UNIVERSITY of HAWAI'I
WINDWARD COMMUNITY COLLEGE
Ke Kulanui Kaiāulu o ke Ko'olau

FROSH COHORT LEARNING COMMUNITY
PSY 100: Survey of Psychology (3 Credits)
IS 103: Introduction to College (3 Credits)
(CRNs: 62072 & 62077)
Na'auao 125; MW 10:30am -1:15pm

COURSE:	IS 103	PSY 100
INSTRUCTOR:	Alysa Tomasa	Falisha Herbic, MACL
OFFICE:	`Ākoakoa 206	Na`auao 124
OFFICE HOURS:	T/Th 9-12 in TRIO or by Appointment	MW 2:45-3:30pm, TR 1:15-2:00pm; M-R by appointment, or anytime via email
TELEPHONE:	(808) 235-7488	(808) 236-9211
EMAIL:	***alysai@hawaii.edu***	***falisha@hawaii.edu*** (preferred; often same day reply)
EFFECTIVE DATE:	Fall 2026	

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

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

CATALOG DESCRIPTIONS

IS 103: INTRODUCTION TO COLLEGE
This course offers strategies for success in college and life-long learning. It emphasizes understanding yourself, setting and attaining goals, critical thinking, effective communication, relationship building, study habits and skills, time management, college resources, and setting your foundation to succeed. Students will participate in and lead classroom learning through discussions, readings, writing assignments, group activities, and hands-on experiences. (3 hours lecture)

PSY100: SURVEY OF PSYCHOLOGY
An introductory course with emphasis on principles of human behavior. Topics covered include motivation, learning, perception, emotion, development, personality, states of consciousness, group processes, problem solving and thinking, and methods of inquiry. (3 hrs lecture)

PREREQUISITES: None; *RECOMMENDATIONS:* Read and write at the college level, basic computing and internet skills, and have a basic understanding of percentages and probability.

COURSE TECHNOLOGY
This course will be using the Lamakū Learning Management System (https://lamaku.hawaii.edu).

CONTINGENCY PLAN
Always check Email and Lamakū before coming to class in case there is a change to schedule and/or assignments due to outage, weather, absence, illness, emergency, etc.

STUDENT LEARNING OUTCOMES

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

FROSH COHORT LEARNING COMMUNITY

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

IS 103: INTRODUCTION TO COLLEGE

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

PSY 100: SURVEY OF PSYCHOLOGY

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

COURSE CONTENT

Concepts or Topics

- Major Psychological Theories
- Nature and Nurture
- Psychological Perspectives
- Psychological Theorists
- Conscious and Unconscious Mind
- Research Strategies and Methods
- Personal & Cultural Awareness
- Resource Mining
- Career Development
- Résumé Writing
- Interview Techniques
- College Achievement
- Professional Success
- Effective Communication

Skills or Competencies

1. Describe and evaluate psychology as a science
2. Compare and contrast the interactive effects of nature and nurture
3. Identify and describe major theorists
4. Integrate various psychological theories
5. Define theory
6. Discuss the nature and types of evidence used in psychology
7. Recognize and describe how intrinsic and extrinsic forces influence success and potential
8. Demonstrate time-management and organizational skills
9. Develop skills, strategies, and resources that will foster academic and professional success
10. Create goals and touchstones for attainment

BASIC NEEDS

Basic needs include food and housing, childcare, mental health, financial resources, and transportation. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation, and overall student well-being. If you or someone you know is experiencing basic needs insecurity, please see the UH System Basic Needs site.

COURSE TASKS

IS 103: INTRODUCTION TO COLLEGE

A. Attendance & Participation: Attendance is an important component of this course. Come to class on time and prepared to participate in class discussions. The class is built around interactive discussions and conversations. To earn full credit for participation you should plan on contributing something during every class and doing any assigned reading before class. Let your professor know if you need to miss class and email in advance when possible. Keep checking the syllabus for due dates; it is your responsibility to submit work to the instructor **even if you are absent.**

B. Homework:

- Homework includes readings to prepare you for the next class period. There is no required textbook. Articles will be posted to Lamakū and/or distributed in class.
- Late work is not accepted.
- Keep all of your work from throughout this semester as they may be helpful for you to successfully complete the semester.

