San José State University
Psyc 001, General Psychology – Fall 2012

Instructor: Susan Snycerski, Ph. D.
Office Location: 311 DMH
Telephone: 408-924-5662 (only available during office hours; I will answer if I am not meeting with a student)
Email: Use email option on Piazza (I check this more often)
Office Hours: Tuesdays and Thursdays 4:30-5:30 p.m.
Class Days/Time: Section 8: Tuesdays and Thursdays 12:00-1:15 p.m.
Section 14: Tuesdays and Thursdays 1:30-2:45 p.m.
Classroom: CLK 117
Online and email hours: M-Th 10:00-5:00 (I am not available for email on weekends or holidays)
Prerequisites: Psyc 30 or 3 units of biology

Contacting Instructor
2. Through regular email. If you have tried contacting me via Piazza but have not received a reply in a reasonable amount of time (2 – 3 days), please use my SJSU email account: susan.snycerski@sjsu.edu
3. By phone. Not the best method; I will answer during office hours only when I am not meeting with a student. Do not leave voicemails; rather, contact me by email.

Our class will use Piazza for posting lecture notes, class readings, and additional course related materials. This website should also be used for posting questions regarding the class material or for emailing your instructor.

The course D2L website will be used for posting grades and online “dropbox” assignments as well as quizzes. No course content will appear on D2L.

Accessing Course Desire2Learn (D2L) site
To access the site go to http://sjsu.desire2learn.com
Username = firstname.lastname, but may have an appended number (e.g., joshua.doe2)
Password = Your initial D2L password is your 9 digit SJSU ID number.
See the online tutorial for additional login and usage information:

Desire2Learn Student Tutorial: [http://www.sjsu.edu/ecampus/students/D2L_students/](http://www.sjsu.edu/ecampus/students/D2L_students/)

*Email me immediately if you are still unable to access the site.*

**Course Description**

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

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. This course will cover “the study of perception, attention, learning, remembering, thinking, development of the individual, intelligence, aptitudes, emotion, motivation, adjustment and conflict” (SJSU course catalog)

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

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

Textbook

Other Readings
Additional information may posted to the Piazza.com website. Students will be notified when such information is posted via an email notice.

Learning Outcomes

Course Learning Outcomes (CLOs and SJSU GE)
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 (2012), 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, murders, 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 (2012), 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 (2012), 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 (2012), 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 (2012) and lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the power of the situation, altruism and prosocial behavior, the psychology of peace and conflict; constructing social reality, attitudes and attitude change, prejudice, social relationships; deciding who is abnormal, the problem of objectivity in defining abnormal behaviors, classifying psychological disorders, the etiology of psychopathology, anxiety disorders (types and causes), mood disorders (types and causes), gender differences in depression, suicide, psychological disorders in childhood, schizophrenic disorders, the stigma of mental illness.

**Program Learning Outcomes (PLO)**

Upon successful completion of the psychology major requirements…

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

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

*PLO3 – Critical Thinking Skills in Psychology* – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

*PLO4 – Application of Psychology* – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

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

**Library Liaison**

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

**Classroom Protocol**

**Course requirements**

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. Classroom participation is expected and may be graded via in-class quizzes, assignments, or other activities. In-class activities are only for those students present; that is, **there are no make-up opportunities for in-class activities except in cases of documented emergencies (see below).**

**Exams:** You will have four exams. Exams may comprise multiple-choice, short answer, and essay questions. Please bring a Scantron form (882-E) and pencils to each exam. For exams, all bookbags must be stored under your seat or at the front of the classroom. There will be no bathroom breaks during exams so please prepare yourself to sit comfortably for the duration of the exam.

Students MUST take the exam in the class in which they are enrolled. Taking the exam in a section in which a student IS NOT registered will result in a failing grade for that exam.

Students who arrive after the first person has finished the exam and left the classroom will lose their opportunity to take that exam, thus earning a zero grade for that exam. Please be sure to be on time for all exams!

No make up exams will be given. There are no exceptions unless in cases of documented emergencies or a Dean’s excuse. Thus, be sure to obtain a doctor’s note, court notice, accident/police report, and so forth if you must miss class.

Cheating on exams or other assignments will result in a failing grade (F) for the course; a grade of F will be recorded and the student(s) will be reported to the Office of Student Code and Ethical Conduct. Plagiarism on written work will also result in a failing grade for the course. This policy is strictly enforced.

**Final Exam**

The Final Exam will consist of the 4th unit exam. It will not be cumulative. Please note the day and time of the final as it IS NOT during our regularly scheduled class time. The exam is in our regular classroom.

2. **Extra-credit:** Your rewrite of one of your papers should be considered your extra-credit. 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. **Quizzes and/or assignments:** There will be quizzes and/or assignments, all of which may consist of online, in-class, take-home, or group assignments, as time allows and at the discretion of the instructor. If you do not complete a quiz or assignment, you will receive a zero for that missed work. **No make-up quizzes or assignments will be given.** Online quizzes and assignments that occur via the D2L site have strict deadlines. Once the deadline has passed, the opportunity to take or submit a quiz or assignment expires. No exceptions will be made for this policy. More details will be provided in class.

