

SYLLABUS for INTRODUCTION TO GENERAL PSYCHOLOGY ONLINE

DATE: Fall 2022

COURSE NUMBER AND TITLE: PSYC 101-60 Introduction to General Psychology Online

CREDIT HOURS: 3

TIME AND PLACE: Online

INSTRUCTOR: Emily M. Carstens Namie, Ph.D.

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OFFICE HOURS: Tues & Thurs 12:15 p.m. - 1:15 p.m., *and by appointment*

GENERAL EDUCATION COMPETENCY AREA: Social and Behavioral Ways of Knowing

Course Description: This general survey of psychology typically explores research methodology, bio-psychology, human development, memory, consciousness, motivation, emotions, personality, mental disorders, therapy, health psychology, social psychology, etc.

Text: *Exploring Psychology*, 12th ed., by Myers & DeWall with Achieve Access.

Achieve with E-book & iClicker app: ISBN: 9781319433222

Loose-leaf book with Achieve (e-book & iClicker app): ISBN: 9781319470760

APA citation:

Myers, D. G., & DeWall, C. N. (2022). *Exploring Psychology* (12th ed.). Worth.

Publisher website to purchase:

<https://www.macmillanlearning.com/college/us/product/Exploring-Psychology/p/1319104193>

Technology needed: smart phone, computer and/or tablet: We will be using iClicker Cloud to track participation and conduct “in-class” quizzes and activities. You will need to download the iClicker app (I will give you a link) to your device (such as a smart phone, laptop computer, or tablet). The iClicker app is included free with your Achieve program access so there is no added cost.

General Statement of Goals and Objectives

Introduction to Psychology is designed to introduce students to the science of psychology. Psychology is a broad and varied field, and this course will move quickly through many of the main areas of study. Contemporary research techniques and findings will be emphasized in each subsection, and students will be expected to understand and explain the empirical nature of psychology. To that end, you can anticipate the following as a result of taking this course:

GENERAL EDUCATION LEARNING OUTCOMES:

Upon successful completion of this course, you should be able to demonstrate the following competencies:

- 1) Demonstrate knowledge of the theoretical and conceptual frameworks Psychology.
- 2) Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.

- 3) Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experience.
- 4) Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
- 5) Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

Course Specific Student Outcomes and Competencies

Upon completion of this Introduction to Psychology, the students can expect the following outcomes and competencies:

- 1) Students will be familiar with major concepts in the discipline of psychology, including but not limited to:
 - applying psychology for student success;
 - study & time management skills;
 - basic “story” of psychology;
 - basic research designs;
 - biology & behavior;
 - sensation & perception;
 - memory processes;
 - learning theories;
 - similarity & diversity;
 - major developmental theories;
 - social psychology;
 - theories of personality;
 - general psychological disorders;
 - major therapeutic approaches.
- 2) Students will experience and understand basic psychological concepts and the application of such to daily life.
- 3) Students will have a basic understanding of psychology as a science and basic research methods.
- 4) Students will know basic techniques used by historical and contemporary research psychologists, including a basic understanding of research ethics.
- 5) Students will be able to apply these concepts to upper-level coursework in psychology or any other chosen field, as psychology is applicable to most areas of daily life.
- 6) Students will be responsible learners in a collegiate atmosphere.

A note to persons with disabilities. If you need course accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location and office hours are printed above.

Diversity Vision Statement: Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Program requirements: Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog and the LCSC Student Handbook for more information.

Lewis-Clark State College Academic Dishonesty Policy: Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent one’s own ideas, concepts and current understanding. Academic Dishonesty includes:

- Cheating - intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term “academic exercise” includes all forms of work submitted for credit hours.

- Fabrication - intentional and/or unauthorized falsification or invention of any information or the source of any information in an academic exercise.
- Collusion facilitating academic dishonesty – intentionally or knowingly helping or attempting to help another to commit an act of Academic Dishonesty.
- Plagiarism - the deliberate adoption or reproduction of ideas or words or statement of another person as one's own without acknowledgment.

