

Introduction to Psychology Section 10

PSYC 1

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/26/2024

Contact Information

Professor Desiree Ryan

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Office/Visiting Hours: Tuesdays, 10:30 am - 11:30 am & 1:30 pm - 2:30 pm, or by appointment

Office Location: DMH 316

Course Information

Tuesdays & Thursdays, 9:00 am – 10:15 am

Location: DMH 149B

Course Description and Requisites

Psychology is the scientific study of behavior and mental processes. The content focuses on the exploration of major psychological theories and concepts, methods, and research findings in psychology. Topics include the biological bases of behavior, perception, cognition and consciousness, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders and therapeutic approaches to treatment, and applied psychology.

GE Area: D (formerly GE Area D1)

Letter Graded

Classroom Protocols

Inclusivity and Engagement Principles: We will co-create a classroom environment that is inclusive and welcoming to everyone. I expect each of you to regard each other with the utmost respect while we all put ourselves "out there" to answer or ask questions and discuss ideas. If you feel I or your peers are not meeting these principles, please let me know immediately.

Accessibility: I aim to make our learning community as accessible as possible. This means that I will provide accessible materials and create opportunities for different kinds of classroom engagement. If course materials are inaccessible, or you experience a barrier to participating in class, please bring this to my attention, and I will gladly work with you to ensure accessibility. If you are a student with a disability who requires accommodations to achieve equal access to this course, please visit the [Accessible Education Center \(https://www.sjsu.edu/aec/\)](https://www.sjsu.edu/aec/). Additionally, please get in touch with me privately during my office hours or by appointment, preferably during the first few weeks of the semester, so I can ensure your needs are being met.

Academic Integrity: All submitted work must be your own original work and produced exclusively for this course. Academic integrity includes following exam and paper rules, using only permitted materials during an exam, keeping what you know about an exam to yourself, incorporating proper citation of all sources of information, and only submitting your own original work. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented.

The use of AI (e.g., ChatGPT) at any stage of course assessments is prohibited. For example, students may not use AI to generate ideas, guide paper writing, or construct sentences, paragraphs, or full papers. Violations will be taken seriously and may result in a failing grade for the assignment and/or the course. I cannot guide you in developing your critical thinking and writing skills if you use AI during this course.

Academic misconduct includes, but is not limited to, disclosing exam content during or after you have taken an exam, accessing exam materials without permission, copying/purchasing any material from another student, or from another source, that is submitted for grading as your own, and plagiarism such as using internet material without proper citation.

To review the consequences of academic misconduct, please refer to: https://www.ue.ucsc.edu/academic_misconduct. Again, violations will be taken seriously and may result in a failing grade for the assignment and/or the course. If you have any questions, please talk with me before completing an assignment.

Distribution of Lecture Notes and Other Course Materials: All materials in this course are the intellectual property of their creators. As a student, you have access to many of the materials in the course for the purpose of learning, engaging with your classmates, and completing assignments. You have a moral and legal obligation to respect the rights of others by only using course materials for purposes associated with the course. You are not permitted to share, upload, stream, sell, republish, share the login information for, or otherwise disseminate any of the course materials, including video and audio files, assignment prompts, slides, notes, syllabus, simulations, datasets, discussion threads.

Please note that teaching and learning is an iterative process, and as such, the course schedule and other syllabus content (e.g., exam question format) may shift as we progress through the semester.

Course Learning Outcomes (CLOs)

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

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
 2. Research Methods in Psychology. Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
 3. Critical Thinking Skills. Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
 4. Applications of Psychology. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
- Values in Psychology. Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

GE Area D: Social Sciences

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

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

GE Area D Learning Outcomes

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

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

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

Course Materials

Course Textbook: We will be using the following open-source, free textbook for this course:

Openstax. psychology-2e. Available at: <https://openstax.org/details/books/psychology-2e>

You can view or download a PDF of this textbook at the above link.

Course Website: Information and materials will be posted on the course Canvas page.