C. Written assignments:

- Journals: You will be submitting journal entries in this class. Assignments need to be typed and spell-checked. Journal entries are meant to show reflection, depth of thought, and analysis. Journals are not formal papers and do not need to be reviewed by a tutor or the Writing Lab. Moreover, use of AI is not accepted for these assignments as I would like to hear your own true voice, as well as the opportunity to practice your writing skills. Journals are due within one week after they are assigned.
- More detailed grading rubrics will be given for any other written assignments assigned.

PSY 100: SURVEY OF PSYCHOLOGY

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.

EXAM	DATES:	MATERIAL	%/POINTS possible
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. 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, they will receive zero points. There are **NO MAKE-UPS** for quizzes. Quizzes are "reading checks" and motivation for preparatory reading, studying, and on-time attendance in class; therefore, students must be present to participate in the quiz.

C. 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 they sign in every class period. Neglecting to sign in will result in "0" participation/attendance points for that class period.

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 & 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 & work each week to complete it. **Because this is a semester long project, there is no excuse for a late paper. LATE PAPERS will not be accepted**. See handout & rubric for additional instructions. A sample entry is posted in Lamakū/Resources.

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 Master List of Homework Assignments included in this syllabus and may also be accessed in via corresponding modules in Lamakū.

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 complete the assigned readings in your text and watch a specified video in the corresponding Lamakū module, then complete the assignment according to the directions from your Master List of Assignments in your Syllabus. 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 graded.

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 Master 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 opportunities 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 "Master List Homework Assignments" at the end of this syllabus.

ASSESSMENT TASKS AND GRADING

IS Tasks	Possible %
Homework/Journals/In-class participation:	
In-class Participation/Attendance	= 30%
Class Activities	= 10%
Journal/Homework Assignments	= 10%
Projects:	
My Life Map Presentation	= 10%
Midterm	= 20%
Final	= 20%
Total	**= 100%**

Grade Criterion		
90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
59% or below	=	F

PSY Tasks	Possible Pts
Exams (2x200)	= 400 pts
Participation/Attendance	= 200 pts
Quizzes	= 100 pts
Portfolio Project	= 200 pts
Homework Assignments	= 100 pts
Total	**= 1000 pts**

Grade Criterion		
900 – 1000 pts	=	A
800 – 899 pts	=	B
700 – 799 pts	=	C
600 – 699 pts	=	D
< 600 points	=	F

LEARNING RESOURCES

Required Resources:

PSY100 TEXTBOOK: Myers, D. & Dewall, C. N. (2022). *Exploring Psychology, 12th ed.* New York: Worth. The required text may be purchased at the WCC Bookstore which does a pop-up store in the first couple weeks in Hale `Ākoakoa, (808) 235-7418. Previous editions are NOT recommended, but may be substituted if needed; see instructor for approval. See ANNOUNCEMENTS for additional text info & ISBN numbers.

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

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

LAMAKŪ WEBSITES: Through the WCC online homepage, log in to Lamakū with your UH ID. The widgets for your course should be visible. If it is not, please see your instructor. Although Lamakū works with Safari and Edge, it works best with CHROME and FIREFOX for fewer issues.

Course Resources:

In addition to required Reading, Lectures, Homework, Exam, and Quiz curriculum, your PSY100 course provides supplemental resources for your learning, understanding and summation of required information. In your PSY100 LAMAKŪ, in each of the course modules, you can find additional resources that include "just for fun" videos, "Crash Course Psychology" videos, and my Lecture Notes and chapter presentations (classroom PowerPoint presentations), along with links to additional eBook resources. All of these additional 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. 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 ʻĀkoakoa 232, Lounge; call 235-7454 or visit 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/

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

BASIC NEEDS: Basic needs include food and housing, childcare, mental health, financial resources, and transportation. Student basic needs security is critical for ensuring strong academic performance, persistence and graduation, and overall student well-being. If you or someone you know is experiencing basic needs insecurity, please see the UH System Basic Needs site.

ADDITIONAL INFORMATION

REQUEST FOR Cr/Nc 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.

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.

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.); therefor, 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 an 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.

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."

LATE WORK:

As stated in "Course Tasks, D and E," late assignments are not 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.

