San José State University  
Department of Psychology  
PSYC 001, General Psychology, Sec. 02  
Fall 2012

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Telephone: (408) 924-5607
Email: sarah.ligda@sjsu.edu
Office Hours: M 4:45-5:45pm
Class Days/Time: M 6:00-8:45pm
Classroom: Clark 303
GE/SJSU Studies Category: Area D1

Class Website
https://sjsu.desire2learn.com (D2L)
- Announcements, lecture slides, handouts, and relevant links will be uploaded on a regular basis. Check at least twice per week.
- For login instructions, FAQ and help with D2L: http://www.sjsu.edu/ecampus/students/ or call the help desk, (408) 924-2377.

Homework Website:
http://connect.mcgraw-hill.com/class/s_ligda_section_02
- Weekly homework assignments individually tailored to help students learn faster and study more efficiently.
- For FAQ and help with Connect/Learnsmart: www.mhhe.com/support
  - Or call: (800) 331-5094
    - Monday – Thursday : 6am – 9pm; Friday : 6am – 4pm; Sunday: 4pm– 9pm

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

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

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

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

1. The interplay between theory and data in the development of psychology as a science.
2. An integrated, holistic-organismic (i.e., mind-body) approach to the study of behavior and experience that demonstrates how nature and nurture are not two opposing explanations of human behavior, but rather two sides of the same coin. Biology and social influence together shape every aspect of our thoughts and performance.
3. The contextual nature of human development and experience.
4. The view that individual differences in many areas (e.g., gender, ethnicity, beliefs, skills, abilities, sexual practices, interpersonal styles) are not just a fact of life, but are a potentially inexhaustible resource for enhancing the quality of life for those who are open to learning from such differences.

Learning Outcomes

Course Learning Outcomes (CLOs)

After successfully completing this class, students shall be able to:

1. Identify and analyze social dimensions of society as a context for human life, the processes of social change and social continuity, the role of human agency in those social processes, and the forces that engender social cohesion and fragmentation.
2. Place contemporary developments in cultural, historical, environmental, and spatial contexts.
3. Identify the dynamics of ethnic, cultural, gender, sexual, age-based, class, regional, national, transnational and global factors that shape the identities of individuals and to understand the similarities and differences, linkages, and interactions between these factors.
4. Evaluate social science information and different perspectives and, based on such evaluations, to formulate applications to contemporary social issues.
5. Recognize the interaction among social institutions, culture, environment, and the behavior of individuals.

Assessment of Area D1 GE Learning Objectives

Students will be assessed for knowledge acquired relating to each of the five learning objectives listed below. Assessment opportunities will occur throughout the semester and may include: (a) exam questions (b) writing assignments [e.g., short reports, essays, opinion pieces, term papers, or reaction papers], (c) class discussions [e.g., individual participation, small groups, debates, or via D2L discussion boards]; (d) in-class activities [e.g., quizzes, group work, individual assignments, questions pertaining to films/videos presented]; and (e) in-class assignments/homework [e.g., worksheets, data collection activities, projects, library tutorials, web-based exercises or activities].
Area D1 GE Learning Objectives

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

2. This objective is met through material presented in Chapters 2, 3, 5, 9 and 14 in Feist & Rosenberg (2010), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: sensing, organizing, identifying, and recognizing; reality, ambiguity, and illusions; sensory knowledge of the world; organizational processes in perception; identification and recognition processes; cognitive development across the lifespan, social development across the lifespan, gender development, moral development, learning to age successfully; constructing social reality, attitudes, attitude change and action, prejudice, social relationships; the power of the situation; roles and rules, social norms, conformity, situational power; altruism and prosocial behavior; aggression, evolutionary perspectives, individual differences, cultural constraints; obedience to authority, and the psychology of conflict and peace.

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

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

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

This objective is met through Chapters 3, 5, 7, 8, 14, and 15 in Feist & Rosenberg (2010), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the biological and evolutionary bases of behavior, heredity and behavior, evolution and natural selection, variation in the human genotype, biology and behavior; cognitive processes, studying cognition, discovering the processes of mind, mental
processes and mental resources, visual cognition, problem solving and reasoning; judgment and decision making; physical development across the life span, cognitive development across the life span, social development across the life span, attributions for success and failure, work and organizational psychology; understanding human personality.

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

This objective is met through material presented in Chapters 2, 6, 9 and 13 in Feist & Rosenberg (2010), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: analyzing psychological research, descriptive statistics, inferential statistics, becoming a wise consumer of statistics; the study of learning, evaluating the effectiveness of different learning procedures, the experimental analysis of behavior, observational learning; basic emotions, language and culture and the function of language.

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

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

**Program Learning Outcomes (PLO)**

Upon successful completion of the psychology major requirements…

**PLO1 – Knowledge Base of Psychology** – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

**PLO2 – Research Methods in Psychology** – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

**PLO3 – Critical Thinking Skills in Psychology** – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
**PLO4 – Application of Psychology** – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

**PLO5 – Values in Psychology** – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

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**Required Texts/Readings**

**Textbook**


**Other equipment / material requirements**

Access to McGraw-Hill’s Connect/LearnSmart (homework assignments)

Three 50-question Scantron forms (#882E) and #2 pencils.

