General Psychology

PSYC2301 - 008
Fall 2023

Meeting Information
Where: McKibben Education Building (ED), room 257
Lecture: Tuesday and Thursday at 11:00am – 12:15pm
Professor: Mx. Ares Parkhurst

Meeting Information cont'd
Office: ED 241

Professor Information
Professor: Mx. Ares Parkhurst
Phone: 936-468-1470*
Office: ED 251
Email: parkhursscc@jacks.sfasu.edu
Office Hours: Monday 2-4pm; Tuesday and Wednesday 2-3:30pm
*Email is the best form of contact. Please do not leave a voicemail. If you need to set up a meeting, please email Mx. Parkhurst with an appointment request.

Materials
Textbook: http://noba.to/murp67xk

Email: This course requires you to check your email daily. Use your student Outlook email. Please send all emails to parkhursscc@jacks.sfasu.edu and include PSYC 2301 in the subject line. 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. Except for in-class exams, all graded work will be submitted via BrightSpace, and your course grades will be posted here. If you are unfamiliar with BrightSpace or are having difficulty accessing Brightspace, please contact the SFA Brightspace Helpdesk immediately at https://www.sfactl.com/tech-support or call (936) 468-1919.

Overview

Course Description: Survey of fundamental principles of behavior, including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives

Prerequisites: None
Credit Hour Justification: PSYC2301 “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 two-hours cumulative, final examination period. Students typically have significant weekly reading assignments, reading quizzes, research participation, 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.

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: The Texas Higher Education Coordinating Board has identified six core learning objectives: 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 PSYC 2301—General Psychology you are also enrolling in a Core Curriculum Course that fulfills the Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, and Social Responsibility requirements.

General Education Core Curriculum Objectives/Outcomes:

1. Critical Thinking. Students will be instructed in and will apply critical thinking skills to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information.
2. Communication Skills. Students will be instructed in and will apply communication skills to include development, interpretation, and expression of ideas through written, oral, and visual communication.
3. Empirical and Quantitative Skills. Students will be instructed in and will apply, practice, and demonstrate empirical and quantitative skills to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
4. Social Responsibility. Students will be instructed in and will apply, practice, and demonstrate social responsibility to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective will be Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Skills</td>
<td>To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.</td>
<td>Exams 1-4</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.</td>
<td>Review Sheets 1-3</td>
</tr>
<tr>
<td>Empirical and Quantitative Skills</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</td>
<td>Reading Quiz 3</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.</td>
<td>Reading Quiz 1</td>
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</table>

**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. Critical Thinking Skills and Communication Skills.
- Apply psychological knowledge in a variety of settings. Critical Thinking Skills and Communication Skills.
- 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. Critical Thinking Skills and Communication Skills.
- Demonstrate critical thinking and quantitative reasoning skills to evaluate research to determine methodological strengths and weaknesses that may affect internal and external validity. Empirical and Quantitative Skills, Critical Thinking Skills, and Communication Skills.
- 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. Critical Thinking Skills and Communication Skills.
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. Critical Thinking Skills and Communication Skills.

Utilize a basic knowledge of quantitative analysis to interpret compiled data and analyze graphs and present the conclusions using effective communication skills. Empirical and Quantitative Skills.

Demonstrate communication skills including effective development, interpretation, and expression of ideas through effective written and visual communication. Communication Skills.

Identify, compare, and contrast influences on the behaviors and experiences of individuals, groups, cultures, and global communities. Social Responsibility, Critical Thinking Skills, and Communication Skills.

Demonstrate social responsibility through awareness of cultural and behavioral differences across global communities. Social Responsibility, Critical Thinking Skills, and Communication Skills.

Course Expectations and Grading

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

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 a fellow classmate. 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 Mx. Parkhurst documentation so that they 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.

Syllabus Quiz: There is an open note syllabus quiz that is due before the third day of class. This quiz is designed to make sure that students have read and understand the course syllabus and the expectations that go along with it.
**Reading Quizzes:** These quizzes are open note and modeled after the assigned readings. These quizzes will not completely overlap with the lecture, they are intended to assist in understanding the material, not a replacement. The quizzes are open the entire week of lecture. Additionally, these quizzes are due the Sunday at 11:59 pm before the next week of lecture.

