This syllabus and the SONA Guidelines are available on Blackboard (https://ole.sandiego.edu)

**INTRODUCTION TO PSYCHOLOGY**

Psychology 101 (Faith & Reason LLC Preceptorial; 3 units)
University of San Diego, Fall 2016
Class time 10:45am-12:05pm (Loma Hall 321)

**Professor:** Jennifer Zwolinski, Ph.D.
**Phone and E-mail:** 619-260-4218; jzwolinski@sandiego.edu
**Office and Office Hours:** Serra 154; MWF from 9:30am-10:45am in Serra 154 and 11am-12noon in Maher RA Office
**Preceptorial Assistant:** Sarah Ramos: SarahRamos@sandiego.edu
**LLC Website:** https://www.sandiego.edu/cas/llc/faith-and-reason/
**Sona (Research) Coordinator:** Laura Johnson: laurajohnson@sandiego.edu

**COURSE MATERIALS**

**Required Texts:**

**Suggested:**

**GOALS OF THE COURSE**

The primary goal of this course is to provide students with a broad understanding of the theories, research and practical implications in the field of psychology. In this general introduction to the field of psychology, students will be introduced to the major areas of study in psychology, including psychological disorders and treatment, perception, sensation, emotion, and social psychology. This will be accomplished via readings, lectures, in class assignments, and out of class assignments. Active involvement in class is encouraged.

*Important: Please see the one-page attachment of specific Learning Goals for this class. We will discuss these learning goals on the first day of class but it is also important that you keep in mind that these goals are to be accomplished throughout the course.*

**HOW IS THIS COURSE DIFFERENT THAN A TRADITIONAL INTRODUCTION TO PSYCHOLOGY COURSE?**

1. **The class is part of an LLC.** Because this is an LLC class, I am not only your professor for the course material; I am also your academic advisor until you choose a major (usually your second year but you can declare next semester too). You may contact me for advising help and for assistance in helping to facilitate your academic success here at USD. You also have a Preceptorial Assistant (PA), Sarah Ramos, to help with the transition to USD. She successfully navigated the first year at USD in my Honors Psychology 101 class during Fall 2015. Sarah (sarahramos@sandiego.edu) can assist you with questions related to registration, choosing a major, student life, life in San Diego, and many other things that she has been specifically trained to do as part of her preparation as a PA. We are only part of your LLC; you will be living and learning from other students and staff who share your interest in the theme of change and who want to ensure your success at USD. Here is more information about the LLC program: https://www.sandiego.edu/cas/llc/faith-and-reason/

2. **The shared interest of our LLC is for understanding our theme of Faith & Reason.** The faculty, staff and students in the Faith & Reason LLC program are here because we all share an interest in how we can understand the relationship between faith and reason. This class is one of a group of six courses that are part of this LLC (along with representation from biology, chemistry, economics, art/architecture, and theology/religious studies). We will all work together to ensure that you have an academically stimulating experience here at USD.

3. **The focus is on collaboration and mutual understanding.** One of the best ways to facilitate learning is by collaboration with others, especially if we are all working on shared interests and common goals. In addition to living in a community of
students with similar interests in the Faith & Reason LLC program and participating in ongoing social and academic activities related to this theme, you are an important member of this class that serves as your home base for learning.

**HOW TO DO WELL IN THIS CLASS**

This is a very challenging class and there is a lot of material that will be covered in this class. Given that this is a 3-unit college course, if you want to do well, you should expect to spend 3 hours per unit (or 9 hours) each week learning the material for this class. Below I offer some suggestions on how to do well in this class.

You and I share the same goal: for you to do your best in this class. I will do my best to present the material to you in a straightforward, interesting manner. Ultimately, however, the choice is yours. You are the only one who can choose to master the course material. In my experience, the students who do well in my class regularly practice the study habits noted below. I hope that you choose to adopt these study habits so that you can do your best in this course.

