San José State University  
College of Social Science, Psychology  
Psy1, General Psychology, Section 05, Spring 2019

Course and Contact Information

Instructor: Dr. Gregory Feist  
Office Location: Dudley Moorhead 313  
Telephone: (408) 924-5617  
Email: greg.feist@sjsu.edu  
Office Hours: Tue & Thurs noon to 1pm  
Class Days/Time: T TH 1:30-2:45pm (Final, Tue May 21, 12:15pm)  
Classroom: Morris Dailey Auditorium, Tower Hall  
GE/SJSU Studies Category: GE-D1

Course Format

This course is mostly traditional lecture format but does require the Smart e-book with an online homework and study program (called Connect/SmartBook Practice, also known as LS LearnSmart on Canvas). It comes with the Smartbook. There are weekly homework assignments.

Faculty Web Page and MYSJSU Messaging (Optional)

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page on https://sjsu.instructure.com/. You are responsible for regularly checking (3x week) with the messaging system through MySJSU at http://my.sjsu to learn of any updates.

Course Description

Study of subfields and topics of psychology in general, including but not limited to psychological research, genetics, the neuron, brain, neurotransmitters, sensation, perception, attention, learning, remembering, thinking, development of the individual, intelligence, personality, aptitudes, emotions, motivation (hunger and sex), adjustment and treatment of disorders; designed to give insight into oneself and others. GE Area: D1

Required Texts/Readings

Textbook


The great news is that you have free and automatic access to the book today on Canvas and McGraw-Hill Campus (Connect). You have free access for two weeks (Feb 7), before which time you need to purchase from the SJSU Textbook store for only $70. To purchase, either go to Bookstore in person or online at:

1. https://sjsu.bncollege.com
2. Textbooks
3. Term: Spring 2019
If you don’t opt-in and purchase at SJSU bookstore prior to **2 weeks (Feb 7)**, you will lose access to the book and lose homework assignments.

If you run into any technical difficulties, please call McGraw-Hill’s Customer Experience Group by dialing 1(800)331-5094 or submit the “Contact Us” form found online at www.mhhe.com/support.

Over the duration of the term, you will also be required to complete a variety of assignments that will be delivered via Connect, an innovative online learning system proven to help students achieve greater success. Altogether, assignments completed on McGraw-Hill Connect will make up roughly 30% of your total grade in this course so it is imperative that you purchase access.

**Other Readings**

None

**Other technology requirements / equipment / material**

- Connect/LearnSmart program (part of the SmartBook, see above)
- [www.udacity.com](http://www.udacity.com) (Memory lecture online required, but optionally you can go to any one to supplement book)

**GE Learning Outcomes (GELO)**

1. Knowledge of Human Cultures and the Physical and Natural World
2. Intellectual and Practical Skills
3. Personal and Social Responsibility
4. Integrative Learning

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

1. Know Human Cultures and the Physical and Natural World, by grasping the biological and social foundations of human thought and behavior as seen in performance on exams
2. Develop intellectual and practical skills by integrating and critically evaluating more and more complex information, as seen in both writing assignments (evaluating pseudoscientific article and then a scientific article)
3. Develop personal and social responsibility by understanding the ethical principles behind psychological science and research, by appreciating the many paths to personal and cultural identity and by understanding the nature of psychological disorders and how they are treated. These topics are covered in Chapters 2, 5, 14, 15, and 16.
4. Integrate knowledge by writing an essay on an important psychological problem (e.g., compulsive internet use, gender and intelligence)

**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 (2018), 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, 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.
Assessment example of a potential writing assignment for this learning objective: Aggression, hostility, and violence are social problems the world over. It is easy enough to say that individuals who harm or even kill others (rapists, murderers, etc) do these things because society made them that way. In this assignment, I want you to write about the “Mind of a Killer” and review the evidence that people who kill others are made by their environment (nurture). But I also want you to review evidence that these behaviors have some basis in their biological make-up (nature). By reviewing evidence, I mean find at least 5 scientific journal articles that study people who killed. Summarize the methods and results of these papers. After reviewing evidence for both the nature and nature of murderous violence, summarize in a final paragraph, your own view for the cause of this major social problem. That is, state clearly your own conclusion about “what causes someone to murder.”

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 (2018), 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 (2018), 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 (2018), 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 (2018) 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.

Course Requirements and Assignments

1. Classes: This class covers a large amount of material, therefore, 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. If you want to do well, you will have to attend most every class. If you miss a class, you are responsible for getting the information from that class.

