



# Principles of Psychology

The University of Toledo  
College of Language Literature and Social Sciences  
PSY 1010-007 CRN: 62535

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**Instructor:** Ms. Fawn Caplandies  
**Email:** fawn.caplandies@rockets.utoledo.edu  
**Office Hours:** Tuesday/Thursday 12:30PM- 1 PM  
**Office Location:** UH 6505

**Term:** Spring 2016  
**Class Location:** SM 2100  
**Class Day/Time:** Tuesday/Thursday, 11AM -12:15 PM  
**Credit Hours:** 3

**Undergrad TA:** Marissa Arite  
**Undergrad TA Email:**  
Marissa.Arite@rockets.utoledo.edu

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## COURSE/CATALOG DESCRIPTION

- A survey of the branches of psychology and the scientific approach to the study of behavior.

## STUDENT LEARNING OUTCOMES

- This course is part of our institutional **General Education Program** and supports the general education outcomes of
  1. Scientific & Quantitative Reasoning and Literacy
  2. Communication.
- This course is part of the **Ohio Transfer Module**. It introduces students to the methods of inquiry for understanding behavior and an analysis of the scientific approach to psychological questions.
- The following Learning Outcomes are required as part of the **Ohio Transfer Assurance Guidelines** and includes the following required learning outcomes.
  1. Describe psychological theories, principles and concepts relevant to the following topics: history and methods, physiology (biology of behavior, consciousness, perception), cognition (learning, thought, language), social, organizational, developmental, personality and psychopathology and its treatment.
  2. Articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology.
  3. Apply basic psychological principles to human history, current events, and daily human experience.
  4. Recognize diversity and individual differences and similarities in a variety of contexts.
  5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.

## American Psychological Association Undergraduate Learning Goals

- **Demonstrate knowledge and understanding representing appropriate breadth and depth in selected content areas of psychology:**
  - a. **theory** and research representing each of the following four general domains:
    1. learning and cognition
    2. individual differences, psychometrics, personality, and social processes, including those related to sociocultural and international dimensions
    3. biological bases of behavior and mental processes, including physiology, sensation, perception, comparative, motivation, and emotion



4. developmental changes in behavior and mental processes across the life span
  - b. the **history** of psychology, including the evolution of methods of psychology, its theoretical conflicts, and its sociocultural contexts
  - c. **relevant levels of analysis**: cellular, individual, group/systems, and culture
  - d. **themes, persistent questions, & enduring conflicts in psychology**
    1. the interaction of heredity and environment
    2. variability and continuity of behavior and mental processes within and across species
    3. free will versus determinism
    4. subjective versus objective observations
    5. the interaction of mind and body
- **Students will be able to enumerate evidence underlying beliefs about behavior—**
    - a. Recognize major **perspectives** of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and sociocultural).
      1. Compare and contrast major perspectives
      2. Describe advantages and limitations of major theoretical perspectives
    - b. Recognize different **research methods** used by psychologists.
      1. Describe how various research designs address different types of questions and hypotheses
      2. Articulate strengths and limitations of various research designs
      3. Distinguish the nature of designs that permit causal inferences from those that do not
  - **Students will demonstrate an influence of psychological principles on their behavior, specifically study strategies**
    - a. Demonstrate self-regulation in **setting and achieving goals**
      - Regular and spaced study sessions in the form of recall practice quizzes
    - b. **Assess your own performance accurately**
      - Use feedback from quizzes and study plan to realistically assess own knowledge
  - **Students will write short essays with concise clear statements that directly address an issue**
    - a. Demonstrate **professional writing** conventions (e.g., grammar, audience awareness, formality) appropriate to purpose and context. This should be apparent in **all of your written work** and in all communications with the instructor including email.

