



Chaminade University of Honolulu
Behavioral Science

Psychology 101 - General Psychology

Chaminade University - Classroom Henry Hall 107 (MWF 9:30A-10:20A)
Credits: 3 Section: 01-1 Term: Spring 2026

Instructor Information



Instructor: Waioli Misajon

Email: waioli.misajon@chaminade.edu

Phone: (808) 735-4751

Office Location: waioli.misajon@chaminade.edu

Office Hours: Please book an appointment via email.

Virtual Office: waioli.misajon@chaminade.edu

Virtual Office Hours: Please book an appointment via email.

Communication

I am available via email and will respond within 24 to 48 hours, all days of the week. If you'd like to schedule a virtual call or in-person meeting with me, please email me at waioli.misajon@chaminade.edu, and we can arrange a 30-minute session.

School & Department Information

Chaminade University of Honolulu, Behavioral Sciences

Office Location: Behavioral Sciences Building Room 105

Phone: 808-735-4751

If you have questions regarding the Psychology Department, reach out to your Instructor or the School of Behavioral Sciences at Chaminade University of Honolulu.

Course Description & Materials

Catalog Course Description

PSY 101 General Psychology (3)

Survey 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. English 102 and Communication 101 are prerequisites for this course.

Time Allocation

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 three-credit hour traditional face-to-face course, students spend 3 hours in class per week for 19 weeks, excluding 6 no-school days, resulting in 51 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for approximately 4.4 additional hours per week, which equals 83.6 hours of studying over the semester. These two sums result in a total student engagement time of 135 hours for the course, meeting the total engagement time expected for a three-credit course at Chaminade University.

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 anticipated to spend an average of 7.1 hours per week engaged in this course over the 16 weeks. This includes:

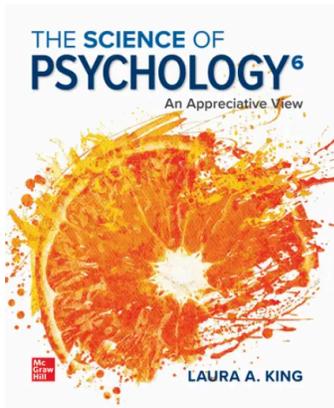
- 51 hours of classroom instruction (3 hours per week for 16 weeks, minus 6 no-school days)
- 16 hours studying for your mid-term and final exams
- 1 hour to complete your mid-term exam
- 1 hour to complete your final exam
- 38 hours to complete your 3 written assignments
- 12 hours conducting literature reviews for the 3 written assignments
- 15 hours researching and writing your discussion responses
- 7.5 hours responding to your peers
- 4.5 hours of additional class engagement (e.g., assigned readings and videos)

Required Materials

The Science of Psychology: An Appreciative View 6, 6th Edition

By Laura King

© 2024 New York, NY: McGraw-Hill Education



Recommended Items

To succeed in this course, you will need the following items:

- **Electronic Device:** A desktop or laptop is required to complete and submit assignments online. Ensure your device has a reliable internet connection and access to the Canvas platform.
- **Preferred Writing Utensil:** Choose a writing utensil that you are comfortable with for in-class work and note-taking (e.g., pen, pencil).
- **Notebook:** A notebook for taking notes and completing in-class activities is highly recommended.
- **Laptop (Optional):** If you prefer digital note-taking, a laptop is acceptable for use during class.

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

Canvas is an online learning platform where all course materials, assignments, and exams will be administered and accessed throughout the semester.

Learning Outcomes

Psychology Program Learning Outcomes (PLOs)

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.

Course Learning Outcomes (CLOs)

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).

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

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.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

1. Emphasis on Adaptation and Change

- PLO 2 highlights the value of adaptation and change through critical thinking and evaluation of research.
- CLO 3 directly incorporates this by requiring students to synthesize theories and concepts to develop adaptability in real-life contexts, reflecting the Marianist Educational Value of "Educate for Adaptation and Change."
- The Marianist Value promotes flexible thinking and open-mindedness, which are cultivated in both program and course outcomes through activities like the Adaptation for Change Paper and the capstone presentation.

