

SPRING 2017  
PSY 100: SURVEY OF PSYCHOLOGY  
Na`auao 125; TR 10:00a – 11:15a; CRN: 64080  
3 CREDIT HOURS

INSTRUCTOR: Falisha Herbic, MACL  
OFFICE: Na`auao 124  
OFFICE HOURS: TR 12:45pm – 2:15pm, 3:45pm – 4:15pm; by appointment  
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**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 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.

| <b>EXAM</b> | <b>DATES:</b>                  | <b>MATERIAL</b> | <b>%/POINTS possible</b> |
|-------------|--------------------------------|-----------------|--------------------------|
| Midterm     | Tuesday, Mar. 14 <sup>th</sup> | Chapters 1-8    | 20%/ 200pts              |
| Final       | Tuesday, May 9 <sup>th</sup>   | Chapters 9-15   | 20%/ 200pts              |

**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 / ATTENDANCE : (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. 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 be present for the entirety of the class and actively participate.**

### C. INSTRUCTOR QUIZZES (10%, 100 points of total grade):

Quizzes will be administered on a variable interval schedule of reinforcement. Quiz content may include material covered in required reading for the current class and 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. 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.

**E. LAUNCHPAD HOMEWORK ASSIGNMENTS (10%, 100 pts of total grade):**

For various chapters throughout the semester, you must briefly answer questions posed to you in your “List of Assignments” (worth 5 pts each). For most assignments, in order to answer the question and get full credit, you must complete a specified activity in LaunchPad, an Online Learning Management System created to accompany your text (the access code is bundled with your textbook). NOTE: If you did not purchase the textbook bundle from the WCC Bookstore, you will need to purchase an access code directly from the publisher. See ANNOUNCEMENTS in Laulima for additional details regarding access codes.

To receive full credit for this aspect of the course, you must complete at least 20 of the 27 *assigned* Video, Concept Practice, LearningCurve, and other assigned activities, and briefly answer any questions posed to you in your “List of Assignments” (worth 5 pts each). You must type your assignments, make sure your name is on it, 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 are unable to come to class, you may email the assignment by class start time on the date due and bring a hard copy to the next class day. The additional seven assigned activities are extra credit opportunities; these are the **ONLY** extra credit offered for this course.

To enhance learning, students are encouraged to complete any and all activities available in LaunchPad; however, course credit will only be given for completed activities that are officially “assigned.” Students understand that any additional activities are completed merely for the learning opportunities they provide.

Additional details will be provided in your “List of Assignments” and in class.

**ASSESSMENT TASKS AND GRADING**

| <u>Task</u>   |   | <u>Possible Pts</u> |  | <u>Grade Criterion</u> |          |
|---------------|---|---------------------|--|------------------------|----------|
| Exams (2x200) | = | 400 pts             |  | 900 - 1000 points      | = A      |
| Participation | = | 200 pts             |  | 800-899 points         | = B      |
| Quizzes       | = | 100 pts             |  | 700- 799 point         | = C      |
| Portfolio     | = | 200 pts             |  | 600 - 699 points       | = D      |
| Assignments   | = | 100 pts             |  | <600 points            | = F or N |
| <b>Total</b>  | = | <b>1000 pts</b>     |  |                        |          |

**LEARNING RESOURCES****Required Resources:**

Myers, D. & Dewall, C. N. (2016). *Exploring Psychology, 10<sup>th</sup> ed.* New York: Worth

The required text should be purchased at the WCC Bookstore located in Hale `Ākoakoa Rm#160. The WCC text is bundled with a free studyguide (optional resource) and free access to LAUNCHPAD (required resource).

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 before or after class so that she can add you to the site.

LAUNCHPAD Student Access Code: Bundled for free with new textbook at WCC bookstore, or may be purchased separately, directly from publisher, for around \$85. Link to course through “LAUNCHPAD” link on your Laulima site.

**Recommended Resources:**

American Psychological Association. (2011). *Publication manual of the American Psychological Association, 7<sup>th</sup> ed.* Washington DC: Author. (In Reference Section of WCC Library or at Reference Librarian’s desk.