## TEACHING STRATEGIES

- This is a course that meets twice per week for discussion of concepts presented in the textbook and online materials. Read the chapter at least once and do any assignments before the class meets to discuss that chapter. **As for any 3-hour course that lasts a full 15 weeks, expect to spend about 9-12 hours per week reading the textbook, going through the online materials (paying special attention to those that are specifically assigned), gaining confidence with the practice quizzes, and studying on your own if you want to get the highest grade of which you are capable.**
- You should be seated and ready to begin listening and discussing at 11AM when the class begins. If you are late, just enter the back of the room quietly and be seated. Activities at the beginning of the class will not be repeated for late comers. Turn off cell phones during class. If you must engage in activities during class that might distract either the instructor or other students, leave the room to do so.
- **Communication** with the instructor is most reliable by email. Most questions can be answered quickly in email but you can also stop by to visit in my office during office hours. As your



instructor, I am here to help and will respond to email within 24 hours. You should check your university email frequently for messages about the course. You should also log in to Blackboard/REVEL every day to put in a little study time and to check for announcements. If you are having difficulty with the course concepts, please let me know so that I can review those topics in class or provide individual explanations.

- **Learning Activities** rely heavily on **students** reading the assigned chapter before the class meets in order to be able to participate in the discussion.
  - The **discussion** of each topic will revolve around crucial concepts, how the information was derived (experimental evidence), evaluation of evidence, how to apply the ideas to one's own life and behavior, weakness or limitations of the evidence, and difficulties encountered in such research.
  - **Writing assignments** are short but frequent. The essays should be about one page, and they should be organized with an introductory statement that sets the main idea you plan to present, followed by some supports for that idea, and then a summing up. Always use formal correct grammar and appropriate word choice. Don't use a thesaurus just to include fancy words if those words don't really suit their context—simple and direct wording is always the best bet. Assume you are writing for an educated and intelligent audience that doesn't know quite as much about the topic as you do.
  - **Exams** require you to know facts covered in the chapters, understand the ideas presented, and be able to apply them to potential situations. You must study each chapter as it is assigned in order to be able to review them for a few days before the exams. You cannot wait to learn all three chapters in one day—you will recognize words and ideas but not be able to consolidate understanding in such a short time. If you study and then review a few weeks later, you will have a more solid understanding that will be very useful when you review the entire course for the final exam.
  - This class has an **Undergraduate Teaching Assistant**. Your TA has taken the course and done well so she or he will have some good ideas to help you study. The TA will collect end of chapter quizzes, meet with you by appointment, and hold frequent review sessions. Working with the TAs has been a big help to previous students who took advantage of them.
- **Research Requirement:** You are required to participate in research in the psychology department. If you cannot participate due to scheduling issues or would prefer not to participate, you can fulfill this requirement by writing reports on scientific articles. You **must** fulfill this requirement one way or the other, or you will not pass the class. I repeat: You will fail the course if you do not participate in research or complete the reports. More on this can be found on Blackboard.  
<http://psychology.utoledo.edu/showpage.asp?name=researchRequire>



## Psychology Research Exposure

- To introduce students to the research methodology of psychology, all students in Principles of Psychology (PSY 1010) at the University of Toledo must accumulate 4 units of research credit during the semester. **Students failing to do so will automatically be given a grade of Incomplete (I) for the course.** These 4 units of research credit may be obtained in any combination of two different ways: (1) participating in psychology experiments and/or (2) writing research reports. Students may be able to earn additional points (i.e., extra credit) by participating in additional research experiments or writing additional reports. The decision to offer any extra is under the discretion of the course instructor.

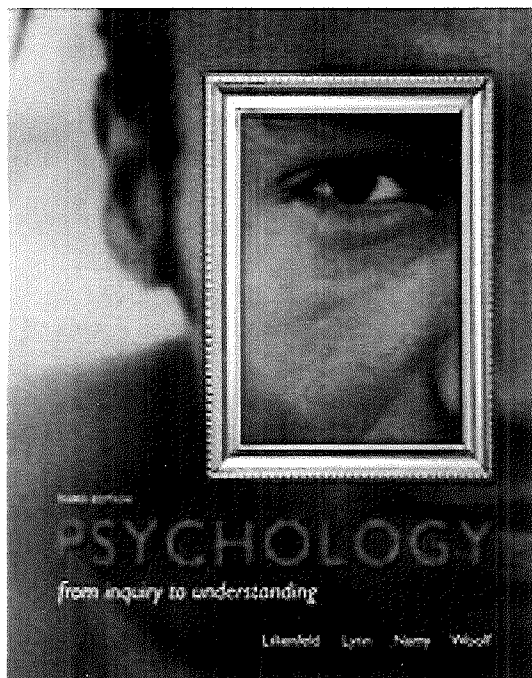
### Participation in Psychology Experiments

