San José State University

Psychology Department

48056, General Psychology, Section 06, Fall, 2011

Instructor: Dr. Neelam Rattan
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Email: neelam.rattan@sjsu.edu
Office Hours: M 10:30AM – 11:45AM & 1:25PM-2:25PM, W 10:30AM-11:45AM, TTH 1:30PM-2:15 PM

Class: Boccardo Business Center (BBC) 324

Days/Time: Thursdays 3:00PM-5:45PM.

GE/SJSU Studies Category: Area D1: Social Science, Human Behavior

Faculty Web Page and MYSJSU Messaging
You are responsible for regularly checking with the messaging system through MYSJSU and D2L.

Course Description
This course is designed as an introduction to general psychology. During the course of study an attempt will be made to answer:

- How best to define Psychology?
- Its status—is it positive or normative, and is it a pure science?
- What are its applications?
As per the SJSU course catalogue the concepts of perception, attention, learning, remembering, thinking, development, intelligence, aptitudes, emotion, motivation, adjustment, conflict, will be covered. Hence students will understand classical and current theories, research methods of the various sub-categories of psychology. Students will be encouraged to develop an understanding of differences in cultural value orientation, social-institutional contextual realities, personal situational construction of daily life events, and how these are critical in evaluating the validity of the psychological principles as applied to understand human behavior. In doing so students will understand broad generalizations of behavior and intricacies of individual behavior. Students will be apprised of the use of psychological principles and their utilization in enhancing of their sense of well being and their personal effectiveness. They will be encouraged to become proficient in using the concepts, methods of psychology in a two-pronged way, firstly as a social scientist collecting, analyzing interpreting behavioral data, and secondly as a practitioner, applying psychological principles to understand personal experiences, to enhance personal growth.

This course qualifies as an Area D1 (Human Behavior) course in your General Education requirements. Social Science courses should increase the student’s understanding of human behavior and social interaction in the context of value systems, economic structures, political institutions, social groups, and natural environments. Human Behavior (D1) students will be able to recognize the interaction of social institutions, culture, and environment with the behavior of individuals.

Students will be assessed for the knowledge that they acquire based on the following five objectives. They will be assessed throughout the semester in ways enlisted below:

1) Exams (multiple choice, essay type, true/false)
2) Writing assignments (critical essay, reflection paper, video responses)
3) Participation (individual participation, group activities, in-class presentations)
4) Homework assignments, projects library tutorials.

GE/SJSU Studies Learning Outcomes (LO):

The following Area D1 GE Learning Objectives will be addressed throughout the semester. Chapters corresponding to each objective are provided for all, the five learning objectives respectively. Further, in addition to the material presented in these chapters, student learning will be enhanced through lectures/videos, and the above mentioned assessment activities.

Upon successful completion of this course, students will be able to:
LO1  Students shall be able to identify and analyze the social dimension of society as a context for human life, examine the processes of social change, social continuity, study the role of human agencies in these processes and delineate the forces that engender social cohesion and fragmentation.

Assessment example of class group work and discussion for this learning objective: By way of sensitizing the students of this Learning Objective they will be divided into four groups and asked to describe the processes of social change, social continuity, social cohesion, social fragmentation. They will choose their group leaders who will come up and share with the class the viewpoints of their respective groups.

Assessment example of a potential writing project for this learning objective: Students will be asked to write a critical essay titled “Anatomy of a Cult”. In writing of this essay students will answer the following questions:

   a. In your own words define a cult as well as discuss the emergence of the cult leader. Can cults be considered as agents of social change, social fragmentation? Why or why not?
   b. Who joins cults? Why do they join the cults?
   c. Name some techniques used by cult members to induct new members.
   d. Giving suitable examples explain how compliance, conformity and obedience are gained by the cult.
   e. Can a person leave a cult easily? What are the difficulties experienced by the person in attempting to leave a cult.

Assessment example of a potential exam questions for this learning objective:
Define groupthink.
Give examples of social facilitation and social loafing.
Dr. Stanley Milgram, in 1963 conducted his experiment examining obedience to authority. What were the findings of this study?

Further this objective will also be emphasized while studying chapters 1,7,9,13 and corresponding class presentations. More specifically the topics pertaining to this objective will be addressed and emphasized upon while studying social cognition, social perception, groupthink, social influence, social facilitation, conformity, compliance, motivational aspects of behavior, affective components of behavior through lectures as well as through multimedia presentations.

