

**COURSE:** PSYC 111 – Introduction to Psychology

**SECTIONS:** MW - 12:32-1:22 p.m. (20682-Ashley, 20928-Hazen, 20927-Napoleon, 20665-Turtle Lake)

**CREDIT HOURS:** 3 Semester credit hours

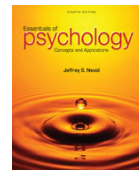
**INSTRUCTOR:** Dr. Nita Wirtz, PhD, Assistant Professor of Psychology, CC-AASP

**CONTACT INFORMATION:** Schafer Hall, Office 212B  
Phone (701) 224-5440; Email: [Nita.Wirtz@bismarckstate.edu](mailto:Nita.Wirtz@bismarckstate.edu)

**OFFICE HOURS:** MW-1:30-2:30 p.m.; TR-11:00 a.m.-12:00 p.m.; F-12:00 p.m.-1:00 p.m.

**REQUIRED TEXT AND RESOURCE MATERIALS**

Nevid, J.S. (2015). Essentials of psychology (4<sup>th</sup> ed.). New York: Cengage  
ISBN-13: 978-1305642348



**COURSE DESCRIPTION**

Psychology is a science that attempts to understand and predict behavior and to study its relationship to unseen mental processes and to external events in the environment. Subject matter includes the learning processes, perception, motives, emotions, personality, development, social and abnormal behavior. This course is a general prerequisite to other psychology courses. BSC-SBS, GERTA-SS.

**COURSE OBJECTIVES**

Students successfully completing this course will have developed a psychological perspective, which demonstrates an understanding of, and proficiency in the following concepts: critical and skeptical inquiry, the scientific method and research applied to human behavior, the history of psychology, biological basis of behavior, learning processes, memory and cognitive processes, psychological disorders, theories of personality, therapy methods, and the value and contributions of a scientific study of behavior. This course is designed to sample some of psychology's core concepts and ideas, in hopes of building a general knowledge base about the discipline of psychology and stimulating you to learn more about the topics that we cover over the course of the semester.

**APA GUIDELINES LEARNING GOALS AND OUTCOMES**

**Goal 1: Knowledge Base in Psychology**

- 1.1 Describe key concepts, principles, and overarching themes in psychology.
- 1.2 Develop a working knowledge of psychology's content domains.
- 1.3 Describe applications of psychology.

**Goal 2: Scientific Inquiry & Critical Thinking**

- 2.1 Use scientific reasoning to interpret psychological phenomena.
- 2.2 Demonstrate psychology information literacy.
- 2.3 Engage in innovative and integrative thinking and problem solving.
- 2.4 Interpret, design, and conduct basic psychological research.
- 2.5 Incorporate sociocultural factors in scientific inquiry.

### **Goal 3: Ethical & Social Responsibility in a Diverse World**

- 3.1 Apply ethical standards to evaluate psychological science and practice.
- 3.2 Build and enhance interpersonal relationships.
- 3.3 Adopt values that build community at local, national, and global levels.

### **Goal 4: Communication**

- 4.1 Demonstrate effective writing for different purposes.
- 4.2 Exhibit effective presentation skills for different purposes.
- 4.3 Interact effectively with others.

### **Goal 5: Professional Development**

- 5.1 Apply psychological content and skills to career goals.
- 5.2 Exhibit self-efficacy and self-regulation.
- 5.3 Refine project-management skills.
- 5.4 Enhance teamwork capacity.
- 5.5. Develop meaningful professional direction for life after graduation.

## **GENERAL EDUCATION OUTCOMES**

At the completion of this course, successful students will have shown through in-class exercises and specific course assignments, the ability to pursue and retain knowledge, identify implications of taking action regarding social/behavioral issues, interpret behavior in social contexts, use evidence to develop and evaluate positions regarding social/behavioral issues, comprehend the various significant levels of acquired knowledge (analyzing and identifying their various components), evaluate the significance of that knowledge, synthesize ideas from multiple sources, and apply what is learned to work and life situations.

