COURSE INFORMATION

COURSE TITLE
PSY102: General Psychology II

COURSE DESCRIPTION
Focuses on the scientific study of behavior including cognition, language, intelligence, psychological assessment, personality, abnormal psychology, therapy, life span development, sex, gender, sexuality, and social psychology. This is a statewide Guaranteed Transfer course in the GT-SS3 category.

This course is one of the Statewide Guaranteed Transfer courses.

- PSY102 GT-Pathways Required Syllabus

CREDIT HOURS
3

GUARANTEED TRANSFER (GT) PATHWAYS COURSE STATEMENT
The Colorado Commission on Higher Education has approved PSY102 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS3 category. For transferring students, successful completion with a minimum C‒ grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to https://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html.

SUGGESTED PREREQUISITE KNOWLEDGE
There are no prerequisites for this course. However, an ability to read and write at the college freshman level is assumed.
The CCCOnline Course Policies page contains information about the student's role in the classroom, grading policies, and rights and responsibilities.
**COURSE MATERIALS**

Your textbook is available online as an eText. You do not need to purchase any additional materials. For specific information on refund policies and the optional black and white textbook available for purchase please contact the CCCOnline bookstore.

**MINIMUM COMPUTER REQUIREMENTS**

To complete this course, you will need regular access to a computer from which you can get to the Internet and use email. In order to ensure that your course functions properly, you must run the System Check. This is a CRITICAL STEP, and taking the time to do it now will eliminate a tremendous amount of frustration for you later. To run the System Check, click Tools in the course NavBar and then click System Check.

**REQUIRED eText**

**MAIN eText**


**DIGITAL MATERIALS ACCESS AND SETUP**

This course uses WileyPlus which contains the eText in addition to interactive media content to help you remember what you learn.

- Visit the WileyPlus Course Start page for details on first access of the materials.

To make sure your computer is set up correctly to access the eText and other digital content, review the WileyPlus Technical Support page, also linked in the Technical Support Module.
Course Competencies and Outcomes

General Competencies

GT-SS3: Human Behavior, Culture or Social Frameworks Content Criteria

Students should be able to:

a. Develop knowledge of human behavior, including learning, cognition, and human development or cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures.

b. Use tools, approaches, and skills from the Social & Behavioral Sciences to analyze and interpret issues.

c. Understand diverse perspectives and groups.

GT-SS1 Competencies & Student Learning Outcomes

Competency: Critical Thinking:

Students should be able to:

1. Explain an Issue
   a. Use information to describe a problem or issue and/or articulate a question related to the topic.

2. Utilize Context
   a. Evaluate the relevance of context when presenting a position.
   b. Identify assumptions.
   c. Analyze one’s own and others’ assumptions.

5. Understand Implications and Make Conclusions
   a. Establish a conclusion that is tied to the range of information presented.
   b. Reflect on implications and consequences of stated conclusion.

Competency: Diversity & Global Learning:

Students should be able to:

1. Build Self-Awareness
a. Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

2. **Examine Perspectives**
   a. Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

3. **Address Diversity**
   a. Make connections between the world-views, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

**REQUIRED COURSE LEARNING OUTCOMES**
The competencies you will demonstrate in this course are as follows:

A. Demonstrate the basic rules of research in psychology and be able to evaluate their application.
B. Explain the development of cognition and language skills.
C. Examine intelligence from the perspectives of development and assessment.
D. Compare and contrast personality from the perspectives of theory and assessment.
E. Explain abnormal psychology in terms of major disorders.
F. Identify the major forms of therapy used in treating psychological disorders.
G. Identify major psychological, physical, and social influences on human development throughout life.
H. Analyze social influences on behavior.
I. Explain physical, psychological, and psychosocial aspects of sex, gender, and sexuality.
J. Write and speak clearly and logically in presentations and essays about topics related to psychology.
K. Demonstrate psychology information literacy by evaluating the validity of information sources in the study of psychology.
L. Analyze, evaluate, and apply written material related to the study of psychology.

