



UNIVERSITY of HAWAII®  
**WINDWARD**  
 COMMUNITY COLLEGE

PSY 100: SURVEY OF PSYCHOLOGY  
 3 Credits (CRN 63030)  
 ASYNCHRONOUS ONLINE

**INSTRUCTOR:** Falisha Herbic, MACL  
**OFFICE:** Na`auao 124  
**OFFICE HOURS:** Via ZOOM MW 11:30am -12pm and by appointment, or anytime via email  
**TELEPHONE:** (808) 236-9211 (I am not on campus this semester)  
**EMAIL:** [falisha@hawaii.edu](mailto:falisha@hawaii.edu) (preferred; often same day reply)  
**EFFECTIVE DATE:** Fall 2022

### 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.

**NOTE:** This is an online class. Students **MUST** have access to a computer, the Internet, and use of their UH hawaii.edu e-mail account to participate in this class. Conducted via the internet, this class uses Laulima—the University of Hawai'i's web-based course management system. A web-based course such as this one requires that you have computer and internet literacy skills.

### 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

## COURSE TASKS

### A. Weekly FORUMS: [320 pts; 32% of total grade]:

This aspect of the course should be taken seriously! This activity is to aid the student in developing a comprehensive understanding of psychological theory through meaningful and personal experience, while completing college level literary writing. 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 required postings.

Each student will be expected to participate in chapter posting activities in **LAULIMA: FORUMS** each week. Activities are designed to complement information in the text. Optimal learning will require preparation through reading and processing, and then sharing the work product or information in online class discussion. It is important to **plan ahead** to make certain you complete the work required to be done outside of class forums 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 with weekly deadlines, 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 submit a post and two (2) replies to each chapter, to contribute to the interactive learning that is an important part of every course. **To receive credit** for participation, each student will need **to participate, on time**. Click on **FORUMS** in your **Laulima** site for more info and to submit this work.

#### a. “Psychology and Me” POSTINGS/REPLIES [20pts each x (Intro\* + 15chs) = 320 pts; 32% of grade]:

For **EACH CHAPTER**: Read the assigned chapter in full. **Write a MINIMUM 350 word post**: Your post should demonstrate understanding of any select term(s), theory(s), or concept(s) you choose by defining/describing them in your own words, and applying them to real life by completing the following criteria:

- 1) Read the assigned chapter in full;
- 2) Locate a topic heading or topic subheading in the chapter that is of particular interest to you;
- 3) Describe/Define technically, according to your text but summarized in your own words, your understanding of the theories, points, terms, and/or concepts covered in that section;
- 4) Describe it personally, from the perspective of an experience within your own life (give a detailed account of an experience in your life and how the theory/point/term/concept is relevant and/or helped you to gain insight into your own life and experiences);
- 5) For **EACH CHAPTER**: Read the chapter's posts from your classmates and provide constructive, intellectual, and insightful feedback to **at least two (2)** of your classmates original posts. To get credit, your comments must be meaningful and fulfill a **MINIMUM of 75 words, EACH**.

\*Note: requirements for “Week 1: Introductions” differ from chapter requirements. See additional directions and details provided in the **FORUMS** section of **Laulima**.

For a sample posting and reply, see “Hints for creating an effective post that fulfills all content criteria” in **FORUMS** on **Laulima**.

**Late FORUM postings and replies will NOT be accepted. Beyond the first week, chapter links in FORUMS will disappear from student view after the due date/time. Work posted in the incorrect chapter forum will not be accepted. Additionally, students will be required to submit their posts before being able to view posts from classmates; this encourages original ideas and writing.**

## B. Weekly Homework ASSIGNMENTS\* [220 pts; 22% of total grade]:

For most chapters throughout the semester, assignment tasks are provided to enhance understanding and apply learning. Assignments can be found in the Master List of Assignments included in this syllabus; and may also be accessed via LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS, LAULIMA/SYLLABUS, and via LAULIMA/RESOURCES/ASSIGNMENTS AND VIDEOS. *\*Note: NOT ALL CHAPTERS HAVE ASSIGNMENTS.*

For each chapter assignment, you must complete a few brief questions or task in the LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS section of your Laulima site (worth 10 pts each). Assignments may include completion of tables, worksheets, watching videos, and/or answering critical thinking questions, etc. For many assignments, in order to answer the critical thinking question(s) and get credit, you must first watch a specified video in LAULIMA/RESOURCES/ASSIGNMENTS AND VIDEOS. *Some assignments REQUIRE hand-written creations*, such as creating tables. When hand-written, the work MUST be neat and legible or zero points will be given. Then you may upload a picture or scan of your hand-made creation in .jpg or .pdf format. Other formats may not be viewable and will result in zero (0) points.

