San José State University

College of Social Sciences / Psychology

General Psychology

Psyc 001 (282180), Section 13, Spring 2011

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>David Emmert, Psy.D.</th>
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<tbody>
<tr>
<td>Office Location:</td>
<td>Administration 201</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(408) 924-5783</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:David.Emmert@SJSU.edu">David.Emmert@SJSU.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>4:15-5:15pm M-W</td>
</tr>
<tr>
<td>Class Days/Time:</td>
<td>3-4:15pm M-W</td>
</tr>
<tr>
<td>Classroom:</td>
<td>DMH 359</td>
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</tbody>
</table>

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at: [http://www.sjsu.edu/people/david.emmert/](http://www.sjsu.edu/people/david.emmert/) You are responsible for regularly checking this webpage and emails sent via your listed email address in MySJSU.

OFFICE & OFFICE HOURS: My office is located in the Administration Building (The main office is Administration 201). Please pre-arrange or call my office to let me know you will be attending office hour. Office hours are: Monday/Wednesday: 4:15 – 5:15 pm, or by appointment. I will need to come meet you to bring you to my office. I will not be able to see students who drop by without contacting me first (e.g., confirmed via telephone, discussion after class, or email).

If you send me an e-mail, I will usually get back to you within 48 hours 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, chances are I did not get the message, so you need to re-send it. I want to be available to you. During office hours we can discuss questions about the course, psychology as a career, or topics of interest to you.
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 examination and quiz related to social psychology. Students will also be assigned to read chapter 10 (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 [GE]

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. This assignment constitutes 20% of the student’s grade. 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, global basis 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 1,200-1,500 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 1,200-1,500 word scholarly paper to demonstrate their critical thinking skills, ability to analyze various viewpoints and contextual factors, and 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:


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 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.

Although you will be responsible for all of the material in the assigned readings, some of the information may 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 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.

**ATTENDANCE:**
Students are responsible for everything that is said and done in class. I strive to make my classes not only educational but also 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 Protocol**

**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. If you must make or answer a call, please excuse yourself from class for such activity. 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.

You are responsible for understanding the dates, policies and procedures about add/drops, academic renewal, fee payment, withdrawal and so forth. These are listed under:
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., thoroughly reading 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. This question is considered rude by most professors including myself. It is important to note 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 notes 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 following basic guidelines 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, hangover, 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.

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<thead>
<tr>
<th>IMPORTANT WEB ADDRESSES:</th>
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<tbody>
<tr>
<td>San Jose State University Web site</td>
<td><a href="http://www.sjsu.edu">http://www.sjsu.edu</a></td>
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<tr>
<td>Department of Psychology’s Web site</td>
<td><a href="http://psych.sjsu.edu">http://psych.sjsu.edu</a></td>
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<tr>
<td>American Psychological Association</td>
<td><a href="http://www.apa.org/">http://www.apa.org/</a></td>
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<tr>
<td>SJSU Library's Psychology Website</td>
<td><a href="http://www.sjlibrary.org/research/databases/sguide_subjectList.htm?subID=60&amp;getType=5">http://www.sjlibrary.org/research/databases/sguide_subjectList.htm?subID=60&amp;getType=5</a></td>
</tr>
<tr>
<td>APA Diagnostic Classification DSM-IV</td>
<td><a href="http://www.behavenet.com/capsules/disorders/dsm4classification.htm">http://www.behavenet.com/capsules/disorders/dsm4classification.htm</a></td>
</tr>
<tr>
<td>Abnormal, Clinical, and Counseling Resources</td>
<td><a href="http://psych.athabascau.ca/html/aupr/clinical.shtml#Personality%20Disorders">http://psych.athabascau.ca/html/aupr/clinical.shtml#Personality%20Disorders</a></td>
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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. Example topics are: alcohol use/abuse, dreams, violence in society, discipline of children, behavior therapy, etc. The paper should be 5-6 pages in length, equaling a 1,200-1,500 word count (250 words is average per double-spaced page). The paper must have at least four (4) references. The final paper will be due 4/18/11. Ten (10) 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 PAGES OF TEXT, excluding item 5 and 6 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. More than ten will result in a zero (0). I encourage you to have your paper proof read.

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

4. On a sheet attached to the front of all your papers, type the Title of your paper. In addition you must include Name, Course, Course Number, Semester/Year, and Due Date.

5. Citations/references included in your paper are to be done according to APA style as described in the Publication Manual of the American Psychological Association, 5th Edition, which is available in the library, the campus bookstore, and on-line. You should have at least 2 references for every paper and they will be listed on a separate sheet of paper attached to the back of your assignment.

MIDTERM & FINAL EXAMS:
Exams will be multiple-choice, short-answer and fill in. 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. **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.**

**QUIZZES:**
Two quizzes will be given during the semester, and will follow the same format as the midterm and final examinations. These will be shorter and worth less points than the exams.

**GROUP PRESENTATION: FILM REVIEW**

In groups of 6, students will work together to prepare a 15-minute class presentation on a mental health disorder or issue related to our class.

