

**San José State University**  
**Department of Psychology**  
**PSYC 001. Section 03**  
**Introduction to Psychology**  
**Spring 2026**

<b>Instructor:</b>	Dr. Steven Del Chiaro Jason Hong, TA
<b>Office Location:</b>	DMH 352
<b>Email:</b>	Through Canvas (Please indicate on the subject line of the email: class date and time)
<b>Office Hours:</b>	Monday/Wednesday 12pm- 1pm and by appointment
<b>Class Days/Time:</b>	Monday/Wednesday 7:30 am – 8:45 am
<b>Classroom:</b>	DMH 356
<b>GE/SJSU Studies Category:</b>	GE-D1

### **Course Web Page**

#### **Canvas**

##### **Logging Into Canvas**

**Canvas Login URL:** <https://sjsu.instructure.com/>. Please note that it should NOT have the "www" at the start of the URL like many other websites. All students and faculty must first set up their SJSUOne account before accessing Canvas. To do so, go to <http://its.sjsu.edu/services/sjsuone/>. The **Username for Canvas** then is your 9 digit SID and your PW is the one you chose when you established your SJSUOne account. You will see the courses you are taking (assuming the instructor is using Canvas).

### **Further Assistance with Canvas**

Students should go first to <http://guides.instructure.com/m/4212> with problems and then to the University Help Desk for Canvas problems, including logging in (<http://www.sjsu.edu/helpdesk/>).

### **Course Description**

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, development, consciousness, learning, motivation & emotion, stress & health, abnormal behavior, personality theory, social psychology, treatment, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

## Required Texts/Readings

### Textbook

Psychology: Perspectives and Connections, 5<sup>th</sup> Edition with connect

By Gregory Feist and Erika Rosenberg

**LOG INTO CANVAS AND YOU CAN ORDER THE BOOK.** We will do this our first class.

View this video.

Student Registration – Connect + Canvas(Video):

<http://video.mhhe.com/watch/4q72PpEpzkXAd3hW4o52c8>

### Other Readings

As assigned by instructors on an as needed basis

### Learning Outcomes

#### Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

- 1. Students shall be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those processes, and the forces that engender social cohesion and fragmentation.**

This objective is met through material presented in Chapters 2, 3, 5, 14 in Feist & Rosenberg (2012), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: sensing, organizing, identifying, and recognizing; reality, ambiguity, and illusions; sensory knowledge of the world; organizational processes in perception; identification and recognition processes; cognitive development across the lifespan, acquiring language, social development across the lifespan, gender development, moral development, learning to age successfully; constructing social reality, attitudes, attitude change and action, prejudice, social relationships; the power of the situation; roles and rules, social norms, conformity, situational power; altruism and prosocial behavior; aggression, evolutionary perspectives, individual differences, cultural constraints; obedience to authority, and the psychology of conflict and peace.

#### Assessment example of a potential writing assignment for this learning objective:

Aggression, hostility, and violence are social problems the world over. It is easy enough to say that individuals who harm or even kill others (rapists, murderers, etc) do these things because society made them that way. In this assignment, I want you to write about the “Mind of a Killer” and review the evidence that people who kill others are made by their environment (nurture). But I also want you to review evidence that these behaviors have some basis in their biological make-up (nature). By reviewing evidence, I mean find at least 5 scientific journal articles that study people who killed. Summarize the methods and results of these papers. After reviewing evidence for both the nature and nature of murderous violence, summarize in a final paragraph, your own view for the cause of this

major social problem. That is, state clearly your own conclusion about “what causes someone to murder.”

**2. Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.**

This objective is met through material presented in Chapters 1, 2, 5, 15, and 16 in Feist & Rosenberg (2012), as well as material presented in lectures and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: evolution of modern psychology, historical foundations, and current cultural perspectives; the processes of research, psychological measurements, historical and current ethical issues in human and animal research; analyzing psychological research with descriptive and inferential statistics, becoming a wise consumer of research; intelligence and intelligence assessment, basic features of formal assessment, the origins of intelligence testing, the history and politics of intelligence testing, heredity and IQ, environments and IQ, culture and the validity of IQ tests; the nature of psychological disorders, deciding what is normal, historical perspectives of mental illness, etiology of psychopathology, the stigma of mental illness; the therapeutic context, goals and major therapies, historical and cultural contexts, treatment evaluation and prevention strategies, therapies and brain activity.

