



UNIVERSITY of HAWAII  
WINDWARD COMMUNITY COLLEGE

Ke Kulanui Kaiāulu o ke Ko'olau

PSY 100: SURVEY OF PSYCHOLOGY

3 Credits (CRN 64023)

Na`auao 125; TR 10:00a – 11:15a

INSTRUCTOR: Falisha Herbic, MA CL

OFFICE: Na`auao 124

OFFICE HOURS: MTWR 12:45pm – 1:30pm; MTWR by appointment; anytime via email

TELEPHONE: (808) 236-9211 (leave msg; allow 2 business days for reply)

EMAIL: [fulisha@hawaii.edu](mailto:fulisha@hawaii.edu) (preferred; often same day reply)

EFFECTIVE DATE: Fall 2024

**WINDWARD COMMUNITY COLLEGE MISSION STATEMENT**

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

**CATALOG DESCRIPTION**

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

**PREREQUISITES:** None

**RECOMMENDATIONS:** Read and write at the college level, basic computing and internet skills, and have a basic understanding of percentages and probability.

**STUDENT LEARNING OUTCOMES**

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

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

**COURSE CONTENT**

**Concepts or Topics**

- Major Psychological Theories
- Nature and Nurture
- Psychological Perspectives
- Psychological Theorists
- Conscious and Unconscious Mind
- Research Strategies and Methods

**Skills or Competencies**

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

## COURSE TASKS

### A. EXAMS (40%, 400 points of total grade):

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

<u>EXAM</u>	<u>DATES:</u>	<u>MATERIAL</u>	<u>%/POINTS possible</u>
Midterm	See Schedule	Chapters 1-7	20%/ 200pts
Final	See Schedule	Chapters 8-15	20%/ 200pts

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

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

### B. PARTICIPATION/ATTENDANCE (20%, 200 points of total grade):

Each student will be expected to participate in lectures and activities each class. Activities are designed to complement information in the text. Optimal learning will require preparation outside of class and sharing the work product or information in class group discussion. It is important to **plan ahead** to make certain you complete the work required to be done outside of class so you are ready to share with the class at the time the topic is discussed. Because the activities are planned in-class group learning opportunities, there are no make-up opportunities for these activities.

Each student is viewed as a Learner/Peer Teacher. Your shared observations, knowledge, skills, questions, and responsive listening are valued and contribute to a positive learning environment. Consequently, it is important that every student attend and contribute to the interactive learning that is an important part of every class. Routine appointments should be made outside of class time.

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

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

Quizzes will be administered on a variable interval schedule of reinforcement. Quiz content will most often include material covered in required preparatory reading for the current class. Occasionally, quizzes may include instruction/reading from previous classes. Quizzes will be administered at the moment class begins and will take approximately five minutes or less to complete. If the student is not present at the time of the quiz, s/he will receive zero points. There are **NO MAKE-UPS** for quizzes. Quizzes are motivation for preparatory reading, studying, and on-time attendance in class; therefore, students must be present to participate in the quiz.

### D. PORTFOLIO PROJECT "Self-Analysis" with Annotated Bibliography: (20%, 200 pts of total grade):

This project should be taken seriously! This activity is to aid the student in assessing understanding of material and applying concepts learned in class activities to real life while completing a college level project. Your work quality and professional presentation is expected to be at college level performance. To be successful in this segment of the course, students need to start early and work each week to complete this project. **Because this is a semester long project, there is no excuse for a late paper. LATE PAPERS will not be accepted.** See handout and rubric for additional instructions.

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

For various chapters throughout the semester, assignment tasks are provided to enhance understanding and apply learning. Assignments may include completion of charts, worksheets, watching videos, answering critical thinking questions, etc. Assignments can be found in the list of Homework Assignments included in this syllabus and may also be accessed via Lualima/Syllabus.

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

For most assignments, you may type or hand-write your assignments; although some assignments REQUIRE hand-written creations (no computer models). When hand-written, the work MUST be neat and legible or zero points will be given. Make sure your name is on each page, and turn the hardcopy in to me at the BEGINNING OF CLASS on the day that assignment is due. Late assignments will not be accepted. If you foresee you may be unable to come to class, you may submit assignments on an earlier date, turn it in to me before class start time, or have a classmate hand it in for you. Emailed assignments will not be accepted.