The sanctions imposed for a violation of this section of the Code are independent of, and in addition to, any adverse academic evaluation which results from the student's conduct. The course instructor is responsible for academic evaluation of a student's work and shall make that evaluation without regard to any disciplinary action which may or may not be taken against a student under the Student Code of Conduct.

Withdrawing: The deadline for withdrawing from the class with a 'W' on your transcript is Thursday, November 3, 2022. After that, a petition is required, it costs money, and it is not necessarily approved. Withdrawing can negatively impact your financial aid, so please be aware of all consequences.

COURSE EVALUATION

1) Exams (40% of final course grade):

- There will be four (4) exams covering the lessons, homework, and text materials each worth 10% of your total course grade.
- We will use lectures time to discuss major theories and concepts in the text. However, I will not cover everything from the text in my lectures so you will need to read the whole chapter (unless otherwise indicated) and complete all homework assignments. We will also be discussing some material from outside the text, for which you will also be responsible.
- Exams will consist of multiple choice, fill-in-the-blank, and/or short answer/essay questions and will be taken on **Canvas using Respondus Lockdown Browser**.
- Before your first exam you will need to read the Respondus Lockdown Browser module on Canvas for instructions on how to download and use Respondus.
- Exam 4 will cover the last two chapters of the text and will include a comprehensive final.
- Your lowest exam score will be replaced with the average of your other exam scores for your final grade BUT YOU MUST COMPLETE ALL FOUR (4) EXAMS – meaning a zero score on an exam will not be replaced with the average of the other exams.**
- The exam weeks are set and listed below – please put these dates in your calendar and schedule your time accordingly. Do **NOT** to leave for home or vacation before any test and expect to take it early. I do not allow tests to be taken early.
 - **Exam 1: Opens @ 12:01am - Monday, Sept. 12**
Closes @ 11:59pm – Sun., Sept. 18
 - **Exam 2: Opens @ 12:01am - Monday, Oct. 10**
Closes @ 11:59pm – Sun., Oct. 16
 - **Exam 3: Opens @ 12:01am - Monday, Nov. 7**
Closes @ 11:59pm – Sun., Nov. 13
 - **Exam 4: Opens @ 12:01am - Monday, Dec. 12**
Closes @ 11:59pm – FRIDAY, Dec. 16
- MISSING A TEST:** Exams are open for the whole week and can be taken any time of day so there is plenty of time to complete the exam. Therefore, exams cannot be made up unless under extreme circumstances: *extreme* illness/hospitalization, or death in the family.

If English is not your first language, you may use a web-based translation dictionary by taking your tests at the Testing Center. Please arrange this through me ahead of time.

2) Homework: Achieve Learning Modules (38% of final course grade):

- a. Each week, in addition to the assigned reading, you will also be assigned homework in Achieve online learning modules associated with this text book. Achieve homework will account for *38% of your total course grade*. Achieve homework will include Learning Curve and other required activities to complete such as videos, activities, application assignments and a chapter quiz to do in Achieve (see Tentative Course Schedule at the end of the syllabus & in Canvas).
- b. **All Achieve assignments are due by 11:59pm (PDT/PST) on Sundays the week we cover the chapter.** We start all chapters on Monday so Chapter 1 would start on Monday and the Achieve assignments are due at 11:59pm on Sunday.
- c. LearningCurve is an adaptive study and learning tool that adjusts to your level of knowledge. It is scored on a pass/fail basis meaning you must achieve the target score set for each section to pass the assignment. You can also increase the goal score if you choose. Once you achieve the goal score you can continue to practice questions in LearningCurve to help study for your exams, even after the due date has passed. Research shows that testing/quizzing improves retention of information (McDaniel, Anderson, Derbish, & Morrisette, 2007).
- d. You can do the Chapter Practice Quizzes up to 5 times and your best score will be the one used.

3) Participation & activities (12% of total course grade):

- a. Participation is required and graded. There will be 27 lectures/classes in which you can earn participation points (up to .5% of your total course grade per class) by engaging in discussions, asking & answering questions, and/or completion of in-class/lecture activities and/or quizzes using the iClicker.
- b. *You must complete 24 of the 27 lectures/classes and activities to receive full participation credit (i.e., the full 12%; 24 class activities x .5% = 12% of total course grade).*
- c. Participation and activity points are due by 11:59pm on Sundays the week we cover the chapter in the lecture and **cannot** be made up.