**Prior to each class:**

- Have an organized system for learning. Keep all of your notes for the class in one separate place. Make a section of notes from class and your reading for each textbook chapter. Be sure to accurately label these notes for each section or chapter.
- The best way to be prepared for class is to come to class having already read the reading(s) assigned for that day. There is a lot of information that will be covered in this class, so it is important to keep up with the reading. While you are doing your reading, be sure to take notes, pose questions while you read, and think about how the information is related to other things you already know. If you read in this way, you will process the material more thoroughly.

**In class:**

- Come to class early and spend that time reviewing the notes from the prior lecture. You will be amazed at how this helps to really help you to remember the course information.
- Bring your books to class and use them to take notes and follow along the lecture.
- Remove any distractions that prevent you from fully concentrating during class (e.g., cell phone, tablet, laptop, etc.). The ideal learning environment is one where you fully focus on that material you are trying to learn.
- Take excellent notes on everything presented in class. Participate actively - ask questions and try to answer those questions posed by others in your mind or aloud.

**After each class:**

- Review information from the lecture that you did not understand. Look it up in your book or come to visit me with specific questions during scheduled office hours.
- Create clear and accurate note cards from each section or chapter that you can use to study for the exams.

**Preparing for exams:**

- Start early and prepare consistently throughout the semester. If you consistently follow the study guidelines above, you should do very well on the exams because you are not cramming.
- Make flash cards and the “white paper test” to test yourself. Do not just self-test for recognition. Also test for recall.
- A week before the exam, start studying actively on your own with or a peer from class who has good study skills and does well on exams for this class.
- The night before the exam should be spend reinforcing what you already know from your consistent studying. Get a good night sleep before the exam.
**Grading**

Grades will be determined by four exams (including the cumulative final with essay), two Faith & Reason LLC application papers, the symposium banquet project, and research participation. Letter grade assignments are as follows:

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<tr>
<th>Letter</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-94.00%</td>
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<td>A-</td>
<td>93.99-90.00%</td>
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<tr>
<th>Component</th>
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<tr>
<td>Exams</td>
<td>3@50 = 150</td>
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<tr>
<td>Final Exam</td>
<td>75</td>
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<tr>
<td>Symposium and Banquet</td>
<td>50</td>
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<tr>
<td>LLC Participation and Application Papers</td>
<td>2@10 = 20</td>
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<tr>
<td>Research Study Participation</td>
<td>6@2.5 = 15</td>
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<tr>
<td><strong>TOTAL</strong></td>
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All grade information is provided on Blackboard (https://ole.sandiego.edu). This will provide your current grade information. Please don’t ask the professor to estimate your future grade.

**Exams**

In order to help you to do well on the exams, please read the syllabus section "HOW TO DO WELL IN THIS CLASS". There will be four exams. You will have 55 minutes to complete the first three exams. These exams will include multiple choice and short answer and/or essay items. All exams will be based on the Myers and DeWall Psychology textbook, your Lilienfeld Myths book, and lecture notes. The final exam will be cumulative and it will include a Critical Thinking essay (see section on the next page). The final exam date and time are printed on the class calendar. Please don’t ask for changes to any of the four exam times and dates unless you meet one of the exception requirements noted below.

* All exams must be taken on time as noted in the course calendar with three exceptions: documented health emergencies, documented family emergencies, and documented required participation in NCAA-I sporting events for USD student-athletes. Make up exam for emergencies will only be offered with written documentation of the emergency and the professor must be notified about this emergency within two calendar days of the scheduled exam through voicemail (619-260-4218); after this point, the exam make-up request will be denied and the exam score will be a zero. If you will be out of town on the day of the exam to play for an NCAA-I sport event, please make arrangements with the professor in person at least one week before the exam date; it’s best to give the professor your athletic meet schedule ASAP.

