



UNIVERSITY of HAWAII®
WINDWARD
 COMMUNITY COLLEGE

FROSH COHORT LEARNING COMMUNITY

IS 103: Introduction to College (3 Credits)

PSY 100: Survey of Psychology (3 Credits)

(CRNs: 63291 & 63433)

MW 8:30 -11:15am

| | | |
|-----------------|--|--|
| COURSE: | IS 103 | PSY 100 |
| INSTRUCTOR: | Justin Ha'aheo Pagan | Falisha Herbic, MACL |
| OFFICE: | Kako'o 127 | Na'auao 124 |
| OFFICE HOURS: | By Appointment | Via ZOOM MW 11:30am-12pm and by appointment, or anytime via email |
| TELEPHONE: | (808) 235-7460 | (808) 236-9211 |
| EMAIL: | paganj@hawaii.edu | 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 DESCRIPTIONS

IS 103: INTRODUCTION TO COLLEGE

This course offers strategies for success in college and life-long learning. It emphasizes understanding yourself, setting and attaining goals, critical thinking, effective communication, relationship building, study habits and skills, time management, college resources, and setting your foundation to succeed. Students will participate in and lead classroom learning through discussions, readings, writing assignments, group activities, and hands-on experiences. (3 hours lecture)

PSY100: SURVEY OF PSYCHOLOGY

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. (3 hrs lecture)

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:

FROSH COHORT LEARNING COMMUNITY

1. Use the tools, techniques, methods, procedures, processes, skills, and resources for academic success.
2. Describe the various programs and services of a post-high school institution.
3. Identify short- and long-term goals post WCC, and prepare an educational plan to meet those goals.
4. Use college-level note taking, critical reading, test taking, memory, and concentration techniques.
5. Use time-management, personal organization, stress management and study skills.
6. Communicate effectively in writing and in speech.
7. Find information from library, internet, and other sources.
8. Use strategies to complete out of class work efficiently and effectively.

IS 103: INTRODUCTION TO COLLEGE

1. Identify personal characteristics (e.g., learning styles, strengths and weaknesses, habits of mind) and analyze how these impact decision-making and success.
2. Consider those factors which impact student relationships with others and articulate strategies and skills to encourage strong relationship building.
3. Identify college policies and resources related to students.

PSY 100: SURVEY OF PSYCHOLOGY

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
- Personal & Cultural Awareness
- Resource Mining
- Career Development
- Résumé Writing
- Interview Techniques
- College Achievement
- Professional Success
- Effective Communication

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
7. Recognize and describe how intrinsic and extrinsic forces influence success and potential
8. Demonstrate time-management and organizational skills
9. Develop skills, strategies, and resources that will foster academic and professional success
10. Create goals and touchstones for attainment

COURSE TASKS

IS 103: INTRODUCTION TO COLLEGE

- A. Attendance & Participation:** Attendance is an important component of this course. Come to class on time and prepared to participate in class discussions. The class is built around interactive discussions and conversations. To earn full credit for participation you should plan on contributing something during every class and doing any assigned reading before class. It is common courtesy to let your professor know if you need to miss class. Please email in advance when possible. Keep checking the syllabus for due dates that may fall when you are absent; it is your responsibility to submit work to the instructor even if you are absent.
- B. Homework:**
- Homework includes readings to prepare you for the next class period. There is no required textbook. Articles will be posted to Lualima and/or distributed in class.
 - Many classes will have a short assignment to-do either before class or after class in order to maximize our time together.
 - Keep all of your work from throughout this semester. Several of the assignments completed in class and out-of-class will be helpful for you to successfully complete the semester.
- C. Written assignments:**
- Journals: You will be submitting journal entries in this class. Assignments need to be typed and spell-checked. Journal entries are meant to show reflection, depth of thought, and analysis. Journals are not formal papers and do not need to be reviewed by a tutor or the Writing Lab. Journals are due within one week after they are assigned. Late journals will receive partial credit.
 - More detailed grading rubrics will be given for any other written assignments assigned.

