SPRING 2012
PSY 100: SURVEY OF PSYCHOLOGY
TR 1:00p – 2:15p; 3 CREDIT HOURS

INSTRUCTOR: Falisha Herbic, MACL
OFFICE: Na`auao 111
OFFICE HOURS: TR 2:15p – 3:15p; by appointment
Note: For student convenience, office hours will often be held in available Alakai classrooms.
TELEPHONE: (808) 236-9211 (leave msg; allow 2 business days for reply)
EMAIL: falisha@hawaii.edu (preferred; often same day reply)

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT
Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Ko‘olau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

CATALOG DESCRIPTION
An introductory course with emphasis on principles of human behavior. Topics covered include motivation, learning, perception, emotion, development, personality, states of consciousness, group processes, problem solving and thinking, and methods of inquiry.

PREREQUISITES:
None
RECOMMENDATIONS:
Read and write at the college level, basic computing and internet skills, and have a basic understanding of percentages and probability.

STUDENT LEARNING OUTCOMES
The student learning outcomes for the course are:

1. Recognize the study of psychology as a science.
2. Discuss the biological and environmental basis of human behavior.
3. Integrate the basic perspectives, concepts, principles, and general information comprising the field of psychology.

COURSE CONTENT

**Concepts or Topics**
- Major Psychological Theories
- Nature and Nurture
- Psychological Perspectives
- Psychological Theorists
- Conscious and Unconscious Mind
- Research Strategies and Methods

**Skills or Competencies**
1. Describe and evaluate psychology as a science
2. Compare and contrast the interactive effects of nature and nurture
3. Identify and describe major theorists
4. Integrate various psychological theories
5. Define theory
6. Discuss the nature and types of evidence used in psychology
COURSE TASKS

A. EXAMS (40%, 400 points of total grade):
Complete one (1) Midterm examination and one (1) Final examination covering assigned readings, class activities, discussions, lectures, videos, handouts, assignments, etc. Each Exam will consist of Multiple Choice, True-False, Fill in the Blank, Short Answer, and Essay questions.

_Do not miss exams._ Fairness in testing depends on students having equal preparation opportunities. Consequently, make-up tests will be allowed **ONLY** in the event of a genuine family or medical EMERGENCY with appropriate documentation. In the event of an emergency, the instructor must be notified IN ADVANCE of the exam, unless absolutely impossible. If the instructor is not notified of the emergency prior to the start time of the exam, and/or appropriate documentation of proof of emergency is not provided, the student will receive a zero for that exam.

Routine appointments are not emergencies, and should be scheduled outside of class hours. Incase of emergencies, it is the responsibility of the student to contact the instructor before class begins, in order for the student to avoid penalty.

B. PORTFOLIO PROJECT “Self-Analysis” with Annotated Bibliography: (20%, 200 pts of total grade):
This project should be taken seriously! This activity is to aid the student in assessing understanding of material and applying concepts learned in class activities to real life while completing a college level project. Your work quality and professional presentation is expected to be at college level performance. To be successful in this segment of the course, students need to start early and work each week to complete this project. **Because this is a semester long project, there is no excuse for a late paper. LATE PAPERS will not be accepted.** See handout and rubric for additional instructions. Service Learning experience may be substituted for chapter materials; ask instructor about Service Learning opportunities.

C. QUIZZES: (20%, 200 points of total grade):
Quizzes are pop-quizzes (not announced prior to administration) and will be administered on a variable interval schedule of reinforcement. Quiz content may include material covered in required reading for the current class or instruction/reading from previous classes. Quizzes will be administered at the moment class begins and will take approximately five minutes or less to complete. If the student is not present at the time of the quiz, s/he will receive zero points. There are NO MAKE-UPS for quizzes. Quizzes are motivation for preparatory reading, studying, and on-time attendance in class and students must be present to participate in the quiz.

D. PARTICIPATION / ATTENDENCE: (20%, 200 points of total grade):
Each student will be expected to participate in specific activities each week. Activities are designed to complement information in the text and to assist you in preparing your own “Self-Analysis” Portfolio Project. Optimal learning will require preparation outside of class and sharing the work product or information in class group discussion. **It is important to plan ahead to make certain you complete the work required to be done outside of class so you are ready to share with the class at the time the topic is discussed.** Because the activities are planned in-class group learning opportunities, there are no make-up opportunities for these activities.