**REQUIRED TOPICAL OUTLINE**

I. Research methods in psychology
a. Basic research and statistical methods
b. Basic vs. applied science
c. Evaluation of psychological research
d. Ethics in research

II. Cognition and language
   a. Theories of language development
   b. Nature vs. nurture in language development
c. Concept formation
d. Problem solving
e. Creativity

III. Intelligence
   a. Defining intelligence
   b. Theories of intelligence
c. Measuring intelligence
d. Cultural biases in intelligence testing
e. The exceptional person

IV. Personality
   a. Theories of personality
   b. Personality assessment

V. Abnormal psychology
   a. Defining abnormality
   b. Diagnosing abnormal behavior: The classification systems
c. Anxiety disorders
d. Somatic symptom disorders and dissociative disorders
e. Affective disorders
f. Schizophrenia disorders
g. Sexual dysfunctions and gender dysphoria
h. Personality disorders

VI. Therapy
   a. Psychotherapy
   b. Insight therapies
c. Behavior therapies
d. Medical therapies
e. Effectiveness of therapy

VII. Life-span development
a. Conception  
b. Prenatal development and birth  
c. The newborn and infancy  
d. Childhood  
e. Adolescence  
f. Early and middle adulthood  
g. Aging  
h. Death and dying  

VIII. Social psychology  
  a. Attitude formation and change  
  b. Person perception  
  c. Conformity and obedience  
  d. Conflict and cooperation  
  e. Prejudice  

IX. Sex, gender, and sexuality  
X. Gender roles  
XI. Gender identity  
XII. Physical and psychological sexual health  
XIII. Sexual orientation  

The module outcomes that will permit you to demonstrate course competencies are:

**MODULE 1**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain cognitive building blocks and how they affect thinking.</td>
<td>A,B,H,I,J</td>
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<tr>
<td>2. Describe the three stages of problem solving, including algorithms</td>
<td>A,B,H,I,J</td>
</tr>
<tr>
<td>and heuristics.</td>
<td></td>
</tr>
<tr>
<td>3. Review the five potential barriers to problem solving.</td>
<td>A,B,H,I,J</td>
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<tr>
<td>4. Identify creativity and its major characteristics.</td>
<td>A,B,H,I,J</td>
</tr>
<tr>
<td>5. Identify language and its major building blocks.</td>
<td>A,H,I,J</td>
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<tr>
<td>6. Describe the prominent theories of language and thinking, and</td>
<td>A,H,I,J</td>
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<tr>
<td>how they interact.</td>
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<tr>
<td>7. Discuss the major stages of language development including the</td>
<td>A,B,H,I,J</td>
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<tr>
<td>language acquisition device (LAD).</td>
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<tr>
<td>8. Review the evidence and controversy surrounding nonhuman</td>
<td>A,H,I,J</td>
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<tr>
<td>animals' acquisition and use of language.</td>
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<tr>
<td>10. Compare the different forms and theories of intelligence.</td>
<td>B,H,I,J</td>
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<tr>
<td>11. Describe how intelligence is measured, and the groups that fall</td>
<td>B,H,I,J</td>
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<td>at the extremes.</td>
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<tr>
<td>12. Discuss the relative contributions of nature and nurture to IQ.</td>
<td>B,H,I,J</td>
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<tr>
<td>13. Describe how and why groups differ in their mental ability tests.</td>
<td>B,H,I,J</td>
</tr>
</tbody>
</table>
14 Identify the various theories and controversies over multiple intelligences.
15 Introduction to classmates, Observe and recognize community formation and supportive interactions with classmates.
16 Compare and contrast conclusions based on scientific and everyday inductive reasoning.
17 Understand why scientific conclusions and theories are trustworthy, even if they are not able to be proven.
18 Articulate what it means to think like a psychological scientist, considering qualities of good scientific explanations and theories.
19 Discuss science as a social activity, comparing and contrasting facts and values.
20 Identify limitations of the traditional laboratory experiment.
21 Explain ways in which daily life research can further psychological science.
22 Know what methods exist for conducting psychological research in the real world.

