San José State University  
Department of Psychology

PSYC 1 – General Psychology, Section 09  
Fall 2016 Course Syllabus

Instructor:        Dr. Cary S. Feria
Office Location:  Clark Hall room 140, cubicle/station #13
Telephone:        (408) 924-5620
Email:            cary.feria@sjsu.edu
Office Hours:     Tuesday 3:00-3:40pm, Thursday 3:00-3:40pm, Friday 3:00-3:40pm  
You are welcome to schedule an appointment with me for a different time, if you are unable to make these times.

Class Days/Time:  Friday 12:00-2:45pm
Classroom:       Duncan Hall 243
Course Section:  09
GE/SJSU Studies Category: GE-D1

Course Description

_SJSU Course Catalog Description:_ Study of perception, attention, learning, remembering, thinking, development of the individual, intelligence, aptitudes, emotions, motivation, adjustment and conflict; designed to give insight into oneself and others. GE Area: D1

_Specific 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 can offer 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. Class time will be spent in a variety of ways, including lecture, demonstrations, “mini-experiments,” and individual and small group activities. Students will also be expected to complete writing assignments and take quizzes online.

Required Texts/Readings

_Textbook_  

_Other technology requirements / equipment / material_  
Scantron forms (#882)  
Regular access to a computer and the internet
Course Requirements and Assignments

Exams:
There will be 5 non-cumulative exams. Exams will cover material from lectures and from the textbook. (A tip: Information that is in both the book and lecture is most likely to appear, followed by information from lecture only, then information from the textbook only.) Exams will be mostly multiple-choice, but may also include short-answer and/or diagramming questions. Exams are closed-book and closed-notes. A study guide will be given out before each exam.

Writing Assignments:
There will be 2 writing assignments throughout the semester. In these assignments, you will apply psychological concepts and/or think critically about psychology. I will give you the details of each specific assignment later. The writing assignments will be approximately 2-3 pages (double-spaced) each. The paper must be submitted to turnitin.com (a website that checks for plagiarism) as well as turning in a printed copy to me. DO NOT EMAIL ASSIGNMENTS -- You will not receive credit for emailed assignments. You will lose 10% of the point value of the writing assignment for each day it is late.

You can rewrite Writing Assignment 1 to improve your grade. If you do so, your final score will be the average of the two scores. That is, your final grade for Writing Assignment 1 becomes the average score on your first version and rewrite (e.g., 20+30=50; 50/2=25).

Online Quizzes:
Quizzes covering the textbook readings will be given on the internet via the course’s Canvas site. You will take quizzes covering chapters 2, 3, 5, 4, 8, 7, 9, 14, 13, and 15. For each of these chapters, you will take one quiz. These quizzes are intended to keep you studying at a steady pace over the semester and to allow you to assess your progress. The online quizzes are open-book and open-notes. Due dates are listed on the course schedule on p. 9. The quizzes will be made available on Canvas several days before the due date. Specific instructions for how to take the quizzes will be provided soon. Each quiz must be completed before its specified due date, or it will not be accepted. You must submit the quiz by 9:00am on the day it is due. There will be 10 online quizzes. Your 2 lowest scoring online quizzes will not count toward your grade, so 8 online quizzes will count toward your grade. There are NO MAKE-UPS on the online quizzes. You must do them before their time deadline. Once the deadline is passed you may not complete the online quiz.

Research Participation:
Students are required to participate in 4 hours of research during the course of their enrollment in PSYC 1. (This is a requirement set by the department for all PSYC 1 classes.) Psychologists acquire knowledge about human behavior by conducting research studies that use humans as subjects. As subjects in studies, you have the opportunity to learn how research in different subfields of psychology is conducted, and you help provide the subjects for the department’s research program. This experience contributes to Course Learning Objective 4, as well as aligning with Program Learning Outcome 2 (research methods in psychology). Thus, it is mandated for Psyc 1 courses that each student obtain 4 hours as a participant in research studies in the department.

You can view available studies offered by the psychology department and sign up for the research participation on the SONA online system: https://sjsu.sona-systems.com/. See the “research requirement instructions” document on Canvas for more details about the research requirement and how to set up an account in SONA in order to participate in research.

Research participation will be treated as a course assignment worth 6% of the final course grade. But to obtain the full 6%, you will need to complete 4 hours of research participation. Anything less than 4 hours will result in less than 6%.

Also, in order to receive full credit for research participation (the whole 6%):
1. You must complete at least 1 hour of your required research hours by October 1, 2016.
2. At least half of your research credit participation (i.e., at least 2 credit hours of your 4 hours) must be in-person lab studies. These are lab studies that require your physical attendance of an experiment held on campus, as opposed to online studies that include virtual participation in research.

If you are unable to participate in research studies, then you can complete the “alternative assignment” option for full or partial credit for your research hours. See the “alternative assignment instructions” document on Canvas for more details. All research hours and alternative assignments must be completed by December 12, 2016.

