

**Chaminade University**  
**PSY 101 General Psychology**  
**FALL2018**

**Instructor:** Blendine P. Hawkins, Ph.D., LMFT      **Class Room:** BS 101  
**Off. Number:** (808) 735-7495      **Day/Time:** MWF 11:30pm-12:20pm  
**Email:** blendine.hawkins@chaminade.edu      **Office:** Beh Sciences 118  
**Office Hours:** By appointment- please feel free to email me to set up a time to meet.

**Textbooks**

Myers, D.G. (2016). *Exploring psychology* (10th Ed.). New York, NY: Worth Publishers

**Catalog Course Description**

Survey of the major theories and concepts in the study of behavior. Introduction to the psychological aspects of sensory processes, normal and abnormal development, learning, drives, emotions and social behavior.

**Program Linking Statement**

This course develops and assesses the skills and competencies for the General Education Core requirement of demonstrating an understanding of the Behavioral Sciences.

**Course Description**

This course covers a wide range of theories, research and perspectives of the multifaceted science of psychology. The course will provide a historical perspective and foundation for viewing and studying the various fields of psychology.

**BS-DIV Student Learning Outcomes**

Behavioral Science

1. Ability to apply the scientific method to the study of human behavior in various environmental contexts.
2. An understanding of human behavior relative to various environmental contexts.
3. An understanding of human behavior relative to adapting to various changing environmental contexts.

**Student Learning Outcomes**

Student will demonstrate an understanding of:

1. The use of scientific methodology and research for investigating important questions relative to human behavior.
2. Knowledge of the major theories, concepts, and research findings that represent the scientific perspective for the biological basis of human behavior.
3. Knowledge of the major theories, concepts, and research findings that represent the scientific perspective in the investigation of cognitive processes involved in human behavior.
4. Knowledge of the major theories, concepts, and research findings that represent the scientific perspective in the investigation of developmental processes involved in the study of human behavior.
5. Knowledge of the major theories, concepts, and research findings that represent the scientific perspective in the investigation of individual personality variables.

6. Knowledge of the major theories, concepts, and research findings that represent the scientific perspective in the study of psychological disorders and their treatment.
7. Knowledge of the major theories, concepts, and research findings that represent the scientific perspective in the study of social and cultural influences on human social behavior.
8. Knowledge of stress management and the ability to apply it toward analyzing, understanding, and engaging it in everyday life situations.
9. The history of psychology, and knowledge of the formative and influential psychologists who developed the field.
10. Evolutionary theory and its importance for understanding the field of psychology.
11. How the Five Marianist Educational Values are integrated into the course.

### **Course Requirements**

| <b>Assessment</b>                         | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Points</b>         | <b>Applicable SLO</b> |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| Attendance and class participation        | Each student is expected to attend classes. Attendance and active engagement includes participation in group discussions and activities, not being distracted, not having side conversation, or using excessive technology not related to class materials, and completion of labs. It is important that you plan ahead, read the assigned readings, and prepare for any in-class assignments/activities. 36 classes @ 2 points each.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 80 pts                | 1-11                  |
| Labs                                      | Labs are designed to complement and illustrate significant concepts within the chapters; you will work individually, in dyads or in groups to complete short experiments. There will be 6 Lab projects with deliverables (e.g. experiment reports, short reflections, compiled references, etc.). Each Lab deliverable will be worth points.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30 pts                | 1, 2, 3, 4, 7, 10, 11 |
| Midterm 1                                 | The midterm is cumulative, week 1 to week 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 60 pts                | 1, 2, 3, 4, 9         |
| Midterm 2                                 | The midterm is cumulative, week 6 to week 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 60 pts                | 1, 2, 3, 4, 5, 9      |
| Final Exam                                | The final is cumulative, week 1 to week 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 100 pts               | 1-11                  |
| Final research paper & Video presentation | For this research paper, in groups of 3, you will select a topic from a list provided in class- a psychological disorder from Chapter 14. Your paper will need to include a description of the disorder, the criteria, etiological factors, prognosis, sociocultural factors, and treatment, along with how an individual's relationships are affected by their experiencing of the symptomology of the diagnosis and how the individual's family and social support system may best understand the individual. You will need to identify and synthesize 5 journal articles relevant to the focus of your paper. This paper should be somewhere between 7+ typed pages, double-spaced, with 12-point font and 1-inch margins (APA format).<br>Your presentation will be a video to be played for the class on Week 16. The video will be a summary of your paper constructed for a target audience and should be between 3 and 5 minutes. You will be graded on 1) accuracy of information, and 2) creativity. Possible programs to use may be Microsoft Powerpoint, Prezi, Screencast-O-Matic, StopMotion, PowToon, VideoScribe. Grading rubric and more instructions will be provided on Canvas. | 100 pts<br><br>70 pts | 2, 3, 6, 8            |

