PSY 100: SURVEY OF PSYCHOLOGY
3 Credits (CRN 64301)
Na`auao 125; TR 2:30p – 3:45p

INSTRUCTOR: Falisha Herbic, MACL
OFFICE: Na`auao 124
OFFICE HOURS: MW 1:00pm – 2:00pm; TR 4:00pm – 5:00pm; MTWR by appointment
TELEPHONE: (808) 236-9211 (leave msg; allow 2 business days for reply)
EMAIL: falisha@hawaii.edu (preferred; often same day reply)
EFFECTIVE DATE: Fall 2018

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 the Ko‘olau region of O‘ahu 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

As a result of taking this course, students can expect to attain the following outcomes:
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

Windward Community College is an equal opportunity, affirmative action institution.
A. EXAMS (40%, 400 points of total grade):
Complete one 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.

<table>
<thead>
<tr>
<th>EXAM</th>
<th>DATES:</th>
<th>MATERIAL</th>
<th>%/POINTS possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>Tuesday, Oct. 23rd</td>
<td>Chapters 1-7</td>
<td>20%/ 200pts</td>
</tr>
<tr>
<td>Final</td>
<td>Thursday, Dec 13th</td>
<td>Chapters 8-15</td>
<td>20%/ 200pts</td>
</tr>
</tbody>
</table>

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. In case 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. PARTICIPATION / ATTENDENCE : (20%, 200 points of total grade):
Each student will be expected to participate in lectures and activities each class. Activities are designed to complement information in the text. 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 and contribute to the interactive learning that is an important part of every class. Routine appointments should be made outside of class time.

To receive credit for participation, each student will need to be present for the entirety of the class and actively participate. An attendance sign-in sheet will be circulated during each class. It is the student’s responsibility to ensure s/he signs in every class period. Neglecting to sign in will result in “0” participation/attendance points for that class period.

C. INSTRUCTOR QUIZZES (10%, 100 points of total grade):
Quizzes will be administered on a variable interval schedule of reinforcement. Quiz content will most often include material covered in required preparatory reading for the current class. Occasionally, quizzes may include 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; therefore, students must be present to participate in the quiz.

D. 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.

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E. HOMEWORK ASSIGNMENTS (10%, 100 pts of total grade):
For various chapters throughout the semester, assignment tasks are provided to enhance understanding and apply learning. Assignments may include completion of charts, worksheets, watching videos, answering critical thinking questions, etc. Assignments can be found in the list of Homework Assignments included in this syllabus and may also be accessed via Laulima/Syllabus and via Laulima/Resources/Homework_and_Videos.

Assignments are due at the BEGINNING OF CLASS on the date due. Due dates are listed on the course schedule, included in this syllabus. For many assignments, in order to answer the question(s) and get credit, you must first watch a specified video in Laulima/Resources/Homework_and_Videos. Unless otherwise specified, homework assignments are worth 10 points each.

For most assignments, you may type or hand-write your assignments; although some assignments REQUIRE hand-written creations. When hand-written, the work MUST be neat and legible or zero points will be given. Make sure your name is on each page, and turn the hardcopy in to me at the BEGINNING OF CLASS on the day that assignment is due. Late assignments will not be accepted. If you foresee you may be unable to come to class, you may submit assignments on an earlier date, turn it in to me before class start time, or have a classmate hand it in for you. Emailed assignments will not be accepted.

To receive full credit for this aspect of the course, you must complete at least 10 of the 24 assignment opportunities offered to you in your list of Homework Assignments. You are only required to complete ten of the assignments offered. The additional fourteen assigned activities are extra credit opportunities; these are the ONLY extra credit offered for this course. Extra credit maxes out at 40 points; no more than 40 points of extra credit may be earned.

To enhance learning, students are encouraged to complete any and all activities available; however, course credit can only be given for a maximum of 100 total homework points and a maximum of 40 total extra credit points. Students understand that any additional activities are completed merely for the learning opportunities they provide.

Additional details will be provided in your list of “Homework Assignments.”

<table>
<thead>
<tr>
<th>ASSESSMENT TASKS AND GRADING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
</tr>
<tr>
<td>Exams (2x200)</td>
</tr>
<tr>
<td>Participation</td>
</tr>
<tr>
<td>Quizzes</td>
</tr>
<tr>
<td>Portfolio</td>
</tr>
<tr>
<td>Homework</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

LEARNING RESOURCES

Required Resources:


COMPUTER/INTERNET ACCESS: You will need access to a computer with internet access.

LAULIMA WEBSITE: Through the WCC online homepage, log in to Laulima with your UH ID. The tab for this course should be visible. If it is not, please see your instructor so that she can add you to the site.