LO2  Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts [GE]

Assessment example of a potential group project for this learning objective: Students will be required to analyze a case history from the standpoints of the different perspectives. Hence the class will be divided into groups representing each of the perspectives i.e., biological, learning, cognitive, sociocultural, psychodynamic. Each group will be asked to explain the given case study by taking the standpoint advocated by the perspective that the group has chosen. In doing so each group will analyze the case study using concepts and key terms associated with the perspective the group has chosen, make a poster and present to the class.

The Chapters 1, 4,5,6,7,8,9,14,15 and corresponding class presentations will further emphasize this learning objective. For a further understanding of this objective topics
pertaining to tracing the roots of psychology to its current status, contributions of the forerunners in this field as well as in the domains of learning, memory, consciousness, development, historical viewpoints of abnormality will all be discussed. Current classification of mental disorders will be studied. Emphasis will be on understanding behavior as a culmination of the collective impact of cultural, environmental and spatial factors.

LO3 Students will be able to identify diverse identities based on cultural, ethnic, gender, class, regional, national, global basis with a view to assessing their underlying similarities, differences and their interactions.

Assessment example of a potential writing project for this learning objective:
The students will be asked to write a reflective paper exploring their identity development and formation. In the paper they will actively explore Erikson’s first five stages of development in their own lives. Each stage is to be defined and supported by a suitable example and how it applies to them.

Students will be asked to explain adolescent cognitive development by explaining with suitable examples the two kinds of egocentric thinking called imaginary audience and the personal fable.

Students will be encouraged to examine the role of culture, gender and class as affecting their psychosocial development. They will also delineate their multiple group identities and demonstrate the importance of each identity as varying within different social contexts.

This objective will also be stressed upon in Chapters 3, 6, 7, 8, 9, 11, 12, 13 and corresponding class presentations. Sensing, perceiving the world around us, forming concepts, development across the lifespan, gender development, gender and cultural perspectives on moral reasoning, understanding the subtleties of language as well as verbal and nonverbal communication will be explained with special reference to this objective. Evolution of emotions, sociocultural meaning of expressed emotions, individual’s place in the vast cosmos called society, understanding of human needs will be explained with a view to enhance the in depth understanding of this objective. What makes us what we are—personality, aspects of health psychology, stress and the coping mechanisms will also be dealt in detail.

LO4 Students will be able to analyze different viewpoints and their applications to present day social issues.

Assessment example of potential application for this learning objective: For enhancing understanding of this objective, the students will be explained the various methods being used in Psychology which give it the status of science. Students will be asked whether scientific research can answer certain questions, they will also be required to explain why the given questions are, or not a good candidate for scientific enquiry.

Another assessment example of a potential application for this learning objective: Students will be assigned to small groups of 4-6 students to study and research on one drug substance. They will be encouraged to support their findings by summarizing an empirical article on the pertinent topic from peer-reviewed journals. The group members will pool in their findings and make poster presentations to present to class.
Each group will choose any one of the following drugs to research on and make subsequent class presentations:
GHB: What is date-rape, and how has GHB been implicated as a date-rape drug?
Alcohol: What is meant by binge drinking, and how prevalent is binge drinking on college campuses?
Marijuana: Should marijuana be legalized? Why or why not?
Heroin: What is the rate of heroin use in your geographic area, and what is being done in our city to treat those with heroin addiction?
Ecstasy: Should ecstasy be used for therapeutic purposes, such as for treatment of depression from loss of a loved one?
Ritalin: Is ritalin over-prescribed for children diagnosed with Attention Deficit Disorder?
Nicotine: Should nicotine be made illegal? Why or why not?

Drug Research Power point Presentation contents:
Slide 1- Name of the drug and names of student researchers
Slide 2- Classification of drug
Slide 3- Physiological effects of the drug
Slide 4- Behavioral effects of the drug
Slide 5-Corresponding drug research question
Slide 6-Empirical article summary
Slide 7- Work Cited

This objective will also be emphasized in the Chapters 1,3,4,5,6,7,8,9,11,12,14 and corresponding class presentations. The methodology used in psychology namely, experimentation, observation, case study, quantitative as well as qualitative treatment of psychological data will be stressed upon. The genesis of the testing movement with special reference to the domains of intelligence and personality will be addressed. Students will be apprised about the ethics of research. Further research being conducted in the areas of consciousness, effects of drug use, as well as in diagnosing maladaptive patterns of behavior will be highlighted.

