

4-1-2018

# Psychology 101: Introduction to Psychology Syllabus Spring 2018

Sarah Grison

*Parkland College*, [sgrison@parkland.edu](mailto:sgrison@parkland.edu)

---

## Recommended Citation

Grison, Sarah, "Psychology 101: Introduction to Psychology Syllabus Spring 2018" (2018). *Psychology Courses*. 1.  
[https://spark.parkland.edu/psych\\_course/1](https://spark.parkland.edu/psych_course/1)

Open access to this Course Materials is brought to you by Parkland College's institutional repository, [SPARK: Scholarship at Parkland](#). For more information, please contact [spark@parkland.edu](mailto:spark@parkland.edu).

## Introduction to Psychology (Psy 101)

16-week course beginning 01/16/2018 through 05/10/2018

Section 007: Tuesdays & Thursdays, 1-2:50 PM in Room D146

*"The good life is a process, not a state of being. It is a direction, not a destination." ~ Carl Rogers*

---

**Teacher:** Sarah Grison, Ph.D. **E-mail:** [sgrison@parkland.edu](mailto:sgrison@parkland.edu) **Office:** Room D177 **Mailbox:** Room D180

**Student Advising Hours:** Please drop by, call, or Skype me: Tues 10 am–1 pm; Thurs 10 am–noon; Contact me for an appointment!

**Cell (9 AM-9 PM ONLY):** 217-778-1418 (If texting please state name & class) **Skype:** sarahgrison **Twitter:** docgrison

### COURSE LEARNING GOALS AND GENERAL EDUCATION GOALS

The mission of Parkland College is to engage the community in learning. Similarly, my approach to teaching focuses on engaging you in active learning to understand psychology concepts and apply them to real life. So, I use active learning techniques to support each student in achieving these three course Learning Goals and General Education Goals.

**1. Students will understand that psychology is a science and apply the scientific method to research on mental processes, behavior, and the underlying brain processes.** Psychologists use the scientific method to investigate many diverse aspects of human mental processes, behavior and brain processes. When psychologists apply appropriate research techniques as part of the scientific method, we can better understand psychological processes. For example, a developmental psychologist might use observational techniques to investigate children's attachment towards caretakers at a day care. Over the term, your graded work (see Grades below) will show whether you can: 1) understand the breadth and depth of the topics investigated in the science of psychology, **both within one culture and across cultures**, 2) describe the steps in the scientific method, 3) comprehend the types of research techniques used to investigate psychological topics, and 4) apply the scientific method to research on psychological phenomena. These goals reflect the General Education goal of Reasoning and Inquiry.

**2. Students will apply psychological principles to real-life situations, including their personal, academic work, and professional lives.** Psychology is a very diverse field and psychologists investigate a wide array of topics, from how our brains work, how we change over our lives, how we think and feel, our personalities, how we relate to others, and our mental health. All of these topics, and more, are very relevant in our daily lives. For example, health psychologists study the factors that increase stress and are related to diseases as well as how to reduce stress and live a healthier life. Over the term, your graded work (see Grades below) will demonstrate whether you can: 1) extend your knowledge of psychological principles to new situations in your life, **2) explain how psychological processes vary between individuals and across cultures**, 3) use critical thinking skills to differentiate opinions and beliefs from scientific facts presented in the media, and 4) apply psychological principles to yourself, relationships with others, in how you study in school, and with respect to preparing for a certain profession. Together, these goals reflect the General Education goal of Critical Thinking and Information Literacy.

**3. Students will apply their new understanding of psychology to improve specific skills that will help them better succeed in their personal, academic, and professional lives.** While the first two learning goals relate to the content of the course, the last goal relates to using psychological knowledge to develop good skills. For example, research by cognitive psychologists shows that people remember more information when they distribute study over time versus when they study in one session. Based on this, we know that the best way to prepare for tests is not to 'cram', but to study a little at a time over many days. Over the term, your graded work (see Grades below) will reveal whether you can: 1) develop good study skills (organize a calendar, read and understand textbooks, take notes in class, write successfully, and improve testing skills), 2) develop skills in reading and comprehending psychological material and writing about psychological processes you experience in your life, and **3) develop awareness of psychological diversity across cultures with respect to development, health, intelligence, gender, sexual orientation, personality, and psychological disorders.** Together, these goals reflect the General Education Goals of Communication and Global Awareness.

## REQUIRED COURSE MATERIALS

The materials below are **required** because they help you achieve all of the Learning Goals.

**Textbook:** Our textbook can be purchased at the campus bookstore and is on reserve in library.

Grison, S., & Gazzaniga, M. S. (2017). *Psychology in Your Life (2e)*. WW Norton: NY.

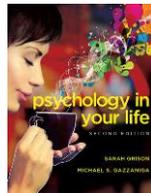
Each new version of this textbook will include an access card that gives you free access to the e-book. **Please contact me as soon as possible if you have difficulties accessing the textbook!**

**Three-ring binder:** The version of the textbook available at the Parkland bookstore is a three-hole punched in order to keep cost low. BUT! You must place this in a three-ring binder in order to keep the pages together. You will need all of the pages because we will read them all.

**InQuizitive:** This adaptive online homework tool gives you a way to engage with and learn the material. Our initial research shows that doing the online homework in InQuizitive may be associated with higher grades, so we do require it for the course. **If you buy a new version of the second edition of the textbook it will come with an access card inside that gives you free access to InQuizitive.** To get access to InQuizitive, follow the instructions on the card. Be sure to use your Parkland email to sign up for InQuizitive and use your Parkland password for InQuizitive too. That will help you remember them! Also, write your login and password down somewhere (like on your textbook!) to remember them. **If you buy a used version of the textbook then it will NOT have an access card in it. In that case, you should purchase access to InQuizitive for the term for about \$20 at <https://digital.wwnorton.com/psychlife2>.**

**Cobra:** **A significant portion of the work will be on Cobra.** Please check Cobra daily to access announcements, PowerPoint slides, assignments, and interactive materials that that will help you learn and get the best grade in this class. Access Cobra at <http://cobra.parkland.edu> and use your my.Parkland logon. Your default password (old password) is your birthday in MMDDYY format, but you can change it once you log in.

**Email:** Please be aware that the Cobra HAS NO email system. **I will use your stu.parkland.edu email to contact you.** Please check your email daily from My Parkland at <https://my.parkland.edu/>. You can also download Office 365 to your desktop and smartphone for free and use Outlook from your smartphone to check your email. In addition, **please use sgrison@parkland.edu to email me. Lastly, you MUST email me from your stu.parkland.edu account because school policies prevent me from replying to any other email address.**



## POLICIES

**Syllabus:** This syllabus has all of the information about how our class will function. Print out and keep this syllabus with your course materials. **You should read it as soon as possible because you will have a quiz on it.** However, in order to provide you with the best learning experience, I may need to make minor adjustments as the semester evolves. In that event, all adjustments will be uniform and clearly communicated to the class.

**General College Syllabus:** Parkland College provides additional syllabus information pertaining to all courses. **You are responsible for knowing this information and following it.** This information is provided in Cobra on the main page of our course, which can be accessed at <http://cobra.parkland.edu>.

**Class Description:** (IAI S6 900) Introduction to scientific study of human and animal behavior. Survey of research and theories, emphasizing social behavior, intelligence, creativity, behavior disorders, therapy, language and personality development, learning, motivation, emotion, sensation, and perception. 4 Credit Hours.

**Prerequisite:** ENG 101 placement.

**Adult content:** **Please be aware that this course, as is the case with all college courses, contains material that some students might find objectionable.** We cover many aspects of psychology including mental health disorders, stereotypes, prejudice, discrimination, assault and abuse, gender identity, sexual development, sexual behavior and sexual orientation, among other topics. All of the text and visual supports used in the class will help students learn about these issues. If a student at any time feels that they are having an adverse reaction to the content, I encourage them to talk with me, either in my advising office, through email, text or via the phone, or even an anonymous message placed in my mailbox in D180.