Recommended Resources:


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Course Resources:
PSY100 Supplemental Instructor: Janice Burnside
jswb@hawaii.edu

Campus Resources:
TRIO: For a variety of student support services, visit Hale Kako’o 116, call 808-235-7487, or visit windward.hawaii.edu/TRIO/Student_Support_Services.php

PEER MENTORING: For tutoring and peer mentoring for any student in need of educational support visit the Ka Piko Study Center in Hale ʻĀkoakoa 232, Lounge; call 235-7454; or visit windward.hawaii.edu/kapiko/peer/

Email: wcepeer@hawaii.edu

MY SUCCESS: For extra help or advising, students are encouraged to explore resources at MySuccess.Hawaii.edu and windward.hawaii.edu/starfish.

TTC: The Testing Center for assistance in an alternative testing site https://windward.hawaii.edu/testing_center/

LIBRARY STUDY SERVICES: See the librarian for details https://windward.hawaii.edu/Learning_Resources/

SPEECH LAB: For help with PowerPoint and oral presentations visit Hale La'akea 226, make an appointment through MySuccess, or visit windward.hawaii.edu/kapiko/speech/ for more information.

EBSCOHost: Journal Online Database can be accessed through the Library Website: http://library.wcc.hawaii.edu

Windward Community College Campus Map
ADDITIONAL INFORMATION

MODES OF INSTRUCTION:
Lectures, assigned readings, videos, worksheets, discussions, collaborative work-groups, student chapter 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 be discussed in class. The text, course activities, and online resources are mutually complementary. Students are responsible for information presented in all 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-semester; see calendar for date) directly through the registrar’s office.

SERVICE LEARNING COMPONENT:
This course may provide a Service Learning Option where the student may volunteer a minimum of 20 hours within the community and apply what was learned in class. Additional information may be handed out in class. See instructor for more information and specific volunteer and course requirements. If a student chooses the Service Learning option, s/he must notify the instructor by the end of the third week in the semester to ensure s/he has 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 to receive a Service Learning Certificate.

THE TESTING CENTER for EXAMS:
If you wish to take your midterm or final exams in the testing center, notify your instructor a week in advance. Exams taken in the testing center MUST be completed BEFORE the end of the scheduled classroom exam.

LATE WORK:
As stated in “Course Tasks, D and E,” late assignments are not be accepted. If you foresee you may be unable to come to class, you may submit assignments on an earlier date, turn it in to me before class start time, or have a classmate hand it in for you. Emailed assignments will not be accepted. With that said, under special circumstances and with prior approval from your instructor, late work may occasionally be accepted with a strict 50% point penalty. Your instructor reserves the right to rescind this exception at any time.

ABSENCES:
As stated in “Course Tasks, B.,” attendance and participation are crucial to the interactive learning environment and routine appointments should be scheduled outside of class time. However, it is understood that occasionally an unforeseeable event might occur (illness, transportation trouble, children issues, etc.); therefor, as a courtesy, students are allowed to “make up” attendance/ participation for up to two (2) absences. You may make up an absence by taking comprehensive HAND-WRITTEN notes on assigned reading. Attendance make up notes should contain a summarized understanding of concepts, theories, and terminology throughout the assigned chapter reading for that day; simply copying terms and definitions will NOT be accepted. Basically, if I can see that you read an understood the material to be covered that day, I can pretend you were there. To receive absence make up credit, attendance make up notes must be submitted to your instructor within one week of your return. Any missed quizzes or exams will NOT be made up. There are certain days where scheduled activities are not conducive to make up work and cannot be made up. Doctor notes will NOT excuse an absence. Your instructor reserves the right to rescind this courtesy at any time.

CELL PHONE POLICY:
Cell phones should be silenced and put away before entering the classroom. Cell phone use is not permitted during class lectures as their use is distracting to your instructor and other students. If you wish to call, text, view social media, etc., the classroom is not an appropriate place to do so. If you wish to document any information that is written on the board, you should take notes; taking pictures are not conducive to learning. If you are expecting an important call or anticipate a possible emergency call or text, please place your phone on vibrate mode and quietly exit the classroom before addressing it. Your cooperation in limiting cell phone distractions in class is appreciated. If you utilize your cell phone at any time during a quiz or exam, your assessment will be immediately confiscated and scored a “0.”
DISABILITIES ACCOMMODATIONS
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 ‘Ākoakoa 213 for more information.

You are encouraged to speak with your instructor to discuss any concerns regarding your educational progress and ensure you have an equal opportunity to succeed in this class. Anyone who has difficulty during the semester should see your instructor right away to get help.

TITLE IX
Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under Title IX, please visit: https://windward.hawaii.edu/Title_IX/.

