



# UNIVERSITY of HAWAII\*

## WINDWARD COMMUNITY COLLEGE

Ke Kulanui Kaiāulu o ke Ko'olau

PSY 100: SURVEY OF PSYCHOLOGY  
3 Credits (CRN 62117)  
ASYNCHRONOUS ONLINE

**INSTRUCTOR:** Falisha Herbic, MACL  
**OFFICE:** Na`auao 124  
**OFFICE HOURS:** MTWR 12:45p-1:30p, MTWR by appointment, or anytime via email  
**TELEPHONE:** (808) 236-9211 (leave msg; allow 2-3 business days for reply)  
**EMAIL:** [falisha@hawaii.edu](mailto:falisha@hawaii.edu) (preferred; often same day reply)  
**EFFECTIVE DATE:** Fall 2025 (8-week course) First Session 8/25/24-10/17/24

### 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 and COURSE DESCRIPTIONS

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

**PREREQUISITES:** None

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

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

### STUDENT LEARNING OUTCOMES

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

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

### COURSE CONTENT

#### *Concepts or Topics*

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

#### *Skills or Competencies*

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

## COURSE TECHNOLOGY

This course will be conducted via the Lamakū Learning Management System (<https://lamaku.hawaii.edu/>).

## COURSE TASKS

### A. Chapter DISCUSSIONS: [320 pts; 32% of total grade]:

This activity is to aid students in developing a comprehensive understanding of psychological theory through meaningful interaction that applies course concepts to personal life experience, while completing college level literary writing. Your work quality and professional presentation is expected to be at college level performance. To be successful in this segment of the course, you must start early and work each week to complete required postings.

Each student will be expected to participate in chapter discussions each week. Discussions are designed to complement information in the text. Optimal learning will require preparation through reading and processing, and then sharing the work product or information in online class discussion. Because the activities are planned in-class group learning opportunities with weekly deadlines, there are no make-up opportunities for these activities.

Each student is viewed as a Learner/Peer Teacher. Your shared observations, knowledge, skills, questions, and responsive listening are valued and contribute to a positive learning environment. Consequently, it is important that every student submit one (1) discussion post and two (2) replies to each chapter, to contribute to the interactive learning that is an important part of every course. *To receive credit* for participation, each student will need *to participate, on time*. **Link to corresponding discussions within each chapter widget in your Lamakū site for more info and to submit this work. You may also click directly on the DISCUSSIONS link to access a master folder of all course discussions for the semester, and the directions for chapter discussions.**

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

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

- 1) Read the assigned chapter in full;
- 2) Locate a topic heading or topic subheading in the chapter that is of particular interest to you;
- 3) Describe/Define technically, according to your text but summarized in your own words, your understanding of one or two theories, points, terms, and/or concepts covered in that section. Do NOT summarize the whole chapter; that is not the assignment;
- 4) Describe chosen theory(s)/point(s)/term(s)/concept(s) personally, from the perspective of an experience within your own life (give a detailed account of an experience in your life and how the theory(s)/ point(s)/ term(s)/ concept(s) is/are relevant and/or helped you to gain insight into your own life and experiences);
- 5) For **EACH CHAPTER**: Read the chapter's posts from your classmates and provide constructive, intellectual, and insightful feedback to **at least two (2)** of your classmates' original posts. To get credit, your comments must be meaningful and fulfill a **MINIMUM of 75 words, EACH**.

*\*Note: requirements for “Day 1: Introductions” differ from Chapter 1 – 15 requirements. See additional directions and details provided in the DISCUSSIONS section of Lamakū.\**

For a sample chapter posting and reply, see “Hints for creating an effective post that fulfills all content criteria” in the **Day 1: Introductions and Syllabus** widget, or directly in LAMAKŪ: **DISCUSSIONS**.