To receive full credit for this aspect of the course, you must complete at least 10 of the 25 assignment opportunities offered to you in your list of Homework Assignments. You are only required to complete ten of the assignments offered. The additional fifteen assigned activities are extra credit opportunities; these are the ONLY extra credit offered for this course. Extra credit maxes out at 40 points; no more than 40 points of extra credit may be earned.

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

Additional details are provided in your list of “Homework Assignments” at the end of this syllabus.

## ASSESSMENT TASKS AND GRADING

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

## LEARNING RESOURCES

### Required Resources:

**TEXTBOOK:** Myers, D. & Dewall, C. N. (2022). *Exploring Psychology, 12<sup>th</sup> 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. See ANNOUNCEMENTS for additional textbook info and ISBN numbers.

**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, Lectures, Homework, Exam, and Quiz curriculum, your 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.

You may also access the publisher’s “Achieve” Learning Management System <https://achieve.macmillanlearning.com/courses/28qo6g>. This online resource includes eBook, adaptive quizzing and practice quizzes, as well as immersive learning and video activities. Any quizzes or activities completed on Achieve are complimenting resources for additional learning purposes only; they are not required, are not graded, and will not count towards your course grade. *If you have not yet acquired your textbook, the publisher offers a two-week free trial to Achieve and its accompanying eBook.*

### 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; or visit [windward.hawaii.edu/kapiko/peer/](http://windward.hawaii.edu/kapiko/peer/)

**KA PIKO SERVICES:** Ka Piko at Windward Community College is committed to student success by providing testing, tutoring, and success workshops to help students build a foundation for independent lifelong learning and self-efficacy. Ka Piko services are FREE for all WCC students! Visit <https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/> for more information about the Math, Writing, and Speech Labs, as well as tutoring, testing, tech support, and more.

**LIBRARY STUDY SERVICES:** See the librarian for details [https://windward.hawaii.edu/Learning\\_Resources/](https://windward.hawaii.edu/Learning_Resources/)

**EBSCOHost:** Online Peer Reviewed Journal DataBase can be accessed for free 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](mailto:winhelp@hawaii.edu) or visit <https://windward.hawaii.edu/services-for-students/tutoring/ka-piko/student-tech-support/>

## **ADDITIONAL INFORMATION**

### **MODES OF INSTRUCTION:**

Lectures, assigned readings, videos, worksheets, discussions, collaborative work-groups, student chapter presentations, participation, group projects, community field observations, role-playing, peer teaching, online and interactive engagement are designed to be mutually complimentary, meaning they overlap. Although the main concepts in psychology will be covered, not all important information from your text will be discussed in class. Students are responsible for all information presented in all domains, and are encouraged to further research any concepts that are not fully understood.

### **CELL PHONE POLICY:**

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

### **ABSENCES:**

As stated in "Course Tasks, B.," attendance and participation are crucial to the interactive learning environment and routine appointments should be scheduled outside of class time. However, it is understood that occasionally an unforeseeable event might occur (illness, 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 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.

### **LATE WORK:**

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

### **REQUEST FOR Cr/N GRADES:**

Requests for Credit/No Credit grades, as opposed to the traditional A-F grades, must be made by the official withdrawal date (approximately mid-semester; see registrar for date) directly through the registrar's office.

## **DISABILITIES ACCOMMODATIONS**

The Windward Community College's Disability Student Services Office (WCC-DSSO) is committed to providing equal access to qualified students with disabilities.

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to participate fully in this class, you are encouraged to contact the Disability Specialist Counselor, Roy Inouye, to discuss reasonable accommodations that will help you succeed in this class. The Disabilities Counselor can be reached at 808-235-7448, [wccdsso@hawaii.edu](mailto:wccdsso@hawaii.edu), or stop by the office (Hale Kako'o 105) for more information. You are encouraged to speak with your instructors 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 instructors right away to get help.