LO5 Students will be able to study and appreciate the fact that individual behavior is a product of the interaction of social institutions, culture, and environment.
Assessment example of a possible exam question for this learning objective:
Define stereotype, prejudice and discrimination. Describe three ways by which prejudice can be overcome.
This objective will also be assessed by conducting class room exercises using role play, transactional analysis techniques using psychological games, with a view to sensitize the students to different patterns of communication, to enable an understanding of subtle nuances of interpersonal behavior as well as enhance their self-perception vis-à-vis themselves and others. Students will be encouraged to analyze behavior as a by-product of diverse influences such as social institutions, culture.
This objective will be further stressed upon in the Chapters 4,5,7,9,12,13,14 and corresponding class presentations. In advancing the learning of this objective the individual’s unique place in the social fabric will be explained. More specifically
addressing issues of stereotype, prejudice, attitudes and attitude change, criteria of abnormality, the causes of abnormal behavior, classification of psychological disorders, symptomatology of psychological disorders, will enhance the understanding of this objective.

Required Texts/Readings

Textbook


Classroom Protocol

In this class you are expected to be prepared by doing all of your class readings and assignments. You are expected to be active participants by asking questions, taking notes, and also by interacting with your peers. Classes will comprise lectures, in-class activities, guest presentations, and films. **If you miss a class, you are responsible for getting the information covered. It is vital that you complete all scheduled readings and assignments before each class. Always bring your text book to class.** Do not talk, read, or eat during class. Please arrive to class on time. If you must arrive late or leave early, please do so quietly and with a minimum of distraction. Please inform me before hand via email if you will not be in class.

Cell Phones as well as other electronic devices
Please turn off (not on vibrate) all cell phones, pagers, any other electronic devices before entering the classroom. If found texting during the lecture you may be asked to leave for the remainder of the lecture.

Laptops
You may not use your laptops in class unless we are doing a particular assignment which requires a laptop. Laptop use is restricted to note-taking only. Connecting to the internet and using class time to check emails, visiting social networking sites, surfing the web will result in loss of laptop privilege for the remainder of the semester.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. **Information on add/drops are available at [http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). Information about late drop is available at [http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/).** Students
should be aware of the current deadlines and penalties for adding and dropping classes.

**Addressing the Issue of Diversity:**
In compliance with the University guidelines concerning the importance of communicating clearly to students as to how diversity issues are addressed in General Education courses, it is stressed that the course material address these very issues. Essential to the material covered in this course are issues of culture, social class mobility, race, ethnicity, gender. The author has recurrently referred to the issue of diversity in different contexts namely:

- Choosing participants who represent the scope of human behavior (Chapter 1).
- Differences between Male and Female Brains (Chapter 2).
- Facial expressions of emotions vary across cultures (Chapter 9).
- Culture and eating disorders (Chapter 9).
- How culture affects coping with stress (Chapter 11).
- Cultural personality (Chapter 12).
- Prejudice, discrimination, prosocial behavior, anatomy of a cult (Chapter 13).
- Culture-bound syndromes (Chapter 14).

**Attending Lectures:** This is of prime importance for your success in this course. You are expected to be regular in your attendance. By way of encouraging this, 10 points by way of extra credit will be given to the students who have perfect attendance. However attendance per se shall not be used as a criterion for grading according to Academic Policy F-69-24.

**Assignments and Grading Policy**

**Class room participation:** There will be 35 points for participating in classroom activities. This may include individual participation, group activities, in-class presentations. There will be no make-up opportunities for in-class activities, if the student is not present in class on the day the activity is conducted.

**Online Library Basics and Plagiarism Tutorials:** Take the online Library Basics and Plagiarism tutorials. Library Basics tutorial is worth 10 points and Plagiarism is worth 15 points.

**Project Writing:** There will be a minimum of two writing assignments in this course. These assignments are designed to comply with the University’s General Education course credit writing requirement of a minimum of 1500 words.

1) These assignments aim at providing you
   a) practice in your writing skills,
b) feedback from the instructor on your writing
c) give you the opportunity to incorporate this feedback into your writing assignments.
In pursuance of fulfilling these requirements, your papers will be returned within two weeks after submission, with instructor’s feedback regarding your written assignment, you will be provided with opportunities to incorporate feedback from your instructor and thereby correct your written work.

2) Help you to achieve mastery of various aspects of the five Learning Objectives mentioned above. Writing assignments will incorporate material from the five learning objectives based on topic(s) addressed in the writing. Some writing assignments may cover material pertaining to more than one objective, on the other hand some other writing assignments may thematically deal with only one objective per assignment.

Note: Some students may be asked to go to the Writing Centre that addresses specific areas in their writing that may need attention. This will be explained further in class.