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 primary & majority authors of text, code, analysis, images, graphics, & all course work products & 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, or stop by the office (Hale Kakoʻo 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.

LGBTQ+

The UH system and Windward Community College are committed to building an inclusive community that supports and advocates for all students, staff, and faculty. We welcome all members of our campus community to our campuses: transgender, māhū, and people of all gender identities. All members of our campus community deserve a work and educational environment free from harassment or bullying based on their sexual orientation, gender identity, or expression. For more info, see the UH Commission on LGBTQ+ Equality. WCC Commissioner: Scott Sutherland, scottjks@hawaii.edu

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

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

Desrae Kahale,
UH System Confidential Advocate
Mental Health Counselor & Confidential Resource
Phone: (808) 235-7393
Email: dkahale3@hawaii.edu
Office: Hale Kākoʻo 101

Mykie E. Menor Ozoa-Aglugub, J.D.,

Title IX Coordinator
Phone: (808) 235-7468
Email: mozoa@hawaii.edu
Office: Hale Kākoʻo 109

Karen Cho,
Deputy Title IX Coordinator
Phone: (808) 235-7404
Email: kcho@hawaii.edu
Office: Hale ʻAlakaʻi 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

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.

PSY100 (CRN 62072) & IS103 (CRN 62077) Fall 2026 MW 10:30a - 1:15pm Tentative Schedule					
	Date		**PSY Chapter/ Reading Due (pp. 12e Hardcopy)**	**Topic**	**PSY Assignments, *IS103 Assignments* & *[Notes]***
Aug	M	24	PSY100	Syllabus/ Introduction	Get Textbook
			IS103	*Introduction & Welcome Back BBQ*	
	W	26	Read Syllabus and Announcements (in full); Ch. 1 (pp. 1-36)	MBTI/ What is Psychology?/ *Introductions cont./ TRiO*	Explore Lamakū Site; Read Syllabus in full; PSY: Assignment 0.1-1.1
	M	31	Ch. 2 (pp. 37-53)	Neurons and Systems *Name Plates Presentation/ Email Etiquette*	
Sept	W	2	Ch. 2 (pp. 54-69)	The Brain *Notetaking 101/ The Late Paper*	PSY: Assignment 2.1
	M	***7***	***HOLIDAY***	***WCC CLOSED! LABOR DAY***	***NO CLASS***
	W	9	Ch. 2 (pp. 69-78)	Genes and Evolution *Campus Resources/ Scavenger Hunt*	PSY: Assignment 2.2
	M	14	Ch. 3 (pp. 79-112)	Consciousness (HUIS) *Four Fishes*	PSY: Assignment 3.1-3.2
	W	16	Ch. 3 (pp. 79-112)	Consciousness (cont.) *Group Activity: Problem Solving*	PSY: Assignment 3.3 ***IS103: First Journal due***
	M	21	Ch. 4 (pp. 113-128)	Development Through Childhood *Lawn Games*	PSY: Assignment 4.1
	W	23	Ch. 4 (pp. 128-144)	Development Through Childhood (cont.) *Focus 2 + SMART Goals*	PSY: Assignment 4.2 – 4.3
	M	28	Ch. 4 (pp. 144-154)	Development Through Adulthood *UH Common App/Personal Statements*	PSY: Assignment 4.4 ***IS103: Focus 2 Journal Due***
	W	30	Ch. 5 (pp. 155-181)	Sex, Gender, and Sexuality *Study Skills/Test-Taking Strategies*	PSY: Assignment 5.1-5.3
Oct	M	5	Ch. 6 (pp. 182-225)	Sensation and Perception *Title IX Film & Discussion*	
	W	7	Ch. 7 (pp. 226-235; and pp. 249-255)	Classical Conditioning & Observational Learning *Financial Aid/Literacy*	PSY: Assignment 7.1-7.2 ***IS103: Title IX Journal Due***
	M	12	Ch. 7 (pp. 235-249)	Operant Conditioning *Library Work Day: Midterm Prep*	PSY: Assignment 7.3
	W	**14**	**Chapter 1-7**	**PSY MIDTERM EXAM**	**!!!STUDY!!!**