## **CORE ABILITIES**

The objectives of this course include development of the following core abilities:

- Interpret behavior based on theories and research.
- Express the complex interactive underpinnings of behavior.
- Analyze psychological principles and theories.
- Demonstrate knowledge of psychology research methods.
- Have a basic understanding of the history of psychology and how the scientific study of various psychological phenomena has evolved.
- Demonstrate knowledge of psychological principles, theories, and concepts.
- Analyze arguments and/or explanations related to the study of human behavior.
- Express the value and contribution of a scientific study of behavior to human knowledge.
- Ability to think critically about information encountered in everyday life and be able to discriminate between scientific psychology and “pop” psychology.

## **IMPORTANT COURSE AND COLLEGE POLICIES**

### **ATTENDANCE POLICY**

Research in higher education has established that there is a strong relationship between class attendance and student grades – students who attend class typically get higher grades than students who attend infrequently or not at all. Bismarck State College encourages all students to regularly attend and participate in their classes. Per BSC policy, students who fail to establish an early record of regular attendance and participation in a class will be administratively dropped by the instructor. To avoid being administratively

dropped from a class, it is important for a student to establish a record of regular attendance and participation. Students in a 16+ week course, such as this one, must establish regular attendance within the first 15 calendar days of the semester in order to avoid being administratively dropped by the instructor. If this action occurs, it can have significant financial implications to the student. An administrative drop only occurs for drops during the first few days of the course, students who begin class, but later stop attending, run the risk of receiving a failing grade at the end of the course. Students who stop attending class, who wish to return must talk with the instructor about this possibility. If the instructor feels too much material has been missed or no viable alternative options are available, the student must initiate a withdrawal from the class and if a withdrawal is not initiated by the withdrawal deadline, a failing grade may be issued.

The policy of this class is to allow students to make up a max of 5 regular class sessions missed, unless extenuating circumstances arise (i.e., a significant health issue). After 5 makeups, no further class sessions may be made up and the result is a "0" for the missed session class participation points. Moreover, because several pieces of your grade are contingent on in-class course participation activities (some which cannot be made-up), attending the sessions will help you achieve a better grade than if you miss class. In this class, attendance and participation will be checked via class attendance sheets which the instructor will complete at the beginning of each class and class participation via ITV.

**NOTE: It is the student's responsibility to ensure they indicate their attendance each class. If the instructor is not informed of the student's attendance because they did not notify when requested, they are considered absent!** Please note: Attendance and class participation also include class points for assignments and projects in the eCompanion courseroom.

### **DISABILITY STATEMENT**

If you have a disability that may limit your ability to fully participate in this class, please contact the Student Accessibility Office (SAO) at (701) 224-2575. Personnel from the SAO will work with you and your instructor to arrange for reasonable accommodations after you have completed the registration process and qualify for services.

### **MILITARY/VETERAN STATEMENT**

If you are currently or have served in the military, please contact the Veteran Office at (701) 224-2475 regarding services/benefits to which you may be entitled.

### **DROP/WITHDRAWAL DEADLINE**

Term data can be found on Campus Connection in the class details. Drop and withdraw dates for each term can be found at [www.bismarckstate.edu/current/records/calendarsdeadlines/](http://www.bismarckstate.edu/current/records/calendarsdeadlines/) under Add-Drop/Withdraw and Grade Deadlines.

### **SEXUAL MISCONDUCT AND TITLE IX COMPLIANCE**

According to the BSC policy, sexual misconduct or related retaliation acts against or by students will not be tolerated. BSC employees who become aware of a complaint or violation of this policy must report the complaint or violation to the BSC Title IX Office.

### **STUDENT POLICY HANDBOOK LINK**

Student's rights and responsibilities are documented including the student conduct policy, student academic honor code, etc. For further information, refer to the BSC Student Handbook [www.bismarck.edu/uploads/resources/1120/bsc-handbook.pdf](http://www.bismarck.edu/uploads/resources/1120/bsc-handbook.pdf)

## **ACADEMIC INTEGRITY**

At the beginning of the semester, I assume that students are here to learn and therefore will not engage in academic dishonesty. This will be my assumption until proven otherwise. Students who do not comply with BSC's academic regulations regarding academic honor will receive a failing grade in the course and may be subject to further disciplinary action. For further information, please refer to information in the BSC Student Handbook [www.bismarckstate.edu/uploads/resources/356/StudentAcademicHonorCode.pdf](http://www.bismarckstate.edu/uploads/resources/356/StudentAcademicHonorCode.pdf)

**Cheating and Plagiarism:** Cheating is any activity leading to an unfair advantage for the student(s) involved. Don't copy, plagiarize, lie, or represent someone else's work as your own. Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering the work of someone else, as one's own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collection without acknowledgement also is considered plagiarism.