**Module 2**

**Outcomes**

1 Define developmental psychology.
2 Discuss the three key theoretical issues in developmental psychology.
3 Contrast the cross-sectional research design with the longitudinal research design.
4 Discuss how genetic material passes from one generation to the next.
5 Identify the three phases of prenatal physical development.
6 Summarize physical development during early childhood.
7 Describe the physical changes that occur during adolescence and adulthood.
8 Explain the roles of schemas, assimilation, and accommodation in cognitive development.
9 Describe the major characteristics of Piaget's four stages of cognitive development.
10 Compare Piaget's theory of cognitive development to Vygotsky's.
11 Review attachment and the four key parenting styles.
12 Describe Kohlberg's theory of moral development.
13 Review Thomas and Chess's temperament theory.
14 Summarize Erikson's eight psychosocial stages of development.
15 Explain how sex and gender affect development.
16 Discuss current events that relate to the topic of human development.
17 Enriched critical thinking by reflection on the diverse perspectives of other students.
18 Relate the topics of development to the field of genetic engineering and show the innovations and ethical dilemmas inherent in this field.
19 Explain how scientists study human sexuality.
20 Share a definition of human sexuality.
21 Distinguish between sex, gender, and sexual orientation.
22 Review common and alternative sexual behaviors.
23 Appraise how pleasure, sexual behaviors, and consent are intertwined.

**Competencies**

B, H, I, J
A, J, K, L
F, H, I, J
F, H, I, J
F, H, I, J
F, H, I, J
F, H, I, J
F, H, I, J
F, H, I, J
F, H, I, J
G, H, I, J
G, H, I, J
H, I, J
I, J, K, L
I, J, K, L
I, J, K, L
I, J, K, L
I, J, K, L

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Module 3

Outcomes

1. Define personality.
2. Review the major concepts of Freud’s psychoanalytic theory.
3. Compare psychanalytic and psychodynamic theories of personality.
4. Discuss the major criticisms of psychoanalytic theories.
5. Explain how early trait theorists approached the study of personality.
6. Describe the Big Five personality traits.
7. Summarize the major contributions and criticisms of trait theory.
8. Discuss the importance of self-actualization in humanistic theories.
9. Explain why self-concept and unconditional positive regard are key aspects in Roger’s theory of personality.
10. Describe how Maslow’s hierarchy of needs affects personality.
11. Evaluate the strengths and weaknesses of humanistic theories of personality.
12. Explain Bandura’s and Rotter’s approaches to personality.
13. Summarize the strengths and weaknesses of the social-cognitive perspective on personality.
14. Discuss how brain structures, neurochemistry, and genetics influence personality.
15. Explain the contributions and limitations of biological theories.
16. Describe how the biopsychosocial model blends various approaches to personality.
17. Describe the four categories of personality assessment.
18. Explain the key benefits and limitations of personality assessment.
19. Discuss the logical fallacies associated with pseudo-personality assessment.
20. Report on taking a personality inventory and show how this compares to our self-perception.
22. Consider the nature/nurture contributions to personality.
23. Developed plan for an experiential learning project.
24. Recognize how our thinking is developed or changed through interaction and engagement with others.

Competencies

C, H, I, J

Module 4

Outcomes

1. Describe abnormal behavior and the four criteria for identifying psychological disorders.
2. Explain how perspectives on the causes of psychological disorders have changed throughout history.
3. Discuss the pros and cons of the Diagnostic and Statistical Manual of Mental Disorders (DSM).
4. Describe the characteristics of generalized anxiety disorder (GAD), panic disorder, and phobias.
5. Explain how psychological, biological, and sociocultural factors contribute to anxiety disorders.
6. Describe depressive disorders and bipolar disorders, and how they differ.
7. Summarize research on the biological and psychosocial factors that contribute to depressive and bipolar disorders.
8. Discuss suicide, its myths and prevention, and its danger signs.
9. Identify schizophrenia and its common characteristics.
10. Compare the positive versus negative symptoms of schizophrenia.
11. Summarize the biological and psychosocial factors that contribute to schizophrenia.

Competencies

D, H, I, J
12 Identify obsessive-compulsive disorder and its major symptoms. D,H,I,J
13 Describe dissociative disorders. D,H,I,J
14 Discuss personality disorders, including antisocial (ASPD) and borderline (BPD). D,H,I,J
15 Discuss the possible gender differences in depression. D,H,I,J
16 Explain why it is difficult to directly compare psychological disorders, such as schizophrenia, across cultures. D,H,I,J
17 Describe how understanding culture-general symptoms and culture-bound disorders helps us overcome ethnocentrism in psychological disorders. D,H,I,J
18 Completes detailed plan and carries out experiential learning plan. J
19 Demonstrate a responsibility to contribute to the learning process of fellow students. F,G
20 Describes cultural and social influences on psychopathology. J,D