2. Exams: There will be two unit exams and one final exam, all of which consist of multiple-choice questions. You will have 1 1/4 hrs to complete each unit exam. You have 2 1/4 hrs to complete the final exam. No other make-up exams will be given. No bathroom breaks will be allowed. In most cases, the exams will require no more than 45 minutes to one hour, so please take care of business before the exam.

- **Extra-credit**: Your rewrite of one of your papers should be considered your extra-credit. In addition, you may complete more than 14 homework assignments on CONNECT/SmartBook and earn up to 20 extra credit points (the 15th is extra credit). **I do NOT mean Chapter 15 is extra credit but rather if you complete all 14 weeks and also the 15th (Ch 16) then the 15th (Ch 16) homework is extra-credit (up to 20 extra points)!**
- There will be no other form of extra-credit, so if you do not do well on your exams, especially your first exam COME SEE ME IMMEDIATELY. We can discuss in person how to improve your performance

3. Writing projects: There will be two writing projects throughout the semester. Papers should be 2-3 pages in length (double-spaced, single sided), but no more than 3. Proper spelling, grammar, and punctuation is expected and will be factored into your grade. Plagiarized papers will result in a failing grade for the course (i.e., a grade of “F”) 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 e-mail and edited electronically and returned electronically on Turnitin.com (more about this later). Therefore, papers must be submitted as Word documents (.doc or .docx) or PDF. If you do not have Word, please export to .doc from GoogleDoc. You can rewrite one paper to improve your grade. The final score will be the average of the two scores. If you do, your final grade for the first paper becomes the average score on your first version and rewrite (e.g., 70 + 80 = 150/2 = 75).

4. CONNECT/Smartbook Practice Homework Assignments: You have to complete 14 of the 15 total homework assignments over the course of the semester. None the first week. These are two separate things. First, do the study aid LearnSmart (master 30-40 multiple choice questions) each week. Second, do the weekly quiz on Connect. You have to complete 14 and only 14 of these assignments, even though there will be one for each of the 15 chapters. SmartBook Practice questions each week are worth up to 8 points; Connect is worth up to 12 points. Connect has a time-limit of 60 minutes; once you start you have 60 minutes to complete. No starts and stops and coming back hours or days later. **There are NO MAKE-UPS on Smartbook Practice or Connect assignments.** You must do them the week they are assigned. Once they are gone, they are gone and cannot be made up.

As a form of extra-credit, I will allow an 15th LearnSmart and an 15th Connect to count for extra credit (a total of 20 extra credit points are available). There are no-redos if you miss the time deadline. Once the weekly deadline is passed you may not complete the homework assignment.

5. Expectation of Work Load: It is important that you understand what the official CSU definition of a unit is. For every unit, it is expected that you spend 1 hour in class and 2 hours outside of class per week. That means for this course (3 units) that you be spending a total of at least 9 hours per week (3 in class and 6 outside of class).

6. Research Participation (Due May 13th): An important part of the educational experience of the Psyc 1 is not only learning about important facts and findings from scientific research in psychology but also serving as a participant in
research in psychology. Broad exposure to a variety of research methodologies (experiments, correlational studies, lab studies, online studies, etc.) will provide experiential knowledge for students. This experience contributes to Course Learning Objective 4, as well aligning with Program Learning Outcome 2 (Research Methods in Psychology). Thus, it is mandated for Psyc 1 courses that each student obtain a certain number of hours as a participant in research studies in the department. Research participation will count towards your course grade.

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/

Details on how to set up an account in SONA in order to participate in research is included in the handout and on the psychology department’s website.

There are several requirements by the department in order to receive full credit for research participation:

1) All students should complete at least one hour of their required research hours by March 1st.

2) Half of your research credit participation or 2 credit hours of your 4 hours must be in-person lab studies. Lab studies that require your physical attendance of an experiment held on campus, as opposed to online studies that include virtual participation 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%. Penalty for less than 4 hours is fewer than 55 points being earned (proportional: e.g. 2 hrs = 23 points)

If you elect not to participate in research, you can consider the alternative assignment option for full or partial credit for your research hours. Please see the distributed handouts on alternative assignment for details on the requirements.

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.

Final Examination or Evaluation

The final exam will take place on TU Dec 21st (12:15pm-2:30pm) in the Morris Dailey Auditorium. It will be multiple choice and consist of both cumulative and non-cumulative (3rd midterm) material. It is worth 18% of the total course grade. Do NOT miss this final. It will result in a ZERO and you lose 18% of your grade!

If you have more than 2 finals in the 24-hour period around our final, you must request from me in writing on or before May 1, 2019 a request to move the time up to an earlier time. You must also show me the other two syllabi that lists the final exams and their times.

