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

PSY 100: SURVEY OF PSYCHOLOGY
3 Credits (CRN 62458)
HCF Classroom; MW 6:00p – 8:15p

INSTRUCTOR:	Falisha Herbic, MACL
OFFICE:	Na`auao 124
OFFICE HOURS:	MW 2:45pm – 3:30pm; TR 1:15p-2:00p; MTWR by appointment; anytime via email
TELEPHONE:	(808) 236-9211 (leave msg; allow 2-3 business days for reply)
EMAIL:	***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 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.

STUDENT LEARNING OUTCOMES

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

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

COURSE CONTENT

Concepts or Topics

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

Skills or Competencies

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

COURSE TASKS

A. EXAMS (40%, 400 points of total grade):
Complete one (1) Midterm examination and one (1) Final examination, in class, 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. No books or notes.

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. Books and notes are not allowed during exams.

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

B. PARTICIPATION / ATTENDANCE: (20%, 200 points of total grade):
Each student will be expected to participate in lectures and activities each class. Activities are designed to complement information in the text. Optimal learning will require preparation outside of class and sharing the work product or information in class group discussion. It is important to **plan ahead** to make certain you complete the work required to be done outside of class so you are ready to share with the class at the time the topic is discussed. Because the activities are planned in-class group learning opportunities, there are no make-up opportunities for these activities.

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

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

C. INSTRUCTOR QUIZZES (10%, 100 points of total grade):
Quizzes will be administered on a variable interval schedule of reinforcement, in class. Quiz content will most often include material covered in required preparatory reading for the current class. Occasionally, quizzes may include instruction/reading from previous classes. Quizzes will be administered at the moment class begins and will take approximately five minutes or less to complete. If the student is not present at the time of the quiz, s/he will receive zero points. There are **NO MAKE UPS** for quizzes. Quizzes are motivation for preparatory reading, studying, and on-time attendance in class; therefore, students must be present to participate in the quiz. No books or notes are allowed during quizzes.

D. JOURNAL PROJECT "Self-Analysis" Journal Portfolio: (20%, 200 pts of total grade):
This project should be taken seriously! This activity is to aid the student in assessing understanding of material, and applying concepts learned in class activities to real life, while completing a college level project. Your work quality and professionalism is expected to be at college level performance. To be successful in this segment of the course, students need to start early and work each week to complete this project. **Because this is a semester long project, there is no excuse for a late paper. LATE JOURNALS will not be accepted**. See handout and rubric for additional instructions.

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

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

Assignments are due at the BEGINNING OF CLASS on the date due. Due dates are listed on the course schedule, included in this syllabus. Unless otherwise specified, homework assignments are worth 10 points each.

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

To receive full credit for this aspect of the course, you must complete at least 10 of the 21 assignment opportunities offered to you in your list of Homework Assignments. You are only required to complete ten of the assignments offered. The additional eleven assigned activities are extra credit opportunities; these are the ONLY extra credit offered for this course. You have to do the regular credit before you can earn extra credit! 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 be provided in your list of "Homework Assignments" at the end of this syllabus.

ASSESSMENT TASKS AND GRADING POLICY

Task		Possible Pts
Exams (2x200)	=	400 pts
Participation	=	200 pts
Quizzes	=	100 pts
Journal	=	200 pts
Homework	=	100 pts
Total	**=**	**1000 pts**

Grade Criterion	
900 - 1000 points	= A
800-899 points	= B
700- 799 point	= C
600 - 699 points	= D
<600 points	= F or N

LEARNING RESOURCES

Required Resources:

If you are unable to purchase any of the following through your Pell, the following required resources will be loaned to you via the Education Center. If you do not return the text by semester's end, the value of the textbook (as much as $250) will be billed to you. If you do not return any supplemental reading by semester's end, the value of the books (as much as $85) will be billed to you.

TEXTBOOK: Myers, D. & Dewall, C. N. (2022). *Exploring Psychology, 12th ed.* New York: Worth.

ADDITIONAL INFORMATION

MODES OF INSTRUCTION:
Lectures, assigned readings, videos, worksheets, discussions, collaborative work-groups, student presentations, participation, group projects, community field observations, role-playing, peer teaching, interactive engagement. Although the main concepts in psychology will be covered, not all important information from your text will be discussed in class. The text, course activities, and interactive resources are mutually complementary; meaning they overlap. Students are responsible for information presented in all domains.