After forming your group, select a popular film that depicts one of the mental illnesses covered in class (other than A Beautiful Mind or One Flew Over the Cuckoo’s Nest). Please make this a film that is interesting and enjoyable to your group!

Critically review the film’s portrayal of the mental disorder noting the accuracy with which it is presented given your knowledge of the disorder’s etiology, clinical presentation, prognosis, and treatment (where applicable).

Film Reviews must include Parts A, B & C as described below. Please have your film selected by the first exam (and approve your film with the instructor).

**Part A:** Provide a description of how this person acts in a certain situations. This part should be strictly **descriptive**, without any interpretation (behavioral description that is non-judgmental). That is, describe how this person behaves in various situations without interpreting why that is. Also, the video clips to demonstrate this (you must bring the film to class in DVD format).

**Part B:** (Assessment) Now, provide a DSM Multi-Axial Assessment (all five must be included). Please bring your written diagnosis on a poster or a PowerPoint slide (include rule outs). Make your case for why this character warrants this diagnosis, providing examples.

**Part C:** In this section, discuss the disorder’s etiology, clinical presentation, prognosis, and established treatments.

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. Each group must present a different character (the same film is o.k. though; I recommend you reserve your group’s character as soon as you decide by speaking with me).

**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 online tutorials in the left margin. Follow the directions carefully. Please print your score sheet and hand it in at the beginning of class.

What is Darth Vader's diagnosis?


**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 10 points per day, unless approved by your professor (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). Two Exams (midterm and final) covering lectures, films, guest speakers, outside readings and the text are worth 200 points each (400 total).
2). Two quizzes will be worth 50 points each (100).
3). Participation during class activities 50 points (50).
5). Group Presentation will be worth 200 points (200).
6.) Library Basics and Plagiarism Tutorials 25 points each (50)

The grade scale is your **percentage** of possible points as follows (1000 possible points):

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94 – 100%</td>
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<tr>
<td>A-</td>
<td>90 – 93%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89%</td>
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<tr>
<td>B</td>
<td>83 – 86%</td>
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<tr>
<td>B-</td>
<td>80 – 82%</td>
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<tr>
<td>C</td>
<td>77 – 79%</td>
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<tr>
<td>C+</td>
<td>73 – 76%</td>
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<tr>
<td>C-</td>
<td>70 – 72%</td>
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<tr>
<td>D</td>
<td>67 – 69%</td>
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<tr>
<td>D+</td>
<td>60 – 66%</td>
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<tr>
<td>F</td>
<td>0 – 59%</td>
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**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](http://www.sjsu.edu/senate/S07-2.htm), 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](http://www.sa.sjsu.edu/judicial_affairs/index.html) 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](http://www.drc.sjsu.edu/) (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](http://www.sjsu.edu/larc/) 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: January 26th (Class Business and Syllabus Review)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 31</td>
<td>What is Psychology?</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>February 2</td>
<td>Introduction to Class and Subject</td>
<td></td>
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February 7  Biology & Behavior  Chapter 2
February 9

February 14 Sensation and Perception  Chapter 3
February 16 Consciousness  Chapter 4

February 21  Quiz 1  Chapter 5
February 23 Learning

February 28 Memory  Chapter 6
March 2

March 7 Cognition  Chapter 7
March 9

March 14  Midterm Exam  Chapter 8
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
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<tbody>
<tr>
<td>March 16</td>
<td>Motivation and Emotion</td>
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<tr>
<td>March 21</td>
<td>Childhood Development</td>
<td>Chapter 9</td>
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<tr>
<td>March 23</td>
<td>Adolescent Development</td>
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<tr>
<td>March 28</td>
<td>SPRING BREAK</td>
<td>Have fun and be safe!</td>
</tr>
<tr>
<td>March 30</td>
<td>SPRING BREAK</td>
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<tr>
<td>April 4</td>
<td>Social Psychology</td>
<td>Chapter 10</td>
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<td>April 6</td>
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<tr>
<td>April 11</td>
<td>Gender &amp; Sexuality</td>
<td>Chapter 11</td>
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<td>April 13</td>
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<td>April 18</td>
<td>Health Stress and Coping</td>
<td>Chapter 12</td>
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<td><em>Research Paper Due</em></td>
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<td>April 20</td>
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<tr>
<td>April 25</td>
<td>Measuring &amp; Understanding Personality</td>
<td>Chapter 13</td>
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<td>April 27</td>
<td>Quiz 2</td>
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<td>May 2</td>
<td>Understanding Psychological Disorders</td>
<td>Chapter 14</td>
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<tr>
<td>May 9</td>
<td>Therapies and Treatment Approaches</td>
<td>Chapter 15</td>
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<td>May 11</td>
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<tr>
<td>May 16</td>
<td>Tutorials due</td>
<td>Review for Final</td>
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<tr>
<td><strong>FINAL EXAM</strong></td>
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<td>Thursday May 19th, 12:15-2:30pm</td>
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**Final Examination, Thursday, May 19 at 12:15 PM**