4. **Late Work:** All assignments/quizzes must be turned in at the beginning of class or uploaded/submitted to D2L by the scheduled due date and time. There will be no exceptions to this policy (unless in cases of documented emergencies or a Dean’s excuse), and this
policy will be strictly enforced. **DO NOT EMAIL ASSIGNMENTS.** You will not receive credit for emailed assignments.

5. **Writing projects:** There will be **two research papers** throughout the semester. **Papers should be approximately 750 words (about 3 pages, double spaced).** Details regarding the topics of the research papers will be discussed in class. 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 the “dropbox” on D2L and edit comments will be posted individually for each student (this will be described in detail in class).

As with the quizzes, written assignments have strict deadlines. Once the deadline has passed the opportunity to submit an assignment expires. No exceptions will be made for this policy. Written work should follow the guidelines described in the American Psychological Association Publication Manual (6th Ed.). Note that papers must include an APA style title page, in-text citations as well as a reference page. Students must complete the tutorials discussed below to be eligible to submit a paper.

**Info Power and Plagiarism online tutorials.** Follow the link below and complete these two tutorials by the date posted in the course schedule. [http://library.sjsu.edu/online-tutorials/online-tutorials](http://library.sjsu.edu/online-tutorials/online-tutorials)

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**Assignments and Grading Policy**

Your grade will be determined by the total number of points you earn throughout the semester. 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 in will result in a grade of zero. There are no exceptions to this policy.

**Grading**

- **4 Exams @ 15 points each** = 60
- **Quizzes (online, in-class, announced or unannounced), assignments, and/or activities. Point values, due dates, and descriptions** = 20

The total points available for assignments and/or quizzes will be provided in class.

Two research papers @ 10 points each = 20

**Total points available** = 100

**Grading scale:**

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<th>Points earned</th>
<th>Percent</th>
<th>Letter Grade</th>
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• Any disputes over an awarded grade must be accompanied by the original graded assignment.

• Students should verify grades for each assignment on the D2L website. There is a one-week period after each assignment grade is posted for students to notify the instructor if they think there is an error in the posted grade.

In addition to the above grading criteria, in order to pass this class each student MUST:
Complete the research-participant requirement (this requirement will be addressed in class by the Psychology Department Research Coordinator). Most semesters, this means 4 hours of research participation. You sign up for the research participation on the SONA online system: http://sjsu.sona-systems.com/Default.aspx?ReturnUrl=

Dept Policy Concerning Research Participation Requirement: "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."

Laptops/Tablets
Students using laptops/tablets will sit in the first two rows of the classroom only. No exceptions. Laptops/tablets should be charged prior to class. In-class laptop/tablet use is restricted to course-related activities (e.g., taking notes). Other activities (e.g., checking email, Facebook®, MySpace®, etc.) distract both the instructor and students and will not be tolerated. Inappropriate laptop use during class will result in the student being dismissed for the remainder of the class session. Repeated inappropriate use may lead to loss of permission to use the device in class for the duration of the course.

Cell phones and other electronic devices
Please be certain to turn off or put in silent mode (not vibrate mode as that is still audible and is distracting) all cell phones, pagers, and any other devices that produce distraction prior to entering the classroom. Phones should not appear on the desktop: rather, they should be stored during class sessions in pockets, bookbags, purses and the like. DO NOT TEXT DURING LECTURE. It is rude. If I suspect you are websurfing or checking e-mail or texting I will ask you to leave class or call you out. Do those things all you want outside of class. In addition, research shows that Websurfing/texting during class directly lowers your grade (and disrupts those around you). Go to: http://chronicle.com/blogs/wiredcampus/students-stop-surfing-after-being-shown-how-in-class-laptop-use-lowers-test-scores/4576
Texting during class will result in the student being dismissed for the remainder of the class session.
University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

Expectation of Work Load: Senate Policy S12-3 on student work expectations

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

The credit hour is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester

(2) A credit hour is assumed to be a 50-minute (not 60-minute) period.

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

Recording Lectures: Consent for Recording of Class and Public Sharing of Instructor Material, Amends F06-2

Whereas Common courtesy and professional behavior dictate that someone is notified when being recorded; and audio recording without consent in private settings is prohibited by California Penal code 630-635, and

Whereas Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval; and is already prohibited by California Civil Code 980 a(1), and
Whereas It is desirable to allow flexibility to faculty as to when and how consent is given for recording classes or publicly sharing course material; therefore be it

Resolved That the following items be included in the list of greensheet items recommended for consideration in the Appendix of University Policy F06-2.