Department of Psychology policy for awarding research hours for partial completion:

For psychology students at SJSU, research participation is a requirement for completion of the Psyc 1 General Psychology course. However, it is the view of the department that proportional credit can be given in that points awarded should be commensurate with the effort expended by participants in studies.

Consistent with IRB ethical guidelines, participants can always elect to withdraw from a study for any reason. In these cases, credit will be granted in proportion to the amount of the study completed, with a minimum credit of 0.25 hours.

In cases where participants complete a study unreasonably quickly, credit will be granted in proportion to the amount of the study completed, with a minimum credit of 0.25 hours.

**Grading Information**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>60</td>
</tr>
<tr>
<td>Exam 2</td>
<td>70</td>
</tr>
<tr>
<td>Exam 3</td>
<td>70</td>
</tr>
<tr>
<td>Exam 4</td>
<td>70</td>
</tr>
<tr>
<td>Exam 5</td>
<td>70</td>
</tr>
<tr>
<td>Writing Assignment 1</td>
<td>35</td>
</tr>
<tr>
<td>Writing Assignment 2</td>
<td>35</td>
</tr>
<tr>
<td>Online Quizzes</td>
<td>60</td>
</tr>
<tr>
<td>Research Participation</td>
<td>30</td>
</tr>
</tbody>
</table>

Total possible 500 100%

Final course grades will be based on the scale below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>≥ 97%</td>
</tr>
<tr>
<td>A</td>
<td>93-96%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
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</tbody>
</table>

**Extra Credit Opportunities:**

(a) In-Class Activities
Some days in class, there will be participatory activities giving you practice with the concepts of psychology. If you are absent on the day of an activity, you cannot receive credit for the activity from that day. In some cases, you may also be responsible for completing some portion of the activity outside of class time. Each activity will be graded on a credit/no credit basis. Each activity will be worth one bonus point, unless otherwise specified.

(b) Research Review Paper
You may also choose to write a research review paper (4-6 pages) on a topic of interest to you for extra credit. The paper must fit under one of the areas of psychology discussed in this course. The paper should discuss at least 5 references, at least 3 of which must be articles from scientific research journals. If you choose to write a
paper, you need to have your topic approved by me no later than Tuesday November 15. Depending on the quality of the paper, you may receive up to 8 bonus points. The paper must be submitted to turnitin.com (a website that checks for plagiarism) as well as turning in a printed copy to me. The paper must be turned in before the final exam.

Classroom Protocol

Canvas
Online quizzes, lecture slides, exam grades, and other materials will be posted on the course Canvas website. Canvas is located at https://sjsu.instructure.com/. Please do not email me through Canvas – email me at cary.feria@sjsu.edu instead.

Getting Help
If you are having difficulties with any aspect of this course, please come to my office hours, and I will do my best to help you. If you are unable to come to my office hours, you can contact me to make an appointment for a different time. If you have just a short question, you also can send it to me by e-mail.

Attendance
Missed Classes. If you are absent, you should consult a classmate to get the lecture notes and to find out about any announcements made in class.
Missed Exams. I strongly discourage make-up exams. No make-up exams will be given unless the student presents a valid excuse. I reserve the right to decide if the excuse is valid. I will be more likely to allow you to make up an exam if you make every effort possible to contact me before the scheduled date of the exam. The fastest way to contact me is often by e-mail.

Class Courtesy
- Cell phones are not permitted in class. Please turn off your cell phone and put it away in your backpack prior to entering the classroom.
- If you must arrive late or leave early, please do so quietly and with a minimum of distraction.

Cell Phone/Exam Policy
- Students cannot have any cell phones or other electronics out in the classroom when an exam is being given. Students must keep their cell phone/electronics turned off or in silent mode, and inside their backpack.
- If a student has a cell phone or other electronics out when an exam/quiz is being given, they will receive a grade of zero on the exam.
- Even after the student has handed in their exam/quiz, they still cannot have a cell phone/electronics out in the classroom. Students must wait until after they leave the classroom to take out cell phones/electronics.
- There will be no discussion of what the student was doing with the cell phone/electronics, the student will simply receive a grade of zero.

Note
The procedures and schedule in this course syllabus are subject to change at the instructor’s discretion.

Learning Outcomes

Course Learning Outcomes (CLO)
Upon successful completion of this course, students will be able to:

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.
   This objective is met through material presented in Chapters 2, 3, 5, 14 in Feist & Rosenberg, lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments).
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, acquiring language, 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.

2. 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, 10, 15, and 16 in Feist & Rosenberg, 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; intelligence and intelligence assessment, basic features of formal assessment, the origins of intelligence testing, the history and politics of intelligence testing, heredity and IQ, environments and IQ, culture and the validity of IQ tests; 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.

