San José State University
College of Social Sciences / Psychology
General Psychology
Psyc 001 (42923), Section 3, Fall 2011

Instructor: Richard Chiovarelli, Psy.D.
Office Location: DMH 316
Telephone: (408) 924-5659
Email: Richard.Chiovarelli@sjsu.edu
Office Hours: 10:15 – 11:45am Mondays & Wednesdays
Class Days/Time: 12-1:15pm Mondays & Wednesdays
Classroom: DMH 355

**Final Examination, Wednesday, December 14 at 9:45 AM**

OFFICE HOURS & COMMUNICATION: You do not need an appointment to stop by my office during office hours, although letting me know ahead of time is appreciated. The best way to contact me is by email. I check my email much more frequently than I check my voicemail. Also, I share a telephone line and voicemail with other faculty and sometimes phone messages may be delayed in reaching me.

If you send me an e-mail, I will usually get back to you within 48 hours (except on weekends) and I will always respond to let you know that I have received your message. As a general rule, if you do not hear from me within 48 hours during weekdays, chances are I did not get the message and you should re-send it.

Course Description
This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

Course Goals and Student Learning Objectives

GOALS:
There are several goals and evaluated learning outcomes in this course. This class aims to present and discuss diverse areas within the field of psychology and help the student realize that psychology is much broader than individual counseling. The successful student shall be able to recognize the areas of psychology reviewed and summarize the main features for each. An additional goal is to foster critical thinking about human behavior and bridge the gap between what is demonstrated in psychological research and the experiences and observations of our everyday lives. Furthermore, this class seeks to generate deeper insight and critical thinking surrounding ways in which psychology is related to other academic fields and occupations. Whatever your interests and professional goals, psychological principles can be related to your life regardless of your chosen major.

Specific learning objectives include:

**GE/SJSU Studies Learning Outcomes (LO)**

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 of LO1:** Students will be evaluated on their performance on a class examinations related to social psychology. Students will also be assigned to read chapter 11 (social psychology) and evaluated on participation of group discussions related to these topics.

**LO2-** Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.

**Assessment of LO2:** Students will relate contemporary developments in the field of psychology (e.g., multicultural considerations, recent and emerging treatment approaches) during their group presentation. Students will also be evaluated through performance on an examination covering topics in this domain.

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

**Assessment of LO3:** Students will answer examination questions relating to diversity in multiple forms (e.g., ethnicity, culture, sexual orientation, sex, gender, gender expression). Students will be evaluated through class discussions relating to diversity and multiculturalism (i.e., participation grade). This objective will also be emphasized in several assigned readings (e.g., Chapters 10,11,13,14, & 15).

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

**Assessment of LO4:** Students will write and submit a 1,500- to 2,000-word scholarly paper to demonstrate their critical thinking skills, ability to analyze various viewpoints and contextual factors, and relate these to contemporary social issues.
**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 of LO5:** Students will demonstrate their ability to contextualize behavior through a 1,500- to 2,000-word scholarly paper. In this paper students will demonstrate their critical thinking skills, ability to analyze various viewpoints and contextual factors, and ability to relate these to contemporary social issues. Students will also contextualize behavior during their graded group presentation. Students will also be evaluated through related examination questions on topics such as: multiculturalism, sexual orientation, gender expression, and discrimination. Students will also be evaluated through participation in related class discussions (via the participation portion of the grade).

**Required Texts/Readings**

**REQUIRED TEXT:**

**RECOMMENDED TEXT:**

**ADDITIONAL READINGS:**
Additional reading assignments will be made throughout the course as warranted.

**SYLLABUS POLICY:**
The course syllabus presented in this document will be followed as closely as possible. However, the course syllabus, schedule, policies, and procedures are subject to change at the discretion of the instructor or in the event of extenuating circumstances. This includes the tentative dates listed. Any changes will be announced in advance by the instructor as soon as possible. Since such announcements are typically made during class, it is the student’s responsibility to clarify any of these changes that may have been made when the student is absent.

You are responsible for all of the material in the assigned readings. Some of the information in the readings will not be covered in class. Therefore, if there is material that is unclear to you it is highly recommended that you discuss this material with fellow classmates or with me at an appropriate time (e.g., during office hours). It is your responsibility to read the syllabus and ask questions about it so that you have a clear understanding of the expectations. If you are unclear about any of the requirements/expectations, then please set up a time to speak with me. I will be grading as though you have a clear understanding of the course requirements and material.