**Research Requirement**

The contact person for any questions related to this Department requirement is the Participant Pool Coordinator, Laura Johnson (laurajohnson@sandiego.edu). Research studies will be listed at http://sandiego.sona-systems.com. Please see the Psychological Sciences Department research participation handout so that you know about the details of this requirement. As shown in the handout, you will participate in research studies and/or complete the alternative assignment(s). Two participation research credits (or two completed written summaries if you are planning on writing the articles; mix and match of article(s) and participation credit(s) is acceptable) are due by 10/31 at 5pm as shown on your handout that was given to you the first week of school (and posted on Blackboard: https://ole.sandiego.edu). The remaining research credits and/or papers (for the total possible points, including the two credits from the mid term due date) are due on the date shown in the handout. You must complete the two study credits (or alternative written assignment(s)) by 10/31 by 5pm and the remaining credits by 12/12 at 5pm as noted on the handout in order to earn full points; if they are not completed on time, then you will lose those points towards the total possible points on this assignment. Read the handout very carefully for all necessary information. Important Note: Write the two due dates (midterm and final due date) that are shown on the handout for this assignment on the calendar shown on the last page of this syllabus; these two dates are assigned by the Department and no exceptions will be made to these due dates. Please do not wait to complete this assignment; start and finish early!
FAITH & REASON LLC ACTIVITY ATTENDANCE AND APPLICATION PAPERS

The goals of this assignment are: 1) to encourage active involvement in the Faith & Reason LLC and 2) to provide a written experiential application of this experience based on what you are learning inside our classroom. For each of the two papers, please attend a FAITH & REASON LLC-sponsored activity and then write a 2-page paper documenting your experience. The required attendance at the symposium does not count towards this assignment. For each paper, label each of the following three parts with the text label and number as shown here: 1. Statement of Attendance Date, Time Spent, a statement confirming that you attended the entire session (please don’t leave early; if you cannot attend the full event, you will not be able to earn any credit for this assignment); 2. Summary of the Academic Value in Relation to the Faith & Reason LLC (1/2 page); 3. Application of two terms and/or theories (mix/match is acceptable) based on what we discussed or will discuss in this class specific to Psychology 101. Provide the technical definition of the two terms (or theories) with the page references from the Myers and DeWall text and directly apply them to some part of your experience in this activity (1 page for Part 3). Please complete both papers in double space, Times New Roman, 12 point font. Both papers are due in class in hard copy typed (not e-mailed) format by the start of class time (after class = late). Note that late submissions will have a 5% grade deduction penalty for every day that the paper is late or not submitted via hard copy format; papers submitted 2 calendar days late will earn a zero. Credit will only be given for papers that involve attendance at Faith & Reason LLC sponsored events. The first paper is due on 10/18 and the second paper is due on 11/10. Please feel free to submit these before the due dates.

LLC SYMPOSIUM PRESENTATION and BANQUET

Throughout the semester, you will be meeting with other members of the Faith & Reason Living Learning Community (LLC), the community of other professors, students and staff who share similar interests in this theme. One of the goals of the LLC program is to integrate what we are learning in all of the classes that are part of the Faith & Reason LLC. One way to demonstrate this learning from the fall semester is with a Symposium at the end of the semester. For the Symposium, you will be presenting your research orally with a research Poster format. The presentation will be based on a topic in psychology that you worked on in a small group that is part of your LLC for Psychology 101. You will be learning from other students’ presentations as well. Each Faith & Reason LLC linked class will be doing presentations at the Faith & Reason LLC Symposium; the presentation and banquet will occur on December 5, 2016 in UC Forums from 6pm-8pm. Details of the group projects will be distributed in a separate document and during the semester in class. This year, our Psychology 101 shared group topic will be “Using Data to Debunk Common Misconceptions in Popular Psychology”. Each group in our class will be responsible for presenting data that challenges popular misconceptions, based on your knowledge learning about critical thinking, for the Symposium. Your grade will be based on your Symposium poster quality (design and content), presentation quality, as well as peer group feedback. You will receive a grading rubric for this project so you know what to expect. The Symposium and Banquet are REQUIRED (with the exception of two conditions noted below); if you don’t participate in the entire event from 6pm-8pm, you will earn a zero for this assignment.