Windward Community College is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, Windward CC has resources to support you. To speak with someone confidentially, contact Karla Silva-Park, Mental Health Counselor, at 808-235-7468 or karlas@hawaii.edu or Kaahu Alo, Designated Confidential Advocate for Students, at 808-235-7354 or kaahualo@hawaii.edu. To make a formal report, contact the Title IX Coordinator at 808-235-7393 or wcctix@hawaii.edu.

ACADEMIC INTEGRITY
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 copying another student’s work, 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…

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

ALTERNATE CONTACT INFORMATION
If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

Location: Alakai 121
Phone: 808-235-7422
Email: wccaa@hawaii.edu

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<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter/ Reading Due</th>
<th>Topic</th>
<th>Assignment Due/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 21</td>
<td>Introduction</td>
<td></td>
<td>Get Textbook</td>
</tr>
<tr>
<td>R 23</td>
<td>Ch. 1 (pp. 1-14)</td>
<td>What is Psychology?/ MBTI</td>
<td>Read Syllabus Access Laulima</td>
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<tr>
<td>T 28</td>
<td>Ch. 1 (pp. 14-33)</td>
<td>Psychology as a Science</td>
<td>Assignment 1.1</td>
</tr>
<tr>
<td>R 30</td>
<td>Ch. 2 (pp. 35-47)</td>
<td>Neurons and Systems</td>
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<tr>
<td>Sept T 4</td>
<td>NO CLASS</td>
<td>N/A</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>R 6</td>
<td>Ch. 2 (pp. 48-65)</td>
<td>The Brain</td>
<td>Assignment 2.1</td>
</tr>
<tr>
<td>T 11</td>
<td>Ch. 2 (pp. 66-77)</td>
<td>Genes and Evolution</td>
<td>Assignment 2.2</td>
</tr>
<tr>
<td>R 13</td>
<td>HUI ASSIGNMENTS</td>
<td>N/A</td>
<td>Double Attendance Day!</td>
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<tr>
<td>T 18</td>
<td>Ch. 3 (pp. 78-117)</td>
<td>Consciousness</td>
<td>Assignment 3.1</td>
</tr>
<tr>
<td>R 20</td>
<td>Ch. 3 (pp. 78-117)</td>
<td>Consciousness</td>
<td>Assignment 3.2</td>
</tr>
<tr>
<td>T 25</td>
<td>Ch. 4 (pp. 118-147)</td>
<td>Development Through Childhood</td>
<td>Assignment 4.1-4.2</td>
</tr>
<tr>
<td>R 27</td>
<td>Ch. 4 (pp. 147-169)</td>
<td>Development Through Adulthood</td>
<td>Assignment 4.3-4.4</td>
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<tr>
<td>Oct T 2</td>
<td>Ch. 4 (pp. 147-169)</td>
<td>Development Through Adulthood</td>
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<tr>
<td>R 4</td>
<td>Ch. 5 (pp. 170-197)</td>
<td>Sex, Gender, and Sexuality</td>
<td>Assignment 5.1-5.3</td>
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<tr>
<td>T 9</td>
<td>Ch. 6 (pp. 198-243)</td>
<td>Sensation and Perception</td>
<td>Assignment 6.1-6.2</td>
</tr>
<tr>
<td>R 11</td>
<td>Ch. 7 (pp. 244-255)</td>
<td>Classical Conditioning</td>
<td>Assignment 7.1-7.2</td>
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<tr>
<td>T 16</td>
<td>Ch. 7 (pp. 256-279)</td>
<td>Operant Conditioning &amp; Observational Learning</td>
<td>Assignment 7.3</td>
</tr>
<tr>
<td>R 18</td>
<td>Ch. 7 (pp. 256-279)</td>
<td>Operant Conditioning &amp; Observational Learning</td>
<td></td>
</tr>
<tr>
<td>F 19</td>
<td>Chapter 1-7</td>
<td>Optional: Review for Midterm</td>
<td>!!!STUDY!!!</td>
</tr>
<tr>
<td>T 23</td>
<td>Chapter 1-7</td>
<td>MIDTERM EXAM</td>
<td>!!!STUDY!!!</td>
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<tr>
<td>R 25</td>
<td>N/A</td>
<td>Midterm Review: Assessment</td>
<td>Double Attendance Day!</td>
</tr>
<tr>
<td>T 30</td>
<td>Ch. 8 (pp. 280-313)</td>
<td>Memory</td>
<td></td>
</tr>
<tr>
<td>Nov R 1</td>
<td>Ch. 9 (pp. 314-340)</td>
<td>Thinking &amp; Language</td>
<td>Assignment 9.1</td>
</tr>
<tr>
<td>T 6</td>
<td>NO CLASS</td>
<td>HOLIDAY: Election Day</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>R 8</td>
<td>Ch. 9 (pp. 340-363)</td>
<td>Intelligence</td>
<td></td>
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<tr>
<td>T 13</td>
<td>Ch. 10 (pp. 364-403)</td>
<td>Motivation and Emotion</td>
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<tr>
<td>R 15</td>
<td>Ch. 11 (pp. 404-439)</td>
<td>Stress, Health, and Human Flourishing</td>
<td>Assignment 11.1</td>
</tr>
<tr>
<td>T 20</td>
<td>Ch. 12 (pp. 440-461)</td>
<td>Social Thinking and Influence</td>
<td>Assignment 12.1</td>
</tr>
<tr>
<td>R 22</td>
<td>NO CLASS</td>
<td>HOLIDAY: Thanksgiving</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>T 27</td>
<td>Ch. 12 (pp. 462-489)</td>
<td>Social Relations</td>
<td>!!!PORTFOLIO PROJ DUE!!!!</td>
</tr>
<tr>
<td>Dec R 29</td>
<td>Ch. 13 (pp. 490-501)</td>
<td>Personality: Psychoanalytic Theories</td>
<td></td>
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<tr>
<td>T 4</td>
<td>Ch. 13 (pp. 501-525)</td>
<td>Personality: Humanistic, Trait, and Social-Cognitive Theories</td>
<td>Assignment 13.1-13.3</td>
</tr>
<tr>
<td>R 6</td>
<td>Ch. 14 &amp; 15 (pp. 526-604)</td>
<td>Psychological Disorders &amp; Therapy</td>
<td>Assignment 15.1</td>
</tr>
<tr>
<td>F 7</td>
<td>Chapters 8-15</td>
<td>Optional: Review for Final Exam</td>
<td>!!!STUDY!!!</td>
</tr>
<tr>
<td>R 13</td>
<td>Chapters 8-15</td>
<td>FINAL EXAM</td>
<td>!!!STUDY!!!</td>
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PSY 100 Portfolio Project (Self-Analysis and Annotated Bibliography)

