

San José State University
Department of Psychology
Psyc 1, Introduction to Psychology, Section 80, Summer 2026
(SJSU Studies Category: GE-D1 Social Sciences)

Instructor: Patrick F. Cravalho, PhD
Email: patrick.cravalho@sjsu.edu
Class Format: Held online via Zoom on Mondays & Wednesdays, from 9:00am to 1:30pm.
Student Drop-in Hours: Held online via Zoom on Mondays & Wednesdays from 1:30pm to 3:00pm
OR email me to set up a Zoom appointment on a Tuesday or Thursday.
Zoom Link for Class & Drop-in Hours: <https://sjsu.zoom.us/j/84779331166>
NOTE: for class, drop-in hours and/or appointments on Zoom, you need to use your SJSU Zoom account to join the meeting.

Course Description

Study of subfields and topics of psychology including, but not limited to, psychological research, perception, cognition, learning, human development, & personality; designed to give insight into oneself and others.

Email Communication

Please send all email communications to patrick.cravalho@sjsu.edu and include “Psyc 1” in the subject line. **Please do NOT message me through Canvas.** Also, please write separate emails for communicating different topics, rather than writing about multiple topics in one email. Following these guidelines will ensure I’m able to read and reply to your message(s) as quickly as possible.

Checking Canvas regularly

I will regularly post materials, assignments, information, etc. on our Psyc 1 Canvas page. Please be sure to regularly check our Psyc 1 Canvas page.

Checking your SJSU email regularly

If I need to contact you, but I have not received any prior email communication from another one of your email accounts, I will contact you via your sjsu.edu email address. Therefore, please regularly check your sjsu.edu email address or have it forwarded to the email that you do check regularly.

Study, Workspace, & Technology Resources

SJSU has designated 21 classrooms on campus, no reservations are required, for students to use for studying, attending online classes, etc. See the [Study Resources](#) page on the [Learn Anywhere](#) site to find information about these study and work spaces. [Student Computing Services](#) also rents technology to students for free.

General Education Learning Outcomes (GE-LOs)

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.
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.

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.

Materials

1. The required textbook for this course is the electronic form (e-book) 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. To access your Smart e-book, go to Canvas and then MCGRAW-HILL CONNECT and follow the links.

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.

2. Laptop/desktop/tablet computer, and Internet access. SJSU has a free equipment loan program for students: <https://www.sjsu.edu/learnanywhere/equipment/index.php>.
3. Access to Google documents, sheets, & slides or to Microsoft Word, Excel, & PowerPoint or to Apple Pages, Numbers, & Keynote. **NOTE:** SJSU students can utilize Microsoft Word, Excel, and PowerPoint online for free (see <https://www.sjsu.edu/it/services/collaboration/software/instructions.php>).

Student Athletes

If you are a student athlete, please inform me at the beginning of the semester of any team obligations. If there are any conflicts between your obligations and class participation/assignments, we may need to figure out alternative arrangements for you to participate or complete an assignment.

Zoom Protocol

During our Zoom meetings, you should to do all of the following:

- 1) choose a quiet place to attend the meeting where you can avoid distractions.
- 2) put away your phone and set it to not make any noise so that one stays focused on our class discussion.
- 3) join the Zoom waiting room five minutes before class starts.
- 4) have your camera on.
- 5) have your microphone on mute unless you are speaking to the instructor or a classmate during discussion.
- 6) refrain from multitasking during the meeting (e.g., don't browse the web, work on coursework from other classes, etc.).
- 7) Be polite and respectful in all online interactions with your classmates and your instructor.

Be sure to attend each Zoom meeting unless you have a legitimate excuse for missing the meeting. It is university policy (F69-24; <http://www.sjsu.edu/senate/docs/F69-24.pdf>) that students should attend all meetings of their classes. (**Note:** there are no points/grades associated with class attendance or participation.) Join the Zoom meeting before class starts so that you don't disrupt your instructor or other students. Arriving late interferes with the continuity of our lecture/discussions. Your attention is expected during class (see numbered protocol above). If you miss a class, you are responsible for contacting your instructor to inquire about the information you missed from that class. The Zoom meetings will NOT be recorded. DO NOT create your own recording of any of our Zoom meetings without the instructor's permission.

Diversity Statement

I am committed to supporting the academic success and well-being of every student. Our classroom will be an inclusive and welcoming space. We will create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of all students, faculty, and staff. Diversity means the fair representation of all groups, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. We will aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Below are links to a few related campus resources.

