General Psychology
PSY 133 – Section 2
Fall 2019

Meeting Information
Lecture: Tuesdays & Thursdays, 9:30am-10:45am
Location: McKibben Education Building, Room 269

Professor Information
Professor: Dr. Lauren Brewer  Office: ED 215R
E-mail: BrewerLE@sfasu.edu  Phone: (936) 468-1470*
Office Hours: By appointment. Email to arrange meeting
*Email is the best way to contact me. Please do not leave me a voicemail message, because it may take several days for me to respond. If you need to speak with me, please email me to make an appointment.

Materials
Texts: The textbooks for this class are free and available online. Students will be tested over all material contained in the Required Reading textbook. The Supplemental Reading textbook is provided for students to learn more about topics that interest them but are beyond the required nature of this course. Textbooks can be found at the links below and on our class BrightSpace website (see below).
  Required Reading: http://noba.to/54ernb92
  Supplemental Reading: http://noba.to/38qe7cxn

Email: The course requires that you have and use your SFA Jacks email account. You are responsible for messages sent by professors and other SFA officials to your SFA Jacks email address. Due to FERPA restrictions, any email correspondence regarding this course must be sent to me from your SFA Jacks email account only. (Do NOT send emails to me via D2L.) Emails sent to me from an address other than your official SFA email address will not receive a response. You are responsible for checking your email daily.

BrightSpace: The course has a BrightSpace site that can be found at d2l.sfasu.edu. You are responsible for all announcements and materials presented on this web page, so you must check it daily. Your course grades will be posted here. If you do not have access, you must contact me.

Hashtag: Students often want to discuss course-related content on social media. To help us connect, feel free to use the hashtag #SFAPSY133 when posting on your favorite social media platforms.

Teaching Philosophy
Psychology is defined as the scientific study of the mind, brain, and behavior. I hope to pass my passion for psychological science on to you this semester. I hope you will come away from this class with a deep curiosity about the causes of human behavior and a respect for psychological research. I want this class to have a relaxed atmosphere in which students feel safe asking questions and discussing all things related to psychology. I want to learn from you as much as, if not more than, you learn from me.
Overview

Course Description: Survey of fundamental principles of behavior, including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives. Course fee $3. Prerequisites: None

Program Learning Outcomes (PLO): This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

General Education Core Assessment in the Social and Behavioral Sciences: General Psychology (PSY 133) is a core curriculum course in the Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

PSY 133 satisfies the core curriculum for three semester hours in the social and behavior sciences. It supports four core curriculum learning objectives: Critical Thinking Skills, Communication Skills (verbal and visual), Empirical and Quantitative Skills, and Social Responsibility.

General Education Core Curriculum: NOT ASSESSED IN FALL 2019
This course has been selected to be part of Stephen F. Austin State University’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for all core courses: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives.

By enrolling in PSY 133 you are also enrolling in a Core Curriculum Course that fulfills the communication skills requirement. You will see this course on your D2L list. At one point during the semester, you will receive an assignment that fulfills both the requirements of this course and the needs of Stephen F. Austin State University's Core Curriculum Assessment Plan with the Texas Higher Education Coordinating Board. When you complete this one assignment, you need to upload the assignment to both your standard course dropbox determined by your Instructor and the “Core Curriculum” dropbox. The Core Curriculum dropbox will be identified by the Objective for which work is being collected. (Examples: Critical Thinking, Teamwork, Social Responsibility Empirical & Quantitative Skills, Personal Responsibility, Communication Skills-Written, Communication Skills-Written & Visual, and Communication Skills- Oral & Visual.) Please note that this only applies to the approved assignment. All other assignments should be submitted according to regular class operations. If you have any questions, please see your Instructor or the Office of Student Learning and Institutional Assessment.

When you complete the assignment mentioned above, you will upload the assignment to both the PSSY 133 dropbox and the communication skills dropbox. Please note that this only applies to the specific assignment listed in the matrix below. All other assignments should be submitted according to regular class operations. If you have any questions, please see your instructor or contact the Institutional Effectiveness Office at (936) 468-1130.

