Facility Web Page and MYSJSU Messaging

You are responsible for regularly checking with the messaging system through MYSJSU and D2L.

Course Description

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

This course is designed as an introduction to general psychology. During the course of study an attempt will be made to answer:
• How best to define Psychology?
• Its status—is it positive or normative, and is it a pure science?
• What are its applications?

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

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

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

**Area D1 GE Class Learning Objectives**

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

Upon successful completion of this course, students will be able to:

**CLO1** Students shall be able to identify and analyze the social dimension of society as a context for human life, examine the processes of social change, social continuity, study the role of human agencies in these processes and delineate the forces that engender social cohesion and fragmentation.

**Assessment example 1** (class group work and discussion):
Students will be divided into groups and given topics related to current occurrences both at the national and international level. They will be asked to describe how these events have contributed to the processes of social change, social continuity, social cohesion, fragmentation. Group leaders (chosen by the students) will come up and share with the class the viewpoints of their respective groups.

Assessment example 2 (potential writing project): Students will be asked to write a critical thinking essay titled “Emerging Trends and Social Change”. The objective is to enhance the understanding of a transforming reality that is contributing to social change. By observing and examining current occurrences and applying course readings to understand the emergence of these trends, students will be able to delineate forces that engender social cohesion, fragmentation and continuity.

Students are required to choose from one of the following topics:
- Impact of Economic Recession
- Social Media Networks: Facebook, Twitter
- Uprisings in the Middle-East
- Dream Act

This paper will have a word limit of 1500 words and will require 2 scientific journal articles from peer reviewed journals.

The following structure can be used as a guideline:
- **Introduction**
  Define the topic and formulate a thesis statement.
  Explain the emerging trend that you have chosen to write this paper on, also explain why you have chosen this trend.

- **Body**
  Use your sources to explain important concepts viz., social change, social cohesion, social continuity.
  Define social conformity, compliance, and bring out the differences between these two concepts.
  Define fragmentation and discuss how this recent trend has contributed to fragmentation.

- **Conclusion**
  Re-describe the main points of your paper and how they pertained to your thesis. (Wrap-up). Why and how was your thesis unique? What are some of the future implications of this trend both for the individual and the society?

Assessment example of a potential exam questions for this learning objective:
Define groupthink.
Give examples of social facilitation and social loafing.
Dr. Stanley Milgram, in 1963 conducted his experiment examining obedience to authority. What were the independent and dependent variables? What were the findings of this study?
Further this objective will also be emphasized while studying chapters 1, 7, 9, 13 and corresponding class presentations. More specifically the topics pertaining to this objective will be addressed and emphasized upon while studying social cognition, social perception, groupthink, social influence, social facilitation, conformity, compliance, motivational aspects of behavior, affective components of behavior through lectures as well as through multimedia presentations.

CLO2 Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.

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

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

CLO3 Students will be able to identify diverse identities based on cultural, ethnic, gender, class, regional, national, global basis with a view to assessing their underlying similarities, differences and their interactions.

Assessment example of an in-class writing activity for this learning objective: Define adolescent cognitive development, and giving suitable examples explain the two kinds of egocentric thinking, namely imaginary audience and personal fable. Examine the role played by culture, class and gender in your psychosocial development. Clarity of thought, understanding of concepts, relevance and relatedness of examples to core concepts, grammar and conciseness will be the focus of assessment for this writing activity.

Assessment example of a possible exam question for this learning objective: Compare and contrast racial identity and ethnic identity. What are the factors that contribute to the development of these identities? How do these identities affect the self-esteem of the individual?

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

CLO4 Students will be able to analyze different viewpoints and their applications to present day social issues.

Assessment example of potential application for this learning objective: For enhancing understanding of this objective, the students will be explained the various methods being used in Psychology which give it the status of science. Further students will be asked to examine “Little Albert” study, Tuskegee Syphilis study. Students will then participate in an –class in-class group discussion and respond to the following questions:

Describe the characteristics of the participants in these studies.
Was informed consent obtained?
What are some ethical concerns that can occur when conducting research?

Assessment example of a possible exam question for this learning objective:

What are the basic elements of a real-world experiment?
Describe stereotype threat and disidentification.

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

CLO5 Students will be able to study and appreciate the fact that individual behavior is a product of the interaction of social institutions, culture, and environment.

