

Introduction to Psychology

PSYC 1

Spring 2026 Section 81 Fully Online 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/12/2026

Contact Information

Instructor: Dr. Neelam Rattan

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--- When contacting me by email, please write "PSYC 1" in the subject line.--- I check email regularly during the workday and I will respond to inquiries within 24 hours during the week and 48 to 72 hours during the weekend.

Instructional Student Assistant (ISA): Nikhil Dupally

Email: nikhil.dupally@sjsu.edu

Course Information

Instructor: Dr. Neelam Rattan

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Instructional Student Assistant (ISA): Nikhil Dupally

Email: nikhil.dupally@sjsu.edu

This course is designed as an introduction to general psychology. During course of study an attempt will be made to answer:

- How best to define Psychology?
- Its status—is it positive or normative, and is it a pure science?
- What are its applications?

Students will be encouraged to develop an understanding of differences in cultural value orientation, social-institutional contextual realities, personal situational construction of daily life events, and how these are critical in evaluating the validity of the psychological principles as applied to understand human behavior. Students will be able to appreciate broad generalizations of behavior as well as intricacies of individual behavior. They will be apprised of the use of psychological principles and their utilization in enhancing of their sense of well-being and their personal effectiveness. They will be encouraged to become proficient in using the concepts and methods of psychology in a two-pronged way, firstly as a social scientist collecting, analyzing, interpreting behavioral data, and secondly as a practitioner, applying psychological principles to understand personal experiences and to enhance personal growth.

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.

Satisfies 4. Social and Behavioral Sciences (Formerly Area D).

Grading: Letter Graded.

* Classroom Protocols

Course Policies/Expectations

Inclusive Classroom Statement:

Our endeavor will be to work together to develop a learning community that is inclusive and respectful of the diversity in this class, which may be reflected by differences in race, culture, age, religion, sexual orientation, gender identity/ expression, socioeconomic background, and a host of other social identities including our varied life experiences. Expressions of different ideas, opinions, and beliefs will be encouraged and appreciated. Listening to different viewpoints can provide myriads of opportunities for intellectual and personal development and growth.

Classroom Protocol

1. "Netiquette" -- Please use these general guidelines when emailing me and/or when posting on the class discussion boards. When emailing your professor (me):

-- Indicate your class in the subject line of your email (e.g., PSYC 190)

-- Please address me by my formal title, (e.g., Professor or Dr. Rattan) and not MRS. Rattan or Hey! When you send emails to your instructors, it is a "formal" mode of communication. So, it is good practice for you to write your emails as you would if you were sending any type of professional/formal email.

-- Allow at least 24-48 hours for a reply from me.

-- Do Email Me in Advance to:

-- Set up an individual Zoom/phone appointment to talk with me during my regular office hours or outside of my regular office hours if your schedule conflicts with them

-- Inform me of any emergency/medical/family situation that may affect your ability to complete a course activity/assignment/quiz BEFORE the due date.

-- Do not email me to ask when due dates are for activities/assignments/quizzes. Those are all listed on your course schedule and can be easily found there.

2. Students' responsibilities/expectations

I expect your safe and full participation in our online sessions. This entails being free from any distractions including driving, the consumption of drugs/and or alcohol and /or multitasking.

a. Students are expected to **check announcements on Canvas regularly** to view course lectures, participate in class activities, complete assignments, and keep updated regarding course announcements.

b. Students are expected to turn in their own individual work independently without any outside help of any kind.

c. All assigned work should be submitted on the specified date.

d. All the written assignments are to be proof-read paper before being turned in and checked for Punctuation, Grammar, Spellings. Your papers are to be typewritten, double-spaced, 12 pitch-font, one-inch margins, using Times New Roman font. On a sheet attached to the front of all your papers, Title of your paper, your Name, Course, Course Number, Semester/Year, and Due Date are to be included. Written work should follow the guidelines described in the American Psychological Association Publication Manual (7th Ed.).