The chart below indicates the core objectives addressed by this course, the assignment(s) that will be used to assess the objectives in this course and uploaded to the D2L communication skills dropbox this semester, and the date the assignment(s) should be uploaded to the D2L communication skills dropbox. Not every assignment will be submitted for core assessment every semester. Your instructor will notify you which assignment(s) must be submitted for assessment in the D2L communication skills dropbox.
<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>Course Assignment Title</th>
<th>Date Due</th>
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</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>Creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information</td>
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<tr>
<td>Communication Skills</td>
<td>Effective development, interpretation, and expression of ideas through written, oral, and visual communication</td>
<td>Core Curriculum Writing Assignment</td>
<td>Not Assessed in Fall 2019</td>
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<tr>
<td>Empirical &amp; Quantitative Skills</td>
<td>The manipulation and analysis of numerical data or observable facts resulting in informed conclusions</td>
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<tr>
<td>Teamwork</td>
<td>The ability to consider different points of view and to work effectively with others to support a shared purpose or goal</td>
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<tr>
<td>Personal Responsibility</td>
<td>The ability to connect choices, actions, and consequences to ethical decision-making</td>
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<tr>
<td>Social Responsibility</td>
<td>Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</td>
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**Student Learning Outcomes:** Upon completion of this course, students should be able to do the following things at a basic level:

- Identify, compare, and contrast the application of historic and modern theories in psychology.
- Apply psychological knowledge in a variety of settings.
- Utilize critical thinking skills to determine valid methods of scientific investigation to examine psychological concerns focused at the individual, group, cultural, and global levels of analysis.
- Demonstrate critical thinking and quantitative reasoning skills to evaluate research to determine methodological strengths and weaknesses that may affect internal and external validity.
- Demonstrate critical thinking skills through scientific inquiry, analysis of the strengths and weakness of consistent and inconsistent findings within the scientific literature, and the synthesis of a defendable conclusion.
- Demonstrate critical thinking skills when addressing scientific problems, developing testable hypotheses, operationally defining variables and developing sound research methods, evaluating, results, synthesizing the findings, and drawing valid conclusions from those findings.
- Use a basic knowledge of quantitative analysis to interpret compiled data and analyze graphs and present the conclusions using effective communication skills.
- Demonstrate communication skills including effective development, interpretation, and expression of ideas through effective written and visual communication.
- Identify, compare, and contrast influences on the behaviors and experiences of individuals, groups, cultures, global communities.
- Demonstrate social responsibility through awareness of cultural and behavioral differences across global communities.
Course Expectations and Grading

Willingness to Learn: Please come to class every day with a willingness to learn. The material can be challenging, but I am here to tackle it with you.

Reading: Plan to read all of the chapters of the Required Reading textbook. Although we will cover some of what is in the text during class, there will be parts of each chapter that we do not discuss together. A portion of each exam will address material that is ONLY covered by the textbook. The Supplemental Reading textbook is provided for students to learn more about topics that interest them but are beyond the required nature of this course.

Class Time: You should take your own notes during class. You’ll remember the material much better if you write notes in your own words. If you miss a class for any reason, you MUST get the notes from your study buddy. Additionally, some material that will be covered in class will NOT be found in the textbook. Therefore, in order to do well on the exams, you’ll need to read all of the Required Reading and attend class.

Missing Class: If you miss class for any reason and want the class notes, you MUST get them from a fellow student. If you missed class for a University-approved reason (e.g., athletic participation, illness, religious holiday), please bring me documentation so that I can give you attendance credit on the sign-in sheet. If you miss an exam, please see “Exam Make-up Policy” for more information.

University-Approved (Excused) Absences: The following will be considered excused absences: documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official university activities. Consideration will also be given to students whose dependent children experience serious illness.

