

Psy 111(0330) – Introduction to Psychology
Winter 2012 - <https://ctools.umich.edu/portal>
Mondays and Wednesdays, 4:00 – 5:30
MLB 3

Professor: Marion Perlmutter
E-Mail: perlmur@umich.edu
Office: 2215 East Hall
Office Hours: M & W 1:30-2:30 or by appointment
Office Phone: (734) 936-2067

GSI: Lawrence Cho
E-Mail: lawrcho@umich.edu
Office: 2232 East Hall
Office Hours: F 3:00-5:00 or by appointment
Phone: (734) 647-3959

GSI: Jen Goldschmied
E-Mail: jrgolds@umich.edu
Office: 2250 East Hall
Office Hours: W 5:30-7:30 or by appointment
Phone: (734) 647-3872

GSI: Morgan Gustison
E-Mail: gustison@umich.edu
Office: 3424 East Hall
Office Hours: F 11:00-1:00 or by appointment
Phone: (734) 763-1386

GSI: Bert Lue
E-Mail: bertlue@umich.edu
Office: 109 Lorch Hall
Office Hours: W 2:00-4:00 or by appointment
Phone: (734) 985-0327

GSI: Catherine Martin
E-Mail: catmart@umich.edu
Office: B268 East Hall
Office Hours: T 12:00-2:00 or by appointment
Phone:

GSI: Ed O'Brien
E-Mail: obrieneh@umich.edu
Office: 3012 East Hall
Office Hours: T 9:00-11:00 or by appointment
Phone: (734) 647-3873

OVERVIEW

Course Description: This course is designed to introduce you to Psychology, which is the study of thought and behavior. Psychology can help you understand yourself and others, and is applied to health, education, sports, business, and law. As such, Psychology is relevant and important to individuals and to society. During this course, we will overview psychological theory, research methods, behavioral genetics, evolution, neuroscience, consciousness, sensation, perception, learning, memory, thinking, intelligence, motivation, emotion, health and behavior, development, aging, social cognition, social behavior, personality, mental disorders, and psychological treatments. At the end of the course you should know key findings about these topics as well as be able to evaluate purported facts about psychology.

As a survey course there is a great deal to learn in a relatively short time. Four main components of the course are designed help you succeed. The **textbooks** will introduce you to basic concepts, methods of investigations, and research findings. The c-tools **website** will provide you with an assortment of resources to help with your study, and is a place where you will complete and submit weekly quizzes and assignments. The **lectures** will elaborate key issues, help you appreciate connections between various topics, and consider their relevance to your life and the broader society. **Discussion sections** will enable you to interact in a small group to explore ideas in greater depth and to raise questions.

Professor Availability: The best way to contact me outside of class is via e-mail (perlmur@umich.edu). I try to respond to my e-mail within one business day. Messages to my office phone do not reach me reliably. My office hours are 1:30 – 2:30 on Mondays and Wednesdays. I also look forward to meeting you more informally outside of class. To facilitate such meeting, I encourage you to join me for dinner on Wednesday evenings after class.

GSI Availability: Your discussion section instructors will inform you about the best ways to contact them outside of class. You are encouraged to get to know your GSI. Interaction with them will enrich your experience in this course.

I-Clickers: I-Clickers are required for this course. They should be purchased at the University Computer Showcase. Once purchased, your I-Clicker can be used in any University course that uses clickers. You will need to by register your clicker for each course that you are enrolled in that uses them. You should register your I-Clicker for this course through the I-Clicker Menu on the course website. Simply enter your I-Clicker ID (the 8 character alphanumeric code printed on the back of the clicker below the bar code) in the space indicated.

Books:

The **required textbook** for this course is:

Gazzaniga, M., Heatherton, T., & Halpern, D. (2010) Psychological Science, 3rd Edition, Norton.

The **required readings book** for this course is:

Hock, R.R. (2009) Forty Studies that Changed Psychology: Explorations into the History of Psychological Research, 6th Edition. Pearson.

An **optional study guide** for this course is:

Lewandowski, G.W. (2009) Study Guide for Psychological Science, 3rd Edition, Norton.