1) **Self-Analysis**

Purpose: Applying information to real life experiences enhances understanding and long-term retention.

*Directions:* Choose 10 of the 15 chapters that interest you. From each of the 10 chapters, find a topic heading or topic subheading and integrate how theories, points, and terms covered in that section have helped you to gain insight into your own life and experiences. For each chapter, write a minimum of one page, double spaced, with 1-inch margins, using 12 point Times New Roman font and provide an artifact (portrait, sentimental item, artwork, poem, etc.) that represents that experience. You must choose headings/sub-headings from ten different chapters and write a minimum of one full page for each; the self-analysis portion of your portfolio project is essentially ten mini one-page papers.

*FOR EXAMPLE,* for one self-analysis discussion I might choose Chapter 7 on Learning, heading on Operant Conditioning. I might define Operant Conditioning and its components. Then I might discuss how I am an overachiever, analyzing 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.

2) **Annotated Bibliography (AB) Assignment**

Purpose: Identifying and evaluating objective scientific evidence provided by peer reviewed journal publications.

*Directions:* Choose one (1) of the topics from the Self-Analysis. Then 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 information in the attached rubric.

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 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 important ways from scientific evidence; specifically they are often subjective and biased. **DO NOT USE biased sources of information (e.g., newspapers, websites, books, blogs, etc.).** Neglecting to reference an empirically researched article from a published journal (IE: EBSCOhost) will result in a zero credit for this aspect of the portfolio project.

3) **Integration**

Integrate all ten self-analysis discussions and their artifacts, along with your Annotated Bibliography, into one folder; creating one complete Portfolio Project. Add a cover page that includes your name, and add a table of contents. See attached rubric(s) for more specifics.

**EBSCOhost/ WEBSITES**

The UH library system provides convenient access to a variety of types of documents that are available for free in full text online. Start your search at [http://library.wcc.hawaii.edu](http://library.wcc.hawaii.edu). Click on Find Articles, then click on EBSCOhost Web. Academic Search Premier has many titles with full text, which is very convenient for this assignment. There are also other databases, one especially for psychology, which 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.library.cornell.edu/okuref/research/skill28.htm#what)