- Students earn research credit based on the duration of each research session. For example: A session that lasts 30 minutes or less is worth one-half (0.5) credit. A session that lasts between 31 and 60 minutes is worth one (1.0) credit. A session that lasts between 61 and 90 minutes is worth one (1.5) credit. And so on...
- To sign up for an experiment, you will need to login to the psychology department's research sign-up system on the internet (<http://utoledo.sona-systems.com/>). To access your account, simply type in the user ID and password that were emailed to you at the beginning of the semester. If this does not work for you (e.g., if you've added the course after the semester began), you may need to request a new account on the bottom left hand of the front page.
- If it is necessary for you to miss an appointment because of illness or some other emergency, you must cancel your appointment at least **2 hours before** the experiment. All cancellations must be done via the department's research web page. If you miss a scheduled appointment without canceling or contacting the experimenter, your absence will be designated an "unexcused no show". If you fail to show up (i.e., you are designated an "unexcused no show") for 3 experiments, you will lose your privilege to sign up for additional experiments and be prompted to contact the system administrator. If an experimenter fails to show up for a session but you do not, you will still receive credit for participating. If this happens, you must wait at least 10 minutes and then contact the Research Coordinator at: [psychresearch@utoledo.edu](mailto:psychresearch@utoledo.edu).

### Writing Research Report

- Each report (worth 1 unit of research credit) will be based on a scientific article in a psychology journal that is pre-approved **by the instructor**. Each paper should be no more than 2-3 pages in length and will be judged on the basis of clarity, spelling, grammar, and content. You are to summarize and critically evaluate the article by:
  - Identifying the purpose of the study (why did the authors conduct this study)
  - Stating the hypotheses in the study
  - Summarizing in sufficient detail the method used (procedure, materials, and participants)
  - Reporting the results from the study and the general conclusions
  - Empirical articles must be obtained through Google Scholar or PsycINFO.
- To locate PsycINFO, go to
  - OhioLINK
  - Then, click the following links:
    - Library Databases, Listed by name, P-Q
    - Scroll down to PsycINFO 1967- (present)

Empirical articles may be on any psychological topic you choose, but they must be an original scientific study (not a review article). Ideally, you should select a few before you submit them to your instructor for approval just in case one (or more) is not approved. Some articles to choose will be posted on Blackboard.



**PREREQUISITES AND COREQUISITES:** None

**REQUIRED TEXTS AND ANCILLARY MATERIALS**

Lilienfeld et al., 2013. **Psychology: From Inquiry to Understanding, 3rd edition**, Pearson.

ISBN 9780134223926 includes eBook, audiobook, and online materials; ISBN 9780134225647 includes all of these plus a hardcopy looseleaf textbook for an additional \$5. These are available from the Student Bookstore, 3059 Bancroft St., Toledo OH 43606, (419) 536-9154. You can also purchase the electronic access directly from the publisher using the link in the course Blackboard site.

We will be using an online platform called REVEL as the textbook. This means the text we'll be using, Psychology: From Inquiry to Understanding, 3rd edition by Lilienfeld comes in this platform and has been enhanced with videos, reading quizzes, and other interactive activities. The quizzes in REVEL will be required as a portion of your final course grade, so

please be sure to purchase the REVEL version of the text. If you purchase a different print version, you'll still be expected to purchase access to REVEL and will wind up spending more money than you needed.