e. Late work Policy (for assignments, quizzes & exams): Five percent will be taken off from your grade per day for work submitted up to a week late. Work that is late by more than a week will not be accepted.

f. No credit will be awarded for emailed.

g. This course will follow this syllabus to the extent However, timing, and specific nature of topics and activities may change. In case of any such changes, these will be clearly stated and mentioned in class. You are responsible for noting down any changes made to the class syllabus.

h. Discussion boards posts -- When posting on the course discussion boards, please be respectful of one another's opinions/beliefs/observations even when they are different or conflict with your own. It is expected that we ALL behave with respect and tolerance for each other, despite any differences we have.

Please refrain from any personal attacks, insults, etc. I hope the Discussion board posts will be a place where we can all feel comfortable to interact with another and engage in thoughtful “conversation” as a class.

i. **Make up exams:** You will be allowed to reschedule an exam only under extraordinary and well-documented circumstances. **It is your responsibility to notify me before the date of the exam**, either via email or by leaving me a voicemail including your name, and telephone number. a make-up without appropriate written documentation will result in partial credit (i.e., points will be deducted). If you are not able to obtain such documentation and you have a serious and extenuating circumstance that has prevented you from fulfilling a requirement as scheduled, notify me as soon as possible. Depending on the circumstances, you may be allowed a make-up. If you have any questions/issues regarding any of these policies, please email me directly to discuss them.

3. Academic Integrity

For some assignments students may be required to upload their work to Turnitin.com to ensure that material is not plagiarized. In case of material being found to be plagiarized the student will be accorded a failing grade (F). The student will also be referred to the Office of Student Conduct and Ethical Development for further action.

- **Students are expected to turn in their own individual work independently without any outside help of any kind of artificial intelligence tools** like ChatGPT for your assignments. Your originality, your creativity and your distinctive style may be lost when you over rely on Apps such as ChatGPT. **If you choose to use generative AI tools in violation of this policy please remember that:**
- they are typically trained on limited datasets that may be out of date. Further they have been trained on datasets that contain assumptions and will replicate those ways of thinking about the world. Hence these platforms are bias laden. Consequently, critical thinking strategies are of paramount importance when engaging with AI-generated text.
- they rely on language patterns to predict what an answer to a prompt should look like and hence are not geared to “thinking” about the right response in a way a student would.
- there is “AI hallucination”, which means AI will make up things that seem convincing but are not.
- additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations.
- the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content.
- it is your responsibility—not the tool’s—to assure the quality, integrity, and accuracy of work you submit in any college course.
- you will need to check for accuracy, statistics, citations, data which is generated by AI.
- In case you are using any AI please [cite your sources](#)
- If plagiarism or cheating is detected, then you will be contacted, a meeting will be set up to discuss the matter, since [academic integrity](#) is of paramount importance at SJSU.

4. Zoom Office Hours Protocol

Use of Camera: It is recommended that you have your camera on in Zoom. If for any reason that is not possible update your Zoom profile by adding your profile picture. This link provides guidance in [customizing your profile](https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-Profile): <https://support.zoom.us/hc/en-us/articles/201363203-Customizing-your-Profile>

Zoom Office Hours Etiquette

- Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be Mindful of Background Noise and Distractions: Find a quiet place to “attend” class, to the greatest extent possible
 - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
 - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc. Avoid sitting with lights or windows behind you.
- Position Your Camera Properly: Be sure your webcam is in a stable position and focused at eye level. Avoid sitting with lights or windows behind you. Ensure that your audio and video are functional.
- Limit Your Distractions/Avoid Multitasking: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- Use Appropriate Virtual Backgrounds: You can use Zoom's [virtual background](https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background) at <https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background>
- If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.
- Mute your mic unless you are speaking, you can quickly unmute your mic by holding the spacebar down.
- Place your laptop on a flat stable surface.
- If using your phone to access the Zoom meeting, position the device horizontally, not vertically and when speaking, look directly into the camera.
- Listen deeply to whomever is speaking in the virtual room. Try not to interrupt, and if you do, apologize.