Straub, R. (2016). *Study Guide to accompany Exploring Psychology by David Myers and C. Nathan Dewall 10<sup>th</sup> ed.* New York: Worth

## Campus Resources:

TRIO: Tutoring and resource center for low-income, first-generation, and/or students with disabilities  
<https://www.windward.hawaii.edu/TRIO/>

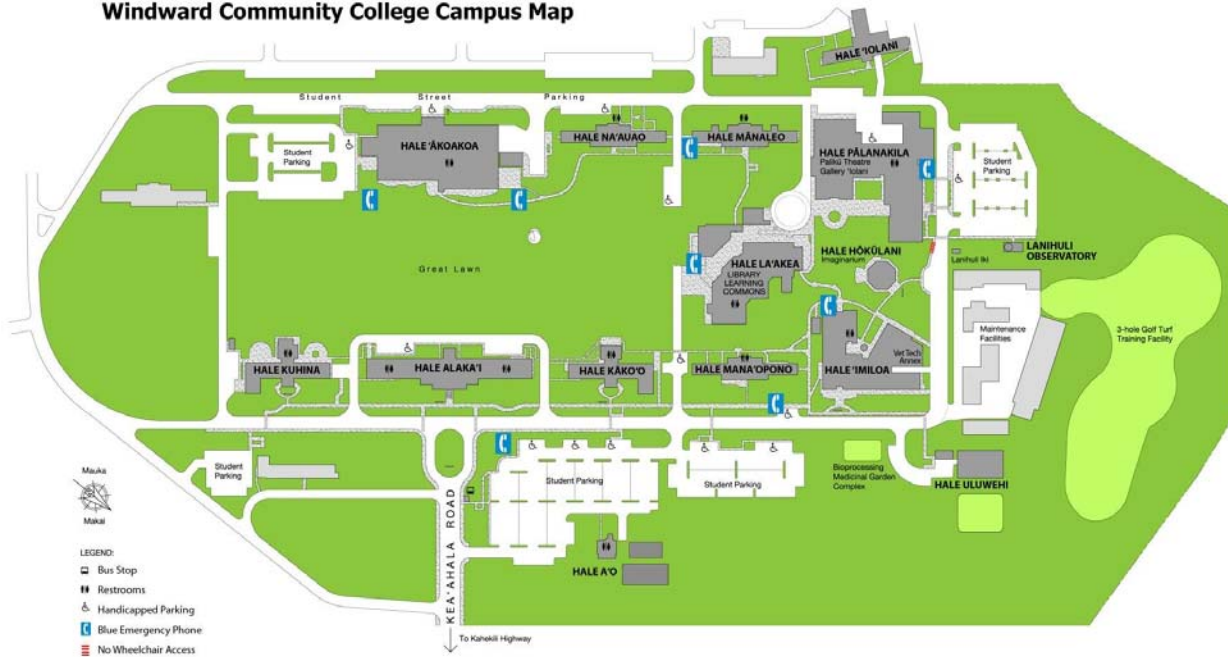
Peer Mentoring: tutoring and mentoring for any student in need of tutoring or educational support (see your campus counselor at Student Services).

TTC: The Testing Center for assistance in an alternative testing site [https://windward.hawaii.edu/testing\\_center/](https://windward.hawaii.edu/testing_center/)

Library Study Services: See the librarian for details [https://windward.hawaii.edu/Learning\\_Resources/](https://windward.hawaii.edu/Learning_Resources/)

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

**Windward Community College Campus Map**



## **Additional Information**

### **MODE 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 human development throughout the lifespan 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; 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 paper 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.

### **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](mailto:lemke@hawaii.edu), or you may stop by Hale `Ākoakoa 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.

