San José State University
Department of Psychology
PSYC 155-82 Human Learning Fall,
2025

Course and Contact Information

Instructors:	Dr. Karin Jeffery
Office Location:	DMH 230
Email:	Use canvas email
Office Hours:	Tuesdays, 10:30am -11:45am Other office hours will be announced soon. Also, make appointment via canvas email
Class Days/Time:	Asynchronous
Classroom:	Online/Canvas
Teaching Assistants:	Rae Ann Prado & Carlos Castaneda

Course Format

This course will be instructed in asynchronous format. We will be online for course orientation and drop-in hours Wednesday evenings.

Course Website

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. ALL assignments are assigned and turned into Canvas. You must be able to upload .doc or pdf. documents. Students are responsible for regularly checking with the messaging system through Canvas to learn of any updates.

Logging Into Canvas

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 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 or Employee ID and your PW is the one you chose when you established your SJSUOne account. You will see the courses you 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

Through learning, humans and animals share a capacity to adapt to ever changing demands in the environment. Attempts to understand these processes form a cornerstone of experimental psychology. Theories from this basic research have contributed to applications and further theory development in many other areas of psychology (e.g. clinical, social and education). PSYC 155 is an introduction to the study of learning and behavior and focuses on the Behavioral Perspective as a way of improving our understanding of human behavior and how it is shaped.

The course will focus on two types of learning: Classical and Operant conditioning. Students can have a life-changing experience in this course, because it provides the basis for new ways of approaching common life challenges such as

disciplining children, maintaining positive marriages and other relationships, and procrastination (to name just a few). The material is intellectually challenging at times, but well worth the effort required to learn to think like a Behaviorist!

Learning Outcomes

The primary goal of this course will be to help you develop an understanding of the major themes, issues, and methods recognized within the psychology of learning. The aim of this course is to provide an understanding of the basic principles of the learning process. You will discover the learning processes that allow us to know how and when to act to obtain desired pleasurable aspects of our environment and to avoid unwanted unpleasant ones.

Course Learning Outcomes (CLO)

The primary goal of this course will be to help you develop an understanding of the major themes, issues, and methods recognized within the psychology of learning. The aim of this course is to provide an understanding of the basic principles of the learning process. You will discover the learning processes that allow us to know how and when to act in order to obtain desired pleasurable aspects of our environment and to avoid unwanted unpleasant ones.

Competencies and Performance Indicators

The competencies listed below shall be demonstrated and assessed through class discussion, exams (comprised of multiple choice, short answer and essay questions) and simulation lab reports.
1. Understand the science of learning.
   a. Demonstrate an appreciation of the empirical foundation of the study of learning.
   b. Be familiar with research techniques and findings that illustrate fundamental learning concepts.
2. Differentiate between various theories of learning and memory.
   a. Be able to understand and differentiate between theories.
   b. Be able to cite evidence supporting the views of major theorists.
3. Demonstrate the ability to apply the concepts learned in the course to concrete examples:
   a. Be able to differentiate and explain learning concepts using your self-change project.
   b. Be able to apply learning principles to real world phenomena.

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. (test, quizzes, paper)

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. (paper)

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. (paper)

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues. (tests, paper)

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society. (paper)

Required Texts/Readings

Textbook

Will go over textbook in the posted video on how to get the book. You must get the book through Cengage because we need the Learning Management System (LMS). It is not possible to get the LMS without the eBook.

Library Liaison

Bailey, Christa
Phone: 408-808-2422
Email: christa.bailey@sjsu.edu

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Exams

Exams will be multiple-choice. The tests will have questions from the text, lectures and videos. Each exam will be given on canvas during a designated time (see canvas syllabus) and you will have 50 minutes to complete the exam. **There are no make-up exams**.

LMS Completion: Complete the assigned LMS (Learning Management System) assignments through **Canvas.** From there click the **Cengage** tab under the class, this will link you to the appropriate website to complete the LMS. There is no time-limit. The assignments are graded based on completion and mastery of the chapter. You must complete an assignment for each of the assigned chapters on the syllabus. There are **NO MAKE-UPS on LMS assignments** (NO EXCEPTIONS). You must do them during the time they are assigned. You will complete 10 assignments throughout the semester. Each assignment is worth 5 points for a total of 50 points for the semester.

WRITING PROJECTS:
Assignments are listed on Canvas.