Unit Objectives: These will be posted on BrightSpace. The test questions that cover class discussions will be taken directly from the Unit Objectives. Think of the objectives as a lecture study guide that you get in advance. *Pro Tip: When studying, try to answer each objective without looking at your notes. If you can do it, you’ve successfully studied your class notes.*

Participation and Class Attendance: You will be able to earn a total of 40 course points by being present in class and participating. I will pass a sign-in sheet around during class, and it is your responsibility to sign it. It is a violation of university policy to sign in for anyone other than yourself. At the end of the first half of the semester, I will randomly choose four class dates. At the end of the second half of the semester, I will randomly choose another four class dates. For each of the eight days that you were present and signed the sign-in sheet (or provided me with documentation for your University-approved absence), you will earn five points. You can also lose participation points by being disruptive (e.g., talking during class), using technology (e.g., texting, using tablets or computers), or sleeping. Missing class does not guarantee that you will lose participation points and attending class does not guarantee that you will earn them.

Online Reading Quizzes: Reading quizzes are designed to encourage you to read the Required Reading textbook before class begins. The day before we begin a new chapter we will have a reading quiz that covers material assigned reading from the Required Reading textbook. Quizzes will be worth 10 points each and are due no later than 9am on the due date. Only the best six quiz grades will count (i.e., the four lowest reading quiz grades will be dropped).
**GenJacks Class Project:** The GenJacks theme for this year is “Our world around us.” In keeping with this theme, we will regularly discuss how what we are learning in class affects us as global citizens in our world around us. As a culmination to this course, we will create a poster for the GenJacks Poster Showcase that highlights how our new knowledge of psychology helps us understand our world around us. We will complete this project in two phases. The first will be an individual assignment (5 points), and the second will be a group assignment (10 points).

**Exams:** There will be a total of six exams in this class – five will be unit exams covering only two chapters and one will be a cumulative, final exam over everything we’ve covered during the entire semester. Each exam is worth 75 points. Only your best five exams will count. In other words, the cumulative final exam is optional, if you are satisfied with your grade before that exam. The five unit exams will all be given during regular class time, and they will cover material from the Required Readings and the class discussions. The cumulative final exam will be given during the University-mandated final exam time, and it will cover everything from the course (readings and class discussions). You'll receive an automatic zero on any exam for which you are absent. You are expected to take each exam in class on the dates listed below. Students are expected to arrive on time. Students who are late may receive a zero. Further, students must return both their answer sheet AND test booklet in order to receive an exam grade. Any student who fails to return his or her answer sheet and/or test booklet may receive an automatic zero for that exam. The cumulative final exam will only be given on 12/10/19 at 8am, unless appropriate excusal documentation is provided. The exam dates are listed below.

- Exam 1: 9/24/19
- Exam 2: 10/8/19
- Exam 3: 10/29/19
- Exam 4: 11/14/19
- Exam 5: 12/5/19
- Final Exam: Tuesday: 12/10/19 @ 8am

**Exam Make-up Policy:** If you miss a test for an excused reason (see “University-Approved [Excused] Absences” above), you can make it up by providing me with documentation of your absence and scheduling an appointment with me to take the exam. If you miss a test for an unexcused reason, you will receive a zero, but remember that only your best five exams count. Missing one exam does not necessarily mean you are at risk for failing the course. If you must miss an exam for ANY reason, inform me as far in advance as possible or, if it is not possible to tell me in advance (e.g., last-minute illness/medical emergency), contact me via email (BrewerLE@SFASU.edu) as soon as possible after the exam. Contact me regardless of whether the reason for missing the exam was excused or not.

**Research Requirement (R-Points):** Students in 100-level psychology courses are expected to earn 12 research points (R-Points) by participating in psychological studies or completing a comparable alternative assignment. The purpose of this requirement is to allow students the opportunity to participate in and learn about real research to help them better understand theories and principles described in class. Each R-Point, completed using either Method A or B, will be worth five course points for a total of 60 course points (10.8% of your final course grade).