There are two options for REVEL:

1. Access to the entire textbook in REVEL alone (completely online)
2. Access to the entire textbook in REVEL + a looseleaf version of the textbook for only \$5 more (looseleaf just means it is 3 hole punched)

The bookstore is selling both options; you can also purchase either option directly from the publisher at a slightly lower cost. Pricing info is below. It doesn't matter to me where/how you purchase, just please note **YOU MUST HAVE ACCESS TO REVEL** for this course! The REVEL version of the text is often less expensive than a regular, bound version of the text used online, so requiring this version is meant to save you a bit of money.

UT Bookstore prices:

REVEL access alone: \$79.25

REVEL access with looseleaf print version of the book: \$92.05

Pearson prices (will explain how to purchase during the first week of class): REVEL access alone: \$65

REVEL access with looseleaf print version of the book \$70

\*\*\*Please note: it will be required that you use the REVEL text for quizzes and homework; please keep this in mind as you shop for options. If you purchase a used version of the text online, you will still have to purchase access to REVEL for \$65. The least expensive options are the ones listed above.



## TECHNOLOGY REQUIREMENTS

- This course uses Blackboard for assignments and exams and it uses the Pearson Revel website for online text, supplementary materials, study aids, practice quizzes, writing assignments, and homework. You will need a fast internet connection and access to a computer. Most of the materials are also compatible with iPads and smartphones.

## UNIVERSITY POLICIES

*Policy Statement on Non-Discrimination on the basis of Disability (ADA)*

- *The University is an equal opportunity educational institution. Please read The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance.*

### **Academic Accommodations**

*The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the Student Disability Services Office.*

## ACADEMIC POLICIES

Contacting Me: I am happy to help you out if you are struggling in the course, so feel free to stop by my office during my office hours. If you can't make it during those times, shoot me an email and we will work something out. Setting up an appointment in advance is ideal and email is the best way to get in touch with me. There will be times when I am out of my office to run an errand in the building so if I know we're meeting, I will make sure to be there. Please use the address above instead of Blackboard (I don't check it). Before you email me, double-check the syllabus. If your question is addressed somewhere therein, I will not respond to your email. I rarely respond to emails between 11 p.m. and 7 a.m. Please do not email me repeatedly if I do not respond within a couple of hours... I probably received your first email and I will reply as soon as I am able. (Please use the same guidelines to contact your TA.)

Attendance: **Please arrive to class on time and do not leave early.** I do not take attendance. Many students work full- or part-time or have families, and I do not need to know why you missed lecture. However, if you choose not to come to class, you will not earn a passing grade. Exam content is largely drawn from the lecture materials, and I do not post audio of my lectures on the course website and I will not email you my slides. If you miss class, get notes from a classmate and review the supplementary materials online. If you have further questions, please come to office hours with a list of specific issues. If you know that you will be out of town (athletic event, family obligation, etc.), please email me *in advance* and I will provide you with additional content to make up for when you will be gone.

Course Materials: With the exception of the lectures and supplementary materials, content can be found on REVEL. I will post "outline" slides in PDF format on Blackboard at the beginning of each unit. These slides will not include everything you need to know, which is why you should come to class. Please do not ask me to post slides with the full content on them. I will also post each unit's assignments to REVEL at the beginning of the unit so you have plenty of time to work on them. **I do not consent to be photographed or recorded during my lectures unless you have explicit permission from the University or me.** This includes photographing or recording my lectures on your phone, laptop, tape recorder (are these still around?), or any other device. So please do not pull out your iPad to take pictures of slides instead of writing the information yourself.



**Procrastination and Late Assignments:** Keep up with the assignments and you'll do well in the course, assuming you also come to lecture. I give you the entire unit to complete assignments, so if there is a technical problem, we can figure it out prior to the due date. Life happens, so give yourself plenty of time to account for things you cannot control. I'm much more likely to work with you on technical difficulties if it's more than 24 hours before the deadline. As far as late assignments are concerned, I do not accept them. Do not ask. I understand that extenuating circumstances do arise (e.g., sick child, car accident, etc.), and I will make reasonable accommodations in these situations if provided with documentation within 24 hours of the due date. I do allow you to take exams late, but you are penalized (see "Exams" below).

