CHAMINADE UNIVERSITY OF HONOLULU

# PSY 101 General Psychology

Spring 2021 (AY S20)

Class Time: Online

Location: Online

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Office Telephone: 808-739-4604

Office: BS 111A

Office Hours: MWF 11:30 am – 12:30 pm and by appointment

**Required Text**

Myers, D.G. & DeWall, N.C. (2019). Exploring psychology (11th 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.

**Psychology Program Learning Outcomes (PLO)**

1. **Students will identify key concepts, principles, and overarching themes in psychology.**
2. **Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.**
3. **Students will exhibit effective writing and oral communication skills within the context of the field of psychology.**
4. **Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.**

**General Education​ ​Learning​ ​Outcomes (GLO)**

1. Critical Thinking

* Students will systematically acknowledge and challenge diverse evidence, concepts, assumptions, and viewpoints.

1. Information Literacy

* Students will define, identify, locate, evaluate, synthesize and present or demonstrate relevant information.

**Program Linking Statement**

This course develops and assesses the skills and competencies for the Psychology program student learning outcome 1) Students will identify key concepts, principles, and overarching themes in psychology (PLO 1), 2) Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research (PLO 2), 3) Students will exhibit effective writing and oral communication skills within the context of the field of psychology (PLO 3), and 4) Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences (PLO 4).

This course develops and assesses the skills and competencies for the General Education Core requirement of 1) critical thinking and 2) information literacy.

**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.

**Articulation of Characteristics and Values**

PSY 101 General Psychology is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, “new times call for new methods.” This could not be truer for the field of Psychology. Psychology seeks to identify and understand why we do what we do and think what we think. This value guides this course through its focus on the development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

This will be found in our weekly discussions and in our capstone project.

**Student Learning Outcomes (SLO)**

Upon completion of this course, students will:

1. use scientific methodology and research for investigating important

questions relative to human behavior (PLO 1, PLO 2, PLO 3, GLO 1, GLO 2)

1. explain the major theories, concepts, and research findings that represent

the scientific perspective for the biological basis of human behavior (PLO 1).

1. explain the major theories, concepts, and research findings that represent

the scientific perspective in the investigation of cognitive processes involved in human behavior (PLO 1).

1. explain 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 (PLO 1).

1. explain the major theories, concepts, and research findings that represent

the scientific perspective in the investigation of individual personality variables (PLO 1).

1. explain the major theories, concepts, and research findings that represent

the scientific perspective in the study of psychological disorders and their treatment (PLO 1).

1. explain the major theories, concepts, and research findings that represent

the scientific perspective in the study of social and cultural influences on human social behavior (PLO 1).

1. describe stress management and the ability to apply it toward analyzing,

understanding, and engaging it in everyday life situations (PLO 1, PLO 4).

1. identify the history of psychology, and knowledge of the formative and influential

psychologists who developed the field (PLO 1).

1. explain evolutionary theory and its importance for understanding the field of psychology (PLO 1, PLO 4).
2. explain how the Five Marianist Educational Values are integrated into the course (PLO 4).

**Course Approach:**

We will be utilizing an online seminar approach; thus, we will be incorporating class discussions via our online format in Canvas and/or Zoom. Students must complete the readings prior to posting any discussion material; otherwise, the discussions will not be informed ones. Due to the nature of the material we are discussing, there is likely to be some lively discussion and some disagreement on issues. In addition, some people may feel uncomfortable or upset by some of the material. As such, we want to make sure to follow these ground rules:

* Acknowledge that people in our culture have different experiences based on race, ethnicity, class, sex, age, and sexuality.
* Think psychologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
* Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

In terms of general participation, students are responsible for all material posted each week. This course will require a fair amount of reading and video viewing, so do make sure to plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material such that they are prepared with questions and reflections. This allows for more coherent participation in the course discussions. Although specific readings and videos will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings and videos.

**Course Website Address (Canvas):**  <https://chaminade.instructure.com/>

**Hardware Requirements:** Canvas is accessible from both PC and Mac computers with a reliable internet connection.  You will also need to be able to access audio and video files.  Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

**Software Requirements:**  You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free.  If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or (808) 735-4855.

