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 12:30 – 1:30pm (zoom)
Class Days/Time: T TH 1:30-2:45pm (Final, TH May 20, 12:15pm)
Classroom: Zoom (need to join with SJSU Zoom account)

Please copy the information below into your own notes. This information will remain the same for the whole semester for Psy01-07 (Feist):

- Meeting ID: 856 1578 4842
- Password: 035219
- Login via Computer or smartphone:
  - https://sjsu.zoom.us/j/85615784842?pwd=b25ITGNFN0p0NUpYVGI5SFBPUIGUT09
  - Passcode: 035219
- Login via iPhone one-tap:
  - +16699006833, 85615784842# or +12532158782, 85615784842#
- Login via Telephone:
  - US: +1 669 900 6833 or +1 253 215 8782 or +1 346 248 7799 or +1 646 876 9923 or +1 301 715 8592 or +1 312 626 6799

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 required textbook for this course is the electronic form (Smartbook) of *Psychology: Perspectives & Connections with Connect Plus* (2018), 4th edition, Feist & Rosenberg, McGraw-Hill (ISBN- 9781260699944). Do NOT purchase a hardcopy of the book. The great news is that you have automatic access to the book today on Canvas and McGraw-Hill Campus (Connect). You have access for two weeks (Feb 11, add deadline) before you get charged by bursars office ($72). You automatically have access to the course materials on day one without entering a code or being charged upfront. Buy nothing else. After the add drop period, your bursar account will be billed at a discounted rate of $72 for the required course materials representing significant savings for you as the student. If you choose to not have your account be billed, you must “opt out” before the required deadline. If you do not opt out, you will be charged. We highly recommend you do not opt out if you are going to continue in this course because this is the lowest cost available for this product.

After you have paid for the product, you will have access for the remainder of the term.

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 (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, 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 (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.
They will be administered on Canvas Quiz and you have 1 1/4 hrs to complete each midterm exam. You
have 2 1/4 hrs to complete the final exam. No other make-up exams will be given.

- **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 a 15th LearnSmart and a 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 without written excuse.

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 17th)**: 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/](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:
All students should complete at least one hour of their required research hours by March 1st.

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 all 3 hours of research participation. Anything less than 4 hours will result in less than 6%. **Penalty for less than 3 hours is fewer than 55 points being earned (proportional: e.g. 2 hrs = 37/55 points)**

If you elect to not 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.

So just because a study says 1.0hr credit does NOT mean that is what you will earn. You must complete the full study to be awarded full credit.

**Final Examination or Evaluation**

The final exam will take place on **Th May 20th** (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

<table>
<thead>
<tr>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>20pts</td>
<td>2.2%</td>
</tr>
<tr>
<td>80 pts</td>
<td>8.7%</td>
</tr>
<tr>
<td>120 pts</td>
<td>13.1%</td>
</tr>
<tr>
<td>160 pts</td>
<td>17.5%</td>
</tr>
<tr>
<td>55</td>
<td>6.0%</td>
</tr>
<tr>
<td>20 pts ea./280total</td>
<td>30.6%</td>
</tr>
<tr>
<td>8 pts/assignment for LearnSmart Practice Questions (study aid-participation)*</td>
<td></td>
</tr>
<tr>
<td>12 pts/assignment for Connect Quiz (weekly online quiz)*</td>
<td></td>
</tr>
<tr>
<td>100 pts ea./200total</td>
<td>21.9%</td>
</tr>
</tbody>
</table>

**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 in 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.

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-.

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Points</th>
<th>Grade</th>
<th>% Points</th>
<th>Grade</th>
<th>% Points</th>
</tr>
</thead>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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](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.

**Virtual Classroom Protocol**

(adapted from Dr. Valerie Carr; see Canvas>Files>Online Primer Learning Primer for Students for more information on how to join zoom classes, submitting assignments, etc)

Students are expected to maintain a level of professional and courteous behavior at all times when learning online, just as you would when learning face-to-face.