**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 RUBRIC IN WITH YOUR PORTFOLIO PROJECT.**

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

<table>
<thead>
<tr>
<th>CRITERIA:</th>
<th>Insert points for each completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding (2pts):</strong></td>
<td>Ch___ Ch___ Ch___ Ch___ Ch___ Ch___ Ch___ Ch___ Ch___ Ch___</td>
</tr>
<tr>
<td>Defines at least one point, theory, or concept in the chapter</td>
<td></td>
</tr>
<tr>
<td><strong>Application (3pts):</strong></td>
<td></td>
</tr>
<tr>
<td>Analyzes a past experience in their life and applies it to the point, theory, or concept given.</td>
<td></td>
</tr>
<tr>
<td><strong>Format (4pts):</strong></td>
<td></td>
</tr>
<tr>
<td>1 full page typed, double spaced, 1 inch margins, 12 point Times New Roman font</td>
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<tr>
<td><strong>Artifact (2pts):</strong></td>
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</tr>
<tr>
<td>The artifact relates to the point, theory, or concept, and experience given, and is more than a simple drawing or clipart.</td>
<td></td>
</tr>
<tr>
<td>Chapters SUBTOTAL: (11pts possible)</td>
<td></td>
</tr>
</tbody>
</table>

| Total of Chapter Points: (from above)                                   |                                  |
| (i.e. 11pts x 10ch=110 points)                                         |                                  |

| Annotated Bibliography: See worksheet below for scoring                  | (50 points possible)             |

| Presentation/Professionalism: Complete: all requirements!               |                                  |
| Neat and Secured, Cover Page with name, Table of Contents Page, On Time, Self-Graded Rubric included | (40 points possible)             |

| TOTAL PROJECT PTS : (200 points possible)                               |                                  |

**Annotated Bibliography Assignment**

Choose one of the topics from the portfolio project, then 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><strong>Bibliographies of books, blogs, websites, and/or articles that are “googled,” etc, and thus are NOT peer reviewed, will receive 0 points! The purpose is to learn how to access REAL empirical research.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Format: 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) Understanding: An evaluation of the credibility and the source of the information (10 points).</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>(b) Application: A personal reaction of the author’s probable intended audience(s) (e.g., researchers, students, parents, educators), explain what use this source may have for them, and the potential importance or usefulness for the audiences’ possible research (10 points).</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>(c) Bibliographic Citation: Citation in American Psychological Association (APA) format (see inside this handout for an example) (5 points).</td>
<td>5</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 (5 points).</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total AB pts</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Name:**

**Course Day/Time:**
WEEK #1:

(1) Explore Laulima – Log in and explore your course Laulima site – No points
- Ensure your course tabs include PSY100, with the correct CRN #; click on it.
- Note the Laulima left side menu and click on each menu link.
- Read any Announcements already posted and you are encouraged to check announcements weekly for important course information.
- Explore your Syllabus and syllabus resources.
- The Email function will allow you to email your instructor and fellow classmates.
- Your Gradebook will be updated after midterms and just before final exams.
- Wiki is an option to allow you to collaborate on group projects.
- The Resources link is where you will find class lecture notes, PowerPoint slides, homework worksheets, and homework videos.

FOR HOMEWORK ASSIGNMENTS: Do your required chapter reading BEFORE completing these assignments!
- Complete each assignment according to the instructions below.
  - Do NOT forget to put your NAME on your work; a penalty will be imposed on work submitted without a name.
  - You may type, or legibly hand write, your answers to any critical thinking questions. Please include the assignment title (ie: “2.1: Twins Separated at Birth”) to ensure proper credit is given for each assignment.
  - Some assignments (charts/tables, for example) require it be hand written. Computer models will not be accepted.
- Submit your homework assignment to your instructor at the beginning of class on the date it is due.
  - Please see course schedule (in your syllabus) for due dates.
  - Late assignments are generally not be accepted, especially on homework preassigned for class activities.
  - Early assignments are accepted but may or may not be graded early.
  - Keep returned assignments for future reference and studying.

NOTE: Homework credit and Course Extra Credit
- Each assignment is generally worth a maximum 10 pts, unless otherwise stated.
- Ten assignments (completed correctly and in full) x 10pts = 100 pts Homework Course Credit.
- Any additional assignments completed and/or assignment credit will be applied to Overall Course EXTRA CREDIT.
  - Extra credit can be earned up to (but not exceeding) 40 pts;
  - This is the ONLY extra credit offered for this course.
- Students may complete as many assignments as necessary to acquire a maximum 140 points total.
  - 100 homework points maximum;
  - 40 extra credit points maximum.
- Additional assignments will not be graded, but are encouraged to enhance student learning and retention.

CHAPTER 1 ASSIGNMENTS:
(1.1) Worksheet – “PSY100_Ch.1_Introduction to Psychology” – 10 pts
A hard copy of the worksheet will be handed out in class. You can also access it via Laulima: Resources.
Complete the worksheet according to the worksheet directions.
Circle the correct answers and/or fill in the blanks.
(a) Late assignments will not be accepted.
(b) Only worksheets submitted by the beginning of class will receive credit. You may make a copy to follow along in class and/or correct your answers.
CHAPTER 2 ASSIGNMENTS:

(2.1) Video Activity – “Ch. 2 Twins Separated at Birth” – 10 pts
The video for this assignment can be accessed in Laulima: Resources.