**Assessment**

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Points** | **SLO** |
| Final Exam | 200 points | 2,3,4,5,6,7,8,9,10,11 |
| Mid-Term Exam | 100 points | 2,3,4,5,6,7,8,9,10 |
| Capstone Paper | 75 points | 1 |
| Capstone Presentation | 25 points | 1 |
| Discussion Responses & Participation | 165 points (11 \* 15 points each) | 2,3,4,5,6,7,8,9,10 |
| Who Am I Exercise | 10 points | n/a |
| **Total Possible Points** | **575 points** |  |

**Grading Scale**

A = 90 - 100% (518 – 575)

B = 80 - 89% (460 – 517)

C = 70 - 79% (402 – 459)

D = 60 - 69% (345 – 401)

F = 59% and below (0 – 344)

The instructor will determine the final grade for all students based on the above Grading Scale.  The instructor will enforce the following class policies:

*All assignments will be due in Canvas by 11:59 pm on the due date as specified in this syllabus.*

*Discussion responses will be allowed to be submitted up to one week late with a 50% point deduction. Discussion Participation will not be accepted after the due date specified in Canvas. The reason is because Responses and Participation assignments are designed to engage the class with your thoughts and feelings about the topics being covered for that week. Once the class has moved on to the next topic, late submissions will not be read by your peers. The Responses and Participation adds value and depth to the class discussion during its respective week and that is why no exceptions, regardless of the reason provided, will be accepted.*

*Who Am I Exercise, Capstone Paper, and Capstone Presentation will be accepted late up until the last day of class. If submitted late, regardless of reason and/or how late it is submitted, will be given a 50% point deduction.*

*No extensions past 11:59 pm on the respective due date specified in Canvas, regardless of reason, will be given for the Mid-Term and Final Exam.*

**Description of the Assessments:**

**Who Am I?:**

This is your opportunity to introduce yourself to the class.  Please share a little about who you are and what makes you unique.  There is no minimum word count for this assignment.  If you do not know what to say, please use the prompts below as your guide.  Also, please do not submit an attached document.  Submit your response straight to Canvas so we can all access your work easily.

* What is your legal name?
* What name would you like to be addressed with?
* Does your name have a special meaning?
* If you choose to go to a college or university, what is your intended major?
* What kind of career are you interested in?
* Where were you born?
* If grades were not a factor, how would you know that you did well in this class?
* How do you learn best in class (e.g., lecture, reading, hands-on activities, videos, etc…)?  Why?
* What is something interesting about you that I haven’t asked you about yet?

Your response will be submitted in a Canvas Discussion thread. If you choose to submit a video response instead, you can do so using Canvas’s submit a video response feature.

**Exams:**

You will be given one mid-term exam and one final exam.  The final exam will be a comprehensive exam covering the entire text.

**Discussion Requirements:**

*Discussion Response* - Based on the video (if applicable), your readings, and your thoughts on the subject, please respond to the discussion question in no less than **200 words** in length. Post your discussion response directly to Canvas. **Do not post as an attachment.** This will make it easier for everyone to see your response.List your sources at the bottom of your post using APA formatting.

*Participation Requirement* **-** Participation (responses to your peers) is very important as it contributes positively to the overall learning of the class. Participation is reviewed for both quantity and quality. For example, "I agree” or “I don’t agree” without elaboration or explanation does not constitute participation because it does not add new information to the discussion. In order to earn full participation points, your responses must be related to the discussion question and include new ideas or personal perspectives. For full participation credit you are required to contribute a total of two substantive responses each week.

*Following are guidelines for weekly discussion response grades:*

* + - *Excellent* = The posting and comments are accurate, original, relevant, well supported, teaches us something new or offers a new perspective, and is ***well written***.  Grade of 5 indicate substantial learning presence to the course and the stimulation of additional thought about the issue under discussion.
    - *Above Average* = The posting and comments lack at least one of the above qualities but is above average in quality.  Grade of 4 here indicate that the comments make reasonable contributions to our understanding of the issue being discussed.
    - *Average* = The posting and comments lack 2 or 3 of the required qualities. Comments which are based upon personal opinion or personal experience often fall within this category. These comments typically receive a grade of 3. (Note: some discussion postings will specifically ask for personal opinion or experience and, thus, do not fall into this category). These postings may not fully address the discussion question at hand.
    - *Minimal* = The posting and comments present little or no new information or does not contribute to the overall discussion board. Postings may not be complete and/or are poorly written. However, grade of 2 here indicate that the comments may provide some social presence to a collegial atmosphere.
    - *Unacceptable* = The posting or comments add no value or meaningless value to the discussion, are poorly written, or do not address the question at hand. Grade of 1 will be provided.