Course Requirements and Assignments

- **Quizzes (30 points):** There will be three quizzes (3 quizzes x 10pts each) throughout the course. Please see the course schedule for quiz dates. Quizzes will be taken in class and will take the form of multiple-choice, true-false, and/or short-answer essay questions. Concepts covered in the exam will include lecture, textbook, and group activity material.
- **Final (25 points):** The final exam will be comprehensive and will be structured similarly to the quizzes. As such, the final exam will include multiple-choice, true-false, and short-answer essay questions. Concepts covered in the exam will include lecture, textbook, and group activity material.
- **Paper (14 points):** You will write one 1,500-word paper (which equates to about 3-4 pages) integrating your social class identity into contemporary psychological topics. Please see below for the paper prompt. A detailed grading rubric will be provided closer to the paper's due date.
 - **Paper Revision (20 points):** I will provide extensive feedback on your paper after you submit it. You will then address my comments and incorporate my feedback as part of a revision process. I will then regrade your paper for this second assignment. Revisions **MUST** be incorporated based on my feedback. More details and a grading rubric will be provided closer to the paper's due date.
- **Group Activities/Participation (5 points):** Throughout the semester, I will have you break into groups and work on activities that will apply course concepts. These activities will total 10 points.
- **Research Participation (6 points):** An important part of the educational experience of Psyc 1 is not only learning about important facts and findings from scientific research in psychology but also serving as a participant in research in psychology. Broad exposure to a variety of research methodologies (experiments, correlational studies, lab studies, online studies, etc.) will provide experiential knowledge for students. This experience contributes to Course Learning Objective 4, as well aligning with Program Learning Outcome 2 (Research Methods in Psychology). Thus, it is mandated for Psyc 1 courses that each student obtain a certain number of hours as a participant in research studies in the department. Research participation will count towards your course grade.
 - You can view available studies offered by the psychology department and sign up for the research participation on the SONA online system: <https://sjsu.sona-systems.com/>
 - 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.

- There are several requirements by the department in order to receive full credit for research participation:
 - 1) All students should complete at least one hour of their required research hours by **October 1 st.**
 - Half of your research credit participation or 2 credit hours of your 4 hours must be in-person lab studies. Lab studies are studies that require your physical attendance at an experiment held on campus, as opposed to online studies that include virtual participation in research.
- Research participation will be treated as a course assignment worth 6% of the final course grade. But to obtain the full 6%, you will need to complete 4 hours of research participation. Anything less than 4 hours will result in less than 6%. (1.5% per hour)
- If you elect to not participate in research, you can consider the alternative assignment option for full or partial credit for your research hours. Please see the distributed handouts (on Canvas in Research Participation Module) on the alternative assignment for details on the requirements.
- Department of Psychology Policy for Awarding Research Hours for Partial Completion
 - For psychology students at SJSU, research participation is a requirement for completion of the Psyc 1 General Psychology course. However, it is the view of the department that proportional credit can be given in that points awarded should be commensurate with the effort expended by participants in studies.
 - Consistent with IRB ethical guidelines, participants can always elect to withdraw from a study for any reason. In these cases, credit will be granted in proportion to the amount of the study completed, with a minimum credit of 0.25 hours.
 - In cases where participants complete a study unreasonably quickly, credit will be granted in proportion to the amount of the study completed, with a minimum credit of 0.25 hours.

Paper Prompt:

Your “Social Class Autobiography” (adapted from Wendy R. Williams)

Each of us comes to the table with a different experience with social class. Think deeply about your own story with social class. In this assignment, you will have the opportunity to tell your “Social Class Autobiography.” By taking time to analyze your own story, you may find a level of understanding and acceptance that you had not previously recognized. Moreover, by sharing our personal stories, we refuse to share in the “code of silence” around social class. In your own social class autobiography, make sure to link your experiences to class privilege or deprivation (or both), as well as to connect it explicitly to some of the ideas we have discussed in class like poverty, wealth, mental illness, stress and illness, and identity development. Finally, reflect on what you have learned from the experience of examining your personal “Social Class Autobiography.”

This paper should include an introduction and a conclusion, and it should address the following questions:

1) Pick at least two events from your life that are related to social class and describe what occurred. These should be compelling, not trivial, events. Together, these two events should tell one cohesive story.

2) After explaining what occurred in a separate paragraph, take time to analyze the meaning of each experience. What does each event reveal about poverty, wealth, inequality, or privilege (i.e., topics we discussed in the Social Psychology Unit)? Then, make connections to at least one other specific class topic from another unit (e.g., stress and illness, anxiety and/or depression, Maslow's Hierarchy of Needs) that were illustrated in this experience. Be detailed and thorough.

3) Reflect on what you have learned from examining social class in your life.