4) Reading Quizzes (10% of total course grade):

- a. It is essential to read the assigned text before class to get the most out of class lectures, activities, and contribute meaningfully to class discussions for participation points. Reading quizzes are graded so please be sure to read before class.
- b. There will be 20 graded (5-10 questions) reading quizzes at the beginning of each lecture (each worth up to .5% of your final grade for a total of 10%).
- c. Reading quizzes will be completed through the iClicker app on your device of choice (smart phone, tablet, or laptop).
- d. Reading quizzes are due by 11:59pm on Sundays the week we cover the chapter in the lecture.
- e. Missed reading quizzes **cannot** be made up, except in extreme cases that are excused prior to class (see examples in the Late Work section below).

Grading Scale:

Cutoffs for other grades are 90%, 80%, 70% and 60% of I reserve the option of using +/- grading for those scores that fall close to the cutoffs.

Grading Scale	Percentage of Total Course Grade
Exams (4 x 11%)	40%
Achieve (34%)	38%
Reading Quizzes (20 x .5%)	10%
Participation (24 x .5%)	12%
Total Course Grade	100%

**Points/assignments could change depending on circumstances.*

Grades and what they mean:

Percentage	Grade	Meaning
90% and above	A	Distinguished or Exceptional
80% to 89.99%	B	Superior
70% to 79.99%	C	Average or Minimal Expectation
60% to 69.99%	D	Below Average
59.99% or less	F	Failing

Policies and Procedures

1) Late Work/Make-Up Exams

- a. There is enough time to do all assignments if you employ good time management; therefore, late work is NOT accepted except in *extreme* cases (see examples in bullet below) and must be approved by me BEFORE the work is due. Approved late work will be marked down by 15% for each day it is late. For example, if you turn an assignment 1 day late the best you can get on it is 85%, 2 days late is 70%, and 3 days late the most points you can earn on an assignment is 55%.
- b. There are no make-up exams except in *extreme* cases. Examples of extreme cases include:
 - Death of an immediate family member (with proof, such as an obituary, funeral card, etc.)
 - In-patient hospitalization (going to a hospital or doctor for a cold or the flu is not extreme. You must be admitted and provide proof)
 - Positive Covid test or Covid exposure requiring isolation/quarantine (must be reported to the office of Academic Affairs at: coronavirus@lcsc.edu or 208-792-2002)
- c. In any case, I **must** be notified **prior** to the beginning of class period during which the test is given for a make-up to be possible. Make-ups are taken in the Testing Center in the Library building, 161. The Testing Center requires an appointment. A 24-hr notice and ID are required (208-792-2100, 1-800-879-0453, testing@lcsc.edu). Do **NOT** to leave for home or vacation before any test and expect to take it early. I do not allow tests to be taken early. If English is not your first language, you may use a web-based translation dictionary by taking your tests at the Testing Center. Please arrange this through me ahead of time.

2) Class Format & Time Expectations

- a. This online course is designed to give you the same or very similar learning experience as being in the classroom. This course is designed for active learning. As such online classes each week will include the readings, recorded lectures, reading quizzes, class

- discussions/activities, and weekly homework on Achieve.
- b. Achieve assignments and may include videos, application assignments, writing assignments. The reading listed on the course schedule should be completed BEFORE you come to class and before you do the quizzes and assignments.
 - c. Instructional delivery will be a mixture of methods, but will primarily consist of recorded lectures, videos, readings from the text book, and assignments in the Achieve homework platform.
 - d. Your reading quiz and participation grades will be calculated in the same way as the in-class section of this course. Therefore, when watching the lecture video, you will be asked to pause the recording and complete reading quizzes, answer questions and activities on the iClicker app. Failure to complete the iClicker quizzes and activities will negatively impact your reading quiz and participation grades (see those sections for more information about how those grades are calculated)
 - e. This course requires at least six (6) to (9) hours a week of concentrated study hours outside of class focused on reading, homework, and studying for exams.
 - i. The general rule of thumb is that you should expect to spend two (2) – three (3) hours a week, per credit, for each class you take. This class is 3 credits so $2/3 \text{ hrs} \times 3 \text{ credits} = 6\text{-}9 \text{ hours}$. Use this formula to improve your time management and schedule your study time for all of your classes.
 - ii. If you are committing this much time to studying and you see no improvements in your grades, check your learning style at [this link](#) and review the study strategy suggestions for your learning style.
 - f. **The happiest and most successful students in this course will work conscientiously, manage their time, and read the syllabus and course schedule carefully!**