Watch the video and briefly answer the following:
(a) Why do adoption studies of twins help us understand the impact of nature (genes) on personality?
(b) According to the video, what did Dr. Nancy Segal find regarding the personalities of twins raised apart?
(c) According to the video, why might twins raised apart become more alike in time?

(2.2) Worksheets – “The Brain: Lobes and Cortices” and “Neuron: Parts and Functions” – 10 pts
A hard copy of the worksheets will be handed out in class. You can also access them via Laulima: Resources.

Complete the worksheet according to the worksheet directions.
Label the parts and functions of the brain and neuron.
(a) Use the “Parts” and “Functions” lists provided to correctly label each diagram.

CHAPTER 3 ASSIGNMENTS:

(3.1) Video Activity – “Ch. 3 Sleep Deprivation and Caffeine” – 10 pts
The video for this assignment can be accessed in Laulima: Resources.

Watch the video and briefly answer the following:
(a) Sleeping <6 hours per night increases ______ x _____ times.
(b) What sleep inducing chemicals rise to “send us into a light doze that grows deeper?”
(c) What is the scientific (neurological) explanation for why caffeine keeps you awake?
(d) What is the Glymphatic System and why is it important? What effects does it prevent?

(3.2) Notes – Hui Presentation Notes – 10 pts
This assignment will be given in class.
Create speaking notes.
(a) Create speaking notes for your portion of your hui’s presentation.
(b) Submit the hard copy to your instructor, with your hui’s presentation poster, after your presentation.
(c) Remember to limit the entire hui presentation to a MAXIMUM of 5 minutes.

CHAPTER 4 ASSIGNMENTS:

(4.1) TABLE – Erikson’s Stages of Psychosocial Development – 10 pts
Refer to information provided in your text.

Manually (no computer models) create a table of Erikson’s Eight Stages of Psychosocial Development:
For each stage: (1) provide the typical age range, (2) developmental stage, (3) specific terms for the developmental “issue” or “crisis,” and (4) a brief description to include both aspects of the crisis. For example:

<table>
<thead>
<tr>
<th>Age</th>
<th>Devl. Stage</th>
<th>Issue/Crisis</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 1yr</td>
<td>Infancy</td>
<td>Trust vs. Mistrust</td>
<td>If baby’s basic needs (eating, changing, love) are met, s/he learns s/he can depend on others; or If needs are not met, s/he learns that s/he can only depend on self (trust issues in adulthood).</td>
</tr>
</tbody>
</table>

(4.2) TABLE – Piaget’s Stages of Cognitive Development – 10 pts
Refer to information provided in your text.

Manually (no computer models) create a table of Piaget’s Four Stages of Cognitive Development:
For each stage: State (1) the name of each stage, (2) the typical age range of each stage, (3) a description of what is happening in each stage—how does one experience and understand the world, and (4) at least one example of developmental phenomena (term) experienced in each stage. For Example:

<table>
<thead>
<tr>
<th>Age</th>
<th>Stage</th>
<th>Description</th>
<th>Devl. Phenomena</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 2yrs</td>
<td>Sensorimotor</td>
<td>Experiencing the world through senses and actions (looking, touching, mouthing, and grasping)</td>
<td>Object Permanence</td>
</tr>
</tbody>
</table>
CHAPTER 4 ASSIGNMENTS (cont.):

(4.3) **TABLE – Baumrind’s Parenting Styles – 10 pts**

Refer to information provided in your text.

*Manually (no computer models) create a table of Baumrind’s Four Parenting Styles:*

For each style: (1) Style Name; (2) Characteristics: a) Warmth level, b) Discipline Level, c) Expectations of Maturity, d) Communication Pattern, e) Parent Relationship; and (3) Consequence: Personality/ Esteem/ Maturity/ Relationships/Emotional Stability/etc. characteristics of the growing/grown child. For Example:

<table>
<thead>
<tr>
<th>Style</th>
<th>Characteristics</th>
<th>Consequence of Grown Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permissive</td>
<td>Warmth: High;</td>
<td>Moody, aggressive, selfish; low esteem;</td>
</tr>
<tr>
<td></td>
<td>Disciple: Low;</td>
<td>immature, impulsive, dependent on others, difficulty maintaining</td>
</tr>
<tr>
<td></td>
<td>Maturity: Low</td>
<td>relationships or hold a job</td>
</tr>
<tr>
<td></td>
<td>Communication:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High, child→parent; Low, Parent→child</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent Relationship: The “Friend” Parent</td>
<td></td>
</tr>
</tbody>
</table>

(4.4) **TABLE – Kohlberg’s Levels of Moral Reasoning – 10 pts**

Refer to information provided in your text.