Each student is viewed as a Learner/Peer Teacher. Your shared observations, knowledge, skills, questions, and responsive listening are valued and contribute to a positive learning environment. Consequently, it is important that every student attend class to contribute to the interactive learning that is an important part of every class. **To receive credit for participation, each student will need to participate.**
# ASSESSMENT TASKS AND GRADING

<table>
<thead>
<tr>
<th>Task</th>
<th>Possible Pts</th>
<th>Grade Criterion</th>
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<tbody>
<tr>
<td>Exams (2x200)</td>
<td>400 pts</td>
<td>900 - 1000 points = A</td>
</tr>
<tr>
<td>Portfolio</td>
<td>200 pts</td>
<td>800-899 points = B</td>
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<tr>
<td>Quizzes</td>
<td>200 pts</td>
<td>700-799 point = C</td>
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<tr>
<td>Participation</td>
<td>200 pts</td>
<td>600 - 699 points = D</td>
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<tr>
<td>Total</td>
<td>1000 pts</td>
<td>&lt;600 points = F or N</td>
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</tbody>
</table>

# LEARNING RESOURCES

**Required Text:**

The text is accompanied by CD-ROM and web access to PsychPortal for Exploring Psychology, 8/e by Myers: A complete electronic version of the textbook, with embedded Concepts in Action that provide a media-powered way to interact with key concepts. Diagnostic Quizzing to help students pinpoint the concepts and themes that are most difficult for them to grasp. Video Tool Kit Activities that combine short, thought-provoking clips with brief multiple-choice quizzes.

The required text may be purchased at the WCC Bookstore located in Hale ʻĀkoakoa Rm#160. A copy is on reserve at the WCC library desk, for immediate use, but is not allowed to be checked out of the library.

**Recommended Reading and Additional Resources:**


Laulima Course site Resource Handouts

Link to Exploring Psychology Website [http://bcs.worthpublishers.com/exploring8e](http://bcs.worthpublishers.com/exploring8e)

**Campus Resources:**
TRIO: Tutoring and resource center for low-income, first-generation, and/or students with disabilities (see attached flyer).

Peer Mentoring: tutoring and mentoring for any student in need of tutoring or educational support (see your campus counselor at Student Services).

Library Study Services: See the librarian for additional details.

EBSCOHost Journal Online DataBase can be accessed through the Library Website: [http://library.wcc.hawaii.edu](http://library.wcc.hawaii.edu)
Additional Information

**MODE OF INSTRUCTION***
Lectures, assigned readings, quizzes, videos, worksheets, discussions, collaborative work-groups, brief presentations, participation, group projects, community field observations, role-playing, peer teaching, online and interactive engagement. Although the main concepts in psychology will be covered, not all important information from your text will necessarily be discussed in class. The text and class activities are mutually complementary, meaning they overlap. Students are responsible for the information presented in both domains.

**REQUEST FOR Cr/N GRADES**
Requests for Credit/No Credit grades, as opposed to the traditional A-F grades, must be made by the official withdrawal date (approximately mid term).

**SERVICE LEARNING COMPONENT**
This course provides a Service Learning Option. In lieu of the annotated bibliography portion of the Portfolio Project, the student may volunteer a minimum of 20 hours within the community and provide journal entries of daily activities, and a final impact paper describing the volunteer experience and how the student was able to apply what was learned in the classroom. Additional information will be handed out in class. See instructor for more information and specific volunteer and paper requirements. If a student chooses the Service Learning option in lieu of the annotated bibliography portion of the portfolio project, that student must notify the instructor by the end of the third week in the semester; this is to ensure the student has enough time to secure a work site and fulfill volunteer and academic requirements. It is the student’s responsibility to acquire and submit all required Service Learning materials directly through the Service learning office on campus.

**ACADEMIC DISHONESTY**
Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below) which violate the Student Conduct Code and may result in receiving zero points for an assignment, failing an exam, failing the class, and **expulsion from the University of Hawaii**.

**Cheating:** Cheating includes but is not limited to giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official UH record, and misrepresenting the facts in order to obtain exemptions from course requirements.