Students are required to turn in the following written assignments for this course:-
Writing of a critical essay in accordance with G.E. LO1, having a word limit of minimum 750 words, titled “Anatomy of a Cult”. In writing of this essay students will answer the following questions:
Who joins cults?
Name some techniques used by cults to induct new members.
What are the some of the common ways used to gain compliance, conformity and obedience by cults?
Can cults be considered as agents of social change, social fragmentation? Why or why not?
The students will be asked to write a reflective paper having a minimum word limit of 900 words. In the paper they will actively explore Erikson’s first five stages of development in their own lives. Each stage is to be defined in their own words. The paper will discuss in detail the psychosocial stage of Identity versus role confusion. Students will be asked to explain adolescent cognitive development by explaining with suitable examples the two kinds of egocentric thinking called imaginary audience and the personal fable.
Students will be encouraged to examine the role of culture, gender and class as affecting their psychosocial development. This assignment is to be written in pursuance of LO 3.

Detailed instructions for writing of these assignments will be provided by way of handouts in class. All the written assignments are to be proof-read paper before being turned in and checked for Punctuation, Grammar, Spellings. Your papers are to be typewritten, double-spaced, 12 pitch font, one-inch margins, using Times New Roman font. On a sheet attached to the front of all your papers, Title of your paper, your Name, Course, Course Number, Semester/Year, and Due Date are to be included. Written work should follow the guidelines described in the American Psychological Association Publication Manual (6th Ed.). For some assignments students may be required to upload
their work to Turnitin.com to ensure that material is not plagiarized. In case of material being found to be plagiarized the student will be accorded a failing grade (F). The student will also be referred to the Office of Student Conduct and Ethical Development for further action.

Important Note: Written assignments found to be having substantial amount of errors in grammar, punctuation, spelling, clarity, conciseness, and validity of content will be returned ungraded as per the policy adopted by the Department of Psychology. Further there will also be a penalty of 10% on the final grade of rewritten work. The revised and rewritten paper must be resubmitted within a week along with the copy of the original paper.

Hence a completion of these two term projects will provide the requisite credit in Area D1. Late submissions will not be entertained and no credit will be awarded.

**Research Participation:** You are required to participate in laboratory research projects conducted by graduate students of the Psychology Department for a total duration of four hours. The details of this requirement will be explained more specifically in a handout. This research participation is a must and failure to do so will severely affect your grade. Complete the research –participant requirement. This requirement will be addressed in class by the Department Research Coordinator. The forms are available at:

http://www.sjsu.edu/psych/Undergraduate/subjectpool.htm

**Exams:** There will be two class exams, each comprising of multiple-choice, true/false, questions each worth 1 point, resulting in a total of total of 50 points for each test and 100 points for the 2 tests (50x2=100 points). You are to take your exams as per the schedule of your section you are officially registered in. Taking the exam in another section than your own will result in a grade of zero. Make-up exams will NOT be given. Therefore, you must take each exam on the day and time it is scheduled. It is unfair to allow students to take tests earlier or later than the scheduled time and, therefore, this will not be allowed.

**Final Exams:** The syllabus for the final exams will include these chapters 9, 11, 12, 14 and 15. There will be 50 multiple choice type questions, each item worth 2 points. So the final exam will be worth 100 points.

**Grading:** This will comprise of
- 50 points for the critical essay.
- 100 points, for the reflection paper.
- 100 points for the two class exams.
- 100 points for the final exams.
- 40 points for drug research powerpoint presentations.
- 35 points for classroom participation exercises, video reports (this portion of your grade may also include unannounced class exercises as well as homework).
• 25 points in total for the online tutorials, 10 points for Library Basics and 15 points for plagiarism tutorials.

Therefore total possible points will be 450.

GRADING SCALE

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>404-418</td>
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<tr>
<td>A+</td>
<td>419-433</td>
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<tr>
<td>B-</td>
<td>359-373</td>
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<tr>
<td>B</td>
<td>374-388</td>
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<tr>
<td>B+</td>
<td>389-403</td>
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<tr>
<td>C-</td>
<td>314-328</td>
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<tr>
<td>C</td>
<td>329-343</td>
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<td>C+</td>
<td>344-358</td>
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<td>D-</td>
<td>269-283</td>
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<tr>
<td>D</td>
<td>284-298</td>
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<tr>
<td>D+</td>
<td>299-313</td>
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<tr>
<td>F</td>
<td>0-268</td>
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</tbody>
</table>

• All assigned work should be submitted on the specified date.
• Late submissions will amount to an immediate loss of 10% of the due credit.
• Assignments which are more than three weekdays late will not be accepted. There will be no exceptions to this and the assignments will be submitted personally. No credit will be awarded for emailed assignments.
• This course will follow this syllabus to the extent possible. However timing and specific nature of topics and activities may change. In case of any such changes, these will be clearly stated and mentioned in class. You are responsible for noting down any changes made to the class syllabus.