Regular access to a computer, internet access and word processing program (i.e., Microsoft Word).

**Writing requirement**

There will be two writing assignments in this course, minimum of 750 words each. These assignments are designed to:

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

2. Help students achieve mastery of various aspects of the five learning objectives given above.

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

1. Students will receive their papers back within two weeks after submission (a).

2. Feedback by the instructor on the rough draft regarding student’s written work will be provided to the students when papers are returned to them (b).

3. Students will be able to incorporate instructor feedback from writing assignments through the final draft. That is, opportunities to correct written work by following the instructors’ feedback will be provided to students (c).

How the writing assignments meets number 2 above:

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

**Attention to diversity**

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

1. Sex differences in brain structure and functioning; sex differences in the endocrine system (Chapter 3)
2. Personal and cultural constructions of reality (Chapter 4)
3. Meditation and religious ecstasy (Chapter 6)
4. Different languages and cultures (Chapter 9)

**Definition of a Credit Hour**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

**Psychology Library Liaison**
Bernd Becker
Phone: (408) 808-2348
Email: Bernd.becker@sjsu.edu

**Classroom Protocol**

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

**Late Work**

No late work is permitted for homework assignments, in-class assignments or exams. All writing must be turned in at the beginning of class on the scheduled
due date. Writing assignments submitted after this deadline will lose 10% immediately and an additional 10% for every day that they are late.

**No Make-up Exams Allowed**

Only with valid written medical excuse will any exam be allowed at a time other than those scheduled.

**Electronics Policy**

You may not use laptop computers, headphones, cell phones, or any other electronic device during exams, except approved of electronic language translators. Doing so will be considered a form of academic dishonesty. Be sure to turn off all pagers, cell phones, headphones, etc. during lectures. No online activity, texting, playing games, taking phone calls, engaging in side conversations, etc. during class. I will ask you to leave if you do so.

**Note:** This course will follow this syllabus to the extent possible. The timing and specific nature of topics and activities may change. You are responsible for keeping informed of any changes made to the class syllabus in a timely manner. Such changes will be clearly stated in class and will be posted on D2L.

**Recording of Class Lectures**

Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

**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](http://info.sjsu.edu/static/catalog/policies.html) section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/).
Assignments and Grading Policy

Classes: This class covers a large amount of material. Attending lectures is crucial for your success in this class. There is too much information discussed in class that cannot be found in text and in the slides for you to do well in this course without you attending regularly, especially since this is a once weekly class. If you want to do well, you will have to attend every class. If you cannot attend class, you are responsible for getting all missed information. In addition, you will receive a 0 on any in-class assignment given on a class period that you miss.

1. In-Class Assignments (10% of total grade): There will be 12 in-class assignments, worth 10 points each. You will need to complete any 10 of the 12 assignments, resulting in a maximum score of 100 points. If you complete more than 10, only the 10 highest scores will be included. These might include, but are not limited to, any of the following: activities, short writing assignments, film questions, participation in small groups, group presentations, and quizzes. If you miss a class on a day that an in-class assignment is given, you will receive a score of 0. No make-ups will be given, even with a valid excuse.

2. Homework Assignments (10% of total grade): There will be 12 homework assignments, worth 10 points each. You will need to complete any 10 of the 12 assignments, resulting in a maximum score of 100 points. If you complete more than 10, only the 10 highest scores will be included. Each chapter will have a homework assignment on the LearnSmart site and will be graded. Each assignment is due before the respective lecture is given. No make-ups will be given, even with a valid excuse. These are done online via LearnSmart and on your own time.

3. Writing assignments (30% of total grade): There will be two writing assignments throughout the semester. No less than 750 words, or more than 1000 words each (about 3-5 pgs). Proper spelling, grammar, and punctuation are expected and will be factored into your grade. Plagiarized papers will result in a grade of F for the entire course and the student will be referred to the Office of Judicial Affairs. More details regarding the structure of the paper will be provided in class. Papers will be turned in electronically via D2L. Therefore, papers must be submitted as Word documents or WordPerfect documents (.doc or .wpd). If you do not have these programs, use of library computers and university lab computers are available.

4. Exams:

Unit Exams (30% of total grade): There will be 2 unit exams that consist of 100 multiple-choice questions covering 4 chapters each. They will be given at the
first half of class on exam day (e.g., 6:00-7:30pm). Each unit exam will be worth 15% of your total grade. No make-up of the unit exams will be given without valid written medical excuse.

Final Exam (20%): There will be a comprehensive final exam, given on final exam day. This will include the last four chapters, and an additional section of the first 8 chapters. No make-up of the final exam will be given without valid written medical excuse.

a. For all exams, no bathroom breaks will be allowed for any exam. In most cases, each exam will require less than 90 min, so please take care of business before the exam.

b. For all exams, you will be required to leave all backpacks, purses, hats, mobile phones, water bottles, etc. at the front of the room to prevent academic dishonesty. If you are concerned about theft, please do not bring valuables to class that day, or make other arrangements to protect your valuables.

