General Psychology: Psychology 001
Term: Fall 2010
San José State University

Instructor: Dr. Gregory Feist
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Office Phone: (408) 924-5617
Office Location: DMH 313
Office hours end on TH Dec 9, 2010
Email: greg.feist@sjsu.edu
Final Exam: Monday Dec 13, 12:15-2:30

My Website: http://www.sjsu.edu/people/greg.feist/

Class Website: http://sjsu.desire2learn.com
  go here for all course information, including lecture slides, announcements, and handouts;
  check 3x/week

Logging Into D2L
D2L Login URL: http://sjsu.desire2learn.com  Please note that it should NOT have the "www" at the
start of the URL like many other websites.  Username: 7 days prior to the start of the course, your
Desire2Learn username can be found by logging into your mySJSU account. Click on Self Service >
Campus Personal Information > Names, and locate your Desire2Learn name (look for Name Type
called D2L) from the list.  Password: Your initial D2L password is your 9 digit SJSU ID number.

Changing Your Password
After you log in, you can change your password by clicking on the "Password" link in the "My
Settings" widget of the D2L homepage.

Important Notes for Students
You should check our class website at least three times a week. I will post lecture slides, handouts,
reminders, and relevant links on our website.

Required Materials & Resources:
   9780077346720). This comes with two pieces:
   a. Standard Book Website (Practice Exams, Flashcards, Brain Dictionary, etc):
      i. http://highered.mcgraw-hill.com/sites/0073531839/information_center_view0/
   b. CONNECT—Ebook and LearnSmart and homework assignments: go to
      http://connect.mcgraw-hill.com/class/g_feist_t_th_130 and register. If you have trouble
      registering, please contact Customer Support at http://mpss.mhhe.com/.

You MUST have the CONNECT online learning system in addition to the book.
Assignments will come from that. If you bought a used book or did not buy the bundle,
you must purchase CONNECT separately for $10. To purchase the stand-alone card,
you will need to visit www.shopmcgraw-hill.com. From there, enter ISBN number
9780077326616.
2. 50-question Scantron forms (#882)
3. Regular access to a computer, and possession of a word processor program (MS Word or Corel WordPerfect)

Course Overview

Psychology is a diverse field that seeks to describe, explain, predict, and influence behavior, cognition, emotion, and physiology. As a Social Science, Psychology can offer something of interest to every student, whether one wishes simply to fulfill 3 units of GE credit, to apply the information learned to career objectives, to gain insights into the nature of human experience, to develop understanding of the self and others, or to start on the path to a career in the social and behavioral sciences. This course will cover “the study of perception, attention, learning, remembering, thinking, development of the individual, intelligence, aptitudes, emotion, motivation, adjustment and conflict” (SJSU course catalog)

Each student will have the opportunity to develop and demonstrate a working familiarity with classical and current methods, theories, and research in each of the major subdivisions of psychology. This opportunity will allow students to develop and demonstrate an understanding of differences in cultural value orientation, social-instructional contextual realities, and personal-situational construction of everyday life events. This understanding will allow students to evaluate and apply a variety of technical concepts and principles to understanding the behavior of individuals. Accordingly, students will be encouraged to think critically about the content of this course. Students will gain an understanding of how and why people think, feel, and act as they do in adapting to their everyday environments. Such an understanding should enhance each student’s quality of life, educational experience, personal effectiveness, and sense of fulfillment in matters related to health, work, and interpersonal relationships.

Students will have the opportunity to develop and demonstrate proficiency in using the methods, concepts, and principles of psychology in two ways. First, from the perspective of the psychologist as a social scientist who collects, analyzes, and interprets behavioral data. Second, from the perspective of the psychologist as a practitioner who applies the technical concepts and principles to facilitate an understanding of everyday life in contemporary societies, of personal experiences, of self-awareness, and of personal growth.

Course adaptations
If you need course adaptations because of a disability, if you have emergency medical information you need to share, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible or see me during office hours.

General education learning objectives
After successfully completing this class, students shall be able:

1. To identify and analyze social dimensions of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation
2. To place contemporary developments in cultural, historical, environmental, and spatial contexts.