*Manually (no computer models) create a table of Kohlberg’s Three Levels of Moral Reasoning:*

For each style: (1) Name each level, (2) the typical age range, and (3) describe the goal/emphasis of each level. Then, (4) provide an example of one single situation, and (5) compare/describe how people in each of the three levels of reasoning might perceive and judge that one situation. Don’t forget to answer “yes” or “no,” AND “why.”

For Example:

<table>
<thead>
<tr>
<th>Level</th>
<th>Age</th>
<th>Goal/ Emphasis</th>
<th>Response</th>
</tr>
</thead>
</table>
| Preconventional | 2 – 9 yrs | To gain rewards or avoid punishment | Yes, because I need an “A.”
|          |           |                                       | No, because if I get caught I will be expelled.                         |

CHAPTER 5 ASSIGNMENTS:

(5.1) **Worksheet – “Chapter 5: Gender and Sexuality” – 10 pts**

A hard copy of the worksheet will be handed out in class. You can also access it via Laulima: Resources.

*Complete the worksheet according to the worksheet directions.*

Circle the correct answers.

(a) Late assignments will not be accepted.

(b) Only worksheets submitted by the beginning of class will receive credit. You may make a copy to follow along in class and/or correct your answers.

(5.2) **Video Activity – “Ch. 5 Nature or Nurture - Are People Born Gay” – 10 pts**

The video for this assignment can be accessed in Laulima: Resources.

*Watch the video and briefly answer the following:*

(a) According to the video, in the general population, what is the chance for any person to be gay?

(b) If you have a gay fraternal twin, what is the chance you will be gay?

(c) If you have a gay identical twin, what is the chance you will be gay?

(d) In the first few weeks, development is similar. If nothing changed, we would all be born what?

(e) 6 weeks is a critical period that may begin the development of key differences in identical twins. Why?

(f) At 8 wks, what chemical is released in male fetuses?

(g) According to some scientists, how might this chemical affect early brain development?

(5.3) **Video Activity – “Ch. 5 David Reimer-Dr. Moneys Transgender Experiment” – 10 pts**

The video for this assignment can be accessed in Laulima: Resources.

*Watch the video and briefly answer the following:*

(a) What was Dr. Money’s Theory of gender?

(b) How did Bruce (Brenda) react when initially told he was born a boy?

(c) Was Dr. Money’s theory of gender correct? Explain.
CHAPTER 6 ASSIGNMENTS:

(6.1) Worksheet – “Chapter 6: Sensation and Perception” – 20 pts
A hard copy of the worksheet will be handed out in class. You can also access it via Laulima: Resources.
Complete the worksheet according to the worksheet directions.
(a) Fill in the blanks, according to your reading, using the word bank provided.
(b) Use terms in the word bank once; duplicated terms are used only as many times as they are listed.
(c) Late assignments will not be accepted.
(d) Only worksheets submitted by the beginning of class will receive credit. You may make a copy to follow along in class and/or correct your answers.

(6.2) Video Activity – “Ch. 6 Inattentional Blindness” – 10 pts
The video for this assignment can be accessed in Laulima: Resources.
Watch the video and briefly answer the following:
(a) How many times did the players in white pass the ball?
(b) In addition to the obvious demonstration, what additional inattentional blindness did it demonstrate?
(c) Were you inattentionally blind to these examples? Yes or no, and which one(s)?

CHAPTER 7 ASSIGNMENTS:

(7.1) Video Activity – “Ch. 7 Phil Zimbardo explains Classical Conditioning - Ivan Pavlov” – 10 pts
The video for this assignment can be accessed in Laulima: Resources.
Watch the video and briefly answer the following:
(a) What was Pavlov initially interested in?
(b) According to the video, when ______ is presented alone, and a response occurs as if ____________, we say __________.
(c) According to the video, Pavlov’s work, and the work of those who followed him, let to what remarkable conclusion?

(7.2) Video Activity – “Ch. 7 The Office Altoid Classical Conditioning Experiment” – 10 pts
The video for this assignment can be accessed in Laulima: Resources.
Watch the video and briefly answer the following:
(a) Describe the process by which Jim conditioned Dwight.
(b) Why is this Classical Conditioning, and not Operant Conditioning?
(c) In this example, what was the NS, UCS, UCR, CS, and CR?

(7.3) Video Activity – “Ch. 7 Positive Reinforcement - The Big Bang Theory” – 10 pts
The video for this assignment can be accessed in Laulima: Resources.
Watch the video and briefly answer the following:
(a) Describe the process by which Sheldon conditioned Penny.
(b) Why is this Operant Conditioning and not Classical Conditioning?
(c) In this example, what was the Positive Reinforcer?
(d) In the video, what Positive Punishment was used? On whom? For what?
(e) What “Negative Reinforcer” did Sheldon say he could use to “train the behavior out of her before bed?”
   i) What is likely incorrect about this statement?
   ii) Explain why it’s incorrect; or what process could possibly determine the statement to be correct.