**Capstone Project Current Topics in Psychology Paper & Presentation:**

*Paper*

Each student will develop a research question or hypothesis based on a topic that was covered in this PSY 101 General Psychology course (pick a topic that intrigues you and/or one that you’ve identified as an area of need). After your research question or hypothesis has been approved by the course instructor you will:

* 1. *Introduction* - What is your topic and why did you choose this topic? *Clearly define your research question or hypothesis.* (The difference between research questions & hypothesis <https://sciencing.com/the-difference-between-research-questions-hypothesis-12749682.html>)
  2. *Literature Review* – What does the literature have to say about your topic? Provide a thorough discussion of the history and the current understanding of the topic. The literature review must include citations of multiple sources that provide evidence that support or does not support the hypothesis or provide evidence that may start to answer the research question.
  3. *Discussion –* You will utilize your critical thinking to clearly and thoroughly discuss the results and implications discovered from the literature review as it relates to your hypothesis or research question.
  4. *Reflection –* You will reflect on your findings and your decision-making process that will also include your thoughts on the implications and/or consequences of your finding (why would other people care about what you learned?).

This research paper will be no less than 8 full pages, double-spaced, 12 pt Times Roman font, written using APA style. Your paper will also include a title page and reference page that does not count towards your page count.

You must have a minimum of 10 credible sources. Interviews with social service professionals can count towards this requirement. A reference list is required. It can either be in your video or presentation.

APA formatting tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

*Assignment Characteristics for Capstone Project Paper and Presentation:*

Pedagogical Method - Experiential learning: Students will identify an area of interest and/or need, develop a research question or hypothesis to gain a deeper understanding of their topic, and an action plan on appropriate next steps to address their inquiry-based project.

X Factor Element – Finding Happiness: Students will develop a deeper understanding on a psychological issue that they are interested in. They will discover the feeling of empowerment as they develop their skills of inquiry and how increasing knowledge expands their perspective of the world around them. This will have an influence on their sense of being a student (academic), person (self-concept), and as a professional (opening their mind to more career pathways).

Student Ideas – Long-Term Project: This capstone project is introduced early in the semester and the concepts and themes learned throughout this course will be implemented in the delivery of this capstone paper and presentation.

*Presentation*

You will present your findings to the class on the date specified in your course syllabus.  Your presentation should be approximately 5-10 minutes in length.  For this presentation, you will upload a video summarizing your senior seminar capstone project paper in the Discussion section of Canvas.  Your video can be a screen share with you in a small box visible to the person watching your video, or a webcam view of you walking us through your findings.  The important piece of this is that you have to speak in this presentation and you need to be visible, as your presentation skills is being assessed.

There are lots of software options that you can use to record your presentation and include PowerPoint slides or other types of media.  My favorite is a free tool called [Screencast-O-Matic (Links to an external site.)](https://screencast-o-matic.com/).  The free version limits videos to 15 minutes, but that's fine because this assignment asks for a 5-minute presentation.  Here is a video overview that will walk you through the process of recording:  [Screencast-O-Matic Tutorial (Links to an external site.)](https://www.youtube.com/watch?v=s1jIPo1bWCo)  
   
After recording your presentation, you should save the file to your computer.  The file will probably be too big to upload to Canvas (but you can try), so you may need to upload it to your CUH Google Drive (accessible from [drive.google.com (Links to an external site.)](http://drive.google.com/)).  Once you have uploaded the file, you will share the file and get a shareable link.  Copy that link, then paste it into Discussion section of Canvas.  Here is a short video on [how to create a shareable link to a file in Google Drive.](https://drive.google.com/a/chaminade.edu/file/d/1ldcRnTjKuWY-1QHaV4ez5n4XuLJrUXrm/view?usp=sharing)

Course resources

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| --- | --- |
| Resource | Service(s) Provided |
| Sullivan Family Library (Chaminade Library) | Tools to efficiently identify and access literature about an education research topic of your choosing |
| Lynette Teruya, Librarian  Lynette.teruya@chaminade.edu  808-739-4680 | Available to assist with literature searches as well as answer questions regarding research |
| The Purdue Owl  https://owl.purdue.edu/owl/purdue\_owl.html | Online resource for writing, structuring your paper, and citing research using APA formatting. |
| Grammar Girl https://plus.google.com/u/0/+MignonFogartyGrammarGirl?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:

* 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” (Iwamoto, 2020, 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, 6th edition. The Purdue website can also be helpful: https://owl.english.purdue.edu/owl/resource/560/01/

**Attendance**

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor 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 will receive a failing grade.

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.

**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.

**Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ʻIke: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

# 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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

**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.

<http://allpsych.com/researchmethods/replication.html>

***Marianist Educational Values***

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

**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.

**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.

**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.

**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.

**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 thatphilosophy 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.