Assessment example of a possible exam question for this learning objective:

Define stereotype, prejudice and discrimination.
Describe three ways by which prejudice can be overcome.

This objective will also be assessed by conducting class room exercises using role play, transactional analysis techniques using psychological games, with a view to sensitise the students to different patterns of communication, to enable an understanding of subtle nuances of interpersonal behavior as well as enhance their self-perception vis-à-vis themselves and others. Students will be encouraged to analyze behavior as a by-product of diverse influences such as social institutions, culture. This objective will be further stressed upon in the Chapters 4, 5, 7, 9, 12,13,14 and corresponding class presentations . In advancing the learning of this objective the individual’s unique place in the social fabric will be explained. More specifically topics addressing issues of stereotype, prejudice, attitudes and attitude change, criteria of
abnormality, the causes of abnormal behavior, classification of psychological disorders, symptomatology of psychological disorders, will enhance the understanding of this objective.

Program Learning Outcomes (PLO)

Upon successful completion of this course students will be able to …

* **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.

Required Texts/Readings

Textbook


Other equipment / material requirements

MyPsychLab to complete pre/post tests and to do assigned homework.

Classroom Protocol

In this class you are expected to be prepared by doing all of your class readings and assignments. You are expected to be active participants by asking questions, taking notes, and also by interacting with your peers. Classes will comprise lectures, in-class activities, guest presentations, and films.

**If you miss a class, you are responsible for getting the information covered. It is vital that you complete all scheduled readings and assignments before each class. Always bring your text book to class.** Do not talk, read, or eat during class. Please arrive to class on time. If you must arrive late or leave early, please do so quietly and with a
minimum of distraction. Please inform me before hand via email if you will not be in class.

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

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

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/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/.

**Attendance:** Attending lectures is of prime importance for your success in the course. You are expected to be regular in your attendance. However attendance per se shall not be used as a criterion for grading according to Academic Policy F-69-24.

**Assignments and Grading Policy**

**Class room participation:** There will be 25 points for participating in classroom activities. This may include individual participation, group activities, in-class presentations. There will be no make-up opportunities for in-class activities, if the student is not present in class on the day the activity is conducted.

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

**BOGS Area D1 GE: Writing Requirements**

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

1) These assignments aim at providing you
   a) practice in your writing skills,
   b) feedback from the instructor on your writing
   c) the opportunity to incorporate this feedback into your writing assignments.

   In pursuance of fulfilling these requirements, your papers will be returned within two weeks after submission, with instructor’s feedback regarding your written assignment, you will be provided with opportunities to incorporate feedback from your instructor and thereby correct your written work.

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

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

Students are required to turn in the following written assignments for this course:-
Writing of a critical thinking essay in accordance with G.E. CLO1, having a word limit of minimum 1500 words, titled “Emerging Trends and Social Reality.”

The students will be asked to participate in an in-class writing activity having a minimum word limit of 300 words.

This assignment is to be written in pursuance of G.E. CLO 3.

Detailed instructions for writing of these assignments will be provided on desire2learn. All the written assignments are to be proof-read paper before being turned in and checked for Punctuation, Grammar, Spellings. Your papers are to be typewritten, double-spaced, 12 pitch font, one-inch margins, using Times New Roman font. On a sheet attached to the front of all your papers, Title of your paper, your Name, Course, Course Number, Semester/Year, and Due Date are to be included. Written work should follow the guidelines described in the American Psychological Association Publication Manual (6th Ed.). For some assignments students may be required to upload their work to Turnitin.com to ensure that material is not plagiarized. In case of material being found to be plagiarized the student will be accorded a failing grade (F). The student will also be referred to the Office of Student Conduct and Ethical Development for further action.

Important Note: Written assignments found to be having substantial amount of errors in substantial errors in grammar, punctuation, spelling, clarity, conciseness, and validity of content will be returned ungraded as per the policy adopted by the Department of Psychology. Further there will also be a penalty of 10% on the final grade of rewritten work.
The revised and rewritten paper must be resubmitted within a week along with the copy of the original paper. Hence a completion of these two term projects will provide the requisite credit in Area D1. Late submissions will not be entertained and no credit will be awarded.

**MyPsychLab Assignments:** Students will be required to complete assignments on MyPsychLab. Detailed instructions regarding these online assignments will be provided in class.