3. To identify the dynamics of ethnic, cultural, gender, sexual, age-based, class, regional, national, transnational, and global factors that shape the identities of individuals and to understand the similarities and differences, linkages, and interactions between these factors.

4. To evaluate social science information and different perspectives and, based on such evaluations, to formulate applications to contemporary social issues.

5. To recognize the interaction among social institutions, culture, environment, and the behavior of individuals.

**Instructional orientation**

The following key ideas will be invoked as recurrent themes in the course:

1. The interplay between theory and data in the development of psychology as a science.
2. An integrated, holistic-organismic (i.e., mind-body) approach to the study of behavior and experience that demonstrates how nature and nurture are not two opposing explanations of human behavior, but rather two sides of the same coin. Biology and social influence together shape every aspect of what we think and do.

3. The contextual nature of human development and experience.

4. The view that individual differences in many areas (e.g., gender, race, ethnicity, knowledge, beliefs, interests, skills, abilities, religious and sexual practices, interpersonal styles) are not just a fact of life but are a potentially inexhaustible resource for enhancing the quality of life for those who are open to learning from such differences.

**Assessment of Area D1 GE Learning Objectives:**

Students will be assessed for knowledge acquired relating to each of the five learning objectives listed below. Assessment opportunities will occur throughout the semester and may include: (a) exam questions [e.g., multiple choice, essay, fill in the blank, matching, or computations]; (b) writing assignments [e.g., short reports, essays, opinion pieces, term papers, or reaction papers]; (c) class discussions [e.g., individual participation, small groups, debates, or via BlackBoard discussion boards]; (d) in-class activities [e.g., quizzes, group work, individual assignments, questions pertaining to films/videos presented]; and (e) take-home assignments/homework [e.g., worksheets, data collection activities, projects, library tutorials, web-based exercises or activities].

**Area D1 GE Learning Objectives**

1. **Students shall be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those processes, and the forces that engender social cohesion and fragmentation.**

This objective is met through material presented in Chapters 2, 3, 5, 14, in Feist & Rosenberg (2010), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: sensing, organizing, identifying, and recognizing; reality, ambiguity, and illusions; sensory knowledge of the world; organizational processes in perception; identification and recognition processes; cognitive development across the lifespan, acquiring language, social development across the lifespan, gender development, moral development, learning to age successfully; constructing social reality, attitudes, attitude change and action, prejudice, social relationships; the power of the situation; roles and rules, social norms, conformity, situational power; altruism and prosocial behavior; aggression, evolutionary perspectives, individual differences, cultural constraints; obedience to authority, and the psychology of conflict and peace.
Assessment example of a potential writing assignment for this learning objective: Aggression, hostility, and violence are social problems the world over. It is easy enough to say that individuals who harm or even kill others (rapists, murders, etc.) do these things because society made them that way. In this assignment, I want you to write about the “Mind of a Killer” and review the evidence that people who kill others are made by their environment (nurture). But I also want you to review evidence that these behaviors have some basis in their biological make-up (nature). By reviewing evidence, I mean find at least 5 scientific journal articles that study people who killed. Summarize the methods and results of these papers. After reviewing evidence for both the nature and nature of murderous violence, summarize in a final paragraph, your own view for the cause of this major social problem. That is, state clearly your own conclusion about “what causes someone to murder.”

2. **Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.**

This objective is met through material presented in Chapters 1, 2, 5, 10, 15, and 16 in Feist & Rosenberg (2010), as well as material presented in lectures and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: evolution of modern psychology, historical foundations, and current cultural perspectives; the processes of research, psychological measurements, historical and current ethical issues in human and animal research; analyzing psychological research with descriptive and inferential statistics, becoming a wise consumer of research; intelligence and intelligence assessment, basic features of formal assessment, the origins of intelligence testing, the history and politics of intelligence testing, heredity and IQ, environments and IQ, culture and the validity of IQ tests; the nature of psychological disorders, deciding what is normal, historical perspectives of mental illness, etiology of psychopathology, the stigma of mental illness; the therapeutic context, goals and major therapies, historical and cultural contexts, treatment evaluation and prevention strategies, therapies and brain activity.