Extra-credit: No scheduled extra credit will be given. Minor bonus points for in-class activities, assignments and extra questions on exams may be possible at the discretion of the instructor.

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

1. In-class assignments (drop 2 lowest scores) x 10 pts each = 100
2. Homework assignments (drop 2 lowest scores) x 10 pts each = 100
3. Paper #1 & #2 x 150 pts each = 300
4. Exams #1 & #2 x 150 pts each = 300
5. Final Exam 200 pts = 200
Total possible points = 1000

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

In addition to the above grading criteria, in order to pass this class each student MUST complete the research-participant requirement.
Grading scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
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<tr>
<td>A</td>
<td>93-97%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
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<tr>
<td>B</td>
<td>83-87%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>78-79%</td>
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<tr>
<td>C</td>
<td>73-77%</td>
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<td>D+</td>
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<tr>
<td>D</td>
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<td>D-</td>
<td>60-62%</td>
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<tr>
<td>F</td>
<td>&lt; 60%</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, 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.sjsu.edu/studentconduct/.

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 (Optional)

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 audiotaape 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/

Student Success and Wellness

Attending to your wellness is critical to your success at SJSU. I strongly encourage you to take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/ Wellness & Health Promotion Dept., and Career Center. See http://www.sjsu.edu/wellness or http://www.sjsu.edu/counseling/Workshops/ for workshop/events schedule and links to many other services on campus that support your wellness! You may go to http://events.sjsu.edu to register for any one of the workshops.
How to Succeed in General Psychology

The average for past first exam is typically a C- or D+. Psychology is a complex and broad science and it is difficult to grasp in 15 weeks. If you were able to get a B or high C in high school without studying much, just understand that generally does not work in college. I strongly suggest you take these tips into consideration:

1. **Attend lectures.** Much of the information presented in the textbook is expanded upon and described in more detail during lectures. Therefore, if you don't understand something in the book, it will most likely be addressed during class. New material that is not discussed in the book is presented in lectures and you are responsible for this information. It will appear on the exams.

2. **Ask questions.** If you are uncomfortable asking questions in class, please visit me during office hours or ask in e-mail.

3. **Read the assigned material before lectures.** It is much easier to understand what we are discussing if you have already come into contact with the material. If you don’t understand a topic, ask.

4. **Answer the questions throughout each chapter and at the end of each chapter summary in the study guide.** This will allow you to determine the extent to which you understand the material presented in the text, and know what you do not understand.

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

6. **Check the Psychology D2L website a minimum of 2 times a week.** This will allow you to view the syllabus, course policies, and class schedule. You will also be able to access your grades via this website.

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

8. **Keep track of your grade.** It is good practice to know what your current grade is in the class. To calculate your grade, simply add your points and divide by total possible points thus far.

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

This syllabus is based on materials by Dr. Mark Van Selst, Dr. Susan Snycerski, Dr. Robert J. Pellegrini, Dr. Sean Laraway & Dr. Greg Feist.
Psychology 001 / General Psychology Fall 2012 Course Schedule

*Indicate this schedule is subject to change with fair notice through class & D2L announcements*

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>CHAPTER</th>
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<tbody>
<tr>
<td>1. M Aug. 27</td>
<td>Course Introduction &amp; Overview</td>
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<tr>
<td>2. M Sep 3</td>
<td>NO CLASS</td>
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<td></td>
<td>Labor Day</td>
<td>-</td>
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<tr>
<td>3. M Sep 10</td>
<td>History</td>
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<tr>
<td></td>
<td>Paper #1 Topics</td>
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<tr>
<td>4. M Sep 17</td>
<td>Conducting Research</td>
<td>2</td>
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<tr>
<td>5. M Sep 24</td>
<td>Biology of Behavior</td>
<td>3</td>
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<tr>
<td>6. M Oct 1</td>
<td>Sensing and Perceiving</td>
<td>4</td>
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<tr>
<td>7. M Oct 8</td>
<td>Exam 1</td>
<td>(1, 2, 3, 4)</td>
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<td></td>
<td>Rough Draft Due - Paper Discussions</td>
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<tr>
<td>8. M Oct 15</td>
<td>Human Development</td>
<td>5</td>
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<td>9. M Oct 22</td>
<td>Consciousness</td>
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<td>Paper #1 Final Draft Due</td>
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<td>10. M Oct 29</td>
<td>Memory</td>
<td>7</td>
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<tr>
<td></td>
<td>Paper #2 Topics</td>
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<tr>
<td>11. M Nov 5</td>
<td>Learning</td>
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<tr>
<td>12. M Nov 12</td>
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<td>Read independently “Language &amp; Thought”</td>
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<tr>
<td>13. M Nov 19</td>
<td>Exam 2</td>
<td>(5, 6, 7, 8)</td>
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<td>Rough Draft Due - Paper Discussions</td>
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<td>14. M Nov 26</td>
<td>Personality</td>
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<td>15. M Dec 3</td>
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<td>Psychological Disorders</td>
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<td>17. M Dec 17</td>
<td>Final Exam</td>
<td>Comprehensive Exam</td>
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