**Research Study Participation (Method A):** Students should sign up for research participation R-Points through the Department of Psychology’s SONA Software (https://sfasu.sonasystems.com/). Participants earn 1 R-point for every 30 minutes of participation. Students who have an objection to participating in psychological research or who will not turn 18 before the end of the semester may opt to complete the alternative assignment to fulfill their R-point requirement (See “Alternative Paper Assignment [Method B]” below). Some important notes about research participation:
1. There are two deadlines for R-Points. It is recommended that you complete at least six R-Points by 10/10/19. It is required that you complete all 12 R-Points by the last day of class, 12/5/19. This schedule is designed to help keep you on track to complete your 12 R-points by the end of the semester. If you wait until the end of the semester to begin completing R-points, there may not be enough studies available for you to complete the requirement.

2. It is recommended that you complete at least half of your R-points from in-person (also called lab) studies and the remaining R-points by completing online studies. Completing a mix of in-person and online studies will expose you to a variety of research platforms and help ensure that you have enough study types available to complete your R-point requirement. On the Sona Systems website, in-person studies will be denoted by the letters “IP,” and online studies will be denoted with the letters “OL.”

3. It is essential that you sign up only for studies for which you are eligible (i.e., if it says “psychology majors only” but you are a physics major, you are NOT eligible). There are a variety of studies from which to choose. Pick ones that you are interested in and that fit your schedule.

4. It is not acceptable to miss class due to participation in a study.

5. If you sign up for a study, you are expected to attend that study. If you’d like to cancel, please do so online at least 24 hours in advance.

**Alternative Paper Assignment (Method B):** Students who do not wish to participate in research or are not yet 18 may choose to complete the research requirement by reading a short psychology journal article and answering a few questions about it in the form of a short paper (two R-Points per paper). If you choose only this option, you will need to write six papers. Information about the alternative assignment will be posted on D2L.

**Additional R-Point Information:** Students may also choose to complete the R-Points requirement by doing a combination of research studies (Method A) and short papers (Method B). The total number of R-Points, however, must still equal 12. Students who complete at least six R-Points by 10/10/19 will earn extra credit. (To compute midterm grades, it will be expected that students have completed at least 6 R-Points by 10/10/19, however, students will have until 12/5/19 to complete all 12 required R-Points).

**Extra Credit:** You MAY have an opportunity to earn extra credit, however, extra credit should not replace studying. If you are struggling with the course material come see me as soon as you are having trouble. In this course, the material builds on itself, so it is important that you do NOT fall behind.

**Grading:**
- 5 best exams X 75 points/exam = 375 points
- 12 R-Points X 5 points/R-Point = 60 points
- 8 class participation days (randomly selected) X 5 points/day = 40 points
- 6 best online reading quizzes X 10 points/quiz = 60 points
- 1 individual GenJacks Project assignment = 5 points
- 1 group GenJacks Project assignment = 10 points

**TOTAL POINTS AVAILABLE = 550**

**Computing Your Final Grade:**

\[
\text{(# of points earned all work + extra credit)} / 550
\]

6
<table>
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<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Total Points Needed</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>493-550</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>438-492</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>383-437</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>328-382</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
<td>0-327</td>
</tr>
</tbody>
</table>

Total Points = all points earned + extra credit

**Syllabus:** This syllabus is your friend! I have designed this syllabus to answer many of the questions you might have about the course. Therefore, please refer to the syllabus FIRST before emailing me. Because I am confident that you all will use this syllabus, I am rewarding you with 6 extra credit points (that’s more than 1% on your final grade). Here is the catch. Each time you email me about a question that is answered in the syllabus, you lose some of these extra credit points. My advice is to refer to your syllabus before emailing me with questions. With this said, if you EVER have a question that is NOT answered in the syllabus, please don’t hesitate to ask! Also, I’m happy to answer ANY question during office hours or before/after class.