**PSY-100 CRN:64080**  
**Spring2017 MW 10:00-11:15a**  
**Tentative Schedule**

|            | Date     | Chapter/ Reading Due           | Topic                             | Assignment Due/Notes   |
|------------|----------|--------------------------------|-----------------------------------|--|
| <b>Jan</b> | T        | 10                             |                                   | Introduction<br>Get Textbook Bundle  |
|            | R        | 12                             | Ch. 1 (pp. 1-14)                  | What is Psychology?/ MBTI<br>Read Syllabus<br>Register with LaunchPad (LP)           |
|            | T        | 17                             | Ch. 1 (pp. 14-33)                 | Psychology as a Science<br>LP + Assignments x3                                       |
|            | R        | 19                             | Ch. 2 (pp. 35-47)                 | Neurons and Systems  |
|            | T        | 24                             | Ch. 2 (pp. 48-65)                 | The Brain  |
|            | R        | 26                             | Ch. 2 (pp. 66-77)                 | Genes and Evolution<br>LP + Assignments x3   |
|            | T        | <b>31</b>                      |                                   | <b>HUI ASSIGNMENTS</b><br><b>Double Attendance Day!</b>                              |
| <b>Feb</b> | <b>R</b> | 2                              | Ch. 3 (pp. 78-117)                | Consciousness  |
|            | T        | 7                              | Ch. 3 (pp. 78-117)                | Consciousness<br>Hui Presentation Notes<br>LP + Assignment x1                        |
|            | R        | 9                              | Ch. 4 (pp. 118-147)               | Development Through Childhood  |
|            | T        | 14                             | Ch. 4 (pp. 147-169)               | Development Through Adulthood<br>LP + Assignments x2                                 |
|            | R        | 16                             | Ch. 5 (pp. 170-197)               | Sex, Gender, and Sexuality<br>LP + Assignment x1                                     |
|            | T        | 21                             | Ch. 6 (pp. 198-243)               | Sensation and Perception<br>Worksheet Assignment<br>LP + Assignment x1               |
|            | R        | 23                             | Ch. 7 (pp. 244-255)               | Classical Conditioning   |
|            | T        | 28                             | Ch. 7 (pp. 256-279)               | Operant Conditioning & Observational Learning<br>LP + Assignments x3                 |
| <b>Mar</b> | R        | 2                              | Ch. 8 (pp. 280-313)               | Memory   |
|            | T        | 7                              | Ch. 8 (pp. 280-313)               | Memory<br>LP + Assignment x1   |
|            | R        | 9                              | <i>Chapter 1-8</i>                | <i>Review for Midterm</i><br><b>!!!STUDY!!!</b>                                      |
|            | <b>T</b> | <b>14</b>                      | <b>Chapter 1-8</b>                | <b>MIDTERM EXAM</b><br><b>!!!STUDY!!!</b>  |
|            | <b>R</b> | <b>16</b>                      |                                   | <b>Midterm Review: Assessment</b><br><b>Double Attendance Day!</b>                   |
|            | T        | 21                             | Ch. 9 (pp. 314-340)               | Thinking & Language  |
|            | R        | 23                             | Ch. 9 (pp. 340-363)               | Intelligence<br>LP + Assignment x1   |
|            |          | ***** <b>MARCH 27-31</b> ***** | ***** <b>SPRING BREAK</b> *****   | ***** <b>NO CLASSES</b> *****  |
| <b>Apr</b> | T        | 4                              | Ch. 10 (pp. 364-403)              | Motivation and Emotion   |
|            | R        | 6                              | Ch. 10 (pp. 364-403)              | Motivation and Emotion<br>LP + Assignment x1<br>APA Poster Present Notes             |
|            | T        | 11                             | Ch. 11 (pp. 404-439)              | Stress, Health, and Human Flourishing<br>LP + Assignment x1                          |
|            | R        | 13                             | Ch. 12 (pp. 440-461)              | Social Thinking and Influence  |
|            | T        | 18                             | Ch. 12 (pp. 462-489)              | Social Relations<br>LP + Assignment x1   |
|            | <b>R</b> | <b>20</b>                      | Ch. 13 (pp. 490-501)              | Personality: Psychoanalytic Theories<br><b>!!!!PORTFOLIO PROJ DUE!!!!</b>            |
|            | T        | 25                             | Ch. 13 (pp. 501-525)              | Personality: Humanistic, Trait, and Social-Cognitive Theories<br>LP + Assignments x3 |
| R          | 27       | Ch. 14 & 15 (pp. 526-604)      | Psychological Disorders & Therapy |  |
| <b>May</b> | T        | 2                              | Ch. 14 & 15 (pp. 526-604)         | Psychological Disorders & Therapy<br>LP + Assignment x2                              |
|            | R        | 4                              | <i>Chapters 9-15</i>              | <i>Review for Final Exam</i><br><b>!!!STUDY!!!</b>                                   |
|            | <b>T</b> | <b>9</b>                       | <b>Chapters 9-15</b>              | <b>FINAL EXAM</b><br><b>!!!STUDY!!!</b>  |