## **ACTIVE AND COLLABORATIVE LEARNING STATEMENT**

In addition to educational strategies such as reading, listening, and reflecting, when appropriate this class makes use of learning techniques commonly known as active learning. Students should expect to participate in active learning techniques such as discussions and presentations, small group activities, writing, problem-solving, movement, case studies, role-playing, etc. These activities promote analysis, synthesis, and evaluation of class content in order to improve student learning outcomes.

## **IMPORTANT CLASS INFORMATION AND POLICIES**

### **ECompanion**

This class will be using the "eCompanion" on-line teaching system for the course. Students can log on to e-companion at [www.bismarckstate.edu/online/](http://www.bismarckstate.edu/online/). Students will be provided a username and password by the BSC Distance Education Office. Once they have logged on, they will have access to the course syllabus, important announcements, grades, assignments, and other useful information.

### **Email Correspondence**

Students should plan to check and use their BSC email within this course. If the instructor emails students from the eCompanion or Campus Connection the email will be sent to BSC email accounts only. Additionally during the course, the instructor will only respond to emails sent from students "BSC email account". Due to FERPA rules, many issues can only be discussed with students via this email account and therefore, this class will implement this as a standard contact rule. If a student emails from another email account, the instructor WILL NOT respond!

## **ASSIGNMENTS AND GRADING**

Each area will be worth the following point totals toward a final course grade:

- Video Assignments – 20 pts. each (1-2 pts. each question - total of 11) = 220 pts.
- Course Participation Assignments – 10 pts. each (total of 26) = 260 pts.

- Section Exams (Multiple Choice) – 40 pts. (1 pt. each question – total of 4) = 160 pts.
- Section Project - 20 pts. each (total of 4) = 80 pts.
- Final Exam – 75 points each (total of 1) = 75 pts.

**Total = 795 Maximum Points for Class (up to 25 pts. bonus)**

### **Course Structure**

The course will include active learning opportunities such as modified lecture, course participation assignments including discussion activities and lab experiences, video assignments, section exams and projects, and a final exam. The class experiences will include the items listed below.

**Bonus Opportunities:** During week 1 and 16 of this course, students will be able to earn 10 points on a syllabus test and up to 15 bonus points for an in-class bonus review game.

**Class Check-In:** During each class, students will be required to download from the eCompanion system, any materials for class, actively participate, and verify their attendance to the instructor for the sign-in sheet.

**Video Assignments:** Reviewing psychology concepts via video can be an excellent way of witnessing real-world application of ideas. For each general topic area of the class, the instructor will provide a Discovery, online, and Films on Demand video(s) for students to watch each video will have a brief quiz connected to it that students will complete. ITV students will be completing these assignments on their own time.

<b>Video Review Topics</b>	<b>Possible Points</b>	<b>Due Date</b>
History and Foundations of Psychology	20	See Tentative Schedule
Biology and Psychology	20	See Tentative Schedule
Sensation, Perception, Consciousness	20	See Tentative Schedule
Learning	20	See Tentative Schedule
Memory	20	See Tentative Schedule
Thinking, Language and Intelligence	20	See Tentative Schedule
Motivation and Emotion	20	See Tentative Schedule
Personality	20	See Tentative Schedule
Psychological Disorders and Therapy	20	See Tentative Schedule
Stress, Health and Coping	20	See Tentative Schedule
Social Psychology	20	See Tentative Schedule

**Course Participation - Interteaching/Modified Lecture - Videos/Activities-Lab/Worksheet:** It is important that students complete their assigned reading before class begins in order to understand the topic(s). The tentative schedule, located at the end of the syllabus contains the dates and chapters that will be covered during the course. Students will spend class

time discussing the main points interteaching, watching short video clips, completing prep-guide worksheets, and activity-lab.