**ADDITIONAL INFORMATION**

**Civility:** I expect you to act civilly at all times. This means respecting yourself, other students, and me. Uncivil behavior will not be tolerated. Examples of uncivil behavior include, but are not limited to, ringing or vibrating cell phones, excessive texting, sleeping, talking when another student or I am talking, wearing headphones, using a laptop, tablet or cell phone during class, disrupting the class in any manner, becoming physically or verbally aggressive, breaking student code of conduct rules, etc. Students engaging in uncivil or disruptive behavior may be asked to leave the classroom. Audio or video recordings, including taking pictures of my slides, without my permission are not allowed. Students who do not attend class regularly or who perform poorly on coursework may be issued an alert through SSC-Campus. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Grievances:** I recognize that I am human and make mistakes. It is my hope that any grievances you have with me can be worked out between us via email, during office hours, or by appointment. If you feel that you have been treated unfairly, please come to me first. If you feel that I have not handled your issue in a fair manner, you may contact my department chair, Dr. Scott Hutchens (HutchensS@sfasu.edu).

**Personal reactions to topics:** Sometimes certain material covered in a psychology class can bring up personal feelings and reactions you may not know what to do with. In these cases, please feel free to make use of the counseling services available on campus via Counseling Services. Their phone number is (936) 468-2401. More information can be found on their website: http://www.sfasu.edu/counselingservices/

**Safe Space:** My office is a safe space, and I am friendly toward all groups of students including those who identify as LGBTQ+ or with many other marginalized groups. I want you to know that you can feel safe from judgmental attitudes when interacting with me. More information can be found at http://en.wikipedia.org/wiki/Safe-space and http://www.sfasu.edu/counselingservices/193.asp
**Technology Prohibition:** Ample research (Hembrooke & Gay, 2003; Fried, 2008) has found that students who use computing devices during class have significant decrements in their memory performance. Further, students who use these devices are a distraction to students who do not use them (Sana, Weston, & Cepefa, 2013). Therefore, laptops, tablets, phones, and other electronic devices are not allowed in this class. However, students are allowed to petition for an exemption. The exemption requires students to read and critique the three above papers, giving dedicated attention to why they think their situation is different from the students in the study. Students who successfully defend their petition to use technology may be given an exemption. However, writing a paper critique does NOT necessarily mean that you will be given an exemption; this decision is made solely by me. Students with disabilities (and their assigned note takers) will be given special consideration.

**Copyright Statement:** Many of the materials in this course are copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

**Academic Integrity (A-9.1):** Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. All forms of academic dishonesty will be dealt with seriously and immediately. Please respect SFASU, yourself, and me enough not to participate in academic dishonesty.

**Definition of Academic Dishonesty:** Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) falsification or invention of any information, including citations, on an assignment; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to: (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and (3) incorporating the words or ideas of an author into one’s paper or presentation without giving the author due credit. Please read the complete policy and the appeals process at:

http://www.sfasu.edu/policies/academic_integrity.asp and
http://www.sfasu.edu/policies/academic_appeals_students.asp

**Withheld Grades Semester Grades Policy (A-54):** At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Behavior:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Students who do not attend class regularly or who perform poorly on coursework may be referred to the iCare Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
Students with Disabilities: To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

F-1 Visa Holders: There are important federal regulations pertaining to distance education activity for F-1 Visa holders. All students with an F-1 Visa should follow the instructions at the following link to make sure they are in compliance: http://www.oit.sfasu.edu/disted/facsup/f1visa.html.

Syllabus Change Policy: This syllabus is a guide for the course and is subject to change with advanced notice. I reserve the right to make changes to the syllabus, course schedule, and exam dates as necessary. I will announce any changes both in class and on D2L.

Disclaimer: If you disagree with the policies described in this syllabus, you should consider dropping the course. By remaining in this course, you acknowledge and accept the policies as stated herein and accept the policies as stated or amended during the semester.