LGBTQ+ students: <https://www.sjsu.edu/pride/>

Students who are parents: <https://www.sjsu.edu/sjsucares/resources/parenting-students.php>

Student Involvement (e.g., student organizations, resources, etc.): <https://www.sjsu.edu/getinvolved/>

Undocumented students: <https://sjsu.edu/undocuspartan/>

Course Requirements and Assignments

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 practice. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in [University Policy S16-9](#).

Smartbook Quizzes (covers GE-LOs 1/2/3/4 & CLOs 1/2/3/4/5)

There will be fifteen multiple-choice quizzes covering the textbook chapters, worth a total of 150 points. Students are responsible for ensuring that they have access to reliable Wi-Fi during quizzes. If you will not have reliable Wi-Fi for a quiz, inform the instructor as soon as possible in order for an alternative plan to be made. See the following link for current Wi-Fi options on SJSU campus: <https://www.sjsu.edu/learnanywhere/equipment/index.php>

Make-up Quizzes

It is very important to stay up-to-date on the quiz due dates by following the schedule below. If you have a legitimate reason for missing a quiz and need to take it after it was due, you are permitted to make-up the quiz *only if* you email me as soon as you can to alert me that you will miss the quiz due date. You will need to let me know your reason for missing the quiz. Also, if you know ahead of time that you will have to miss a quiz due date, contact me well before the quiz is due so we can figure out the best time for you to make up that quiz.

Writing Assignments (covers GE-LO 4 & CLOs 1/2/3/4/5)

This will be two writing assignments worth a total of 50 points, one analyzing a fake news article and another outlining a psychology research article. Plagiarizing or using AI on your writing assignments will result in a failing grade. More details regarding the structure of these assignments will be provided in class.

Writing Assignments Late Submission Policy

It is very important to stay up-to-date on the writing assignment due dates by following the schedule below. For these assignments, on the 4th day past the due date, submissions will no longer be accepted (i.e., 3-day window for late work). For each day an assignment is submitted past the due date, 10% will be deducted from your grade. Most assignments are set to allow you two submissions, but only the most recent submission turned in before the deadline will be graded. Any submission that comes after another submission has been graded, will not be graded (i.e., no resubmissions are allowed).

Writing Assignments Make-up Policy

If you have a legitimate reason for missing a writing assignment due date, you may be permitted to make up that assignment without the late submission penalty. However, you will need to contact me as early as you can to let me know your reason for missing the writing assignment due date, especially if you know you'll need an extension ahead of the due date. Then we can figure out your timeline for making up the assignment. If you miss the assignment due to an unanticipated reason, please contact me within the 24 hours after the due date.

Artificial Intelligence (AI) Policy

This policy covers any generative AI tool (e.g., ChatGtP, Grammarly) used to produce text, artwork, graphics, video or audio. You are NOT allowed to use AI tools for quizzes, assignments or extra credit opportunities UNLESS given direct permission from your instructor to do so. You may use AI tools to help generate ideas, but note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic as AI tool use may stifle your independent thinking and creativity. Please contact your instructor if you are unsure or have questions BEFORE using AI for this class. If after discussion with your instructor, AI is permitted to be used, you must indicate what part of the assignment was created by AI and what was created by you & no more than 20% of an assignment should be created with AI. Any AI tool use without the permission of the instructor will be counted as plagiarism. *AI policy was revised from policies by Sandy Fyfe and Holly Fernandez-Lynch.*

Extra Credit Opportunities (covers GE-LOs 1/2/3/4 & CLOs 1/2/3/4/5)

A total of ten extra credit points may be added to your final point total if you take advantage of the following opportunities. Ten points is a substantial amount (i.e., 5% of your final grade), ***but the points must be earned and are being made available to encourage effective learning habits.***

The first set of opportunities will be to earn extra points for visiting the SJSU Writing Center for help with your writing assignments. If you visit the SJSU Writing Center to receive help on one or both of your writing assignments, you can earn up to six points (i.e., three points per visit, up to two visits). To make an appointment with the SJSU Writing Center, or to check their drop-in hours, visit their website:

<http://www.sjsu.edu/writingcenter>. To prove that you visited the Writing Center, you'll have to ask the tutor you worked with to email your instructor to verify you worked on the paper with them. Your Writing Center visits also need to happen at least 48 hours before the writing assignment is due to count towards the extra credit.

