PSY 101 General Psychology (Kapaa High School)
Fall 2023
Class Time: Monday, Wednesday, Friday 8:05 – 9:20 am
Location: https://chaminade.zoom.us/j/99172023136

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Office: BS 111A
Office Hours: MWF 12:30 am – 1:20 pm and by appointment

Required Text

King, L. (2023). The Science of Psychology: An Appreciative View (6th Ed.). New York, NY: McGraw-Hill Education

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 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 Adaption for Change Paper and in our capstone Presentation.

Course Learning Outcomes (CLO)

Upon completion of this course, students will be able to:

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 cognition and behavior (PLO 1).

2. Apply scientific methodology, research, and critical thinking, toward the investigative inquiry of human behavior through the utilization of effective written and oral communicative skills (PLO 1, PLO 2, PLO 3, GLO 1, GLO 2)

3. Synthesize the major theories, concepts, and research toward a person's ability to adapt to change (Characteristics of a Marianist Education Core Value 5) within the context of life situations (PLO 1, PLO 2).

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 or (808) 735-4855.

Assessment

Assignments	Points	CLO
Final Exam	170 points	1
Mid-Term Exam	100 points	1
Life Lessons Essay	25 points	3
Adaptation for Change Paper	50 points	2, 3
PSA Video	25 points	3
Capstone Presentation	50 points	2
Class Attendance	225 points (15 * 15 weeks)	n/a
Who Am I Exercise	10 points	n/a
Total Possible Points	**655 points**	

Grading Scale
A = 90 - 100% (590 – 655)
B = 80 - 89% (524 – 589)
C = 70 - 79% (459 – 523)
D = 60 - 69% (393 – 458)
F = 59% and below (0 – 392)

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

No late work will be accepted regardless of reason.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy (as shown above). Students enrolled in this course are anticipated to spend on average of 9 hours per week engaged in this course. This includes 67.5 hours of classroom instruction, 16 hours studying for your mid-term and final exams, 1 hour to complete your mid-term exam, 2 hours to complete your final exam, 24 hours to complete your 2 written assignments, 16.5 hours to research, prepare, and present 2 in-class presentations, and approximately 8+ hours of additional class engagement (e.g., assigned readings and videos). A disaggregated breakdown of class engagement can be found in your Canvas classroom under Modules.

Description of the Assessments:

Class Attendance (Attendance Policy):

Attendance for this course is graded due to the number of discussions and exercises that happen during each class. If you are unable to attend a class, email the course instructor before the start of the respective class. In order for an absence to be excused, the reason must be medical, a school commitment (not including any form of detention or discipline), or a family emergency/commitment. All other reasons will not be considered excused and the respective points for the day will not be earned.

Any student who stops attending the 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.

Who Am I?:

You will submit an electronic picture of yourself with responses to the following prompts or, you can upload a video introducing yourself and answering the following prompts.

- 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?
- 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, 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.

Life Lessons Essay

What would you say if you had the opportunity to deliver a final lecture to the people who meant the most to you, especially if you knew that you had only months to live? Randy Pausch, former Carnegie Mellon University professor, gave such a talk titled, "Really Achieving Your Childhood Dreams" because he wanted to leave this legacy for his young children. While you may never have to face such a situation as Randy Pausch did, the numerous themes (life lessons) throughout the lecture (and book) are overarching and universal.

For this essay, you will utilize this concept and compose your own "life lessons" that imparts at least three (3) life lessons that you have learned and the ones you could share to your elementary school self. This essay will focus on the life lessons that you have learned so far and how you have demonstrated resiliency, determination, and empathy despite the obstacles you may have encountered. If you have not encountered any obstacles and/or hardships, think about the ones you may potentially face moving forward in your educational, academic, and professional journey. Make sure you are comfortable with sharing about the issues that you write about. Use Randy Pausch's lecture as a model of what words of wisdom you could leave for others.

To help you get started, here are four (4) life lessons that Randy Pausch highlighted in his lecture (you are NOT restricted to these):
- Carpe diem – seize the day, live in and for the moment.
- Remember, when going through life, never to lose the wonder of childhood.
- Never let brick walls or obstacles enclose or confine you.
- Reach beyond the known and stretch out of the comfort zone.