REQUEST FOR Cr/N GRADES:
Requests for Credit/No Credit grades, as opposed to the traditional A-F grades, must be made by the official withdrawal date (approximately mid-semester; see calendar for date) directly through your Academic Advisor.

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

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; therefor, as a courtesy, students are allowed to "make up" attendance/ participation for up to two (2) absences for the semester. 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.

RELEASE or TRANSFER:
I realize the possibility of immediate release or transfer to another facility is possible and not within your control. If you are being released or transferred to a place you are certain has internet access and you have the ability to gain weekly access to the internet for extended periods of time, it may be possible to continue the course online. This contingency will be considered ONLY under the following conditions:

1) You are CERTAIN you will be able to obtain the textbook and reliable and consistent high-speed internet access within one week of transfer/ discharge;
2) You have already completed at least 50% of the course in the classroom;
3) You have already completed the midterm exam and scored a "C" or higher on the exam;
4) You had a "B" or higher for your mid-semester grade assessment;
5) You contact the instructor via email within one week of transfer/ discharge;
6) Any additional conditions as deemed appropriate by the instructor and/ or WCC Academic Advisor.

If any of these conditions cannot be met, it is my recommendation that your WCC counselor withdraw you from the course. It is our wish to set you up for success in your higher education goals. These conditions are in place to ensure successful completion of the course and to prevent us from inadvertently setting you up for failure.

DISABILITIES ACCOMMODATIONS

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact your Academic Advisor to discuss reasonable accommodations that will help you succeed in this class.

You are encouraged to speak with your instructor to discuss any concerns regarding your educational progress and ensure you have an equal opportunity to succeed in this class. Anyone who has difficulty during the semester should see your instructor right away to get help.

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

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

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

Desrae Kahale,
Mental Health Counselor & Confidential Resource
UH System Confidential Advocate
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 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

ACADEMIC INTEGRITY

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

Cheating: Cheating includes but is not limited to copying another student's work, giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official UH record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism: Plagiarism includes but is not limited to submitting any document to satisfy an academic requirement that has been copied in whole or part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved. All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

PSY-100 CRN:62458 Fall26 MW 6:00p-8:15p Tentative Schedule					
	Date		**Chapter/ Reading Due**	**Topic**	**Assignment Due/*Notes***
Aug	M	24		Syllabus/Introduction Activities/ MBTI	
	W	26	Read Syllabus (in full) Ch. 1 (pp. 1-36)	Psychology as a Science	Read Syllabus IN FULL Take-home Syllabus Quiz Due Assignment 1.1
	M	31	Ch. 2 (pp. 37-53)	Neurons and Systems	
Sept	W	2	Ch. 2 (pp. 54-69)	The Brain	Assignment 2.1
	M	***7***	***HOLIDAY***	***LABOR DAY***	***NO CLASS***
	W	9	Ch. 2 (pp. 69-78)	Genes and Evolution*	
	M	14	Ch. 3 (pp. 79-112)	Consciousness (Huis)	
	W	16	Ch. 3 (pp. 79-112)	Consciousness	Assignment 3.1
	M	21	Ch. 4 (pp. 113-128)	Development Through Childhood	Assignment 4.1
	W	23	Ch. 4 (pp. 128-144)	Development Through Childhood	Assignment 4.2-4.3
	M	28	Ch. 4 (pp. 144-154)	Development Through Adulthood	Assignment 4.4
	W	30	Ch. 5 (pp. 155-181)	Sex, Gender, and Sexuality*	Assignment 5.1
Oct	M	5	Ch. 6 (pp. 182-225)	Sensation and Perception	
	W	7	Ch. 7 (pp. 226-235; and pp. 249-255)	Classical Conditioning & Observational Learning	Assignment 7.1
	M	12	Ch. 7 (pp. 235-249)	Operant Conditioning	Assignment 7.2-7.3
	W	**14**	**Chapters 1 - 7**	**MIDTERM EXAM**	**!!!STUDY!!!**
	M	***19***	***Chapters 1 - 7***	***Mid-Semester Review: Assessment***	***[Double Attendance Day!]***
	W	21	Ch. 8 (pp. 256-285)	Memory*	
	M	26	Ch. 8 (pp. 256-285)	Memory	
	W	28	Ch. 9 (pp. 286-308)	Thinking & Language	
Nov	M	2	Ch. 9 (pp. 308-327)	Intelligence*	***[Last Day to Withdraw]***
	W	4	Ch. 12 (pp. 392-412)	Social Thinking and Influence	Assignment 12.1
	M	9	Ch. 12 (pp. 412-439)	Social Relations	
	W	***11***	***HOLIDAY***	***VETERAN'S DAY***	***NO CLASS***
	M	16	Ch. 13 (pp. 440-449)	Personality: Psychoanalytic Theories	Assignment 13.1-13.3
	W	18	Ch. 13 (pp. 440-449)	Personality: Psychoanalytic Theories	
	M	**23**	Ch. 13 (pp. 449-472)	Personality: Humanistic, Trait, and Social-Cognitive Theories*	**!!!!JOURNAL PROJ DUE!!!!** Assignment 13.4
	W	***25***	***NO CLASS***	***HAPPY TURKEY DAY!***	***GOBBLE GOBBLE***
	M	***30***	Ch. 10 (pp. 328-362)	Motivation and Emotion* ***NO PSY CLASS: Work on Chapter 10***	***Complete 10.1 & 10.ATT for submission upon return***
Dec	***W***	***2***	Ch. 11 (pp. 363-391)	Stress, Health, and Human Flourishing* ***NO PSY CLASS: Work on Chapter 11***	***Complete 11.1-11.3 & 11.ATT for submission upon return***
	M	7	Ch. 14 (pp. 473-512)	Psychological Disorders	Submit Assignments 10.1-10.ATT; and 11.1-11.3; 11.ATT
	W	9	Ch. 15 (pp. 513-544)	Therapy	Assignment 15.1
	M	**14**	**Chapters 8-15**	**FINAL EXAM**	**!!!STUDY!!!**
			TBD	*	