**Plagiarism:** Plagiarism includes but is not limited to submitting any document to satisfy an academic requirement that has been copied in whole or part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved…

**DISABILITIES ACCOMMODATION STATEMENT**
If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ʻĀkoakoa 213 for more information. Please see attached flyer for additional information.

You are encouraged to speak with your instructor to discuss any concerns regarding your educational progress and insure you have an equal opportunity to succeed in this class. Anyone who has difficulty during the semester should see me right away to get help.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due/Notes</th>
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<tbody>
<tr>
<td><strong>Jan</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T 10</td>
<td>Introduction</td>
<td>Syllabus</td>
</tr>
<tr>
<td>R 12</td>
<td>What is Psychology?/ MBTI</td>
<td>Ch. 1 (pp. 1-13)</td>
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<tr>
<td>T 17</td>
<td>Intro to Psychology</td>
<td>Ch. 1 (pp. 1-13)</td>
</tr>
<tr>
<td>R 19</td>
<td>Psychological Research</td>
<td>Ch. 1 (pp. 14-30)</td>
</tr>
<tr>
<td>T 24</td>
<td>Neuroscience and Behavior</td>
<td>Ch. 2 (pp. 35-43)</td>
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<tr>
<td>R 26</td>
<td>The Brain</td>
<td>Ch. 2 (pp. 44-61)</td>
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<tr>
<td>T 31</td>
<td>Consciousness</td>
<td>Ch. 3 (pp. 65-100)</td>
</tr>
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<td><strong>Feb</strong></td>
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<tr>
<td>R 2</td>
<td><em>GROUP ASSIGNMENTS</em></td>
<td>Double Attendance Day! No Make-ups!</td>
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<td>T 7</td>
<td>Genes, Evolution, Parents-Peers</td>
<td>Ch. 4 (pp. 105-121)</td>
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<tr>
<td>R 9</td>
<td>Culture, and Gender Influence</td>
<td>Ch. 4 (pp. 121-134)</td>
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<tr>
<td>T 14</td>
<td>Development Through the Life Span</td>
<td>Ch. 5 (pp. 137-175)</td>
</tr>
<tr>
<td>R 16</td>
<td>Development Through the Life Span</td>
<td>Ch. 5 (pp. 137-175)</td>
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<tr>
<td>T 21</td>
<td>Sensation and Perception</td>
<td>Ch. 6 (pp. 179-220)</td>
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<tr>
<td>R 23</td>
<td>Classical Conditioning</td>
<td>Ch. 7 (pp. 225-235)</td>
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<tr>
<td>T 28</td>
<td>Operant Conditioning Observational Learning</td>
<td>Ch. 7 (pp. 236-253)</td>
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<tr>
<td><strong>Mar</strong></td>
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<tr>
<td>R 1</td>
<td>Memory and Encoding</td>
<td>Ch. 8 (pp. 257-287)</td>
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<tr>
<td>T 6</td>
<td>Review for Final Exam</td>
<td>Chapters 1 – 8</td>
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<tr>
<td>R 8</td>
<td><em>MIDTERM EXAM</em></td>
<td>Chapters 1 – 8</td>
</tr>
<tr>
<td>T 13</td>
<td>Midterm Review: Assessment</td>
<td>Double Attendance Day! No Make-ups!</td>
</tr>
<tr>
<td>R 15</td>
<td>Thinking, Language &amp; Intelligence</td>
<td>Ch. 9 (pp. 291-334)</td>
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<tr>
<td>T 20</td>
<td>Thinking, Language &amp; Intelligence</td>
<td>Ch. 9 (pp. 291-334)</td>
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<tr>
<td>R 22</td>
<td>Motivation</td>
<td>Ch. 10 (pp. 339-372)</td>
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<tr>
<td>T 27</td>
<td><strong>SPRING BREAK</strong> (March 26-30)</td>
<td><strong>NO CLASS</strong></td>
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<td>R 29</td>
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<td><strong>Apr</strong></td>
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<tr>
<td>T 3</td>
<td>Emotion, Stress and Health</td>
<td>Ch. 11 (pp. 375-415)</td>
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<tr>
<td>R 5</td>
<td>Promoting Health</td>
<td>Ch. 11 (pp. 375-415)</td>
</tr>
<tr>
<td>T 10</td>
<td>Personality: Psychoanalytic Perspective</td>
<td>Ch. 12 (pp. 419-428)</td>
</tr>
<tr>
<td>R 12</td>
<td>Humanistic, Trait, Social-Cognitive Perspectives</td>
<td>Ch. 12 (pp. 429-449)</td>
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<tr>
<td>T 17</td>
<td>DSM-IV TR &amp; Disorders</td>
<td>Ch. 13 (pp. 453-460)</td>
</tr>
<tr>
<td>R 19</td>
<td><em>PORTFOLIO SHARING</em></td>
<td>PORTFOLIO PROJ DUE! Double Attendance Day! No Make-ups!</td>
</tr>
<tr>
<td>T 24</td>
<td>Therapeutic Application</td>
<td>Ch. 14 (pp. 461-521)</td>
</tr>
<tr>
<td>R 26</td>
<td>Social Psychology</td>
<td>Ch. 15 (pp. 525-567)</td>
</tr>
<tr>
<td><strong>May</strong></td>
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<tr>
<td>T 1</td>
<td>Social Psychology</td>
<td>Ch. 15 (pp. 525-567)</td>
</tr>
<tr>
<td>R 3</td>
<td><em>OPTIONAL: Final Review</em></td>
<td>Chapters 9-15</td>
</tr>
<tr>
<td>R 10</td>
<td><strong>FINAL EXAM</strong></td>
<td>12:30-2:30</td>
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</tbody>
</table>
This course provides a Service Learning Option. In lieu of the Annotated Bibliography portion of the Portfolio Project, the student may volunteer a minimum of 20 hours within the community. **It is the student’s responsibility to acquire a site.**