Recording Zoom Classes: This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

5. **Regarding letter of recommendation-**only students who have taken a minimum of 3 classes with me and earned a grade of A in each of these classes will be considered for a letter of recommendation.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Learning Outcomes (CLOs)

Area 4: Social and Behavioral Sciences

Area 4 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. Through fulfillment of the Area 4 requirement, 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. Courses that emphasize skills development and professional preparation are excluded from Area 4.

The CSU requires students to complete General Education courses in the Social and Behavioral Sciences in at least two different disciplines. Students may meet this requirement by either 1) taking two lower-division Area 4 courses in different disciplines, or 2) taking two lower-division Area 4 courses in the same discipline and an UD Area 4 upper-division GE course in a different discipline.

GE Area 4 Learning Outcomes

Upon successful completion of an Area 4 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; and
4. draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.

Writing Requirement

The minimum writing requirement is 1500 words in a language and style appropriate to the discipline.

The following GE Area 4 Class Learning Objectives will be addressed throughout the semester. Chapters corresponding to each objective are provided for all the four learning objectives respectively. Further, in addition to the material presented in these chapters, student learning will be enhanced through lectures, videos, and the the following assessment activities:

GEL01 To 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.

Assessment example of possible exam question for this learning objective: How is behavior influenced by one's culture? Why is it important to be aware of cultural differences? Compare and contrast colorblind and multicultural approaches.

This objective will also be assessed by conducting discussions, demonstrating transactional analysis techniques using psychological games with a view to sensitize students to different patterns of communication, so that they are able to gain an understanding of subtle nuances of interpersonal behavior as well as gain clarity regarding their self-concept. Students will be encouraged to analyze behavior as a by-product of diverse influences such as social institutions and culture.

- This objective will be further stressed upon in the Chapters 4, 5, 6, 7, 12, 13, 14 and corresponding class presentations. In advancing the learning of this objective the individual's unique place in the social fabric will be explained. More specifically topics addressing issues of stereotype, prejudice, attitudes and attitude change, criteria of abnormality, the causes of abnormal behavior, classification of psychological disorders, symptomatology of psychological disorders, will enhance the understanding of this objective.

GEL02 To compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts.

Assessment example of a discussion-based assignment Social Comparison: Students will be asked to examine Social Comparison Theory by Leon Festinger. They will examine the facets of both upward and downward social comparison and the implications of such forms of comparisons for their confidence, motivation, and self-beliefs. Students will participate in a discussion on Social Comparison titled-"Ask a Question."

- The Chapters 1, 4, 5, 6, 7, 8, 9,12, 13 and corresponding class presentations will further emphasize this learning objective. For a further understanding of this objective topics pertaining to tracing the roots of psychology to its status currently, contributions of the forerunners in this field as well as in the domains of learning, memory, consciousness, development, historical viewpoints of abnormality will, all be discussed. Current classification of mental disorders will be studied. Emphasis will be on understanding behavior as a culmination of the collective impact of cultural, environmental, and spatial factors.

GEL03 To place contemporary social developments in cultural, environmental, geographical, and/or historical contexts.

Assessment example of a potential assignment for this learning objective: Our development occurs within a social-cultural, geographical, political, and historical context. Hence our social identities reflect these contextual influences. Students will complete a discussion titled "Getting to Know You using Hofstede's Onion Model of Culture."

- This objective will also be stressed upon in Chapters 3, 6, 7, 8, 9, 11, 12, 13, and corresponding class presentations. Perceiving the world around us, forming concepts, development across the lifespan, gender development, gender, and cultural perspectives on moral reasoning, understanding the subtleties of language as well as verbal and nonverbal communication will be explained with special reference to this objective. Evolution of emotions, socio-cultural meaning of expressed emotions, individual's place in the vast cosmos called society, understanding of human needs will be explained with a view to enhance the in-depth understanding of this objective. What makes us who we are— personality, aspects of health psychology, stress and the coping mechanisms will also be dealt in detail.