**Microphones and cameras**

- **Mute your microphone**
  - By default, when you join the class your microphone will be muted to help keep background noise to a minimum. Please keep your microphone muted unless you would like to ask a question/make a comment, or when participating in lab activities with your group members.
- **If able and comfortable, turn on your camera**
  - It can be helpful for me as an instructor to receive visual feedback from you -- it's not easy to lecture to a blank wall! The ability to see each other can also help promote a sense of community in the classroom.
  - However, using your camera isn't a requirement; I completely understand that we're all dealing with very unique circumstances and challenges at the moment, so I leave the decision about using your camera up to you.
- **Virtual backgrounds**
  - If using a virtual background, please select one that is appropriate and professional; backgrounds should not include or suggest content that is objectively offensive or demeaning
- **If able, join class from a quiet location**
  - If you are able, please join class from a relatively quiet, distraction-free location; this will make it easier for myself and your classmates to hear and see you

**Asking questions online**

One of the benefits of taking a synchronous class is that it can still be interactive. In addition to asking and answering questions during lecture, you will also have ample opportunities to interact with your peers during lab activities. Please see below for suggestions:

- **If you would to ask a question/make a comment during lecture, the best approach is to use the “raise hand” feature in Zoom; I will then call on you to unmute yourself**
  - If you use this feature but I still don’t notice you, feel free to unmute yourself and get my attention verbally
  - More details on how to use the “raise hand” feature: [https://support.zoom.us/hc/en-us/articles/205566129-Raise-Hand-In-Webinar](https://support.zoom.us/hc/en-us/articles/205566129-Raise-Hand-In-Webinar)
- **You can also use the chat function to ask questions, which is particularly useful if you’re on a device that doesn’t have a microphone**

**Multitasking during online class**

As a learning and memory researcher, I strongly discourage you from multitasking during our class time. I know that using an internet-enabled device to learn makes it extremely convenient and tempting to check social media and to message your friends during class. However, research indicates that multitasking is detrimental to attention, executive function, and learning, and is associated with poor
academic outcome. I recommend that you take the following steps to make it easier to focus and thus to learn:

- Put away your smartphone (unless you’re using it for Zoom)
- Turn off notifications and other alerts on your computer/smartphone/watch
- Close other applications on your computer
- Take notes by hand

**Email Etiquette**

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.

**Academic Integrity**

Know the policy on academic integrity and definitions of cheating and plagiarism:

http://info.sjsu.edu/static/catalog/integrity.html. The student must:

1. Know the rules that preserve academic integrity and abide by them at all times. This includes learning and abiding by rules associated with specific classes, exams and course assignments.
2. Know the consequences of violating the Academic Integrity Policy.
3. Know the appeal rights, and the procedures to be followed in the event of an appeal.
4. Foster academic integrity among peers.