The Gazzaniga, Heatherton, & Halpern textbook is an excellent, comprehensive, and up to date book. It should introduce you to all important concepts and research findings. It includes many study aids (e.g., chapter overviews and summaries, section summaries and quizzes, and a glossary) that should help you organize your study time. Purchase of the text gives you free access to an electronic study space (<http://www.wwnorton.com/college/psych/psychsci3/>) that includes many additional supplemental resources, and to the Zaps website (<http://www.wwnorton.com/college/psych/zaps/about.htm>) that provides psychology laboratory activities. The optional study guide (Lewandowski) contains additional study aids for learning material in the text. These include outlines to help you organize the material as well as many self-testing options. The Hock readings book contains abridged versions of classic studies in Psychology along with short discussions that place the research into interesting historical contexts. This book should reinforce key research findings as well as help you get a sense about how the field of Psychology progresses.

All of the books are available at campus bookstores (Michigan Union, Ulrich's, and Michigan Book and Supply), and as e-books at <http://www.coursesmart.com/>. The online versions of the texts cost about half the price of the paper editions but limit access to one term. Used versions of the texts are likely available from many online bookstores. All of the books also are on reserve at the Shapiro Library, although access is limited to 2 hour time blocks. The schedule for assigned readings is listed at the end of this syllabus. It is essential that you keep up with your reading. Each exam covers at least 5 chapters from Gazzaniga, Heatherton, & Halpern and about a dozen readings from Hock. You simply cannot master that much material the night, or even the weekend, before an exam.

C-tools Website: The c-tools website (<https://ctools.umich.edu/portal>) is an important component of this course. It includes many resources and supplemental material, is the place for you to complete and submit assignments and quizzes, to pose questions, and receive answers, about the material relevant to the course, and it maintains a current account of the points you have accumulated towards your final grade. It is a good idea to immediately explore each menu of the website in order to familiarize yourself with all that is available. Throughout the term, you should bring any questions you have concerning the content of the website to your GSI, but if you have any technical problems, you should seek help at a University Computing Site (e.g. Angel Fishbowl) or via e-mail to the c-tools support staff (ctool@umich.edu), or if appropriate from the Norton help site (<http://books.wwnorton.com/books/helpcontent.aspx?id=4625>).

Lectures: Lectures should help you focus on the most important material. They will elaborate on key issues, help you appreciate connections between various topics, and reflect on the relevance of findings to your life and the broader society. Throughout lectures there will be opportunities for questions and discussions that should enhance active learning. I-clickers will be used to help you stay engaged in the lectures and also to provide feedback to both you and I about whether you understand the material. Videos and demonstrations will be used to help illustrate some of topics under consideration. An outline of each lecture is available under the Resources Menu of the c-tools website. These outlines should help you organize your class notes. Preliminary versions of lecture slides also are available on the website and will be updated after lecture. Because you will be able to review any details you may have missed during lecture, I recommend you use lecture time to think deeply about the material, not take excessive notes.

Discussion Sections: Discussion sections will provide you with the opportunity to go beyond the factual material in the texts and lectures. You will be able to participate in activities designed to help you appreciate the research process and the importance and implications of research findings. In a small interactive group, these sessions also will give you the opportunity to review and clarify any material you are unsure about and to raise questions about quizzes, assignments, and exams. You should participate actively in your discussion section. Get to know your GSI and discussion section classmates. Students report that individual interaction with instructors enriches their educational experience, and research indicates that small group discussion and collaboration with peers enhances learning. The schedule for discussion sections is listed below.

Discussion Section Schedule:

| Sect | Day | Time | Room | Instructor | email |
|-------------|------------|-------------|-------------|-------------------|--|
| 031 | TH | 8:00 AM | 3088 EH | Morgan Gustison | gustison@umich.edu |
| 032 | F | 10:00 AM | 1518 CCL | Morgan Gustison | gustison@umich.edu |
| 033 | F | 9:00 AM | 3088 EH | Morgan Gustison | gustison@umich.edu |
| 034 | TH | 10:00 AM | 455 DENN | Ed O'Brien | obrieneh@umich.edu |
| 035 | F | 10:00 AM | 2062 PC | Bert Lue | bertlue@umich.edu |
| 036 | TH | 11:00 AM | 315 DENN | Ed O'Brien | obrieneh@umich.edu |
| 037 | F | 11:00 AM | 2062 PC | Bert Lue | bertlue@umich.edu |
| 038 | TH | 12:00 PM | 1518 CCL | Catherine Martin | catmart@umich.edu |
| 039 | F | 12:00 PM | 445 DENN | Lawrence Cho | lawrcho@umich.edu |
| 040 | TH | 1:00 PM | 1650 CHEM | Catherine Martin | catmart@umich.edu |
| 041 | F | 1:00 PM | 524 DENN | Lawrence Cho | lawrcho@umich.edu |
| 042 | TH | 5:00 PM | 1401 MH | Catherine Martin | catmart@umich.edu |
| 043 | F | 2:00 PM | 1096 EH | Lawrence Cho | lawrcho@umich.edu |
| 044 | TH | 9:00 AM | 807 DENN | Ed O'Brien | obrieneh@umich.edu |
| 045 | TH | 4:00 PM | 1372 EH | Jen Goldschmeid | jrgolds@umich.edu |
| 046 | TH | 5:00 PM | 1060 EH | Jen Goldschmeid | jrgolds@umich.edu |
| 047 | TH | 6:00 PM | 1096 EH | Jen Goldschmeid | jrgolds@umich.edu |
| 048 | F | 12:00 PM | 2062 PC | Bert Lue | bertlue@umich.edu |