**Student Advising Hours:** It's important for me to get to know students, so I look forward to talking with you during my student advising hours posted at the top of the syllabus. There is no need to email me about coming to student advising hours; just show up! However, if these days/times do not work, please feel free to contact me to set up another day/time. You can choose to meet with me in my office, talk with me on the phone, or Skype me.

**Academic Accommodations:** If you have not yet registered with Accessibility Services, but believe you may need academic accommodations (e.g. an alternate testing environment, use of assistive technology or other classroom assistance), please contact the office at 217-353-2338 or [accessibilityservices@parkland.edu](mailto:accessibilityservices@parkland.edu).

**Students with approved accommodations through Accessibility Services are expected to meet privately with me each semester to discuss the accommodations listed on their Parkland College ID card. (e.g. extended time on exams, notes, etc.)** This personal introduction officially marks the beginning of your accommodations for the semester. Instructors should be allowed to view your ID card and note approved accommodations.

If you are a student that is already registered with Accessibility Services and you have questions or concerns, please contact

- Kristen Stephens, Co-Coordinator, Accessibility Services (U263) at 217-353-2337 or [kstephens@parkland.edu](mailto:kstephens@parkland.edu)
- Laura Wright, Co-Coordinator, Accessibility Services (U265) at 217-351-2588 or [lwright@parkland.edu](mailto:lwright@parkland.edu)

**Conduct and Civility in face-to-face and online classes:** All Parkland Students are expected to be responsible for their behavior. This includes monitoring your language and your behavior all around the campus, including in and out of classes. The core values of Parkland College, of fair and just treatment and responsibility, guide how I conduct myself and what I expect from students. Students should: 1. Respect people and property, 2. Show empathy and tolerance, 3. Demonstrate concern for and fairness towards others, 4. Employ critical thinking and patience, and 5. Accept accountability for actions. I will do my best to adhere to these by modeling best teaching practices, treating everyone with respect, and being sensitive to our different sexes, genders, ethnicities, and religious and sexual preferences, etc. I also fully expect each of you to behave in the same way.

It is especially important to monitor one's tone while communicating online. Humor and sarcasm are easily understood when one can see another person's face, but this is not true in online settings. Accordingly, **please be even more careful than usual to convey respect in your written and verbal comments.** Thank you in advance for your consideration.

If anyone feels that the learning environment is not respectful, please contact me as soon as possible and I will remedy the situation. **Disruptive behavior is not acceptable and won't be tolerated.** Please go to <http://www.parkland.edu/studentlife/policies> and click on *Student Conduct Code*, for more information. If you have questions or concerns please call the Office of the Dean of Students at 217-353-2048.

**Title IX – Pregnancy:** Title IX of the Education Amendments of 1972 provides pregnant students with certain rights regarding their education. For information, contact Dr. Marietta Turner, Dean of Students at 217-351-2505 or via email at [mturner@parkland.edu](mailto:mturner@parkland.edu).

**Title IX – Sexual Harassment, Violence, and Misconduct:** We are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office of Civil Rights, the College requires faculty members to report incidents of sexual violence shared by students to the College's Title IX Coordinator, Vice President of Student Services, Michael Trame. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a college-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a minor (any person under 18 years of age) to the Illinois Department of Children and Family Services (DCFS). Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is available at <http://www.parkland.edu/resources/safecampus>.

**Attendance in face-to-face and online classes:** **Attendance is required in this class, both for any face-to-face and online portions.** This is because being in class daily and in the online environment in Cobra on most days of the week will allow you to engage in the many learning activities we have so you can remember, understand, and apply the material.

Additionally, you will earn points towards your grade for attending and participating in the classroom and in online activities. However, I realize that life sometimes interferes with our ability to attend class or access materials online, so below in the section on Grades, you will see how the grading policy allows for you to occasionally miss a class or some online activities without severe consequences on your grade. However, if you miss class often, are habitually arrive late and leave early, or repeatedly miss online activities then this might mean that you will miss points, which will result in a lower grade. **If this starts to happen, please contact me immediately so that I can help you work to be more successful.**

**Absences & Make-up Policies:** Because you can drop several graded activities (see Grades below), there are no make-ups allowed. If a student exceeds their allotted "drops" for these graded activities, **then in the event of documented conflicts and/or emergencies, including, but not limited to, authorized athletic or scholastic events, religious observances, pregnancy, and associated medical conditions,** a student may be allowed to make-up the missed work. If you are absent for more than one day due to an emergency, an accident, illness or being hospitalized, you or your family need to contact the Office of the Dean of Students at (217) 353-2048, so that notifications can be sent to your instructors.

**Test/Exam Conflicts:** **If a student has a conflict with a test or exam, I expect them to contact me in advance to schedule other arrangements and to provide appropriate documentation of the conflict.** In this special case where a student schedules a make-up test or exam due to a medical emergency or documented conflict, the student may be given an alternate exam, which may be composed entirely of essay questions.

**Student-Initiated Drops and Withdrawals:** A student may either drop or withdraw themselves from this class.

First, within the first week of a class session, you **may drop the class with no record**. The course does not appear on the transcript and you receive a full credit of tuition and fees. The deadline for this is 11.59 p.m. on the Sunday following the class start date, which is by **Sunday, 1/21/2018, at 11:59 pm**. To do this:

- 1) Log in to my.parkland
- 2) From the Registration menu, click/choose the Register and Drop Sections menu option and follow the screen prompts.

If you need help, call the Tech Service Desk at 217-353-3333. Watch the “Check Out WebAdvisor” video for tips and information on resources.

Second, beginning on Monday of the second week of the class session, and up to 5 p.m. on the last business day of the week before the last week of instruction for that class, which is on **Friday, 5/4/2018, at 5 pm, you may withdraw from the class**. The course will appear on the transcript with a grade of W and there is no refund of tuition and fees. To do this:

- 1) Obtain the *Request to Withdraw From Courses* form either online at my.parkland or in person from Admissions and Records in U214.
- 2) Contact your instructor, department chair, or program director for their signature. The signature can be obtained in person or via email. If you have gotten the signature via email, attach the email to the form and send it to [registration@parkland.edu](mailto:registration@parkland.edu).
- 3) If you are a degree-seeking student withdrawing from all courses, you should have an exit interview with a financial aid advisor. Call 217-351-2222 or stop by Financial Aid in U286.
- 4) Submit the completed form to Admissions and Records (U214) with a picture ID.

For more information, go to <http://www.parkland.edu/studentlife/policies> and click on **Drop/Withdraw Procedures Policy**.

**Instructor-Initiated Withdrawals:** Your instructor is permitted to withdraw you from the class in two ways.

First, at the census date, for our class, on **Monday, 1/22/2018**, faculty are required to assess your attendance. If you have not attended up to that point, you will be withdrawn with no refund of tuition and fees and a grade of “W” will be recorded on your academic transcript.

Second, after this census date, if you cease to attend, the faculty member has the right to withdraw you at or before midterm, which is on **Friday, 3/9/2018**. In cases where a student has stopped attending class after midterm then the student is responsible for withdrawing themselves from class (see the process above). In cases where a student has stopped attending class since midterm but has NOT withdrawn themselves then a final grade being submitted for that student, even if that grade is an F. For more information, go to <http://www.parkland.edu/studentlife/policies> and click on **Drop/Withdraw Procedures Policy**.