ALL DISCUSSIONS MUST BE DIRECTLY TYPED (or copy/paste) *DIRECTLY INTO THE THREAD*. DO **NOT** ATTACH A FILE OR LINK FOR POSTS OR REPLIES! UNFORTUNATELY, LAMAKŪ DOES NOT GIVE ME THE ABILITY TO DISABLE ATTACHMENTS IN DISCUSSIONS; THEREFOR IT IS YOUR RESPONSIBILITY TO COMPLY WITH THIS RESTRICTION EVEN THO THERE IS AN UPLOAD OPTION VISIBLE. ATTACHMENTS WILL NOT BE ACCEPTED OR GRADED.

***Late DISCUSSION postings and replies will NOT be accepted. Work posted in the incorrect chapter discussion will not be accepted. Additionally, students will be required to submit their posts before being able to view posts from classmates for reply; this encourages original ideas and writing.***

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

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

For most chapters throughout the semester, assignment tasks are provided to enhance understanding and apply learning. A Master List of Assignments is included in this syllabus. **Link to corresponding assignments within each chapter widget in your Lamakū site for more info and to submit this work.** Assignments may also be accessed directly via the **LAMAKŪ: ASSIGNMENTS** tab. *\*Note: NOT ALL CHAPTERS HAVE ASSIGNMENTS.*

For each chapter assignment, you must complete a few brief questions or tasks (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. *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, .doc, .png, or .pdf format. Other formats may not be viewable and will result in zero (0) points.

You will first log in to LAMAKŪ, click on the appropriate “CHAPTER,” or click directly on the “ASSIGNMENTS” link from your top menu, and open the chapter/assignment(s) due. The assignment description(s) will indicate the correct “assigned” Video(s) and/or Activity(s) you must complete. Upon completion of the activity, answer the question(s) posed in the submission text box, and/or upload a picture or scan of your hand-made assignment (if necessary/required). ***To get credit, assignment answers MUST be submitted under the specific corresponding assignment question in the ASSIGNMENTS section of LAMAKŪ by the assignment deadline (ie: Assignment 2.2 must be submitted under 2.2. If the answer for 2.2 is submitted under assignment 2.1 it will not be graded and will result in a “0;” I can only grade each assignment within that assignment. and I grade anonymously.*** Emailed assignments or assignments submitted in another area of the Lamakū site will NOT be accepted. Late assignments will not be accepted.

Additional details and feedback will be provided via LAMAKŪ\_ANNOUNCEMENTS/email.

### **\*EXTRA CREDIT\***

Some of the chapters have EXTRA CREDIT activities “assigned” in **LAMAKŪ: ASSIGNMENTS**. 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 be submitted directly through **LAMAKŪ: ASSIGNMENTS** by the chapter deadline. Extra credit assignments are worth a possible five (5) points each—half the points of regular assignments—for a possible 30 points total of extra credit. **THIS IS THE ONLY EXTRA CREDIT OFFERED FOR THIS COURSE!** Late assignments will not be accepted.

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

Quizzes will be made available within two weeks prior to the due date in **LAMAKŪ: QUIZZES**. **Link to corresponding quizzes within each chapter widget in your Lamakū site for more info and to submit this work.** Quizzes may also be accessed directly via the **LAMAKŪ: QUIZZES** tab. Each week you are 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 true/false questions. Students may take and retake chapter quizzes up to three (3) times to achieve a desired score; however, as questions are randomly chosen from a large database, the questions on each quiz retake will differ from the previous quiz questions for the same chapter. Only the highest score is recorded. Students are NOT permitted to use books or notes during the quizzes. These quizzes are timed.

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

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

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

Exams will be made available at least two weeks prior to the due date in **LAMAKŪ: QUIZZES**. **Link to corresponding exams within each exam widget in your Lamakū site for more info and to submit this work.** Exams may also be accessed directly via the **LAMAKŪ: QUIZZES** tab. 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 exams posted past the deadline, without explicit permission from the instructor, will be manually rescored to “0.”