GRADES

Grading Policies: Students determine their own grades for this course by individually deciding the quantity and quality of work they complete. This system should encourage you to strive towards excellence, rather than to compete with others. You earn points by coming to and participating in lectures (up to 120 points) and discussion sections (worth up to 140 points), completing and submitting web quizzes (worth up to 150 points) web assignments (worth up to at least 150 points), and in class exams (worth up to 1200 points). The number of points that you have accumulated across the term will determine your final grade. No attendance, specific quiz, assignment, or exam is required, though in order to receive a high grade you will need to attend and participate in most lectures and discussions, and complete and do well on most quizzes, assignments, and exams. You should plan to attend the classes and complete the work necessary to earn the grade you desire. Because alternative options to earn points are available, **under no circumstance will points be given for lecture or discussion participation if you miss the lecture or discussion, nor will quizzes or assignments be accepted after their due date, or will makeup exams be offered.** In addition, because active participation in both lecture and discussion section is considered a such a valuable part of the course, students who engage in high quality and quantity participation will be given bonus points that can boost their grade to the next highest grade if their accumulated point total just misses the cut off for a particular grade.

The ctools Schedule shows deadlines for all quizzes and assignment, the Test Center contains the web quizzes, and the Assignments Menu contains web assignments. You should review all of your assignments and quizzes well in advance of their due dates and bring questions about them to your discussion section prior to when they are due. In order to receive credit for your web quizzes and assignments, you must submit them through the workspace associated with them on the ctools web site by the time and date specified. Early submissions are always accepted, indeed, encouraged. Web quizzes are graded automatically when they are submitted; web assignments and discussion activities generally will be graded within a week of their due date. . In order to receive lecture and discussion participation points, you must be present during the lecture or discussion section meeting. Lecture and discussions participation points generally will be entered into the gradebook before each exam. You can keep track of all of the points you have accumulated for your work under the Gradebook Menu of the website. If you feel that any grade listed in the Gradebook is incorrect, check with your GSI to make sure it is not a typo. If you think a quiz, assignment, activity or exam has been graded unfairly, you may submit a written grade appeal to you GSI. All grade appeals must be submitted in writing on the Grade Appeal Form (available in the Forms folder under the Resource Menu of the course website) within one week of the grade posting.

Lecture Participation (worth up to 120): You will receive 5 points for each lecture you attend and respond to at least 75% of the I-Clicker questions that presented. Across the term there will be a total of 120 points available from lecture participation (5 points for each of 24 lectures) **Credit for lecture participation will only be given if you are present during lecture and you bring and use your I-Clicker.** If you have lost or forgotten to bring your I-Clicker to class you will not receive lecture participation credit for that day.

Discussion Participation (worth up to 140): Each week you will be asked to carry out some activity during your discussion section meeting. These activities are designed engage you in the material and to help you understand concepts of special importance. The activities will be the basis of your discussion participation credit. Across the term there will be at a total of 140 points available from discussion participation (10 points for each of 14 activities). All discussion activities must be completed and submitted during your discussion section meeting. Therefore, **credit for discussion activities will only be accepted if you are present during your discussion section.**

Web Quizzes (worth up to 150 points): For each textbook chapter there will be a short quiz for you to complete under the Test Center Menu on the c-tools website. These quizzes are designed to help you keep up with the material and enable you and your instructor to identify any weaknesses in your knowledge. It is acceptable for you may to refer to your textbooks, class notes, or other materials while completing the quizzes, but the work must be your own. The quiz due dates and times are indicated on the website, but it is a good idea to complete quizzes before the deadline. Across the term, there will be at a total 150 points available from quizzes (10 points x 15 chapters). Remember, all quizzes must be submitted online and **no quizzes will be accepted after the day and time they are due**. The schedule for web quiz submissions is listed below.