There are only two exceptions to the Symposium Banquet participation requirement: 1) you are currently enrolled in a class that meets at the scheduled Symposium/Banquet time and that professor will absolutely not allow an absence from the class (written documentation of this is required) or, 2) you are a NCAA-I student athlete and you have a required meet that night (written documentation of this is required). For these two exceptions, it is the student’s responsibility to make arrangements with the professor in writing BEFORE 9/15. When the exception is granted, the student will still work during the semester on the poster and presentation for our LLC; the main difference is that the student will present the formal poster independently during class time as opposed to presenting on the symposium evening; the other group members will still present on the symposium evening.

CRITICAL THINKING AND INQUIRY ESSAY (for the FINAL EXAM)

The goals of this essay that will be on the final exam are: 1) to demonstrate your understanding of necessary skills for critical thinking and analysis, and 2) to provide evidence of your ability to apply this skill set. The reason that the final exam essay is in the syllabus is to prepare students to start the process of learning about critical analysis on day 1 of class. Pay special attention to Myers and DeWall’s Psychology Chapter 1 (Thinking Critically with Psychological Science) and other chapters that demonstrate errors in thinking (e.g., Memory Chapter, Thinking and Language Chapter). Also, use Lilienfeld’s Myths book to provide skills to increase awareness for critical thinking (Chapter 1 section called 10 Sources of Psychological Myths: Your Mythbusting Kit) and specific examples in each chapter showing how common misconceptions are debunked using psychological science. Use examples provided in class as well to see how to apply psychological science to everyday thinking. This essay is not something that you can “cram” for; rather, you should be using what we are learning all semester to increase your understanding of critical thinking and analysis. Your grade on the essay will be based on your ability to not only
state important skills and concepts related to critical thinking (e.g., Myers and DeWall *Psychology* Chapter 1); it will also be based on your ability to apply these skills and concepts to debunk common misconceptions (e.g., Lilienfeld *Myths*).

**CHEATING and PLAGIARISM**

Although this will not apply to the vast majority of you, cheating on any exam, written research alternative paper, and/or plagiarism will result in class failure (i.e., an “F” in the class). You will also be reported to the Dean’s Office for disciplinary action, which will result in probation, suspension or expulsion, as well as a possible disciplinary hearing composed of faculty members and your peers.

Plagiarism refers to formal work (e.g., research papers, oral reports) publicly misrepresented as original and may comprise oral, written and crafted pieces. If you wish to use original references or pieces, word for word or by paraphrase, those ideas should be referenced using the appropriate author. It is your responsibility to know what constitutes plagiarism before you submit any work; if you are unsure, I will happily discuss it further with you before any written assignment is due.

To do your part to understand plagiarism, it is your responsibility to review the following website and complete the tutorial before completing any written assignment and submitting it for credit: http://www.indiana.edu/~istd/ If you have questions, please feel free to ask me before your assignment is due and before you submit it for course credit.

**SPECIAL NOTE ABOUT THE CAMPUS ASSAULT RESOURCES AND EDUCATION (CARE)**

Throughout the semester, you will see me wearing my CARE pin. I am a USD Faculty Ambassador in the CARE program. In this role, I am helping to support the University’s commitment to upholding standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. Sexual misconduct and relationship violence in any form are antithetical to the university’s mission and core values, violate university policies, and may also violate federal and state law. Faculty members are considered “Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking or sexual exploitation, please visit www.sandiego.edu/care to access information about university support and resources. We are here for the USD community and eager to help and support all members of our community.

**SPECIAL POLICY FOR LETTERS OF REFERENCE**

I have been very fortunate that so many students have asked me to write a letter of reference for them. Although this is a great honor for me to recommend my bright students, writing strong letters takes a great deal of time to do well. In addition, the best letters are those that are the result of your professor knowing you and the quality of your academic work very well. Therefore, my policy is that I can only consider writing letters of reference for students who have taken at least two courses with me (or one completed LLC Preceptorial class or Honors class) with at least a B+ grade in the completed course(s). In addition, I can only write letters for students that I know well so please only consider asking me if you have actively participated in class, and you believe that I would write you a strong letter of reference. If you meet these qualifications, please be sure to give me at least one month (sorry, no exceptions) to draft and prepare the letter for each program, award, or honor that you are applying for. That way, I can be sure to put a significant amount of thought time into your letter. Thank you.