PSY100 "Self Analysis" Journal Project

Choose 10 of the 15 chapters that interest you. Find a topic, heading, or topic subheading from each chapter and integrate how theories, points, and terms covered in that section have helped you to gain insight into your own life and experiences. Write a minimum of 250 words for each of the 10 chapter entries. You must choose headings/sub-headings from **ten different chapters** and write a **minimum of 250 words each.** Provide an artifact (portrait, sentimental item, artwork, poem, magazine picture/collage, etc.) that represents that experience—or a description of what artifact you would use if you had access to it (descriptions do NOT count toward the 250 word journal requirement). Integrate all ten self-analysis discussions and artifacts for each into the Journal Project booklet provided. Give your journal project a title (don't forget to include your name), and fill in the table of contents, listing each chapter, topic, and artifact. ***SELF-GRADE THIS RUBRIC AND INCLUDE IT IN YOUR JOURNAL PROJECT!!!!***

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

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. Please be aware that this assignment is NOT confidential and your instructor has a "Duty to Report" any content that may be concerning, or that expresses a PREA violation; past, present, or future

PSY100 "Self Analysis" Journal 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___**
Understanding (4pts): Defines at least one point, theory, or concept in the chapter										
Application (4pts): Analyzes a past experience in their life and applies it to the point, theory, or concept given.										
Format (5pts): Minimum 250 words, legible, original chapter										
Artifact (3pts): The artifact relates to the point, theory, or concept, and experience given.										
Chapters **SUBTOTAL: (16pts possible)**										
Total of Chapter Points: (from above) (i.e. 16pts x 10ch=160 points)		*__NOTE__: Please secure your project. This means write it in your journal booklet; or if written on separate note pages, use some type of apparatus that secures the document together.* **Please ***put your name on the cover*** (or cover page) of your project, **self-grade this rubric**, and **include this rubric in the project**.**								
Presentation/Professionalism: Complete: all requirements! Organized 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)										

Name: **Course Day/Time:**

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PSY100 Myers12e
HCF HOMEWORK ASSIGNMENTS

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

- Complete each assignment according to the instructions below.
  - ***Do NOT forget to put your NAME on your work; a penalty will be imposed on work submitted without a name.***
  - You may type, or legibly hand write, your answers to any critical thinking questions. Please include the assignment title (ie: "4.1: Piaget's Stages of Cognitive Development") to ensure proper credit is given for each assignment.
  - Some assignments (charts/tables, for example) require it be ***hand written***. Computer models will not be accepted.
  - Apply yourself in your work; this is a college course and work is expected at college level of elaboration.
- Submit your homework assignment to your instructor *at the **beginning** of class* on the date it is due.
  - Please see schedule for due dates.
  - Late assignments are generally not be accepted, especially on homework preassigned for class activities.
  - As all assignments are provided at the beginning of the semester and you are encouraged to begin early, having work, not feeling well, etc. are not excuses for late work.
  - Early assignments are accepted but may or may not be graded early.
  - Keep returned assignments for future reference and studying.