**Exams:** There will be five unit exams and a final exam. The final covers the last unit and also contains a cumulative portion, so it will be longer and is worth more points than the others. The unit exams will be composed of 50 questions and the final will be 100 questions; exams will be all multiple-choice. You may not use books, notes, or friends on the exams... you should just be using your own brain. I am tentatively allowing a class period to be used for an exam day, but if we cannot finish the unit in time, exams will be taken in a proctored computer lab (UH 5000). I will post announcements on Blackboard to communicate whether a class period will be available to take the exam. You may visit the lab to take your exam any time the lab is open when the exam is available. However, multiple instructors utilize this lab for proctored exams, so it does get busy at times. They are also NOT open on Fridays.

**Do:**

- **Bring a photo ID to the lab.**
- Remember the course name (Introductory Psychology) and my name (Caplandies) to check in faster. Just saying "psychology" isn't enough.
- Plan ahead. There is no guarantee that you will be able to take the exam if the lab is busy.

**Do Not:**

- Arrive at the lab less than an hour before it closes for the day; you will not be permitted to take the exam.
- Try to cheat. The proctors will text me immediately if they see you doing something sketchy. Any use of your phone during an exam will be considered cheating. Put it away before you walk into the exam room.
- Use the computers for non-exam related work (printing documents, email, etc.). Get in, get out.
- Complain to me that "you couldn't do the exam because the lab wasn't open". You have more than enough time allotted to get in to take the exam while it is open.

If you take the exam after it is due, you will receive a 20% penalty for every day that it is late. See the lab's hours here: <http://psychology.utoledo.edu/showpage.asp?name=5000>



**Academic Integrity: Cheating will not be tolerated.** Individual assignments should reflect your own work, although it can often be helpful to discuss readings with other students. If you cheat, plagiarize, or falsify any requirements for this course, you will receive 0 points for the assignment on your first offense. If you cheat or plagiarize again, you will be reported to the University and receive an F in the course. A low grade that results from cheating will not be deleted if you retake the course for a higher grade. Cheating includes (but is not limited to) **use of non-permitted resources** for exams or assignments such as friends, internet, books, etc. Using a **cell phone** during an exam for any reason. Plagiarism (use of another person's words without citing a reference to assign credit to them); always use your own words in all assignments. See the university's policy on academic honesty (also posted in the course website in Blackboard: <http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-04%20%20Academic%20dishonesty.pdf>)

### Plagiarism Tutorial

- Below, you are referred to a tutorial on plagiarism.
- **Instructions:** Once you arrive at the plagiarism tutorial site (below), you should do the following:
  - Click "Begin Tutorial" at the top left.
  - Take the Pre-Test.
  - Complete the tutorial by clicking "Go To Tutorial."
  - Take the Post-Test (make sure to include your instructor's e-mail address, so that the test report can be e-mailed to your instructor).

To begin the plagiarism tutorial, <http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>

- **All students in this course must complete the following plagiarism tutorial by the end of the first class week.**

### COURSE EXPECTATIONS

- This course is designed to help you gain an appreciation of the scientific basis of the entire discipline of Psychology. You will learn about what psychologists study, how they study it, what they know (or don't know), and the difficulties in understanding behavior **expect to spend about 9-12 hours per week reading the textbook, going through the online materials (paying special attention to those that are specifically assigned), gaining confidence with the practice quizzes, and studying on your own if you want to get the highest grade of which you are capable.**





## GRADING

Assignments and exams are graded as they are submitted and will be available for you to review shortly after the due date. You should always review these so you will understand the answers to all the questions, especially the ones you miss—re-read the textbook sections that cover any missed questions. Some of these may appear on the final exam.

**REVEL End of Chapter Quizzes:** You will complete a final, longer, chapter quiz on REVEL. This will be due at the end of the week (Sunday) of the week the chapter is assigned. Note: If we cover more than one chapter in a week, quizzes will be due for all chapters covered on Sunday. These quizzes will be worth 5 points each in REVEL (Revel will show that they are worth 75). You will have up to three attempts per question, however you will lose 1 point per attempt after the first.