PSY 100: SURVEY OF PSYCHOLOGY

A. PARTICIPATION / ATTENDANCE [320 pts; 32% of total grade]:

Each student will be expected to participate in lectures and activities each class, **via ZOOM**. To be counted as present, it is **REQUIRED** that students have their **CAMERA ON** during ZOOM class, with their faces visible, fully dressed, and sitting in an upright position. **MAKE SURE YOUR ZOOM ID/USER NAME IS YOUR REGISTERED (FIRST AND LAST) NAME!** The instructor is not responsible for trying to figure out which student belongs to “808sk8r.”

To receive credit for participation, students need **to be present for the entire class and actively PARTICIPATE!** Attendance logs in ZOOM will report each student present, how long each student attended, and if a student leaves and/or rejoins a class, and for how long. Attendance will be recorded using this tool; I will personally make participation notes. If a student has technical difficulties or loses connection, it is the student’s responsibility to rejoin the class. **The student’s camera must be on, with the student visibly participating in class, in order for the student to receive participation/attendance credit for that class.** Students must take measures to ensure their internet connection is strong enough to sustain a video feed. The instructor is not responsible for a student’s weak internet connection.

Lectures and 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.

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 LAULIMA: ASSIGNMENTS, TESTS, AND SURVEYS. A Master List of Assignments is included with this syllabus, and may also be accessed via LAULIMA/SYLLABUS. **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) pts.

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.

ASSIGNMENTS ARE DUE BEFORE CLASS BEGINS! Late assignments will not be accepted.

Additional details and feedback will be provided in LAULIMA: ANNOUNCEMENTS or in class.

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!**

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 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.”

| EXAM | DATES: | MATERIAL | %/ POINTS possible |
|-------------|---------------------|-----------------|---------------------------|
| 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

| IS Tasks | Possible Pts | Grade Criterion |
|--|---------------------|------------------------|
| Homework/Journals/In-class participation: | | |
| In-class Participation/Attendance | = 30% | 90 – 100% = A |
| Class Activities | = 10% | 80 – 89% = B |
| Journal/Homework Assignments | = 10% | 70 – 79% = C |
| Projects: | | |
| My Life Map Presentation | = 10% | 60 – 69% = D |
| Midterm Exam | = 20% | 59% or below = F |
| Final Exam | = 20% | |
| Total | = 100% | |

| PSY Tasks | Possible Pts | Grade Criterion |
|--------------------------|---------------------|------------------------|
| Participation/Attendance | = 320 pts | 900 – 1000 pts = A |
| Assignments | = 220 pts | 800 – 899 pts = B |
| Quizzes | = 160 pts | 700 – 799 pts = C |
| Tests/Exams | = 300 pts | 600 – 699 pts = D |
| Total | = 1000 pts | < 600 points = F |

LEARNING RESOURCES

Required Resources:

PSY100 TEXTBOOK: Myers, D. & Dewall, C. N. (2016). *Exploring Psychology, 10th ed.* New York: Worth.
The required text may be purchased at the WCC Bookstore located in Hale `Ākoakoa Rm#160. Previous editions are NOT recommended

IS103 TEXTBOOK: None; Resources to be distributed in class.

INTERNET ACCESS: You will need access to a computer with high-speed internet access.

LAULIMA WEBSITES: Through the WCC online homepage, log in to Laulima with your UH ID. The tab for these courses should be visible. If they are not, please see your instructors so that they can add you to the site. WCC recommends using FIREFOX for optimized potential.

Course Resources:

In addition to required Text, Forum, Homework, Exam, and Quiz curriculum, The PSY100 course provides supplemental resources for your learning, understanding and summation of required information. In your PSY100 LAULIMA, under the RESOURCES tab, you can find additional “just for fun” videos, “crash course” videos, chapter notes (classroom lecture notes), and chapter presentations (classroom PowerPoint presentations). These resources are provided for use at your leisure, & 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

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; or visit windward.hawaii.edu/kapiko/peer/

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

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/

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

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 or visit <https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/student-tech-support/>

WRITING LAB: The Ka Piko Writing Lab is located in Hale La`akea (Library Learning Commons), room 222. Writing Lab Tutors can help with refining or organizing an essay at any stage of the writing process, including: brainstorming, research, MLA formatting and citations, drafting, and revising. Contact Jenny Webster, Writing Lab Coordinator @ 808-236-9235, jennyrw@hawaii.edu, or visit <https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/writing-lab/>

MATH LAB: For help to improve students’ understanding of important concepts and problem solving processes, visit Hale La`akea 222 and 224, make an appointment through MySuccess, or visit <https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/math-lab/> for more information.