Make up exams:
You will be allowed to reschedule an exam only under extraordinary and well-documented circumstances. It is your responsibility to notify me before the date of the exam, either via email or by leaving me a voicemail including your name, and telephone number. If you are not able to obtain such documentation and you have a serious and extenuating circumstance that has prevented you from fulfilling a requirement as scheduled, notify me as soon as possible. Depending on the circumstances, you may be allowed a make-up.

University Policies

Academic integrity
Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.
Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

**Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make 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. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

**Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at [http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

**SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all
disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center
The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.

This syllabus is based on materials by Dr. Robert. J. Pellegrini, Dr. Susan Snyderski.

48056, General Psychology, Fall, 2011

Tentative Course Schedule

Note: The schedule is subject to change with fair notice. You will be notified in class, as well as via email.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</thead>
</table>
Chapter 1-Schools of Psychology.  
About G.E. LO 1 |
| 2    | 09/01 | Chapter 2 The Biological Perspective.  
Activity in accordance with G.E. Learning Objective 2 |
| 3    | 09/08 | Chapter 3 Perception  
About G.E. LO 3 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>4</td>
<td>09/15</td>
<td>Chapter 4 Consciousness</td>
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<tr>
<td></td>
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<td>Groups formed. Discussion regarding potential questions.</td>
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<td></td>
<td>About G.E. LO 4</td>
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<tr>
<td>5</td>
<td>09/22</td>
<td>Groups meet.</td>
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<td>FIRST TEST (CHAPTERS 1-4).</td>
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<td>6</td>
<td>09/29</td>
<td>Chapter 5 Learning</td>
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<td>About G.E. LO 5.</td>
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<td></td>
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<td>Video on Learning</td>
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<td></td>
<td>Complete in-class video handout.</td>
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<td>Critical essay due.</td>
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<td>7</td>
<td>03/08</td>
<td>Chapter 6 Memory</td>
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<tr>
<td></td>
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<td>Drug Research Group (DRG) Presentations</td>
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<td></td>
<td></td>
<td>Begin</td>
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<tr>
<td>8</td>
<td>10/06</td>
<td>Chapter 7 Cognition: Thinking, Intelligence</td>
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<td></td>
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<td>DRG Presentations</td>
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<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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| 9    | 10/13  | Chapter 8 Development Across the Life Span  
                      DRG Presentations  
                      Explaining the Reflection Paper  
                      About G.E. L O 3. |
| 10   | 10/20  | SECOND TEST (Chapters 5-8).  
                      Chapter 9 Motivation |
| 11   | 10/27  | Chapter 9 Emotion  
                      Chapter 11 Stress and Health  
                      Reflection Paper due |
| 12   | 11/03  | Chapter 11 Stress & Health continued  
                      Chapter 12 Social Psychology  
                      Video on Conformity and Obedience (Stanley Milgram)  
                      Online Library Tutorials Due |
| 13   | 11/10  | Chapter 12 continued  
                      In-class Activity on Incidents of Discrimination  
                      Chapter 13 Personality  
                      In-class Activity on Culture & Big Five |
<table>
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>14</td>
<td>11/17</td>
<td>Chapter 13 continued</td>
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<tr>
<td></td>
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<td>Chapter 14  Psychological Disorders</td>
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<tr>
<td></td>
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<td>Video on Case Histories of Schizophrenia, Bipolar Disorder.</td>
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<tr>
<td>15</td>
<td>12/01</td>
<td>Chapter 14 continued</td>
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<td>Chapter 15  Psychological Therapies</td>
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<td>Video on Harry -Behavioral treatment of Self Abuse</td>
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<tr>
<td>16</td>
<td>12/08</td>
<td>Chapter 15  Psychological Therapies continued</td>
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<td></td>
<td>Review for Final Exam</td>
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<tr>
<td>Final Exam</td>
<td>12/08</td>
<td><strong>BBC 324  Dec. 16\textsuperscript{th} FROM 2:45PM-5:00PM.</strong></td>
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<tr>
<td></td>
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<td>(Chapters 9, 11, 12, 13, 14,15)</td>
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