To receive Service Learning Credit and a certificate, it is the student’s responsibility to submit all required Service Learning materials **directly to the Service learning office on campus.** Additional information can be found at Hale Na‘auao 132; Ofc: (808) 236-9230; wccserve@hawaii.edu; http://windward.hawaii.edu/Service-Learning/index.php

If a student chooses the Service Learning option, that student must notify the instructor by the end of the third week in the semester; this is to ensure the student has enough time to secure a work site and fulfill volunteer and academic requirements. Additionally, the student must immediately provide to the instructor copies of: (These forms can be obtained at the Service Learning Office)

- The **Student Project Proposal Form**
- The **Assumption of Risk, Release, and Waiver Form**

To be included with the “Self Analysis” portfolio project towards the end of the semester, the student must provide:

- Copy of the **time sheet** indicating days and times of Service Learning Service, signed by the student’s site supervisor
- Copy of the **Site Supervisor Evaluation Form** from Service Learning office requirements
- Site Journal: For each day at the volunteer site, write a brief (2-3 sentences) journal entry describing tasks, people or places encountered, activities engaged in.
- A final impact paper describing the volunteer experience and how the student was able to recognize and/or apply concepts learned in the classroom.
  - Minimum 2 pages, 1 inch margins, times new roman font

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**Windward Community College**

**Spring 2012**
Please log in:

Login using UH Web Login

or

Last Name:

UH Number*:

(no dashes or spaces)

Login

Help

Find your 8-digit UH Number on your UH-issued ID card or log into https://myportal.hawaii.edu and click on the "My Account" tab.

*Current UH ID or active barcode registered with library.

Contact the WCC Library Reference Desk at 235-2238 if you cannot login.

The Library at the University of Hawaii Windward Community College

All Databases

Librarian Reference Center

Business Searching Interface

EBSCOhost Text Only

Teacher Resources
Choose Databases  Select another EBSCO service

To search within a single database, click the database name listed below. To select more than one database to search, check the boxes next to the databases and click Continue.