### **Grading**

|                            |            |
|----------------------------|------------|
| Attendance & Participation | 80         |
| Labs                       | 30         |
| Midterm Exam 2             | 60         |
| Midterm Exam 1             | 60         |
| Final Exam                 | 100        |
| Final Research Paper       | 100        |
| Video Presentation         | 70         |
| <b>Total Points</b>        | <b>500</b> |

### **Course Grading:**

|              |         |                |         |
|--------------|---------|----------------|---------|
| A = 90-100 % | 450-500 | D = 60-69 %    | 300-349 |
| B = 80-89 %  | 400-449 | F = Below 60 % | 299↓    |
| C = 70-79 %  | 350-399 |                |         |

The instructor will determine the final grade for all students based on the above Grading Scale.

### **Class Policies:**

- Unexcused absences of an equivalent of more than 3 classes will incur a grade reduction. No make-up work will be allowed for a missed class.
- All hard copies of the written assignments will be collected at the start of class that it is due. Please contact me BEFORE the paper is due if you know you will be late in submitting. Late submissions will be accepted only until 7 days after the due date but 10 percent of the total possible points will be deducted for each class day it is late. Grading rubrics will be made available for the paper assignment.
- All assignments must be completed within the time frame of this class. No work will be accepted after the last class of the term. Incomplete grades are not automatically issued without prior correspondence and deliberation
- No examinations will be administered after its scheduled dates (please refer to the course calendar below) unless a doctor's note is provided or a special arrangement was made in advance.
- If you have questions regarding your assignments, contact me early in the term. I am here to assist you if you need help. Please be proactive
- Papers or submissions that do not meet my minimum length requirement will be docked points.
- Written assignments will need to be constructed using APA formatting.
- Any student who stops attending a course without officially withdrawing may receive a failing grade.

### Course resources

| Resource                                                                                                                                      | Service(s) Provided                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Sullivan Family Library (Chaminade Library)                                                                                                   | Tools to efficiently identify and access literature about an education research topic of your choosing                                           |
| Val Coleman, Librarian<br>vcoleman@chaminade.edu<br>808-739-4661                                                                              | Available to assist with literature searches as well as answer questions regarding research                                                      |
| The Purdue Owl<br><a href="https://owl.purdue.edu/owl/purdue_owl.html">https://owl.purdue.edu/owl/purdue_owl.html</a>                         | Online resource for writing, structuring your paper, and citing research using APA formatting.                                                   |
| Grammar Girl<br><a href="https://plus.google.com/u/0/+MignonFogarty">https://plus.google.com/u/0/+MignonFogarty</a><br>GrammarGirl?rel=author | Grammar Girl provides short, friendly tips to improve your writing. Named one of Writer's Digest's 101 best websites for writers multiple times. |