PSY100 (CRN 62072) & IS103 (CRN 62077) Fall 2026 MW 10:30a - 1:15pm Tentative Schedule					
	Date		**PSY Chapter/ Reading Due (pp. 12e Hardcopy)**	**Topic**	**PSY Assignments, *IS103 Assignments* & *[Notes]***
Oct	**M**	**19**	N/A	***IS103 Midterm Presentations***	*[Double IS103 class];* ***IS103: Midterm Presentation due***
	W	21	Ch. 8 (pp. 256-285)	Midsemester Review: Assessment Memory	*[Double PSY100 class: TRIPLE Attendance Day!]*
	M	26	Ch. 8 (pp. 256-285)	*STAR 101/ Registration Prep* Memory	*[IS103 Class @ 10:30am; PSY100 Clqss @ 12:00]*
	W	28		*Registration/ Academic Plan*	*[Double IS103 class]*
Nov	M	2	Ch. 9 (pp. 286-327)	Thinking, Language, & Intelligence	*[Double PSY100 class; Double Attendance]* PSY: Assignment 9.1 *[Last day to withdraw]*
	W	4	Ch. 12 (pp. 392-412)	Social Thinking and Influence *Guest Speaker*	PSY: Assignment 12.1 ***IS103: SMART Goals Report***
	M	9	Ch. 12 (pp. 412-439)	Social Relations *Workplace Readiness/Interview Prep*	PSY: Assignment 12.2
	W	***11***	***HOLIDAY***	***WCC CLOSED! VETERAN'S DAY***	***NO CLASS***
	M	16	Ch. 13 (pp. 440-449)	Personality: Psychoanalytic Theories	*[Double PSY100 class; Double Attendance]* PSY: Assignment 13.1-13.2
	W	18	Ch. 13 (pp. 449-472)	*Interviews*	*[Double IS103 Class]* ***IS 103: bring your resume!***
	M	**23**	Ch. 13 (pp. 449-472)	Personality: Humanistic, Trait, and Social-Cognitive Theories *Intro to Final Project: Personal Statements drafts due; in-class feedback*	**PSY:!!PORTFOLIO DUE!!!**
	W	***25***		***HAPPY*** 🦃 ***DAY!***	***GOBBLE GOBBLE***
	M	30	PSY CLASS ONLINE-ASYC Ch. 10 (pp. 328-362)	Motivation and Emotion OLA PSY CLASS; 10.ATT1-2 REQUIRED *Personal Statement mtgs; class @ 10:30*	**PSY: 10.1-10.ATT2 OLA** ***PSY DUE ONLINE – LAMAKU*** ***IS103: Class @ 10:30am***
Dec	W	2	PSY CLASS ONLINE-ASYC Ch. 11 (pp. 363-391)	Stress, Health, and Human Flourishing OLA PSY CLASS; 11.ATT1-2 REQUIRED *Stress Management, class @ 10:30*	**PSY: 11.1-11.ATT2 OLA** ***PSY DUE ONLINE – Lamakū*** ***IS103: Class @ 10:30am***
	M	7	Ch. 14 (pp. 473-512)	Psychological Disorders *Personal Statements Final Draft Due*	*IS103: Personal Statement Due*
	W	9	Ch. 15 (pp. 513-544)	Therapy *Finals Prep*	PSY: Assignment 15.1
	M	**14**	**Chapters 8-15**	**PSY100 FINAL EXAM DAY**	**10:30a – 12:30p**
	W	**16**		***IS103 FINAL EXAM DAY***	**12:00p – 2:00p**

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. For each of those 10 chapters, choose an artifact (portrait, sentimental item, artwork, poem, etc.) that embodies a memory or experience in your life, and apply that memory/experience to a term, theory, or concept in that chapter. Write a minimum of one page, double spaced, with 1-inch margins, using 12 point Times New Roman font, describing your memory/experience and the term/theory/concept you are applying it to. You must choose terms/theories/concepts 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. 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 pic of me at graduation. 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. I would include definitions of Operant Conditioning and its components.

A SAMPLE portfolio self-analysis entry for a single chapter can be found in Lamakū/Additional Resources.

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 (1) a cover page that includes your name, (2) add a table of contents page, (3) x10 Artifacts and their corresponding one-page each chapter memory/experience and self-analysis discussions, along with your (4) Annotated Bibliography. Secure it all with a staple, creating one complete Portfolio Project. 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.