GEL04: To draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.

Assessment example of potential application for this learning objective: Social/behavioral science information provides knowledge and training covering many concepts that are specific to types of research, such as role of ethics in the protection of human subjects, protecting the rights of vulnerable populations, examining the role of different psychological interventions and approaches.

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

Students will be required to write a 1500 word written assignment essay titled "Efficacy of Mindfulness as a Psychological Intervention", detailed instructions for this assignment will be provided on Canvas.

For enhancing understanding of this objective, students will be explained the various methods being used in Psychology which give it the status of science. Further students will be asked to examine "Little Albert" study, Tuskegee Syphilis study. Students will participate in a group discussion forum in which each of these studies will be examined vis-a-vis the ethical concerns that were flouted by these studies. They will also examine if informed consent was obtained or not.

Assessment example of possible exam question for this learning objective: What is the meant by informed consent and right to privacy?

- This objective will also be emphasized in the Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, 15 and corresponding class presentations. The methodology used in psychology namely, experimentation, observation, case study, quantitative as well as qualitative treatment of psychological data will be explained. The genesis of the testing movement with special reference to the domains of intelligence and personality will be addressed. Students will be apprised of the ethics of research. Further research being conducted in the areas of consciousness, effects of drug use, as well as in diagnosing maladaptive patterns of behavior will be highlighted.

- 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. Hence serving as a research participant will also contribute to this course learning objective.

Course Materials

Required Texts/Readings

Textbook

Ciccarelli, S.K., & White, N.J. (2025). *Psychology*,(7th ed.). Pearson.

Revel for Psychology (Access Card) – 9780138163761

Other technology requirements / equipment / material

Register through the Access Pearson link in the Navigation Bar, and register by following the steps given therein.

Library Liaison

Bailey, Christa

Phone: 408-808-2422

Email: christa.bailey@sjsu.edu

Course Requirements and Assignments

Course Canvas Site

The course Canvas site is the main online resource for this course. Use of this site and the information provided is the primary way we will conduct class and participate in all course activities. The site will be updated regularly throughout the semester. Homework assignments, instructions regarding assignments, and announcements are posted on the Canvas Announcement tab of this class, so you are required to check this page daily.

This site is organized into course modules and contains the following course material:

- Syllabus and tentative course schedule
- Course announcements
- Class activities/assignments
- Course Paper Assignments
- Zoom links for class & office hours
- Exam study guides/review sheets

How to Access Course Canvas Site:

Dear Student,

Our course, PSYC 1, will be using San Jose State's online learning management system [Canvas](#) for the upcoming semester.

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.

Username: SJSU 9-digit ID number.

Password: Self-generated password for your SJSUOne account

Courses: Once logged into Canvas, you will see your course or courses listed in the Courses Heading on the left side of the page. From the dropdown menu, click on the course name, and you will be entered into the course. Note: That link will not be active until the start date of the course.

It is recommended that you visit the following for detailed guides:

[Canvas Quick Guides for Students \(https://www.sjsu.edu/cfeti/software/canvas/student-resources/canvas-student-quick-guide.php\)](https://www.sjsu.edu/cfeti/software/canvas/student-resources/canvas-student-quick-guide.php)

<https://community.canvaslms.com/t5/Canvas/ct-p/canvas> <https://guides.instructure.com/m/4212>.

For issues related to Canvas, please contact the Help Desk for technical support for issues encountered in Canvas Courses.

- Phone: (408) 924-2337
- Submit a [help ticket](#) using the following URL: <https://isupport.sjsu.edu/helpdesk/Incident/New?itemGuid=a53156b2-55a9-4a35-8bca-d85f24a85dfb&templateIdentifier=73&tutorialIdentifier=0>
- While logged into Canvas, click on the word Help in the lower left corner of the screen (near the bottom of the global navigation menu).