CHAPTER 8 ASSIGNMENTS: None
CHAPTER 9 ASSIGNMENTS:

(9.1) Video Activity – “Ch. 9 Functional Fixedness” – 10 pts
The video for this assignment can be accessed in Laulima: Resources.

*Watch the video and briefly answer the following:*
(a) Define Functional Fixedness.
(b) Describe what is happening in the video.
(c) How is this video related to functional fixedness?

CHAPTER 10 ASSIGNMENTS: None

CHAPTER 11 ASSIGNMENTS:

(11.1) Worksheets – “Stressed Out” and “Susceptibility to Stress” Tests – 10 pts
A hard copy of the worksheets will be handed out in class. You can also access them via Laulima: Resources.

*Complete and score the tests, and answer the critical thinking questions below.*
(a) Complete the "Stressed Out Test" and the "Susceptibility to Stress Test."
(b) What were your stress and susceptibility scores? Do you feel they were accurate? Why or why not?
(c) From your reading, how might you be affected by stress, and what coping strategies can help?

CHAPTER 12 ASSIGNMENTS:

(12.1) Video Activity – “Ch. 12 Asch Conformity Replicated” – 10 pts
The video for this assignment can be accessed in Laulima: Resources.

*Watch the video and briefly answer the following:*
(a) Describe what happened in the video.
(b) What additional influencing factor did the Solomon researchers state for possible skewing of results?
(c) If you were a participant in this research, do you think you would conform? Why or why not?

CHAPTER 13 ASSIGNMENTS:

(13.1) Worksheet – “Type A or B” Test – 10 pts
A hard copy of the worksheets will be handed out in class. You can also access them via Laulima: Resources.

*Complete and score the test, and answer the critical thinking questions below.*
(a) Complete the "Type A or B" test.
(b) What was your result? Do you feel it is accurate? Why or why not?
(c) From your reading, how might you be negatively or positively affected by your personality type?
(d) What strategies can help you overcome negative attributes?

(13.2) Worksheet – “Locus of Control” Test – 10 pts
A hard copy of the worksheets will be handed out in class. You can also access them via Laulima: Resources.

*Complete and score the test, and answer the critical thinking questions below.*
(a) Complete the "Locus of Control" test.
(b) What was your result? Do you feel it is accurate? Why or why not?
(c) From your reading, how might you be negatively or positively affected by your locus of control?
(d) What strategies can help you overcome negative attributes?
CHAPTER 13 ASSIGNMENTS (cont.):

(13.3) TABLE – Reciprocal Determinism – 10 pts

Refer to information provided in your text.

Manually (no computer models) create a table of Reciprocal Determinism:

Following the example of the “Reciprocal Determinism,” consider a situation in your life when a maladaptive behavior may have been a determining factor in your environment (and therefore influenced a revised—or reinforced—personal factor). Recreate the “Reciprocal Determinism” table using YOUR situation. Include a more adaptive possible alternative.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Environmental (Situational) Reinforcer</th>
<th>Personal/Cognitive Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maladaptive</td>
<td>I waited until the last minute and did a poor job on a paper</td>
<td>I earned a “D” on my paper</td>
</tr>
<tr>
<td>Adaptive</td>
<td>If I had started early, I could have done a better job</td>
<td>I might have earned an “A” on my paper</td>
</tr>
</tbody>
</table>

CHAPTER 14 ASSIGNMENTS: None

CHAPTER 15 ASSIGNMENTS:

(15.1) Critical Thinking Question – Therapeutic Conceptualization and Treatment Modality – 10 pts

Refer to information provided in your text.

Briefly answer the following:

(a) Your choice of “therapeutic perspective and modalities,” the treatment perspectives and methods listed in your text, is the perspective that would probably be your treatment preference if you were a therapist or patient; the techniques you would use to treat maladaptive behavior.
   a. If you were a therapist or patient, which therapeutic perspective would you prefer and why? Use the perspectives and treatment methods from your text for examples.

(b) Your choice of “conceptualization” perspective can be different. Conceptualization is a mental framework you use to simply understand why people engage in maladaptive behaviors. It is not unusual for therapists to use one perspective for conceptualization, and a different perspective (or multiple perspectives) for therapeutic intervention.
   a. If you were a therapist, which conceptualization perspective might you attain to? For example, when analyzing WHY people feel or act the way they do, might you focus more on unconscious past experience (Psychoanalytic), self-defeating thoughts (Cognitive), environmental reinforcers (Behavioral), lack of self-worth (Humanistic), influence of personality characteristics (Trait), etc.
   b. Provide an example of a behavior and how you would conceptualize it.