**Tentative Course Schedule**

**If a holiday is on a Tuesday then the in-person class will be moved to Thursday for that week.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Class Activity** | **Readings Due:** | **Assignments Due:** |
| Week 1: | Welcome  Review Course Syllabus  Introduction to Psychology and to our fellow learners    Chapter 1 Thinking Critically with Psychological Science  **Key Concepts: psychology, scientific attitude, critical thinking, research methods, evolution, & nature vs nurture** | Chapter 1 | Discussion Question 1 Response |
| Week 2: | Chapter 6 Sensation and Perception  **Key Concepts: sensation, perception, bottom-up processing, top-down processing, & parallel processing**    Chapter 7 Learning  Active Learning Exercise –Learning Worksheets  **Key Concepts: associative learning, operant conditioning, classical conditioning, reinforcement, punishment, & observational learning** | Chapter 6 & 7 | Discussion Question 1 Participation  Discussion Question 2 Response  **Who Am I Exercise** |
| Week 3: | Chapter 8 Memory  Active Learning Exercise -Why is the hippocampus so important to learning and memory?  **Key Concepts: encoding, storage, retrieval, & effortful processing** | Chapter 8 | Discussion Question 2 Participation  Discussion Question 3 Response |
| Week 4: | Chapter 10 Motivation and Emotion  **Key Concepts: instinct, intrinsic motivation, extrinsic motivation, emotion, homeostasis, & Maslow’s hierarchy of needs** | Chapter 10 | Discussion Question 3 Participation  Discussion Question 4 Response |
| Week 5: | Chapter 3 Consciousness and the Two-Track Mind  Active Learning Exercise – What is the relationship between sleep and learning?  **Key Concepts: consciousness, circadian rhythm, sleep stages, sleep disorders, tolerance, & addiction**  **Key concepts: Yerkes-Dodson Law, Sympathetic Nervous System, Parasympathetic Nervous System, Pre-Frontal Cortex, Limbic System, Hippocampus, Amygdala, PH Level, Carbon Dioxide, Cortisol, Serotonin, and Dopamine.** | Chapter 3 | Discussion Question 4 Participation  Discussion Question 5 Response |
| Week 6: | Chapter 11 Stress, Health, and Human Flourishing  **Key Concepts: stress, general adaptation syndrome, psychoneuroimmunology, coping, external locus of control, & internal locus of control**  **Key concepts: Aerobic Exercise, Anaerobic Exercise, Oxytocin, Brain-Derived Neurotropic Factor, Restorative Exercise, Mindfulness, Belly Breathing, and psychotropic medication** | Chapter 11 | Discussion Question 5 Participation  Discussion Question 6 Response |
| Week 7: | Chapter 2: The Biology of Behavior  **Key Concepts: neuron, synapse, neurotransmitters, sympathetic nervous system, parasympathetic nervous system, hormone, cerebral cortex, & limbic system**  Review for Mid-Term (chapters 1, 2, 3, 6,7, 8, 10, 11 and class lectures) | Chapter 2 | Discussion Question 6 Participation  Discussion Question 7 Response |
| Week 8: | **Mid-Term Exam** |  | Discussion Question 7 Participation  **Mid-Term Exam** |
| Week 9: | Chapter 4 Developing Through the Life Span  Active Learning Exercise – Genogram and Timeline Exercises    **Key Concepts: norm, nature vs nurture, teratogens, Piaget, Erickson, & Kohlberg** | Chapter 4 | Discussion Question 8 Participation |
| Week 10: | Chapter 5 Gender and Sexuality  **Key Concepts: sex, gender, testosterone, puberty, gender roles, gender identity, transgender, sexual response cycle, & sexual orientation** | Chapter 5 | Discussion Question 8 Participation  Discussion Question 9 Response |
| Week 11: | Chapter 12 Social Psychology  **Key Concepts: fundamental attribution error, attitude, role, foot-in-the-door phenomenon, cognitive dissonance theory, the power of the situation, obedience, group dynamics, & conformity** | Chapter 12 | Discussion Question 9 Participation  Discussion Question 10 Response |
| Week 12: | Chapter 14 Psychological Disorders  **Key Concepts: psychological disorder, medical model, DSM-V, anxiety disorders, depressive disorders, & schizophrenia**    Chapter 13 Personality    **Key Concepts: psychodynamic theory, humanistic theory, trait theory, & social-cognitive theory**  Chapter 15 Therapy  **Key Concepts: psychotherapy, resistance, interpretation, transference, psychodynamic therapies, humanistic therapies, behavior therapies, cognitive therapies, cognitive-behavioral therapies, group and family therapies, & biomedical therapies** | Chapter 13, 14, & 15 | Discussion Question 10 Participation  Discussion Question 11 Response |
| Week 13: | Capstone Project  Review for Final Exam |  | Discussion Question 11 Participation  **Capstone Project Paper**  **Capstone Project Presentation** |
| Week 14 (Finals’ Week): | **Final Exam** |  | **Final Exam** |