## **“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. DO NOT USE 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 later 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, 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.wisc.edu/writing/Handbook/AnnBib\\_format.html](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)**

Kihlstrom, J.F. (1985). Hypnosis. *Annual Review of Psychology*, 36(1), 385-418.

### **Journal article retrieved from the WWW (literature review & original research)**

Jacobson, J.W., Mulick, J.A., & Schwartz, A.A. (1995). A history of facilitated communication: Science, pseudoscience, and antiscience. *American Psychologist*, 50(3), 750-765. Retrieved January 25, 1996, from <http://www.apa.org/journals/jacobson.html>

**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.**

| <b>CRITERIA:</b>  | <b>Insert points for each completed</b>   |      |      |      |      |      |      |      |      |      |
|---|---|------|------|------|------|------|------|------|------|------|
|   | Ch__  | Ch__ | Ch__ | Ch__ | Ch__ | Ch__ | Ch__ | Ch__ | Ch__ | Ch__ |
| <b>Understanding (2pts):</b><br>Defines at least one point, theory, or concept in the chapter   |   |      |      |      |      |      |      |      |      |      |
| <b>Application (3pts):</b><br>Analyzes a past experience in their life and applies it to the point, theory, or concept given.   |   |      |      |      |      |      |      |      |      |      |
| <b>Format (4pts):</b><br>1 full page typed, double spaced, 1 inch margins, 12 point Times New Roman font  |   |      |      |      |      |      |      |      |      |      |
| <b>Artifact (2pts):</b><br>The artifact relates to the point, theory, or concept, and experience given, and is more than a simple drawing or clipart.   |   |      |      |      |      |      |      |      |      |      |
| <b>Chapters SUBTOTAL:</b><br><b>(11pts possible)</b>  |   |      |      |      |      |      |      |      |      |      |
| <b>Total of Chapter Points:</b><br><b>(from above)</b><br><b>(i.e. 11pts x 10ch=110 points)</b>   | *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.*  |      |      |      |      |      |      |      |      |      |
| <b>Annotated Bibliography:</b><br>See worksheet below for scoring<br><b>(50 points possible)</b>  | **Please <u>secure</u> 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.**         |      |      |      |      |      |      |      |      |      |
| <b>Presentation/Professionalism:</b><br><u>Complete: all requirements!</u><br>Neat and Secured, Cover Page <i>with name</i> , Table of Contents Page, On Time, Self-Graded Rubric included<br><b>(40 points possible)</b> | ***Please <i>put your name on the cover</i> of your project, <b><u>self-grade this rubric</u></b> , and <b><u>include this rubric in your project folder</u></b> .*** |      |      |      |      |      |      |      |      |      |
| <b>TOTAL PROJECT PTS :</b><br><b>(200 points possible)</b>  |   |      |      |      |      |      |      |      |      |      |

**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:

| <b>Grading Criteria</b>  | <b>Points Possible</b> | <b>Points</b> |
|--|------------------------|---------------|
| 1) Format: Min. <b>ONE FULL PAGE Summary</b> of the article in your words (do not plagiarize!), covering (a) the main points and results of the work (20 points).  | 20                     |               |
| (a) Understanding: An evaluation of the credibility and the source of the information (10 points).   | 10                     |               |
| (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). | 10                     |               |
| (c) Bibliographic Citation: Citation in American Psychological Association (APA) format (see inside this handout for an example) (5 points).   | 5                      |               |
| 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).  | 5                      |               |
| <b>Total AB pts</b>  |                        |               |

**Name:** \_\_\_\_\_

**Course Day/Time:** \_\_\_\_\_



PSY100 F2F CLASS ASSIGNMENTS, Myers 10e  
(and corresponding LaunchPad Activities)

WEEK#1 REGISTER on LaunchPad:

- (1) In Lulima, click on "LAUNCHPAD" on the left side menu; or link directly through your browser. Register with your UHID and UHemail address.
- (2) Log in to LaunchPad, become familiar with the site, and explore all that this resource has to offer.