**IMPORTANT NOTE**

Due to the sensitive nature of some of the material in psychology courses and in order to encourage everyone to participate freely, audio and video recordings of class lectures are not allowed for this course. In addition, camera/phone, video and still cameras are not allowed in this class.
Faith & Reason LLC Information and Calendar

Your Preceptorial Professor/Advisor: Dr. Jennifer Zwolinski (Department of Psychological Sciences)
Your LLC Preceptorial Assistant: Sarah Ramos (sarahramos@sandiego.edu)

About Us: This LLC is a community of first-year students dedicated to academic excellence with a shared interest in issues related to faith and reason. It will serve as your connection to a challenging and rewarding liberal arts education as you join the vibrant company of scholars to explore the universe of human knowledge. You will learn to make your own connections among a vast range of classes, disciplines and ideas, and turn old knowledge into new insights. The Faith & Reason LLC is no ordinary first-year program; it marks the beginning of a lifelong quest for knowledge, enlightenment, self-improvement, and critical inquiry. Please take an active role in your LLC community by participating in some of our events below and in your Residence Hall.

Fall 2016 Faith & Reason LLC Events

Bay Day
When: 9/10 from 12noon-4pm
Where: Mission Bay Point Park
What: Fun day at the bay with Outdoor Adventures (e.g., guided water sports) and/or relaxation. Tacos catering will start at 2pm; wristbands will be provided for food.
Transportation: Trams depart Maher Circle at noon (3 trams will operate continuously)

Movie Nights
When: 9/21, 10/19, and 11/16 at 7pm
Where: Soloman Hall (unless otherwise noted)
What: Movie and snacks

Football Game
When: 9/24 from 4-730pm
Contact: Dr. Deborah Kelly (Economics, Faith & Reason LLC)
What: USD vs. Dayton

Friendship Park
When: 10/1 from 915am-12noon (return at 1230pm)
Where: Friendship Park (U.S.-Mexico Border)
More information about Friendship Park: http://www.friendshippark.org
Transportation: Transportation will depart Maher Circle at 915am
Bring: Water and comfortable walking shoes (20-30 minute from lot to the fence)

‘Language Matters’ Presentation
When: 10/18 from 7pm-8pm
Where: Salomon
What: The goals of the Language Matters sessions are to: (1) understand the power of words and think about our language; (2) understand the impact language has on our community and sense of belonging; (3) encourage conversations and learn from each other through a dialogue; and (4) provide skills and techniques for addressing non-inclusive language.

Symposium Banquet
When: Monday, December 5 from 6pm-8pm
Where: UC Forums
What: Poster symposium (presentations of student projects) plus end-of-year dinner by USD catering.
Dress Attire: Business casual
1. Learning Goal #1: Gain Content Knowledge

   a. Identify, describe, and/or illustrate the major concepts, theoretical perspectives, and empirical findings in each of the general domains of psychology.
      i. Method of Assessment #1: Articulate the theoretical perspectives from the general domains of psychology including learning and cognition, psychological disorders/treatment, biological, developmental, and social psychology. This will be evaluated on the four exams.
      ii. Method of Assessment #2: Identify classic historical theoretical conflicts, changes, and perspectives in psychological science. This will be evaluated on the four exams.

   b. Apply major psychological principles to personal, social, or organizational issues.
      i. Method of Assessment #1: Identify appropriate applications of psychology in solving problems, explaining social issues, and affecting public policy such as the pursuit and effect of healthy lifestyles, origin and treatment of abnormal behavior, use of assessments and certain types of methodologies, or psychology-based interventions. This will be evaluated on the four exams, the critical thinking essay for the final, and the LLC application papers.
      ii. Method of Assessment #2: Describe the role of psychological principles in understanding everyday life. This will be evaluated on the critical thinking essay for the final, and the LLC application papers.