NOTE: Homework credit and Course Extra Credit

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

CHAPTER 1 ASSIGNMENTS:

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

A hard copy of the worksheet will be handed out in class.

Complete the worksheet according to the worksheet directions.

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

(a) Late assignments will not be accepted.
(b) Only worksheets submitted by the beginning of class will receive credit.

CHAPTER 2 ASSIGNMENTS:

(2.1) Worksheet – "The Brain: Lobes and Cortices" and "Neuron: Parts and Functions" – 10 pts

A hard copy of the worksheet will be provided for you.

Complete the worksheet according to the worksheet directions.

Refer to information provided in your textbook, presentation slides, and lecture notes, to label the parts and functions of the brain and neuron.

(a) Use the "Parts" and "Functions" lists provided on the third page, to correctly label each diagram on the first and second pages.
(b) The third page consists of all the ANSWERS for the diagrams worksheet.
(c) Don't forget to put your NAME on the worksheet ☺!

CHAPTER 3 ASSIGNMENTS:

(3.1) Notes – Hui Presentation Notes – 10 pts

This assignment will be given in class. Must attend and actively present with your group to get credit.

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.

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HCF HOMEWORK ASSIGNMENTS

CHAPTER 4 ASSIGNMENTS:

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

Refer to information provided in your textbook, presentation slides, and lecture notes.

Manually (no computer models CREATE A TABLE of Piaget's Four Stages of Cognitive Development:

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

Manually (no computer models) CREATE A TABLE of Baumrind's Four Parenting Styles:

For all 4 styles: (1) Style Name; (2) Characteristics: a) Warmth level, b) Discipline Level, c) Expectations of Maturity, d) Communication Pattern, e) Parent Relationship; and (3) Consequence: Personality/ Esteem/ Maturity/ Relationships/Emotional Stability/etc. characteristics of the growing/grown child.

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

Style	Characteristics	Consequence of Grown Child
Permissive	Warmth: High; 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.

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

1) First, provide an example of ONE single "moral situation;" then,
2) FOR ALL OF THE THREE LEVELS, provide:
   (a) the name of each "level,"
   (b) the typical "age" range,
   (c) a description of the "goal/emphasis" of each level; and,
   (d) contrast/describe how people in each of the three levels of reasoning might "respond" to—perceive and judge—your "moral situation" example (don't forget to answer "yes" or "no," AND "why").

For Example: (You may copy my situation & example for the first level OR create/rewrite your own ☺).

Level	Age	Goal/ Emphasis	Response
	Situation: A classmate acquires the Final Exam and offers to give me a copy. Should I cheat?		
Preconventional	2 – 7yrs	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 textbook, presentation slides, and lecture notes.

Manually (no computer models) CREATE A TABLE of Erikson's Eight Stages of Psychosocial Development:

For all stages: (1) provide the typical age range, (2) developmental stage, (3) specific terms for the developmental "issue" or "crisis," and (4) a brief description to include both aspects of the crisis.

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

Age	Devl. Stage	Issue/ Crisis	Description
0 – 1yr	Infancy	Trust vs. Mistrust	If baby's basic needs (eating, changing, love) are met, s/he learns s/he can depend on others; or If needs are not met, s/he learns that s/he can only depend on self (trust issues in adulthood).

PSY100 Myers12e
HCF HOMEWORK ASSIGNMENTS

CHAPTER 5 ASSIGNMENTS:

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

A hard copy of the worksheet will be handed out in class.

Complete the worksheet according to the worksheet directions.

Circle the correct answers.

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

CHAPTER 6 ASSIGNMENTS: None

CHAPTER 7 ASSIGNMENTS:

(7.1) Worksheet – "Chapter 7: Classical Conditioning" – 10 pts

A hard copy of the worksheet will be provided for you.

Complete the worksheet according to the worksheet directions.