**Academic Honesty:** Academic honesty is performing academic work without cheating, fabrication, plagiarism, or collaboration. **In this class, all work is to be done individually**. It is very important that you read, understand, and adhere to the policies on Academic Honesty, at <http://www.parkland.edu/studentlife/policies> then click on **Academic Honesty**. The process of deciding consequences of academic dishonesty begins with the teacher and may proceed to the department chair and/or the Office of the Vice President for Academic Services. For a full explanation of the consequences of academic dishonesty, go to

<http://www.parkland.edu/Media/Website%20Resources/PDF/StudentPolicy/Student%20Policies%20and%20Procedures.pdf#page=5&zoom=100,0,300>

**GRADES (A.K.A. PROGRESS TOWARD THE LEARNING GOALS)**

You can show progress towards achieving the learning goals stated above by earning points in several graded activities, as described below. Because of this method of grading, every one of you can earn an A in this class!

<b>GRADED ACTIVITY</b>	<b>POSSIBLE POINTS TO BE EARNED</b>
<b>1. Student Advising Meetings</b>	<b>40 points max:</b> 2 meetings x 20 points each; <b>these grades CAN'T be dropped</b>
<b>2. InQuizitive</b>	<b>150 points max:</b> 16 InQuizitives x 10 points each, drop the 1 lowest grade
<b>3. Attendance &amp; Participation</b>	<b>90 points max:</b> 16 Weeks x 6 points each, drop the 1 lowest grade
<b>4. Class Activity Sheets</b>	<b>90 points max:</b> 16 Class Activity Sheets x 6 points each, drop the 1 lowest grade
<b>5. Quizzes</b>	<b>150 points max:</b> 16 Quizzes x 10 points each, drop the 1 lowest grade
<b>6. Experiencing Psychology</b>	<b>50 points max:</b> 3 "products" x 25 points each, drop the 1 lowest grade
<b>7. Tests</b>	<b>180 points max:</b> 3 tests x 60 points each, <b>these grades CAN'T be dropped</b>
<b>8. Final Exam</b>	<b>50 points max:</b> 1 cumulative final x 50 points; <b>this grade CAN'T be dropped</b>
<b>TOTAL</b>	<b>800 points max</b>
<b>BONUS POINTS</b>	<b>You will have opportunities to earn bonus points throughout the course</b>

**Student Advising Meetings:** You can earn points by having a Student Advising Meetings with me either in person, via Skype, or over the phone. Just come to my office during my student advising hours (see the top of the syllabus). There's no need to schedule it first! The aim is for us to get to know each other and discuss your academic and professional goals so we can work together to achieve them. In this meeting I can help with scheduling your time, explaining concepts, test anxiety, discussing future classes, and more! The earlier in the term we do this meeting, the more helpful it will be! **So, to earn full points on this grade, you should meet with me ONCE in before Week 7 in the term and meet with me ONCE before Week 14.** After these points, you may receive fewer points for completing the advising meetings. These are required meetings so the grades CANNOT be dropped.

**InQuizitive:** For each chapter, first you will read the textbook, write answers to the Reading Activities at the start of each section in the textbook (which is optional, but HIGHLY recommended). After this, it's time to do InQuizitive. These online activities give you practice with the material so that you can learn it better. It is also so that I can know what you do not understand. **For each chapter you will use the link in the Cobra folder to access the InQuizitive homework. You need to complete the activities until you reach 1500 points for that chapter. BUT you should take a few days to do this.** InQuizitive will save your progress for you over days! InQuizitive will also let you know when you have earned the full points. As long as you earn all of the assigned points, you will get 100% on your InQuizitive homework grade. However, the lowest ONE InQuizitive grade will be dropped at the end of the term. The InQuizitive activities are due by the date on the schedule below. **Once you are done InQuizitive it will unlock the quiz for the chapter.**

**Attendance & Participation:** Coming to class gives you many opportunities to learn, so there is a grade for attendance and participation. Indeed, I will give you many chances in class to actively work with concepts, by answering questions, discussing topics, and doing activities and demonstrations. You can earn full points by coming to class, participating, answering questions, and getting questions correct. The lowest ONE week of attendance and participation grades will be dropped at the end of the term. Please see the Policy section above for the attendance and make-up policies if you need to miss class!

**Class Activity Sheets:** Because it is so important to learn actively while in class, and to develop writing skills, we will also have class activity sheets for each chapter where you take notes on material, write about how the concepts apply to your life, give your opinion on topics, and explain the results of in class activities and demonstrations. You can earn full points by completing all parts of the class activity sheets, explaining and applying the concepts correctly, and using good writing skills. The lowest ONE class activity grade will be dropped at the end of the term. All class activity sheets are due by the due date on the schedule below.

**Quizzes:** At the end of each chapter is a quiz on the material that makes sure that you can remember, understand and apply the concepts. The Quizzes are given in Cobra and you will get several attempts to answer the multiple choice questions. **The first quiz is the Syllabus Quiz because it is important to read your teachers' syllabi so you know the rules of the course and what to expect!** The lowest ONE quiz will be dropped at the end of the term. Quizzes are due by the date on the schedule below. **Once you are done the Quiz it will unlock the next folder with chapter (or test) materials.**

**Commented [S1]:** Please note that while these activity sheets existed in prior terms, for three chapter of the course they were revised in include content related to exploring psychological topics in people from other countries and cultural backgrounds (e.g. Japan and China).

**Experiential Learning:** To help you “see” psychology in your life there will be three experiential learning opportunities. These will give you the opportunity to apply what you learn about psychological concepts to your own life and to develop a product (a written summary, a brochure, podcast, video, etc.) to describe your experience. The lowest ONE experiential learning grade will be dropped at the end of the term. Experiential learning products are due by the date on the schedule below.

**Tests:** After we finish several chapters there will be a test on the material to ensure that you have mastered it. The tests are given in class and may have multiple choice and short answer questions. These grades CANNOT be dropped. The test dates are listed the schedule below.

**Final Exam:** At the end of the term there will be a final exam that covers all of the material in the course. The final exam is given on campus and may be comprised of multiple choice and short answer questions. This grade CANNOT be dropped. The final exam date and time information is listed the schedule below.

**Bonus Points:** There is NO extra credit assignment. However, bonus points are available during the course, for example by doing more than one attempt on quizzes, by doing review activities for tests and answering the surveys on Cobra. These will always be announced in class and/or on Cobra.

**Calculating Grades:** Letter grades will be assigned based on the total points a student has earned across all graded activities, including Bonus Points. Each student’s points will be added up, along with any Bonus Points they have earned, and divided by 800 points. The resulting percentage grade is ALWAYS rounded up, and this yields the student’s letter grade for the course. Below the percentage cutoffs are shown for earning a specific letter grade in the class.

For example, if a student has 702 points across all activities and 12 bonus points they have 714 total points. The 714 total points is divided by 800 points, which is .8925. When this is rounded up it yields .90, which means the student earned an A. EX. 702 points + 12 bonus points = 714 total points/800 maximum points = .8925 = .90 = A

Percent Grade	1.00-.90 %	.89-.80 %	.79-.70 %	.69-.60 %	59 % and below
Letter Grade	A	B	C	D	F

\* *NOTE: Under certain unusual circumstances in a particular class, each of the students’ total points may instead be divided by the maximum number of points earned by the top student(s) in the class (BEFORE bonus points were added).*

**Grading Disputes:** If you disagree about the grading of any answer on any activity, please feel free to submit the information to me in writing. This allows me to fully consider your thoughts and give them the proper attention. Any disputes must be submitted to me within two weeks of receiving the grade in order to be considered. All submitted grading disputes will be carefully reviewed before they are returned to you.

### ADDITIONAL RESOURCES

**SOAR:** You can access the electronic version of SOAR, with useful information from the student orientation, on the Library Guide at <http://parkland.libguides.com/soar> .