Requirements and Assignments

1) Classroom participation & classroom engagement: There will be worth **40 points** for participating in the following online activities:

- Quiz on Syllabus due on 1/27, 11:59 p.m.(worth 10 points).
- Proof of registration into SONA system to enable you to participate in research: Submit screenshot of your registration in the assigned Dropbox folder on Canvas on 1/29 by 11:59p.m. (worth 4 points).
- "Getting to Know You using Hofstede's Cultural Onion Model" on Discussion Board on Canvas due on 2/12 (worth 10 points).
- "Ask a Question" on Discussion Board on Canvas on 4/23 by 11:59p.m. (worth 10 points).
- NOTE as per university policy F69-24, "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is

frequently essential to ensure maximum benefit for all members of the class." Attendance per se shall not be used as a criterion for grading.

2) Online Plagiarism Tutorial:

Take the [Plagiarism tutorial](#), worth 5 points.

NOTE: To get credit students must receive 90% and above on this tutorial which is due on hence take screenshots of your results and drop them in the assigned Dropbox folder on canvas on 3/5/2026 by 11:59 p.m.

3) Project Writing:

BOGS Area D1 GE: Writing Requirements

Students must write a minimum of 1500 words via writing assignments in General Psychology.

There will be a writing assignment comprising of 1500 words. This assignment is designed to comply with the University's General Education course credit writing requirement of a minimum of 1500 words.

This assignment aims at providing you

1. practice in your writing skills,
2. feedback from the instructor on your writing
3. Opportunity for incorporating this feedback in your writing assignments. In pursuance of fulfilling these requirements, your papers will be returned within two weeks after submission, with instructor's feedback regarding your written assignment. You will be provided with opportunities to incorporate feedback from your instructor and thereby correct your written work.

Help you to achieve mastery of various aspects of the five Learning Objectives mentioned above. Writing assignments will incorporate material from the five learning objectives based on topic(s) addressed in the writing. Some writing assignments may cover material pertaining to more than one objective, whereas some other writing assignments may thematically deal with only one objective per assignment.

Note: Some students may be asked to go to the Writing Center that addresses specific areas in their writing that may need attention. This will be explained further in class.

Students are required to turn in the following written assignment for this course:

A 1500-word written assignment **worth 55 points** titled "Efficacy of Mindfulness as a Psychological Intervention" is to be written in fulfillment of:

GEL04 To draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.

This essay is due in the assigned Dropbox on canvas on 4/14/2026. Detailed instructions for writing of these assignments will be provided in class and on canvas. All the written assignments are to be proofread before being turned in and checked for Punctuation, Grammar, spellings. Your papers are to be typewritten, double-spaced, 12 pitch-font, one-inch margins, using Times New Roman font. On a sheet attached to

the front of all your papers, Title of your paper, your Name, Course, Course Number, Semester/Year, and Due Date are to be included. Written work should follow the guidelines described in the American Psychological Association Publication Manual (7th Ed.). For some assignments students may be required to upload their work both in class and to Turnitin.com to ensure that material is not plagiarized. In case of material being found to be plagiarized the student will be accorded a failing grade (F). The student will also be referred to the Office of Student Conduct and Ethical Development for further action.

4) REVEL Assignments:

REVEL Assignments: These will comprise of chapter quizzes, video quizzes.

Chapter Quizzes	Video Quizzes	Due Date by 11:59 P.M.
Chapter 1 Quiz	None	Sunday, 2/1/2026
Chapter 2 Quiz	None	Sunday, 2/8/2026
Chapter 4 Quiz	None	Sunday, 2/15/2026
Chapter 5 Quiz	Video Quiz: Operant Conditioning: Learning from Consequences	Sunday, 2/22/2026
Chapter 6 Quiz	Video Quiz: Memory: Reasons for Forgetting	Sunday, 3/1/2026
Chapter 7 Quiz	Video Quiz: Confirmation Bias, Functional Fixedness, and Mental Set	Sunday, 3/8/2026
Chapter 8 Quiz	None	Sunday, 3/15/2026
Chapter 9 Quiz	None	Sunday, 3/22/2026