- **Academic Search Premier**
  This multi-disciplinary database provides full text for more than 4,500 journals, including full text for more than 3,700 peer-reviewed titles. PDF backfiles to 1975 or further are available for well over one hundred journals, and searchable cited references are provided for more than 1,000 titles.
  - Title List  More Information

- **Newspaper Source**
  Newspaper Source provides cover-to-cover full text for 35 national & international newspapers. The database also contains selective full text for 275 regional (U.S.) newspapers. In addition, full test televisions & radio news transcripts are also provided.
  - Title List  More Information

- **Library Reference Center**
  Library Reference Center (LRC) is a comprehensive literary reference database, which provides users with a broad spectrum of reference information from antiquity to the present day. LRC is a comprehensive database that combines information from over 1,000 books and monographs, major library encyclopedias and reference works, hundreds of library journals, and unique sources not available anywhere else.
  - Title List  More Information

- **MAS Ultra - School Edition**
  Designed specifically for high school libraries, this database contains full text for more than 500 popular, high school magazines. MAS Ultra - School Edition also provides more than 360 full test reference books, 85,679 biographies, 105,786 primary source documents, and an Image Collection of 341,655 photos, maps & flags, color PDFs and expanded full test backfiles (back to 1975) for key magazines.
  - Title List  More Information

- **MasterFILE Premier**
  Designed specifically for public libraries, this multidisciplinary database provides full text for nearly 1,750 general reference publications with full test information dating as far back as 1975. Covering virtually every subject area of general interest, MasterFILE Premier also includes nearly 500 full text reference books, full text from 86,017 biographies, 115,786 full text primary source documents, and an Image Collection of 341,655 photos, maps & flags.
  - Title List  More Information

- **Psychology & Behavioral Sciences Collection**
  Psychology & Behavioral Sciences Collection is a comprehensive database covering information concerning topics in emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational & experimental methodologies. This is the world's largest full test psychology database offering full test coverage for nearly 500 journals.
  - Title List  More Information

- **Religion & Philosophy Collection**
  Religion & Philosophy Collection provides extensive coverage of such topics as world religions, major denominations, biblical studies, religious history, epistemology, political philosophy, philosophy of language, moral philosophy and the history of philosophy. Religion & Philosophy Collection offers nearly 300 full text journals, including more than 250 peer-reviewed titles, making it an essential tool for researchers and students of theology and philosophical studies.
  - Title List  More Information

- **Business Source Premier**
  Business Source Premier is the industry's most used business research database, providing full text for more than 2,390 journals, including full text for more than 1,106 peer-reviewed titles. Business Source Premier is superior to the competition in full test coverage in all disciplines of business, including marketing, management, MIS, POM, accounting, finance and economics. This database is updated daily by EBSCOhost.
  - Title List  More Information

- **Regional Business News**
  This database provides comprehensive full text coverage for regional business publications. Regional Business News incorporates coverage of 75 business journals, newspapers and newswires from all metropolitan and rural areas within the United States. This database is updated on a daily basis.
  - Title List  More Information

- **Computer Source**
  Computer Source provides researchers with the latest information and current trends in high technology. This database offers full text for nearly 300 publications and indexing and abstracts for nearly 450 publications.
  - Title List  More Information

- **Agricola**
  This database contains bibliographic records from the U.S. Department of Agriculture's National Agricultural Library. Coverage for AGRICOLA dates back to 1970 and includes more than 4.1 million citations.
1. EVALUATING RISK FOR TARGETED VIOLENCE IN SCHOOLS: COMPARING RISK ASSESSMENT, THREAT ASSESSMENT, AND OTHER APPROACHES.
By: Reddy, Merrit; Borum, Randy; Madzena, William. (2002). Psychology in the Schools, Vol. 39 Issue 1, p17, 8p; Abstract: Presents information on a study which analyzed approaches for preventing planned school-based attacks. Fear of school violence versus actual probability. Discussion of targeted violence versus general aggression. Approaches to targeted violence assessment. (FW 917460)

By: Barnes, Kerry B.; Bardick, Angela D. (2003). Professional School Counseling, Vol. 16 Issue 4, p419-427, 9p; Abstract: There have been numerous publications devoted to preventing violence and bullying in schools, resulting in school counselors being well equipped with school-wide violence prevention ideas and programs. Despite these violence prevention efforts, some students may pose a threat to others and thus may require a comprehensive assessment for violence risk, especially targeted violence. The purpose of this article is to provide school counselors with a framework for assessing students who may be at risk for violence in general or who may be at risk specifically for targeted violence. (ABSTRACT FROM AUTHOR) (FW 2520729)

By: Daniels, Jeffrey A. (2003). Journal of Counseling & Development, Spring 2002, Vol. 90 Issue 2, p219, 4p; Abstract: The author describes important considerations when assessing students' threats made at schools. In a recent article, M. Reddy at al. (2001) presented 4 approaches to assessing the risk of school violence. They submitted important issues and problems with 3 commonly used approaches and suggested a 4th approach as an alternative. Implications for school counselors are explored. (ABSTRACT FROM AUTHOR) (FW 2520729)

For careers in counseling, social work, education, psychology and human development.

