



Chaminade University of Honolulu
Course Syllabus
Chaminade University Honolulu
3140 Waiialae Avenue - Honolulu, HI 96816

Course Number: PSY 101-02-1

Course Title: General Psychology

Term: Spring Semester 2025; 1/6/2025 – 5/2/2025

Class Meeting Days: M/W/F

Class Meeting Hours: 10:30 – 11:20 pm; Sue Wesselkamper Science Ctr.120

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

Instructor Name: Dr. Silvia Koch

Email: silvia.koch@chaminade.edu

Phone: (808) 386-1258 cell; 739-4644 office

Office Location: BS 108

Office Hours: Available anytime by appointment or request

Instructor Availability: Questions for this course can be emailed to the instructor at silvia.koch@chaminade.edu Online, in-person and/or phone conferences can be arranged. Every effort will be made to respond in a timely manner. Response time may take 1 day in some circumstances.

Required Text:

Myers, David G. & DeWall, Nathan C. (2022). Exploring Psychology, 12th edition, 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 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
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:

This course is designed to be an in-person class that is interactive, full of dialog, discussion, and conversation. Every class will begin with an energizer to build relationships with the students and the instructor. While the course is theoretically based upon the textbook, other materials will be provided at the instructor's discretion. The instructor believes that learning can occur most optimally when students are actively and cooperatively engaged. Students are expected to attend class fully prepared and ready to learn. Students must complete the readings prior to class sessions. Due to the nature of the material we will be discussing, there is likely to be some lively discussions 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. 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.

Assessment

Assignments	Points	CLO
Final Exam	100 pts	1
Mid-Term Exam	100 pts	1
Chapter Presentation	60 pts	1, 2, 3
Life Lessons Essay	25 pts	3
Adaptation for Change Paper	50 pts	2,3
Capstone Presentation	50 pts	2
Class Attendance	150 pts (10pts for 15 wks)	n/a
Who Am I Exercise	10 pts	n/a
Total Possible Points	545 points	

Grading Scale

A = 90 -100% (491 – 545)
 B = 80 – 89% (436 – 490)
 C = 70 – 79% (318 – 435)
 D = 60 – 69% (227 – 317)
 F = 59% and below (0 – 226)

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 a 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. Students enrolled in this course are expected to spend about 48 hours in class, 20 hours writing response papers, 5 hours studying for the midterm exam, 20 hours writing and revising the research paper, and 10 hours studying for the final exam. There will be an additional 32 hours of work required beyond what is listed here (course readings, homework assignments, etc.). This additional work will average about 2 hours a week.

Description of Course Requirements

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:

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 write, you may use the prompts below as a guide.

1. What is your legal name?
2. What name would you like to be addressed with?
3. Does your name have a special meaning?
4. What is your intended field of study or major?
5. What kind of career are you interested in?
6. Where were you born?
7. If grades were not a factor, how would you know that you did well in this class?
8. How do you learn best in class (i.e.: lecture, reading, hands-on activities, videos, etc...)? Why?
9. What is something interesting about you that I haven't asked you about yet?

10. What is one thing you wish others would know about you that they don't know yet?

You may choose to submit a video response to this assignment. This assignment, whether written or in video response form, will be shared with the class.

Exploring Psychology Text Chapter Presentation:

Each student will present a chapter from the text "Exploring Psychology" on a chosen date (sign-up sheet will be available on the first day of class.) An activity will be presented with each chapter presentation to ensure that major points of the chapter have been adequately covered and understood. With each presentation, a typed double-spaced paper should be available to all classmates and instructor that outlines the important points of the chapter. Total value is 60 points. The breakdown of points is below:

- Organization & Clarity – 20 points
- Outline – 20 points
- Activity – 20 points
- Total – 60 points

Exams:

You will be given a mid-term exam covering chapters 1-8. Your final exam will cover chapters 9-15.

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 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 your 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.

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 ever-changing, 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, with 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 (no more than 3 in a 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 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 808-739-4680	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 include 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 ‘Ike: 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 ‘Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its

regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

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 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.