Chapter 11 Quiz	Video Quiz: Psychology and Health: The Challenge of Quitting Bad Health Habits	Sunday, 4/12/2026
Chapter 12 Quiz	Video Quiz: Social Psychology: Under the influence of Others	Sunday, 4/19/2026
Chapter 14 Quiz	None	Sunday, 4/26/2026
Chapter 15 Quiz	None	Sunday, 5/3/2026

5) **Research participation:** For this you will need to register with SONA online system. All students are required to register by 1/29/2026 and provide proof to me.

Department of Psychology Research Completion for Spring 2026

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 March 1st.

2) 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).

Therefore completion of 4 hours is worth 21 points. Kindly note the following:

- 6% of your grade will consist of completing 4 hours of study participation (5% per hour = 5.25 points 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 the alternative assignment for details on the requirements.
- All research hours and alternative assignments must be completed by December 8th.

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.

Detailed instructions will be provided on Canvas.

You are required to complete the 4 hours by 5/11/2026.

6) Exams: There will be two class exams, each comprising of multiple-choice, true/false, questions each worth 1 point, resulting in a total of 40 points for each exam and 80 points for the 2 exams (40x2=80 points). You are to take your exams as per the schedule of your section you are officially registered in. Taking the exam in another section than your own will result in a grade of zero points.

Study Guides will be provided for these exams:

- **First Exam (Chapters 1-5) will be held on 2/27/2026.**
- **Second Exam (Chapters 6-9) will be held on 4/7/2026.**
- **Final Examination or Evaluation:**

As per [University Policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) at <http://www.sjsu.edu/senate/docs/S17-1.pdf> which states that

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

The study guide for the final exam will include chapters 11,12,14 and 15. There will be 55 questions, multiple choice type questions, each question worth 1 point.

Final Exam will be held as follows:

5/14/2026 from 5:30P.M. to 7:30P.M.

Technical difficulties and Internet connection issues: Canvas autosaves responses a few times per minute if there is an internet connection. If your internet connection is lost, Canvas will warn you but allow you to continue working on your exam. A brief loss of internet connection is unlikely to cause you to lose your work. However, a longer loss of connectivity or weak/unstable connection may jeopardize your exam.

Other technical difficulties: Immediately email the instructor a current copy of the state of your exam and explain the problem you are facing. Your instructor may not be able to respond immediately or provide technical support. However, the copy of your exam and email will provide a record of the situation. Contact the [SJSU technical support for Canvas](https://www.sjsu.edu/cfeti/) (<https://www.sjsu.edu/cfeti/>).

Phone: (408) 924-2337

If possible, complete your exam in the remaining allotted time, offline if necessary. Email your exam to your instructor within the allotted time or soon after.

Workload and Credit Hour Requirements

As per the University Policy S16-9, Course syllabi (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)

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

✓ Grading Information

Students will receive a final grade for this course based on a total of 350 points:

Two Class Exams	80
Plagiarism Tutorial	5

Written Assignment	55
Participation	34
Final Exam	55
Research Participation	21
REVEL Chapter Quizzes	100
Total Possible Points	350

Grading Scale:

A plus = 338 to 350 points

A = 324 to 337 points

A minus = 314 to 323 points

B plus = 303 to 313 points

B = 289 to 302 points

B minus = 279 to 288 points

C plus = 268 to 278 points

C = 254 to 267 points

C minus = 244 to 253 points

D plus = 233 to 243 points

D = 219 to 232 points

D minus = 209 to 218 points

F = 208 points or lower

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A plus</i>	<i>338 to 350</i>	<i>97 to 100%</i>