3. **Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.**

This objective is met through Chapters 3, 5, 7, 8, 9, 10, 11, 12, 14, and 15 in Feist & Rosenberg (2010), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the biological and evolutionary bases of behavior, heredity and behavior, evolution and natural selection, variation in the human genotype, biology and behavior; cognitive processes, studying cognition, discovering the processes of mind, mental processes and mental resources, language use, language production, language understanding, language, thought and culture, visual cognition, problem solving and reasoning; judgment and decision making; physical development across the life span, cognitive development across the life span, perceiving speech and perceiving words, learning word meanings, acquiring grammar, social development across the life span, gender development, sex and gender, the acquisition of gender roles, gender and cultural perspectives on moral reasoning, learning to age successfully; functions of motivational concepts, sources of motivation, sexual behaviors, nonhuman sexual behaviors, human sexual arousal and response, the evolution of sexual behaviors, sexual norms, homosexuality, motivation for personal achievement, need to achievement, attributions for success and failure, work and organizational psychology; understanding human personality.

4. **Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.**

This objective is met through material presented in Chapters 2, 6, 10, 13, and 16 in Feist & Rosenberg (2010), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: analyzing psychological research, descriptive statistics, inferential statistics, becoming a wise consumer of statistics; the study of learning, evaluating the effectiveness of different learning procedures, the experimental analysis of behavior, observational learning; basic emotions and culture, functions of emotions,
stress of living, physiological stress reactions, psychological stress reactions, coping with stress, health promotion, personality and health, job burnout and the health-care system.

5. **Students will be able to recognize the interactions of social institutions, culture, and environment with the behavior of individuals.**

This objective is met through Chapters 14, 15, and 16 in Feist & Rosenberg (2010) and lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the power of the situation, altruism and prosocial behavior, the psychology of peace and conflict; constructing social reality, attitudes and attitude change, prejudice, social relationships; deciding who is abnormal, the problem of objectivity in defining abnormal behaviors, classifying psychological disorders, the etiology of psychopathology, anxiety disorders (types and causes), mood disorders (types and causes), gender differences in depression, suicide, psychological disorders in childhood, schizophrenic disorders, the stigma of mental illness.

**Writing requirement:** There will be a minimum of three writing assignments in this course. These assignments are designed to:

1. Comply with the University’s General Education course credit writing requirement of a minimum of 1500 words in order to: (a) provide you with practice in writing, (b) provide you with feedback on your writing, and (c) provide you with the opportunity to incorporate the instructor’s feedback into your writing assignments.

2. Help students achieve mastery of various aspects of the five Learning Objectives given above.

How the writing assignments meets number 1, a, b, and c as noted above:

1. Students will receive their papers back within two weeks after submission (a).
2. Feedback by the instructor regarding students written work will be provided to the students when papers are returned to them (b).
3. Students will be able to incorporate instructor feedback from writing assignments. That is, opportunities to correct written work by following the instructors’ feedback will be provided to students. (c).

How the writing assignments meets number 2 above:

1. Writing assignments will incorporate material from the five learning objectives by the nature of the topic(s) to be addressed in the writing.
2. Some writing assignments may cover material germane to more than one objective, whereas other writing assignments may deal with only one objective per assignment.

**Attention to diversity**

Issues of culture, social class and mobility, race, ethnicity, gender, and sexuality are essential to the material covered in this course. The authors include many discussions of diversity issues in their text, such as

1. Sex differences in brain structure and functioning; sex differences in the endocrine system (Chapter 3)
2. Cross-cultural differences in reported feelings of well-being (Chapter 11)
3. Personal and cultural constructions of reality (Chapter 4)
4. Meditation and religious ecstasy (Chapter 6)
5. Cultural and social issues in intelligence theory and assessment (Chapter 10)

**Academic integrity**
You are required to make yourself familiar with and follow the University’s policies on academic integrity (http://www2.sjsu.edu/senate/S04-12.htm). No form of academic dishonesty will be tolerated. This includes cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If you are caught engaging in academic dishonesty you will receive a grade of “F” for this course and your actions will be reported to the Office of Judicial Affairs.