*Windward Community College is an equal opportunity, affirmative action institution.*

## 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.

## 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:

Leslie Cabingabang,  
UH System Confidential Advocate  
Phone/Text: (808) 348-0432 or (808) 341-4952  
Email: [advocate@hawaii.edu](mailto:advocate@hawaii.edu)  
Office: Hale Kāko‘o 107 (Wednesdays)

Mykie E. Menor Ozoa-Aglugub, J.D.,  
Title IX Coordinator  
Phone: (808) 235-7468  
Email: [mozoa@hawaii.edu](mailto:mozoa@hawaii.edu)  
Office: Hale Kāko‘o 109

Desrae Kahale,  
Mental Health Counselor & Confidential Resource  
Phone: (808) 235-7393  
Email: [dkahale3@hawaii.edu](mailto:dkahale3@hawaii.edu)  
Office: Hale Kāko‘o 101

Karen Cho,  
Deputy Title IX Coordinator  
Phone: (808) 235-7404  
Email: [kcho@hawaii.edu](mailto:kcho@hawaii.edu)  
Office: Hale ‘Alaka‘i 120

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 <https://www.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  
Email: [wccaa@hawaii.edu](mailto:wccaa@hawaii.edu)

**PSY-100 CRN:64023**  
**Fall 2024 TR 10:00a - 11:15a**  
**Tentative Schedule**

	<b>Date</b>		<b>Chapter/ Reading Due</b>	<b>Topic</b>	<b>Assignment Due/Notes</b>
<b>Aug</b>	T	27		Syllabus/Introduction	Get Textbook
	R	29	Read Syllabus and Announcements (in full)	What is Psychology?/ MBTI	Explore Laulima Sites; <b>Syllabus Quiz (Laulima)</b>
<b>Sept</b>	T	3	<b>NO CLASS</b>	<b>SEEK/VISIT CAMPUS RESOURCES!</b>	<b>Seek out the many campus resources! Start on your PSY Portfolio!</b>
	R	5	Ch. 1 (pp. 15-36)	Psychology as a Science	Assignment 1.1
	T	10	Ch. 2 (pp. 37-53)	Neurons and Systems	
	R	12	Ch. 2 (pp. 54-69)	The Brain	Assignment 2.1
	T	17	Ch. 2 (pp. 69-78)	Genes and Evolution	Assignment 2.2
	R	19	Ch. 3 (pp. 79-112)	Consciousness (Huis)	Assignment 3.1-3.2
	T	24	Ch. 3 (pp. 79-112)	Consciousness	Assignment 3.3
	R	26	Ch. 4 (pp. 113-128)	Development Through Childhood	Assignment 4.1
<b>Oct</b>	T	1	Ch. 4 (pp. 128-144)	Development Through Childhood	Assignment 4.2-4.3
	R	3	Ch. 4 (pp. 144-154)	Development Through Adulthood	Assignment 4.4
	T	8	Ch. 5 (pp. 155-181)	Sex, Gender, and Sexuality	Assignment 5.1-5.3
	R	10	Ch. 6 (pp. 182-225)	Sensation and Perception	Assignment 6.1
	T	15	Ch. 7 (pp. 226-235; and pp. 249-255)	Classical Conditioning & Observational Learning	Assignment 7.1-7.2
	R	17	Ch. 7 (pp. 235-249)	Operant Conditioning	Assignment 7.3
	T	22	<b>Chapters 1-7</b>	<b>MIDTERM EXAM</b>	<b>!!!STUDY!!!</b>
	R	24	<i>N/A</i>	<i>Midterm Review: Assessment</i>	<i>[Double Attendance Day!]</i>
	T	29	Ch. 8 (pp. 256-285)	Memory	
	R	31	Ch. 8 (pp. 256-285)	Memory	<i>[Last day to withdraw]</i>
<b>Nov</b>	T	5	<b>HOLIDAY</b>	<b>ELECTION DAY</b>	<b>NO CLASS</b>
	R	7	Ch. 9 (pp. 286-308)	Thinking & Language	Assignment 9.1
	T	12	Ch. 9 (pp. 308-327)	Intelligence	
	R	14	Ch. 10 (pp. 328-362)	Motivation and Emotion	
	T	19	Ch. 11 (pp. 363-391)	Stress, Health, and Human Flourishing	Assignment 11.1-11.3
	R	21	Ch. 12 (pp. 392-412)	Social Thinking and Influence	Assignment 12.1
	T	26	Ch. 12 (pp. 412-439)	Social Relations	
	R	28	<b>HOLIDAY</b>	<b>WCC CLOSED! HAPPY TURKEY DAY!</b>	<b>FINISH YOUR PORTFOLIO</b>
<b>Dec</b>	T	3	Ch. 13 (pp. 440-449)	Personality: Psychoanalytic Theories	<b>!!!!PORTFOLIO PROJ DUE!!!!</b>
	R	5	Ch. 13 (pp. 440-449)	Personality: Psychoanalytic Theories	
	T	10	Ch. 13 (pp. 449-472)	Personality: Humanistic, Trait, and Social-Cognitive Theories	Assignment 13.1
	R	12	Ch. 14 (pp. 473-512) Ch. 15 (pp. 513-544)	Psychological Disorders & Therapy	Assignment 15.1
	T	17	<b>Chapters 8-15</b>	<b>FINAL EXAM</b>	<b>!!!STUDY!!!</b>