Tentative Course Schedule

Date 2024	Class Activity	Readings Due:	Assignments Due
Week 1: 1/6 1/8 1/10	Welcome & Introductions Review Course Syllabus & Assignments Sign up for chapter presentations Introduction to Psychology Student Success: How to Apply Psychology to Live Your Best Life Self-Control and Self-Improvement Time Management & Study Tips	none	Class Attendance
Week 2: 1/13 1/15 1/17	Chapter 1: Thinking Critically with Psychological Science Key Concepts: scientific attitude; critical thinking; research ethics and design Sharing of “Who Am I?” papers	Chapter 1	Class Attendance Who Am I presentations Chapter Presentations
Week 3: 1/20 MLK Holiday- no class 1/22 1/24	Chapter 2: The Biology of Behavior Key Concepts: neural/hormonal systems; brain regions and structures; damage response and brain hemispheres; evolutionary psychology Chapter 3: Consciousness and the Two-Track Mind Key Concepts: consciousness; sleep and dreams; substance use disorders	Chapter 2 & 3	Class Attendance Who Am I presentations (cont.) Chapter Presentations
Week 4: 1/27 1/29 1/31	Chapter 4: Developing Through the Life Span Key Concepts: prenatal development and the newborn; infancy and childhood; adolescence; adulthood	Chapter 4	Class Attendance Chapter Presentation
Week 5: 2/3 2/5 2/7	Chapter 5: Sex, Gender, and Sexuality Key Concepts: gender development; nature vs. nurture; human sexuality	Chapter 5	Class Attendance Chapter Presentation
Week 6: 2/10	Chapter 6: Sensation & Perception	Chapter 6	Class Attendance

2/12 2/14	Key Concepts: transduction; sensory adaptation; sensory and perceptual processing; hearing; skin, chemical and body senses		Chapter Presentation
Week 7: 2/17- Presidents' Day holiday-no class 2/19 2/21	Chapter 7: Learning Key Concepts: basic learning concepts; classical conditioning; operant conditioning; biology, cognition, and learning. Chapter 8: Memory Key Concepts: encoding, storing, and retrieving memories; forgetting, improving memory	Chapter 7 & 8	Class Attendance Adaptation for Change Paper Chapter Presentation
Week 8: 2/24 2/26 2/28- Midterm exam	Review for Midterm Exam Mid-Term Exam (Chapters 1, 2, 3, 4, 5, 6, 7, 8) including class lectures) Midterm – 2/28		Class Attendance Mid-Term Exam
Week 9: 3/3 3/5 3/7	Chapter 9: Thinking, Language, and Intelligence Key Concepts: Problem solving; thinking creatively; language and thought; assessing intelligence; genetic and environmental influences on intelligence	Chapter 9	Class Attendance Chapter Presentation
Week 10: 3/10 3/12 3/14	Chapter 10: Motivation and Emotion Key Concepts: the need to belong; psychology of hunger; expressing and experiencing emotion; culture and emotion Sharing of Life Lessons Essay	Chapter 10	Class Attendance Chapter Presentation Life Lessons Essay
Week 11: 3/17 3/19 3/21	Chaminade Spring Break March 17 – 21 No classes		
Week 12: 3/24 3/26- Prince Kuhio Day	Chapter 11: Stress, Health, and Human Flourishing Key Concepts: stress and illness; health and happiness; coping with stress Chapter 12: Social Psychology March 17-21	Chapter 11 & 12	Class Attendance Chapter Presentation

holiday-no class 3/28			
Week 13: 3/31 4/2 4/4	Chapter 13: Personality Key Concepts: psychodynamic theories; humanistic theories; contemporary perspectives on personality	Chapter 13	Class Attendance Chapter Presentation
Week 14: 4/7 4/9 4/11	Chapter 14: Psychological Disorders Key Concepts: basic concepts of psychological disorders; anxiety-related disorders; depressive disorders; bipolar disorders; schizophrenia; personality and eating disorders; neurodevelopmental disorders	Chapter 14	Class Attendance Chapter Presentation
Week 15: 4/14 4/16 4/18-Good Friday holiday-no class	Chapter 15: Therapy Key Concepts: treating psychological disorders; evaluating psychotherapies; biomedical therapies	Chapter 15	Class Attendance Chapter Presentation Capstone Project Due
Week 16: 4/21 4/23 4/25	Capstone Project Presentations – in class Review for Final Exam		Class Attendance Capstone Project Presentation
Final Exam Friday, April 25	Final Exam (Chapters 9, 10, 11, 12, 13, 14, 15 including class lectures) April 21		Final Exam

Chapter Presentations

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Chapter 5

Chapter 6

Chapter 7

Chapter 8

Chapter 9

Chapter 10

Chapter 11

Chapter 12

Chapter 13

Chapter 14

Chapter 15

Appendix A – Statistical Reasoning in Everyday Life

Appendix B – Psychology at Work

Appendix C – The Story of Psychology: A Timeline

Appendix D – Career Fields in Psychology

Summary of Chapters 1-8

Summary of Chapters 9-15