Behavioral TED Talk Analysis and Reflection
There will be 5 videos to watch and reflect. This assignment aims to enhance students' critical thinking, listening, and analytical skills by engaging with a TED Talk selected by the instructor. Students will analyze the key messages, evaluate the speaker's effectiveness, and reflect on how the talk connects to the course material or broader societal issues.

Instructions are found on canvas.

Self- Change Project
Nobody is perfect. Some of us drive too fast, or too carelessly. Some of us want to recycle our newspapers but never get around to it. We want to eat less and exercise more, but it just does not happen for us. We know some of our habits are bad for us (smoking, drinking) but we cannot cut back.

Principles of learning offer a solution. B. F. Skinner's behaviorism, although developed through carefully controlled scientific laboratory research, can be used to help people increase behaviors that they desire and decrease behaviors they wish to avoid. Use self-change principles to change some aspect of your behavior. Focus on some specific type of behavior that you would like to perform more (exercise, studying, being polite) or a behavior you would like to do less (partying, eating, drinking, being rude). Some other examples of things students have tried to change are listed at the bottom of this handout. Record the behavior on the provided behavioral checklist for one week, without attempting any change. Please note:

Please know that self-monitoring your behavior is difficult, but a task that can (and will) be completed.

Step 1: Behavior Decision.
- Decide on the behavior you will increase or decrease
- Write a paragraph description of the behavior, being as behaviorally specific as possible; express the goal of your project in observable, quantifiable terms.
- These goals must be very specific, and include both long and short range (daily) goals--but most important, they must be measurable.
- You can select those behaviors which you wish to do away with, non-desired goals as well as desired behaviors-- but it would be best if you described behaviors that you want to increase (focus on creating behaviors that are incompatible with the behaviors you want to remove)

Step 2: Baseline 1.
- Establish the baseline, the operant level: measure the frequency of both the good and the bad behavior before you try to create any changes:

*Measurement is critical in self-change projects, so begin by recording your behavior on the checklist. Please note what is happing before during and after the selected behavior.

*Include the information about baseline in your report (If, for example, you were trying to study more you should say something like "On day one the participant spent 2.3 hours studying, on day two the participant did not study at all, and on day three the participant spent 1 hour studying).
- The length of your baseline recording will be over a one-week period.
- You also need to indicate where the behavior occurs; for example, you might say "The researcher decided to modify smoking behavior but needed to know the situations which elicited smoking --so for 7 days the researcher kept track of how many cigarettes were smoked, when, and where."

Step 3: Design Behavioral Change
- Select SR (Reinforcing Stimulus) and design the contingencies.
- Make a list of the reinforcers that you have decided are potent and controllable for and by you.
- List these reinforcers in your report and note which one you plan to use to control the behavior.
- You can also identify punishers: aversive stimuli that you would rather avoid. You will be using these to reduce behavior.

Types of reinforcers to consider:
- Physical rewards: such as candy, food, drinks, etc.: thinks you want.
- Social rewards: arrange for someone else to give you praise, attention, and so on if you perform the target behavior.
- Activities: things you like to do (such as watching TV, socializing, etc.) that you cannot do if you don't perform the behavior.
- Note: It is often advisable to use a variety of reinforcers, so you will not "burn out" on one.

Name the Contingencies:
- State the exact conditions (Premack principle)under which these consequences are applied (e.g., If I study for 1 hour, I will get 5 M&M candies).
- If you plan to use punishment, then state those criteria as well (e.g., I did not meet my goal of studying for 3 hours and so the following day I did not permit myself to listen to any music).

Step 4: Intervention Stage.
- Institute the Program of Behavior Modification. Begin controlling the behavior through judicious use of reinforcers and punishment. This period should last one week (use another self-monitoring check list for recording behavior).
- Keep good records: record the behavior and the reinforcers/punishments constantly.

- Control the "stimulus environment". It is essential that you can administer the reinforcers immediately after the behavior, and that you can reduce interference from reinforcers that you do not control. That means you should make changes in your routine to avoid temptations (e.g., tell other people about the project and ask them not to interfere).
- If appropriate, post cues in your environment that will trigger your response: if you are supposed to be exercising more, then put up a sign in bedroom that says, "Today you must exercise for 1 hour." (Describe your use of such a sign in your report).

Step 5: Follow up.
Because of time constraints, this step is optional but would be used in any professional behavior modification project. Once the behavior has been created, you would return to baseline by stopping the rewards or punishments. This step is not necessary for this report. However, should you decide to complete this step, record your behavior on the checklist for one week.