**Review Sheet:** This assignment is designed to have students interact with the material outside of reading the notes and assigned readings. There are very few guidelines for this assignment. Students show their understanding of the content through various study methods, it cannot be a copy of the notes from the lectures. This assignment must be submitted to the Dropbox the day before the exam by 11:59 pm.

**Exams:** There will be four non-cumulative exams throughout the semester, including the final exam. Each exam will consist of 40 questions. These are to be completed in pencil, or pen as long as the ink is not red, pink, orange, or yellow.

**Exam Make-up Policy:**
If an exam is missed without first notifying Mx. Parkhurst, you will have 24 hours after the start time to reschedule it. This is only allowed once per semester per student. Missing any future exams without contacting Mx. Parkhurst will result in a zero for the exam. In other situations, exams are typically allowed to be rescheduled if you contact Mx. Parkhurst BEFORE the scheduled exam. Students are permitted to reschedule up to one exam without a documented reason. All future instances will require documentation.

**Final Presentation:** Instead of a final exam, there will be a final presentation. Students will form in small groups (no more than 4 people) and create a small poster presentation. It can cover any topic from the course, should be no longer than five minutes. This presentation can be done on an poster board, through PowerPoint, Prezi, etc.

**Late Assignments:** Late assignments are not permitted unless there is expressed permission from Mx. Parkhurst or there is a university excused absence. If you have any questions, please reach out to Mx. Parkhurst.

**Extenuating Circumstances:** While these rules are set in place for clarity and to hold everyone accountable, Mx. Parkhurst understands that sometimes there are circumstances outside of our control. If you believe this could be you, please reach out to Mx. Parkhurst at parkhurssc@jacks.sfasu.edu and they will do their best to assist in your classroom success.

**Research Requirement (R-Points):** Students in 2000-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 2.5 course points for a total of 30 course points.

**Research Study Participation (Method A):** Students should sign up for research participation R-Points through the Department of Psychology’s SONA Software ([https://sfasu.sona-systems.com/](https://sfasu.sona-systems.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:

There are two deadlines for R-Points. You must complete at least five R-Points by **October 20**. It is required that you complete all 10 R-Points by the last week of lectures, **December 8**. This schedule is designed to help keep you on track to complete your 10 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.

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.”

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.

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

**Research Study Participation (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. Information about the alternative assignment will be posted on D2L.

**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 Mx. Parkhurst as soon as you are having trouble. It is important that you do NOT fall behind.
Grading:  
3 Exams * 40 points each = 120  
1 Presentation * 40 points = 40  
10 R-Points * 3 points each = 30  
10 Best Quizzes * 10 points each = 100  
3 Review Sheets * 30 points each = 90  
**TOTAL POINTS AVAILABLE = 380**

Computing Your Final Grade:  
\[
\text{(# of points earned in all work + extra credit)} / \text{Total Course Points}
\]

<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>&gt;342</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>304-341.5</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>266-303.5</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>228-265.5</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59%</td>
<td>&lt;227.5</td>
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**Syllabus:** This syllabus is your friend! Mx. Parkhurst has 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 Mx. Parkhurst is confident that you all will use this syllabus, they are rewarding you with 5 extra credit points. Here is the catch. Each time a student emails Mx. Parkhurst about a question that is answered in the syllabus, the student will lose some of these extra credit points. Some advice is to refer to your syllabus before emailing Mx. Parkhurst 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, Mx. Parkhurst is happy to answer ANY questions during office hours or before/after class.

**Additional Information**

**Civility:** Mx. Parkhurst expects students 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 Mx. Parkhurst is 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 lecture slides, without Mx. Parkhurst’s permission is not allowed. Students who do not attend class regularly or who
perform poorly on coursework may be issued an alert through Navigate. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Grievances:** Mx. Parkhurst recognizes that they are human and make mistakes. It is their hope that any grievances you have with them can be worked out via email, during office hours, or by appointment. If you feel that you have been treated unfairly, please come to Mx. Parkhurst first.