Module 5

Outcomes
1 Define psychotherapy. E,H,I,J
2 Describe psychoanalysis and its core techniques and criticisms, along with modern psychodynamic therapies. E,H,I,J
3 Discuss humanistic therapies and their key techniques and evaluation. E,H,I,J
4 Discuss cognitive therapies and their core principles and evaluation E,H,I,J
5 Describe how classical conditioning is used in therapy. E,H,I,J
6 Explore how operant conditioning is used in therapy. E,H,I,J
7 Explain how observational learning is used in therapy. E,H,I,J
8 Describe two major criticisms of behavior therapies. E,H,I,J
9 Describe biomedical therapies. E,H,I,J
10 Identify the major types of drugs used to treat psychological disorders. E,H,I,J
11 Explain what happens in electroconvulsive therapy and psychosurgery. E,H,I,J
12 Summarize the risks and benefits associated with biomedical therapies E,H,I,J
13 Summarize the goals and overall effectiveness of psychotherapy. E,H,I,J
14 Describe group, marital, family, and telehealth/electronic therapies. E,H,I,J
15 Identify the key cultural and gender issues important in therapy. E,H,I,J
16 Summarize the major career options for someone interested in becoming a therapist. E,H,I,J
17 Carry out experiential learning plan and include journaling of activities. H,J
18 Apply treatment concepts to case studies. E,H,J
19 Demonstrate a responsibility to contribute to the learning process of fellow students. J
20 Recognize how our thinking is developed or changed through interaction and engagement with others. J

Module 6

Outcomes
1 Define social psychology and social cognition. G,H,I,J
2 Discuss the attributional process and its errors, biases, and cultural factors. G,H,I,J
3 Identify attitudes and their three components. G,H,I,J
4 Summarize how attitudes are formed and changed. G,H,I,J
5 Discuss prejudice, its three components, and the factors that increase or decrease it.  
6 Define social influence.  
7 Discuss conformity and the factors that contribute to it.  
8 Describe obedience and the situational factors that increase it.  
9 Explain how group membership affects our behaviors and decision making.  
10 Define social relations.  
11 Discuss aggression and the factors that increase and decrease it.  
12 Describe altruism and the factors that increase and decrease it.  
13 Identify interpersonal attraction and love, along with the factors that affect them.  
14 Recognize how our thinking is developed or changed through interaction and engagement with others.  
15 Reported findings of Experiential Learning Project.
**Grading and Evaluation**

**Methods**

Evaluation includes a combination of quizzes/tests, discussion participation, and assignments. Rubrics are provided for assignments and discussions.

**Grading Policies**

Mark all Module due dates on your calendar for this class. You may submit assignments AHEAD of schedule. This course adheres to the following late work policy:

Discussions - Late work will NOT be accepted, as modules will not be reopened once the discussion formally ends.

Quizzes - All module/chapter quizzes will be set to close during the final week of the course. This means you can complete quizzes throughout the semester, however it is STRONGLY recommended you follow the due dates listed in the Course Schedule. Most students who do not follow the suggested due dates perform poorly on quizzes.

Assignments - Late submissions will be allowed, however a 10% per day consequence will be enforced.

**Summary of Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (6 @ 50 points each)+(6 @ 25 points each)+(1 @ 35 points)</td>
<td>485</td>
<td>52%</td>
</tr>
<tr>
<td>Quizzes (6 @ 40 points each)</td>
<td>240</td>
<td>29%</td>
</tr>
<tr>
<td>Assignments (1 @ 10 points)+(1 @ 15 points)+(1 @ 75 points)</td>
<td>100</td>
<td>11%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>825</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Grading Scale**

A = 90 to 100%
B = 80 to 89%
C = 70 to 79%
D = 60 to 69%
F = 59% and below

**Discussions**

The goal of online discussions is to promote class dialogue and interaction. In this course, we have two discussions per module. One Discussion will be worth **25 points** where you must make an initial post of 250 words and must reply to at least one other classmate with a 150-word response. The second discussion, called an Exploration Discussions, will be worth **50 points** and you must make an initial post of 350 words and reply to at least two other classmates with a minimum word count of at least 250 words each. The type and point value of each discussion is posted in the Discussion area. The Exploration Discussions are introduced in each
Module’s Exploration Tab Pages and will require you to read the Exploration Tab pages before posting to the Exploration Discussions.

