PSY 101 General Psychology
Fall 2022
Class Time: MWF 1:30p – 2:20p
Location: Henry Hall 104

Instructor: Sheena Galutira
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Office Hours: 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.
2. 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 to Change. Through psychology we understand why we do what we do and think what we think. Marianist universities readily adapt and change their methods. PSY 101 General Psychology focuses on the development of:

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

Through weekly discussions and the capstone project, the attributes above will be demonstrated.

Course Learning Outcomes (CLO)

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)
2. explain the major theories, concepts, and research findings that represent the scientific perspective for the biological basis of human behavior (PLO 1).
3. 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).
4. 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).
5. explain the major theories, concepts, and research findings that represent the scientific perspective in the investigation of individual personality variables (PLO 1).
6. explain the major theories, concepts, and research findings that represent the scientific perspective in the study of psychological disorders and their treatment (PLO 1).
7. 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).
8. describe stress management and the ability to apply it toward analyzing, understanding, and engaging it in everyday life situations (PLO 1, PLO 4).
9. identify the history of psychology, and knowledge of the formative and influential psychologists who developed the field (PLO 1).
10. explain evolutionary theory and its importance for understanding the field of psychology (PLO 1, PLO 4).
11. explain how the Five Marianist Educational Values are integrated into the course (PLO 4).

 Course Approach:

Although this is an in-person class, we will be incorporating an online seminar approach. We will be using class discussions via our online Learning Management System Canvas. In order to have informed discussions, students must complete the readings prior to posting any discussion material. There is likely to be lively discussions which may include disagreement on issues due to the nature of the class material. Some people may feel uncomfortable or upset by some of the material so we want to make sure to follow these ground rules:

1. Acknowledge that people in our culture have different experiences based on race, class, sex, age, sexuality, etc.

2. Think sociologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.

3. 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 on Canvas. This seminar will require a fair amount of reading and documentary viewing, so plan your study time wisely. Prior to any class discussions, students are expected to have engaged the material in a manner where they are prepared with questions and reflections. This allows for a more coherent participation in the seminar discussions. Although specific readings or media will be

assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings.

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 video from some external websites or files posted within this course in the Doc Sharing section. You should have access to speakers or headphones that allow you to hear audio. It is not recommended that you take this class if you will not have reliable internet access.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format (via Real Player, Media Player, or similar) as well as Acrobat Reader in order to read .pdf files. These can be downloaded without additional costs.

Assessment

Assignments	Points	CLO
Who Am I	10 points	
Discussion Question Responses	55 points (11 * 5 points each)	2,3,4,5,6,7,8,9,10
Discussion Participation	55 points (11 * 5 points each)	
Capstone Topic	10 points	
Capstone Presentation	25 points	1
Capstone Paper	75 points	1
Mid-Term Exam	100 points	2,3,4,5,6,7,8,9,10
Final Exam	200 points	2,3,4,5,6,7,8,9,10,11
Total Possible Points	**530 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 Friday of the week as specified in this syllabus. Late submissions of assignments will be accepted up until the last day of class. Regardless of the reason, all late assignments will receive a 50% point deduction irrespective of how late it is submitted.

Description of the Assessments:

Assessment	Description	Points
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. - Please use the Embed Image tool to embed an image of you so we can put a name to a face. (If you are shy, please embed an image that most represents you. If you choose this option, you'll need to share a little on why you picked the image that you did.) - What is your name? - Does your name have a special meaning? - Where were you born? - What kind of career are you interested in? - If grades were not a factor, how would you know that you did well in this class?	10 pts

	• 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.	
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.	55 points (11 * 5 pts each)
Discussion Participation	*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. You might want to respond to posts that are different from your ideas. For full participation credit you are required to contribute a total of at least one (1) substantive response 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.	55 points (11 * 5 pts each)
Capstone Project Topic	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, you are curious about, and/or one that you've identified as an area of need). Submit your topic to Canvas by the date specified in the syllabus and/or Canvas.	10 pts
Capstone Project Paper	After your research question or hypothesis has been approved by the course instructor you will: • Conduct a thorough literature review and examination on your topic (sources can be peer-reviewed journals, credible websites, interviews, and observations). • Based on your findings from your literature review, you will: o Provide evidence that speaks to your topic from multiple perspectives; and o Provide an analysis of the information/data. • You will develop an evidence-driven decision responding to your research question or hypothesis. In addition, you will document your reflection of your	75 points

| | findings that will include your thoughts on the implications and/or consequences of your evaluation.