## Citations and References

Any assignments that includes cited research should include a Reference page, listing your full source/references. Examples of references in APA format:

|                           | References                                                                                                                                                                                                                                                                           |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Book                      | Berger, P. L. & Luckmann, T. (1966). <i>The social construction of reality</i> . London, UK: Harmondsworth Penguin.                                                                                                                                                                  |
| Journal                   | Goldsmith, D., & Baxter, L. A. (1996). Constituting relationships in talk: A taxonomy of speech events in social and personal relationships. <i>Human Communication Research</i> , 23, 87-114.                                                                                       |
| Chapter in an Edited Book | Hardy, K. V. (2008). Race, reality, and relationships: Implications for the re- visioning of family therapy. In M. McGoldrick & K. V. Hardy, (Eds.). <i>Revisioning family therapy: Race, culture, and gender in clinical practice</i> (pp. 76-84). New York, NY: The Guilford Press |

- Please cite a source every time you copy a phrase, quote, or paraphrase someone else's words. If you use someone's words verbatim, you will have to use quotation marks and in parenthesis note the author's last name, year of publication, and the page from which you took the quote.
- Example of how to cite a direct quote: "Past research has indicated that "becoming parents heightens couples' awareness of their identity intersections and they turn towards mutually supporting each other" (Hawkins, 2016, p. 121).
- If you paraphrase or just report on what you've read of someone's publication, use the parentheses but omit the page number.
- Always use the (Author, Year) format. Please refer to APA formatting requirements in the Publication Manual of the American Psychological Association, 6<sup>th</sup> edition. The Purdue website can also be helpful: <https://owl.english.purdue.edu/owl/resource/560/01/>

## Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

### **1. Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

### **2. Provide an Excellent Education**

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously:

an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

### **3. Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

### **4. Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

### **5. Educate for Adaptation to Change**

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

## **University Policies**

### **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center 808 735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

**Writing Standards:** All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

### **Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

**Plagiarism:** “Plagiarism is the offering of work of another as one’s own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgement.
3. Submitting as one’s own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your Student Handbook for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

**Diversity/Full Inclusion:** Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. Beyond the legal requirements Chaminade’s Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

### **Grades of "Incomplete"**

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within 90 days of the end of the semester or the “I” will automatically be recorded as an “F” on your transcript.

### **Attendance**

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor’s campus extension or the Psychology program office (735-4751 or 739-8393). It is the instructor’s prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

## SCIENTIFIC METHOD DEFINITIONS

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS**.

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling

Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method in Social Relations, Kidder

**THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

## **Tentative Course Schedule**

| <b>Date</b>                     | <b>Topic</b>                                                                                                               | <b>Class Activity</b>                                                                             | <b>Assigned Readings</b> | <b>Assignments Due:</b> |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------|-------------------------|
| Week 1:<br>Monday<br>1/14/19    |                                                                                                                            | Welcome<br>Review Course Syllabus<br>Introductions                                                |                          |                         |
| Week 1:<br>Wednesday<br>1/16/19 | Psychology,<br>scientific<br>attitude critical thinking,<br>research methods,<br>evolution, & nature vs<br>nurture         | Introduction to Psychology<br><br>Chapter 1: Thinking Critically<br>With Psychological<br>Science | Chapter 1                |                         |
| Week 1:<br>Friday<br>1/18/19    | A practice in Critical<br>Thinking, Skepticism,<br>Objectivity & Curiosity                                                 | Lab 1:Constructing an<br>experiment                                                               |                          |                         |
| Week 2:<br>Monday<br>1/21/19    | NO CLASS- Fr. Chaminade/Martin Luther King Day                                                                             |                                                                                                   |                          |                         |
| Week 2:<br>Wednesday<br>1/23/19 | NO CLASS- Marianist Founders' Day Mass 11:30 am (11:30 classes cancelled)                                                  |                                                                                                   |                          |                         |
| Week 2:<br>Friday<br>1/25/19    | Neural & Hormonal<br>Systems, Tools of<br>Discovery, The Cerebral<br>Cortex                                                | Chapter 2: The Biology of<br>Behavior                                                             | Chapter 2                |                         |
| Week 3:<br>Monday<br>1/28/19    | Genetics, Evolutionary<br>Psychology & Behavior<br>Evolutionary Psychology<br><br>Acting & Resting<br>Potential in Neurons | In-class activity                                                                                 |                          |                         |
| Week 3:<br>Wednesday<br>1/30/19 | Consciousness, Sleep &<br>Dreams, Drugs &<br>Consciousness                                                                 | Chapter 3: Consciousness and<br>the Two-Track Mind                                                | Chapter 3                |                         |
| Week 3:<br>Friday<br>2/1/19     | Substance Dependence<br>& Addiction                                                                                        | Video & Discussion                                                                                |                          |                         |
| Week 4:<br>Monday<br>2/4/19     | Sensation & Perceptions,<br>Vision & Nonvisual<br>senses                                                                   | Chapter 6<br>Sensation & Perception                                                               | Chapter 6                |                         |
| Week 4:<br>Wednesday<br>2/6/19  | Non-perceiving<br>sensations (The<br>Supernatural)                                                                         | Planning for Lab 2                                                                                |                          |                         |
| Week 4:<br>Friday<br>2/8/19     | NO CLASS-LAB 2                                                                                                             |                                                                                                   |                          |                         |