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

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

Therefore, neither recording of class lectures or discussions nor distribution of course materials are allowed. Failure to follow this policy will result in immediate expulsion from the class, a grade of F in the course, and reporting the student to the University and proper authorities for further sanctions/punishment.

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/.

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/.

**Peer Mentor Center**

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.

**Student Success and Wellness**

Attending to your wellness is critical to your success at SJSU. I strongly encourage you to take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/Wellness & Health Promotion Dept., and Career Center. See http://www.sjsu.edu/wellness or http://www.sjsu.edu/counseling/Workshops/ for workshop/events schedule and links to many other services on campus that support your wellness! You may go to http://events.sjsu.edu to register for any one of the workshops.
General Psychology - Fall 2012 Schedule

This course will follow this syllabus to the extent possible. The timing and specific nature of topics and activities may change. You are responsible for keeping informed of any changes made to the class syllabus. Such changes will be clearly stated in class and will be posted on the class website. You are responsible for checking the class website before each class. If, for any reason, your instructor must cancel class a message will be posted on the course website. Therefore, it is extremely important to check the website before each class.

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 23</td>
<td>Course Overview/Introduction</td>
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<tr>
<td>2</td>
<td>Aug 28</td>
<td>Ch 1: Introduction to Psychology</td>
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<td></td>
<td>Aug 30</td>
<td>Ch 2: Conducting Research in Psychology</td>
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<tr>
<td>3</td>
<td>Sep 4</td>
<td>Sept 4 – Online tutorials due. Copy and paste your email results to a word processing document and upload to the “dropbox” on our D2L website. Complete Info Power and Plagiarism.</td>
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<td>Sep 6</td>
<td>Ch 2: Conducting Research in Psychology</td>
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<td>Ch 3: Biology of Behavior</td>
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<td>Sep 11</td>
<td>Ch 3: Biology of Behavior</td>
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<td>Sep 13</td>
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<td>5</td>
<td>Sep 18</td>
<td>Sept 18 – Exam 1 Ch 1, 2, 3 and additional lecture materials</td>
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<td>Sep 20</td>
<td>Ch 6: Consciousness</td>
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<td>6</td>
<td>Sep 25</td>
<td>Sept 25 - Ch 4 quiz due</td>
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<td>Sep 27</td>
<td>Ch 6: Consciousness - An Overview of Drugs</td>
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<td>Oct 2</td>
<td>Ch 7: Memory</td>
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<td>Oct 9 - Ch 5 quiz due</td>
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<td>Oct 11</td>
<td>Ch 8: Learning</td>
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<td>9</td>
<td>Oct 16</td>
<td>Oct 16 – Exam 2 Ch 6, 7, 8 and additional lecture materials</td>
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<td>Oct 18</td>
<td>Ch 10: Intelligence, Problem Solving, and Creativity</td>
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<td>Oct 23 - Research Paper #1 due</td>
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<td>Oct 25</td>
<td>Ch 10: Intelligence, Problem Solving, and Creativity</td>
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<td></td>
<td>Ch 11: Motivation and Emotion</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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<tr>
<td>11</td>
<td>Oct 30</td>
<td>Ch 11: Motivation and Emotion</td>
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<td></td>
<td>Nov 1</td>
<td><strong>Nov 1 – Ch 9 quiz due</strong></td>
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<td>Ch 12: Stress and Motivation</td>
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<tr>
<td>12</td>
<td>Nov 6</td>
<td>Ch 13: Personality: The Uniqueness of the Individual</td>
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<td>Nov 8</td>
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<tr>
<td>13</td>
<td>Nov 13</td>
<td><strong>Nov 13 – Exam 3 Ch 10, 11, 12, 13, and additional lecture material.</strong></td>
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<tr>
<td></td>
<td>Nov 15</td>
<td>Ch 14: Social Behavior</td>
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<td>14</td>
<td>Nov 20</td>
<td>Ch 14: Social Behavior</td>
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<td>Nov 22</td>
<td>THANKSGIVING</td>
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<tr>
<td>15</td>
<td>Nov 27</td>
<td>Research paper #2 due</td>
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<td>Nov 29</td>
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<td>16</td>
<td>Dec 4</td>
<td>Ch 16: Treatment of Psychological Disorders</td>
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<td>Dec 6</td>
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<tr>
<td>Final Exam</td>
<td><strong>Section 8</strong></td>
<td>Exam 4 – Final Exam – Ch 14, 15, 16, and additional lecture material.</td>
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<td><strong>Section 14</strong></td>
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<td><strong>Wednesday, December 12 ➔ 9:45 a.m. – 12:00 p.m.</strong></td>
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<td><strong>Tuesday, December 18 ➔ 12:15 – 2:30 p.m.</strong></td>
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<td>As with previous exams, students MUST take the final exam in the section in which they are enrolled.</td>
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</tbody>
</table>

Portions of this syllabus were graciously provided by Dr. Robert Pellegrini, Dr. Greg Feist, and Dr. Sean Laraway.