Doing Well in this Course: Doing well in this course requires hard work, patience, and self-discipline. Because we meet everyday for a few hours, I strongly suggest you spend time each day reviewing and practicing this material. Cramming is ineffective because it exposes you to information at a shallow, superficial level. Research in cognitive psychology shows that deep processing—processing information in a meaningful way and linking concepts to previous knowledge—increases learning (Chew, 2008). Learning this material will be difficult if you cram and process it at a shallow level. To steadily reinforce your knowledge, you should read the textbook closely, connect concepts in meaningful ways (either to class examples or to your own life), and space out your studying. Allow yourself enough time for this process (i.e., don’t begin studying for an exam the day of the exam!). If you are having difficulty understanding a concept, try not to get frustrated or defensive. Relax, take a deep breath, and be persistent. If you put in the work, you will reward yourself with a good foundational knowledge of psychology.

Credit Hour Justification: PSY 133 “General Psychology” (3 credits) is designed to introduce students to the field of psychology by covering psychological concepts and principles typically including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives. The course typically meets 150 minutes a week in two 75-minute segments and also meets for a 2.5 hour cumulative, final examination period. Students typically have significant weekly reading assignments, reading quizzes, research participation, a class project, and are expected to take regular tests, and a final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.
Important Dates:

8/29 – Last day to add/drop courses
9/3 – RQ1 due
9/17 – RQ2 due
9/24 – Exam 1
9/26 – RQ3 due
10/3 – RQ4 due
10/8 - Exam 2
10/10 – Mid-semester; first 6 R-points due (recommended); RQ5 due
10/15 – RQ6 due
10/22 – Individual portion of GenJacks Project due
10/23 – Last day to drop course and/or withdraw from university (without WP/WF grades)
10/24 – Group portion of GenJacks project due
10/29 - Exam 3
10/31 – RQ7 due
11/5 – RQ8 due
11/14 - Exam 4
11/19 – RQ9 due
11/21 – RQ10 due
11/26 & 11/28 – Thanksgiving Break, no class
12/2 – Last day to withdraw from SFA
12/5 - Exam 5; All 12 R-point due (required)
12/10 @ 8am –Cumulative, Final Exam

General Study Advice

1. Beliefs That Make You Fail... or Succeed: http://www.youtube.com/watch?v=RH95h36NChI&list=SP85708E6EA236E3DB&index=1

2. What Students Should Understand About How People Learn: http://www.youtube.com/watch?v=9O7y7XEC66M&list=SP85708E6EA236E3DB

3. Cognitive Principles for Optimizing Learning: http://www.youtube.com/watch?v=1xeHh5DnClw&list=SP85708E6EA236E3DB

4. Putting the Principles for Optimizing Learning into Practice: http://www.youtube.com/watch?v=E9GrOxhYZdQ&list=SP85708E6EA236E3DB

5. I Blew The Exam, Now What?: http://www.youtube.com/watch?v=QVRimkdRsU&list=SP85708E6EA236E3DB

Study Buddy Info

Name: ____________________________ Email: ____________________________
Name: ____________________________ Email: ____________________________
Name: ____________________________ Email: ____________________________
## Course Calendar

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<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Topic</th>
<th>Due</th>
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<tr>
<td>8/27</td>
<td></td>
<td>Syllabus/Roll</td>
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<tr>
<td>8/29</td>
<td></td>
<td>Sona/Intro to Psychology</td>
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<tr>
<td>9/3</td>
<td>Ch. 1</td>
<td>Introduction to Psychology &amp; Scientific Thinking</td>
<td>RQ1</td>
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<tr>
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<tr>
<td>9/10</td>
<td>Ch. 1</td>
<td>Scientific Thinking/Research Methods</td>
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<td>9/12</td>
<td>Ch. 1</td>
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<tr>
<td>9/17</td>
<td>Ch. 1 &amp; 2</td>
<td>Research Methods &amp; The Brain</td>
<td>RQ2</td>
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<tr>
<td>9/19</td>
<td>Ch. 2</td>
<td>The Brain</td>
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<td>9/26</td>
<td>Ch. 3</td>
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