The second set of opportunities will be to earn extra points for submitting the writing assignments early. You can earn up to four points (i.e., two points for the Fake News assignment, two points for the Article Outline assignment) if you must submit each of these assignments two days early. For example, your **Fake News Writing Assignment** is due by 11:59pm on Thursday (6/18), so you must turn it in before 11:59pm on Tuesday (6/16) for it to count as two days early.

These points are tiered if you do not visit the Writing Center twice and/or you don't turn in both writing assignments early (i.e., you can earn a portion of the extra credit points). *These opportunities are meant to encourage you to seek help with your writing and to work on assignments early instead of procrastinating.*

Grading Policy

Your grade will be based on the total amount of points (200 possible points) you receive from quizzes (150 possible points) and writing assignments (50 possible points). Below is a breakdown of the amount of points needed to earn the specified letter grades. (**NOTE:** Individual quiz and assignment totals may change over the course of the semester causing a change in the total amount of points.) You have the right, within a reasonable time, to know your academic scores, to review your grade-dependent work, and to be provided with explanations for the determination of your grades. See [University Policy F13-1](#) for more details.

200+ = A+ (100%)	185-199 = A (~93-99%)	179-184 = A- (~90-92%)	
175-178 = B+ (~88-89%)	165-174 = B (~83-87%)	159-164 = B- (~80-82%)	
155-158 = C+ (~78-79%)	145-154 = C (~73-77%)	139-144 = C- (~70-72%)	Less than 119 = F
135-138 = D+ (~68-69%)	125-134 = D (~63-67%)	120-124 = D- (~60-62%)	(~59% or less)

Links to University Policies

General Expectations, Rights and Responsibilities of the Student

Students are encouraged to familiarize themselves with SJSU's policies and practices via University Policy S90-5 (<http://www.sjsu.edu/senate/docs/S90-5.pdf>). More detailed information on a variety of related topics is also available in the SJSU catalog (<http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>).

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness (<http://info.sjsu.edu/static/catalog/policies.html>). Add/drop deadlines can be found on the current academic year calendars document (http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course. **Therefore, neither recording of class lectures or discussions nor distribution of course materials are allowed. Failure to follow this policy will be considered a violation of course academic integrity policy and will result in immediate expulsion from the class, a grade of F in the course, and reporting the student to the University and proper authorities for further sanctions.**

Academic integrity

The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development (<http://www.sjsu.edu/studentconduct/>). Depending on the severity of the conduct, you may receive a zero on the assignment or a grade of F in the course. Grade Forgiveness does not apply to courses for which the original grade was the result of a finding of academic dishonesty.

Campus Policy in Compliance with the American Disabilities Act

Presidential Directive 97-03 (http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

According to University Policy S14-7 (<http://www.sjsu.edu/senate/docs/S14-7.pdf>), SJSU 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.

SJSU Peer Connections

Peer Connections is a campus-wide resource for mentoring and tutoring, visit their website at <http://peerconnections.sjsu.edu> for more information.

SJSU Counseling and Psychological Services (CAPS)

All students are welcome at Counseling and Psychological Services, located at the Student Wellness Center, room 300B, for support with mental health. You can visit the CAPS website at <http://www.sjsu.edu/counseling>.

Course Schedule

We will follow the schedule below to the greatest extent possible. However, the schedule is subject to change. You will be given fair notice of any changes via Canvas announcements.

Week	Tasks broken down by Day	Early Deadlines & Smartbook Quiz Due Dates
Week 1: M 6/1 – Sun 6/7	<p><i>Mon (6/1):</i> Attend Zoom meeting from 9:00am-1:30pm (<i>Topics are listed below!</i>)</p> <p>Course Overview</p> <p>Intro to Psychology</p> <p><i>Tue (6/2):</i> Read Ch. 1 (Introduction to Psychology) & Ch. 2 (Scientific Thinking & Research in Psychology)</p> <p><i>Wed (6/3):</i> Attend Zoom meeting from 9:00am-1:30pm (<i>Topics are listed below!</i>)</p> <p>Scientific Thinking</p> <p>Fake News Writing Assignment Overview</p> <p>Research in Psychology</p> <p><i>Thu (6/4) & Fri (6/5):</i> If need be, finish reading Ch. 1 & 2</p> <p><i>Sat (6/6) & Sun (6/7):</i> Read Ch. 6 (Consciousness) & Ch. 7 (Memory)</p>	Complete SmartBook Quizzes for Ch. 1 & 2 on Canvas <i>Assignments</i> link by 11:59pm on Sunday (6/7)