Your paper must be typed in Times 12-point font, double-spaced, with 1-inch margins on all sides, and follow APA-style guidelines. Create a title for your Autobiography. Submit via Canvas on the due date. Your autobiography must be at least 1,500 words long (~3 pages).

This exercise has been contributed to APA for the Resources for the Inclusion of Social Class in Psychology Curricula. It may have been edited for length. For additional resources, visit apa.org/pi/ses/resources/publications/social-class-curricula.aspx

✓ Grading Information

Grading Breakdown:

93-100% A	87-89% B+	80-82% B-	70-76% C
90-92% A-	83-86% B	77-79% C+	60-69%

Late Policy: To ensure you are current with course information and content, it is crucial to submit assignments on time. If you need to miss a quiz, exam, or group activity, please email me or see me during office hours to discuss options and late penalties. Late papers will be accepted up to one week after the original deadline for partial credit. If you submit a late paper, please email me to let me know.

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on 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

I. Introduction to Psychology

Week	Date	Lecture Topic	Due Date
Week 1	Thurs, 8/22	Welcome & Introduction to Course	No Reading
Week 2	Tues, 8/27	What is Psychology	No Reading
	Thurs, 8/29	History of Psychology; Contemporary Psychology	No Reading
Week 3	Tues, 9/3	Approaches to Psychological Research	Chapter 2
	Thurs, 9/5	Approaches Cont'd	Chapter 2 Cont'd
II. Social Psychology			
Week 4	Tues, 9/10	What is Social Psychology?; Self-Presentation; Prosocial Behavior	Chapter 12
	Thurs, 9/12	Attitudes and Persuasion and Conformity; Compliance, Aggression, and Obedience	Chapter 12 Cont'd
Week 5	Tues, 9/17	Prejudice and Discrimination; Intersectionality and Critical Race Theory	Chapter 12 Cont'd Quiz #1
	Thurs, 9/19	I/O Psychology	Ch. 13
III. Stress, Lifestyle, and Health & Emotions and Motivation			
Week 6	Tues, 9/24	Stress, Stressors, and Illness	Ch. 14
	Thurs, 9/26	Regulation of Stress and Pursuit of Happiness	Ch. 14 Cont'd
Week 7	Tues, 10/1	Motivation; Hunger and Eating; Emotion	Ch. 14 Cont'd 1 Hour of Research Participation or Equivalent Alt Assignment Due 10/1

	Thurs,10/3	Sexual Behavior, Sexuality, and Gender Identity	Ch. 14 Cont'd
IV. Lifespan Development and Personality			
Week 8	Tues,10/8	Lifespan Theories	Ch. 9
	Thurs, 10/10	Stages of Development; Death and Dying	Ch. 9 Cont'd
Week 9	Tues, 10/15	Freud and Psychodynamics Perspectives	Ch. 11 Quiz #2
	Thurs, 10/17	Non-Freudians: Adler, Erikson, Jung, and Horney	Ch. 11 Cont'
Week 10	Tues, 10/22	Approaches to Personality	Ch. 11 Cont'd
	Thurs, 10/24	Cultural Understandings of Personality; Personality Assessment	Ch. 11 Cont'd Paper Due
V. Biopsychology & Psychological Disorders			
Week 11	Tues, 10/29	The Nervous System; Brain and Spinal Cord	Ch. 3
	Thurs, 10/31	Endocrine System; Consciousness and Sleep	Ch. 4
Week 12	Tues, 11/5	Psychological Disorders; Classifying Psychological Disorders	Ch. 15
	Thurs, 11/7	Psychological Disorders Cont'd	Ch.15
Week 13	Tues, 11/12	Psychological Disorders Cont'd	Ch. 15
	Thurs, 11/14	Therapy and Treatment	Ch. 16 Quiz #3
VI. Cognitive Psychology			

Week 14	Tues, 11/19	Sensation and Perception; Senses	Ch. 5
	Thurs, 11/21	Thinking and Intelligence	Ch. 5 Cont
Week 15	Tues, 11/26	Paper Peer Review Assignment	No Reading Due
	Thurs, 11/28 Holiday	No Class	No Class
Week 16	Tues, 12/3	Learning and Memory	Ch. 6 & Ch. 8 Revisions Due
	Thurs, 12/5	Course Wrap-Up	All Research Hours or Alt Assignments Due 12/9
Finals Week	Tues, Dec 17th 9:45 am - 12:00 pm	Final	Final