|                                 |                                                                                                                                |                                                   |           |  |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|-----------|--|
| Week 5:<br>Monday<br>2/11/19    | Classical Conditioning,<br>Operant Conditioning,<br>Biology, Cognition &<br>Learning<br><br>Violence & Aggressive<br>behavior  | Chapter 7<br>Learning                             | Chapter 7 |  |
| Week 5:<br>Wednesday<br>2/13/19 | Review Chapters 1-7                                                                                                            |                                                   |           |  |
| Week 5:<br>Friday<br>2/15/19    | <b>MIDTERM 1</b>                                                                                                               |                                                   |           |  |
| Week 6:<br>Monday<br>2/18/19    | NO CLASS- Presidents Day                                                                                                       |                                                   |           |  |
| Week 6:<br>Wednesday<br>2/20/19 | Studying & Encoding<br>Memories, Storing &<br>Retrieving Memories,<br>Forgetting, memory<br>Construction &<br>Improving Memory | Chapter 8<br>Memory                               | Chapter 8 |  |
| Week 6:<br>Friday<br>2/22/19    | Memory exercises &<br>Experiments                                                                                              | Lab 3: Sleep, Attention &<br>Memory               |           |  |
| Week 7:<br>Monday<br>2/25/19    | Thinking, Language<br>Thought, Intelligence &<br>Its assessment, Genetic &<br>Environment                                      | Chapter 9<br>Thinking, Language &<br>Intelligence | Chapter 9 |  |
| Week 7:<br>Wednesday<br>2/27/19 | Influences on Intelligence                                                                                                     | Class activity: Debate<br>intelligence            |           |  |
| Week 7:<br>Friday<br>3/1/19     | Prenatal Development,<br>Infancy & Childhood                                                                                   | Chapter 4<br>Developing Through the Life<br>Span  | Chapter 4 |  |
| Week 8:<br>Monday<br>3/4/19     | Prenatal development                                                                                                           | The Secret Life of Babies-<br>Video & Discussion  |           |  |
| Week 8:<br>Wednesday<br>3/6/19  | Adolescence, Adulthood                                                                                                         | Class Activity: Discuss<br>'Adulthood'            |           |  |
| Week 8:<br>Friday<br>3/8/19     | Sex, gender,<br>testosterone, puberty,<br>gender roles, gender<br>identity, transgender                                        | Chapter 5 Gender and<br>Sexuality                 | Chapter 5 |  |
| Week 9:<br>Monday<br>3/11/19    | Sexual response cycle, &<br>sexual orientation                                                                                 | Sexual assertiveness and<br>Sexual safety         |           |  |