Your paper will follow the following format:

- Title Page (Title of the assignment, class, and your name)
- Introduction
    - A brief introduction of yourself
- Life Lessons
    - Life Lesson 1
        - Define the lesson
        - Explain why it is a life lesson that would like to share with your younger self
    - Life Lesson 2
        - Define the lesson
        - Explain why it is a life lesson that would like to share with your younger self
    - Life Lesson 3
        - Define the lesson

- Explain why it is a life lesson that would like to share with your younger self
  - Conclusion (Concluding reflection/thoughts)
  - Reference page (if applicable)

This is not a formal paper, so writing in first person is fine. If you use any resources, you should cite them using APA style. Your Life Lessons Essay should be a minimum of 4 full pages (double-spaced) using 12 pt font with 1" margins. You must include a title page and a reference page, if applicable. Your title page and reference page do not count towards the minimum 4 full pages requirement.

Public Service Announcement (PSA) Video

You will create a Public Service Announcement (PSA) video on mental health awareness and wellness using Pictory or any video editing software. The purpose is to reduce the stigma associated with mental health challenges.

You will be presenting your video in class.

Adaptation for Change Paper

Throughout this course you have read about and explored the various ways humans learn and adapt to their environment in order to survive and thrive. But, adapting to change is not an innate ability and not everyone can easily do this. This paper will investigate why that is.

For this paper, you're going to answer the following question: What traits and skills (abilities) do you need to possess to successfully adapt to an everchanging, random, and chaotic world that you live in?

For this paper you will address the following prompts in paragraph (essay) form using APA style.

- Accurately define and thoroughly explain successful adapting.
- Describe the relationship between emotional regulation and one's ability to adapt to change.
- Provide a minimum of 3 traits and/or skills (abilities) that promote and support one's ability to adapt to change.
- Based on your research, summarize your findings and then discuss what changes will you make in your life to improve your ability to adapt to your changing world around you?

Your paper will follow the following format:

- Title Page (Title of the assignment, class, and your name)
- Introduction
  - Define and explain what adapting is.
- Emotional Regulation
  - What is emotional regulation?
  - What is the relationship between emotional regulation and one's ability to adapt to change?
- Traits/Skills
  - Trait/Skill 1
    - What is the Trait/Skill?
    - Explain why that trait/skill is important to helping you adapt to change in your life.
  - Trait/Skill 2
    - What is the Trait/Skill?
    - Explain why that trait/skill is important to helping you adapt to change in your life.
  - Trait/Skill 3
    - What is the Trait/Skill?
    - Explain why that trait/skill is important to helping you adapt to change in your life.
- Conclusion (Concluding reflection/thoughts)
- Reference page

This 4-page (minimum) paper is double spaced, one-inch margins on all sides, no spaces between paragraphs, and a size 12 font.

The paper must have a title page (name, course, and title of paper), in-text citations, a reference page and headings (your headings will be Introduction, Emotional Regulation, Traits and Skills, and Conclusion.). These headings align with the 4 prompts for this paper. The cover page and reference page do not count towards your minimum page number requirement.

You must use a minimum of 5 credible resources (peer-reviewed journal articles, textbooks, and credible websites). In-text citations and your reference page must follow APA style 7th edition (preferred) or MLA.

Capstone Project Presentation:

Each student group 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?).

Each student group will present their findings to the class on the date specified in the course syllabus. Your presentation should be approximately 5-10 minutes in length. For this presentation, each student group will present in-person and all participants must have a speaking part in order to receive full credit. In addition to the presentation each group will be required to submit a Google Slide or equivalent that includes a list of resources used. Each student group will be graded as a whole so teamwork, cooperation, and compromise will be critical for this assignment.

You must have a minimum of **10 credible sources**. Interviews will count towards this requirement. A reference list is required.

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

Assignment Characteristics for Capstone 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 presentation.

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
Krystal Kakimoto, Librarian krystal.kakimoto@chaminade.edu 808-739-8521	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/

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.

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Research Design in Counseling
Heppner, Kivlighan, and Wampold

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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.

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Research Method In Social Relations
Kidder

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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.

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Methods In Behavioral Research; Cozby

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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.