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A</i>	<i>324 to 337</i>	<i>93 to 96%</i>
<i>A minus</i>	<i>314 to 323</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>303 to 313</i>	<i>87 to 89 %</i>
<i>B</i>	<i>289 to 302</i>	<i>83 to 86%</i>
<i>B minus</i>	<i>279 to 288</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>268 to 278</i>	<i>77 to 79%</i>
<i>C</i>	<i>254 to 267</i>	<i>73 to 76%</i>
<i>C minus</i>	<i>244 to 253</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>233 to 243</i>	<i>67 to 69%</i>
<i>D</i>	<i>219 to 232</i>	<i>63 to 66%</i>
<i>D minus</i>	<i>209 to 218</i>	<i>60 to 62%</i>

Workload and Credit Hour Requirements

As per the [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>, "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 practica. Other course structures will have equivalent workload expectations as described in the syllabus."

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs./S90-5.pdf>. More detailed

information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbggen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Attendance and Participation

Attendance per se shall not be used as a criterion for grading. However, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is frequently essential to ensure maximum benefit to all class members. In some cases, attendance is fundamental to course objectives; for example, students may be required to interact with others in the class. Attendance is the responsibility of the student. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at <http://www.sjsu.edu/senate/docs/F15-3.pdf>

Timely Feedback on Class Assignments

Per [University Policy F13-1](#), all students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.

Accommodation to Students' Religious Holidays

[University Policy S14-7](#) states that San José State University 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. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- "Common courtesy and professional behavior dictate 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. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."
- It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."
- For this class, each class session will be recorded via zoom, this is solely for the purpose allowing students in this class to have access to the lecture in case they missed a class. The recorded lecture will be shared with students who are enrolled in this class.

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. 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. 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 Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03

at 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 your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

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

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

"The San José State University Writing Center offers a variety of resources to help students become better writers, and all of our services are free for SJSU students. Our mission is to enhance the writing skills of SJSU students so they can communicate clearly in any setting (informal, academic, or professional). We

accomplish this goal through creating original writing resources, offering workshops, and conducting one-on-one and small-group tutoring sessions.

The SJSU Writing Center has two locations: We conduct drop-in tutoring sessions in Clark Hall, Suite 126; we conduct scheduled appointments on the second floor of the MLK Library. We also offer online tutoring sessions using the Zoom web conferencing platform. All appointments can be made online at sjsu.mywconline.com.

All our writing tutors have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment, register for a workshop, or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>.

SJSU Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at <http://www.sjsu.edu/counseling>.

Spartan Support Network

“Our campus has developed the Spartan Support Network to bring students together with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you to it if I believe you need the services provided by Spartan Support Network to succeed in this course.”

The Academic Counseling Center for Excellence (ACCESS) in the Social Sciences provides General Education advising, academic and graduation planning, mandatory Freshman Advising, probation advising, Statistics and Writing tutoring, career counseling, and Reinstatement and Former Student Returning (FSR) Advising for undergraduate students majoring or intending to major in any of the departments in the College of Social Sciences (COSS). We are committed to helping you develop a clear path to graduation and supporting your academic success.

- Location: Clark Hall 240
- Phone: (408) 924-5363
- Email: socsci-success@sjsu.edu