http://www.sjsu.edu/senate/S04-12.pdf:

1.0  DEFINITIONS OF ACADEMIC DISHONESTY

1.1  CHEATING

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

1.1.1.  Copying, in part or in whole, from another’s test or other evaluation instrument including homework assignments, worksheets, lab reports, essays, summaries, quizzes, etc.;

1.1.2.  Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy;

1.1.3.  Submitting work simultaneously presented in two courses unless this has been approved by both course instructors or by the department policies of both departments;

1.1.4.  Using or consulting, prior to, or during an examination, sources or materials not authorized by the instructor;

1.1.5.  Altering or interfering with the grading process;

1.1.6.  Sitting for an examination by a surrogate, or as a surrogate;

1.1.7.  Any other act committed by a student in the course of their academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

Method of instruction

This course will use the classic lecture-discussion format as its primary form of instruction. In addition, this course will use videotapes, web-based content, and in-class activities to supplement lectures. Concept-application and informal data-collection and data-analysis exercises will also be used. PowerPoint lecture material for each chapter is available online; you are encouraged to download this material and bring it to lecture to assist you in note taking. Be advised that due to time constraints not all text material will be covered in lecture. This does not mean that such material is not important, nor does it mean that such material will not appear on exams. You are responsible for all text and lecture material. Students are encouraged to ask questions before, during, and after class, including via email and the course web site.

Course requirements

1. Classes: This class covers a large amount of material, therefore, attending lectures is crucial for your success in this class. There is too much information discussed in class that cannot be found in text and in the slides for you to do well in this course, without you attending regularly. If you want to do well, you will have to attend most every class. If you miss a class, you are responsible for getting the information from that class.

2. Exams: There will be two unit exams and one final exam, all of which consist of multiple-choice questions. You will have 1 1/4 hrs to complete each unit exam. You have 2 1/4 hrs to complete the final exam. No other make-up exams will be given. No bathroom breaks will be allowed. In
most cases, the exams will require no more than 45 minutes to one hour, so please take care of business before the exam.

3. Extra-credit: Your rewrite of one of your papers should be considered your extra-credit. There will be no other form of extra-credit, so if you do not do well on your exams, especially your first exam COME SEE ME IMMEDIATELY. We can discuss in person how to improve your performance.

4. Writing projects: There will be two writing projects throughout the semester. Papers should be 3 pages in length (double-spaced, single sided), but no more than 3. Proper spelling, grammar, and punctuation is expected and will be factored into your grade. Plagiarized papers will result in a failing grade for the course (i.e., a grade of “F”) and the student will be referred to the Office of Judicial Affairs. More details regarding the structure of the paper will be provided in class. Papers will be turned in electronically via e-mail and edited electronically and returned electronically on Turnitin.com (more about this later). Therefore, papers must be submitted as Word documents or WordPerfect documents (.doc or .wpd). If you do not have Word or WordPerfect, please submit the paper as an ASCII, .txt, or .rtf file. You can rewrite the first paper to improve your grade. The final score will be the average of the two scores. If you do, your final grade for the first paper becomes the average score on your first version and rewrite (e.g., 30 + 44 = 74/2 = 37).

5. CONNECT Homework Assignments: You have to complete any 10 of the 15 total homework assignments over the course of the semester. That is, each chapter will have a homework assignment on the CONNECT online program. You have to complete 10 and only 10 of these assignments, even though there will be one for each of the 15 chapters. I won’t give extra credit for doing more. These will be worth 10 points each and will be graded. Once you begin the assignment, you have only 30 minutes to finish it (it is timed), so make sure you have a 30-minute block of uninterrupted time when you begin. These are done online and on your own time.

Grading: Your grade will be determined by the total number of points you earn throughout the semester. Points will be assigned as follows:

1. CONNECT Homework Assignments (any 10 out of 14 chapters) 10 pts each = 100
2. 1st Exam: 40 pts = 40
3. 2nd Exam 60 pts = 60
4. Writing projects: 2 x 50 points = 100
5. Cumulative Final Exam: 80 pts = 80
Total possible points = 380

Note: You must take your exams during the section for which you are officially registered. That is, you MAY NOT take an exam during another section of Psyc 001 that your instructor teaches. Taking an exam during a class in which you are not officially registered in will result in a grade of zero. There are no exceptions to this policy.