FOR ASSIGNMENTS: Do your chapter reading BEFORE completing these assignments! Type answers into a word processing program, with assignment title (ie: "1.1 Learning Curve 1a..."), save, print, and submit the printed hard copy to your instructor at the beginning of class on the date it is due. Late assignments will not be accepted. Please see schedule for due dates. Keep saved assignments in a file for future reference, studying, and "just in case."

CHAPTER 1 ASSIGNMENTS:

- (1.1) Worth 5 points - Complete the LearningCurve activity in section 1.1 titled:
  - (a) LearningCurve 1a. The History and Scope of Psychology  
While completing the activity, think about how LearningCurves activities, located in each section of each chapter, can aid in your learning throughout the semester.  
Briefly answer the following: Might the LearningCurve activities be something you could, or would, utilize throughout the semester? Why or why not?
- (1.2) Worth 5 points – Complete the Concept Practice activity in section 1.1 titled: Concept Practice: Psychology's Current Perspectives  
Print your results: Repeat the activity until it is completed accurately, then print your results from the "Psychology's Current Perspective" table at the end of the activity. Hint: if you have any issues printing the page directly from LaunchPad, try pasting a "print screen" or "screen shot" into Word.
- (1.3) Worth 5 points - Watch and complete the questions in the Video Activity in section 1.1 titled: Video Activity: The History of Psychology  
Briefly answer the following: In the video, various contributors to the development of psychology were described. Considering the very first people who recognized theories of mind and experience:
  - (a) Before Psychology, what ancient field of thought (hint: not psychology, but it is a subject/class you can take at WCC) had the greatest influence on recognizing that "structures of the mind" even existed?
  - (b) Provide an example of an ancestor of that field and what theoretical structure of mind they possessed.

CHAPTER 2 ASSIGNMENTS:

- (2.1) Worth 5 points - Watch and complete the questions in the Video Activity in section 2.1 titled: Video Activity: The Neuron: Basic Units of Communication  
Briefly answer the following: According to the video activity:
  - (a) What is the "Serotonin Theory of Depression?"
  - (b) Describe what is used to treat it?
  - (c) How does the treatment specifically affect the neuron?
  - (d) Is the treatment an "agonist or antagonist?"
- (2.2) Worth 5 points - Watch and complete the questions in the Video Activity in section 2.3 titled: Video Activity: The Split Brain: Lessons on Language, Vision, and Free Will  
Briefly answer the following: Describe what happened to Joe:
  - (a) What surgical procedure was performed on him?
  - (b) How does his perception of visual stimuli differ from yours? Explain.
- (2.3) Worth 5 points - Watch and complete the questions in the Video Activity in section 2.4 titled: Video Activity: Behavioral Genetics  
Briefly answer the following: According to the video activity:
  - (a) How do twin studies help us understand the impact of genes (nature) on personality?
  - (b) How do adoption studies help us understand the impact of genes (nature) on personality?
  - (c) Does environment greatly influence the development of personality? Explain.
  - (d) What ethical dilemmas were described in the video?

### CHAPTER 3 ASSIGNMENTS:

- (3.1) Worth 5 points - Watch and complete the questions in the Video Activity in section 3.2 titled:

Video Activity: The Effects of Sleep Deprivation: Three Brave Souls

Briefly answer the following: According to the video activity:

- (a) What foods/drinks were banned during the study?
  - (b) What did researchers say happened to the volunteers during the study?
  - (c) What other behaviors did you witness from the three volunteers while they were deprived of sleep?
- (3.2) Worth 5 points - Create notes for your portion of your hui's presentation (assigned in the previous class):

Hui Presentation Notes

Create speaking notes: for your portion of your hui's presentation. Type your notes, save, print, and submit the printed hard copy to your instructor at the end of your hui's presentation.