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

**Final Exams:** The syllabus for the final exams will include these chapters 9, 11, 12, 14 and 15. There will be 90 multiple choice type questions, each item worth 1 point. So the final exam will include worth 90 points plus the 10 points for the personality assignment and will be worth a total of 100 points.

**Grading:** This will comprise of
- 50 points for the critical thinking essay.
- 100 points for the two class exams.
- 100 points for the final exams.
- 50 points for completing specified assignments on MyPsychLab.
- 35 points for classroom participation exercises, video reports (this portion of your grade may also include unannounced class exercises, group discussions in-class writing activity, as well as home-work).
- 15 points in total for the online tutorials, 5 points for Library Basics and 10 points for plagiarism tutorials.

Therefore total possible points will be 350.

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<th>Grade</th>
<th>Points</th>
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<tr>
<td>A-</td>
<td>305-319</td>
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<tr>
<td>A</td>
<td>320-339</td>
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<tr>
<td>A+</td>
<td>340-350</td>
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<tr>
<td>B-</td>
<td>260-274</td>
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<tr>
<td>B</td>
<td>275-290</td>
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<tr>
<td>B+</td>
<td>291-304</td>
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<tr>
<td>C-</td>
<td>215-229</td>
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<tr>
<td>C</td>
<td>230-244</td>
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<tr>
<td>C+</td>
<td>245-259</td>
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<tr>
<td>D-</td>
<td>185-170</td>
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<tr>
<td>D</td>
<td>186-213</td>
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<tr>
<td>D+</td>
<td>200-214</td>
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<tr>
<td>F</td>
<td>0-169</td>
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</table>

- All assigned work should be submitted on the specified date.
- Late submissions will amount to an immediate loss of 10% of the due credit.
Assignments which are more than three weekdays late will not be accepted. There will be no exceptions to this and the assignments will be submitted personally. No credit will be awarded for emailed assignments.

This course will follow this syllabus to the extent possible. However, timing and specific nature of topics and activities may change. In case of any such changes, these will be clearly stated and mentioned in class. You are responsible for noting down any changes made to the class syllabus.

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

Research Participation Requirement
In order to pass this class each student MUST complete the research-participant requirement. Most semesters, this requirement consists of 4 hours of research participation.
Students are to sign up for the research participation on the SONA online system:
“Dept Policy: If an incomplete is assigned as a result of not completing the required research participation hours, then, for the purposes of creating the incomplete contract at the time of grading, the student's final grade in the class will be reduced by 4% for each hour (2% for half hours) they did not complete (up to 16% total). That is, a 90% becomes a 74%. If the student completes the required hours within one year of the incomplete, then no grade penalty will be imposed.”

Using Desire2Learn:
Dear Student,
This course will be using San Jose State’s new online learning management system Desire2Learn for the upcoming semester. SJSU will no longer be using Blackboard CE 8, you will log in and participate in this course through Desire2Learn. This is a great opportunity to explore a new tool for online learning.
IMPORTANT: Enrolled students will be able to log in and see your course list links in Desire2Learn about 7 days prior to the start of the course—but the links will not be active until midnight of the start date of the class.

Username: about 7 days prior to the start of the course, your Desire2Learn username can be found by logging into your mySJSU account, clicking on Self Service > Campus Personal Information > Names, and locating your Desire2Learn name (look for Name Type called D2L) from the list. Usernames
will generally be in the form of *firstname.lastname*, but may have an appended number (e.g., *firstname.lastname#*) if there is more than one person with that name at SJSU. The mySJSU look-up will also be helpful for persons using middle names, hyphens, apostrophes, etc.

**Password:** Your initial Desire2Learn password is your 9 digit SJSU ID number.

**Courses:** Once logged in to Desire2Learn you should see your course or courses listed in the My Courses widget. Click on the course name and you will be entered into the course’s home page, but remember that link will not be active until midnight of the start date of that course.

It is strongly recommended that you visit the eCampus website at [www.sjsu.edu/ecampus/students/](http://www.sjsu.edu/ecampus/students/). Desire2Learn looks and functions differently than Blackboard CE 8, so even experienced online students will benefit from spending some time familiarizing themselves with Desire2Learn to be successful in this course. This website also offers a number of Quick Start Learning Guides to help you navigate Desire2Learn tools.

For questions regarding the course or course materials, please contact me, the instructor. For log in, password issues, and technical issues related to Desire2Learn, please contact the University Help Desk. The Help Desk can give technical support for password reset, browser problems, and other issues encountered in D2L Courses.