You will first log in to LAULIMA, click on the “ASSIGNMENTS, TESTS, AND SURVEYS” link from your left side menu, and open the chapter due. The assignment description(s) will indicate the correct “assigned” Video(s) and/or Activity(s) you must complete. Upon completion of the activity, you will log back in to LAULIMA’S ASSIGNMENTS, TESTS, AND SURVEYS to answer the question(s) posed, and/or upload a picture or scan of your hand-made assignment. A master “List of Assignments” is also provided in LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS, LAULIMA: RESOURCES, and attached to this syllabus. *To get credit, assignment questions MUST be submitted in the ASSIGNMENTS, TESTS, AND SURVEYS section of LAULIMA by the due date.* Emailed assignments or assignments submitted in another area of the Laulima site will NOT be accepted. Late assignments will not be accepted.

Additional details and feedback will be provided via LAULIMA: ANNOUNCEMENTS/email.

### \*EXTRA CREDIT\*

Some of the chapters have EXTRA CREDIT activities “assigned” in LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS. There are six (6) extra credit “assignments” scattered throughout the semester. Extra credit assignments are NOT required. If you wish to receive Extra Credit, these assignments must also be submitted directly through LAULIMA’S ASSIGNMENTS, TESTS, AND SURVEYS by the chapter due date. Extra credit assignments are worth a possible five (5) points each—half the points of regular assignments—for a possible 30 points total of extra credit. **THIS IS THE ONLY EXTRA CREDIT OFFERED FOR THIS COURSE!** Late assignments will not be accepted.

## C. CHAPTER QUIZZES [160 pts; 16% of total grade]:

Quizzes will be made available within two weeks prior to the due date in LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS. Each week the student is expected to complete reading of the assigned chapter(s) and then complete the quiz(s) for the assigned chapter(s) before the stated deadline. Each individual chapter quiz will consist of 10 randomly chosen multiple choice and/or true/false questions. Students may take and retake chapter quizzes up to three (3) times to achieve a desired score; however, as questions are randomly chosen from a large database, the questions on each quiz retake will differ from the previous quiz questions for the same chapter. Only the highest score is recorded. Students are NOT permitted to use books or notes during the quizzes. These quizzes are timed.

Students may complete the reading and quizzes, in order, at a faster pace if they so desire; however, fairness in testing, in the interest of proficient grading, and to motivate students to ration work efficiently, quizzes and retakes must be completed BEFORE the stated deadline. Any quizzes posted past the deadline, without explicit permission from the instructor, will be manually rescored to “0;” Late quizzes will not be permitted.

Each chapter quiz is worth a possible total of 10 points, x15 chapters, plus an additional Syllabus Quiz during week one; for a total possible 160 points. See attached schedule, online schedule, and individual quizzes for completion deadlines.

**D. EXAMS [300 pts; 30% of total grade]:**

Exams will be made available at least two weeks prior to the due date in **LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS**. Complete one (1) Midterm examination and one (1) Final examination covering assigned readings, class activities, discussions, lectures, videos, handouts, assignments, etc. Each Exam will consist of 150 Multiple Choice and/or True-False questions. Students may take and retake the Midterm and the Final Exams up to three (3) times to achieve a desired score; however, as questions are randomly chosen from a very large database, the questions on each exam retake will differ from the previous exam questions for the same exam. Only the highest score is recorded. Students are NOT permitted to use books or notes during the exams. These exams are timed.

Students may complete the exams before the due date if they so desire; however, fairness in testing, in the interest of proficient grading, and to motivate students to ration work efficiently, exams and retakes must be completed BEFORE the stated deadline. Any quizzes posted past the deadline, without explicit permission from the instructor, will be manually rescored to "0."

<b>EXAM</b>	<b>DATES:</b>	<b>MATERIAL</b>	<b>%/ POINTS possible</b>
Midterm	See Online Schedule	Chapters 1-7	15%/ 150pts
Final	See Online Schedule	Chapters 8-15	15%/ 150pts

**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 **DEADLINE** 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 time needed to complete course requirements. Illness and internet issues are not emergencies; start early to mediate these annoying life circumstances. In case of actual emergencies, it is the responsibility of the student to contact the instructor **BEFORE** the due date, in order for the student to avoid penalty. Late exams will not be permitted.