Psycho-Social Development

Academic Subject Certificate

If you like helping people, a career in human services may be for you—whether it's social work, counseling, teaching, corrections, psychology or human development.

The Psycho-Social Developmental Studies (PSDS) certificate provides pre-professional training for students planning to enter the human services field. The curriculum combines liberal arts courses with field experience in social service agencies and other community sites.

Students have the opportunity to gain skills in real-life settings and lay the foundation for more advanced study in their major. Those planning to go into teaching can also gain required classroom field experience through this program.

To earn the PSDS academic subject certificate, students must complete a total of 27 credits with a cumulative grade point average of 2.0 or better for all required courses. See course descriptions for prerequisites. Twelve credits, including SSCI 193V and SSCI 293V, must be taken at Windward Community College.

**Required courses:**
(24 credits)

- PSY 100 Survey of Psychology (3)
- Select one course from three options:
  - PSY 170 Psychology of Adjustment or
  - SOC 218 Introduction to Social Problems (3) or
  - SOC 231 Introduction to Juvenile Delinquency (3)
- PSY 224 Abnormal Psychology (3)
- PSY 240 Developmental Psychology (3)
- SOC 100 Survey of General Sociology (3)
- SOC 251 Introduction to Sociology of the Family (3)
- SSCI 193V Cooperative Arts and Science Education (3)
- SSCI 293V Cooperative Arts and Science Education (3)

**Elective (3 credits)**
Select one course from the list below:

- ANTH 200 Cultural Anthropology (3)
- BOT 105 Ethnobotany (3)
- ECON 120 Introduction to Economics (3)
- ICS 100 Computing Literacy and Applications (3)
- POLS 180 Introduction to Hawaiian Politics (3)
“Self-Analysis” Portfolio Project for Psy 100

Choose 10 of the 15 chapters that interest you. Find a topic heading or topic subheading from each chapter and integrate how theories, points, and terms covered in that section have helped you to gain insight into your own life and experiences. Write a minimum of one page, double spaced, with 1-inch margins, using 12 point Times New Roman font for each Chapter heading you choose. You must choose headings/sub-headings from ten different chapters and write a minimum of one full page for each (making the self analysis portion of your portfolio project a minimum of ten full pages total). Provide an artifact (portrait, sentimental item, artwork, poem, etc.) that represents that experience. Integrate all ten self-analysis discussions and artifacts for each into one folder, with a cover page that includes your name, and provide a table of contents.

EXAMPLE for one self-analysis discussion: Chapter 7 on Learning, heading on Operant Conditioning, discussion analyzing me as an overachiever, how I have been “operantly conditioned” to do well in school through “positive reinforcements” of grades (secondary reinforcer) and praise regarding that grade from family and friends (primary reinforcer) and how the need to get that A “extrinsically motivates” me to engage in “operant behavior” such as studying, reading, engaging in study groups, etc. As an artifact I might provide a copy of my certification of Summa Cum Laude, a copy of my report card, an important paper with an A grade, or a portrait of me at graduation.

The choice of chapters and what topic to write about is your decision as long as the topics are from ten different chapters. You are encouraged to use this project as an opportunity to apply what you have learned in this course to your personal life and experiences to gain deeper insight and understanding of both the material and yourself.

PSY 100 Annotated Bibliography (AB) Assignment

Purpose
The field of psychology is based on scientific evidence. It can take time to learn how to identify different kinds of evidence, but it is a very worthwhile skill to learn, not only in order to make sense of psychology as a discipline, but also for critical thinking in general. Lawyers use legal evidence. Journalists use investigative reporting, including witness’ reports, as evidence. Advertisers may use testimonials as evidence. All of these kinds of evidence vary in some important ways from scientific evidence.