ADDITIONAL INFORMATION

MODES OF INSTRUCTION:

This is an ONLINE SYNCHRONOUS course. That means it is scheduled at a specific time to meet. 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 all domains, and are encouraged to further research any concepts that are not fully understood.

ABSENCES:

As stated in “Course Tasks, A.,” 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, technical difficulties, children issues, etc.); therefore, 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 and 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, via email, 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.

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.

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. Jodi Asato can be reached at (808) 235-7472, wccdsso@hawaii.edu, or you may stop by Hale Kako‘o 105 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

Office: Hale Kāko‘o 110

Desrae Kahale, Mental Health Counselor & Confidential Resource

Phone: (808) 235-7393

Email: dkahale3@hawaii.edu

Office: Hale Kāko‘o 101

Karla K. Silva-Park, Title IX Coordinator

Phone: (808) 235-7468

Email: karlas@hawaii.edu

Office: Hale ‘Ākoakoa 220

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/

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

| IS-103 & PSY-100 CRN: 63291 & 63433 Fall 2022 MW 8:30-11:15am Synchronous OL Tentative Schedule | | | | | |
|--|------|---------------------|---|---|---|
| | Date | | Chapter/ Reading Due | Topic | Assignments & Notes |
| Aug | M | 22 | ISI03 | Syllabus/ Introduction | Get Textbook |
| | | | PSY100 | Syllabus/ Introduction | Get Textbook |
| | W | 24 | Read Syllabi and Announcements (in full) | MYUH, Laulima, STAR Navigation | Week #1: Explore Laulima; PSY Syllabus Quiz Due |
| | | | | MBTI | |
| | M | 29 | Ch. 1 (pp. 1-14) | Victim vs Creator, TRiO SSS | PSY Assignment 1.x1 |
| | | | | What is Psychology? | |
| W | 31 | Ch. 1 (pp. 15-33) | Qualities of successful and struggling students Resource: Google Calendar My Life Map Project | Work on My Life Project PSY Chapter 1 Quiz | |
| | | | Psychology as a Science | | |
| Sept | M | 5 | HOLIDAY | LABOR DAY | NO CLASS |
| | W | 7 | Ch. 2 (pp. 35-47) | My life Project Presentations | |
| | | | | Neurons and Systems | |
| | M | 12 | Ch. 2 (pp. 48-65) | Mastering Self-Management Note Taking | PSY Assignment 2.1 |
| | | | | The Brain | |
| | W | 14 | Ch. 2 (pp. 66-77) | Preferred Learning Styles Tips on studying | PSY Assignment 2.2; Chapter 2 Quiz |
| | | | | Genes and Evolution | |
| | M | 19 | Ch. 3 (pp. 78-117) | Failure, Growth Mindset, Fixed Mindset | Complete FOCUS 2 Assessment PSY Assignment 3.1-3.2 Chapter 3 Quiz |
| | | | | Consciousness | |
| | W | 21 | Ch. 3 (pp. 78-117) | Common Challenges in College | Journal: Current Challenges in College PSY In-Class Assignment Slides (will be assigned in class) |
| Consciousness | | | | | |
| M | 26 | Ch. 4 (pp. 118-135) | Mindfulness Desired Feelings and dreams | PSY Assignment 4.1 | |
| | | | Development Through Childhood | | |
| W | 28 | Ch. 4 (pp. 135-147) | Financial Aid Overview | PSY Assignment 4.2 | |
| | | | Development Through Childhood | | |
| Oct | M | 3 | Affirmations, positive self-talk Inner Critic, defender, guide | PSY Assignment 4.3-4.x1 Chapter 4 Quiz | |
| | | | Development Through Adulthood | | |
| | W | 5 | Ch. 5 (pp. 170-197) | FOCUS 2 Overview | Complete Focus 2 Assessments PSY Assignment 5.1-5.3 Chapter 5 Quiz |
| Sex, Gender, and Sexuality | | | | | |