Grading Information

Determination of Grades

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

General Psych, Psyc1, S19
Revised Jan 2019
1. Syllabus Quiz (added to Exam1) 20 2.2%
2. 1st Exam: 80 pts 80 8.7%
3. 2nd Exam 120 pts 120 13.1%
4. Cumulative Final Exam: 160 pts 160 17.5%
5. Research Participation: 55 6.0%
6. CONNECT/Learnsmart Homework (14 out of 15 chapters) 20 pts ea. 280 30.6%
7. Writing projects: 2 x 100 points 200 21.9%
Total possible points 915 100%

- Always 1st do LearnSmart/Practice Question while Reading, then Quiz
- *14 homeworks (Connect + LearnSmart = 1 homework) are required for potential full credit, the 15th is extra credit;
- IMPORTANT: I do NOT mean Chapter 15 is extra credit but rather if you complete all 14 weeks and then also the 15th week that 15th week is extra-credit!

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

In addition to the above grading criteria, each student must complete the research-participant requirement, which means 4 credits of research participation. This is 6% (55 points) of your total grade for the semester. You sign up for the research participation on the SONA online system: [http://sjsu.sona-systems.com/Default.aspx?ReturnUrl=%2f](http://sjsu.sona-systems.com/Default.aspx?ReturnUrl=%2f).

There will be pluses and minuses to the grades (i.e. A-‘s will be given). But as is the case with graduate seminars, the lowest grade is usually a B-.

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<tbody>
<tr>
<td>A+</td>
<td>94.5+</td>
<td>865+</td>
<td>B</td>
<td>82.5-85.5</td>
<td>755-790</td>
<td>C-</td>
<td>69.5-71.4</td>
<td>636-653</td>
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<tr>
<td>A</td>
<td>91.5-94.4</td>
<td>837-864</td>
<td>B-</td>
<td>79.5-82.4</td>
<td>727-754</td>
<td>D+</td>
<td>66.5-69.4</td>
<td>608-635</td>
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<tr>
<td>A-</td>
<td>89.5-91.4</td>
<td>819-836</td>
<td>C+</td>
<td>76.5-79.4</td>
<td>700-726</td>
<td>D</td>
<td>61.5-66.4</td>
<td>563-607</td>
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<tr>
<td>B+</td>
<td>86.5-89.4</td>
<td>791-818</td>
<td>C</td>
<td>71.5-76.4</td>
<td>654-699</td>
<td>D-</td>
<td>59.5-61.4</td>
<td>544-562</td>
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**Rounding is Included in the Grading Scale**
The point totals reflect rounding up to the nearest percentage. For example, an A- would normally require 90%. With rounding, it only requires 89.5%. Because rounding is built in to the grading scale, your grade will be based on your final point total, rounded to the nearest whole percentage point (so, 819 points or 89.5% is an A-, but 818 points or 89.4% is a B+). To be fair to everyone in the class, these are firm cutoffs, so please don’t ask for additional bumping up.

**Late Writing Assignments:**
All writing must be turned in on Canvas before midnight on the scheduled due date. Assignments submitted after this deadline will lose 3-4 points immediately and an additional 3-4 points 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 for your class.
Academic Support:
If you struggle in this course (D or worse average) or just want extra help in studying, there is a free tutoring program as part of Peer Connections. Psychology 1 is always one of those courses that have peer tutoring. Please go to http://peerconnections.sjsu.edu/tutoring/tutors_by_course/index.html

- Peer Connections is located in the Student Services Center (SSC) 600, on the corner of 10th and San Fernando (inside the 10th Street parking garage building).
- The drop-in tutoring counter is in Clark Hall's Academic Success Center, on the first floor next to the computer lab.
- They also provide tutoring services in the Spartan Study Hub (SSH; formerly the LLC) in Campus Village B during specified hours.

If you have 3 finals in one day, University Policy S04-4 http://www.sjsu.edu/senate/docs/S06-4.pdf requires you request an alternative day 3 weeks in advance (by May 1) to one instructor and that you provide evidence in the form of the syllabus from the other classes as proof.

Classroom Protocol
Attendance is strongly recommended, with careful note taking (no slides are posted on Canvas). Be considerate of others and the instructor if you must show up late or leave early. Laptops are allowed only on the outer two sections (not the main middle section of the auditorium). Cellphones are NOT allowed at any time.