In addition to the above grading criteria, in order to pass this class each student MUST: Complete the research-participant requirement (this requirement will be addressed in class by the Psychology Department Research Coordinator). Get more information and the Research Credit
Sheet which you need to print out and bring with you to all studies at http://www.sjsu.edu/psych/Undergraduate/subjectpool.htm

Grading scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>95% and above</td>
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<tr>
<td>A</td>
<td>92-94%</td>
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<tr>
<td>A-</td>
<td>90-91%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>82-86%</td>
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<tr>
<td>B-</td>
<td>80-81%</td>
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<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>72-76%</td>
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<tr>
<td>C-</td>
<td>70-71%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>62-66%</td>
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<tr>
<td>D-</td>
<td>60-61%</td>
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<td>F</td>
<td>&lt; 60%</td>
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Late Work: All writing must be turned in at the beginning of class on the scheduled due date. Assignments submitted after this deadline will lose 10% immediately and an additional 10% for every weekday that they are late.

No Make-up Exams Allowed: Only with valid written medical excuse will any exam be allowed at a time other than those scheduled for your class.

Electronics Policy: You may not use laptop computers, headphones, or any other electronic device during exams, except approved of electronic language translators. Doing so will be considered a form of academic dishonesty. Be sure to turn off all pagers, cell phones, headphones, and so on during lectures and exams. No Websurfing/texting during class! It is rude. If I suspect you are websurfing or checking e-mail or texting I will ask you to leave class or call you out. Do those things all you want outside of class.

In addition, Websurfing/texting during class directly lowers your grade (and disrupts those around you)!!! http://chronicle.com/wiredcampus/index.php?id=3662&utm_source=wc&utm_medium=en

Note: This course will follow this syllabus to the extent possible. The timing and specific nature of topics and activities may change. You are responsible for keeping informed of any changes made to the class syllabus. Such changes will be clearly stated in class and will be posted on the class web site. You are responsible for checking the class web site before each class. Therefore, it is extremely important to check the website before each class.

How to Succeed in General Psychology

NOTE:
First exam scores are usually not very good—the average for the class is a C- or D+. I do give everyone a few points to bump it up to a mid C. But understand, this course is harder than you think it might be. Psychology is a very complex and broad science and it is very difficult to cover even the surface of it all in 15 weeks. If you were able to get a B or high C in high school without studying much, just understand that generally does not work in college. So take seriously these study hints:

1. Attend lectures. Much of the information presented in the textbook is expanded upon, and described in more detail, during lectures. Therefore, if you don’t understand something in the book, it will most likely be addressed during class. Also, new material, not discussed in the book, is presented in lectures and you are responsible for this information, as it will appear on the exams.
2. **Ask questions.** If you are uncomfortable asking questions in class, please visit me during office hours.

3. **Read the assigned material before lectures.** It is much easier to understand what your instructor is discussing if you have already come into contact with the material. Also, if you don’t understand something you can ask your instructor to explain the topic.

4. **Answer the questions throughout each chapter.** This will allow you to determine the extent to which you understand the material presented in the text.

5. **Make flash cards.** Making flash cards with definitions of concepts, names of people and their discoveries, bold-faced terms in the text, terms in the glossary, etc. is helpful when learning new information.

6. **Check the Psychology 001 website a minimum of 3 times a week.** This will allow you to view the syllabus, course policies, and class schedule. You will also be able to access your grades via this website.

7. **Begin studying early for exams** (i.e., do not wait until the day before the exam to start studying). When you study, scramble the order in which you study the term and concepts. Research shows that this technique is superior to others.

8. **Keep track of your grade.** It is good practice to know what your current grade is in the class. To get your current grade, simply add the total points from all exams and divide by total possible points. Example: on the first exam your score is 45/60 and on the second it’s 48/60. Your total is 93/120 = 78% or a C+ (see scale above).