Refer to information provided in your textbook, presentation slides, and lecture notes.

(7.2) Worksheet – "Chapter 7: Operant Conditioning" – 10 pts

A hard copy of the worksheet will be provided for you.

Complete the worksheet according to the worksheet directions.

Refer to information provided in your textbook, presentation slides, and lecture notes.

(7.3) Critical Thinking Question – Classical vs. Operant Conditioning vs. Observational Learning – 10 pts

Refer to information provided in your textbook, presentation slides, and lecture notes.

Briefly answer the following:

(a) Compare and contrast Classical Conditioning, Operant Conditioning, and Observational Learning:
  (i.) In your own words, define each;
  (ii.) Describe their similarities and differences; and
  (iii.) Provide examples of how you could use each of these types of learning to teach someone.

CHAPTER 8 & 9 ASSIGNMENTS: None

CHAPTER 10 ASSIGNMENTS:

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

Refer to information provided in your text.

Manually (no computer models) create a PYRAMID CHART of Abraham Maslow's Hierarchy of Needs:

(a) Show each level in order, define/describe each need, and provide an example of each.

CHAPTER 11 ASSIGNMENTS ***(continued on next page)*****:**

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

A hard copy of the worksheets will be handed out in class.

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

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

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

A hard copy of the worksheet will be handed out in class.

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

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

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CHAPTER 11 ASSIGNMENTS *(cont.)*:

(11.3) Worksheet – "Locus of Control" Test – 10 pts

A hard copy of the worksheet will be handed out in class.

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

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

CHAPTER 12 ASSIGNMENTS:

(12.1) Critical Thinking Question – Understanding the Bystander Effect – 10 pts

Refer to information provided in your text.

Briefly answer the following:

(a) In your own words, define Deindividuation
(b) In your own words, define Social Facilitation
(c) In your own words, define Social Loafing
(d) In your own words, define and describe The Bystander Effect.
(e) Describe how and why deindividuation, social facilitation, and social loafing might contribute to the bystander effect. Give an example demonstrating your perspective.

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

(13.1) Table – "Freud's Stages of Psychosexual Development" – 10 pts

Refer to information provided in your textbook, presentation slides, and lecture notes.

Manually (no computer models) CREATE A TABLE of Freud's Stages of Psychosexual Development:

For all stages provide: (1) age range, (2) developmental stage, (3) description of stage to include pleasure, focus (how to resolve the stage), and erogenous zone, and (4) adult fixation behaviors if stage is not resolved.

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

(a) Age, Stage, Focus/erogenous zone and description, and adult fixation behaviors.

Age Range	Name of Stage	Description of Stage: (a) Pleasure, (b) Focus of coping, and (c) Erogenous zone	A Fixation Behavior
0 - 18mos	Oral	*Pleasure*: Mouthing; Biting; Sucking; Chewing *Focus*: Weaning *Erogenous Zone*: Mouth	Smoking; Biting Fingernails; Overeating

(13.2) Critical Thinking Question – Id, Ego, Superego – 10 pts

Refer to information provided in your textbook, presentation slides, and lecture notes.

Briefly answer the following:

(a) Compare and contrast the Id, Ego, and Superego.
  (i.) Define each, according to your textbook and notes.
  (ii.) Simplify each definition in your own words (IE: What does the definition mean, to you?).
  (iii.) Provide an example of a moral situation where the Id, Ego, and Superego might compete.
  (iv.) Describe how each might present itself in your moral situation.

(13.3) Critical Thinking Question – Personality Defense Mechanisms – 10 pts

Refer to information provided in your textbook, presentation slides, and lecture notes.

Briefly answer the following:

(a) Compare and Contrast Personality Defense Mechanisms.
  (i.) Define each, according to your textbook and notes.
  (ii.) Simplify each definition in your own words (IE: What does the definition mean, to you?).
  (iii.) Give examples displaying how each defense mechanism might present itself.

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CHAPTER 13 ASSIGNMENTS *(cont.)*:

(13.4) TABLE – <u>Reciprocal Determinism</u> – 10 pts

Refer to information provided in your text.

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

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

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

CHAPTER 14 ASSIGNMENTS: None

CHAPTER 15 ASSIGNMENTS:

(15.1) Critical Thinking Question – <u>Therapeutic Conceptualization and Treatment Modality</u> – 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.