3) How to Get Help

- a. If you have questions about day-to-day matters, *first check the syllabus*. It is very thorough and most likely contains the answers you seek.
- b. If you have questions about class material, you may email a professional, scholarly question to me (the professor) at: emcarstensnamie@lsc.edu. Please put your class name in the email heading so you are not accidentally classified as a spammer.
- c. In-person, telephone, and/or video chat sessions can be arranged upon request for important class issues or if your question is lengthy and/or complex.
- d. In this course, as in all college courses, your email communications should be professional. The professor is funny/cool/understanding; however, remember that university is training for life. As such, unprofessional emails are not acceptable. Remember the following when communicating by email in this course, or any other university course:
 - i. Include a greeting (“Dear Professor Carstens Namie”),
 - ii. a body (“I am contacting you today in regard to...”),
 - iii. and a salutation (“Thank you for your time”).
 - iv. Use your full name after the salutation.
 - v. Do not use slang.
 - vi. Always write in complete sentences.
 - vii. Do not say anything you would not say to your boss.
 - viii. Be brief and succinct.

4) Important Notes:

- a. **Extra credit (earn up to 4% of your total course grade):** There are two (2) options for extra credit in this course. 1) You may earn bonus points of up to 2% of your total

course grade for participating in a (just one) **service activity** and, 2) earn bonus points of up to 2% of your total course grade for a (just one) **learning event** and submitting a paper about each.

- i. Each paper needs to be a 1-page (minimum length) summary of the activity/event, your reaction to it, and relate it to class, i.e., psychology and something you have learned through or covered in this class and relate it to your life.
- ii. Papers must be formatted in APA style: 1-2 pages double spaced, 1 inch margins, 12 pt New Times Roman font and must include a title page, page numbers, and the paper title at top of first page of writing – bold, centered to page (an example of formatting will be provided).
- iii. All papers must be submitted as Word (.doc; .docx) or rich text (.rtf) files. **PDF files will not be accepted and will be given a grade of zero (0).**
- iv. **Papers must be submitted through Canvas, by 11:59 p.m. Sunday, Dec. 11, 2022.**

There may also be other opportunities for bonus points, including participating in research, but please take advantage of them when they are available, because there are no guarantees about timing or availability. **Extra credit opportunities CANNOT be submitted after their due dates.**

- b.** It is the students' responsibility to ensure that all assignments are completed and properly submitted as Word (.doc; .docx), or rich text (.rtf) files on Canvas. **NO PDFs - assignments turned in in PDF format will get a grade of zero (0).**
- c.** Back up your important files, keep duplicates on jump drives, and do whatever you can to protect your work. Late work, lost work, and "the dog ate my homework" are not excusable in the adult world. Back it up and have alternative ways to store your data!

Please feel free to stop by my office, call, or e-mail, if you need any assistance.

Psyc 101-60 / FALL 2022
 Introduction to General Psychology Online
Tentative Course Schedule
(Subject to change at professor's discretion)

The course will not cover all chapters and not in order so read the course schedule carefully.

Use this schedule to organize your time to read the text and assigned readings, review the posted lessons, and complete the assignments and quizzes.