**DISCUSSION GUIDELINES**

**QUANTITY**

You will be required to develop an initial post, plus respond to a minimum of one or two other students' posts, depending on the type of discussion. Please do not post excessively or carry on conversations totally unrelated to the topic at hand in the discussions. Posting more will not guarantee you a higher grade, just as constantly 'talking in class' would not be a good learning strategy either.

**FREQUENCY**

Continuous interaction throughout the module discussion is a goal for building community. Enhanced learning will occur through interaction with your peers and the instructor. Spread your posts over different days during the time the module discussion is open. Posting all discussions in the same day or meeting the quantity requirements on the last two days of any module discussion will result in reduced points.

**QUALITY**

A quality post includes efforts to synthesize your course learning by using course terms and concepts in replies. Critical thought is expected. Draw connections between current and past unit material, other courses you may be taking or have taken, personal experience, current events, web resources, etc. to enhance the discussion. Do not echo (repeat /re-answer a question that is already addressed)... always expand! Avoid simply gratuitous comments, such as "I agree" or "That's interesting;" You should add other quality information in a post. Say what you agree with or find interesting in your peers' posts and expand the conversation!

**CRITICAL THINKING**

The key thing to remember is that you should strive for this level of quality in the majority, if not all of your posts. Doing so will improve your scholarship as a learner and your ability to comprehend the course information. Though critical thinking is a popular term, a definition of a critical thinker may still be useful.

A critical thinker is someone who analyzes and synthesizes information effectively for solving problems by using reasoning; is open-minded in her/his thinking and is able to view alternative points of view, the implications of them, and evaluate the differences of these; further, the critical thinker is able to effectively communicate with others on matters of complexity (The Foundation for Critical Thinking, 2004).
COMMUNITY

Community building is important in the online classroom. Refer to the "Course Policies" section of the Start Here module for a brief explanation and link to further information on the "Mutual Respect in CCC-Online Communications" policy. In addition to this policy, community is demonstrated by using comments of your peers (including the instructor) to EXPAND your own thinking on the topic. The discussion should be interactive and supportive, not a series of monologs!

LENGTH

Try to keep your discussion posts concise and meaningful. You are not expected to write an essay for every post! Again, there are two types of discussions. One Discussion will be worth 25 points where you must make an initial post of 250 words and must reply to at least one other classmate with a 150-word response. The second discussion, called an Exploration Discussions, will be worth 50 points and you must make an initial post of 350 words and reply to at least two other classmates with a minimum word count of 250 words each. Think of your peers before posting and ask yourself if YOU would want to read the post you are about to make. What does it add to the conversation? How does it enhance the discussion? If you can provide solid answers to these questions for both your initial post and your replies, then you likely have very good posts.

CITATION

Refer to the "Course Policies" section of the Syllabus for an explanation of plagiarism. It is expected that you acknowledge the source of any information you quote or paraphrase in discussions or elsewhere including that from the course lectures, text, etc. Review the APA style guide through the APA Toolkit provided by the CCCOnline Library.

Note: See the Discussion Rubrics under the Tools tab in the Navigation Bar at the top of the page for specific grading information.

EXPERIENTIAL LEARNING PROJECT

INTRODUCTION

All students will complete a community-based learning experience to integrate academic knowledge with active 'citizenship' (participation with community affairs).

The intent is for you to achieve the following outcomes:

- Gain s deeper understanding by applying the PSY102 material to the real outside world.
- Have an increased connection to the community with a richer appreciation of subcultures, reduction in stereotypes, and increased tolerance.
• Develop an understanding of the complexity of mental health and social issues.
• Increase self-knowledge.

Each student will choose an appropriate and relevant activity for the experiential learning project. The project will be separated into four segments over Modules 3 – 6. The Instructor will facilitate and monitor your activities. You will plan an individual activity that first and foremost is interesting to you. You will carry out that plan and then report your activity through a blog or journal of your experience.

**Note:** See the **Discussion: Project Report Rubric** under the Tools tab in the Navigation Bar at the top of the page for specific grading information.