**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.

**Mental Health and Wellness:** SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:** SFA Counseling Services([www.sfasu.edu/counseling](http://www.sfasu.edu/counseling)); Tucker Building (Southeast corner of Raguet and East College streets); 936.468.2401; SFA Human Services Counseling Clinic([https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic](https://www.sfasu.edu/humanservices/clinics-labs/counseling-clinic)); Human Services Building, Room 202; 936.468.1041; Crisis Resources: Burke 24-hour crisis line: 1.800.392.8343; 988 Suicide and Crisis Lifeline: call or text 988; Suicide Prevention Lifeline: 1.800.273.TALK (8255); Crisis Text Line: Text HELLO to 741-741

For a complete list of mental health resources for students can be found at: [https://www.sfasu.edu/info-for/current-students/mental-health-Resources](https://www.sfasu.edu/info-for/current-students/mental-health-Resources). More information about student wellness and support options can be found on the Health and Wellness Hub ([https://www.sfasu.edu/thehub](https://www.sfasu.edu/thehub)) and the Lumberjacks Wellness Network ([https://www.sfasu.edu/lwn](https://www.sfasu.edu/lwn)).

**Safe Space:** Mx. Parkhurst’s office is a safe space, and they are friendly toward all groups of students including those who identify as LGBTQ+ or with many other marginalized groups. They 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](http://en.wikipedia.org/wiki/Safe-space) and [http://www.sfasu.edu/counselingservices/193.asp](http://www.sfasu.edu/counselingservices/193.asp).

**Disputes about Course Grades:** Please contact Mx. Parkhurst if you have any questions about your grade or the conduct of this course. If you wish to formally dispute a grade, please refer to the University policy: [http://www.sfasu.edu/policies/final-course-grade-appeals-by-students-6.3.pdf](http://www.sfasu.edu/policies/final-course-grade-appeals-by-students-6.3.pdf)

**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.

**Statement of Usage:** Some of the materials and information provided in this course represent the instructor’s intellectual property and are shared with you for instructional purposes only. Any attempt to use, reuse, amend, share, sell, profit from, or distribute the information provided in this course for non-instructional purposes is strictly prohibited and may be prosecuted under applicable policies or laws. By enrolling in this course, you agree to uphold the integrity of the course materials and assignments by agreeing not to screen capture, take pictures, or (electronically) copy and/or share quiz/test items with others or for your own purposes. Further, you agree not to share, alter, or distort any original video recordings by the instructor for any purpose. Any violation of this policy may result in disciplinary action including, but not limited to, failing individual assignments and/or the course.

**Academic Integrity:** The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.
Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Artificial Intelligence (AI) (ChatGPT)**
Academic integrity is a core value of this course, and any form of academic dishonesty, including using artificial intelligence (AI) to cheat, will not be tolerated. Cheating with AI includes, but is not limited to, using AI-generated content for assignments or exams, using AI chatbots to communicate with others during exams, or using AI tools to generate responses to exam questions. Any instance of a student engaging in academic dishonesty using AI will be addressed according to *The Code of Student Conduct and Academic Integrity*. It is important to remember that AI is a tool to assist in learning and not to replace it, and that academic dishonesty undermines the learning experience for everyone.

**Withheld Grades Semester Grades Policy (5.5):** Ordinarily, 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 terms 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/](http://www.sfasu.edu/disabilityservices/).

**Parent and Caregiver Accommodations:** Mx. Parkhurst is supportive of students, parents, and caregivers. Although parents are encouraged to find other care arrangements, there may be times when children are in the classroom. Mx.
Parkhurst will consider accommodations if any special needs arise. Please contact Mx. Parkhurst if you need such accommodations.