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

- Do not leave the “Subject” empty.
- Be sure to identify yourself clearly by stating your full name and the specific course in which you are enrolled. I have other classes with many students.
- If needed, clearly request a reply.
- Do not expect an immediate reply. Electronic communication is available 24/7. This is not true of your instructor or your classmates.

Recording Lectures:

a. 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.

b. It is suggested to 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.

c. 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.

d. 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.
### 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/](http://www.sjsu.edu/gup/syllabusinfo/)

### Psy1/ General Psychology, Spring 2019, Feist Course Schedule

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<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 24</td>
<td>Course Overview, Introduction, Ch 1</td>
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<tr>
<td>2</td>
<td>Jan 29</td>
<td>Introduction, What is Psychology? Ch 1</td>
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<td>2</td>
<td>Jan 31</td>
<td>Science &amp; Research Methods, Ch 2</td>
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<tr>
<td>3</td>
<td>Feb 5</td>
<td>Guest Lecturer: Science &amp; Research Methods, Ch 2 Due (Mon, Feb 4)</td>
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<td>3</td>
<td>Feb 7</td>
<td>Guest Lecturer: Evolution, Genetics, Ch 3</td>
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<td>4</td>
<td>Feb 12</td>
<td>Neuron, Brain, Ch 3</td>
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<td>4</td>
<td>Feb 14</td>
<td>Neurotransmitters, Brain Imaging, Ch 3</td>
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<tr>
<td>5</td>
<td>Feb 19</td>
<td>Sensation &amp; Perception, Ch 4</td>
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<td>5</td>
<td>Feb 21</td>
<td>Sensation &amp; Perception, Ch 4</td>
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<tr>
<td>6</td>
<td>Feb 26</td>
<td>Exam 1</td>
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<tr>
<td>6</td>
<td>Feb 28</td>
<td>Human Development, Ch 5</td>
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<tr>
<td>7</td>
<td>Mar 5</td>
<td>Human Development, Ch 5</td>
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<td>7</td>
<td>Mar 7</td>
<td>Consciousness, Ch 6</td>
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<td>8</td>
<td>Mar 12</td>
<td>Consciousness, Ch 6</td>
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<td>8</td>
<td>Mar 14</td>
<td>Memory, Ch 7 (Watch Udacity Memory Lecture, Lesson 8, <a href="http://www.udacity.com">www.udacity.com</a>) Writing Assignment #1 Due</td>
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<tr>
<td>9</td>
<td>Mar 19</td>
<td>Learning, Ch 8</td>
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<td>9</td>
<td>Mar 21</td>
<td>Learning, Ch 8</td>
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<tr>
<td>10</td>
<td>Mar 26</td>
<td>Language, Ch 9</td>
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<td>10</td>
<td>Mar 28</td>
<td>Thought, Ch 9</td>
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<td>11</td>
<td>Apr 2-4</td>
<td>SPRING BREAK</td>
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<td>12</td>
<td>April 9</td>
<td>Exam 2</td>
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<td>12</td>
<td>Apr 11</td>
<td>Intelligence, Ch 10</td>
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<tr>
<td>13</td>
<td>Apr 16</td>
<td>Creativity, Ch 10 /Motivation (Hunger, Eating), Ch 11 Connect/LS Ch 10 (Mon Apr 15)</td>
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<tr>
<td>13</td>
<td>Apr 18</td>
<td>Motivation (Hunger, Eating, Sex), Ch 11</td>
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<tr>
<td>14</td>
<td>Apr 23</td>
<td>Personality Ch 13 Writing Assignment #2 Due</td>
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<tr>
<td>14</td>
<td>Apr 25</td>
<td>Personality, Ch 13 , Social Influences, Ch 1</td>
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<td>Apr 30</td>
<td>Social Influences, Ch 14</td>
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<td>Week</td>
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<tr>
<td>15</td>
<td>May 2</td>
<td>Psychological Disorders, Ch 15</td>
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<td>16</td>
<td>May 7</td>
<td>Psychological Disorders, Ch 15</td>
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<td>Connect/LS Ch 14 (Mon May 6)</td>
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<td>16</td>
<td>May 9</td>
<td>Treatment of Disorders, Ch 16</td>
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<td>Connect/LS Ch 15 (Mon May 13)</td>
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<td>May 13</td>
<td>Research Participation Hours and/or Alternative Assignment</td>
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<td>May 15</td>
<td>Due May 13</td>
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<td>Connect/LS Ch 16 (Wed May 15)</td>
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<td><strong>Final Exam</strong></td>
<td><strong>TU</strong> May 21</td>
<td>Morris Dailey Auditorium (regular classroom)</td>
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<td>12:15 – 2:30pm</td>
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