Hours of Operation: Monday - Thursday: 8:30 am - 4:30

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

Introductory Psychology, Section 81 Spring 2026

Tentative Course Schedule

Note: The schedule is subject to change with fair notice. You will be notified in class, as well as via email, and announcements posted on canvas.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/22	<ul style="list-style-type: none"> Icebreakers, Discussing Syllabus, Course Learning Objectives, Assignments, REVEL Chapter Quizzes, Research Requirement **Registration with SONA online system ** Chapter 1-Schools of Psychology
2	1/27 1/29	<ul style="list-style-type: none"> Chapter 1 continued *Quiz on Syllabus(P) due (1/27) by 11:59 p.m.* *Provide Proof of SONA Registration (P)(1/29)*
3	2/3 2/5	<p>[REVEL Chapter 1 Quiz due Sunday, 2/1/2026 by 11:59P.M.]</p> <ul style="list-style-type: none"> Chapter 2 The Biological Perspective Chapter 2 continued
4	2/10 2/12	<p>[REVEL Chapter 2 Quiz due Sunday, 2/8/2026 by 11:59P.M.]</p> <ul style="list-style-type: none"> Chapter 3 Perception Chapter 4 Consciousness ~"Getting to Know You using Hofstede's Onion Model of Culture" (P) due 2/12 by 1159 p.m.~
5	2/17 2/19	<p>[REVEL Chapter 4 Quiz due Sunday, 2/15/2026 by 11:59P.M.]</p> <ul style="list-style-type: none"> Chapter 4 continued Chapter 5 Learning

Week	Date	Topics, Readings, Assignments, Deadlines
6	2/24 2/26	[REVEL Chapter 5 Quiz & Video Quiz: Operant Conditioning: Learning from Consequences due Sunday, 2/22/2025 by 11:59PM.] <ul style="list-style-type: none"> • Chapter 5 continued • ^^FIRST EXAM TODAY(2/26) (Chapters 1-5)^^
7	3/3 3/5	[REVEL Chapter 6 Quiz & Video Quiz: Memory: Reasons for Forgetting due Sunday, 3/1/2026 by 11:59PM.] <ul style="list-style-type: none"> • Chapter 6 Memory • Chapter 6 continued • **Online Plagiarism Tutorial due in the assigned Dropbox folder on Canvas on 3/5, by 11:59pm** • ** "Efficacy of Mindfulness as a Psychological Intervention" due in the assigned Dropbox folder on Canvas on 3/5, by 11:59pm**
8	3/10 3/12	[REVEL Chapter 7 Quiz & Video Quiz: Confirmation Bias, Functional Fixedness, and Mental Set due Sunday, 3/8/2026 by 11:59PM.] <ul style="list-style-type: none"> • Chapter 7 Cognition: Thinking, Intelligence • Chapter 7 continued
9	3/17 3/19	[REVEL Chapter 8 Quiz due Sunday, 3/15/2026 by 11:59PM.] <ul style="list-style-type: none"> • Chapter 8 Development • Chapter 8 continued
10	3/24 3/26	[REVEL Chapter 9 Quiz due Sunday, 3/22/2026 by 11:59PM.] <ul style="list-style-type: none"> • Chapter 9 Motivation & Emotion • Chapter 9 continued
11	3/30 4/3	^^^^Spring Break^^^^
12	4/7 4/9	^^ SECOND EXAM TODAY (4/7)(Chapters 6-9) <ul style="list-style-type: none"> • Chapter 11 Stress and Health

Week	Date	Topics, Readings, Assignments, Deadlines
13	4/14 4/16	[REVEL Chapter 11 Quiz & Video Quiz: Psychology and Health: The Challenge of Quitting Bad Health Habits, due Sunday, 4/12/2026 by 11:59P.M.] <ul style="list-style-type: none"> • Chapter 11 continued • Chapter 12 Social Psychology
14	4/21 4/23	[REVEL Chapter 12 Quiz & Video Quiz: Social Psychology: Under the influence of Others, due Sunday, 4/19/2026 by 11:59P.M.] <ul style="list-style-type: none"> • Chapter 12 continued • ~"Ask a Question" (P) due in the Dropbox folder on 4/23 by 11:59pm~
15	4/28 4/30	[REVEL Chapter 14 Quiz due Sunday, 4/26/2026 by 11:59 P.M.] <ul style="list-style-type: none"> • Chapter 14 Psychological Disorders • Chapter 14 continued
16	5/5 5/7	[REVEL Chapter 15 Quiz due Sunday, 5/3/2026 by 11:59 P.M.] <ul style="list-style-type: none"> • Chapter 15 Psychological Psychological Therapies • Chapter 15 continued
Final Exam	5/14	From 5:30P.M. to 7:30P.M. (Section 81)