|                                  |                                                                                 |                                                     |            |  |
|----------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------|------------|--|
| Week 9:<br>Wednesday<br>3/13/19  | Motivational concepts,<br>Hunger, Theories &<br>Physiology of Emotion           | Chapter 10<br>Motivation & Emotion                  | Chapter 10 |  |
| Week 9:<br>Friday<br>3/15/19     | Gender and Emotionality                                                         | Lab 4: Gender differences                           |            |  |
| Week 10:<br>Monday<br>3/18/19    | Stress & Illness, Health &<br>Happiness                                         | Chapter 11<br>Stress, Health & Human<br>Flourishing | Chapter 11 |  |
| Week 10:<br>Wednesday<br>3/20/19 | Review Chapters 8-11                                                            |                                                     |            |  |
| Week 10:<br>Friday<br>3/22/19    | <b>MIDTERM 2</b>                                                                |                                                     |            |  |
| Week 11:<br>Monday<br>3/25/19    | NO CLASS- Spring Break                                                          |                                                     |            |  |
| Week 11:<br>Wednesday<br>3/27/19 |                                                                                 |                                                     |            |  |
| Week 11:<br>Friday<br>3/29/19    |                                                                                 |                                                     |            |  |
| Week 12:<br>Monday<br>4/1/19     | Social Thinking &<br>Influence, Antisocial<br>Relations, Prosocial<br>Relations | Chapter 12<br>Social Psychology                     | Chapter 12 |  |
| Week 12:<br>Wednesday<br>4/3/19  | Social Influence and<br>Social Ills                                             | Plan for Lab 5                                      |            |  |
| Week 12:<br>Friday<br>4/5/19     | NO CLASS-LAB 5: Social Experiment                                               |                                                     |            |  |
| Week 13:<br>Monday<br>4/8/19     | Wrap-up Social<br>Psychology                                                    | Report on Lab 5                                     |            |  |
| Week 13:<br>Wednesday<br>4/10/19 | Classic & Contemporary<br>perspectives on<br>Personality                        | Chapter 13<br>Personality                           | Chapter 13 |  |
| Week 13:<br>Friday<br>4/12/19    | The Big 5 and a<br>Biological perspective                                       | Class Activity: Biological bases<br>of Personality  |            |  |
| Week 14:<br>Monday<br>4/15/19    | Psychodynamic theory,<br>humanistic                                             | Chapter 15<br>Therapy                               | Chapter 15 |  |

|                                  |                                                                                                        |                                    |            |                                 |
|----------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------|------------|---------------------------------|
|                                  | theory, trait theory, & social-cognitive theory                                                        |                                    |            |                                 |
| Week 14:<br>Wednesday<br>4/17/19 | Compare theories Wrap-up on Therapy & Counseling                                                       | Video & Discussion                 |            |                                 |
| Week 14:<br>Friday<br>4/19/19    | NO CLASS- Good Friday                                                                                  |                                    |            |                                 |
| Week 15:<br>Monday<br>4/22/19    | Prepare for Group Presentations & Lab 6                                                                | Sign-up for Group Presentations    |            |                                 |
| Week 15:<br>Wednesday<br>4/24/19 | NO CLASS- Lab 6 work in Groups                                                                         |                                    |            |                                 |
| Week 15:<br>Friday<br>4/26/19    | Psychological disorder, medical model, DSM-V, anxiety disorders, depressive disorders, & schizophrenia | Chapter 14 Psychological Disorders | Chapter 14 | <b>Final Research Paper Due</b> |
| Week 16:<br>Monday<br>4/29/19    |                                                                                                        | Group Presentations in class       |            |                                 |
| Week 16:<br>Wednesday<br>5/1/19  |                                                                                                        | Group Presentations in class       |            |                                 |
| Week 16:<br>Friday<br>5/3/19     | Review Chapters 1-15                                                                                   |                                    |            |                                 |
| <b>Week 17</b>                   | <b>FINAL EXAM: Wednesday, 5/8/19 11:00am-1:00pm</b>                                                    |                                    |            |                                 |

*\* Syllabus is subject to change by instructor according to class needs.*