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

**Do not miss exams.** Fairness in testing depends on students having equal preparation opportunities. Consequently, make-up tests will be allowed **ONLY** in the event of a genuine family or medical **EMERGENCY** with appropriate documentation. In the event of an emergency, the instructor must be notified **IN ADVANCE** of the exam, unless absolutely impossible. If the instructor is not notified of the emergency prior to the **DEADLINE** of the exam, and/or appropriate documentation of proof of emergency is not provided, the student will receive a zero for that exam. Routine appointments are not emergencies, and should be scheduled outside of time needed to complete course requirements. Illness and internet issues are not emergencies; start early to mediate these annoying life circumstances. In case of actual emergencies, it is the responsibility of the student to contact the instructor **BEFORE** the due date, in order for the student to avoid penalty. Late exams will not be permitted.

## ASSESSMENT TASKS AND GRADING POLICY

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

## PARTICIPATION VERIFICATION

Campuses are required by federal regulations to verify the participation of students in their classes. In accordance with Executive Policy 7.209, all students in the University of Hawai'i system are required to establish “participation” to ensure that they are not dropped from their class(es). Effective Fall 2021, students who fail to participate by the late registration period for a class will be administratively dropped from that class. Students may also be dropped from dependent prerequisite and/or corequisite classes if both courses do not establish participation.

If a student does not actively participate in interactive course requirements before the participation verification deadline, they will be administratively dropped from the course and will NOT be permitted to rejoin the course.

## 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. The WCC text is bundled with free access to ACHIEVE (optional resource). See ANNOUNCEMENTS for ISBN #s and other textbook information. Note: The 10<sup>th</sup> and 11<sup>th</sup> editions of this text are adequate, as well; previous editions (9<sup>th</sup> and preceding) are NOT recommended.

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

**LAMAKŪ WEBSITE:** Via the WCC online homepage, log in to Lamakū with your UH ID. The widget for this course should be visible. If it is not, please contact the registrar and/or your academic advisor to ensure you are registered in the course. Lamakū is a D2L Brightspace LMS and offers the mobile *PULSE* app.

### Course Resources:

In addition to required Text, Discussion, Homework, Exam, and Quiz curriculum, this course provides supplemental resources for your learning, understanding and summation of required information. In LAMAKŪ, within each chapter widget, you can find “Additional (Optional) Learning Resources” which may include videos, “crash course” videos, chapter notes (my classroom lecture notes), chapter presentations (my classroom PowerPoint presentations), and other ancillary resources. These resources are provided for use at your leisure, and are not required material. You get out of the course what you put in to it.

You may also access the publisher’s “Achieve” Learning Management System via the “eBook/Publisher Achieve Sites” widget in Lamakū. 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 <https://windward.hawaii.edu/trio>

**PEER MENTORING:** For tutoring and peer mentoring for any student in need of educational support visit the Ka Piko Study Center in Hale `Ākoakoa 232, Lounge; call 235-7454; Email: [wccpeer@hawaii.edu](mailto:wccpeer@hawaii.edu); or visit <https://windward.hawaii.edu/services-for-students/peer-mentor-center/>

**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://library.wcc.hawaii.edu/home>

**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, Lamakū, 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/>

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

## ADDITIONAL INFORMATION

### **MODES OF INSTRUCTION:**

This is an ASYNCHRONOUS ONLINE course. That means there is NO scheduled 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 course 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.

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

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

### **LATE WORK:**

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

## ALTERNATE CONTACT INFORMATION

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office: Location: Alaka'i 121; Phone: (808) 235-7422.

## ACADEMIC INTEGRITY

Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below) which violate the Student Conduct Code and may result in receiving zero points for an assignment, failing an exam, failing the class, and ***expulsion from the University of Hawaii***.

**Artificial Intelligence (AI):** In this course, students must be the primary and majority authors of text, code, analysis, images, graphics, and all course work products and assignments. Students are permitted to use AI to generate ideas, understand concepts, or perform tasks that are not essential to completing the learning outcomes of the course.