**ASSESSMENT TASKS AND GRADING**

<b>Task</b>	<b>Possible Pts</b>	<b>Grade Criterion</b>
FORUMS =	320 pts	900 - 1000 points = A
ASSIGNMENTS =	220 pts	800-899 points = B
QUIZZES =	160 pts	700- 799 point = C
<u>TESTS/EXAMS =</u>	<u>300 pts</u>	600 - 699 points = D
<b>Total =</b>	<b>1000 pts</b>	<600 points = F (or N)

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

**TEXTBOOK:** Myers, D. & Dewall, C. N. (2016). *Exploring Psychology, 10<sup>th</sup> ed.* New York: Worth. The required text may be purchased at the WCC Bookstore located in Hale `Ākoakoa Rm#160. The WCC text is bundled with free access to LAUNCHPAD (optional resource). Previous editions are NOT recommended

**COMPUTER/INTERNET ACCESS:** You will need access to a computer with high-speed 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. WCC recommends using FIREFOX for optimized potential.

**Recommended Resources:**

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

**Course Resources:**

In addition to required Text, Forum, Homework, Exam, and Quiz curriculum, this course provides supplemental resources for your learning, understanding and summation of required information. In LAULIMA, under the RESOURCES tab, you can find additional “just for fun” videos, “crash course” videos, chapter notes (my classroom lecture notes), and chapter presentations (my classroom powerpoint presentations). These resources are provided for use at your leisure, and are not required material. You get out of the course what you put in to it.

**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](http://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 ‘Ākoakoa 232, Lounge; call 235-7454; Email: [wccpeer@hawaii.edu](mailto:wccpeer@hawaii.edu); or visit [windward.hawaii.edu/kapiko/peer/](http://windward.hawaii.edu/kapiko/peer/)

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

LIBRARY STUDY SERVICES: See the librarian for details [https://windward.hawaii.edu/Learning\\_Resources/](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/](http://windward.hawaii.edu/kapiko/speech/) for more information.

STUDENT TECH SUPPORT: Ka Piko Student Tech Assistants are able to assist students with Connecting to campus WiFi, WCC Computing Accounts, Printing in the Library, UH user accounts (UH username, password), MyUH Portal, STAR GPS, STAR Balance, Laulima, Navigating the WCC website, Using Google Apps (Docs, Sheets, Forms, Slides), Using Microsoft Apps (Word, PowerPoint, Excel), and Best effort support for personal devices. Contact Ka Piko Student Tech Support at [winhelp@hawaii.edu](mailto:winhelp@hawaii.edu) or visit <https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/student-tech-support/>

**ADDITIONAL INFORMATION****MODES OF INSTRUCTION:**

This is an ONLINE course. Assigned readings, discussion, video activities, worksheets, and assignments, community field observations, peer teaching, online and interactive engagement, quizzes, and exams, are designed to be mutually complimentary. Although the main concepts in psychology will be covered, not all important information from your text will necessarily be discussed in class activities. The text and class activities are mutually complementary, meaning they overlap. Students are responsible for all information presented in both domains, and are encouraged to further research any concepts that are not fully understood.

**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 (see registrar for date) directly through the registrar’s office.

**LATE WORK:**

As stated in “Course Tasks, A - D,” late work will not be permitted or accepted. If you foresee you may be unable to complete coursework according to the schedule, you may submit assignments on an earlier date. Emailed assignments will not be accepted.

**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

## 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.

## 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 Accessibility Counselor to discuss reasonable accommodations that will help you succeed in this class. Roy Inouye can be reached at (808) 235-7448, [royinouye@hawaii.edu](mailto:royinouye@hawaii.edu), or you may stop by Hale Kāko'ō 106 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.