**Center for Academic Success:** The Center for Academic Success, in room D120, provides learning assistance to students. More information is at: <http://www.parkland.edu/resources/cas> . If you need assistance of any kind to complete any graded activities, stay on top of readings, study for tests, or just to stay in school, please contact the Center for Academic Success at 217-353-2005 or 217-351-2441. You may also email the CAS at [CenterForAcademicSuccess@parkland.edu](mailto:CenterForAcademicSuccess@parkland.edu).

**Parkland College Library:** Located on two floors in the College Center, the College Library is a comfortable place to study, research, browse, and work with friends. Librarians are available to assist and guide you. Full-text databases are available online 24 hours a day 7 days a week. You may access these databases from off-campus using your ParklandOne login. While on campus, you can use your laptop and smart devices to access the Wi-Fi network.

Your Parkland ID is your Library card. You may renew library materials online in the Library catalog or call 217-353-2223. Fines and/or fees are charged for overdue, lost or damaged materials. Printing and photocopying are available in black and white (10 cents per page) and color (50 cents per page). Laptops, Kindles, calculators, headphones and more can be checked out at the Service Desk.

Get help! Use the Ask-A-Librarian service for chat, text, email, and phone assistance. For more information, see the library website at <http://library.parkland.edu/friendly.php?s=home> or call a librarian at 217-373-3839.

**Tech Service Desk (Student Technical Assistance & Resources):** The Tech Service Desk can help with technical problems

**Commented [S2]:** Please note that this was a new assignment for this semester, where one of the three Experiential Learning projects focused on relating issues in psychology to people from a different cultural or ethnic background.

about your student e-mail, Cobra Learning, wi-fi access, or my.parkland. You can visit them in A184 on Monday through Thursday from 7:30 am to 6 pm or Friday from 7:30 am to 5 pm. For virtual assistance, please e-mail [TechHelp@parkland.edu](mailto:TechHelp@parkland.edu) or call the Tech Hotline at 217-353-3333. For more information, please see <http://www.parkland.edu/techsd>

**Counseling and Advising:** The Counseling and Advising Center provides assistance to currently enrolled students at Parkland College for academic advising, career and transfer planning, and personal counseling for stress, anxiety, depression and other issues. For more information, go to [www.parkland.edu/counseling](http://www.parkland.edu/counseling), call them at 217-351-2219, or visit them in room U267.

**Mass Notification System:** In the event of a significant campus emergency, Parkland College will automatically activate its mass notification system. You will receive notifications through all contacts that the college has for you: including your Parkland email, mobile phone number, and home phone number.

**Financial Aid:** The Office of Financial Aid and Veteran Services provides information about scholarships, grants, loans (which must be repaid), and part-time employment. For more information, go to <http://www.parkland.edu/student-services/financialaid>, call 217-351-2222, or visit room U286.

**Career Center:** The Career Center helps with selecting a college major, making a career decision, job searches, and finding a job. More information is available at <http://www2.parkland.edu/careercenter>, call 217-351-2536, or drop in room U238.

---

**TENTATIVE SCHEDULE**

Sticking to this schedule will help you pace your learning. I will inform you if I need to alter this schedule to ensure the best learning experience. **All of the BOLD items are required to turn in, while the unbolded items are STRONGLY recommended! Inquizitive homework is due by the start of class on Tuesdays. Quizzes on Cobra are due by Saturdays at 11:59 PM CT.**

<b>Part 1: How do our bodies and brains allow us to think, feel, act, change over time, and be healthy? Chapters 1, 2, 3, 4, &amp; 11</b>		
<b>Weekly Topics &amp; Readings</b>	<b>Date</b>	<b>Activities</b>
<b>Week 1: Introduction to the Course and How to Succeed in the Course</b>	Tuesday 1/16	<ul style="list-style-type: none"> <li>In Cobra, click on Syllabus (in the Start Here folder) and read it</li> <li>Register for InQuizitive</li> <li>Start doing "How to Use InQuizitive" on InQuizitive (MUST use link in Start Here folder)</li> <li>Come to class to earn participation points and take notes actively</li> <li>Keep doing "How to Use InQuizitive" on InQuizitive (MUST use link in Start Here folder)</li> </ul>
	Wednesday 1/17	<ul style="list-style-type: none"> <li><b>Finish "How to Use InQuizitive" (1500 points) (MUST use link in Start Here folder!)</b></li> </ul>
	Thursday 1/18 <b>Meet in computer lab: Room TBA!</b>	<ul style="list-style-type: none"> <li>Come to class to earn participation points and take notes actively</li> <li><b>Turn in Course Orientation &amp; Success Class Activities sheet</b></li> <li>Download/view Course Orientation &amp; Success slideshow &amp; correct your notes for the slides</li> <li>Complete any missing items from the Course Orientation &amp; Success Class Activities sheet</li> </ul>
	Friday 1/19	<ul style="list-style-type: none"> <li><b>Syllabus Quiz (1st attempt!) (Releases Ch 1 materials)</b></li> <li>Look at answers to quiz questions to understand what you got wrong</li> </ul>
	Saturday 1/20	<ul style="list-style-type: none"> <li><b>Finish Syllabus Quiz (2<sup>nd</sup> and 3<sup>rd</sup> attempts earn bonus points!)</b></li> <li><b>Week 1 finishes at 11:59 pm CT</b></li> </ul>
<b>Week 2: Chapter 1: Introducing the World of Psychology</b>	Sunday 1/21	<ul style="list-style-type: none"> <li>Read Ch 1.1 &amp; Ch 1.2 and write answers to Reading Activities</li> <li>Start doing Ch 1 InQuizitive (MUST use link in Ch 1 folder)</li> </ul>
	Monday 1/22	<ul style="list-style-type: none"> <li>Read Ch 1.3 &amp; Ch 1.4 and write answers to Reading Activities</li> <li>Keep doing Ch 1 InQuizitive (MUST use link in Ch 1 folder)</li> </ul>
	Tuesday 1/23	<ul style="list-style-type: none"> <li><b>Finish Ch 1 InQuizitive (1500 points) (MUST use link in Ch 1 folder) (Releases Ch 1 Quiz)</b></li> <li>Come to class to earn participation points and take notes actively</li> </ul>
	Wednesday 1/24	<ul style="list-style-type: none"> <li>Finish reading Chapter 1 and writing answers to Reading Activities</li> </ul>
	Thursday 1/25	<ul style="list-style-type: none"> <li>Come to class to earn participation points and take notes actively</li> <li><b>Turn in Ch 1 Class Activities sheet</b></li> <li>Download/view Ch 1 slideshow &amp; correct your notes for the slides</li> <li>Complete any missing items from the Ch 1 Class Activities sheet</li> </ul>
	Friday 1/26	<ul style="list-style-type: none"> <li><b>Ch 1 Quiz (1st attempt!) (Releases Ch 2 materials)</b></li> <li>Look at answers to quiz questions to understand what you got wrong</li> </ul>
	Saturday 1/27	<ul style="list-style-type: none"> <li><b>Ch 1 Quiz (2<sup>nd</sup> and 3<sup>rd</sup> attempts earn bonus points!)</b></li> <li><b>Week 2 finishes at 11:59 pm CT</b></li> </ul>
<b>Week 3: Chapter 2: The Role of Biology in Psychology</b>	Sunday 1/28	<ul style="list-style-type: none"> <li>Read Ch 2.1 &amp; Ch 2.2 and write answers to Reading Activities</li> <li>Start doing Ch 2 InQuizitive (MUST use link in Ch 2 folder)</li> </ul>
	Monday 1/29	<ul style="list-style-type: none"> <li>Read Ch 2.3 &amp; Ch 2.4 and write answers to Reading Activities</li> <li>Keep doing Ch 2 InQuizitive (MUST use link in Ch 2 folder)</li> </ul>
	Tuesday 1/30	<ul style="list-style-type: none"> <li><b>Finish Ch 2 InQuizitive (1500 points) (MUST use link in Ch 2 folder) (Releases Ch 2 Quiz)</b></li> <li>Come to class to earn participation points and take notes actively</li> </ul>
	Wednesday 1/31	<ul style="list-style-type: none"> <li>Finish reading Chapter 2 and writing answers to Reading Activities</li> </ul>
	Thursday 2/1	<ul style="list-style-type: none"> <li>Come to class to earn participation points and take notes actively</li> <li><b>Turn in Ch 2 Class Activities sheet</b></li> <li>Download/view Ch 2 slideshow &amp; correct your notes for the slides</li> <li>Complete any missing items from the Ch 2 Class Activities sheet</li> </ul>
	Friday 2/2	<ul style="list-style-type: none"> <li><b>Ch 2 Quiz (1st attempt!) (Releases Ch 3 materials)</b></li> <li>Look at answers to quiz questions to understand what you got wrong</li> </ul>
	Saturday 2/3	<ul style="list-style-type: none"> <li><b>Ch 2 Quiz (2<sup>nd</sup> and 3<sup>rd</sup> attempts earn bonus points!)</b></li> <li><b>REMEMBER TO DO ADVISING MEETING 1 BEFORE WEEK 7!</b></li> <li><b>Week 3 finishes at 11:59 pm CT</b></li> </ul>