Week #	Lesson #	Day/Dates of Week	Date Due	Topic
1		Mon. Aug. 22 - Sun. Aug. 28		
	1			Intro & Welcome <i>Participation/Activity 1: Class discussion, introductions & goal setting</i> <i>Reading/Syllabus Quiz 1</i>
	2			Student Success: How to apply psychology to live your best life: Thinking Critically & Scientifically, Self-Control & Self-Improvement, Time Management & Study Tips, Social Life, Finding Meaning & Pursuing Goals (pp. xxxiv - xxxix) Achieve Training <i>Participation/Activity 2: Class discussion, time management & study skills assessments</i> <i>Reading Quiz 2</i>
	DUE	Sunday	Aug 28	DUE by 11:59pm (PDT): <i>Achieve Welcome Unit assignments & Goal setting survey</i> <i>Participation/Activities 1 & 2</i> <i>Reading/Syllabus Quizzes 1 & 2</i>
2		Mon. Aug. 29 - Sun. Sept. 4		
	3			Ch 1: Thinking Critically with Psychological Science: History & Scope of Psychology (pp. 1-14) <i>Participation/Activity 3: Class discussion, Hindsight Bias and the Need for Psychological Science</i> <i>Reading Quiz 3</i>
	4			Ch 1: Thinking Critically with Psychological Science: Research Strategies: How Psychologists Ask & Answer Questions (pp. 15-36)

				<i>Participation/Activity 4: Class discussion, Hindsight Bias and the Need for Psychological Science</i> Reading Quiz 4
	DUE	<i>Sunday</i>	<i>Sept 4</i>	DUE by 11:59pm (PDT): <i>Chapter 1 Achieve assignments</i> <i>Participation/Activities 3 & 4</i> <i>Reading Quizzes 3 & 4</i>
3		Mon. Sept. 5 - Sun. Sept. 11		
		Monday	Sept 5	LABOR DAY HOLIDAY
	5			Ch 2: Biology of Behavior: Neural & Hormonal Systems (<i>pp. 37-50</i>); Tools of Discovery: Having Our Head Examined (<i>pp. 51-54</i>); Brain Regions & Structures (<i>pp. 54-64</i>) <i>Participation/Activity 5: Class discussion, Lobes of the Cerebral Cortex</i> Reading Quiz 5
	6			Ch 2: Biology of Behavior: Damage Response & Brain Hemispheres (<i>pp. 65-69</i>); Genetics, Evolutionary Psychology, & Behavior (<i>pp. 69-78</i>) <i>Participation/Activity 6: Class discussion, Lobes of the Cerebral Cortex</i> Reading Quiz 6
	DUE	<i>Sunday</i>	<i>Sept 11</i>	DUE by 11:59pm (PDT): <i>Chapter 2 Achieve assignments</i> <i>Participation/Activities 5 & 6</i> <i>Reading Quizzes 5 & 6</i>
4		Mon. Sept. 12 - Sun. Sept. 18		
	7			Exam 1 Prep Game/Practice Exam 1 <i>Participation/Activity 7: Exam 1 practice</i>
	8	Sunday	Sept 18	DUE by 11:59pm (PDT): Exam 1: Student Success, Ch 1, Ch 2
	DUE	<i>Sunday</i>	<i>Sept 18</i>	DUE by 11:59pm (PDT): <i>Participation/Activity 7: Exam 1 Prep Game/Practice Exam 1</i> Exam 1: Student Success, Ch 1, Ch 2
5		Mon. Sept. 19 - Sun. Sept. 25		
	9			Ch 6: Sensation & Perception: Basic Concepts (<i>pp. 182-190</i>); Vision: Sensory & Perceptual Processing (<i>pp. 191-207</i>) <i>Participation/Activity 8: Class discussion, Extrasensory Perception</i> Reading Quiz 7