**Classroom Protocol**

**ATTENDANCE:**
Students are responsible for everything that is said and done in class. I strive to make my classes both educational and enjoyable. It is important to note that it is the student’s responsibility to withdraw from a course they do not wish to take. If you simply stop coming to the class and do not withdraw from the course, then you will still receive a grade that will be based on the completed work. Additionally, I encourage students to arrive on time for the class. A portion of your grade is based on participation, and tardiness affects participation. Many important pieces of information are discussed in class, and students are responsible for knowing and complying with this information, including changes in assignments.

CLASSROOM COURTESY AND DISRUPTIONS:
Class disruptions are not tolerated. Students will be asked to leave if they are being disruptive to fellow students or the professor. Disruptions include but are not limited to cell phones and pagers going off for any reason (even accidental), texting (yes, I still see it if you hold the phone under your desk during class), talking when not participating in an instructor-assigned activity, and not paying attention (e.g., reading the newspaper, sleeping). In addition, please place electronic communication devices (e.g., pagers, cell phones) in the “off” position during class, or if necessary, place on silent mode. If you must make or answer a call, please excuse yourself from class. In accordance with university policies on student conduct, it is expected that you will treat other students and the instructor with courtesy and respect. Being on the phone and texting ARE ACTIVITIES THAT ARE NOT RESPECTFUL! Additionally, this class is conducted where you have wireless Internet access, please do not “surf” the web. You may use your computer to take notes, but you must sit in the back of the classroom or along the wall with your screen out of other students’ view. In addition, if I or other students deem “keyboard noise” distracting, you will have to stop using the computer. This policy is in existence so that you do not distract me or other students. I reserve the right to ask you to put the computer away at any time. Failure to do so may result in you being asked to leave the classroom and dropped from the course.

Taking Notes:
Since a portion of the lectures will not come from the assigned readings, taking lecture notes is VERY IMPORTANT. Coming to class prepared (e.g., having thoroughly read the assigned material) and paying close attention to lecture will benefit the student. Preparation through reading the assigned material will help the student with taking notes during class as the student will recognize some of the material as coming from the readings and as a result will not need to take copious notes on that portion. Should you happen to miss a class, you are welcome to obtain notes from a peer in the course. Also, please ask your peers in the course if you “missed anything important” and not the instructor. It is important to mention that those students who regularly attend class tend to do significantly better in the course.

Professional Communication
As a University student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail that you might send. When sending email, I would encourage you to create an email account that includes your name (e.g.,
Joe.Student@internet.com. If you do not create such an email, be certain to include your name in the correspondence. Please be sure to follow the basic guidelines below when communicating in a professional capacity:

1. In the Subject line, state what specific issue you are emailing about (e.g., exam 3, quiz 7, absence on 7-11-07).
2. In the greeting, please address your professor by his or her title (e.g., Dr. or Professor).
3. Be sure to identify yourself clearly by stating your full name and the specific course and section number you are in.
4. Be clear in your statement about what you are asking for or of what you are informing the reader.
5. Consider your request before you make it. If you believe you can make that request in a professional way and support your reasons for your request, please ask. If you have overslept, are tired, hungover, or whatever, please do not make requests based on those reasons.
6. Use a polite and respectful tone.
7. Use complete sentences.
8. Do not use abbreviations for words that are often used in text messages.
9. Use upper and lower case letters.
10. Be sure to use correct grammar and spelling in your message.
11. If you need a reply to the email you have sent, please request that clearly. I strongly encourage you to request a response back if you send something that needs to be graded in a timely matter to be certain it was received.
12. If you do not hear back within a reasonable amount of time from the person you sent the email to, politely request a response and resend the original message (you can use the forward function here).

DIVERSITY STATEMENT:
Consistent with the mission of San Jose State University, I welcome persons of differing backgrounds and experiences including but not limited to age, disability and health status, ethnicity and race, family structure, geographic region, language, religious/spiritual and secular beliefs, resident status, sex, sexual orientation and gender identity/expression, and socioeconomic status.