## SEX DISCRIMINATION AND GENDER-BASED VIOLENCE RESOURCES (TITLE IX)

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Jojo Miller, UH Confidential Advocate

Phone: (808) 348-0663

Email: [advocate@hawaii.edu](mailto:advocate@hawaii.edu)

Office: Hale Kāko'ō 110

Karla K. Silva-Park, Title IX Coordinator

Phone: (808) 235-7468

Email: [karlas@hawaii.edu](mailto:karlas@hawaii.edu)

Office: Hale 'Ākoakoa 220

Desrae Kahale, Mental Health Counselor & Confidential Resource

Phone: (808) 235-7393

Email: [dkahale3@hawaii.edu](mailto:dkahale3@hawaii.edu)

Office: Hale Kāko'ō 101

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources and the University's Policy, Interim EP 1.204, go to [manoa.hawaii.edu/titleix/](http://manoa.hawaii.edu/titleix/)

FALL 2022 CRN: 63030 PSY100 ONLINE-A Schedule of Coursework*		
WEEK#	ALL COURSEWORK* FOR	DUE by <u>10pm</u>
1	SYLLABUS QUIZ, <i>and</i> WEEK 1 FORUM: INTRODUCTIONS	AUG 26
2	CHAPTER 1	SEPT 2
3	CHAPTER 2	SEPT 9
4	CHAPTER 3	SEPT 16
5	CHAPTER 4	SEPT 23
6	CHAPTER 5	SEPT 30
7	CHAPTER 6	OCT 7
8	CHAPTER 7	OCT 14
9	<b>MIDTERM EXAM</b> <b>CHAPTERs 1 - 7</b>	OCT 21
10	CHAPTER 8	OCT 28
11	CHAPTER 9	NOV 4
12	CHAPTER 10	NOV 11
13	CHAPTER 11	NOV 18
14	CHAPTER 12	NOV 25
15	CHAPTER 13	DEC 2
16	CHAPTER 14 & 15	DEC 9
17	<b>FINAL EXAM CHs 8 - 15</b>	<b>DEC 16</b>

\*Coursework includes the following for **EACH CHAPTER, EACH WEEK**:

- (1) Chapter **READING** completed in your TEXTBOOK;
- (2) Weekly **FORUM POSTING** completed in LAULIMA: FORUMS;
- (3) Weekly **FORUM REPLIES** (2) completed in LAULIMA: FORUMS;
- (4) **ASSIGNMENTS VIDEO/ACTIVITIES** accessed in LAULIMA: RESOURCES;
- (5) **ASSIGNMENTS COMPLETED/UPLOADED** (based on Assignment Video/Activities) answered/submitted in LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS; and
- (6) Chapter **QUIZZES** completed in LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS.

\*\* **EXAMS** are to be completed in LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS.

\*\*\* **ASSIGNMENTS MUST BE COMPLETED BY THE DUE DATE/TIME!** YOU ARE ENCOURAGED TO COMPLETE ASSIGNMENTS BEFORE THESE DUE DATES. Due dates are DEADLINES; meaning all work should be completed and submitted **BEFORE** this time on this date. I recommend completing reading and assignments for one chapter per week. This will allow you to focus on one set of material at a time, give you a couple of days of down time on non-exam weeks, and allow time to study for exams on weeks exams are given.

\*\*\*\* IF YOU PREFER TO COMPLETE WORK OVER THE WEEKEND DAYS, as opposed to weekdays, you are encouraged to complete work early, during the weekend PRIOR TO your Friday due date.

\*\*\*\*\* DEADLINES WILL BE STRICTLY ENFORCED; LATE SUBMISSIONS WILL **NOT** BE ACCEPTED.

**PSY100 Myers10e ONLINE**  
**Master List of HOMEWORK ASSIGNMENTS**

**IMPORTANT:**

- \*For all assignments, you must first read the chapter in your text. Then, reference your assignment from this list for specific completion requirements and details. Then you must Log in to LAULIMA: RESOURCES and watch any assigned videos or complete any assigned worksheets/tables/etc. After you complete the activities in LAULIMA: RESOURCES, you will log in to LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS to submit your answer to my critical thinking question and/or upload your assignment under the appropriate chapter assessment.
- \*\*If Laulima experiences an error while you are typing your answer, once you hit *submit* you will lose your work; so, it is recommended that you type answers into a word processing program, save, then copy/paste into Laulima's "Assignments, Tests, and Surveys" to submit to your instructor.
- \*\*\*Keep saved assignments in a file for future reference, studying, and "just in case."
- \*\*\*\*Late assignments will not be accepted. Please see schedule for due dates.
- \*\*\*\*\* Read any *Announcements* already posted and you are encouraged to check announcements weekly for important course/assignment update information.