**3. Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.**

This objective is met through Chapters 3, 5, 8, 11, 12, 14, and 15 in Feist & Rosenberg (2012), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the biological and evolutionary bases of behavior, heredity and behavior, evolution and natural selection, variation in the human genotype, biology and behavior; cognitive processes, studying cognition, discovering the processes of mind, mental processes and mental resources, language use, language production, language understanding, language, thought and culture, visual cognition, problem solving and reasoning; judgment and decision making; physical development across the life span, cognitive development across the life span, perceiving speech and perceiving words, learning word meanings, acquiring grammar, social development across the life span, gender development, sex and gender, the acquisition of gender roles, gender and cultural perspectives on moral reasoning, learning to age successfully; functions of motivational concepts, sources of motivation, sexual behaviors, nonhuman sexual behaviors, human sexual arousal and response, the evolution of sexual behaviors, sexual norms, homosexuality, motivation for personal achievement, need for achievement, attributions for success and failure, work and organizational psychology; understanding human personality.

**4. Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.**

This objective is met through material presented in Chapters 2, 6, 13, and 16 in Feist & Rosenberg (2012), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: analyzing psychological research, descriptive statistics, inferential statistics, becoming a wise consumer of statistics; the study of learning, evaluating the effectiveness of different learning procedures, the

experimental analysis of behavior, observational learning; basic emotions and culture, functions of emotions, stress of living, physiological stress reactions, psychological stress reactions, coping with stress, health promotion, personality and health, job burnout and the health-care system.

**5. Students will be able to recognize the interactions of social institutions, culture, and environment with the behavior of individuals.**

This objective is met through Chapters 14, 15, and 16 in Feist & Rosenberg (2012) and lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the power of the situation, altruism and prosocial behavior, the psychology of peace and conflict; constructing social reality, attitudes and attitude change, prejudice, social relationships; deciding who is abnormal, the problem of objectivity in defining abnormal behaviors, classifying psychological disorders, the etiology of psychopathology, anxiety disorders (types and causes), mood disorders (types and causes), gender differences in depression, suicide, psychological disorders in childhood, schizophrenic disorders, the stigma of mental illness.

**Program Learning Outcomes (PLO)**

Upon successful completion of the psychology major requirements...

*PLO1 – Knowledge Base of Psychology* – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

*PLO2 – Research Methods in Psychology* – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

*PLO3 – Critical Thinking Skills in Psychology* – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

*PLO4 – Application of Psychology* – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

*PLO5 – Values in Psychology* – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

**Library Liaison**

Bailey, Christa

Phone: 408-808-2422

Email: [christa.bailey@sjsu.edu](mailto:christa.bailey@sjsu.edu)

**Classroom Protocol**

**Course Requirements and Assignments (See canvas for more details and late assignment policy)**

Research participation (SONA) is a required component of PSYC 1 and accounts for 6 percent of the final course grade.

**Participation Quizzes** are short, low-stakes quizzes designed to reinforce engagement with course material and encourage consistent preparation. These quizzes are administered during class, and students must be present to earn the points. There are no make-up opportunities for Participation Quizzes, regardless of the reason for absence. This policy is intended to support regular attendance, active participation, and ongoing engagement with course content rather than last-minute or retrospective completion. Quizzes are 1 point each.

**LMS Completion:** 10 LMS at 5 points each

Learning Management System (LMS) Completion consists of ten required Canvas-based chapter quizzes, each worth 10 points, for a total of 100 points. These quizzes are tied directly to the assigned McGraw-Hill textbook chapters and are designed to confirm that students have completed the readings and understand the core concepts. Quizzes are completed through Canvas and must be submitted by the posted deadlines.

**Exams.** 3 exams at 100 points each

There will be three exams, all of which consist of multiple-choice questions. Two will be in person, the other will be administered on Canvas and you have 60 minutes to complete each exam. The online exam will require respondus lockdown browser.

**Syllabus and Respondus Lockdown Browser practice quiz.**

This course includes two required Canvas quizzes, the Syllabus Quiz and the Respondus LockDown Browser Practice Quiz. Each quiz is worth 1 point and must be completed as part of the course requirements. These quizzes are designed to ensure familiarity with course policies, expectations, and the technical requirements for online assessments. Completion is required even though the point value is minimal, and failure to complete either quiz may affect your ability to participate in later course activities and assessments.