It is my goal to foster an environment in which diversity is recognized and embraced and every person is treated with dignity, respect, and justice. I hope that your academic experience in this course and at San Jose State University will provide the opportunity to gain knowledge and experiences necessary to thrive in a diverse, global environment.

INTERNET, WWW, AND E-MAIL ACCESS:
This course involves use of the Internet for student research and assigned readings. All students are required to have access to the Internet via some means as well as an active/current e-mail address. If you do not have a computer or access to the Internet, you can use the computers in the computer lab on campus. Labs are typically open late on some evenings and also open on weekends.

| IMPORTANT WEB ADDRESSES: |
**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

**Assignments and Grading Policy**

**CLASS ASSIGNMENTS**

**RESEARCH PAPER**

In this paper, choose a topic covered in class or in the text relating to psychology. In the paper you should discuss at least two different viewpoints on the topic and how the topic is relevant to present day social issues. The paper should also address how human behavior is a product of the interaction of culture, environment, and social institutions (e.g., values, norms, traditions, legal systems, governments, family, corporations, languages, religions, etc). Example topics are: alcohol use/abuse, violence in society, discipline of children, behavior therapy, etc. The paper should be between 1,500 to 2,000 words, which is 6-7 pages in length (250 words is average per double-spaced page). The paper must have at least four (4) references. The final paper will be due 10/26/11. **Five (5) points will be deducted for each day an assignment is late. An assignment is considered late if a hard copy is not turned in by the end of the class period it is due.**

MAXIMUM LENGTH of the paper is 7 ½ PAGES OF TEXT, excluding item 4 (i.e., title page) and item 5 (i.e., reference page) from the STRUCTURE SECTION.
Structure for Research Paper

1. Your paper needs to be organized – you should be developing a central idea in each section and the reader should be able to follow the logic of your argument. Each paragraph should have a coherent theme and paragraphs should follow each other in an organized manner. Read over your papers to be sure that there is a logical order to them.

2. Watch for grammatical errors, particularly sentence fragments and run-on sentences. More than five spelling or grammatical errors will result in points deducted from final grades. I encourage you to have your paper proofread.

3. Your papers will be typewritten, double-spaced, with one-inch margins, using Times New Roman (or VERY similar) 12 point font.

4. Title Page: On a sheet attached to the front of all your papers type the title of your paper along with Your Name, Course, Course Number, Section Number, Semester/Year, and Due Date.

5. Citations and references included in your paper are to be done according to APA style as described in the Publication Manual of the American Psychological Association, 6th Edition (2010), which is available in the library, the campus bookstore, and on-line. You should have at least 4 references for the research paper and they should be listed on a separate sheet of paper attached at the end of the paper (i.e., the reference page). Proper use of citations and references is very important. Plagiarism will result in a failing grade (i.e., F).

**GROUP PRESENTATION:**

In groups of 5, students will work together to prepare a 15-minute class presentation on a prominent figure or theory within psychology. No two groups can present on the same figure or theory. Please submit your group’s choice to me as soon as possible to reserve your selection.

In the presentation you should discuss the figure’s or theory’s contribution(s) to the following areas: (1) the field of psychology, (2) our view/understanding of behavior, emotion, and/or cognition, and (3) society as a whole. Contributions can be any or all of the following: research contributions, theoretical contributions, mental health treatment contributions, etc. The presentation should also include a discussion of the historical context of the figure or theory, along with an assessment of how the figure or theory does or does not account for multicultural issues. Furthermore, the presentation should include your opinions about what is most and least useful about the contributions, as well as any disadvantages. Lastly, each group should have a 1 – 2 page handout (please make it a 1-page 2 sided document to save paper) to give the professor and classmates on the day of the presentation. The handout should highlight the points listed above.
**Grading:** members will be given the same grade as their fellow group members unless other members report disproportionate contributions by certain members. You are in this together! This assignment is worth 200 points.