**FOR ASSIGNMENTS: Do your chapter reading BEFORE completing these assignments!**

- Complete each assignment according to the instructions below.
  - For critical thinking questions, you must type (or copy/paste from your word processor) your answers DIRECTLY into the assignment answer field. Unless otherwise specified, do NOT try to ATTACH your answer as a word processing document. It is cumbersome and effects grading efficiency, I am unable to open certain types of files, there are often formatting issues; therefore, any answers submitted as attachments for these types of assignments will NOT be accepted or graded.
  - Some assignments (ie: tables) may be hand written. Please either **take a picture or scan your handwritten work**. For these assignments, you may **upload the picture in common file formats (.jpeg, .pdf, .doc, etc.)**.
  - Make sure you do not write any information word for word from another source (see section on Academic Dishonesty in your syllabus).
- Submit your assignments **before the due date/time** it is due.
  - Please see schedule for due dates/times.
  - Late assignments are generally not be accepted.
  - Early assignments are accepted and encouraged, but may or may not be graded early.
  - Save assignments for future reference and studying.

**NOTE: Assignment Credit and Course Extra Credit**

- Each regular assignment is generally worth a maximum 10 pts, unless otherwise stated.
  - Twenty two (22) regular assignments (completed correctly and in full) x 10pts = 220 pts Assignment Credit.
- Each extra credit assignment is generally worth a maximum 5 pts; unless otherwise stated.
  - Six (6) extra credit assignments (completed correctly and in full) x 5pts = 30 pts *Overall Course EXTRA CREDIT*.
  - Extra credit can be earned up to (but not exceeding) 30 pts;
  - This is the ONLY extra credit offered for this course.
- Students must complete all regular and extra credit course assignments as necessary to acquire a maximum 250 points total.
  - 220 assignment points maximum;
  - 30 extra credit points maximum.
- Additional work, not assigned, will not be graded, but is encouraged to enhance student learning and retention.



**PSY100 Myers10e ONLINE**  
**Master List of HOMEWORK ASSIGNMENTS**

**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.
- READ YOUR **Syllabus** IN FULL, and explore syllabus resources.
- The **Email** function will allow you to email your instructor and fellow classmates, if needed.
- Your **Gradebook** will be updated weekly; your instructor will send out an email/announcement upon updates.
- The **Resources** link is where you will find class homework worksheets, homework videos, my lecture notes, my classroom PowerPoint slides, “Crash Course” videos, etc.

**CHAPTER 1 ASSIGNMENTS: No regular assignments; extra credit only****\*CHAPTER 1 EXTRA CREDIT:****(1.x1) Worksheet – “PSY100 Ch.1 Introduction to Psychology” – 5 pts**

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

**Complete the worksheet according to the worksheet directions.**

- (a) For submission of worksheet answers, you may: type the answers directly into the answer field; copy/paste the worksheet text into the answer field, and highlight or bold the correct answer; or you may print the worksheet, complete your answers on the worksheet, and upload the completed worksheet (.pdf, .doc, or .jpg formats).

**CHAPTER 2 ASSIGNMENTS:****(2.1) Worksheets – “The Brain: Lobes and Cortices” and “Neuron: Parts and Functions” – 10 pts**

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

**Complete the worksheet according to the worksheet directions.**

Label the parts and functions of the brain and neuron.

- (a) Answers can be found in your TEXTBOOK;
- (b) Use the “Parts” and “Functions” lists provided on pg.3 to correctly label each diagram on pgs. 1-2.
- (c) For submission of worksheet, you may: download the document, type the full text answers directly into the answer fields, and upload the completed document; or you may print the worksheet, complete your answers on the worksheet, and upload the completed worksheet as a .jpg, .doc, or .pdf.

**(2.2) 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?

**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?

**PSY100 Myers10e ONLINE**  
**Master List of HOMEWORK ASSIGNMENTS**

**CHAPTER 4 ASSIGNMENTS:**

**(4.1) TABLE – Piaget’s Stages of Cognitive Development – 10 pts**

Refer to information provided in your text.

**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 brief 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:

Age	Stage	Description	Devl. Phenomena
0 – 2yrs	Sensorimotor	Experiencing the world through senses and actions (looking, touching, mouthing, and grasping)	Object Permanence

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

Refer to information provided in your text.

**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:

Style	Characteristics	Consequence of Grown Child
Permissive	Warmth: High; Discipline: Low; Maturity: Low Communication: High, child→parent; Low, Parent→child Parent Relationship: The “Friend” Parent	Moody, aggressive, selfish; low esteem; immature, impulsive, dependent on others, difficulty maintaining relationships or hold a job

**(4.3) TABLE – Erikson’s Stages of Psychosocial Development – 10 pts**

Refer to information provided in your text.