**Philosophical Paper.** 20 points

There will be one reflection writing project this semester. The reflection portion of the paper should be minimally 2 pages in length. See canvas for details.

**Experiential Assignments.** 4 at 10 points each.

These assignments and videos are designed to complement the schedule and provide students with an engaging and interactive way to connect theoretical knowledge with real-world examples. See canvas for details.

**Research Paper (50 points) and Rough Draft editing (10 points)**

There will be one research writing project this semester. The paper should be minimally 3 pages in length (double-spaced, single sided), but no more than 5. Proper spelling, grammar, and punctuation is expected and will be factored into your grade. Plagiarized papers will result in a failing grade for the course (i.e., a grade of "F") and the student will be referred to the Office of Student Affairs. More details regarding the structure of the paper will be provided on Canvas. Papers will be turned in electronically via canvas and edited electronically and returned electronically on Turnitin.com (more about this later). Therefore, papers must be submitted as Word documents (.doc or .docx) or PDF. If you do not have Word, please let me know, as SCU has this available to students. See canvas for details.

## **Informational Interview: Psychology in the Workplace 40 points**

This project is designed to help you see how psychology operates beyond the classroom and in real professional settings. You will conduct a brief informational interview with a working professional of your choice to explore how psychological concepts, skills, and ways of thinking are applied in their field. The focus is not on job placement, but on learning how psychology shows up in everyday workplace decisions, problem-solving, and human interactions. Through this experience, you will practice professional communication, connect course concepts to real-world contexts, and reflect on how psychology can inform a wide range of careers. The final written report will ask you to synthesize what you learned from the interview and consider how it shapes your understanding of psychology as an applied discipline. See canvas for details.

## **Assignments and Grading Policy**

Your grade will be determined by the total number of points you earn throughout the semester. Points are assigned as follows:

10 LMS Assignments	10 x 5 points	= 50 points
Participation Quizzes	Up to 20 quizzes x 1 point each	= 20 points
Philosophical Paper		= 20 points
Experiential Psychology Assignments	4 assignments x 10 points each	= 40 points
Research Paper and Peer Review		= 60 points
Informational Interview: Psychology in the Workplace		= 40 points
Exam 1		= 100 points
Exam 2		= 100 points
Exam 3		= 100 points

Total Possible Points: 535

Final grades are calculated strictly based on the total number of points earned out of 535. There are no weighted categories, curving, or rounding. Letter grades are assigned according to the grading scale listed in the syllabus.

## **Research Participation Requirement (SONA)**

An important component of PSYC 1 is participation in psychological research through the department research pool. All students are required to complete research participation, which counts for 6 percent of the final course grade.

Students must complete a total of 4 hours of research participation during the semester. At least 2 of the 4 required hours must be completed through in-person laboratory studies conducted on campus. The remaining hours may be completed through either in-person or approved online studies. Research participation is managed through the SONA system, and students are responsible for creating their accounts, signing up for studies, and tracking their completed hours.

All research hours or approved alternative assignments must be completed by Monday, May 11, 2026. This deadline is firm and set by the department.

If a student chooses not to participate in research studies, an alternative assignment option is available for full or partial credit. Instructions for the alternative assignment will be provided on

Canvas. Alternative assignments are submitted directly through the department process and not to the instructor.

Research participation is graded proportionally. Students who complete all 4 required hours will receive the full 6 percent credit. Students who complete fewer than 4 hours will receive partial credit at a rate of 1.5 percent per completed hour. If neither research participation nor the alternative assignment is completed, the final course grade will be reduced by 6 percent in accordance with department policy. **Instructors have no authority on this matter.\***

### Course Grading scale

	B+ = 87-89%	C+ = 77-79%	D = 60-69%
A = 94-100%	B = 82-86%	C = 72-76%	F = < 60%
A- = 90-93%	B- = 80-81%	C- = 70-71%	

**Classes:** This class covers a large amount of material; therefore, attending lectures is crucial for your success in this class. There is too much information discussed in class that cannot be found in text for you to do well in this course, without you attending regularly. If you want to do well, you will have to attend most every class. If you miss a class, you are responsible for getting the information from that class from a classmate. Please do NOT ask the instructor what was missed.