**Writing Assignments:** This course fulfills certain state requirements that encourage integrating a writing component. Therefore, you will complete several writing assignments within REVEL. These short essays are automatically graded by an online AI and you will receive feedback based on your performance. Rubrics for each prompt are available on REVEL so you can review the criteria for each essay before you begin. These are worth 50 points each in REVEL. **They will be due no later than the last day of classes (4/22/16).** Note: the AI screens for plagiarism, so don't try it.

**Focus Questions:** At the end of each chapter PowerPoint, I have questions from the chapter. If you're in class, you should complete these on a half sheet of paper with your name on it and hand it into the TA at the end of the class. No matter how many you get right, you will get about 3 points per set (each set has 3-4 questions) as participation points. If you complete each set of questions throughout the semester, you would earn 50 points, which is the same as a test. I use these questions on my exams, and will review the answers in the following class. If the TA doesn't get your sheet with your name, you don't get points. If you want the points, you'll make sure the TA gets yours.

**Extra Credit:** As a general rule, I don't curve. However, I know that life happens and you can't always be prepared for everything. As a way to allow you to compensate for things that may come up during the semester, I will be offering an extra credit syllabus quiz. This syllabus is long (and admittedly boring) and contains a lot of information, but I think it's important for you to read and understand the course policies so you can succeed. This quiz will be worth up to 10 points, which is enough to bump your grade up a bit (i.e. from a B+ to an A-). This quiz will only be open for a week, so read the syllabus a few times and get some easy points! The best part: it is open-note 😊 I may also offer extra opportunities for you to earn points if I see a widespread need for it. Those will be explained as necessary.

**Course Pretest:** UT is in the process of reviewing learning objectives for its core courses, so you will complete a course pretest. **This is not for a grade!** It is considered a "for credit" assignment, and it's only 36 questions. **You must complete this pretest as per the university's program review.** It will be due at the end of the first week of classes. **IF YOU DO NOT COMPLETE THE COURSE PRETEST, YOU CANNOT EARN EXTRA CREDIT.**

**Plagiarism Quiz:** All students must complete a plagiarism quiz as described earlier in the syllabus; however no points will be given. This helps both of us in case there are ever any issues with plagiarism.

**Midterm Grading:** Midterm grades will be based on the first two exams and all assignments associated with the first seven chapters. Detailed information about your performance in this course is available to you continuously in the course website on Blackboard but the midterm summary serves as a reminder of your progress and is reported to the registrar and to the financial aid office.



A midterm grade of D or F, especially if associated with non-attendance, may place financial aid in jeopardy.

### Grading Criteria

<u>Assignment</u>		<u>Points</u>
<b>REVEL Essays</b>	8 Essays, must complete 4, can complete more to earn most points possible, 50 points each	200
<b>Revel Chapter Quizzes</b>	Chapters 2-16, 1 per chapter, 5 pts each	75
<b>Focus Questions</b>	1 set of q. per chap, ~3 pts per set	50
<b>Exams (1-5)</b>	1 per unit, 100 pts each	500
<b>Cumulative Final Exam</b>		150
<b>Research Requirement</b>	4 credits total	
<b>Start of Semester Pretest</b>		
<b>Plagiarism Tutorial</b>		
<b>Total</b>		<b>975</b>

### Grading Scale

A	909 – 975	C	714 – 744.9
A-	877 – 908.9	C-	682 – 713.9
B+	843 – 876.9	D+	648 – 681.9
B	811 – 842.9	D	616 – 647.9
B-	780 – 810.9	D-	585 – 615.9
C+	745 – 779.9	F	0 – 584.9

**W** - if you withdraw from the course after the end of the drop period.

**IN** - Incomplete grades are only assigned in extraordinary circumstances beyond the student's control and only if the student has completed at least 3 exams with a passing grade. Under no circumstances will a student be allowed to retake an entire course in order to complete this course.