- For each class the instructor will utilize a sign-in sheet to track attendance and course participation points. It is the student’s responsibility to indicate their attendance to the instructor or they will be considered absent. The instructor will also require active participation effort during ITV class; grades will reflect accordingly!
- One of the best ways to learn a particular piece of information is to discuss it; an even better way to learn something is to teach it to someone else. One concept that will be used at times within the course is interteaching, a way of arranging classroom instruction to maximize learning based on several well-established psychological principles. The central component of interteaching is dyadic discussion, although it consists of several other components too.
- Most topic discussions will have prep-guides and/or lab worksheets, these guides will contain questions from the chapter reading and also critical thinking questions. The worksheets may also be used as guides for later studying and will also provide a structure for supplementary notes during the modified lecture.
- As students participate in the course, be sure to clearly define any of the key concepts that are included in the study questions, even if the questions do not specifically ask for definitions. If this is done, there will be less danger of, and less damage resulting from, possible misinterpretations of the questions. If during discussions and activities students are unsure or you disagree with your partner(s) about an answer, check with the instructor.
- It is the instructor’s job to provide help and clarification for those who request it. If students never have difficulty or disagreements, or if they consistently finish early with the discussion, activity participation and worksheet, they probably are not adequately participating and they may not earn full participation credit.
- During course participation activities, students will receive 10 points per class for active participation. To earn full credit students must be in-class, ensure that they have checked-in with the instructor, and actively participate in the discussion, activities-labs, take notes, complete worksheets, etc.

Course Projects: During classes, students will enhance their critical thinking competency and be required to complete projects (on eCompanion) related to these skills. Due dates can be found in the tentative schedule for each project; failure to complete and submit the project by the due date will result in a “0”.

Section Project	Online Text Chapter	Possible Points	Due Date
I – Project One (Evidence)	1 and 2	20	See Tentative Schedule
II – Project Two (Explanation)	3, 4, 5, and 6	20	See Tentative Schedule
III – Project Three (Influence & Position)	7, 8, and 11	20	See Tentative Schedule
IV – Project Four (Conclusion)	13, 14, 10 and 12	20	See Tentative Schedule

According to the National Forum, Critical Thinking is a habit of mind characteristics by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. This is a useful tool in society and a class expectation.

- Projects will correspond with sections and involve critical thinking skills.

- Students will be given further instructions in class on these assignments, if class is missed, it is the student's responsibility to seek out instruction.
- Projects will be scored by points using the detailed rubric below.
- Points below 12 are below benchmark and are equivalent to a "0".

	Capstone 4 (18-20 pts)	Milestone		Benchmark 1 (12-13 pts)
		3 (16-17 pts)	2 (14-15 pts)	
<i>Explanation of Issues</i>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
<i>Evidence (Selecting and using information to investigate a point of view or conclusion)</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
<i>Influence of context and assumptions</i>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
<i>Student's position (perspectives, thesis/hypothesis)</i>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
<i>Conclusions and related outcomes (implications and consequences)</i>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Source: Association of American Colleges and Universities (2012).

**Section Exams:** For this semester, the testing will be performed on a mastery basis using the eCompanion system. The instructor will open the section exam for approximately ten days within the online system. During the open period, student's may take and retake the exam up to 3-times; the last grade taken will be one reflected in the gradebook. After the open period, the exam will be closed for the semester! It is the student's responsibility to ensure completion within the timeframe! Each exam includes multiple choice questions

about the topics covered. Each exam will be timed, so it is highly recommended that students review the information and be prepared for the exam. While the exam is open format, you will not have time to look up the answer to each question; therefore, please be prepared and review the topic information.

Section Exam	Online Text Chapter	Possible Points	Due Date
I – Exam One	1 & 2	40	See Tentative Schedule
II – Exam Two	3, 4, 5, & 6	40	See Tentative Schedule
III – Exam Three	7, 8, & 11	40	See Tentative Schedule
IV – Exam Four	13, 14, 10 & 12	40	See Tentative Schedule

**Final Exam:** Students will have an in-class comprehensive final course exam. The exam may contain matching, multiple-choice, and/or essay question(s). The final exam will be given on a specific date/time; there is no make-up for the final exam.

