to 864	91.5 to 94.4%
A minus	819-836	90 to 91.4%
B plus	860 to 899	86.5 to 89.5 %
B	830 to 859	81.5 to 86.4%
B minus	800 to 829	79.5 to 81.4%
C plus	760 to 799	76.5 to 79.4%
C	730 to 759	71.5 to 76.4%
C minus	700 to 729	69.5 to 71.4%
D plus	660 to 699	66.5 to 69.4%
D	630 to 659	61.5 to 66.4%
D minus	600 to 629	59.5 to 61.4%

### Rounding is Included in the Grading Scale

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

### Late Writing Assignments:

All writing must be turned in on Canvas before midnight on the scheduled due date. Assignments submitted after this deadline will lose 3-4 points immediately and an additional 3-4 points for every day that they are late.



No Make-up Exams Allowed: Only with valid written medical excuse will any exam be allowed at a time other than those scheduled for your class.

## **Classroom Protocol**

Attendance is strongly recommended, with careful note taking (no slides are posted on Canvas). Be considerate of others and the instructor if you must show up late or leave early. **Laptops are allowed only on the outer two sections** (not the main middle section of the auditorium). **Cellphones are NOT allowed at any time.**

## **University Policies**

### **Email Etiquette**

As a University student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail notes that you might send. When sending email, I would encourage you to create an email account that includes your name (e.g., greg.feist@sjsu.edu). If you do not create such an email, be certain to include your name in the correspondence. Please be sure to follow the following basic guidelines when communicating in a professional capacity:

- Do not leave the “Subject” empty:
- Be sure to identify yourself clearly by stating your full name and the specific course in which you are enrolled. I have other classes with many students.
- If needed, clearly request a reply.
- Do not expect an immediate reply. Electronic communication is available 24/7.  
This is not true of your instructor or your classmates.

### **Recording Lectures:**

- a. 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.
- b. 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.
- c. 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.
- d. 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.

## **Academic Integrity**

Know the policy on academic integrity and definitions of cheating and plagiarism:

<http://info.sjsu.edu/static/catalog/integrity.html>. The student must:

1. Know the rules that preserve academic integrity and abide by them at all times. This includes learning and abiding by rules associated with specific classes, exams and course assignments.
2. Know the consequences of violating the Academic Integrity Policy.
3. Know the appeal rights, and the procedures to be followed in the event of an appeal.
4. Foster academic integrity among peers.

## **Psychology 001 / General Psychology, Fall 2022, Course Schedule**

Week	Date	Topics, Readings, Assignments, Deadlines
1	Tu Aug 23	Course Overview, Introduction, Ch 1
1	Th Aug 25	Introduction, What is Psychology? Ch 1
2	Tu Aug 30	Science & Research Methods, Ch 2      Questions/Quiz Ch 1 Due (Mon, Aug 29)
2	Th Sep 1	Science & Research Methods, Ch 2
3	Tu Sep 6	Evolution, Genetics, Ch 3      Questions/Quiz Ch 2 Due (Mon, Sep 5)
3	Th Sep 8	Neuron, Brain, Ch 3
4	Tu Sep 13	Neurotransmitters, Brain Imaging, Ch 3      Questions/Quiz Ch 3 Due (Mon, Sep 12)
4	Th Sep 15	Sensation & Perception, Ch 4
5	Tu Sep 20	Sensation & Perception, Ch 4      Questions/Quiz Ch 4 Due (Wed, Sep 21)
5	Th Sep 22	<b>Exam 1 (Ch 1-4)</b> <b>1hr Research Participation Due (Oct 1)</b>
6	Tu Sep 27	Human Development, Ch 5
6	Th Sep 29	Human Development, Ch 5
7	Tu Oct 4	Consciousness, Ch 6      Questions/Quiz Ch 5 Due (Mon, Oct 3)
7	Th Oct 6	Consciousness, Ch 6 <b>Writing Assignment #1 Due</b>
8	Tu Oct 11	Memory, Ch 7      Questions/Quiz Ch 6 Due (Mon, Oct 10) Questions/Quiz Ch 7 Due (Wed, Oct 12) (Watch <b>Udacity Memory Lect., Lesson 8, <a href="http://www.udacity.com">www.udacity.com</a></b> )
8	Th Oct 13	Language, Ch 9
9	Tu Oct 18	Thought, Ch 9      Questions/Quiz Ch 9 Due (Mon Oct 17)
9	Th Oct 20	Intelligence, Ch 10
10	Tu Oct 25	Creativity, Ch 10      Questions/Quiz Ch 10 Due (Wed, Oct 26)
10	Th Oct 27	<b>Exam 2 (Ch 5, 6, 7, 9, 10)</b>
11	Tu Nov 1	Motivation Ch 11
11	Th Nov 3	Motivation Ch 11
12	Tu Nov 8	Health Ch 12      Questions/Quiz Ch 11 (Mon Nov 7)
12	Th Nov 10	Personality Ch 13      Questions/Quiz Ch 12 (Fri Nov 11)
13	Tu Nov 15	Personality Ch 13      Questions/Quiz Ch 13 (Wed Nov 16) <b>Writing Assignment #2 Due</b>
13	Th Nov 17	Social Influences Ch 14
14	Tu Nov 22	Social Influences Ch 14      Questions/Quiz Ch 14 (Mon Nov 21)
14	Th Nov 24	THANKSGIVING

Week	Date	Topics, Readings, Assignments, Deadlines
15	Tu Nov 29	Psychological Disorders, Ch 15
15	Th Dec 1	Psychological Disorders, Ch 15
16	<b>Tu Dec 6</b>	Treatment of Disorders, Ch 16      Questions/Quiz Ch 15 (Mon, Dec 5) <b>Research Participation Hours or Alternative Assignment (Dec 12, 5pm)</b> Questions/Quiz Ch 16 (Mon Dec 12)
Final Exam	<b>Wed Dec 14</b>	7:15 to 9:30am, Online Non-Cumulative Exam (60 questions): Chapters 11,12,13,14, 15,16 Cumulative Exam (20 questions): Chapters 1, 2, 3, 4, 5, 6, 7, 9, 10