<b>Week 4: Chapter 3: Consciousness and Work on Experiential Learning #1</b>	<b>Sunday</b> 2/4	<ul style="list-style-type: none"> <li>• Read Ch 3.1 &amp; Ch 3.2 and write answers to Reading Activities</li> <li>• Start doing Ch 3 InQuizitive (MUST use link in Ch 3 folder)</li> </ul>
	<b>Monday</b> 2/5	<ul style="list-style-type: none"> <li>• Read Ch 3.3 &amp; Ch 3.4 and write answers to Reading Activities</li> <li>• Keep doing Ch 3 InQuizitive (MUST use link in Ch 3 folder)</li> </ul>
	<b>Tuesday</b> 2/6	<ul style="list-style-type: none"> <li>• <b>Finish Ch 3 InQuizitive (1500 points) (MUST use link in Ch 3 folder) (Releases Ch 3 Quiz)</b></li> <li>• Come to class to earn participation points and take notes actively</li> </ul>
	<b>Wednesday</b> 2/7	<ul style="list-style-type: none"> <li>• Finish reading Chapter 3 and writing answers to Reading Activities</li> <li>• <b>Work on Experiential Learning #1</b></li> </ul>
	<b>Thursday</b> 2/8	<ul style="list-style-type: none"> <li>• Come to class to earn participation points and take notes actively</li> <li>• <b>Turn in Ch 3 Class Activities sheet</b></li> <li>• Download/view Ch 3 slideshow &amp; correct your notes for the slides</li> <li>• Complete any missing items from the Ch 3 Class Activities sheet</li> </ul>
	<b>Friday</b> 2/9	<ul style="list-style-type: none"> <li>• <b>Ch 3 Quiz (1st attempt!) (Releases Ch 4 materials)</b></li> <li>• Look at answers to quiz questions to understand what you got wrong</li> </ul>
	<b>Saturday</b> 2/10	<ul style="list-style-type: none"> <li>• <b>Ch 3 Quiz (2<sup>nd</sup> and 3<sup>rd</sup> attempts earn bonus points!)</b></li> <li>• <b>Week 4 finishes at 11:59 pm CT</b></li> </ul>
<b>Week 5: Chapter 4: Development Across the Lifespan and Experiential Learning #1 is Due</b>	<b>Sunday</b> 2/11	<ul style="list-style-type: none"> <li>• Read Ch 4.1 &amp; Ch 4.2 and write answers to Reading Activities</li> <li>• Start doing Ch 4 InQuizitive (MUST use link in Ch 4 folder)</li> </ul>
	<b>Monday</b> 2/12	<ul style="list-style-type: none"> <li>• Read Ch 4.3 &amp; Ch 4.4 and write answers to Reading Activities</li> <li>• Keep doing Ch 4 InQuizitive (MUST use link in Ch 4 folder)</li> </ul>
	<b>Tuesday</b> 2/13	<ul style="list-style-type: none"> <li>• <b>Finish Ch 4 InQuizitive (1500 points) (MUST use link in Ch 4 folder) (Releases Ch 4 Quiz)</b></li> <li>• Come to class to earn participation points and take notes actively</li> </ul>
	<b>Wednesday</b> 2/14	<ul style="list-style-type: none"> <li>• Finish reading Chapter 4 and writing answers to Reading Activities</li> </ul>
	<b>Thursday</b> 2/15	<ul style="list-style-type: none"> <li>• Come to class to earn participation points and take notes actively</li> <li>• <b>Turn in Ch 4 Class Activities sheet</b></li> <li>• Download/view Ch 4 slideshow &amp; correct your notes for the slides</li> <li>• Complete any missing items from the Ch 4 Class Activities sheet</li> <li>• <b>Turn in Experiential Learning #1</b></li> </ul>
	<b>Friday</b> 2/16	<ul style="list-style-type: none"> <li>• <b>Ch 4 Quiz (1st attempt!) (Releases Ch 11 materials)</b></li> <li>• Look at answers to quiz questions to understand what you got wrong</li> </ul>
	<b>Saturday</b> 2/17	<ul style="list-style-type: none"> <li>• <b>Ch 4 Quiz (2<sup>nd</sup> and 3<sup>rd</sup> attempts earn bonus points!)</b></li> <li>• <b>REMEMBER TO DO ADVISING MEETING 1 BEFORE WEEK 7!</b></li> <li>• <b>Week 5 finishes at 11:59 pm CT</b></li> </ul>
	<b>Sunday</b> 2/18	<ul style="list-style-type: none"> <li>• Read Ch 11.1 &amp; Ch 11.2 and write answers to Reading Activities</li> <li>• Start doing Ch 11 InQuizitive (MUST use link in Ch 11 folder)</li> </ul>
<b>Monday</b> 2/19	<ul style="list-style-type: none"> <li>• Read Ch 11.3 &amp; Ch 11.4 and write answers to Reading Activities</li> <li>• Keep doing Ch 11 InQuizitive (MUST use link in Ch 11 folder)</li> </ul>	
<b>Tuesday</b> 2/20	<ul style="list-style-type: none"> <li>• <b>Finish Ch 11 InQuizitive (1500 points) (MUST use link in Ch 11 folder) (Releases Ch 11 Quiz)</b></li> <li>• <b>Turn in Ch 11 Class Activities sheet</b></li> <li>• Download/view Ch 11 slideshow &amp; correct your notes for the slides</li> <li>• Come to class to earn participation points and take notes actively</li> <li>• Complete any missing items from the Ch 11 Class Activities sheet</li> </ul>	
<b>Wednesday</b> 2/21	<ul style="list-style-type: none"> <li>• <b>Ch 11 Quiz (1st attempt!) (Releases Ch 5 materials)</b></li> <li>• Look at answers to quiz questions to understand what you got wrong</li> <li>• <b>Do Practice Test 1 on Cobra</b></li> <li>• Look at answers to Practice Test 1 questions to understand what you got wrong</li> <li>• Write Ch 1 and 2 Short Answer questions</li> </ul>	
<b>Thursday</b> 2/22 <b>Test 1</b>	<ul style="list-style-type: none"> <li>• <b>Ch 11 Quiz (2<sup>nd</sup> and 3<sup>rd</sup> attempts earn bonus points!)</b></li> <li>• Come to class to earn participation points and Review for Test 1</li> <li>• <b>Test 1!!!!</b></li> </ul>	
<b>Friday</b> 2/23	<ul style="list-style-type: none"> <li>• Write Ch 3, 4, 11 Short Answer questions</li> </ul>	
<b>Saturday</b> 2/24	<ul style="list-style-type: none"> <li>• <b>Turn in Test 1 Short Answer questions to the Dropbox on Cobra</b></li> <li>• <b>Week 6 finishes at 11:59 pm CT</b></li> </ul>	

**Commented [S3]:** The Chapter 11 Class Activity Sheet portion that focused on Global awareness explored differences in eating disorders between majority American culture and people in Asia (specifically Japan).