**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, looking up the answers to homework, quiz, or exam questions via AI or online, 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. ***This includes copying from Artificial Intelligence (AI)! AI can be a great resource to enhance understanding. It is NOT to be used to do your work for you! Anything copied from AI will receive 0 Points and a referral to the Vice Chancellor for Student Affairs for academic dishonesty and plagiarism.***

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

## 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 106) 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.

## 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 and have access to the resources and support you need.

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

FALL 2025 CRN: 62117  
PSY100 ONLINE-A 8-week Schedule of Coursework\*

WEEK#	ALL COURSEWORK* FOR	DUE by <u>10pm</u>
1	SYLLABUS QUIZ, WEEK 1 DISCUSSIONS: INTRODUCTIONS CHAPTER 1	AUG 29
2	CHAPTER 2 & 3	SEPT 5
3	CHAPTER 4 & 5	SEPT 12
4	CHAPTER 6 & 7	SEPT 19
	<b>MIDTERM EXAM (CHs 1 – 7)</b>	<b>SEPT 21 (Sun)</b>
5	CHAPTER 8 & 9	SEPT 26
6	CHAPTER 10 & 11	OCT 3
7	CHAPTER 12 & 13	OCT 10
8	CHAPTER 14 & 15	OCT 17
	<b>FINAL EXAM (CHs 8-15)</b>	<b>OCT 19 (Sun)</b>

\*Coursework includes the following for **EACH CHAPTER, BEFORE THE ABOVE DEADLINE:**

- (1) Chapter **READING** completed in your TEXTBOOK;
- (2) Weekly **DISCUSSION POSTING** completed in LAMAKŪ: DISCUSSIONS;
- (3) Weekly **DISCUSSION REPLIES** (2) completed in LAMAKŪ: DISCUSSIONS;
- (4) **ASSIGNMENTS VIDEO/ACTIVITIES** accessed in LAMAKŪ: ASSIGNMENTS;
- (5) **ASSIGNMENTS COMPLETED/UPLOADED** (based on Assignment Video/Activities) answered/submitted in LAMAKŪ: ASSIGNMENTS; and
- (6) Chapter **QUIZZES** completed in LAMAKŪ: QUIZZES.

\*\* **EXAMS** are to be completed in LAMAKŪ: QUIZZES.

\*\*\* ASSIGNMENTS **MUST BE COMPLETED BY THE DUE DATE/TIME!** YOU ARE ENCOURAGED TO COMPLETE ASSIGNMENTS BEFORE THESE DUE DATES. Due dates are DEADLINES; meaning all work should be completed and submitted **BEFORE** this time on this date. I recommend completing reading and assignments for one chapter per 2 days. This will allow you to focus on one set of material at a time, give you a couple of days of down time, on non-exam weeks, and allow time to study for exams on weeks exams are given.

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

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

\*\*\*\*\* **THIS IS AN ACCELERATED 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. Since this is an 8-week course, you should expect twice that.

**PSY100 Myers12e ONLINE-A**  
**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 LAMAKŪ to watch any assigned videos, complete any assigned worksheets/tables/etc, or answer critical thinking questions, and submit your completed activities in LAMAKŪ: ASSIGNMENTS under the appropriate chapter question.**

- **Any answer not submitted under the correct specific question/assignment will result in a “0.”**

**\*\*If Lamakū experiences an error while you are typing your answer, once you hit *submit* you may lose your work; so, it is recommended that you type answers into a word processing program, save, then copy/paste into Lamakū’s “Assignments” 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 often 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 or EMBED your answer as a link or 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) must be hand written. Please either **take a picture or scan your handwritten work**. For these assignments, you may **upload the picture in common file formats (.jpg, .png, .pdf, .doc, etc.)**.
    - **I am unable to view special formats (ie: .pages, .notes, .heic) that require specific software to open.**
    - **Any assignments uploaded in a specific file format and cannot be viewed will result in a score of “0.”**
  - 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; you must do REGULAR credit first, in order to get EXTRA.
- Students must complete all regular and extra credit course assignments as necessary to acquire a maximum 250 points total.
  - 220 assignment points maximum;
  - 30 extra credit points maximum.
- Additional work, not assigned, will not be graded, but is encouraged to enhance student learning and retention.