**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:

Age	Devl. Stage	Issue/ Crisis	Description
0 – 1yr	Infancy	Trust vs. Mistrust	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).

**\*CHAPTER 4 EXTRA CREDIT:**

**(4.x1) TABLE – Kohlberg’s Levels of Moral Reasoning – 5 pts**

Refer to information provided in your text.

**Create a table of Kohlberg’s Three Levels of Moral Reasoning:**

1) First, provide an example of one single “moral situation;” then,

2) FOR EACH OF THE THREE LEVELS, provide:

(a) the name of each “level,”

(b) the typical “age” range,

(c) a description of the “goal/emphasis” of each level; and,

(d) contrast/describe how people in each of the three levels of reasoning might “respond” to—perceive and judge—your moral situation example (don’t forget to answer “yes” or “no,” AND “why”). For Example:

Level	Age	Goal/ Emphasis	Response
	Situation: A classmate acquires the Midterm Exam and offers to give me a copy. Should I cheat?		
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.

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

The worksheet for this assignment can be accessed in Lulima: Resources.

**Complete the worksheet according to the worksheet directions.**

- (a) For submission of worksheet answers, you may: type the answers directly into the answer field; copy/paste the worksheet text into the answer field, and highlight or bold the correct answer; or you may print the worksheet, complete your answers on the worksheet, and upload the completed worksheet (.pdf, .doc, or .jpg formats).

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

The video for this assignment can be accessed in Lulima: 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 effect early brain development?

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

The video for this assignment can be accessed in Lulima: 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) Video Activity – “Ch. 6 Inattentional Blindness” – 10 pts**

The video for this assignment can be accessed in Lulima: 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 (continued on next page):****(7.1) Video Activity – “Ch. 7 The Office Altoid Classical Conditioning Experiment” – 10 pts**

The video for this assignment can be accessed in Lulima: 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?

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**CHAPTER 7 ASSIGNMENTS (cont.):**

**(7.2) Video Activity – “Ch. 7 Positive Reinforcement - The Big Bang Theory” – 10 pts**

The video for this assignment can be accessed in Lailima: 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.

**(7.3) Video Activity – “Ch.7 Bandura Bobo Doll Experiment” – 10 pts**

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

**Watch the video and briefly answer the following:**

- (a) Describe what happened in the video.
- (b) What type of associate learning is represented here? Classical? Operant? Observational?
- (c) How did the children “generalize” violent behavior?
- (d) What implications might Albert Bandura’s Experiment, and the understanding of generalization, have on understanding the effect of children growing up in violent homes and neighborhoods?
- (e) What might this research contend regarding parents that proclaim, “Do as I say, not as I do?”

**\*CHAPTER 7 EXTRA CREDIT:**

**(7.x1) Video Activity – “Ch. 7 Phil Zimbardo explains Classical Conditioning - Ivan Pavlov” – 5 pts**

The video for this assignment can be accessed in Lailima: 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, led to what remarkable conclusion?

**CHAPTER 8 ASSIGNMENTS:**

**(8.1) Video Activity – “Ch.8 Ten second tom scene from 50 first dates” – 10 pts**

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

**Watch the video and briefly answer the following:**

- (a) What form of amnesia is Tom suffering from?
- (b) What type of memory does this form of amnesia usually affect? Implicit? Explicit? Or Both? Explain.
- (c) Therefore, which area of Tom’s brain was likely injured in the accident?

**CHAPTER 9 ASSIGNMENTS (continued on next page):**

**(9.1) Video Activity – “Ch. 9 Functional Fixedness” – 10 pts**

The video for this assignment can be accessed in Lailima: 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?

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**CHAPTER 9 ASSIGNMENTS (cont.):**

**(9.2) Video Activity – “Ch. 9 Prejudice, Discrimination, and Racial Stereotyping” – 10 pts**

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

**Watch the video and briefly answer the following:**

- (a) Compare and contrast the common reactions to:
  - (i) The white male actor?
  - (ii) The black male actor? and
  - (iii) The white female actress?
- (b) What differences and similarities did you notice in reactions/attitudes from white, black, male, and female pedestrians towards the actors of a different/same race and/or gender.
- (c) From your text, define **Stereotype Threat** and what cognitions/behaviors it might lead to.
- (d) Incorporating the common behaviors of the general public towards each of the actors in the video, identify common **stereotype threats** and describe how the reactions of the general public in our culture might influence those **stereotype threats** within each of the following:
  - (i) Minorities? (specifically black men);
  - (ii) White men?
  - (iii) Attractive women?