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## PSY 100 Portfolio Project (Self-Analysis and Annotated Bibliography)

### 1) Self-Analysis

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

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

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

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

### 2) Annotated Bibliography (AB) Assignment

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

**\*Directions:** Choose one (1) of the topics from the Self-Analysis. Then locate a Peer-reviewed, empirically researched, journal article about that topic. Then write a minimum one-page, 1-inch margins, double-spaced, 12-pt Times New Roman Font, providing the information in the attached rubric.

The field of psychology is based on scientific evidence. It can take time to learn how to identify different kinds of “evidence,” but it is a very worthwhile skill to learn; not only to make sense of psychology as a discipline, but also for critical thinking in general. Lawyers use legal “evidence.” Journalists use investigative reporting, including witness’ reports, as “evidence.” Advertisers may use testimonials as “evidence.” All of these kinds of “evidence” vary in important ways from scientific evidence; specifically they are often subjective and biased. **DO NOT USE biased sources of information (e.g., newspapers, websites, books, blogs, etc.). Neglecting to reference an empirically researched article from a published journal (IE: EBSCOhost) will result in a zero credit for this aspect of the portfolio project.**

### 3) Integration

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

## EBSCOhost/ WEBSITES

The UH library system provides convenient access to a variety of types of documents that are available for free in full text online. Start your search at <http://library.wcc.hawaii.edu>. Click on Find Articles, then click on **EBSCOhost** Web.

Academic Search Premier has many titles with full text, which is very convenient for this assignment. There are also other databases, one especially for psychology, which may be useful.

Additional examples of APA formatting and further information about annotated bibliographies, include:

<http://www.library.cornell.edu/okuref/research/skill28.htm#what>

[http://www.wisc.edu/writing/Handbook/AnnBib\\_format.html](http://www.wisc.edu/writing/Handbook/AnnBib_format.html)

## EXAMPLES OF APA FORMATTING FOR BIBLIOGRAPHIC CITATIONS

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

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

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

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

**PSY100 “Self Analysis” Portfolio Project**

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

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

<b>CRITERIA:</b>	<b>Insert points for each completed</b>									
	Ch__	Ch__	Ch__	Ch__	Ch__	Ch__	Ch__	Ch__	Ch__	Ch__
<b>Understanding (2pts):</b> Defines at least one point, theory, or concept in the chapter										
<b>Application (3pts):</b> Analyzes a past experience in their life and applies it to the point, theory, or concept given.										
<b>Format (4pts):</b> 1 full page typed, double spaced, 1 inch margins, 12 point Times New Roman font										
<b>Artifact (2pts):</b> The artifact relates to the point, theory, or concept, and experience given, and is more than a simple drawing or clipart.										
<b>Chapters SUBTOTAL:</b> <b>(11pts possible)</b>										
<b>Total of Chapter Points:</b> <b>(from above)</b> <b>(i.e. 11pts x 10ch=110 points)</b>	<p><b>*NOTE:</b> Check your margins! Microsoft Word uses 1 ½ inch margins as a default. You will need to adjust right and left margins to 1 inch to comply with this project.*</p> <p><b>**Please secure your project.</b> If your artifacts are digital, a staple is fine. If the entire project cannot be secured with a staple, use a folder or some type of apparatus that secures the document together and to the folder.**</p> <p><b>***Please put your name on the cover of your project, self-grade this rubric, and include this rubric as part your project.***</b></p>									
<b>Annotated Bibliography:</b> See worksheet below for scoring <b>(50 points possible)</b>										
<b>Integration/Professionalism:</b> <b>COMPLETE: all requirements!</b> Neat and Secured, Cover Page with name, Table of Contents Page, On Time, <u>Self-Graded Rubric included</u> <b>(40 points possible)</b>										
<b>TOTAL PROJECT PTS :</b> <b>(200 points possible)</b>										