**Part 2: How do we take in information to learn and remember it, and think about it to be motivated to act and feel? Chapters 5, 6, 7, 8, and 9**

Weekly Topics & Readings	Date	Activities
<b>Week 7: Chapter 5: Sensation and Perception</b>	Sunday 2/25	<ul style="list-style-type: none"> <li>• Read Ch 5.1 &amp; Ch 5.2 and write answers to Reading Activities</li> <li>• Start doing Ch 5 InQuizitive (MUST use link in Ch 5 folder)</li> </ul>
	Monday 2/26	<ul style="list-style-type: none"> <li>• Read Ch 5.3 &amp; Ch 5.4 and write answers to Reading Activities</li> <li>• Keep doing Ch 5 InQuizitive (MUST use link in Ch 5 folder)</li> </ul>
	Tuesday 2/27	<ul style="list-style-type: none"> <li>• Read Ch 5.5 and write answers to Reading Activities</li> <li>• <b>Finish Ch 5 InQuizitive (1500 points) (MUST use link in Ch 5 folder) (Releases Ch 5 Quiz)</b></li> <li>• Come to class to earn participation points and take notes actively</li> </ul>
	Wednesday 2/28	<ul style="list-style-type: none"> <li>• Finish reading Chapter 5 and writing answers to Reading Activities</li> </ul>
	Thursday 3/1	<ul style="list-style-type: none"> <li>• Come to class to earn participation points and take notes actively</li> <li>• <b>Turn in Ch 5 Class Activities sheet</b></li> <li>• Download/view Ch 5 slideshow &amp; correct your notes for the slides</li> <li>• Complete any missing items from the Ch 5 Class Activities sheet</li> </ul>
	Friday 3/2	<ul style="list-style-type: none"> <li>• <b>Ch 5 Quiz (1st attempt!) (Releases Ch 6 materials)</b></li> <li>• Look at answers to quiz questions to understand what you got wrong</li> </ul>
	Saturday 3/3	<ul style="list-style-type: none"> <li>• <b>Ch 5 Quiz (2<sup>nd</sup> and 3<sup>rd</sup> attempts earn bonus points!)</b></li> <li>• <b>Week 7 finishes at 11:59 pm CT</b></li> </ul>
<b>Week 8: Chapter 6: Learning</b>	Sunday 3/4	<ul style="list-style-type: none"> <li>• Read Ch 6.1 &amp; Ch 6.2 and write answers to Reading Activities</li> <li>• Start doing Ch 6 InQuizitive (MUST use link in Ch 6 folder)</li> </ul>
	Monday 3/5	<ul style="list-style-type: none"> <li>• Read Ch 6.3 &amp; Ch 6.4 and write answers to Reading Activities</li> <li>• Keep doing Ch 6 InQuizitive (MUST use link in Ch 6 folder)</li> </ul>
	Tuesday 3/6	<ul style="list-style-type: none"> <li>• <b>Finish Ch 6 InQuizitive (1500 points) (MUST use link in Ch 6 folder) (Releases Ch 6 Quiz)</b></li> <li>• Come to class to earn participation points and take notes actively</li> </ul>
	Wednesday 3/7	<ul style="list-style-type: none"> <li>• Finish reading Chapter 6 and writing answers to Reading Activities</li> </ul>
	Thursday 3/8	<ul style="list-style-type: none"> <li>• Come to class to earn participation points and take notes actively</li> <li>• <b>Turn in Ch 6 Class Activities sheet</b></li> <li>• Download/view Ch 6 slideshow &amp; correct your notes for the slides</li> <li>• Complete any missing items from the Ch 6 Class Activities sheet</li> </ul>
	Friday 3/9	<ul style="list-style-type: none"> <li>• <b>Ch 6 Quiz (1st attempt!) (Releases Ch 7 materials)</b></li> <li>• Look at answers to quiz questions to understand what you got wrong</li> </ul>
	Saturday 3/10	<ul style="list-style-type: none"> <li>• <b>Ch 6 Quiz (2<sup>nd</sup> and 3<sup>rd</sup> attempts earn bonus points!)</b></li> <li>• <b>REMEMBER TO DO ADVISING MEETING 2 BEFORE WEEK 14!</b></li> <li>• <b>Week 8 finishes at 11:59 pm CT</b></li> </ul>
<b>Week 9: Chapter 7: Memory and Work on Experiential Learning #2</b>	Sunday 3/11	<ul style="list-style-type: none"> <li>• Read Ch 7.1 &amp; Ch 7.2 and write answers to Reading Activities</li> <li>• Start doing Ch 7 InQuizitive (MUST use link in Ch 7 folder)</li> </ul>
	Monday 3/12	<ul style="list-style-type: none"> <li>• Read Ch 7.3 &amp; Ch 7.4 and write answers to Reading Activities</li> <li>• Keep doing Ch 7 InQuizitive (MUST use link in Ch 7 folder)</li> </ul>
	Tuesday 3/13	<ul style="list-style-type: none"> <li>• <b>Finish Ch 7 InQuizitive (1500 points) (MUST use link in Ch 7 folder) (Releases Ch 7 Quiz)</b></li> <li>• Come to class to earn participation points and take notes actively</li> </ul>
	Wednesday 3/14	<ul style="list-style-type: none"> <li>• Finish reading Chapter 7 and writing answers to Reading Activities</li> <li>• <b>Work on Experiential Learning #2</b></li> </ul>
	Thursday 3/15	<ul style="list-style-type: none"> <li>• Come to class to earn participation points and take notes actively</li> <li>• <b>Turn in Ch 7 Class Activities sheet</b></li> <li>• Download/view Ch 7 slideshow &amp; correct your notes for the slides</li> <li>• Complete any missing items from the Ch 7 Class Activities sheet</li> </ul>
	Friday 3/16	<ul style="list-style-type: none"> <li>• <b>Ch 7 Quiz (1st attempt!) (Releases Ch 8 materials)</b></li> <li>• Look at answers to quiz questions to understand what you got wrong</li> </ul>
	Saturday 3/17	<ul style="list-style-type: none"> <li>• <b>Ch 7 Quiz (2<sup>nd</sup> and 3<sup>rd</sup> attempts earn bonus points!)</b></li> <li>• <b>Week 9 finishes at 11:59 pm CT</b></li> </ul>