In this assignment, you will practice identifying and evaluating objective scientific evidence provided by peer reviewed journal publications, as opposed to biased sources of information (e.g., newspapers, websites, works of fiction, etc).

Creating an annotated bibliography is also a fundamental step in the process of writing a research paper.

WEBSITES
The UH library system provides very convenient access to a variety of types of documents (newspaper articles, magazines, and scholarly journals) that are available for free in full text online.

The website address to start your search is: http://library.wcc.hawaii.edu/ From there, you have several useful choices. You can start with Find Articles and then click on EBSCOhost Web. Academic Search Premier has many titles with full text, which is very convenient for this kind of assignment. There are also other databases, such as one especially for psychology, that may be useful.

Additional examples of APA formatting and further information about annotated bibliographies include:
http://www.library.cornell.edu/okuref/research/skill28.htm#what
http://www.wisc.edu/writing/Handbook/AnnBib_format.html

EXAMPLES OF APA FORMATTING FOR BIBLIOGRAPHIC CITATIONS

Journal article found in a hardcopy journal (literature review & original research)

Journal article retrieved from the WWW (literature review & original research)
**PSY100 “Self Analysis” Portfolio Project**

**SELF-GRADE & TURN THIS SHEET IN WITH YOUR PORTFOLIO PROJECT.**

*Scoring Rubric: Using the below scales, give 3 points for each criteria completed. Incomplete criteria earn 0 points.*

<table>
<thead>
<tr>
<th>Criteria:</th>
<th>3 Points for each completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ch</td>
</tr>
<tr>
<td><strong>Understanding:</strong></td>
<td></td>
</tr>
<tr>
<td>Defined at least one point, theory, or term in the chapter</td>
<td></td>
</tr>
<tr>
<td><strong>Application:</strong></td>
<td></td>
</tr>
<tr>
<td>Analyzes an experience in their life and applies it to the point, theory, or term given.</td>
<td></td>
</tr>
<tr>
<td><strong>Format:</strong></td>
<td></td>
</tr>
<tr>
<td>1 full page typed, double spaced, 1 inch margins, 12 point Times New Roman font</td>
<td></td>
</tr>
<tr>
<td><strong>Artifact:</strong></td>
<td></td>
</tr>
<tr>
<td>The artifact relates to the point, theory, or term, and experience given and is more than a simple drawing or clipart</td>
<td></td>
</tr>
</tbody>
</table>

**Subtotal Each CH:**

(12 points possible)

**Total Points Added**

(i.e. 12x10ch=120 points)

**Annotated Bibliography:**

See worksheet below for scoring (40 points possible)

**Presentation/Professionalism:**

COMPLETED! Secured in a folder, contains a cover pg with your name, Table of Contents pg, Neat, Present to share, Rubric included in folder (40 points possible)

**TOTAL PROJECT PTS**

(200 points possible)

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*NOTE: Check your margins! Microsoft Word uses 1 ½ inch margins as a default. You will need to adjust right and left margins to 1 inch to comply with this project.*

**Please secure your project in a folder. This means a 3-ring-binder or some type of apparatus that secures the document together and to the folder.**

***Please **put your name on the cover** of your project folder and **include this rubric in your project folder**.***

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**Annotated Bibliography Assignment**

Choose one of the topics from the portfolio project, and then, during the semester, locate a **Peer Reviewed Empirically Researched Journal Article** about that topic. Then write a minimum one-page, 1-inch margins, double-spaced, 12-pt Times New Roman Font, providing the following information about the article:

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Points Possible</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Min. <strong>ONE FULL PAGE Summary</strong> of the article in your words (do not plagiarize!), covering (a) the main points and results of the work (20 points)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>(a) an evaluation of both the credibility and the source of the information.. (6 points)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>(b) A personal reaction on the author’s probable intended audience(s) (e.g., researchers, students, parents, educators) and explain what use this source may have for them, the source’s potential importance or usefulness for the audiences’ possible research. (6 points)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>(c) Bibliographic citation in American Psychological Association (APA) format (see inside this handout for an example). (4 points)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>2) Copy of the referenced JOURNAL article. If an article is more than 10 pages long, a partial copy may be turned in; please see instructor regarding specific instruction in this case. (4 points)</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Total AB pts

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**Name:**

**Course Day/Time:**