### CHAPTER 4 ASSIGNMENTS:

- (4.1) Worth 5 points - Watch and complete the questions in the Video Activity in section 4.2 titled:

Video Activity: Cognitive Development

Briefly answer the following: According to the video activity:

- (a) During the tests of conservation (of volume), what reasoning did the pre-operational children use to explain why there was more orange juice in the glass? "because its ...."
  - (b) Where does Piaget's work stand today? What is the "big point?"
- (4.2) Worth 5 points - Complete the Concept Practice activity in section 4.3 titled:

Concept Practice: Erikson's Stages of Development

Print your results: Repeat the question 1 activity until it is completed accurately, then print your results from the "Erikson's Stages of Development" table. Don't forget to finish the rest of the questions in the activity.

### CHAPTER 5 ASSIGNMENTS:

- (5.1) Worth 5 points - Watch and complete the questions in the Video Activity in section 5.2 titled:

Video Activity: Homosexuality and the Nature-Nurture Debate

Briefly answer the following: According to the video activity:

- (a) What explanation might "epigenetic theory" (the impact of environment on genes) provide for understanding why monozygotic twins, who also shared a home environment, would present with differing sexual orientation?
- (b) Describe the "older brother effect?"
- (c) Does this theory affect lesbianism? Why/why not?
- (d) Older brothers only affect the boy only if the boy is...[what]? Explain the possible reasoning for this?

### CHAPTER 6 ASSIGNMENTS:

- (6.1) Worth 5 points – Complete the worksheet assigned in the previous class; also available in Lualima: Resources:

Chapter 6: Sensation and Perception Worksheet

Complete the worksheet by filling in the blanks:

- (a) Use terms in the word bank once; duplicated terms are used as many times as they are listed.
  - (b) Don't forget to put your NAME on your worksheet.
  - (c) Hand the worksheet in at the beginning of class. You may make a copy to follow along in class and/or correct your answers.
- (6.2) Worth 5 points – Complete the Concept Practice activity in section 6.2 titled:

Concept Practice: Depth Cues

Briefly answer the following: After completing the video activity:

- (a) Which depth cue example did you find most interesting in this activity?
- (b) Explain what was interesting about it.
- (c) Why you think it appealed to you above all the others.

#### CHAPTER 7 ASSIGNMENTS:

- (7.1) Worth 5 points - Watch and complete the questions in the Video Activity in section 7.1 titled:

Video Activity: Classical Conditioning and the Immune System: Combating Lupus

Briefly answer the following: According to the video activity:

- What did associating a specific strong smell or taste allow Merritt to do?
- Why was this important to do?
- Did it work?
- How much longer do they estimate it allowed Merritt to live?

- (7.2) Worth 5 points - Watch and complete the questions in the Video Activity in section 7.2 titled:

Video Activity: Operant Conditioning: Learned Behaviors

Briefly answer the following: According to the video activity:

- What positive punishment did B.F. Skinner administer to the mice?
- Why is it called a “positive punishment?”
- What example did the video use for a “negative reinforcement?”
- What “Operant Schedule” creates superstition? Why?

- (7.3) Worth 5 points - Watch and complete the questions in the Video Activity in section 7.3 titled:

Video Activity: Do Video Games Teach People to Be Violent?

Briefly answer the following: After completing the video activity:

- Do you think Grand Theft Auto influenced Devin Moore’s behavior? Why or why not?
- What does this researcher say is the reason video games make some kids violent and others not?

#### CHAPTER 8 ASSIGNMENTS:

- (8.1) Worth 5 points – Complete the Concept Practice activity in section 8.2 titled:

Concept Practice: Serial Position Effect

Briefly answer the following: After completing the activity:

- How many did you remember correctly?
- What was your percentage for first, middle, and last words?
- Explain any pattern in your results? IE: Describe how you were or were not subject to the serial position effect?
- Describe which was strongest in your results: the Primacy Effect or the Recency Effect?
- Describe why you think your results were as they were. Why do you think the primacy/recency effect was/was not strong in your results?