	10			Ch 6: Sensation & Perception: Hearing, Skin, Chemical, & Body Senses (pp. 207-225) <i>Participation/Activity 9: Class discussion, Extrasensory Perception</i> Reading Quiz 8
	DUE	<i>Sunday</i>	<i>Sept 25</i>	DUE by 11:59pm (PDT): <i>Chapter 6 Achieve assignments</i> <i>Participation/Activities 8 & 9</i> <i>Reading Quizzes 7 & 8</i>
6		Mon. Sept. 26 - Sun. Oct. 2		
	11			Review Exam 1 Results <i>Participation/Activity 10: Review results of exam 1, reflect & evaluate performance and set goals **</i> DUE by 11:59pm (PDT): Exam 1 Performance & Goal Reflection Survey (on Achieve)
	12			Ch 7: Learning: Basic Learning Concepts & Classical Conditioning (pp. 226–235) <i>Participation/Activity 11: Class discussion, Reading Quiz 9</i>
	13			Ch 7: Learning: Operant Conditioning (pp. 235–245); Biology, Cognition, & Learning (pp. 245-255) <i>Participation/Activity 12: Class discussion, Reading Quiz 10</i>
	DUE	<i>Sunday</i>	<i>Oct 2</i>	DUE by 11:59pm (PDT): <i>Chapter 7 Achieve assignments</i> <i>Participation/Activities: 10 (Exam 1 Performance & Goal Reflection Survey), 11, & 12</i> <i>Reading Quizzes 9 & 10</i>
7		Mon. Oct. 3 - Sun. Oct. 9		
	14			Ch 8: Memory: Studying & Encoding Memories (pp. 256-266); Storing & Retrieving Memories (pp. 266-273) <i>Participation/Activity 13: Class discussion, Reading Quiz 11</i>
	15			Ch 8: Memory: Forgetting, Memory Construction & Improving Memory (pp. 273-285) <i>Participation/Activity 14: Class discussion, Reading Quiz 12</i>
	DUE	<i>Sunday</i>	<i>Oct 9</i>	DUE by 11:59pm (PDT): <i>Chapter 8 Achieve assignments</i> <i>Participation/Activities 13 & 14</i> <i>Reading Quizzes 11 & 12</i>
8		Mon. Oct. 10 - Sun. Oct. 16		

	16			Exam 2 Prep Game/Practice Exam 2 For credit in-class only!!! <i>Participation/Activity 15: Exam 2 practice</i>
	17	Sunday	Oct 16	DUE by 11:59pm (PDT): Exam 2: Ch 6, 7, & Ch 8
	DUE	<i>Sunday</i>	<i>Oct 16</i>	DUE by 11:59pm (PDT): <i>Participation/Activity 15: Exam 2 Prep Game/Practice Exam 2</i> Exam 2: Ch 6, Ch 7, & Ch 8
9		Mon. Oct. 17 - Sun. Oct. 23		
	18			Ch 4: Developing Through the Life Span: Developmental Issues, Prenatal Development, & the Newborn (pp. 113-120); Infancy & Childhood (pp. 120-136) <i>Participation/Activity 16: Class discussion, Reading Quiz 13</i>
	19			Ch 4: Developing Through the Life Span: Adolescence (pp. 136-146); Adulthood (pp. 146-154) <i>Participation/Activity 17: Class discussion, Reading Quiz 14</i>
	DUE	<i>Sunday</i>	<i>Oct 23</i>	DUE by 11:59pm (PDT): <ul style="list-style-type: none"> □ <i>Chapter 4 Achieve assignments</i> □ <i>Participation/Activities 16 & 17</i> □ <i>Reading Quizzes 13 & 14</i>
10		Mon. Oct. 24 - Sun. Oct. 30		
	20			Review Exam 2 Results <i>Participation/Activity 18: Review results of exam 2, reflect & evaluate performance and set goals</i> DUE by 11:59pm (PDT): Exam 2 Performance & Goal Reflection Survey (on Achieve)
	21			Ch 12: Social Psychology: Social Thinking & Social Influence (pp. 392-412) <i>Participation/Activity 19: Class discussion, Reading Quiz 15</i>
	22			Ch 12: Social Psychology: Antisocial Relations (pp. 412-425); Prosocial Relations (pp. 425-439) <i>Participation/Activity 20: Class discussion, Reading Quiz 16</i>
	DUE	<i>Sunday</i>	<i>Oct 30</i>	DUE by 11:59pm (PDT): <ul style="list-style-type: none"> □ <i>Chapter 12 Achieve assignments</i> □ <i>Participation/Activities: 18 (Exam 2 Performance & Goal Reflection Survey), 19, & 20</i> □ <i>Reading Quizzes 15 & 16</i>