2. Critical Thinking and Scientific Inquiry

- PLO 2 and PLO 3 emphasize critical thinking and the application of scientific methodology to interpret and evaluate psychological research.
- CLO 2 aligns with this by requiring students to apply scientific methodology and critical thinking while communicating their findings effectively through written and oral skills.
- The Marianist Value of "Provide an Integral, Quality Education" is reflected in this alignment as students engage in rigorous academic inquiry and practical application of psychology.

3. Holistic Education and Respect for Diversity

- PLO 4 focuses on educating the whole person by exploring the dynamic interaction between mind, body, and social influences.
- CLO 1 supports this by guiding students to explain major theories and research findings that represent the scientific perspective of developmental processes, fostering a comprehensive understanding of human behavior.
- The Marianist Values of "Educate in Family Spirit" and "Educate for Service, Justice, and Peace" are reflected in the course's encouragement of respectful dialogue, recognition of diverse perspectives, and application of psychology to promote justice and well-being.

Canvas Discussions

Canvas Discussions are to be completed individually. Weekly discussions and responses are required to receive full credit of 5 points.

Your initial response to the discussion will be due on Fridays by 11:59 pm. You will then submit responses to two students which are due on Sundays by 11:59 PM. It is important to submit your responses on time, as late entries will result in a deduction of 2 points per assignment. Please respond to two students who do not have two responses from other students in order to include everyone in the discussion.

To receive full credit of 5 points, ensure your posts and responses are thoughtful, relevant, and meet the specific guidelines provided for each discussion. Engaging in meaningful dialogue will enhance the learning experience for everyone.

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.

The mid-term exam will be on Sunday, March 15, 2026.

The final exam will be on Friday, May 8, 2026.

One Individual Project

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 throughout the semester. This project is due on Sunday, February 8, 2026.

One Group Project

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.
- Submit the presentation to Canvas by Sunday, May 3, 2026.
- 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.
- 6 page final paper is due with the presentation.

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.

Two Essays

1. Who Am I? Project:

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. This Essay Project is due on Sunday, January 18, 2026.

2. 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 resilience, 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):

1. Carpe diem – seize the day, live in and for the moment.
2. Remember, when going through life, never to lose the wonder of childhood.
3. Never let brick walls or obstacles enclose or confine you.
4. 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 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. This essay is due on Sunday, March 1, 2026.

One Final Essay

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, 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. This essay is due on Sunday April 19, 2026.

Course Resources

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.

Course Policies

Attendance

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.

Late Work

In order for late work to be accepted without penalty, the reason must be due to a medical issue, a school commitment (not including any form of detention or discipline), or a family emergency/commitment. All other reasons will not be considered valid for an exception, and the respective points for the assignment may not be earned.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

A student in good standing in a course, may petition to the instructor for an “I” grade. This grade is appropriate only if extraordinary conditions beyond the control of the student have led to an inability to complete course requirements. When submitting a grade, the “I” must be accompanied by the alternative grade that will be automatically assigned after 30 days. These include, IB, IC, ID and IF. If only an “I” is submitted, the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 30 days after the end of the term. The time limit may extend under exceptional circumstances with approval.

Final Grades

Final grades are submitted to [Self-Service](#):

<u>Assignments</u>	<u>Points</u>	<u>CLO</u>
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
Canvas Discussions	90 points	1,2,3

Who Am I Project	10 points	n/a
Total Possible Points	520 points	

Grading Scale

- A (90–100%): 469 – 520
- B (80–89%): 416 – 468
- C (70–79%): 365 – 415
- D (60–69%): 312 – 364
- F (59% and below): 0 – 311

Important Information

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, in addition to more obvious dishonesty.