**Annotated Bibliography Assignment**

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

<b>Grading Criteria</b>	<b>Points Possible</b>	<b>Points</b>
<b><i>Bibliographies of books, blogs, websites, and/or articles that are “googled,” etc, and thus are NOT peer reviewed, will receive 0 points! The purpose is to learn how to access REAL empirical research.</i></b>		
1) Format: Min. <b>ONE FULL PAGE Summary</b> of the <i>Peer Reviewed Empirically Researched Journal</i> article in your words (do not plagiarize!), covering the main points and results of the work (20 pts).	20	
(a) Understanding: An evaluation of the credibility and the source of the information (10 pts).	10	
(b) Application: A personal reaction of the author’s probable intended audience(s) (e.g., researchers, students, parents, educators), explain what use this source may have for them, and the potential importance or usefulness for the audiences’ possible research (10 pts).	10	
(c) Bibliographic Citation: Citation in American Psychological Association (APA) format (see inside this handout for an example) (5 pts).	5	
2) Copy of the referenced JOURNAL article. If an article is more than 10 pages long, a partial copy may be turned in; please see instructor regarding specific instruction in this case (5 pts).	5	
<b>Total AB pts</b>		

**Name:**

**Course Day/Time:**

**PSY100 Myers12e**  
**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.
- Explore your **Syllabus** and syllabus resources.
- The **Email** function will allow you to email your instructor and fellow classmates.
- Your **Gradebook** will be updated after midterms and just before final exams.
- **Wiki** is an option to allow you to collaborate on group projects.
- The **Resources** link is where you will find class lecture notes, PowerPoint slides, homework worksheets, homework videos, and additional course resources.

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

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

**NOTE: Homework credit and Course Extra Credit**

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

**PSY100 Myers12e**  
**Master List of HOMEWORK ASSIGNMENTS**

**CHAPTER 1 ASSIGNMENTS:****(1.1) Worksheet – “PSY100 Ch.1 Introduction to Psychology” – 10 pts**

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

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

Circle the correct answers and/or fill in the blanks.

- (a) Late assignments will not be accepted.
- (b) Only worksheets submitted by the beginning of class will receive credit. You may make a copy to follow along in class and/or correct your answers.

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

A hard copy of the worksheets may be handed out in class. You can also access them via Laulima: Resources.

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

Label the parts and functions of the brain and neuron.

- (a) Most answers can be found in your TEXTBOOK; *Additional online research may be required.*
- (b) Use the “Parts” and “Functions” lists provided on the third page to correctly label each diagram on the first and second pages.
- (c) The third page consists of all the ANSWERS for the diagrams worksheets (pg. 1-2)

**(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?

**(3.2) 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)?

**(3.3) Notes – Hui Presentation Notes – 10 pts**

This assignment will be given in class.

**Create speaking notes.**

- (a) Create speaking notes for your portion of your hui’s presentation.
- (b) Submit the hard copy to your instructor, with your hui’s presentation poster, after your presentation.

**PSY100 Myers12e**  
**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.

**Manually (no computer models) create a table of Piaget’s Four Stages of Cognitive Development:**

For all stages: State (1) the name of each stage, (2) the typical age range of each stage, (3) a description of what is happening in each stage—how does one experience and understand the world, and (4) at least one example of developmental phenomena (term) experienced in each stage.