- Phone: (408) 924-2377
- Submit a help ticket using the [University Help Desk Submit Ticket page](http://www.sjsu.edu/helpdesk/submit_ticket.php)

**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](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.sjsu.edu/studentconduct/) is available at [http://www.sjsu.edu/studentconduct/](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

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/.
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.

This syllabus is based on materials by Dr. Robert. J. Pellegrini, Dr. G. Feist & Dr. S. Snycerski.

Tentative Course Schedule for 20828, General Psychology, Spring 2012

Note: The schedule is subject to change with fair notice. You will be notified in class, as well as via email, and announcements posted on desire2learn.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1/26</td>
<td>Icebreakers. Introducing G.E. Course Learning Objectives. Information about MyPsychLab</td>
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<tr>
<td></td>
<td></td>
<td>Chapter 1-Schools of Psychology. About G.E. CLO 1</td>
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<tr>
<td>2</td>
<td>1/31</td>
<td>Chapter 1 continued</td>
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<td></td>
<td>2/2</td>
<td>Chapter 2 The Biological Perspective.</td>
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<td>3</td>
<td>2/7</td>
<td>Chapter 2 continued</td>
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<td></td>
<td>2/9</td>
<td>Activity in accordance with G.E. CLO 2</td>
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<td>Week</td>
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<td>Topics, Readings, Assignments, Deadlines</td>
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<td>Chapter 3  Perception</td>
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<td>4</td>
<td>2/14</td>
<td>Chapter 4 Consciousness</td>
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<tr>
<td></td>
<td>2/16</td>
<td>Groups formed. Discussion regarding</td>
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<td>potential questions.</td>
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<td>About G.E. CLO 4</td>
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<td></td>
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<td>Chapter 4 continued</td>
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<tr>
<td>5</td>
<td>2/21</td>
<td>FIRST TEST (CHAPTERS 1-4).</td>
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<td></td>
<td>2/23</td>
<td>Chapter 5 Learning</td>
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<td>6</td>
<td>2/28</td>
<td>Chapter 5 continued</td>
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<td></td>
<td>3/1</td>
<td>Chapter 6 Memory</td>
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<td><em><strong>Critical Thinking Essay due</strong></em></td>
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<tr>
<td>7</td>
<td>3/6</td>
<td>Chapter 7 Cognition: Thinking, Intelligence</td>
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<td>3/8</td>
<td>Chapter 7 continued</td>
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<td>8</td>
<td>3/13</td>
<td>Chapter 8 Development Across the Life Span</td>
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<td>3/15</td>
<td>Chapter 8 continued</td>
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<td></td>
<td>In-class writing activity in accordance with G.E. CLO 3</td>
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<tr>
<td>9</td>
<td>3/20</td>
<td>Chapter 9 Motivation &amp; Emotion</td>
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<tr>
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<td>3/22</td>
<td>Chapter 9 continued</td>
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<td>10</td>
<td>4/3</td>
<td>SECOND TEST (Chapters 5-8).</td>
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<td></td>
<td>4/5</td>
<td>Chapter 11 Stress and Health</td>
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<tr>
<td>11</td>
<td>4/10</td>
<td>Chapter 11 continued</td>
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<td>4/12</td>
<td>Chapter 12 Social Psychology</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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|      |      | Video on Conformity and Obedience (Stanley Milgram)  
|      |      | ***Online Library Tutorials Due***  
|      |      | Chapter 12 continued  
|      |      | In-class activity in accordance with G.E.CLO5  
|      |      | Chapter 13 Personality  
| 12   | 4/17 | Chapter 12 continued  
|      | 4/19 | In-class activity in accordance with G.E.CLO5  
|      |      | Chapter 13 Personality  
| 13   | 4/24 | Chapter 13 continued  
|      | 4/26 | Chapter 14 Psychological Disorders  
|      |      | Video on Case Histories of Schizophrenia, Bipolar Disorder.  
| 14   | 5/1  | Chapter 14 continued Psychological Therapies  
|      | 5/3  | Chapter 14 Psychological Therapies  
| 15   | 5/8  | Chapter 15 Psychological Therapies  
|      | 5/10 | Chapter 15 continued  
| 16   | 5/15 | Video on Harry -Behavioral treatment of Self Abuse  
| Final Exam | 5/23/2012 | 9:45 A.M.-12:00, DMH 348  