### **MAKE-UP POLICY**

Specific make-up guidelines are detailed below. Please note: Special exceptions may be granted for school-sponsored extra-curricular activities or extreme cases, if prior approval by the instructor is received.

### **Missed Bonus**

While the week 1 bonus may be completed after the due date, students may not earn week 16 bonus points without actively participating in class.

### **Missed Classes for Course Participation Points**

Students who miss class, must email the instructor via BSC email and request to complete makeup on their own for partial credit. Not all sessions will have makeup opportunities, such as missed lab days. Students who miss class may request the makeup homework upon their return to class at the end of the class period. The makeup must be turned into the instructor for credit within one week after the missed class session for a maximum of 8 points of credit using the rubric below. Failure to complete and turn in the homework to the instructor within one week after the missed class session will result in a “0”.

- **Check Plus (8 points)** = Students attempts to answer all questions and has most/all the correct answers. Students work reflects an in-depth understanding of the subject and has applied both thought and reasoning to take apart the concepts.
- **Check (6 points)** = Student attempts to answer some questions and has some of the answers correct. Students work reflects some understanding of the subject and they have attempted to apply both thought and reasoning to take apart the concepts.
- **Check Minus (4 points)** = Students handed in the worksheet with a little effort. Students work reflects a little understanding of the subject.
- **No Mark/Assignment (Worth 0 points)** = Student did not turn in the assignment, turned in the assignment after the deadline or did not put any effort into the assignment.

### **Missed Video**

Since the videos will be open for a lengthy period of time, giving students’ ample opportunity to complete the work, students must complete all video review and quiz by their due date or receive a “0” on the assignment. No extensions or makeups offered.



### Missed Project

Since the projects will be open for a lengthy period of time, giving students' ample opportunity to complete the work, students must complete all projects by their due date or receive a "0" on the assignment. No extensions or makeups offered.

### Missed Section Exams

Since the exams will be open for a lengthy period of time, giving students' ample opportunity to complete the work, students must complete all section exams by their due date or receive a "0" on the assignment. No extensions or makeups offered.

Missed Final Exam: If a student cannot be present for the scheduled final exam, they must contact the instructor in-advance for consideration of a different time. If the instructor considers the conflict a legitimate excuse, the student may be granted a new scheduled time at the instructor's discretion. Students will usually not be allowed to take the final before finals week! If a student misses the final exam during their original or altered scheduled time and wishes a make-up, they must contact the instructor as soon as possible with a legitimate excuse (e.g. illness, family emergency, bad travel conditions) and may need to provide official documentation (e.g. doctor's note). If approved, the student and instructor will work out a time for the make-up exam to occur. The instructor reserves the right to dock the exam 10% in any of these cases. When students miss the final exam due to a non-university excuse or when students cannot provide documentation there will be no opportunity for a make-up resulting in a "0".

## **GRADING CRITERIA**

All work will be graded using the specified criteria below.

Bonus Opportunities: These assignments are graded on a point and earned point value.

Video Grade Criteria: Video assignments are worth 1-2 points per question for a total of 20 points each.

Course Participation - Interteaching/Lecture/Activity Criteria: Students must be present for a good portion of the class time (40 minutes of a 50 minute class and 60 minutes of a 1 hour 15 minutes class), must be respectful, and actively participate. To receive credit the students must notify the instructor they are present when requested during the class check-in time, so their name is designated as in attendance on the sign-in sheet. The instructor has the discretion to dock points for conduct issues and/or lack of active participation, this includes the right to dock points from students to continually arrive very late or continuously leave early from class. The student is responsible for ensuring they have notified the instructor they are in class, to download all handouts, and completing all work. The instructor will collect various assignments via the eCompanion system, but also may collect other class handouts or request to view them via ITV as proof of participation. Failure to check-in, submit material via eCompanion, or show completed materials via IVN when requested will result in docked points or a "0".

Course Projects: These are graded on an earned value of 1 point per correct answer.