2. Learning Goal #2: Gain Skills in the Discipline of Psychology

   a. Identify, describe, and/or illustrate the basic scientific methods of psychology.
      i. Method of Assessment #1: State the goals and methods of science and their implications for psychology. This will be evaluated on the four exams, the critical thinking essay for the final, and the Symposium presentation.
      ii. Method of Assessment #2: Articulate and apply basic research methods, including developing hypotheses from theory, using different types of research designs, their advantages and disadvantages, data analyses related to designs, and the interpretation of findings. This will be evaluated on the four exams, the critical thinking essay for the final, and the Symposium presentation.
      iii. Method of Assessment #3: Discuss appropriate ethical concerns of psychological research involving both human and animal subjects. This will be evaluated on the first exam.

   b. Evaluate claims regarding human behavior using the distinction between scientifically sound evidence and other sources of information (e.g., pseudoscience, authority, and common sense) (APA, 2013).
      i. Method of Assessment #1: Describe common errors in thinking (e.g., confirmation bias, inferring causation from correlation, reliance on anecdotes) that interfere with predictions and conclusions. This will be evaluated on the four exams, the critical thinking essay for the final, and the Symposium presentation.
      ii. Method of Assessment #2: Ask appropriate questions to evaluate the quality of information about behavioral claims. This will be evaluated on the four exams, the critical thinking essay for the final, and the Symposium presentation.
      iii. Method of Assessment #3: Describe plausible behavioral explanations that are based on scientific reasoning and evidence rather than anecdotes and/or pseudoscience. This will be evaluated on the four exams, the critical thinking essay for the final, and the Symposium presentation.
      iv. Method of Assessment #4: Integrate multiple appropriate levels of complexity (e.g., individual, societal) to explain behavior and mental processes. This will be evaluated on the four exams, the critical thinking essay for the final, and the Symposium presentation.

3. Learning Goal #3 (LLC Goal): Explore Common Questions About Faith & Reason

   a. Explore how different disciplines promote academic excellence through common questions about the theme of Faith & Reason.
      i. Method of Assessment #1: Show your understanding of how different disciplines provide unique and complementary ways of facilitating scientific discovery to promote your interest in ideas related to Faith and/or Scientific Inquiry. This will be accomplished inside the classroom (through discussion and assignments/exams based on your learning of psychological sciences) as well as outside of the classroom through ongoing networking with other professors and students both formally (through participation in interdisciplinary LLC activities) and informally (in everyday intellectual discussions).
      ii. Method of Assessment #2: Actively apply what we are learning in Psychology 101 to your experience in the Faith & Reason LLC program. This will be demonstrated through your Symposium project, your written papers on two Faith & Reason LLC events, and your critical thinking essay question for the final exam.

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FALL 2016 10:45AM CLASS SCHEDULE in LOMA 321

The following is a schedule of lecture topics, reading assignments, assignment due dates and exams. Any changes will be announced in-class as needed to allow for flexibility in coverage of information. All chapters refer to the Myers/DeWall *Psychology* textbook; all Myths refer to the Lilienfeld *50 Great Myths* book.