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*.**

CRITERIA:	**Insert points for each completed**									
	Ch___	**Ch___**	**Ch___**	**Ch___**	**Ch___**	**Ch___**	**Ch___**	**Ch___**	**Ch___**	**Ch___**
Artifact (2pts): Provides an artifact relating to a point, theory, or concept, and memory/experience given, and is more than a simple drawing or clipart.										
Application (3pts): Analyzes a memory or past experience in their life and applies it to a term, theory, or concept in that chapter.										
Understanding (2pts): Defines/describes at least one term, theory, or concept in the chapter when applying it to the memory/experience										
Format (4pts): 1 full page of writing, typed, double spaced, 1 inch margins, 12 point Times New Roman font										
Chapters **SUBTOTAL: (11pts possible)**										

Total of Chapter Points: (from above) (i.e. 11pts x 10ch=110 points)		*NOTE: Check your margins! Microsoft Word uses 1 ½ inch margins as a default. You will need to adjust right and left margins to 1 inch to comply with this project's minimum requirements.* **Please secure your project. 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.** ***Please *put your name on the cover* of your project, **self-grade this rubric**, and **include this rubric in your project**.***
Annotated Bibliography: See worksheet below for scoring **(50 points possible)**		
Integration/Professionalism: Complete: all requirements! Neat and Secured, Cover Page *with name*, Table of Contents Page, On Time, Self-Graded Rubric included **(40 points possible)**		
TOTAL PROJECT PTS : (200 points possible)		

Annotated Bibliography Assignment

Choose one of the topics/terms/theories/concepts from the self analysis, and 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:

Grading Criteria *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.*	**Points Possible**	**Points**
1) Format: Min. **ONE FULL PAGE Summary** of the ***Peer Reviewed Empirically Researched Journal*** 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*	
Total AB pts		

Name: _____ **Course Day/Time:** _____

WEEK #1:

(1) Explore Lamakū – <u>Log in and explore your course Lamakū site</u> – No points

- Ensure your course widgets include PSY100, with the correct CRN #; click on it.
- Note the Lamakū Course Table of Contents (widgets on your home page, or listed under "Content." Click on each menu link.
- Read any ***Announcements*** already posted and you are encouraged to check announcements weekly for important course information. Announcements are only found on the course homepage; however, they are also emailed to your UH email address.
- Explore your ***Syllabus*** and other 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.
- ***Achieve*** is an option to allow you to access the eBook and other optional activities. This resource is available to all students for a 2-week free trial; students with an access code may access this resource for up to 6 months. An access code is included in textbooks purchased new, or can be purchased directly from the publisher.
- Various links in the ***Table of Contents*** (Visual Widgets on your "Homepage," or a Table of Contents list on the "Content" page) are where you will find required reading, class lecture notes, PowerPoint slides, homework assignments, worksheets, and videos, and additional course resources and links.

FOR HOMEWORK ASSIGNMENTS: <u>*Do your chapter reading BEFORE completing these assignments!*</u>

- 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 ***<u>legibly</u>*** 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 ***<u>hand written</u>***. Computer models will not be accepted.
  - If your homework assignment is a worksheet, you will be able to download and print from Lamakū.
    - If you need a printed copy provided to you, see your instructor by at least the class BEFORE it is due. Also, printing is free in TRiO! :o)
- Submit your homework assignment to your instructor ***<u>at the beginning of class</u>*** on the date it is due.
  - Submit hard copy, hand-written or printed; unless otherwise explicitly stated, electronic submittal cannot be accepted for grading purposes.
  - Please see schedule for due dates.
  - Work is due at the BEGINNING of class; work submitted during class or after class will be marked as late.
  - 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 (you must complete regular credit in order to earn EXTRA credit :o).
- 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 may not be graded, but are encouraged to enhance student learning and retention.

Master List of Psy100 HOMEWORK ASSIGNMENTS

MODULE 0 ASSIGNMENTS:

(0.1) Test Yourself – "Myers-Briggs Type Indicator (MBTI) Personality Profile" – 0 pts

This assignment can be accessed via the corresponding module link in Lamakū.