This research paper will be no less than 8 full pages, double-spaced, 12 pt Times Roman or Arial type of 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 in your 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. | |
|---|---|---|
| **Capstone Project Presentation** | Each student will present their findings to the class on the date specified in the course syllabus. The presentation should be approximately 5 minutes in length and be a summary of the capstone project paper.

Presentations can include any visuals appropriate to your capstone project paper which could include slides, graphs, photos, etc. Pick a method that works best for you. | 25 points |
| **Mid-Term Exam** | | 100 pts |
| **Final Exam** | The final exam will be a comprehensive exam covering the entire text. | 200 pts |

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
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" (Doe, 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 emailing the instructor or calling the instructor's office (808-739-8557). 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.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days 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.

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.

Tutoring and Students with Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008), Chaminade University of Honolulu offers accommodations for individuals with disabilities. Effective August 1, 2020, Kōkua ʻIke:Center for Student Learning (Kōkua ʻIke), a unit within the Office of Advising and Career Development, provides academic and other accommodations for students with disabilities.

If one qualifies for ADA accommodations, the student will sign an ADA agreement. Each semester, the student will contact the ADA Coordinator to identify which instructors are to be notified.

Faculty will be sent a letter via email to inform them of the accommodations a student is to receive. However, the nature of a disability is confidential.

Once the appropriate documentation is received by the ADA Coordinator, please allow two to three weeks to process your

paperwork. Processing time may vary pending the volume of requests received, and is compounded by the current challenges related to the mandatory stay-at-home order in Hawaii.

ADA Accommodation Contact Information:
- Student Services Building, Monday-Friday, 8:30am-4:30pm
- Email: ada@chaminade.edu
- Phone: 808-739-7305

Title IX Statement

Chaminade University of Honolulu (CUH) 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.

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.

<div align="center">

Research Design in Counseling
Heppner, Kivlighan, and Wampold
</div>

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.

<div align="center">

Research Method In Social Relations
Kidder
</div>

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.

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 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.

We will adjust the course schedule as necessary based on COVID limitations.

Date	Class Activity	Readings Due:	Assignments Due:
Week 1: Monday	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	
Week 1: Wednesday	Chapter 1 Thinking Critically with Psychological Science		
Week 1: Friday	Chapter 1 Thinking Critically with Psychological Science Work on Capstone Project, complete assigned readings, and assignments listed in Canvas		Who Am I Discussion Question 1 Response
Week 2: Monday	Chapter 6 Sensation and Perception **Key Concepts: sensation, perception, bottom-up processing, top-down processing, & parallel processing** Chapter 7 Learning **Key Concepts: associative learning, operant conditioning, classical conditioning, reinforcement, punishment, & observational learning**		
Week 2: Wednesday	Chapter 6 Sensation and Perception Chapter 7 Learning	Chapter 6 & 7	
Week 2: Friday	Chapter 6 Sensation and Perception Chapter 7 Learning Work on Capstone Project, complete assigned readings, and assignments listed in Canvas		Discussion Question 1 Participation Discussion Question 2 Response
Week 3: Monday	**Labor Day Holiday** **NO CLASS** Chapter 8 Memory	Chapter 8	

	Key Concepts: encoding, storage, retrieval, & effortful processing		
Week 3: Wednesday	Chapter 8 Memory		
Week 3: Friday	Chapter 8 Memory Work on Capstone Project, complete assigned readings, and assignments listed in Canvas		Discussion Question 2 Participation Discussion Question 3 Response
Week 4: Monday	Chapter 10 Motivation and Emotion **Key Concepts: instinct, intrinsic motivation, extrinsic motivation, emotion, homeostasis, & Maslow's hierarchy of needs**	Chapter 10	
Week 4: Wednesday	Chapter 10 Motivation and Emotion		
Week 4: Friday	Chapter 10 Motivation and Emotion Work on Capstone Project, complete assigned readings, and assignments listed in Canvas		Discussion Question 3 Participation Discussion Question 4 Response
Week 5: Monday	Chapter 3 Consciousness and the Two-Track Mind **Key Concepts: consciousness, circadian rhythm, sleep stages, sleep disorders, tolerance, & addiction**	Chapter 3	
Week 5: Wednesday	Chapter 3 Consciousness and the Two-Track Mind		
Week 5: Friday	Chapter 3 Consciousness and the Two-Track Mind Work on Capstone Project, complete assigned readings, and assignments listed in Canvas		Discussion Question 4 Participation Discussion Question 5 Response
Week 6: Monday	Chapter 11 Stress, Health, and Human Flourishing **Key Concepts: stress, general adaptation syndrome, psychoneuroimmunology, coping, external locus of control, & internal locus of control**	Chapter 11	