Step 6: Write up the report
- The paper will have five sections:
    1. Introduction. (1-2 pages)
    2. Literature review. (2 pages)
    3. Methodology. (1 page)
    4. Results. (1 page)
    5. Discussion. (4-6 pages)
    6. Conclusion (1 page)

- The report will include charts and graphs of the behavior rates, but it should be a well-written narrative (with sentences and paragraphs).
- Use appropriate terms from the lectures and text.

Word Count Tip: Aim for 2,300–2,800 words. This sweet spot usually means you have met the 2,000-word minimum, gone deep enough in your Discussion, and included all required sections without adding fluff. Under ~2,100 words often means something important is missing; over ~3,000 words can mean you have gone off track.

Structure for Assignments
1. ALL OF YOUR WORK NEEDS TO BE UPLOADED ON CANVAS IN PDF. OR DOC. NO WORK WILL BE ACCEPTED IN ANY OTHER MEDIUM.

2. Your papers need be organized - you should be developing a central idea in each section, and the reader should be able to follow the logic of your argument. Each paragraph should have a coherent theme and paragraphs should follow each other in an organized manner. Read over your papers to be sure that there is a logical order to them.

3. Watch for grammatical errors, particularly sentence fragments and run-on sentences. **You will be marked down for these errors.**

4. Your papers will be typewritten, double-spaced, one-inch margins, using Times New Roman font. (APA Format) https://owl.english.purdue.edu/owl/resource/560/18/

5. References included in your paper are to be done according to APA style as described in the Publication Manual of the American Psychological Association, 7th Edition, which is available in the library, the campus bookstore, and on-line. You should have a minimum 5 references for every paper, and they will be listed on a separate page on the back of your assignment.

Grading Policy

Grades are updated on Canvas. Grades will be based on LMS quizzes (10 quizzes worth 10 points each), exams (2 exams worth 100 points each), completion of the rough draft and peer review of project (20 points), and class project (80 points):

1. Three (3) exams covering lectures, films, guest speakers, outside readings and the text are worth 100 points each (300).
2. 13 LMS quizzes will be worth 5 points each (65).
3. Behavioral TED Talk Analysis and Reflection (25).
4. Self-Change project will be worth 100 points (100): See Rubrics for Assignment.
5. Self-Change project rough drafts will be worth (15 points)
6. Video Sheet worth 5 points.
   Total Points = 515

Letter grades will be assigned according to the grading table:

Table 1 - Grading Table

	A: 100 - 94	A-: 93-90
B+: 89-87	B: 86-83	B-: 82-80
C+: 79-77	C: 76-73	C-: 72-70
D+: 69-67	D: 66-63	D-: 62-60
F: < 60		

Classroom Protocol

Syllabus Policy:
The course syllabus presented in this document will be followed as closely as possible. However, the course syllabus, schedule, policies, and procedures are subject to change at the discretion of the instructor or in the event of extenuating circumstances. This includes the tentative dates listed. The instructor will announce possible changes of the syllabus in advance on Announcements on the canvas site. It is the student's responsibility to clarify any of these changes that may have been made and read announcements.

It is your responsibility to read the syllabus and ask questions about it so that you have a clear understanding of the expectations. If you are unclear about any of the requirements/expectations, then please set up a time to speak with the teaching assistant or me. I will be grading as though you have a clear understanding of the course requirements and material.

Classroom courtesy and disruptions:
Class disruptions are not tolerated. Students will be removed from class if they are being disruptive to fellow students or the professor. Disruptions include but are not limited to not paying attention (e.g., reading the newspaper, sleeping), tuning off video, etc. In accordance with university policies on student conduct, it is expected that you will treat other students and the instructor with courtesy and respect. Being distracting on Zoom ARE ACTIVITIES THAT ARE NOT RESPECTFUL!

University Policies

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's 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-dbgen/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.

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, http://www.sjsu.edu/senate/docs/S12-7.pdf, 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."
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

Academic Integrity

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/.

AI Use in This Course

Permitted Use
You are welcome to use generative AI tools (such as ChatGPT) as a **research assistant** for tasks like brainstorming ideas, finding sources, summarizing academic literature, or generating outlines. These tools can support your process, as long as the final writing, analysis, and synthesis remain your own work.

Mandatory Disclosure & Citation
All uses of AI must be transparent. For every assignment where AI contributed to your research or drafting process, include a citation in your references and a brief "AI Acknowledgment" statement. For example:

"AI Acknowledgment: I used [Tool Name, e.g., ChatGPT] to help brainstorm ideas for this topic. I verified and developed these ideas independently and have taken full responsibility for the content."