Complete the personality test worksheet according to the worksheet directions.

(a) Complete and score the MBTI Personality Test Worksheet to find your own 4-letter Personality Type.
(b) Access the Personality Profile Packet corresponding with your 4-Letter Type and learn all about you!
(c) This assignment is not graded; it is for your own enlightenment and Lamakū Assignment practice.

CHAPTER 1 ASSIGNMENTS:

(1.1) Worksheet – "PSY100_Ch.1_ Introduction to Psychology" – 10 pts

The worksheet for this assignment can be accessed via the corresponding module link in Lamakū.

Complete the worksheet according to the worksheet directions.

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

(d) Late assignments will not be accepted as we will be going over the answers in class.
(e) 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

The worksheet for this assignment can be accessed via the corresponding module link in Lamakū. *Additional online research may be necessary.*

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 needed.*
(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 via the corresponding module link in Lamakū.

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? What is "identical" about monozygotic twins?
(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 via the corresponding module link in Lamakū.

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 via the corresponding module link in Lamakū.

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, which one(s)? Explain.

(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.

Master List of Psy100 HOMEWORK ASSIGNMENTS

CHAPTER 4 ASSIGNMENTS:

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

Refer to information provided in your text.

Create a HAND-WRITTEN table of Piaget's Four Stages of Cognitive Development:

For each of the four stages: State (1) the name of each stage, (2) the typical age range of each stage, (3) a brief description summarizing 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 necessary.*

Create a HAND-WRITTEN 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; Disciple: 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.

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: (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 an 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 necessary.*

Create a HAND-WRITTEN 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, they learn they can depend on others; ***or*** If needs are not met, they learn that they can only depend on self (trust issues in adulthood).

CHAPTER 5 ASSIGNMENTS:

(5.1) Worksheet – "Chapter 5: Gender and Sexuality" – 10 pts

The worksheet for this assignment can be accessed via the corresponding module link in Lamakū.

Complete the worksheet according to the worksheet directions.

(a) Late assignments will not be accepted as we will be going over the answers in class.

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

The video for this assignment can be accessed via the corresponding module link in Lamakū.

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) According to the video, if you have a gay fraternal twin, what is the chance you will be gay?
(c) According to the video, 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) According to the video, at 8 wks, what chemical is released in male fetuses? and,
(g) According to some scientists, how might this chemical effect early brain development?

(5.3) Video Activity – "Ch. 5 David Reimer-Dr Moneys Transgender Experiment" – 10 pts

The video for this assignment can be accessed via the corresponding module link in Lamakū.

Watch the video and briefly answer the following:

(a) According to the video, how did Bruce (Brenda) react when initially told he was born a boy?
(b) According to the video, what was Dr. Money's Theory of gender? Was his theory correct? Explain.

CHAPTER 6 ASSIGNMENTS: NONE

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 via the corresponding module link in Lamakū.

Watch the video and briefly answer the following:

(a) Describe the process by which Jim conditioned Dwight.
(b) Describe why this is Classical Conditioning, and not Operant Conditioning or Observational Learning?
(c) In this video clip, what was the NS, UCS, UCR, CS, and CR?

(7.2) Video Activity – "Ch.7 Bandura Bobo Doll Experiment" – 10 pts

The video for this assignment can be accessed via the corresponding module link in Lamakū.

Watch the video and briefly answer the following:

(a) Describe what happened in the video.
(b) Describe what type of associative 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?"

(7.3) Video Activity – "Ch. 7 Positive Reinforcement - The Big Bang Theory" – 10 pts

The video for this assignment can be accessed via the corresponding module link in Lamakū.

Watch the video and briefly answer the following:

(a) Describe the process by which Sheldon conditioned Penny.
(b) Describe why this is 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 via the corresponding module link in Lamakū.
Additional online research may be necessary.

Watch the video and briefly answer the following:

(a) Define Functional Fixedness in your own words.
(b) Describe what is happening in the video.
(c) How is this video related to functional fixedness? Make sure to demonstrate your understanding of what functional fixedness is, and specifically how it relates to what is happening in this video.

