Chaminade University

School of Applied Psychology

Department of Psychology

PSY 101 General Psychology

MWF 10:30-11:20 am | Credits: 3 | Section: 101-02-1 | Term: Spring 2027

Instructor Information

Instructor	**Dr. Silvia Koch**
Email	silvia.koch@chaminade.edu
Phone	808-739-4644 (office) 808-386-1258 (cell)
Office Location	Behavioral Science Building 108
Office Hours	Available anytime by appointment or request

Communication

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.

School & Department

School	School of Applied Psychology
Location	Behavioral Science Building
Phone	(808) 739-4644
Questions?	Contact your instructor or the School of Applied Psychology

Course Description & Materials

Catalog Description

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.

Course Snapshot

Modality	Face-to-Face
Meeting Location	Clarence T.C. Ching Hall, 253
Meeting Days/Times	MWF 10:30-11:20 am
Time Commitment	This is a three-credit hour course requiring 135 clock hours of student engagement, pre the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 37.5 hours in class, 40 hours writing various essays and research papers, 8 hours studying for the midterm exam and 10.5 hours studying for the final exam. There will be an additional 39

	hours of work required beyond what is listed here (course readings, discussions and participation, etc.). This additional work will average about 2.5 hours per week. Note: There is no way to determine how long course activities will take with 100% accuracy. Some students will work faster; others will work slower. Faculty may estimate the difficulty of tasks differently than their peers. We are simply seeking a reasonable estimation that is informed by Data provided by the Rice University Center for Teaching Excellence.
Required Materials	Myers, D.G. & DeWall, N.C. (2022). Exploring psychology (12th Ed.). New York, NY: Worth Publishers
Canvas	Course materials, announcements, and grades are posted to Canvas (chaminade.instructure.com). *[Briefly note how Canvas supplements the in-person course]*

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of psychology courses, the student will be able to:

1. Identify key concepts, principles, and overarching themes in psychology.
2. Exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Exhibit effective writing and oral communication skills within the context of the field of psychology.
4. 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 PSY 101, the student 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).
3. Synthesize the major theories, concepts, and research toward a person's ability to adapt to change (Characteristics of Marianist Education Core Value 5) within the context of life situations (PLO 1, PLO2).

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

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

1. Flexible thinking;
2. Being respectful of differences;

3. Critical thinking; and
4. Open-mindedness.

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

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ʻŌlelo Noʻeau (Hawaiian proverbs) below:

1. **Educate for Formation in Faith (Mana)**: E ola au i ke akua (ʻŌlelo Noʻeau 364) — May I live by God.
2. **Provide an Integral, Quality Education (Naʻauao)**: Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) — Acquire skill and make it deep.
3. **Educate in Family Spirit (ʻOhana)**: ʻIke aku, ʻike mai, kōkua aku kōkua mai (ʻŌlelo Noʻeau 1200) — Recognize others, be recognized, help others, be helped.
4. **Educate for Service, Justice and Peace (Aloha)**: Ka lama kū o ka noʻeau (ʻŌlelo Noʻeau 1430) — Education is the standing torch of wisdom.
5. **Educate for Adaptation and Change (Aina)**: ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values	2	2	2, 5
PLOs	1	1, 2, 3	1, 2
Native Hawaiian Values	2	2	2, 5
Gen Ed Outcomes (if applicable)	1, 2	1, 2	1, 2

Attendance & In-Class Participation

Attendance Policy

Please inform the instructor if you will be late, absent, or need to leave class early. Informing the instructor ahead of time can help with any necessary accommodations for assignments.

Quick Reference — Absence Thresholds:

Excused Absence	e.g., illness with documentation, family emergency, University-sponsored activity
Unexcused Absence	e.g., any absence not pre-approved or documented
Warning Threshold	e.g., More than 2 unexcused absences — instructor may notify student
Grade Penalty	e.g., More than 4 unexcused absences — final grade lowered by one letter
Course Failure	e.g., More than 6 unexcused absences — student may receive a failing grade
Late Arrival / Early Departure	Please inform the instructor

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing.

