



## **San José State University**

**College of Social Sciences/Psychology Department PSYC 001,**

**Introduction to Psychology, Section 84**

**Summer 2025**

Instructor: Dr. Robin Schulte

Email: [robin.schulte@sjsu.edu](mailto:robin.schulte@sjsu.edu)

Office Hours: Wednesday 12:00-1:00 via e-mail

Class Days/Time: Asynchronous

GE/SJSU Studies Category: GE-D1

### **Course Web Page**

Canvas

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Canvas will be used to post power point lectures, practice tests, review sheet, extra credit opportunities, and announcements.

Logging into 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**

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.

### **Course Learning Outcomes (CLOs)**

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

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**CLO 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, 5, 6, 9, and 12 of our textbook. General topics addressed include: 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, the psychology of conflict and peace and obedience to authority.

Assessment example of a discussion/opportunity provided in class to address this objective is to discuss the Stanford Prison Experiment conducted by Phillip Zimbardo. We discuss how the experiment was designed and implemented and the consequences of the study on the participants. We also discuss how the outcomes may have changed depending on the ethnicity and gender of the researcher and the participants. The students are also given the opportunity to watch the movie and write a reflection based on their opinion of movie and the sequence of events.

**CLO 2.** Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts, environmental, and spatial contexts.

This objective is met through material presented in Chapters 1, 2, 3, 9, 11 and 15. 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.

Assessment example to address this objective is based on the group discussion regarding CTE (Chronic Traumatic Encephalopathy) in regard to the symptoms and the most recent research being done to better understand this diagnosis. The students are also given the extra credit opportunity to watch the movie “Concussion” to better understand CTE and to write a reflection based on their opinion and assessment of the movie.

**CLO 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 1, 3, 4, 5, 6, 8, 9, 10, 11, 12, and 15 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.

Assessment example to achieve this objective is to discuss the acronym LGBTQQIAAP and the communities associated with the acronym. The discussion is meant to expose students to these communities in order to bring awareness and a greater sense of acceptance.

**CLO 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 1, 2, 6, 9, 10, 11, 12 and 15. 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.

Assessment of this objective is provided by watching and discussing the movie “The Mask You Live In.” This movie examines the detrimental messages that society provides to males about acceptable emotional expression. As a class we discuss the movie and compare what messages they are given about emotional expression. The class also has the option to write a page reflection regarding their thoughts and feelings regarding the movie.

**CLO 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 9, 12, and 15. 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.

Assessment of this objective is provided by a thorough discussion of suicide. We discuss warning signs of suicidality, gender and ethnicity differences, how to assess for suicide, and how to offer support.

### **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.

## **Required Texts/Readings**

**<https://openstax.org/details/books/psychology>**

**Participation:** Please keep me informed regarding your situation should something unexpected come up. It is also a student's responsibility to make sure classes are dropped if you intend to drop the class.

## **Final Course Grade**

Reflections 45 points

Exam 1-50 pts.

Exam 2-50 pts.

Final (Non-comprehensive)-50 pts.

(you may drop one exam grade)

Paper-100 pts.

Paper Topic-5

Paper Outline-5

Extra Credit (optional)-10 pts.

*TOTAL POINTS POSSIBLE FOR THE COURSE = 205*

## **EXAMS AND PAPER FURTHER EXPLAINED: Examinations**

**Exam 1 and 2**, consisting of 50 multiple-choice questions-worth 1 point each. There is also a bonus questions which may reflect topics that are not in the textbook or about a video that was shared.

**Final Exam** is non-comprehensive and 50 multiple-choice questions-worth 1 point each

-Make-up exams are usually not given, since you are able to drop one grade. Make-up exams will only be given due to extenuating circumstances-please check in with me.

**Extra Credit:** There will be extra credit options throughout the course.

**Paper (100 points) DUE Aug 10:** Choose a topic of your choice either described in the book, under the umbrella of psychology, or check in with me regarding your desired topic.

Discuss why you chose the topic and what research has been done on that topic, in particular, share the latest research being done on that topic. All papers should be a minimum of 3 pages, typed, double-spaced, font size of 12, and of college level. Please proofread and spell-check. Papers will be graded by the following criteria: timeliness, typos, grammar, content, and citations of references. Please include citations in the body of your paper and a works cited page (ideally APA style or another formal citation format and at least 3 scholarly sources). You will also receive points for submitting your topic and an outline of your paper.

Late papers will not be accepted unless due to an extenuating circumstance. Please check in with me if you are unable to turn your paper in on time.

### **Class Expectations**

Please read text chapters BEFORE accessing lectures on Mondays/Wednesdays/Fridays. This is an asynchronous class. Take notes, and ask or e-mail questions

#### **Teacher's recommendation for success in this class:**

1. Read each assigned text chapter before accessing lectures
2. Take good notes.
3. Ask or E-mail any questions that you would like to regarding the material.
4. Within the same 24 hour period that you took notes in class, review those notes.
5. Make FLASHCARDS: write the key term on the front, and the definition on the back.

July 7	First Day-Introductions/Review of Syllabus
July 9	Introduction to Psychology/Psychological Research
July 11	Biopsychology

<p>July 14</p> <p>July 16</p> <p>July 18</p>	<p>States of Consciousness</p> <p><b>REVIEW/PRACTICE TEST</b></p> <p>Exam 1</p> <p>Paper Topic Due</p>
<p>July 21</p> <p>July 23</p> <p>July 25</p>	<p>Sensation and Perception</p> <p>Learning/Memory</p> <p>Lifespan Development</p>
<p>July 28</p> <p>July 30</p> <p>Aug 1</p>	<p><b>REVIEW/PRACTICE TEST</b></p> <p>EXAM 2</p> <p>Motivation and Emotion</p>

Aug 4	Personality/ Social Psychology
Aug 6	Psychological Disorders
Aug 8	Review Sheet/Practice Test/Final
Aug 10	Paper Due/Extra Credit Due

**The above dates are subject to change. Please attend regularly and keep yourself informed of any changes**

“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. Other course structures will have equivalent workload expectations as described in the syllabus.”

Course Grading scale A+ = 100% A = 95-99% A- = 90-94%

B+ = 86-89% B = 83-85% B- = 80-82% C+ = 76-79% C = 73-75% C- = 70-72% D = 60-69% F = < 60%

### **Academic integrity:**

#### **University Policies/Resources**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University's Academic Integrity policy, 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 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, please let me know. Presidential Directive 97-03 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.

### **Librarian: Psychology**

The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials. The library also has an abundance of resources for doing psychology research:

### **Psychology Librarian:**

Christa Bailey

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

408-808-2422

### **Student Technology Resources**

Computer labs and other technological resources for students can be found in various places on campus such as:

1. [Student Computing Services \(MLK Jr. Library\)](#)
2. [Associated Students Print and Technology Center](#)

### **ACCESS Success Center**

The [Academic Counseling Center for Excellence in Social Sciences \(ACCESS\) Success Center](#) “provides general education advising for undergraduate students majoring or intending to major in any of the departments in The College of Social Sciences.”

### **SJSU Peer Connections**

[Peer Connections website](#) “offers free mentoring, tutoring, and supplemental instruction services for students at SJSU. Peer Educators are students just like you; they understand the triumphs and challenges of being a student at San José State University.”

### **SJSU Writing Center**

The [SJSU Writing Center](#) “offers a variety of resources to help students become better writers, and all of our services are free for SJSU students.”

### **SJSU Counseling and Psychological Services**

[SJSU Counseling and Psychological Services](#) invites “all students to come into Counseling and Psychological Services, located at the Student Wellness Center, room 300B, for any support needed.”