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|--|------|-----------------------------|--|---|--|
| | Date | | Chapter/ Reading Due | Topic | Assignments & Notes |
| Oct | M | 10 | Ch. 6 (pp. 198-243) | <i>Focus 2 Continued</i> <i>My Lifestyle Survey, Hawaii Career Explorer</i> | |
| | | | | Sensation and Perception | |
| | W | 12 | Ch. 6 (pp. 198-243) | <i>Resume Overview</i> | Draft of Resume: Due 10/17 Chapter 6 Quiz |
| | | | | Sensation and Perception | |
| | M | 17 | Ch. 7 (pp. 244-255; 272-279) | <i>Resume Peer Reviews</i> <i>Cover Letter Overview</i> | Resume Final Draft PSY Assignment 7.1; 7.3; 7.x1 |
| | | | | Classical Conditioning & Observational Learning | |
| | W | 19 | Ch. 7 (pp. 256-271) | <i>Cover Letter Continued</i> <i>Meaningful Future</i> <i>Ted Talk: Happy Secret to Better Work</i> | Journal: Meaningful Future PSY Assignment 7.2 Chapter 7 Quiz |
| | | | | Operant Conditioning | |
| | M | 24 | Chapter 1-7 | <i>ACADEMIC PLANNING</i> <i>Program sheets, Registration Prep</i> | !!!STUDY!!! |
| | | | | PSY MIDTERM EXAM | |
| W | 26 | Ch. 8 (pp. 280-313) | <i>Delayed Gratification</i> <i>Finding and Staying Motivated</i> | PSY Assignment 8.1 | |
| | | | Memory | | |
| M | 31 | Ch. 8 (pp. 280-313) | <i>Personal Improvement Project</i> | PSY Chapter 8 Quiz <i>[Last day to withdraw]</i> | |
| | | | Memory | | |
| Nov | W | 2 | Ch. 9 (pp. 314-340) | <i>TBA</i> | PSY Assignment 9.1 |
| | | | | Thinking & Language | |
| | M | 7 | Ch. 9 (pp. 340-363) | <i>Interdependence, Lollipop moments</i> | PSY Assignment 9.2 Chapter 9 Quiz |
| | | | | Intelligence | |
| | W | 9 | Ch. 10 (pp. 364-403) | <i>TBA</i> | PSY Assignment 10.x1 Chapter 10 Quiz |
| | | | | Motivation and Emotion | |
| | M | 14 | Ch. 11 (pp. 404-439) | <i>TBA</i> | PSY Assignment 11.1-11.x2 Chapter 11 Quiz |
| | | | | Stress, Health, and Human Flourishing | |
| | W | 16 | Ch. 12 (pp. 440-461) | <i>TBA</i> | PSY Assignment 12.1-12.2 |
| | | | | Social Thinking and Influence | |
| M | 21 | Ch. 12 (pp. 462-489) | <i>How you interact with the world</i> <i>Personality types</i> | PSY Assignment 12.3 Chapter 12 Quiz | |
| | | | Social Relations | | |
| W | 23 | HOLIDAY NO CLASS | MENTAL HEALTH DAY REST, RELAX, HAPPY TURKEY DAY! | BE HAPPY NO CLASS | |

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|--|------|----|--|--|---|
| | Date | | Chapter/ Reading Due | Topic | Assignments & Notes |
| Nov | M | 28 | Ch. 13 (pp. 490-501) | | |
| | | | | Personality: Psychoanalytic Theories | |
| | W | 30 | Ch. 13 (pp. 490-501) | <i>TBA</i> | |
| | | | | Personality: Psychoanalytic Theories | |
| Dec | M | 5 | Ch. 13 (pp. 501-525) | <i>TBA</i> | PSY Assignment 13.1 Chapter 13 Quiz |
| | | | | Personality: Humanistic, Trait, and Social-Cognitive Theories | |
| | W | 7 | Ch. 14 (pp. 526-567) Ch. 15 (pp. 569-604) | <i>Final Exam Review</i> | Chapter 14 Quiz PSY Assignment 15.1 Chapter 15 Quiz |
| | | | | Psychological Disorders Therapy | |
| | M | 12 | Chapters 8-15 | PSY100 FINAL EXAM DAY | !!!STUDY!!! |
| W | 14 | | <i>IS105 FINAL EXAM DAY</i> | | |