9. **Do something ASAP about poor grade:** Don’t wait until the last week of the semester to ask about extra-credit to raise a low grade.

For an excellent online site for study skill hints go to [http://www.ucc.vt.edu/stdysk/stdyhlp.html](http://www.ucc.vt.edu/stdysk/stdyhlp.html)
For an excellent online site for how to effectively take notes that you can remember go to [http://sas.calpoly.edu/asc/ssl/notetaking.systems.html](http://sas.calpoly.edu/asc/ssl/notetaking.systems.html)

This syllabus is based on materials by Dr. Mark Van Selst, Dr. Susan Snycerski, Dr. Robert J. Pellegrini, and Dr. Sean Laraway.
## Reading Topics, Exams and Dates

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>TOPIC</th>
<th>CHAPTER</th>
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<tbody>
<tr>
<td>1. Th Aug 26</td>
<td>Course Overview/Introduction/Schools of Thought</td>
<td>1</td>
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<tr>
<td>2 Tu Aug 31</td>
<td>History of Psychology &amp; Philosophy of Science</td>
<td>1-2</td>
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<tr>
<td>2. Th Sep 2</td>
<td>Research Methods; Evolution &amp; Genetics (Class film on Epigenetics)</td>
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<tr>
<td>3. Th Sep 7</td>
<td>Biology of Behavior: The Brain</td>
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<tr>
<td>3. Th Sep 9</td>
<td>Biology of Behavior: The Brain and Neurochemicals and Behavior</td>
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<tr>
<td>4. Tu Sep 14</td>
<td>Sensation and Perception</td>
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<tr>
<td>4. Th Sep 16</td>
<td>Sensation and Perception</td>
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<td>5. Tu Sep 21</td>
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<td>5. Th Sep 23</td>
<td>Exam 1</td>
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<td>6. Tu Sep 28</td>
<td>Human Development (Cognitive)</td>
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<td>6. Th Sep 30</td>
<td>Human Development (Social, Moral)</td>
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<td>7. Tu Oct 5</td>
<td>Consciousness (Sleep)</td>
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<td>7. Th Oct 7</td>
<td>Consciousness (Drugs, Altered States)</td>
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<td>8. Tu Oct 12</td>
<td>Memory</td>
<td>7</td>
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<tr>
<td>8. Th Oct 14</td>
<td>Memory</td>
<td>7</td>
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<tr>
<td>9. Tu Oct 19</td>
<td>Learning</td>
<td>8</td>
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<tr>
<td>9. Th Oct 21</td>
<td>Learning</td>
<td>8</td>
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<tr>
<td>10. Tu Oct 26</td>
<td>Language</td>
<td>9</td>
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<td>10. Th Oct 28</td>
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<tr>
<td>11. Tu Nov 2</td>
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<tr>
<td>11. Th Nov 4</td>
<td>IQ, Problem Solving</td>
<td>10</td>
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<tr>
<td>12. Tu Nov 9</td>
<td>Creativity: Motivation</td>
<td>10-11</td>
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<tr>
<td>12. Th Nov 11</td>
<td>NO CLASS; VETERAN’S DAY</td>
<td>11</td>
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<tr>
<td>13. Tu Nov 16</td>
<td>Motivation</td>
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<tr>
<td>13. Th Nov 18</td>
<td>Personality: The Uniqueness of the Individual</td>
<td>13</td>
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<tr>
<td>14. Tu Nov 23</td>
<td>Personality; Social Thought</td>
<td>13-14</td>
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<tr>
<td>14. Th Nov 25</td>
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<tr>
<td>15. Tu Nov 30</td>
<td>Social: Aggression, Attraction, Love</td>
<td>14</td>
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<tr>
<td>15. Th Dec 2</td>
<td>Psychological Disorders</td>
<td>15</td>
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<tr>
<td>16. Tu Dec 7</td>
<td>Psychological Disorders</td>
<td>15</td>
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<tr>
<td>16. Th Dec 9</td>
<td>Treatment of Disorders</td>
<td>16</td>
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**Final**  **Monday Dec 13, 12:15-2:30**  **Ch 10-11,13-16 cumulative**