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 Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

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](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled 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).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Readings & Due Dates

Monday	Wednesday	Friday	Canvas Assignments Due Dates
1/12/26 Syllabus Review	1/14/26 Chp 1 Review (p2-23)	1/16/26 Chp 1 Review (p2-23)	Submit Who Am I? Project on Canvas Discussion due Sunday 1/18/26 11:59pm
1/19/26 NO CLASS Chp 2 & 3 Review	1/21/26 NO CLASS Chp 2 & 3 Review	1/23/26 NO CLASS Chp 2 & 3 Review	Submit <u>Canvas Discussion</u> due Sunday 1/25/25 11:59pm
1/26/26 No Class	1/28/26 Chp 4 Review (p100-125)	1/30/25 Chp 4 Review (p126-136)	Submit <u>Canvas Discussion</u> due Sunday 2/1/26 11:59pm
2/2/26 Chp 5 Review (p140-177)	2/4/26 Chp 5 Review (p140-177)	2/6/26 Chp 6 Review (p178-189)	Submit Public Service Announcement (PSA) Video due Sunday 2/8/26 11:59pm
2/9/26 Chp 6 Review (p190-211)	2/11/26 Chp 7 Review (p212-231)	2/13/26 Chp 7 Review (p232-247)	Submit <u>Canvas Discussion</u> due Sunday 2/15/26 11:59pm
2/16/26 NO CLASS	2/18/26 Chp 8 Review (p248-262)	2/20/26 Chp 8 Review (p263-286) Confirm Members for Group Project and Working Session	Submit <u>Canvas Discussion</u> due Sunday 2/22/26 11:59pm
2/23/26 Chp 9 Review (p286-311)	2/25/26 Chp 9 Review (p312-325)	2/27/26 Midterm Review	Submit Life Lessons Essay due Sunday 3/1/26 11:59pm
3/2/26 Chp 10 Review (p326-341)	3/4/26 Chp 10 Review (p342-357)	3/6/26 Midterm Review and Working Session	Submit <u>Canvas Discussion</u> due Sunday 3/8/26 11:59pm MIDTERM due Sunday 3/8/26 11:59pm

3/9/26 Chp 11 Review (p358-373)	3/11/26 Chp 11 Review (p374-395)	3/13/26 Working Session	Submit <u>Canvas Discussion</u> due Sunday 3/15/26 11:59pm
3/16/26 No Class Spring Break	3/18/26 No Class Spring Break	3/20/26 No Class Spring Break	No Assignment Due Sunday 3/22/26 11:59pm Spring Break
3/23/26 Chp 12 Review(p396-433)	3/25/26 Chp 13 Review (p434-453)	3/27/26 Chp 13 Review (p454-475)	Submit <u>Canvas Discussion</u> due Sunday 3/29/26 11:59pm
3/30/26 Chp 14 Review (p476-490)	4/1/26 Chp 14 Review (p491-507)	4/3/26 NO CLASS	Submit <u>Canvas Discussion</u> due Sunday 4/5/26 11:59pm
4/6/26 Chp 15 Review (p508-523)	4/8/26 Chp 15 Review (p524-547)	4/10/26 Group Project Working Session	Submit <u>Canvas Discussion</u> due Sunday 4/12/26 11:59pm
4/13/26 Chp 16 Review (p548-567)	4/15/26 Chp 16 Review (p568-577)	4/17/26 Group Project Working Session	Submit <u>Adaptation for Change Paper</u> due Sunday 4/19/26 11:59pm
4/20/26 Chp 17 Review (p578-589)	4/22/26 Chp 17 Review (p590-602)	4/24/26 Group Project Working Session	No Assignment Due Sunday 4/26/26 11:59pm
4/27/25 No Class	4/29/26 Final Exam Review	5/1/26 Final Exam Review Submit <u>Group Presentation</u> on Canvas by 11:59pm	Submit Group Capstone Project Presentation Sunday 5/3/26 11:59pm
5/4/25 Final Exam Review	5/6/26 Present the Group Presentations	5/8/26 Last Day to submit late work Present the Group Presentations	FINAL EXAM due 5/8/26 11:59pm