Section Exam Grade Criteria: Multiple choice, 1 point each, worth a total of 40 points.

Final Exam Grade Criteria: Multiple-choice questions, worth 1 pt. each, totaling 75 pts.

## **GRADING CALCULATION:**

Scores from examinations and assignments will be added together in order to arrive at a final course grade for each person and the following grading scale will be used to assign final grades in the class. The basis for course grades are the percentage of the total available points/percentage a student earns during the course using the following scale:

89.5% or higher = A

59.5% - 69.4% = D

79.5% - 89.4% = B

Less than 59.5% = F

69.5% - 79.4% = C

## **TENTATIVE COURSE CALENDAR**

<b>WEEK</b>	<b>DATES</b>	<b>TOPIC/ASSIGNED READING</b>
1	Jan. 13	<b>Syllabus and Introduction to Psychology - "Know Thyself" Socrates</b> Bonus – Syllabus Quiz
2-4	Jan. 20, 25 & 27 Feb. 1, 3 & 8 Videos Open from Jan. 20 – Feb. 8	<b>History and Foundations of Psychology - "You have to know where you came from to know where you are going." N - Chapter 1</b> <b>Biology and Psychology - "The mind is everything; what you think, you become!" Buddha - Chapter 2</b> * Course Participation Assignments – Ch. 1 and 2 * Video Assignment – History and Foundations and Biology
3-4	Feb. 8-15	<b>Section Project One (Evidence)</b> <b>Section Exam One</b>
5-8	Feb. 10, 17, & 22 Feb. 24 & 29, Mar. 2 March 7 Videos Open from February 10 – March 7	<b>Sensation, Perception and Consciousness - "The quieter you become, the more you can hear." Baba Ram Dass - Chapter 3 &amp; 4</b> <b>Learning - "We work to become, not to acquire." Elbert Hubbard - Ch. 5</b> <b>Memory - "Memory is incomplete experience." J. Krishnamurti - Ch. 6</b> * Course Participation Assignments – Ch. 3, 4, 5, & 6 * Video Assignment – Sensation/Perception, Consciousness, Learning & Memory
7-8	March 7-14	<b>Section Project Two (Explanation)</b> <b>Section Exam Two</b>
9-13	March 9, 21 & 23 March 30 & April 4 April 6, 11 & 13 Videos Open from March 9 – April 13	<b>Thinking, Language and Intelligence - "We think in generalities, but we live in detail." Alfred North Whitehead - Chapter 7</b> <b>Motivation and Emotion - "You have gifts within you that have yet to awaken, set free your wings and fly!" N - Chapter 8</b> <b>Personality - "Imagination is more important than knowledge." Albert Einstein - 11</b> * Course Participation Assignments – Ch. 7, 8, & 11 * Video Assignment – Think/Lang./Int., Motivation & Emotion and Personality
12-13	April 13-20	<b>Section Project Three (Influence &amp; Position)</b> <b>Section Exam Three</b>
13-16	April 18 & 20 April 25 & 27 May 2 Videos Open from April 18 – May 2	<b>Psychology Disorders and Therapies - "Things don't change. You change your way of looking, that's all." Carlos Castaneda - Chapters 13 &amp; 14</b> <b>Stress, Health, &amp; Coping - "You can't stop the waves, but you can learn to surf!" N - Chapters 10</b> <b>Social Psychology - "Life is ever-changing!" N - Chapter 12</b> * Course Participation Assignments – Ch. 13, 14, 10, & 12 * Video Assignment – Psych. Disorders, Therapy, Stress & Health, Social Psych.
15-16	May 2-9	<b>Section Project Four (Conclusion)</b> <b>Section Exam Four</b>
16	May 4	<b>Bonus and Prep for Final Exam</b> * Prep-Sheet and In-Class Bonus
17	TBA in Class	<b>Final Exam</b> * Final In-Class, Closed Exam

## **OTHER CLASS NOTATIONS**

- Students are responsible for preparing themselves for the class, reading and completing assignments.
- This learner guide provides a general plan for the course. In order to accommodate the needs of the class as a whole and/or fulfill the goals of the course, your facilitator reserves the right to make changes to the learner guide and class assignments.