**PSY100 Myers12e ONLINE-A**  
**Master List of HOMEWORK ASSIGNMENTS**

**DAY #1:****(1) Explore Lamakū – Log in and explore your course Lamakū site**

- Ensure your course widgets include PSY100, with the correct CRN #; click on it.
- Note the Lamakū left side Table of Contents widgets and top menu bar, and click on each widget and menu link.
- Read any **Announcements** already posted, and check announcements often for important course information.
- READ YOUR **Syllabus** IN FULL, and explore syllabus resources.
- The **Day 1** and **Chapter #** widgets are where you can find and submit required weekly coursework.
- The **Classlist** link in the upper menu bar will allow you to email your instructor and fellow classmates, if needed.
- Your **Gradebook** will be updated weekly; your instructor will send out an email/announcement upon updates.
- The **Additional Resources** widget is where you can find quick access to master folders of course assignments, discussions, quizzes, and additional learning resources that include my lecture notes, PowerPoint slides, “Crash Course” and others videos, etc., in addition to helpful links.

**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 within the assignment.

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

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

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

The worksheet for this assignment can be accessed within the assignment.

**Complete the worksheet according to the worksheet directions. Additional online research may be required.**

Label the parts and functions of the brain and neuron.

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

**(2.2) Video Activity – “Ch. 2 Twins Separated at Birth” – 10 pts**

The video for this assignment can be accessed within the assignment.

**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 Sleep Deprivation and Caffeine” – 10 pts**

The video for this assignment can be accessed within the assignment.

**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?

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**CHAPTER 3 ASSIGNMENTS (cont.):**

**(3.2) Video Activity – “Ch. 3 Inattentional Blindness” – 10 pts**

The video for this assignment can be accessed within the assignment.

**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 inattentively blind to these examples? Yes or no, and which one(s)?

**CHAPTER 4 ASSIGNMENTS (continued on next page):**

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

Refer to information provided in your text.

**Create a HAND-WRITTEN 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. *Additional online research may be required.*

**Create a HAND-WRITTEN 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. *Additional online research may be required.*

**Create a HAND-WRITTEN 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; <b>or</b> If needs are not met, s/he learns that s/he can only depend on self (trust issues in adulthood).

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**\*CHAPTER 4 EXTRA CREDIT (cont.):**

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

Refer to information provided in your text.

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

- 1) First, provide an example of one single UNIQUE “moral situation” (not already provided in your text), 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.

**CHAPTER 5 ASSIGNMENTS:**

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

The worksheet for this assignment can be accessed within the assignment.

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

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

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

The video for this assignment can be accessed within the assignment.

**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 within the assignment.

**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**

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**CHAPTER 7 ASSIGNMENTS:****(7.1) Video Activity – “Ch. 7 The Office Altoid Classical Conditioning Experiment” – 10 pts**

The video for this assignment can be accessed within the assignment.

**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 within the assignment.

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

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

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

The video for this assignment can be accessed within the assignment.

**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 within the assignment.

**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 within the assignment.

**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?

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

The video for this assignment can be accessed within the assignment.

**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 within the assignment.

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

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

**CHAPTER 10 ASSIGNMENTS: No regular assignments; extra credit only****\*CHAPTER 10 EXTRA CREDIT:****(10.x1) TABLE – Abraham Maslow’s Hierarchy of Needs – 5 pts**

Refer to information provided in your text.

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

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

**CHAPTER 11 ASSIGNMENTS (continued on next page):****(11.1) Worksheet – “Locus of Control” Test – 10 pts**

The testsheets for this assignment can be accessed within the assignment.

**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?

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

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

The testsheets for this assignment can be accessed within the assignment.

**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 within the assignment.

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

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

**CHAPTER 12 ASSIGNMENTS:**

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

The video for this assignment can be accessed within the assignment.

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

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

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

The video for this assignment can be accessed within the assignment.

**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 within the assignment.

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

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

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**CHAPTER 13 ASSIGNMENTS:**

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

Refer to information provided in your text.

**Create a table of Reciprocal Determinism:**

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

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

**CHAPTER 14 ASSIGNMENTS: None**

**CHAPTER 15 ASSIGNMENTS:**

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

Refer to information provided in your text.

**Briefly answer the following:**

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