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<tr>
<th>Class Date</th>
<th>Class Topic and Assignments Due</th>
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| September 1  | Review Syllabus ([Write your section’s scheduled final exam date and time in your planner](#)) Chapter 1: Thinking Critically with Psychological Science  
Re-read the “How to do well in this class” section of the syllabus |
| September 6  | Myth Chapter 1: The Wide World of Psychomythology  
Myth 1 (page 21): You Only Use 10% of Your Brain  
Chapter 2: Biology of the Mind |
| September 8  | Chapter 2: Biology of the Mind (Note: Monday 9/12 day to enroll in classes and to drop classes without a W on your transcript) |
| September 13 | Chapter 4: Nature, Nurture and Human Diversity                                                                       |
| September 15 | Chapter 5: Developing Through the Life Span  
Myth 7 (page 49): Adolescence is a Time of Psychological Turmoil                                                      |
| September 20 | Chapter 5: Developing Through the Life Span  
Myth 8 (page 52): Most People Experience a Midlife Crisis in Their 40s or 50s  
Chapter 6: Sensation and Perception |
| September 22 | Chapter 6: Sensation and Perception                                                                                 |
| September 27 | **EXAM #1** and **Symposium Preparation**                                                                            |
| September 29 | Exam #1 review  
Chapter 3: Consciousness and the Two-Track Mind                                                                     |
| October 4    | Chapter 3: Consciousness and the Two-Track Mind                                                                       |
| October 6    | Guest Speaker: Dr. Z will be attending a Chairs’ Conference                                                        |
| October 11   | Chapter 7: Learning                                                                                                   |
| October 13   | Chapter 7: Learning  
Chapter 8: Memory  
Myth 11 (page 65): Human Memory Works Like a Tape Recorder or Video Camera                                      |
| October 18   | **1st LLC Application Paper Due**                                                                                     |
|              | Chapter 8: Memory  
Chapter 9: Thinking and Language  
Myth 16 (page 87): If You’re Unsure Of Your Answer When Taking A Test, It’s Best To Stick With Your Initial Hunch |
| October 20   | Chapter 9: Thinking and Language  
Myth 29 (page 143): Men and Women Communicate in Completely Different Ways                                              |
| October 25   | Chapter 10: Intelligence                                                                                            |
October 27  **First 2 Research Credits Due on 10/31**  
Chapter 11: What Drives Us: Hunger, Sex, Friendship, and Achievement

November 1  **EXAM #2 and Symposium Preparation**  
(Note: Class reservation begins today, 11/1, for Spring 2017; check your Portal for your specific registration date and time. Also, 11/2 is the last day to select grade or Pass/Fail option)

November 3  Exam #2 review  
Chapter 12: Emotions, Stress, and Health  
Myth 23 (page 117): The Polygraph (“Lie Detector”) Test Is An Accurate Means Of Detecting Dishonesty  
Myth 24 (page 122): Happiness is Determined Mostly By Our External Circumstances

November 8  Chapter 13: Social Psychology

November 10  **2nd LLC Application Paper Due**  
Chapter 15: Psychological Disorders  
Myth 34 (page 166): Most People Who Were Severely Disturbed In Childhood Develop Severe Personality Disturbances In Adulthood  
Myth 37 (page 181): Psychiatric Labels Cause Harm By Stigmatizing People  
(Note: November 10 is the last day to withdraw from classes with a W)

November 15  Chapter 15: Psychological Disorders  
Myth 36 (page 186): Only Deeply Depressed People Commit Suicide

November 17  Chapter 16: Therapy  
Myth 46 (page 236): All Effective Psychotherapies Force People To Confront The “Root” Causes of Their Problems In Childhood

November 22  Chapter 16: Therapy  
Chapter 14: Personality

November 23-27  **Thanksgiving Holiday (No Class)**

November 29  Chapter 14: Personality  
Myth 30 (page 147): It’s Better To Express Anger To Others Than To Hold It In  
Myth 31 (page 152): Raising Children Similarly Leads to Similarities In Their Personalities

December 1  **EXAM #3 and Symposium Preparation**

*December 5*  **Research Symposium and Dinner from 6:00PM-8:00pm**

December 6  Exam #3 review  
Myers’ textbook/web Appendix: Zwolinski’s “Careers in Psychology” (available on Blackboard)

December 8  **Final Research Credits Due on 12/12**  
Final Exam Discussion  
(Note: Last day of our class)

FINAL EXAM:  **TUESDAY, 12/20**  
*** FINAL EXAM DATE AND TIME: 11am-1pm on TUESDAY, 12/20 in our classroom  
* Please do not ask for an exception to this university scheduled exam time or for any other scheduled exam.