There will be discussions and in-class activities throughout the week. Students will receive class participation points for participating in discussions, completing and submitting in-class assignments. In order to have informed discussions, students must complete the readings prior to posting any discussion material. There is likely to be lively discussions which may include disagreement on issues due to the nature of the class material. Some people may feel uncomfortable or upset by some of the material so we want to make sure to follow these ground rules:

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

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

3. Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Please be respectful and do not personally attack your peers. Healthy discussion and debate are welcome and encouraged. We do not have to agree with one another, and we must be able to discuss our differences in a respectful manner.

In terms of general participation, students are responsible for all material posted each week on Canvas. This seminar will require a fair amount of reading and documentary viewing, so plan your study time wisely. Prior to any class discussions, students are expected to have engaged in the material in a manner where they are prepared with questions and reflections. This allows for more coherent participation in the seminar discussions. Although specific readings or media will be assigned for each week, students are encouraged to consider and discuss comparisons and disparities among the readings.

Course Activities

In-Class Activities	In-class discussions
Homework / Assignments	Papers and class participation
Quizzes / Exams	Multiple-choice midterm and final exams
Projects	Chapter Presentations; Capstone presentation and paper

Assignments, Presentations, and Papers	Description	Points
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 or 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.	150 pts.
Psychology in Popular Media	This assignment allows the student to psychologically analyze a movie, book, song, or social platform. The purpose of the assignment is to apply psychological theories and concepts to media that students enjoy while developing critical thinking and analytical skills. Students are to select their popular media and analyze the selected work using concepts learned in class and the textbook. Students will provide a brief summary of the work (1–2 paragraphs). In addition, students will: • Identify **at least three psychological concepts or theories** illustrated in the work. • Explain how the characters, themes, lyrics, or events demonstrate these psychological concepts. • Evaluate whether the portrayal of psychology is realistic or inaccurate. • Explain what you learned about psychology through this analysis. • Include personal reflection on how the assignment changed your understanding of human behavior. The end result will be a 4–5-page paper with a minimum of 4 scholarly sources in APA format with citations. Students should be prepared to share their findings with their classmates.	25 pts.

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 50 points. The breakdown of points is below: Organization & Clarity – 20 points Outline – 10 points Activity – 20 points Total – 50 point	50 points

Exams: Midterm and Final	You will be given a mid-term exam covering chapters 1-8. Your final exam will cover chapters 9-15.	Midterm and Final are both 100 pts. each for a total of 200 pts.

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.
	
	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
		25 pts.

	▪ Explain why it is a life lesson that would like to share with your younger self o 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 o Define and explain what adapting is. • Emotional Regulation o What is emotional regulation? o What is the relationship between emotional regulation and one's ability to adapt to change? • Traits/Skills o Trait/Skill 1 ▪ What is the Trait/Skill? ▪ Explain why that trait/skill is important to helping you adapt to change in your life. o Trait/Skill 2 ▪ What is the Trait/Skill? ▪ Explain why that trait/skill is important to helping you adapt to change in your life. o Trait/Skill 3 ▪ What is the Trait/Skill?	45 pts.

	▪ 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.	50 pts.

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

Course Policies

Late Work	All assignments are due on the date and time specified on the syllabus and/or Canvas. Assignments submitted late will receive a 10% deduction from your earned grade for the assignment. Presentations cannot be made up.
Make-Up Work	Contact instructor. Make-up work will be determined based on attendance and late work policy.
Extra Credit	None or TBD
Incomplete Grade	Incompletes are granted if the student has submitted at least 90% of the assignments by the end of the term and has failed to submit the 10%, which might result in a failing grade. Documentation for reasons an assignment was not submitted in time is required as part of an incomplete request. Contact the instructor for an incomplete request.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Assignments	**Points**	**CLO**
Final Exam	100 pts.	1
Mid-Term Exam	100 pts.	1
Chapter Presentation	50 pts.	1, 2, 3

Life Lesson Essay	25 pts.	3
Adaptation for Change	45 pts.	2, 3
Capstone Presentation	50 pts	2
Class Attendance	150 pts. 10 pts/15 wks.	N/A
Psychology in Popular Media	25 pts.	N/A
Total	**545 pts.**	

Grade Range:
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)

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, plagiarism, **and unauthorized and/or undisclosed AI usage,** in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an "F" grade for the work in question, an "F" grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student's own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University's Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student's refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the Campus Incident Report Form.

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation,or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 HERE. *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.