11		Mon. Oct. 31 - Sun. Nov. 6		
	23			Ch 13: Personality: Classic Perspectives on Personality (pp.440– 453); Contemporary Perspectives on Personality (pp. 453-472) <i>Participation/Activity 21: Class discussion, Reading Quiz 17</i>
	DUE	<i>Sunday</i>	<i>Nov 6</i>	DUE by 11:59pm (PDT): <input type="checkbox"/> <i>Chapter 13 Achieve assignments</i> <input type="checkbox"/> <i>Participation/Activity 21</i> <input type="checkbox"/> <i>Reading Quiz 17</i>
12		Mon. Nov. 7 - Sun. Nov. 13		EXAM WEEK
	24			Exam 3 Prep Game/Practice Exam 3 <i>Participation/Activity 22: Exam 3 practice</i>
	25	Sunday	Nov 13	Exam 3: Ch 4, 12, & 13
	DUE	<i>Sunday</i>	<i>Nov 13</i>	DUE by 11:59pm (PDT): <input type="checkbox"/> <i>Participation/Activity 22: Exam 3 Prep Game/Practice Exam 3</i> <input type="checkbox"/> Exam 2: Ch 4, Ch 12, & Ch 13
13		Mon. Nov. 14 - Sun. Nov. 20		
	26			Ch 14: Psychological Disorders: Basic Concepts of Psychological Disorders (pp. 473-483); Anxiety Related Disorders (pp. 483-491); Depressive Disorders & Bipolar Disorders (pp. 491-498) <i>Participation/Activity 23: Class discussion, Reading Quiz 18</i>
	27			Ch 14: Psychological Disorders: Schizophrenia (pp. 499-503); Dissociative, Personality, & Eating Disorders (pp. 504-509); Neurodevelopmental Disorders (pp. 509-512) <i>Participation/Activity 24: Class discussion, Reading Quiz 19</i>
	DUE	<i>Sunday</i>	<i>Nov 20</i>	DUE by 11:59pm (PDT): <input type="checkbox"/> <i>Chapter 14 Achieve assignments</i> <input type="checkbox"/> <i>Participation/Activities 23 & 24</i> <input type="checkbox"/> <i>Reading Quizzes 18 & 19</i>
14		Mon. Nov. 21 - Sun. Nov. 27		
			Nov 21-25	NO CLASSES – THANKSGIVING HOLIDAY
15		Mon. Nov. 28 - Sun. Dec. 4		
	28			Review Exam 3 Results <i>Participation/Activity 25: Review results of exam 3, reflect & evaluate performance and set goals</i>

				<i>DUE by 11:59pm (PDT): Exam 3 Performance & Goal Reflection Survey (on Achieve)</i>
	29			Ch 15: Therapy: Intro to Therapy & the Psychological Therapies (pp.513-526); Evaluating Psychotherapies (pp. 526-533); The Biomedical Therapies & Preventing Psychological Disorders (pp. 534-544) <i>Participation/Activity 26: Class discussion, Reading Quiz 20</i>
	<i>DUE</i>	<i>Sunday</i>	<i>Dec 4</i>	<i>DUE by 11:59pm (PDT):</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Chapter 15 Achieve assignments</i> <input type="checkbox"/> <i>Participation/Activities 25 (Exam 3 Performance & Goal Reflection Survey) & 26</i> <input type="checkbox"/> <i>Reading Quiz 20</i>
16		Mon. Dec. 5 - Sun. Dec. 11		
	30			Final Exam 4 Prep Game / Practice Exam 4 <i>Participation/Activity 27: Exam 4 practice</i>
	<i>DUE</i>	<i>Sunday</i>	<i>Dec 11</i>	<i>DUE by 11:59pm (PDT):</i> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Extra Credit papers:</i> <ul style="list-style-type: none"> <input type="radio"/> <i>Learning event & service event</i> <input type="checkbox"/> <i>Participation/Activity 27: Exam 4 practice</i>
17		Mon. Dec. 12 - Sun. Dec. 16		
	Final	Friday	Dec 16	<u><i>DUE by 11:59pm (PDT):</i></u> <ul style="list-style-type: none"> <input type="checkbox"/> Final Exam 4: Ch 14, 15, & comprehensive final <input type="checkbox"/> <i>End of year Performance & Goal Reflection (on Achieve)</i>