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

**Responsibility Statement and Disclaimer:** You are responsible for all information presented in this syllabus and for course-related information in announcements or messages provided throughout the semester during class meetings (even if you miss that class), on the course BrightSpace page, and/or via e-mail. It is also your responsibility to secure the appropriate technological means (i.e., a reliable computer and stable internet connection) to complete this course. You should anticipate technological problems and work to rectify them before course work is due. By remaining in this course, you acknowledge and accept the policies as stated herein and accept the policies as stated or amended during the course of the semester.

**Doing Well in this Course:** Doing well in this course requires hard work, patience, and self-discipline. Mx. Parkhurst strongly suggests 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:** PSYC2301 “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 two-hours cumulative, final examination period. Students typically have significant weekly reading assignments, reading quizzes, research participation, 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.
General Study Advice:
Beliefs That Make You Fail... or Succeed:
http://www.youtube.com/watch?v=RH95h36NChI&list=SP85708E6EA236E3DB&index=1
What Students Should Understand About How People Learn:
http://www.youtube.com/watch?v=9O7y7XEC66M&list=SP85708E6EA236E3DB
Cognitive Principles for Optimizing Learning:
http://www.youtube.com/watch?v=1xeHh5DnCIw&list=SP85708E6EA236E3DB
Putting the Principles for Optimizing Learning into Practice:
http://www.youtube.com/watch?v=E9GrOxhYZdQ&list=SP85708E6EA236E3DB
I Blew The Exam, Now What?: http://www.youtube.com/watch?v=-QVRiMkdRsU&list=SP85708E6EA236E3DB
Important Dates

September 3 - Syllabus Quiz
September 3 - Reading Quiz 1
September 10 - Reading Quiz 2
September 17 - Reading Quiz 3
September 24 - Reading Quiz 4
September 25 - Review Sheet

**September 26 - Exam 1**

October 1 - Reading Quiz 5
October 9 - Review Sheet

**October 10 - Exam 2**

**October 20 - Halfway R-Points**

October 15 - Reading Quiz 6
October 22 - Reading Quiz 7
October 29 - Reading Quiz 8
November 6 - Review Sheet

**November 7 - Exam 3**

November 19 - Reading Quiz 9

*Week 14 - Thanksgiving Break: No CLASS*

December 3 – Reading Quiz 10
December 5 – Presentations
December 7 – Presentations

**December 8 - Full R-Points Due**

December 12 - Presentations @ 10:30am
<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Assignments</th>
<th>Core Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Syllabus Day</td>
<td>History of Psychology</td>
<td>Syllabus Quiz</td>
<td>Social Responsibility</td>
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<td>Psychological Science</td>
<td>Psychological Science</td>
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<td>Research Methods</td>
<td>Research Methods</td>
<td>RQ3</td>
<td>Empirical and Quantitative Skills</td>
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<td>4</td>
<td>The Brain</td>
<td>Biological Basis</td>
<td>RQ4</td>
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<td>Exam 1</td>
<td>Consciousness</td>
<td>Review Sheet</td>
<td>Critical Thinking Communication Skills</td>
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<td>Development</td>
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<td>RQ6 Halfway R-points</td>
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<td>9</td>
<td>8</td>
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<td>Memory</td>
<td>RQ7</td>
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<td>10</td>
<td>9</td>
<td>Sensation &amp; Perception</td>
<td>Exam 3</td>
<td>Review Sheet</td>
<td>Critical Thinking Communication Skills</td>
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<td>11</td>
<td>10</td>
<td>Motivation &amp; Emotion</td>
<td>Motivation &amp; Emotion</td>
<td>RQ8</td>
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<td>Psychological Disorders</td>
<td>Psychological Disorders</td>
<td>RQ9</td>
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<td>14</td>
<td></td>
<td>Thanksgiving Week – No Class</td>
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<td>15</td>
<td>13</td>
<td>Social Psychology</td>
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<td>Full R-Points</td>
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<td>16</td>
<td></td>
<td>Presentations</td>
<td>Presentation</td>
<td>Communication Skills</td>
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<td>17</td>
<td></td>
<td>Final Exam - Exam 4</td>
<td>December 12 10:30 – 12:30pm</td>
<td>Critical Thinking</td>
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