**Not Attending** - Failure to do assignments and take exams will be reported to the registrar and such non-attendance may affect your financial aid.

**\*Note:** Your final grade will be based on the points you earn, not a percentage. Grades are earned, not given, so I do not round. There will be no negotiation about rounding. All grade disputes must first be written and emailed to me. I will not discuss grades without receiving a written description of whatever issue there may be. After the initial email we can set up a time to meet or you can come to my office hours.

### COMMUNICATION GUIDELINES

Communication with the instructor is most reliable by email. Most questions can be answered quickly in email and you can make an appointment to visit in my office during office hours. As your instructor, I am here to help and will respond to email within 24 hours. You should check your university email frequently for messages about the course. You should log in to Blackboard every day to put in a little study time and



to check for announcements. If you are having difficulty with the course concepts, please let me know so that I can review those topics in class or provide individual explanations.

### **STUDENT SUPPORT SERVICES**

The University of Toledo offers academic and personal support services to help you succeed:

**University Libraries** are your gateway to information that connects you with the resources you need for education, research, and patient care.

**Tutoring services** for all UT students is available through the Learning Enhancement Center in Carlson Library, including writing.

**The Writing Center** provides free, face-to-face and online tutoring for writers in all disciplines. The staff can help you with a variety of writing assignments.

**The Counseling Center** can help you with transitioning to college and maintaining a healthy lifestyle. If you or a friend ever feel overwhelmed adjusting to college or in need of crisis intervention or mental health services, please contact the Counseling Center.

**A Success Coach** has been assigned to all new students to help navigate the college experience by serving as a single point of contact. Your Success Coach can help you build skills, refer you to support services, and aid in your overall success so be sure to stay connected to him or her throughout your academic journey. If you need assistance connecting with your success coach, send an email to [successcoach@utoledo.edu](mailto:successcoach@utoledo.edu).



**TENTATIVE COURSE SCHEDULE**  
(Subject to change)

Schedule		Topic (read chapter before class meeting)	Learning Outcome	Due
Week 1	1-12	<ul style="list-style-type: none"> <li>• Course Overview; Textbook Presentation</li> <li>• Ch.1 Psychology &amp; Scientific Thinking</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe psychological theories, principles and concepts relevant to physiology and cognition.</li> <li>2. Articulate knowledge of classic as well as contemporary research in each of the major subfields of psychology.</li> <li>3. Apply basic psychological principles to human history, current events, and daily human experience.</li> <li>4. Recognize diversity and individual differences and similarities in a variety of contexts.</li> <li>5. Assess and critically analyze theories, research methods and findings (outcomes), and applications developed by psychologists and made available through textbooks, newspapers, professional and lay periodicals, and the internet.</li> </ol>	
Week 1	1- 14	<ul style="list-style-type: none"> <li>• Ch.1 Psychology &amp; Scientific Thinking</li> <li>• Ch.2 Research Methods</li> <li>• SONA Presentation</li> </ul>	See above.	1-17 <ul style="list-style-type: none"> <li>• Blackboard:               <ul style="list-style-type: none"> <li>○ Course Pretest</li> <li>○ Plagiarism Quiz</li> <li>○ EC Syllabus Quiz</li> </ul> </li> </ul>
Week 2	1-19	<ul style="list-style-type: none"> <li>• Ch.2 Research Methods</li> </ul>	See above.	