*Coursework includes

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

** THIS IS A COLLEGE COURSE and **REQUIRES DEDICATION TO YOUR STUDIES TO PASS** and **SUCCEED**. On average, regular 16 week courses require 8 hours per week dedicated to each course.

*** ASSIGNMENTS **MUST BE COMPLETED BY THE DUE DATE/TIME!** YOU ARE ENCOURAGED TO COMPLETE ASSIGNMENTS BEFORE THESE DUE DATES/TIMES. Due dates/times are DEADLINES; meaning all work should be completed and submitted **BEFORE** this time on this date. Homework assignments and chapter quizzes are due to be completed no later than the start of class on the date due; no exceptions. Start early and strive to complete your work on time. See your schedule for due dates/times specific to exams.

**** DEADLINES WILL BE STRICTLY ENFORCED; LATE SUBMISSIONS WILL **NOT** BE ACCEPTED. Laulima is programed to conclude quizzes and exams at the exact moment they are due. Homework assignments shut down at the moment due, and if you have not clicked “submit” AND “finish” before the exact moment it is due, your work will be lost.

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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 and copy/paste it directly into the answer field***. If uploading, make sure it is saved in a .pdf format.
 - 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.

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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.
- View the **Email** function. It will allow you to email your instructor and fellow classmates, if needed.
- View your **Gradebook**. It will be updated weekly; your instructor will send out an email/announcement upon updates.
- View the **Resources** links. This is where you will find class homework worksheets, homework videos, my lecture notes, my classroom PowerPoint slides, “Crash Course” videos, etc.
- Explore the **Ka Piko Tutoring** link. It directs you to access the many tutoring resources available at WCC.
- Explore **UH Online DL Resources** link. A student resource page to foster success as a distance learning student.
- Explore **WIN Online Readiness Orientation**. This is a tool to help get students comfortable with using Laulima, and hosts resources available to help with online learning.

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, you may: download, type the answers directly into the answer field, and upload the completed document; or you may print the worksheet, complete your answers on the worksheet, and upload or copy/paste the completed worksheet as a .jpg or .pdf.

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 or copy/paste the completed worksheet as a .jpg 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 (continued on next page):**(3.1) Video Activity – “Ch. 3 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)?

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Master List of HOMEWORK ASSIGNMENTS**

CHAPTER 3 ASSIGNMENTS (cont.):

(3.2) 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?

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 Laulima: Resources.

Complete the worksheet according to the worksheet directions.

- (a) For submission of worksheet answers, you may: download, type the answers directly into the answer field, and upload the completed document; or you may print the worksheet, complete your answers on the worksheet, and upload or copy/paste the completed worksheet as a .jpg or .pdf.

(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 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 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: NONE**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 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?

(7.2) 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.

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CHAPTER 7 ASSIGNMENTS (cont.):

(7.3) Video Activity – “Ch.7 Bandura Bobo Doll Experiment” – 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 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 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, 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 Laulima: 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 effect? Implicit? Explicit? Or Both? Explain.
- (c) Therefore, which area of Tom’s brain was likely injured in the accident?

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?

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

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

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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 Laulima: 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:**

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

The testsheets for this assignment can be accessed in 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." 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?

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

The testsheets for this assignment can be accessed in Laulima: 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 (continued on next page):

(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? *If you answer “no,” I encourage you to YouTube recent, more modern, replications of this experiment 😊

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CHAPTER 12 ASSIGNMENTS (cont.):

(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 ☺

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.

| | Behavior | Environmental (Situational) Reinforcer | Personal/Cognitive Factors |
|-------------|--|---|---|
| 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

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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.