**Experiential Learning Project Instructions:**

You will spend a significant time (minimum of two hours) at a site of your choosing. You may choose from suggestions offered by the instructor or develop your own activity. Some possibilities are:

• Interview community service providers who provide mental health or social services
• Interview recipient(s) of services
• Observe services in progress
• Volunteer work in a community setting
• Visit and observe life at a homeless shelter, soup kitchen, or detox center

You will make a compelling case in your proposal for why your project is related to one or more course topics. You have the freedom to be creative here, so feel free to propose a nontraditional or unique way to fulfill this project.

You will receive the most credit and even extra credit up to (10) points if you also provide a service in conjunction with your activity. After your experience, you will report your observations and reflect upon your own thoughts and feelings. You will think about connections with course material and report what you discover. You will react personally and report to classmates in discussion what you have accomplished or learned.

**Quizzes**

The Quizzes use randomly selected test questions that cover the entire Module or course term respectively. The questions include varying degrees of difficulty. Module quizzes contain 20 multiple choice questions.
# Course Schedule

The Schedule is subject to change as needed.

This page summarizes all of the graded assignments, exams, and reading assignments for the course. You are encouraged to print it out this course schedule and refer to it often.

All assignments are described in detail on the Module assignment pages. If you have questions check there and/or send me an e-mail.

**This course is not self-paced and is not open-exit.** All assignments, papers, quizzes, discussions, etc., are to be completed by no later than 11:59 pm MST/MDT of the due date.

NOTE: Important CCCOnline semester dates (e.g., drop/withdraw/term end) appear on the CCCOnline calendar.

## Module 1

<table>
<thead>
<tr>
<th>Reading/Assignments/Exams</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Read: Chapter 8 - Thinking, Language and Intelligence</td>
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<tr>
<td>Read: Module 1 Exploration of Creativity</td>
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<tr>
<td>Read: Experiential Learning Project</td>
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<tr>
<td>M1 Discussion #1: Introductory &amp; Knowledge Pebble Discussion</td>
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<tr>
<td>M1 Exploration Discussion #2: Topic Option A or Option B</td>
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<tr>
<td>Module 1 Quiz</td>
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## Module 2

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<thead>
<tr>
<th>Reading/Assignments/Exams</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td>Read: Chapter 9 - Life Span Development</td>
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<tr>
<td>Read: Module 2 Exploration of Life Span Development Topics</td>
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<tr>
<td>M2 Discussion #1: Current Events Concerning Life Span Development</td>
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<tr>
<td>M2 Exploration Discussion #2: Life Span Development</td>
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<tr>
<td>Module 2 Quiz</td>
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## Module 3

<table>
<thead>
<tr>
<th>Reading/Assignments/Exams</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Read: Chapter 11 - Personality</td>
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<tr>
<td>Read: Module 3 Exploration of Personality</td>
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<tr>
<td>M3 Exploration Discussion #1: Personality Tests</td>
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<tr>
<td>M3 Discussion #2: Reply to Option #1 or #2</td>
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<tr>
<td>Writing Assignment: Experiential Learning Project Part 1</td>
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<tr>
<td>Module 3 Quiz</td>
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</table>
**Module 4**

**Reading/Assignments/Exams**
Read: Chapter 12 – Psychological Disorders
Read: Module 4 Exploration of Psychological Disorders
M4 Exploration Discussion #1: Testimonials
M4 Discussion #2: Reply to Option #1 or #2
Writing assignment: Experiential Learning Project Part 2
Module 4 Quiz

**Module 5**

**Reading/Assignments/Exams**
Read: Chapter 14 – Social Psychology
Read: Module 5 Exploration of Institutions and Treatments
M5 Exploration Discussion #1: Psychopharmacology Challenge
M5 Discussion #2: Psychotherapy Discussion
Experiential Learning Project Part 3: Submit summary of Project Report to the assignment folder
Module 5 Quiz

**Module 6**

**Reading/Assignments/Exams**
Read: Chapter 14 – Social Psychology
Read: Module 6 Exploration of Social Psychology
M6 Exploration Discussion #1: Cognitive Dissonance or Day Care Discussion
M6 Exploration Discussion #2: Robbers Cave Study
M6 Discussion #3: Experiential Learning Project Part 4/ Peer Discussion
M6 Discussion #4: Optional Class Goodbye Discussion
Module 6 Quiz

Last modified 8/30/2019