	1-21	<ul style="list-style-type: none"><li>• Ch. 3 Biological Psychology</li></ul>	See above.	1-24 <ul style="list-style-type: none"><li>• REVEL<ul style="list-style-type: none"><li>○ Ch. 2 Quiz</li></ul></li></ul>
Week 3	1-26	<ul style="list-style-type: none"><li>• Ch. 3 Biological Psychology</li><li>• Ch. 4 Sensation and Perception</li></ul>	See above.	1-31 <ul style="list-style-type: none"><li>• REVEL<ul style="list-style-type: none"><li>○ Ch. 2 Essay</li><li>• Ch. 3 Quiz</li></ul></li></ul>
	1-28	<p>NO CLASS - • CONFERENCE</p>	See above.	
Week 4	2-2	<ul style="list-style-type: none"><li>• Ch. 4 Sensation and Perception</li></ul>	See above.	2-7 <ul style="list-style-type: none"><li>• REVEL<ul style="list-style-type: none"><li>○ Ch. 4 Quiz</li><li>○ Ch. 4 Essay</li></ul></li></ul>
	2-4	<ul style="list-style-type: none"><li>• In Class Exam Ch-1-4 Also Available in Lab On 2/3 and 2/4</li></ul>	See above.	
Week 5	2-9	<ul style="list-style-type: none"><li>• Ch.5 Consciousness</li></ul>	See above.	
	2-11	<ul style="list-style-type: none"><li>• Ch.5 Consciousness</li><li>• Ch.6 Learning</li></ul>	See above.	2-14 <ul style="list-style-type: none"><li>• REVEL<ul style="list-style-type: none"><li>○ Ch. 5 Quiz</li></ul></li></ul>
Week 6	2-16	<ul style="list-style-type: none"><li>• Ch.6 Learning</li><li>Ch.7 Memory</li></ul>	See above.	2-21 <ul style="list-style-type: none"><li>• REVEL<ul style="list-style-type: none"><li>Ch.6 Quiz</li><li>Ch.7 Quiz</li><li>Ch. 5 Essay</li></ul></li></ul>
	2-18	<ul style="list-style-type: none"><li>• Ch.7 Memory</li></ul>	See above.	
Week 7	2-23	<p>Exam in Class Ch. 5-7 Also available in lab 2-23, 2-24 and 2-25</p>		
	2-25	<ul style="list-style-type: none"><li>• Ch. 8 Thinking, Reasoning and Language</li></ul>	See above.	2-28 <ul style="list-style-type: none"><li>• REVEL<ul style="list-style-type: none"><li>Ch. 6 Essay</li></ul></li></ul>
Week 8	3-1	<ul style="list-style-type: none"><li>• Ch. 8 Thinking, Reasoning and</li></ul>	See above.	



		Language • Ch. 9 Intelligence and IQ Testing	
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	3-3	• Ch. 10 Human Development	See above.	3-6 • REVEL ○ Ch. 7 Essay  • REVEL ○ Ch. 8 Quiz ○ Ch. 9 Quiz ○ Ch 10 Quiz
Week 9	3-8	No class, Spring Break	See above.	
	3-10		See above.	
Week 10	3-15	Exam in class Ch. 8-10 Also available in lab • 3/15-3/17	See above.	
	3-17	• Ch. 11 Emotion and Motivation	See above.	3-20 • REVEL ○ Ch. 11 Quiz
Week 11	3-22	• Ch. 12 Stress, Coping and Health • Psychology	See above.	
	3-24	Ch. 13 Social Psychology	See above.	3-27 • REVEL ○ Ch. 11 Essay  • REVEL ○ Ch. 12 Quiz ○ Ch. 13 Quiz
Week 12	3-29	Ch. 13 Social Psychology	See above.	



	3-31	Exam in Class 3/31 Also available in lab 3-30 and 3-31	See above.	4-3 • REVEL  ○ Ch. 13 Essay
Week 13	4-5	Ch. 14 Personality	See above.	4-10 • REVEL ○ Ch. 14 Quiz

	4-7	• Ch. 14 Personality	See above.	
Week 14	4-12	Ch. 15 Psychological Disorders	See above.	4-17 • REVEL ○ Ch. 14 Essay Ch. 15 Quiz Ch. 16 Quiz
	4-14	Ch. 16 Psychological and biological Treatments	See above.	
Week 15	4-19	• Exam in Class 4-19 Also available in lab 4/19-4/21	See above.	
	4-21	• Final wrap up/review	See above.	
Week 16		• Final Exam Available  in the Computer Lab UH 5150F • 4-25 through 4-28	See above.	Final Exam Due by 4-28