**For Example:** (You may copy my example for the first stage OR rewrite it in your own words ☺).

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. *Additional online research may be required.*

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

For all 4 styles: (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:** (You may copy my example for the first style OR rewrite it in your own words ☺).

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 – Kohlberg’s Levels of Moral Reasoning – 10 pts**

Refer to information provided in your text.

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

- 1) First, provide an example of ONE single “moral situation;” then,
- 2) FOR ALL 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:** (You may copy my situation & example for the first level OR create/rewrite your own ☺).

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.

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

Refer to information provided in your text. *Additional online research may be required.*

**Manually (no computer models) create a table of Erikson’s Eight Stages of Psychosocial Development:**

For all stages: (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:** (You may copy my example for the first stage OR rewrite it in your own words ☺).

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).

**PSY100 Myers12e**  
**Master List of HOMEWORK ASSIGNMENTS**

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

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

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

Circle the correct answers.

- (a) Only worksheets submitted by the beginning of class will receive credit.

**(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) Worksheet – “Chapter 6: Sensation and Perception” – 20 pts**

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

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

- (a) Fill in the blanks, according to your reading, using the word bank provided.  
 (b) Use terms in the word bank once; duplicated terms are used only as many times as they are listed.  
 (c) Late assignments will not be accepted.  
 (d) Only worksheets submitted by the beginning of class will receive credit.

**CHAPTER 7 ASSIGNMENTS (continued on next page):****(7.1) Video Activity – “Ch. 7 Phil Zimbardo explains Classical Conditioning - Ivan Pavlov” – 10 pts**

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

**(7.2) 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 or Observational Learning?  
 (c) In this example, what was the NS, UCS, UCR, CS, and CR?

**PSY100 Myers12e**  
**Master List of HOMEWORK ASSIGNMENTS**

**CHAPTER 7 ASSIGNMENTS (cont):****(7.3) Video Activity – “Ch. 7 Positive Reinforcement - The Big Bang Theory” – 10 pts**

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

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

- (a) Describe the process by which Sheldon conditioned Penny.
- (b) Why is this Operant Conditioning, and not Classical Conditioning or Observational Learning?
- (c) In this example, what was the Positive Reinforcer?
- (d) In the video, what Positive Punishment was used? On whom? For what?
- (e) What “Negative Reinforcer” did Sheldon say he could use to “train the behavior out of her before bed?”
  - i) What is likely incorrect about this statement?
  - ii) Explain why it’s incorrect; or what process could possibly determine the statement to be correct.

**CHAPTER 8 ASSIGNMENTS: None****CHAPTER 9 ASSIGNMENTS:****(9.1) Video Activity – “Ch. 9 Functional Fixedness” – 10 pts**

The video for this assignment can be accessed in Laulima: Resources. *Additional online research may be required.*

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

- (a) Define Functional Fixedness.
- (b) Describe what is happening in the video.
- (c) How is this video related to functional fixedness?

**CHAPTER 10 ASSIGNMENTS: None****CHAPTER 11 ASSIGNMENTS:****(11.1) Worksheets – “Stressed Out” and “Susceptibility to Stress” Tests – 10 pts**

A hard copy of the worksheets may be handed out in class. You can also access them via Laulima: Resources.

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

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

**(11.2) Worksheet – “Type A or B” Test – 10 pts**

A hard copy of the worksheets may be handed out in class. You can also access them via Laulima: Resources.

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

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

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

A hard copy of the worksheets may be handed out in class. You can also access them via Laulima: Resources.

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

- (a) Complete the "Locus of Control" test.
- (b) What was your result? Do you feel it is accurate? Why or why not?
- (c) From your reading, how might you be negatively or positively affected by your locus of control?
- (d) What strategies can help you overcome negative attributes?

**PSY100 Myers12e**  
**Master List of HOMEWORK ASSIGNMENTS**

**CHAPTER 12 ASSIGNMENTS:**

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

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

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

- (a) Describe what happened in the video.
- (b) What additional influencing factor did the Solomon researchers state for possible skewing of results?
- (c) If you were a participant in this research, do you think you would conform? Why or why not? \*If you answer “no,” 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.

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

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

	<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.
  - i) 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.
  - i) 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.
  - ii) Provide an example of a behavior and how you would conceptualize it.