Week	Tasks broken down by Day	Early Deadlines & Smartbook Quiz Due Dates
<p>Week 2: M 6/8 – Sun 6/14</p>	<p><i>Mon (6/8):</i> Attend Zoom meeting from 9:00am-1:30pm (<i>Topics are listed below!</i>) Consciousness Memory <i>Tue (6/9):</i> Read Ch. 8 (Learning) & Ch. 9 (Language & Thought) <i>Wed (6/10):</i> Attend Zoom meeting from 9:00am-1:30pm (<i>Topics are listed below!</i>) Learning Language & Thought <i>Thu (6/11) & Fri (6/12):</i> If need be, finish reading Ch. 8 & 9 <i>Sat (6/13) & Sun (6/14):</i> Read Ch. 3 (The Biology of Behavior) & Ch. 4 (Sensing & Perceiving our World)</p>	<p>Complete SmartBook Quizzes for Ch. 6/7/8/9 on Canvas <i>Assignments</i> link by 11:59pm on Sunday (6/14)</p>
<p>Week 3: M 6/15 – Sun 6/21</p>	<p><i>Mon (6/15):</i> NO Zoom meeting or drop-in hours today, watch lecture videos instead! (<i>Topics are listed below!</i>) The Biology of Behavior Sensing & Perceiving our World <i>Tue (6/16):</i> Read Ch. 10 (Intelligence, Problem Solving, & Creativity) <i>Wed (6/17):</i> Attend Zoom meeting from 9:00am-1:30pm (<i>Topics are listed below!</i>) Intelligence, Problem Solving, & Creativity <i>Thu (6/18):</i> 1) <u>Submit Fake News Writing Assignment on Canvas Assignments link by 11:59pm</u> & 2) If need be, finish reading Ch. 10 <i>Fri (6/19):</i> JUNETEENTH, relax, NO tasks! <i>Sat (6/20):</i> Read Ch. 5 (Human Development) <i>Sun (6/21):</i> FATHER’S DAY, relax, NO tasks!</p>	<p>Early deadline to complete the Fake News Writing Assignment is by 11:59pm on Tuesday (6/16)</p> <p>Complete SmartBook Quizzes for Ch. 3/4/10 on Canvas <i>Assignments</i> link by 11:59pm on Sunday (6/21)</p>
<p>Week 4: M 6/22 – Sun 6/28</p>	<p><i>Mon (6/22):</i> NO Zoom meeting today or drop-in hours, watch lecture videos instead! (<i>Topics are listed below!</i>) Human Development <i>Tue (6/23):</i> Read Ch. 13 (Personality: The Uniqueness of the Individual) & Ch. 14 (Social Behavior) <i>Wed (6/24):</i> Attend Zoom meeting from 9:00am-1:30pm (<i>Topics are listed below!</i>) Personality Article Outline Writing Assignment Overview Social Behavior <i>Thu (6/25) & Fri (6/26):</i> If need be, finish reading Ch. 13 & 14 <i>Sat (6/27) & Sun (6/28):</i> Read Ch. 11 (Motivation & Emotion) & Ch. 12 (Stress & Health)</p>	<p>Complete SmartBook Quizzes for Ch. 5/13/14 on Canvas <i>Assignments</i> link by 11:59pm on Sunday (6/28)</p>
<p>Week 5: M 6/29 – Sun 7/5</p>	<p><i>Mon (6/29):</i> Attend Zoom meeting from 9:00am-1:30pm (<i>Topics are listed below!</i>) Motivation & Emotion Stress & Health <i>Tue (6/30):</i> Read Ch. 15 (Psychological Disorders) <i>Wed (7/1):</i> Attend Zoom meeting from 9:00am-1:30pm (<i>Topics are listed below!</i>) Psychological Disorders <i>Thu (7/2):</i> <u>Submit Article Outline Writing Assignment on Canvas Assignments link by 11:59pm</u> <i>Fri (7/3):</i> If need be, finish reading Ch. 15 <i>Sat (7/4):</i> INDEPENDENCE DAY, relax, NO tasks! <i>Sun (7/5):</i> Finish up any remaining Quizzes or make-up work!</p>	<p>Early deadline to complete the Article Outline Writing Assignment is by 11:59pm on Tuesday (6/30)</p> <p>Complete SmartBook Quizzes for Ch. 11/12/15 on Canvas <i>Assignments</i> link by 11:59pm on Sunday (7/5)</p>