Failure to disclose AI use will be considered academic dishonesty and referred to the Office of Student Conduct.

Prohibited Use
AI must **not** be used to generate any portion of final submissions. This includes writing paragraphs, essays, analyses, or conclusions. Submitting AI-generated content, even if revised, undermines your learning and violates academic integrity.

Rationale

Educational research emphasizes that the act of synthesizing, analyzing, and writing is essential to deep learning and cognitive development. Over-reliance on AI to write or rephrase ideas can impair critical thinking and diminish the growth of these academic skills.

Academic Integrity Consequences
Any undisclosed AI use, or use beyond brainstorming, may result in academic sanctions, ranging from a zero on the assignment to referral to the Student Conduct office, depending on severity and pattern of misuse.

Why I allow AI, but with limits

- **AI is a tool, not a substitute**: Using AI to spark ideas can help clarify your thinking, but the real learning happens when you work through the ideas yourself.
- **Cognitive development matters**: Reliance on AI to write or structure your work can hinder your ability to analyze deeply and develop your own academic voice.
- **Transparency builds trust**: When you disclose your AI usage, even minor, it creates an open culture and helps me understand your learning process.
- **Protecting academic equity**: Students who misuse AI undermine their peers and the value of the course. Clear policies help ensure fairness for everyone.

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 their disability.

Accommodation to Students' Religious Holidays

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. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

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 SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists 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 one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide 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 Services website at http://www.sjsu.edu/counseling**.**

University Resources
SJSU offers many recourses to students for basic needs. Talk to me, or visit the website: https://www.sjsu.edu/sjsucares/

Course Number / Title, Semester, Course Schedule

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines	Assignments, Deadlines See Canvas Homepage for due dates and times
1	Aug 20-Aug 24	Classical and Operant Video/Syllabus	**Video Sheet Due** **Syllabus Quiz**
2	Aug 25-Aug 31	Introduction, Chapter 1	**LMS Chapter 1** **Submit Operational Definition and Behavioral Checklist for Baseline Data**

3	Sept 1-Sept 7	Research Methods, Chapter 2	**LMS Chapter 2** **TED Talk 1 Due** **Write Introduction***
4	Sept 8-Sept 14	Elicited Behaviors and Classical Conditioning, Chapter 3	**LMS Chapter 3** **Write Lit Review***
5	Sept 15-Sept 21	Classical Conditioning: Basic Phenomena and Various Complexities, Chapter 4	**LMS Chapter 4** **TED Talk 2 Due**
6	Sept 22-Sept 28	Classical Conditioning: Underlying Processes and Practical Applications, Chapter 5	**LMS Chapter 5** ***Write Methods**
7	Sept 29-Oct 5	**Exam 1 (Chapters 1-5)**	**TED Talk 3 Due** **Submit Completed Behavioral Checklist for Baseline Data (1 month data)** **Rough Draft 1 Due (Intro, Lit and Methods only)**
8	Oct 6-Oct 12	Operant Conditioning: Introduction, Chapter 6	**LMS Chapter 6**
9	Oct 13-Oct 19	Schedules and Theories of Reinforcement, Chapter 7	**LMS Chapter 7** **TED Talk 4 Due**
10	Oct 20-Oct 26	Extinction and Stimulus Control, Chapter 8	**LMS Chapter 8**
11	Oct 27-Nov 2	Escape, Avoidance and Punishment, Chapter 9	**LMS Chapter 9** **TED Talk 5 Due** **Submit Completed Behavioral Checklist for Intervention Data (1 month data)** **Write Results***
12	Nov 3-Nov 9	**Exam 2 (Chapters 6-9)** **Self-Change Paper Draft Due Sunday, November 9 at 11:59 pm. Complete Peer reviews by, Tuesday, November 11 at 11:59pm.**	**Write Discussion (worth 1/3 of the grade) and Conclusion***

13	Nov 10-Nov 16	Choice, Matching, and Self-Control, Chapter 10	**LMS Chapter 10** **Self-Change Paper Due**
14	Nov 17-Nov 23	Observational Learning and Rule-Governed Behavior, Chapter 11	**LMS Chapter 11**
15	Nov 24-Dec 1	Biological Dispositions in Learning, Chapter 12	**LMS Chapter 12**
16	Dec 2-Dec 9	Comparative Cognition., Chapter 13	**LMS Chapter 13**
17	Finals Week	**Exam 3 (Chapters 10-13)** https://www.sjsu.edu/classes/final-exam-schedule/fall-2025.php	