CHAPTER 10 ASSIGNMENTS:

(10.1) TABLE – Abraham Maslow's Hierarchy of Needs – 10 pts

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

Create a table of Maslow's Hierarchy of Needs:

(a) State each level, in order;
(b) Define/describe each need;
(c) Provide a real-life 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?

(10.ATT1) – TBD – Attendance Credit

This assignment will be discussed in class and posted to the Lamakū Chapter 10 Module at a later date. It will be submitted online via Lamakū/Assignments. Late assignments will not be accessible after the due date/time; late assignments will not be accepted. It is to supplement class attendance and participation for one day during the stated Psy100 Hybrid Week..

(10.ATT2) – TBD –Quiz Credit

This assignment will be discussed in class and posted to the Lamakū Chapter 10 Module at a later date. It will be submitted online via Lamakū. Late assignments will not be accessible after the due date/time; late assignments will not be accepted. It is to supplement the quiz credit for one chapter during the stated Psy100 Hybrid Week..

CHAPTER 11 ASSIGNMENTS:

(11.1) Worksheet Reflections – "Stressed Out" and "Susceptibility to Stress" Tests – 10 pts

The test sheets for this assignment can be accessed via the corresponding module link in Lamakū.

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 submit the test sheets, just answer the following questions.
(b) What were your stress and susceptibility scores? Do you feel they were accurate? Why or why not?
(c) According to your reading, how might you be affected by stress, and what coping strategies can help?

(11.2) Worksheet Reflection – "Type A or B" Test – 10 pts

The worksheet for this assignment can be accessed via the corresponding module link in Lamakū.

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

(a) Complete the "Type A or B" test. Do NOT submit the test sheet, just answer the following questions.
(b) What was your result? Do you feel it is accurate? Why or why not?
(c) Search online: How might you be negatively and positively affected by your personality type?
(d) Search online: What strategies can help you overcome negative attributes?

(11.ATT1) – TBD – Attendance Credit

This assignment will be discussed in class and posted to the Lamakū Chapter 11 Module. You will submit in online via Lamakū/Assignments before the posted due date/time. Late assignments will not be accessible after the posted deadline; late assignments will not be accepted. It is to supplement class attendance and participation for one day during the stated Psy100 Hybrid Week.

(11.ATT2) – TBD –Quiz Credit

This assignment will be discussed in class and posted to the Lamakū Chapter 11 Module. You will submit in online via Lamakū/Assignments before the posted due date/time. Late assignments will not be accessible after the posted deadline and will not be accepted. It is to supplement the quiz credit for one chapter during the stated Psy100 Hybrid Week.

CHAPTER 12 ASSIGNMENTS:

(12.1) Video Activity – "Ch. 12 Asch Conformity Replicated" – 10 pts

The video for this assignment can be accessed via the corresponding module link in Lamakū.

Watch the video and briefly answer the following:

(a) Describe what happened in the video.

(b) According to the video, 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 – "Prejudice, Discrimination, and Racial Stereotyping" – 10 pts

The video for this assignment can be accessed via the corresponding module link in Lamakū.

Watch the video and briefly answer the following:

(a) Compare and contrast the common reactions in the video 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 different/same gender.

(c) Search online to define **Stereotype Threat** and what cognitions/behaviors it might lead to. (Do NOT confuse stereotype with stereotype THREAT).

(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?

NOTE: Again, do not confuse stereotypes with stereotype THREATS; they are different things entirely. When answering question (d), make sure to identify potential stereotype THREATS (internal cognitions and behaviors of those being stereotyped), not common stereotypes themselves.

CHAPTER 13 ASSIGNMENTS *(continued on next page)*:

(13.1) TABLE – Reciprocal Determinism – 10 pts

Refer to information provided in your text.

Create a HAND-WRITTEN table of Reciprocal Determinism:

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

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

CHAPTER 13 ASSIGNMENTS *(cont.)*:

(13.2) Worksheet Reflection – "Locus of Control" Test – 10 pts

The test sheet for this assignment can be accessed via the corresponding module link in Lamakū.

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

(a) Complete the "Locus of Control" test. Do NOT submit the test sheet, just answer the following questions.
(b) What was your result? Do you feel it is accurate? Why or why not?
(c) Search online: How might you be negatively or positively affected by your locus of control?
(d) Search online: What strategies can help you overcome negative attributes?

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.