#### CHAPTER 9 ASSIGNMENTS:

- (9.1) Worth 5 points – Complete the Concept Practice activity in section 9.2 titled:

Concept Practice: Language Development in Infancy

Print your results: Repeat the activity until it is completed accurately, then print your results from the “Language Development in Infancy” table at the end of the activity. Also, did you notice the error in the first part of the activity? What was the error?

#### CHAPTER 10 ASSIGNMENTS:

- (10.1) Worth 5 points - Watch and complete the questions in the Video Activity in section 10.3 titled:

Video Activity: What Is Emotion?

Briefly answer the following: According to the video activity:

- What are the six (6) basic emotions?
- How are these different than the basic emotions described in your text?

- (10.2) Worth 5 points - Create notes for your hui’s “APA Posterboard Presentation” (assigned in the previous class):

APA Poster Presentation

Create speaking notes: Create notes for your hui’s “APA Posterboard Presentation.” Type your notes, save, print, and submit the printed hard copy to your instructor at the end of your hui’s presentation. Remember to limit your presentation to a MAXIMUM of 5 minutes.

#### CHAPTER 11 ASSIGNMENTS:

(11.1) Worth 5 points - Watch and complete the questions in the Video Activity in section 11.2 titled:

Video Activity: Companionship and Support: Pets Fill the Void

Briefly answer the following:

- (a) What did you think of the “Eden” facility? Do you think it is a good idea? Why/why not?
- (b) What did the director say “no one should die from?” Do you think that could happen? Why/why not?

#### CHAPTER 12 ASSIGNMENTS:

(12.1) Worth 5 points - Watch and complete the questions in the Video Activity in section 12.1 titled:

Video Activity: The Stanford Prison Study: The Power of the Situation

Briefly answer the following: After completing the video activity:

- (a) If you were a participant in this experiment, would you choose to be a prisoner or guard? Why?
- (b) What lasting effects do you think you might have experienced?
- (c) Why did Zimbardo end his experiment early?

#### CHAPTER 13 ASSIGNMENTS:

(13.1) Worth 5 points - Watch and complete the questions in the Video Activity in section 13.1 titled:

Video Activity: Psychodynamic Theories of Personality

Briefly answer the following: After completing the video activity: Of the theories described in this activity, which do you agree with most? Why? Which (if any) do you disagree with? Why?

(13.2) Worth 5 points - Watch and complete the questions in the Video Activity in section 13.2 titled:

Video Activity: Trait Theories of Personality

Briefly answer the following: After completing the video activity: What did you find most interesting about the content of this video activity? Why do you think this appealed to you most?

(13.3) Worth 5 points – Complete the Concept Practice activity in section 13.2 titled:

Concept Practice: Reciprocal Determinism

Create a table: Repeat the activity until it is completed accurately. Then, following the example of the “Reciprocal Determinism” table at the end of the activity, consider a situation in your life when your 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.

#### CHAPTER 14 ASSIGNMENTS:

(14.1) Worth 5 points - Watch and complete the questions in the Video Activity in section 14.2 titled:

Video Activity: Schizophrenia: New Definitions, New Therapies

Briefly answer the following: According to the video: “People with these disorders (are/are not) as dangerous as might be popular impression. When they’re violent, the violence is towards \_\_\_\_\_. There is a very high \_\_\_\_\_ rate.”

#### CHAPTER 15 ASSIGNMENTS:

(15.1) Worth 5 points - Complete the Concept Practice activity in section 15.1 titled:

Concept Practice: Types of Therapies and Therapists

Briefly answer the following: After completing the activity:

- (a) Your choice of “therapeutic perspective” means that perspective would probably be your treatment preference if you were a therapist or patient. The modality you would use to treat maladaptive behavior. If you were a therapist or patient, which therapeutic perspective would you prefer and why? Use the goals and methods from the activity 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. 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. Provide an example of a behavior and how you would conceptualize it.