READY, SET...  
**SPRING BREAK!**

<b>Week 10: Chapter 8: Thinking and Intelligence and Experiential Learning #2 is Due</b>	Sunday 3/25	<ul style="list-style-type: none"> <li>• Read Ch 8.1 &amp; Ch 8.2 and write answers to Reading Activities</li> <li>• Start doing Ch 8 InQuizitive (MUST use link in Ch 8 folder)</li> </ul>
	Monday 3/26	<ul style="list-style-type: none"> <li>• Read Ch 8.3 &amp; Ch 8.4 and write answers to Reading Activities</li> <li>• Keep doing Ch 8 InQuizitive (MUST use link in Ch 8 folder)</li> </ul>
	Tuesday 3/27	<ul style="list-style-type: none"> <li>• <b>Finish Ch 8 InQuizitive (1500 points) (MUST use link in Ch 8 folder) (Releases Ch 8 Quiz)</b></li> <li>• Come to class to earn participation points and take notes actively</li> </ul>
	Wednesday 3/28	<ul style="list-style-type: none"> <li>• Finish reading Chapter 8 and writing answers to Reading Activities</li> </ul>
	Thursday 3/29	<ul style="list-style-type: none"> <li>• Come to class to earn participation points and take notes actively</li> <li>• <b>Turn in Ch 8 Class Activities sheet</b></li> <li>• Download/view Ch 8 slideshow &amp; correct your notes for the slides</li> <li>• Complete any missing items from the Ch 8 Class Activities sheet</li> <li>• <b>Turn in Experiential Learning #2</b></li> </ul>
	Friday 3/30	<ul style="list-style-type: none"> <li>• <b>Ch 8 Quiz (1st attempt!) (Releases Ch 9 materials)</b></li> <li>• Look at answers to quiz questions to understand what you got wrong</li> </ul>
	Saturday 3/31	<ul style="list-style-type: none"> <li>• <b>Ch 8 Quiz (2<sup>nd</sup> and 3<sup>rd</sup> attempts earn bonus points!)</b></li> <li>• <b>REMEMBER TO DO ADVISING MEETING 2 BEFORE WEEK 14!</b></li> <li>• <b>Week 10 finishes at 11:59 pm CT</b></li> </ul>
<b>Week 11: Chapter 9: Motivation &amp; Emotion TEST 2 on Chs 5, 6, 7, 8, &amp; 9</b>	Sunday 4/1	<ul style="list-style-type: none"> <li>• Read Ch 9.1 &amp; Ch 9.2 and write answers to Reading Activities</li> <li>• Start doing Ch 9 InQuizitive (MUST use link in Ch 9 folder)</li> </ul>
	Monday 4/2	<ul style="list-style-type: none"> <li>• Read Ch 9.3 &amp; Ch 9.4 and write answers to Reading Activities</li> <li>• Keep doing Ch 9 InQuizitive (MUST use link in Ch 9 folder)</li> </ul>
	Tuesday 4/3	<ul style="list-style-type: none"> <li>• <b>Finish Ch 9 InQuizitive (1500 points) (MUST use link in Ch 9 folder) (Releases Ch 9 Quiz)</b></li> <li>• Come to class to earn participation points and take notes actively</li> <li>• <b>Turn in Ch 9 Class Activities sheet</b></li> <li>• Download/view Ch 9 slideshow &amp; correct your notes for the slides</li> <li>• Complete any missing items from the Ch 9 Class Activities sheet</li> </ul>
	Wednesday 4/4	<ul style="list-style-type: none"> <li>• <b>Ch 9 Quiz (1st attempt!) (Releases Ch 10 materials)</b></li> <li>• Look at answers to quiz questions to understand what you got wrong</li> <li>• <b>Do Practice Test 2 on Cobra</b></li> <li>• Look at answers to Practice Test 2 questions to understand what you got wrong</li> <li>• Write Ch 5 and 6 Short Answer questions</li> </ul>
	Thursday 4/5 <b>Test 2</b>	<ul style="list-style-type: none"> <li>• <b>Ch 9 Quiz (2<sup>nd</sup> and 3<sup>rd</sup> attempts earn bonus points!)</b></li> <li>• Come to class to earn participation points and Review for Test 2</li> <li>• <b>Test 2!!!!</b></li> </ul>
	Friday 4/6	<ul style="list-style-type: none"> <li>• Write Ch 7, 8, 9 Short Answer questions</li> </ul>
	Saturday 4/7	<ul style="list-style-type: none"> <li>• <b>Turn in Test 2 Short Answer questions to the Dropbox on Cobra</b></li> <li>• <b>Week 11 finishes at 11:59 pm CT</b></li> </ul>

**Commented [S4]:** The Chapter 8 Class Activity Sheet portion that focused on Global Awareness explored differences in theoretical approaches to intelligence that are espoused by majority American culture and people in Asia (specifically China).

Part 3: Part 3: How are we influenced by sex, gender, social phenomena, personality, and mental illness? Chapters 10, 12, 13, 14, & 15		
Weekly Topics & Readings	Date	Activities
Week 12: Chapter 10: Sex, Gender, and Sexuality	Sunday 4/8	<ul style="list-style-type: none"> <li>Read Ch 10.1 &amp; Ch 10.2 and write answers to Reading Activities</li> <li>Start doing Ch 10 InQuizitive (MUST use link in Ch 10 folder)</li> </ul>
	Monday 4/9	<ul style="list-style-type: none"> <li>Read Ch 10.3 &amp; Ch 10.4 and write answers to Reading Activities</li> <li>Keep doing Ch 10 InQuizitive (MUST use link in Ch 10 folder)</li> </ul>
	Tuesday 4/10	<ul style="list-style-type: none"> <li><b>Finish Ch 10 InQuizitive (1500 points) (MUST use link in Ch 10 folder) (Releases Ch 10 Quiz)</b></li> <li>Come to class to earn participation points and take notes actively</li> </ul>
	Wednesday 4/11	<ul style="list-style-type: none"> <li>Finish reading Chapter 10 and writing answers to Reading Activities</li> </ul>
	Thursday 4/12	<ul style="list-style-type: none"> <li>Come to class to earn participation points and take notes actively</li> <li><b>Turn in Ch 10 Class Activities sheet</b></li> <li>Download/view Ch 10 slideshow &amp; correct your notes for the slides</li> <li>Complete any missing items from the Ch 10 Class Activities sheet</li> </ul>
	Friday 4/13	<ul style="list-style-type: none"> <li><b>Ch 10 Quiz (1st attempt!) (Releases Ch 12 materials)</b></li> <li>Look at answers to quiz questions to understand what you got wrong</li> </ul>
	Saturday 4/14	<ul style="list-style-type: none"> <li><b>Ch 10 Quiz (2<sup>nd</sup> and 3<sup>rd</sup> attempts earn bonus points!)</b></li> <li><b>Week 12 finishes at 11:59 pm CT</b></li> </ul>
Week 13: Chapter 12: Social Psychology	Sunday 4/15	<ul style="list-style-type: none"> <li>Read Ch 12.1 &amp; Ch 12.2 and write answers to Reading Activities</li> <li>Start doing Ch 12 InQuizitive (MUST use link in Ch 12 folder)</li> </ul>
	Monday 4/16	<ul style="list-style-type: none"> <li>Read Ch 12.3 &amp; Ch 12.4 and write answers to Reading Activities</li> <li>Keep doing Ch 12 InQuizitive (MUST use link in Ch 12 folder)</li> </ul>
	Tuesday 4/17	<ul style="list-style-type: none"> <li><b>Finish Ch 12 InQuizitive (1500 points) (MUST use link in Ch 12 folder) (Releases Ch 12 Quiz)</b></li> <li>Come to class to earn participation points and take notes actively</li> </ul>
	Wednesday 4/18	<ul style="list-style-type: none"> <li>Finish reading Chapter 12 and writing answers to Reading Activities</li> </ul>
	Thursday 4/19	<ul style="list-style-type: none"> <li>Come to class to earn participation points and take notes actively</li> <li><b>Turn in Ch 12 Class Activities sheet</b></li> <li>Download/view Ch 12 slideshow &amp; correct your notes for the slides</li> <li>Complete any missing items from the Ch 12 Class Activities sheet</li> </ul>
	Friday 4/20	<ul style="list-style-type: none"> <li><b>Ch 12 Quiz (1st attempt!) (Releases Ch 13 materials)</b></li> <li>Look at answers to quiz questions to understand what you got wrong</li> </ul>
	Saturday 4/21	<ul style="list-style-type: none"> <li><b>Ch 12 Quiz (2<sup>nd</sup> and 3<sup>rd</sup> attempts earn bonus points!)</b></li> <li><b>REMEMBER TO DO ADVISING MEETING 2 BEFORE WEEK 14!</b></li> <li><b>Week 13 finishes at 11:59 pm CT</b></li> </ul>
Week 14: Chapter 13: Personality Psychology and Work on Experiential Learning #3	Sunday 4/22	<ul style="list-style-type: none"> <li>Read Ch 13.1 &amp; Ch 13.2 and write answers to Reading Activities</li> <li>Start doing Ch 13 InQuizitive (MUST use link in Ch 13 folder)</li> </ul>
	Monday 4/23	<ul style="list-style-type: none"> <li>Read Ch 13.3 &amp; Ch 13.4 and write answers to Reading Activities</li> <li>Keep doing Ch 13 InQuizitive (MUST use link in Ch 13 folder)</li> </ul>
	Tuesday 4/24	<ul style="list-style-type: none"> <li><b>Finish Ch 13 InQuizitive (1500 points) (MUST use link in Ch 13 folder) (Releases Ch 13 Quiz)</b></li> <li>Come to class to earn participation points and take notes actively</li> </ul>
	Wednesday 4/25	<ul style="list-style-type: none"> <li>Finish reading Chapter 13 and writing answers to Reading Activities</li> <li><b>Work on Experiential Learning #3</b></li> </ul>
	Thursday 4/26	<ul style="list-style-type: none"> <li>Come to class to earn participation points and take notes actively</li> <li><b>Turn in Ch 13 Class Activities sheet</b></li> <li>Download/view Ch 13 slideshow &amp; correct your notes for the slides</li> <li>Complete any missing items from the Ch 13 Class Activities sheet</li> </ul>
	Friday 4/27	<ul style="list-style-type: none"> <li><b>Ch 13 Quiz (1st attempt!) (Releases Ch 14 materials)</b></li> <li>Look at answers to quiz questions to understand what you got wrong</li> </ul>
	Saturday 4/28	<ul style="list-style-type: none"> <li><b>Ch 13 Quiz (2<sup>nd</sup> and 3<sup>rd</sup> attempts earn bonus points!)</b></li> <li><b>Week 14 finishes at 11:59 pm CT</b></li> </ul>