**Psy1/ General Psychology, Spring 2021, Feist Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 28</td>
<td>Course Overview, Introduction, Ch 1</td>
</tr>
<tr>
<td>2</td>
<td>Feb 2</td>
<td>Introduction, What is Psychology? Ch 1</td>
</tr>
<tr>
<td>2</td>
<td>Feb 4</td>
<td>Science &amp; Research Methods, Ch 2</td>
</tr>
<tr>
<td>3</td>
<td>Feb 9</td>
<td>Science &amp; Research Methods, Ch 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Connect/LS Ch 1 Due (Wed, Feb 8)</td>
</tr>
<tr>
<td>3</td>
<td>Feb 11</td>
<td>Evolution, Genetics, Ch 3</td>
</tr>
<tr>
<td>4</td>
<td>Feb 16</td>
<td>Neuron, Brain, Ch 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Connect/LS Ch 2 Due (Mon Feb 15)</td>
</tr>
<tr>
<td>4</td>
<td>Feb 18</td>
<td>Neurotransmitters, Brain Imaging, Ch 3</td>
</tr>
<tr>
<td>5</td>
<td>Feb 23</td>
<td>Sensation &amp; Perception, Ch 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Connect/LS Ch 3 Due (Mon Feb 22)</td>
</tr>
<tr>
<td>5</td>
<td>Feb 25</td>
<td>Sensation &amp; Perception, Ch 4</td>
</tr>
<tr>
<td>6</td>
<td>Mar 2</td>
<td>Exam 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Connect/LS Ch 4 Due (Mon, Mar 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1hr Research Participation Due (Mar 1)</td>
</tr>
<tr>
<td>6</td>
<td>Mar 7</td>
<td>Human Development, Ch 5</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>Mar 9</td>
<td>Human Development, Ch 5 Connect/LS Ch 5 Due (Mon, Mar 8)</td>
</tr>
<tr>
<td>7</td>
<td>Mar 11</td>
<td>Consciousness, Ch 6</td>
</tr>
<tr>
<td>8</td>
<td>Mar 16</td>
<td>Consciousness, Ch 6 Connect/LS Ch 6 Due (Mon Mar 15)</td>
</tr>
<tr>
<td>8</td>
<td>Mar 18</td>
<td>Memory, Ch 7 (Watch Udacity Memory Lect., Lesson 8, <a href="http://www.udacity.com">www.udacity.com</a> ) Writing Assignment #1 Due</td>
</tr>
<tr>
<td>9</td>
<td>Mar 23</td>
<td>Learning, Ch 8 Connect/LS Ch 7 Due (Mon Mar 22)</td>
</tr>
<tr>
<td>9</td>
<td>Mar 25</td>
<td>Learning, Ch 8</td>
</tr>
<tr>
<td>10</td>
<td>Mar 29-Apr 1</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>10</td>
<td>Apr 6</td>
<td>Language, Ch 9 Connect/LS Ch 8 Due (Mon Apr 5)</td>
</tr>
<tr>
<td>11</td>
<td>Apr 8</td>
<td>Thought, Ch 9</td>
</tr>
<tr>
<td>12</td>
<td>April 13</td>
<td>Exam 2 Connect/LS Ch 9 Due (Mon, Apr 12)</td>
</tr>
<tr>
<td>12</td>
<td>Apr 15</td>
<td>Intelligence, Ch 10</td>
</tr>
<tr>
<td>13</td>
<td>Apr 20</td>
<td>Creativity, Ch 10 /Motivation Ch 11 Connect/LS Ch 10 (Mon Apr 19)</td>
</tr>
<tr>
<td>13</td>
<td>Apr 22</td>
<td>Motivation (Hunger, Eating, Sex), Ch 11</td>
</tr>
<tr>
<td>14</td>
<td>Apr 27</td>
<td>Personality Ch 13 Connect/LS Ch 11 (Mon Apr 26)</td>
</tr>
<tr>
<td></td>
<td>Apr 27</td>
<td>Writing Assignment #2 Due</td>
</tr>
<tr>
<td>14</td>
<td>Apr 29</td>
<td>Personality, Ch 13, Social Influences, Ch 14</td>
</tr>
<tr>
<td>15</td>
<td>May 4</td>
<td>Social Influences, Ch 14 Connect/LS Ch 13 (Mon May 3)</td>
</tr>
<tr>
<td>15</td>
<td>May 6</td>
<td>Psychological Disorders, Ch 15</td>
</tr>
<tr>
<td>16</td>
<td>May 11</td>
<td>Psychological Disorders, Ch 14 Connect/LS Ch 14 (Mon May 10)</td>
</tr>
<tr>
<td>16</td>
<td>May 13</td>
<td>Treatment of Disorders, Ch 16</td>
</tr>
<tr>
<td></td>
<td>May 17-19</td>
<td>Research Participation Hours and/or Alternative Assignment Due May 17 Connect/LS Ch 15 (Mon May 17) &amp; Ch 16 (Wed May 19)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Th May 20</td>
<td>12:15 – 2:30pm</td>
</tr>
</tbody>
</table>