**CHAPTER 10 ASSIGNMENTS: No regular assignments; extra credit only**

**\*CHAPTER 10 EXTRA CREDIT:**

**(10.x1) TABLE – Abraham Maslow’s Hierarchy of Needs – 5 pts**

Refer to information provided in your text.

**Create a table of Maslow’s Hierarchy of Needs:**

- (a) State each level, in order;
- (b) Define/describe each need;
- (c) Provide an example of each need.
- (d) Can one need be fulfilled if a lesser need has not been? Why or why not?
- (e) Give a specific example of when you might sacrifice one specific need for another. How does your example fit into Maslow’s theory?

**CHAPTER 11 ASSIGNMENTS:**

**(11.1) Worksheet – “Locus of Control” Test – 10 pts**

The testsheets for this assignment can be accessed in Lulima: Resources.

**Complete and score the test, and answer the critical thinking questions below.**

- (a) Complete the "Locus of Control" test. Do NOT upload/submit the testsheets, just answer the following questions.
- (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 11 EXTRA CREDIT (continued on next page):**

**(11.x1) Worksheets – “Stressed Out” and “Susceptibility to Stress” Tests – 5 pts**

The testsheets for this assignment can be accessed in Lulima: 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." Do NOT upload/submit the testsheets, just answer the following questions.
- (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?

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**\*CHAPTER 11 EXTRA CREDIT (cont.):**

**(11.x2) Worksheet – “Type A or B” Test – 5 pts**

The testsheets for this assignment can be accessed in Lulima: Resources.

**Complete and score the test, and answer the critical thinking questions below.**

- (a) Complete the "Type A or B" test. Do NOT upload/submit the testsheets, just answer the following questions.
- (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?

**CHAPTER 12 ASSIGNMENTS:**

**(12.1) Video Activity – “Ch. 12 Asch Conformity Replicated” – 10 pts**

The video for this assignment can be accessed in Lulima: 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? \*If you answer “no,” I encourage you to YouTube recent, more modern, replications of this experiment 😊

**(12.2) Video Activity – “Ch.12 Milgram Obedience Experiment” – 10 pts**

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

**Watch the video and briefly answer the following:**

- (a) Describe the methodology of the experiment.
- (b) Did the “teacher” appear to enjoy his role? What did you notice about his mannerisms and body language? Did he protest? How?
- (c) Did the “teacher” continue with his role in the experiment? Yes or no, and why, do you think?
- (d) What insights did Milgram’s Experiment provide about obedience?
- (e) If you were a participant in this research, do you think you would obey? Why or why not? \*If you answer “no,” I encourage you to YouTube recent, more modern, replications of this experiment 😊

**(12.3) Video Activity – “Ch.12 The Death of Kitty Genovese + The Bystander Effect” – 10 pts**

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

**Watch the video and briefly answer the following:**

- (a) Describe how/why Kitty Genovese was attacked several times by the same assailant, without anyone calling for help?
- (b) What is The Bystander Effect?
- (c) Define Deindividuation, Social Facilitation (noting that we act differently around others than we do by ourselves), and Social Loafing.
- (d) Describe how and why deindividuation, social facilitation, and social loafing might contribute to the bystander effect. Give an example demonstrating your perspective.
- (e) If you were NOT aware of this research, and you were to walk into the mall and see some random dude lying on the floor, would you have intervened? Why or why not? \*If you answer “yes,” I encourage you to YouTube recent, more modern, replications of this experiment 😊

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**CHAPTER 13 ASSIGNMENTS:**

**(13.1) TABLE – Reciprocal Determinism – 10 pts**

Refer to information provided in your text.

**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.

	<b>Behavior</b>	<b>Environmental (Situational) Reinforcer</b>	<b>Personal/Cognitive Factors</b>
Maladaptive	I waited until the last minute and did a poor job on a paper	I earned a “D” on my paper	“College is too hard!”
Adaptive	If I had started early, I could have done a better job	I might have earned an “A” on my paper	“I can succeed in college if I choose to apply myself.”

**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.