	Key concepts: Aerobic Exercise, Anaerobic Exercise, Oxytocin, Brain-Derived Neurotropic Factor, Restorative Exercise, Mindfulness, Belly Breathing, and psychotropic medication		
Week 6: Wednesday	Chapter 11 Stress, Health, and Human Flourishing		
Week 6: Friday	Chapter 11 Stress, Health, and Human Flourishing Work on Capstone Project, complete assigned readings, and assignments listed in Canvas		Discussion Question 5 Participation Discussion Question 6 Response **Capstone Topic Due**
Week 7: Monday	Chapter 2: The Biology of Behavior **Key Concepts: neuron, synapse, neurotransmitters, sympathetic nervous system, parasympathetic nervous system, hormone, cerebral cortex, & limbic system**	Chapter 2	
Week 7: Wednesday	Chapter 2 The Biology of Behavior		
Week 7: Friday	Chapter 2 The Biology of Behavior Work on Capstone Project, complete assigned readings, and assignments listed in Canvas Review for Mid-Term (chapters 1, 2, 3, 6,7, 8, 10, 11 and class lectures)		Discussion Question 6 Participation Discussion Question 7 Response
Week 8: Monday	**Discoverers' Day Holiday** **NO CLASS**		
Week 8: Wednesday	Review for Mid-Term (chapters 1, 2, 3, 6,7, 8, 10, 11 and class lectures)		
Week 8: Friday	**Mid-Term Exam**		Discussion Question 7 Participation **Mid-Term Exam**
Week 9: Monday	Chapter 4 Developing Through the Life Span **Key Concepts: norm, nature vs nurture, teratogens, Piaget, Erickson, & Kohlberg**	Chapter 4	

Week 9: Wednesday	Chapter 4 Developing Through the Life Span		
Week 9: Friday	Work on Capstone Project, complete assigned readings, and assignments listed in Canvas		Discussion Question 8 Response
Week 10: Monday	Chapter 5 Gender and Sexuality **Key Concepts: sex, gender, testosterone, puberty, gender roles, gender identity, transgender, sexual response cycle, & sexual orientation**	Chapter 5	
Week 10: Wednesday	Chapter 5 Gender and Sexuality		
Week 10: Friday	Chapter 5 Gender and Sexuality Work on Capstone Project, complete assigned readings, and assignments listed in Canvas		Discussion Question 8 Participation Discussion Question 9 Response
Week 11: Monday	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	
Week 11: Wednesday	Chapter 12 Social Psychology		
Week 11: Friday	Work on Capstone Project, complete assigned readings, and assignments listed in Canvas		Discussion Question 9 Participation Discussion Question 10 Response
Week 12: Monday	Chapter 13 Personality **Key Concepts: psychodynamic theory, humanistic theory, trait theory, & social-cognitive theory** Chapter 14 Psychological Disorders **Key Concepts: psychological disorder, medical model, DSM-V, anxiety disorders, depressive disorders, & schizophrenia**	Chapter 13, 14	
Week 12: Wednesday	Chapter 13 Personality Chapter 14 Psychological Disorders		

Week 12: Friday	**Veteran's Day Holiday** **NO CLASS** Chapter 13 Personality Chapter 14 Psychological Disorders Work on Capstone Project, complete assigned readings, and assignments listed in Canvas		Discussion Question 10 Participation Discussion Question 11 Response
Week 13: Monday	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 15	
Week 13: Wednesday	Chapter 15 Therapy		
Week 13: Friday	Chapter 15 Therapy Work on Capstone Project, complete assigned readings, and assignments listed in Canvas		Discussion Question 11 Participation
Week 14: Monday	Work on Capstone Project Paper and Presentation		
Week 14: Wednesday	Work on Capstone Project Paper and Presentation		
Week 14: Friday	Work on Capstone Project Paper and Presentation		
Week 15: Monday	**Capstone Project Presentations**		**Capstone Project Presentation**
Week 15: Wednesday	**Capstone Project Presentations Overflow**		**Capstone Project Presentation**
Week 15: Friday	**Capstone Project Presentations Overflow**		**Capstone Project Paper Due**
Week 16:	**Final Exam**		