3. 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, 9, 10, 11, 12, 14, and 15 in Feist & Rosenberg, 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, language use, language production, language understanding, language, thought and culture, visual cognition, problem solving and reasoning; judgment and decision making; physical development across the life span, cognitive development across the life span, perceiving speck and perceiving words, learning word meanings, acquiring grammar, social development across the life span, gender development, sex and gender, the acquisition of gender roles, gender and cultural perspectives on moral reasoning, learning to age successfully; functions of motivational concepts, sources of motivation, sexual behaviors, nonhuman sexual behaviors, human sexual arousal and response, the evolution of sexual behaviors, sexual norms, homosexuality, motivation for personal achievement, need to achievement, attributions for success and failure, work and organizational psychology; understanding human personality.

4. 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, 10, 13, and 16 in Feist & Rosenberg, 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 and culture, functions of emotions, stress of living, physiological stress reactions, psychological stress reactions, coping with stress, health promotion, personality and health, job burnout and the health-care system.

5. 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, 15, and 16 in Feist & Rosenberg 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.

**BOGS Area D1 GE: Writing Requirements**

Students must write a minimum of 1500 words via writing assignments in General Psychology.

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.

**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.

**University Policies**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf).

[University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) for more details.
General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90-5 at http://www.sjsu.edu/senate/docs/S90-5.pdf and SJSU current semester’s Policies and Procedures, at http://info.sjsu.edu/static/catalog/policies.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. 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/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate 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. Such 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.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “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.”

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf 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 Integrity 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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

**University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/”

**Student Technology Resources**

A computer lab for student use is available in the Academic Success Center located on the 1st floor of Clark Hall, and computers are also available in the Martin Luther King Library.

**SJSU Peer Connections**

Peer Connections’ free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours, locations, or a list of current workshops, please visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.
**Course Schedule**  
**PSYC 1 – General Psychology, Section 09, Fall 2016**

Note: This schedule is subject to change. Reading due dates and topic dates are approximate. I will announce any changes of exam dates, quiz due dates, or assignment due dates in class and by email.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Quizzes Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fri. 8/26</td>
<td>What is psychology?, Research Methods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Fri. 9/2</td>
<td>Research Methods, Neuroscience</td>
<td>Ch. 2, 3</td>
<td></td>
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<tr>
<td>3</td>
<td>Fri. 9/9</td>
<td><strong>Exam 1</strong>, Development</td>
<td></td>
<td>Ch. 2, 3</td>
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</tr>
<tr>
<td>4</td>
<td>Fri. 9/16</td>
<td>Development, Perception</td>
<td>Ch. 5</td>
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<tr>
<td>5</td>
<td>Fri. 9/23</td>
<td>Perception</td>
<td>Ch. 4</td>
<td>Ch. 5</td>
<td>WA 1</td>
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<tr>
<td>6</td>
<td>Fri. 9/30</td>
<td><strong>Exam 2</strong>, Learning</td>
<td>Ch. 4</td>
<td></td>
<td>* see note below</td>
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<tr>
<td>7</td>
<td>Fri. 10/7</td>
<td>Learning, Memory</td>
<td>Ch. 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Fri. 10/14</td>
<td>Memory</td>
<td>Ch. 7</td>
<td>Ch. 8</td>
<td></td>
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<tr>
<td>9</td>
<td>Fri. 10/21</td>
<td><strong>Exam 3</strong>, Thinking &amp; Language</td>
<td>Ch. 7</td>
<td></td>
<td></td>
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<td>10</td>
<td>Fri. 10/28</td>
<td>Thinking &amp; Language, Social Psych</td>
<td>Ch. 9, 10</td>
<td></td>
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<tr>
<td>11</td>
<td>Fri. 11/4</td>
<td>Social Psych</td>
<td>Ch. 14</td>
<td>Ch. 9</td>
<td></td>
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<tr>
<td>12</td>
<td>Fri. 11/11</td>
<td>Holiday -- No class</td>
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<td>13</td>
<td>Fri. 11/18</td>
<td><strong>Exam 4</strong>, Personality</td>
<td>Ch. 14</td>
<td></td>
<td>WA 2</td>
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<tr>
<td>14</td>
<td>Fri. 11/25</td>
<td>Holiday -- No class</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>15</td>
<td>Fri. 12/2</td>
<td>Personality, Disorders</td>
<td>Ch. 13</td>
<td></td>
<td></td>
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<tr>
<td>16</td>
<td>Fri. 12/9</td>
<td>Disorders</td>
<td>Ch. 15</td>
<td>Ch. 13, 15</td>
<td>** see note below</td>
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<td>17</td>
<td>Fri. 12/16</td>
<td><strong>Exam 5 (9:45am-12:00pm)</strong> in Duncan Hall 243</td>
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*You must complete at least 1 hour of your required research hours by October 1, 2016.

**All research hours and alternative assignments must be completed by December 12, 2016.