**Participation:** Students should expect to participate in class discussions, small group work, and homework. Although attendance in class is not mandatory, students must be present to participate in class work and obtain homework assignments. Students who engage in class tend to do better on quizzes and tests.

**Grade Checks:** Throughout the semester you may need to obtain your current grade for your major, athletic eligibility, or for a fraternity/sorority. In order to accommodate you with the information you need you MUST – Email your request a minimum of 24 hours in advance of class so your grade can be calculated, and that information can then be brought to class for your form. You MUST provide the necessary form to fill out. No grade checks will be provided outside of these guidelines. NO EXCEPTIONS!

**Expectation of Work Load:** It is important that you understand what the official CSU definition of a unit is. For every unit, it is expected that you spend 1 hour in class and 2 hours outside of class per week. That means for this course (3 units) that you be spending a total of at least 9 hours per week (3 in class and 6 outside of class).

**Recording Lectures:** Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

It is suggested to include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>.

## **University Policies**

### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](#), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](#) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

### **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) at <http://www.sjsu.edu/aec/> to establish a record of their disability.

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.

## **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

## **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

## **Student Success and Wellness**

Attending to your wellness is critical to your success at SJSU. I strongly encourage you to take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/ Wellness & Health Promotion Dept., and Career Center. See <http://www.sjsu.edu/wellness> or <http://www.sjsu.edu/counseling/Workshops/> for workshop/events schedule and links to many other services on campus that support your wellness! You may go to <http://events.sjsu.edu> to register for any one of the workshops.

## **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## **University Resources**

SJSU offers many resources to students for basic needs. Talk to me, or visit the website: <https://www.sjsu.edu/sjsucares/>

## **Psychology Department Writing Policy**

“The Department of Psychology has adopted the policy that designated written assignments will be **returned ungraded for errors** in organization, grammar, syntax, punctuation, misspelled words, and APA style. Returned paper may suffer a **penalty of 10%** on the final grade on the rewritten work. The revised paper must be returned within a maximum of **seven calendar days** and submitted with a copy of the original. This policy is in effect for all 100W and above and by instructor discretion for courses under 100.”

► Use APA style to cite your source in your text-paper. That is, when you paraphrase or quote from your source, at the end of the sentence or paragraph you must give the source(s) in parentheses, with last names of all authors and the date of publication. Do NOT do this in footnotes. HINT: any and all quotes must include the page numbers along with the author's names and date of publication. Do not give page numbers unless you are quoting directly.

*NOTE: → Be careful not to lean too much on the words of the authors. When you paraphrase you need to use almost completely your own words. Plagiarism is when 50% or more of the words from a sentence are not your own. Too many students often just change a word here and there from what the authors are writing. Read the article paragraph by paragraph and then sit down and summarize what you just read without really looking at the text.*

You must:

- Double-space the entire paper (no exceptions)
- Have 1" margins and 12pt font size in Times New Roman
- Have a header with page # (in the “View” menu in Microsoft Word)
- Have a title page and reference page
- Title page: title of article, your name, and education institution name
- → (note: title page and reference page do NOT count in the page total)

► Include a reference section with your reference fully cited and referenced in APA style. The easiest way to know what APA style is to LOOK IN OUR TEXTBOOK. That is APA style.

► Make sure you edit your own paper. Print it out after you finish it, read it out loud, and clarify sentences that are poorly structured or that are missing a smooth transition. Also, remember the **Learning Assistance Resource Center (LARC)**-- <http://www.sjsu.edu/larc/>. For instance, under the link at LARC for “WRC Writing Info” there are multiple *grammar assistance websites*, such as <http://www.englishplus.com/grammar/>. This site helps you understand all of the basics of writing, from run-on sentences to sentence fragments, etc. Make use of resources available. Good writing is a skill that doesn't just happen. You have to work at it. The more you write and the more feedback you receive, the better writer you will be.