**Commented [S5]:** The Chapter 12 Class Activity Sheet portion that focused on Global Awareness asked students to reflect on their stereotypes about people of other ethnicities and/or cultures and how they might relate to prejudice, discrimination, or ingroup/outgroup bias.

<b>Week 15: Chapter 14: Psychological Disorders and Experiential Learning #3 is Due</b>	Sunday 4/29	<ul style="list-style-type: none"> <li>Read Ch 14.1 &amp; Ch 14.2 and write answers to Reading Activities</li> <li>Start doing Ch 14 InQuizitive (MUST use link in Ch 14 folder)</li> </ul>
	Monday 4/30	<ul style="list-style-type: none"> <li>Read Ch 14.3 &amp; Ch 14.4 and write answers to Reading Activities</li> <li>Keep doing Ch 14 InQuizitive (MUST use link in Ch 14 folder)</li> </ul>
	Tuesday 5/1	<ul style="list-style-type: none"> <li>Read Ch 14.5 and write answers to Reading Activities</li> <li><b>Finish Ch 14 InQuizitive (1500 points) (MUST use link in Ch 14 folder) (Releases Ch 14 Quiz)</b></li> <li>Come to class to earn participation points and take notes actively</li> </ul>
	Wednesday 5/2	<ul style="list-style-type: none"> <li>Finish reading Chapter 14 and writing answers to Reading Activities</li> </ul>
	Thursday 5/3	<ul style="list-style-type: none"> <li>Come to class to earn participation points and take notes actively</li> <li><b>Turn in Ch 14 Class Activities sheet</b></li> <li>Download/view Ch 14 slideshow &amp; correct your notes for the slides</li> <li>Complete any missing items from the Ch 14 Class Activities sheet</li> <li><b>Turn in Experiential Learning #3</b></li> </ul>
	Friday 5/4	<ul style="list-style-type: none"> <li><b>Ch 14 Quiz (1st attempt!) (Releases Ch 15 materials)</b></li> <li>Look at answers to quiz questions to understand what you got wrong</li> </ul>
	Saturday 5/5	<ul style="list-style-type: none"> <li><b>Ch 14 Quiz (2<sup>nd</sup> and 3<sup>rd</sup> attempts earn bonus points!)</b></li> <li><b>Week 15 finishes at 11:59 pm CT</b></li> </ul>
<b>Week 16: Chapter 15: Treatment of Psychological Disorders TEST 3 on Chs 10, 12, 13, 14, &amp; 15</b>	Sunday 5/6	<ul style="list-style-type: none"> <li>Read Ch 15.1 &amp; Ch 15.2 and write answers to Reading Activities</li> <li>Start doing Ch 15 InQuizitive (MUST use link in Ch 15 folder)</li> </ul>
	Monday 5/7	<ul style="list-style-type: none"> <li>Read Ch 15.3 &amp; Ch 15.4 and write answers to Reading Activities</li> <li>Keep doing Ch 15 InQuizitive (MUST use link in Ch 15 folder)</li> </ul>
	Tuesday 5/8	<ul style="list-style-type: none"> <li><b>Finish Ch 15 InQuizitive (1500 points) (MUST use link in Ch 15 folder) (Releases Ch 15 Quiz)</b></li> <li>Come to class to earn participation points and take notes actively</li> </ul>
	Wednesday 5/9	<ul style="list-style-type: none"> <li>Finish reading Chapter 15 and writing answers to Reading Activities</li> <li>Write Ch 10 and 12 Short Answer questions</li> </ul>
	Thursday 5/10	<ul style="list-style-type: none"> <li>Come to class to earn participation points and take notes actively</li> <li><b>Turn in Ch 15 Class Activities sheet</b></li> <li>Download/view Ch 15slideshow &amp; correct your notes for the slides</li> <li>Complete any missing items from the Ch 15 Class Activities sheet</li> <li><b>Ch 15 Quiz (1st attempt!) (Releases Test 3 and Final Exam materials)</b></li> <li>Look at answers to quiz questions to understand what you got wrong</li> </ul>
	Friday 5/11	<ul style="list-style-type: none"> <li>Write Ch 13, 14, and 15 Short Answer questions</li> <li><b>Ch 15 Quiz (2<sup>nd</sup> and 3<sup>rd</sup> attempts earn bonus points!)</b></li> <li>Look at answers to quiz questions to understand what you got wrong</li> <li><b>Do Practice Test 3 on Cobra</b></li> <li>Look at answers to Practice Test 3 questions to understand what you got wrong</li> </ul>
	Saturday 5/12 Test 3	<ul style="list-style-type: none"> <li><b>Test 3 due online at 11:59 pm!</b></li> <li><b>Turn in Test 3 Short Answer questions to the Dropbox on Cobra</b></li> <li><b>Week 16 finishes at 11:59 pm CT</b></li> </ul>
<b>FINAL EXAM WEEK</b>	Sunday 5/13	<ul style="list-style-type: none"> <li><b>Prepare for Final Exam</b></li> </ul>
	Monday 5/14	<ul style="list-style-type: none"> <li><b>Prepare for Final Exam</b></li> </ul>
	Tuesday 5/15	<ul style="list-style-type: none"> <li><b>Do Practice Final Exam on Cobra</b></li> <li>Look at answers to Practice Final Exam questions to understand what you got wrong</li> </ul>
	Wednesday 5/16	<ul style="list-style-type: none"> <li><b>Final Exam will be held <u>on campus</u> from 2-4 pm in D146.</b></li> </ul>

**Commented [S6]:** The third Experiential Learning Project asked students to apply psychological principles in their lives and explore their perceptions of people from other cultures.