**EXAMS & FINAL EXAM:**
Exams will be multiple-choice. The tests will have questions from the text, lectures and videos. Each exam will be given during the lecture period, and you will have the class period to complete the exam. Students will not be allowed to use the restroom during the exam period and cell phone use during a test, or test review, will result in referral to Student Conduct and Ethical Development and receive a course grade of NC (no credit). **Rescheduling an exam will only be allowed for documented medical reasons or mandatory school activities. Please contact me prior to the day of the exam if you need to reschedule.**

**Class Participation:** Participation helps us all learn from one another. You will be assigned points based on your level of participation in class discussions and activities. Many classroom activities and discussions will supplement the reading and students are responsible for all material, assignments, and explanations given in class, even if they were absent. Some examples of how participation is demonstrated include: asking questions, paying attention, engaging in class activities, and engaging in class discussions.

**LIBRARY TUTORIALS:** You are assigned two brief online library tutorials: Library basics, and Plagiarism. Go on line to [http://www.sjlibrary.org/gateways/academic/](http://www.sjlibrary.org/gateways/academic/) and click on “Tutorials & Tools” in the left margin and then click “Online Tutorials”. Follow the directions carefully. Print your score sheet and hand it in at the beginning of class.

**Participation in Psychological Research (or alternative project) Requirement**

**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.

**WHO?** ALL Psychology 001 students.

**WHAT?** Students are required to participate in 4 hours of research during the course of their enrollment in Psychology 001. There are three ways to earn this credit:

- **SIGN-UP SHEETS.** Outside DMH 358, you may sign up for valid studies at the Sign-Up Boards. You should be aware that if you don't show up to your scheduled appointment, you will lose an equal number of credit hours. Please be considerate of other people's time. Cancellation requires 24 hrs advance notice to the researcher.
- **OPEN RESEARCH DAYS.** These are days when many researchers conduct their experiments on the same day in Dudley Moorehead Hall. Students can go from room to room, collecting up to several credit hours in one day. You do not sign-up for this event. Just show up. First come, first serve basis. If there are a lot of researchers who wish to participate, then we will hold this event on a weekend. This event is NOT a guarantee, nor that you will get all the available hours at the event. Check the Sign-up Board for updates.

- **ALTERNATIVE ASSIGNMENT.** (For when you are unable to do the two ways above or you need a few more hours to complete this requirement.) NOTE: if you do this Assignment, then please indicate how many hours you plan on completing to the right of where you place your name.

**WHEN?** Open Research Days are: To be announced. Please see Sign-up Board for update.

**WHERE?** Open Research Days are held in Dudley Moorhead Hall. Just follow the signs once you enter the building -- the experimenters will be in the classrooms waiting for you.

**WHY?** This research experience is not only required by the department as part of the Psychology 001 curriculum, but if you participate willingly, you will learn a great deal about how psychology works. Who knows, you may like what you see and become a psychology researcher!

Click here to find out more: [http://www.sjsu.edu/psych/Undergraduate/subjectpool.htm](http://www.sjsu.edu/psych/Undergraduate/subjectpool.htm)

**GRADES:**

- **Late assignments** will lose 5 points per day, unless approved by me (and due to compelling circumstances). I may require documentation to grant extensions or allow late work without loss of points. Also, extra credit assignments will not be offered.

**Grading** will be based on the sum points you accumulate during the semester through:

1) Four Exams (3 exams and a final) covering lectures, films, guest speakers, outside readings and the textbook. Each exam is worth 200 points (800 total).
2) Participation during class activities 100 points (100).
3) Research Paper (in APA format) worth 300 points (300).
4) Group Presentation will be worth 200 points (200).
5) Library Basics and Plagiarism Tutorials 25 points each (50).

This equals a total of 1450 points for the semester. There will be no extra credit in this course.

The grade scale is your **percentage** of possible points as follows (1450 possible points):

- 97.6 – 100% = A+
- 93.0 – 97.5% = A
- 90.0 – 92.9% = A-
- 77.6 – 79.9% = C+
- 73.0 – 77.5% = C
- 70.0 – 72.9% = C-


87.6 – 89.9% = B+
83.0 – 87.5% = B
80.0 – 82.9% = B-
67.6 – 69.9% = D+
63.0 – 67.5% = D
60.0 – 62.9% = D-
00.0 – 59.9% = F

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires 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 Student Conduct and Ethical Development website 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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 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 Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ 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 inspire them to become independent learners. The Center's tutors are
trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at 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/

COURSE CALENDAR:

**1st class:** August 24th (Class Business and Syllabus Review)

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
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<tbody>
<tr>
<td>August 29</td>
<td>What is Psychology?</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>August 31</td>
<td>Biology &amp; Behavior</td>
<td>Chapter 2 (1st half)</td>
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<tr>
<td>September 5</td>
<td><strong>No Class – Labor Day</strong></td>
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<tr>
<td>September 7</td>
<td>Biology &amp; Behavior, and Social Psychology</td>
<td>Chapter 2 (2nd half)</td>
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<td>&amp; Chapter 11 (1st half)</td>
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<tr>
<td>September 12</td>
<td>Social Psychology <em>continued</em></td>
<td>Chapter 11 (2nd half)</td>
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<tr>
<td>September 14</td>
<td><strong>EXAM 1</strong></td>
<td>Chapters 1,2, &amp; 11</td>
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<tr>
<td>September 19</td>
<td>Sensation and Perception</td>
<td>Chapter 3 (1st half)</td>
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<tr>
<td>September 21</td>
<td>Sensation and Perception <em>continued</em></td>
<td>Chapter 3(2nd half)</td>
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<td>September 26</td>
<td>Gender &amp; Sexuality</td>
<td>Chapter 10 (1st half)</td>
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<td>Date</td>
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<td>September 28</td>
<td>Gender &amp; Sexuality continued</td>
<td>Chapter 10 (2nd half)</td>
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<td>October 3</td>
<td>Consciousness</td>
<td>Chapter 4 (1st half)</td>
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<td>October 5</td>
<td>Consciousness continued and Learning</td>
<td>Chapter 4 (2nd half) &amp;</td>
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<td>Chapter 5 (1st half)</td>
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<td>October 10</td>
<td>Learning continued</td>
<td>Chapter 5 (2nd half)</td>
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<tr>
<td>October 12</td>
<td>EXAM 2</td>
<td>Chapters 3, 10, 4, &amp; 5</td>
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<td>October 17</td>
<td>Memory</td>
<td>Chapter 6 (1st half)</td>
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<tr>
<td>October 19</td>
<td>Memory continued</td>
<td>Chapter 6 (2nd half)</td>
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<td>October 24</td>
<td>Cognition</td>
<td>Chapter 7 (1st half)</td>
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<tr>
<td>October 26</td>
<td>RESEARCH PAPER DUE Cognition continued</td>
<td>Chapter 7 (2nd half)</td>
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<tr>
<td>October 31</td>
<td>Motivation and Emotion</td>
<td>Chapter 8 (entire chapter)</td>
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<td>November 6</td>
<td>Infant &amp; Child Development</td>
<td>Chapter 9 (1st half)</td>
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<td>November 7</td>
<td>Adolescent &amp; Adult Development</td>
<td>Chapter 9 (2nd half)</td>
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<td>November 9</td>
<td>EXAM 3</td>
<td>Chapters 6, 7, 8, 9</td>
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<td>November 14</td>
<td>Health Stress and Coping Group Presentations</td>
<td>Chapter 12 (1st half)</td>
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<td>November 16</td>
<td>Health Stress and Coping continued Group Presentations</td>
<td>Chapter 12 (2nd half)</td>
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<tr>
<td>November 21</td>
<td>Measuring &amp; Understanding Personality Group Presentations</td>
<td>Chapter 13 (1st half)</td>
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<tr>
<td>November 23</td>
<td>Measuring &amp; Understanding Personality continued and Group Presentations</td>
<td>Chapter 13 (2nd half)</td>
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<td>November 28</td>
<td>Understanding Psychological Disorders Group Presentations</td>
<td>Chapter 14 (1st half)</td>
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<tr>
<td>November 30</td>
<td>Understanding Psychological Disorders continued and Group Presentations</td>
<td>Chapter 14 (2nd half)</td>
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<tr>
<td>December 5</td>
<td>Therapies and Treatment Approaches Group Presentations</td>
<td>Chapter 15 (1st half)</td>
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<td>December 7</td>
<td>Therapies and Treatment Approaches continued</td>
<td>Chapter 15 (2nd half)</td>
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<tr>
<td></td>
<td><strong>FINAL EXAM</strong></td>
<td><strong>Wednesday December 14th, 9:45am-12:00</strong></td>
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