#### How to search for Articles:

It's easiest and best to get articles from **PsychINFO** (a database for psychology journals):

1. GO to [www.sjlibrary.org](http://www.sjlibrary.org)
2. Then go to the “SJSU Students and Faculty Services” link on the left side of the page.
3. Then go to “Databases” under “Find Articles.”
4. Then follow the “P” link to “PsychINFO.” From home or off campus you will need to enter your SJSU SID and a library PIN code.
5. From the library you won't need IDs or PWs.

6. Now you are in PsychINFO and can find your particular articles by author and/or journal title.
7. Just enter last name of first author and pull down “select a field” for “ AU author”; AND journal title “select a field” for “SO Publication Name”, AND year in “select field” for “PY Year of Publication”.
8. Once you locate the particular reference, follow the links to "get text" or click on the pdf directly. If you have to go to get text, then search for the PDF.
9. Download it to your computer.

### **Psychology Departmental Writing Policy**

“The Department of Psychology has adopted the policy that designated written assignments will be **returned ungraded for errors** in organization, grammar, syntax, punctuation, misspelled words, and APA style. Returned papers will suffer a **minimum penalty of 10%** on the final grade on the rewritten work. The revised paper must be returned within a maximum of **seven calendar days** and submitted with a copy of the original. This policy is in effect for all courses 100W and above and by instructor discretion for courses under 100.”

Schedule on next page

## Reading Topics, Exams and Dates: Psych1, Spring 2026

**Note:** This course will follow this syllabus to the extent possible. The timing and specific nature of topics and activities may change. You are responsible for keeping informed of any changes made to the class syllabus. Such changes will be clearly stated in class and will be posted on canvas through announcement. It is extremely important to **check the website before each class**.

**Table 1 Course Schedule**

Week	Date	Topics, Readings, Assignments, Due Dates
1	Jan 26	Course Overview – Introduction/Syllabus
	Jan 28	Introduction to Theoretical Orientations <b>Syllabus Quiz Due</b>
2	Feb 2	Introduction to Psychology <b>CH 1</b> <b>LMS Chapter 1</b>
	Feb 4	<b>Philosophical Paper Due</b>
3	Feb 9	Conducting Research in Psychology <b>CH 2</b> <b>LMS Chapter 2</b>
	Feb 11	<b>Experiential Psychology - Scientific Thinking and Research in Psychology Due</b>
4	Feb 16	Biology of Behavior <b>CH 3</b> <b>LMS Chapter 3</b>
	Feb 18	<b>Experiential Psychology - The Biology of Behavior Due</b>
5	Feb 23	Human Development <b>CH 5</b> <b>LMS Chapter 5</b>
	Feb 25	
6	Mar 2	<b>Examination 1 (Chapters 1, 2, 3, 5)</b>
	Mar 4	Consciousness <b>CH 6</b> <b>LMS Chapter 6</b>
7	Mar 9	Memory <b>CH 7</b> <b>LMS Chapter 7</b>
	Mar 11	<b>Experiential Psychology – Memory Due</b>
8	Mar 16	Ch 8 Learning <b>LMS Chapter 8</b>
	Mar 18	
9	Mar 23	Ch 8 Learning continued <b>Experiential Psychology – Learning Due</b>
	Mar 25	<b>Exam 2 (6, 7, 8)</b>
10	Mar 30	<b>Spring Break – No Class</b>
	April 1	

Week	Date	Topics, Readings, Assignments, Due Dates
11	April 6	Stress and Health <b>CH 12</b> <b>LMS Chapter 12</b> <b>Draft of Research Paper Due 9 AM (NO LATE PAPERS)</b> <b><u>**Peer Reviews are distributed at 9:05 AM</u></b>
	April 8	<b>Complete Peer Review</b>
12	April 13	Social Behavior, <b>CH 14</b> <b>LMS Chapter 14</b>
	April 15	<b>Final Paper Due</b>
13	April 20	Disorders of Mind, <b>CH 15</b> <b>LMS Chapter 15</b>
	April 22	
14	April 27	Ch 15 Continued
	April 29	<b>Informational Interview: Psychology in the Workplace Due</b>
15	May 4	Treatment of Disorders, <b>CH 16</b> <b>NO LMS DUE for Chapter 16, but open if you want to do it</b>
	May 6	
16	May 11	Catch up and prep for final <b>Lockdown Browser Practice Quiz Due</b>
17	Final Exam	<b>Exam 3 (12, 14, 15, 16) Online – See Canvas</b>