Student with Disabilities Statement- Kōkua ʻIke

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability.Access is supported through reasonable accommodations and referrals to campus and community resources.
Appointments with the Accessibility Services Coordinator are available through Stellic at https://chaminade.stellic.com and may be held virtually or in person. Drop-in appointments are also welcome.
Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.
Learn more at https://chaminade.edu/ada-accommodations

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua ʻIke)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua ʻIke)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / Safe Swords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Week	Focus & Learning Objectives	Readings	Due
Week 1 1/11 1/13 1/15	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 1/18 -MLK Holiday 1/20 1/22	**Chapter 1: Thinking Critically with Psychological Science** Key Concepts: scientific attitude; critical thinking, research ethics and design	Chapter 1	**Class Attendance** **Chapter Presentation**
Week 3 1/25 1/27 1/29	**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	Chapters 2 & 3	**Class Attendance** **Chapter Presentations**
Week 4 2/1 2/3 2/5	**Chapter 4: Developing Through the Life Span** Key Concepts: prenatal development and the newborn; infancy and childhood; adolescence; adulthood Sharing of Psychology in Popular Media assignment	Chapter 4	**Class Attendance** **Chapter Presentation** **Psychology in Popular Media assignment due**
Week 5 2/8 2/10 2/12	**Chapter 5: Sex, Gender, and Sexuality** Key Concepts: gender development; nature vs. nurture; human sexuality Sharing of Psychology in Popular Media assignment	Chapter 5	**Class Attendance** **Chapter Presentation**
Week 6 2/15 2/17 2/19	**Chapter 6: Sensation & Perception** Key Concepts: transduction; sensory adaptation; sensory and perceptual processing; hearing; skin, chemical. and body senses	Chapter 6	**Class Attendance** **Chapter Presentation**

Week 7 2/22 2/24 2/26	**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	Chapters 7 & 8	**Class Attendance** **Chapter Presentations** **Adaptation for Change Paper Due**
Week 8 3/1 3/3 3/5	**Review for Midterm Exam** **Midterm Exam (Chapters 1, 2, 3, 4, 5, 6, 7, 8) including class lectures** **Midterm March 5**		**Class Attendance** **Midterm Exam**
Week 9 3/8 3/10 3/12	**Chapter 9: thinking, Language, and Intelligence** Key Concepts: Problem solving; thinking creatively; language and thought; assessing intelligence; genetic and environmental influences on intelligence. **Chapter 10: Motivation and Emotion** Key Concepts: the need to belong; psychology of hunger; expressing and experiencing emotion; culture and emotion	Chapters 9 & 10	**Class Attendance** **Chapter Presentations**
Week 10 3/15 3/17 3/19	**Chaminade Spring Break – March 15-19** **No Classes**		
Week 11 3/22 3/24 3/26	**Chapter 11: Stress, Health, and Human Flourishing** Key Concepts: stress and illness; health and happiness; coping with stress **Sharing of Life Lessons Essay**	Chapter 11	**Class Attendance** **Chapter Presentation** **Life Lessons Essay Due**
Week 12 3/29 3/31 4/2	**Chapter 12: Social Psychology** Key Concepts: social thinking and social influence; anti-social relations; prosocial relations **Start sharing presentations not in book**	Chapter 12	**Class Attendance** **Chapter Presentations**

Week 13 4/5 4/7 4/9	**Chapter 13: Personality** Key Concepts: psychodynamic theories; humanistic theories; contemporary perspectives on personality **Chapter Presentations not in book**	Chapter 13	**Class Attendance** **Chapter Presentation**
Week 14 4/12 4/14 4/16	**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 **Capstone Project Presentations in class**	Chapter 14	**Class Attendance** **Chapter Presentation** **Capstone Project Due**
Week 15 4/19 4/21 4/23	**Chapter 15: Therapy** Key Concepts: treating psychological disorders; evaluating psychotherapies; biomedical therapies **Continue with Capstone Project Presentations** **Finish sharing Chapter Presentations not in book**	Chapter 15	**Class Attendance** **Chapter Presentations** **Capstone Project Presentations**

Week	Focus & Learning Objectives	Readings	Due
Week 16 4/26 4/28 4/30	**Review for Final Exam** **Final Exam (Chapters 9, 10, 11, 12, 13, 14, 15)** **Final Exam – April 30**		**Class Attendance**

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