<u>**Tentative Course Schedule**</u>

Date	Class Activity	Readings Due:	Assignments Due (all assignments are due on the Sunday of each respective week):
Week 1:	Welcome Review Course Syllabus Introduction to Psychology and to our fellow learners Chapter 1 What is Psychology? Chapter 2: Psychology's Scientific Method **Key Concepts: psychology, scientific attitude, critical thinking, research methods, evolution, & nature vs nurture** Chapter 4 Sensation and Perception **Key Concepts: sensation, perception, bottom-up processing, top-down processing, & parallel processing** Chapter 17 Health Psychology **Key Concepts: stress, general adaptation syndrome, psychoneuroimmunology, coping, external locus of control, & internal locus of control** **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 1, 2, 4, 10, 17	**Class Attendance (x3)** **Who Am I Exercise**

Week 2:	Chapter 4 Sensation and Perception (cont) **Key Concepts: sensation, perception, bottom-up processing, top-down processing, & parallel processing** Chapter 17 Health Psychology (cont) **Key Concepts: stress, general adaptation syndrome, psychoneuroimmunology, coping, external locus of control, & internal locus of control** **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 10 Motivation and Emotion **Key Concepts: instinct, intrinsic motivation, extrinsic motivation, emotion, homeostasis, & Maslow's hierarchy of needs**	Chapter 4, 10, & 17	**Class Attendance (x3)**
Week 3:	Chapter 10 Motivation and Emotion (cont) **Key Concepts: instinct, intrinsic motivation, extrinsic motivation, emotion, homeostasis, & Maslow's hierarchy of needs**		**Class Attendance (x3)**
Week 4:	Chapter 6 Learning **Key Concepts: associative learning, operant conditioning, classical conditioning, reinforcement, punishment, & observational learning**	Chapter 6	**Class Attendance (x3)**
Week 5:	Chapter 7 Memory **Key Concepts: encoding, storage, retrieval, & effortful processing** Chapter 5 States of Consciousness **Key Concepts: consciousness, circadian rhythm, sleep stages, sleep disorders, tolerance, & addiction**	Chapter 5 & 7	**Class Attendance (x3)**
Week 6:	Chapter 5 States of Consciousness (cont) **Key Concepts: consciousness, circadian rhythm, sleep stages, sleep disorders, tolerance, & addiction** Chapter 3 Biological Foundations of Behavior **Key Concepts: neuron, synapse, neurotransmitters, sympathetic nervous system, parasympathetic nervous system, hormone, cerebral cortex, & limbic system** **Key concepts: Aerobic Exercise, Anaerobic Exercise, Oxytocin, Brain-Derived Neurotropic Factor, Restorative Exercise, Mindfulness, Belly Breathing, and psychotropic medication**	Chapter 3	**Class Attendance (x3)**
Week 7:	Chapter 3 Biological Foundations of Behavior (cont)		**Class Attendance (x3)** **Adaptation for Change Paper**

	Key Concepts: neuron, synapse, neurotransmitters, sympathetic nervous system, parasympathetic nervous system, hormone, cerebral cortex, & limbic system **Key concepts: Aerobic Exercise, Anaerobic Exercise, Oxytocin, Brain-Derived Neurotropic Factor, Restorative Exercise, Mindfulness, Belly Breathing, and psychotropic medication**		
Week 8:	**No Class – Fall Break**		
Week 9:	**Mid-Term Exam (Chapters 1, 2, 3, 4, 5, 6, 7, 17 including class lectures)**		**Class Attendance (x3)** **Mid-Term Exam**
Week 10:	Chapter 9 Human Development **Key Concepts: norm, nature vs nurture, teratogens, Piaget, Erickson, & Kohlberg**	Chapter 9	**Class Attendance (x3)**
Week 11:	Chapter 13 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 13	**Class Attendance (x3)** **Life Lessons Essay**
Week 12:	Chapter 15 Psychological Disorders **Key Concepts: psychological disorder, medical model, DSM-V, anxiety disorders, depressive disorders, & schizophrenia**	Chapter 15	**Class Attendance (x3)**
Week 13:	Chapter 12 Personality **Key Concepts: psychodynamic theory, humanistic theory, trait theory, & social-cognitive theory** Chapter 16 Therapies **Key Concepts: psychotherapy, resistance, interpretation, transference, psychodynamic therapies, humanistic therapies, behavior therapies, cognitive therapies, cognitive-behavioral therapies, group and family therapies, & biomedical therapies**	Chapter 12, 16	**Class Attendance (x3)**
Week 14:	Chapter 16 Therapies (cont) **Key Concepts: psychotherapy, resistance, interpretation, transference, psychodynamic therapies, humanistic therapies, behavior therapies, cognitive therapies, cognitive-behavioral therapies, group and family therapies, & biomedical therapies**	Chapter 16	**Class Attendance (x3)**
Week 15:	**Application of Chapters 12, 15, and 16.**		**Class Attendance (x3)** **PSA Video**

Week 16:	**Capstone Project Presentations – in class** **Final Exam (Chapters 1-17 including class lectures)**		**Class Attendance (x3)** **Capstone Project Presentation** **Final Exam**