Web Quiz Schedule:

| DATE | TOPICS | POINTS |
|---------------------|--------------------------------------|------------|
| 1/15 | Chapter 1: Introduction | 10 |
| 1/22 | Chapter 2: Research Methodology | 10 |
| 1/29 | Chapter 3: Biological Foundation | 10 |
| 1/29 | Chapter 4: Mind & Consciousness | 10 |
| 2/5 | Chapter 5: Sensation & Perception | 10 |
| 2/12 | Chapter 6: Learning | 10 |
| 2/19 | Chapter 7: Attention & Memory | 10 |
| 2/26 | Chapter 8: Thinking & Intelligence | 10 |
| 3/11 | Chapter 9: Motivation & Emotion | 10 |
| 3/11 | Chapter 10: Health & Well Being | 10 |
| 2/25 | Chapter 11: Human Development | 10 |
| 4/1 | Chapter 12: Social Psychology | 10 |
| 4/8 | Chapter 13: Personality | 10 |
| 4/8 | Chapter 14: Disorders of Mind & Body | 10 |
| 4/15 | Chapter 15: Treating Disorders | 10 |
| TOTAL POINTS | | 150 |

Web Assignments (worth up to least 150 points): For each topic there is an assignment posted under the Assignments Menu of the c-tools website. These assignments are designed to engage you in the material and to help you understand concepts of special importance. The assignment point values, as well as their due dates and times are specified on the website, but it is a good idea to complete assignments before the deadline. When a form is attached to an assignment, only assignments that use the form will receive credit. Across the term, there will be a total of at least 150 points available from assignments. Remember, all assignments must be submitted online and **no assignments will be accepted after the day and time they are due**.

In Class Exams (worth up to 1200 points): There will be three in class exams in this course, each covering material from the texts, lectures, and discussion sections for approximately one third of the course. Exams will not be cumulative, and there will be no final or make up exams. The three exams are each worth 400 points. They will consist of 100 objective, multiple-choice questions worth 4 points each. Thus there is a total of 1200 points (400 points for each of 3 exams) available from in class exams. Use of textbooks or notes are not permitted during the exams. You will need to bring a # 2 pencil in order to complete a Scantron answer form. Copies of the exams will not be released to you. In order to receive credit for an exam you will be required to return a signed copy of the question sheet along with your answer form. Because it is very difficult to eliminate all ambiguity in question wording, we will review each item's response pattern after the exam and adjust credit for any problematic items. During a discussion session following exams, you will be able to go over your exam with an answer key. If you did not do well on an exam, or if you found an exam difficult, it also may be helpful to go over it individually with your GSI. This review should help you clarify misunderstandings and enable you to better prepare for future exams. To help you prepare for the exams, sample exams are posted under the Resources Menu of the c-tools website, and a question and answer review session will be held the evening before each exam. Keep in mind, because of the flexibility in the grading system, **missing an exam will mean that you forfeit the points for the exam**, except under extremely extenuating circumstances (i.e. you are in the hospital), in which case a reweighting of exams may be considered. The schedule for in class exams is listed below.

In Class Exam Schedule:

| DATE | GAZZANIGA CHAPTERS | HOCK READINGS | POINTS |
|---------------------|-------------------------|---|-------------|
| 2/6 | 1, 2, 3, 4, & 5 | 1, 2, 3, 5, 6, 7, 8, & 13 | 400 |
| 3/12 | 6, 7, 8, 9, & 10 | 9, 10, 11, 12, 14, 15, 16, 21, 22, 23, & 27, 32 | 400 |
| 4/16 | 4, 11, 12, 13, 14, & 15 | 4, 17, 18, 19, 20, 24, 25, 26, 28, 29, 30, 31, 33, 34, 35, & 36, 37, 38, 39, 40 | 400 |
| TOTAL POINTS | | | 1200 |

Summary of Points Available:

| ACTIVITY | POINTS |
|---|-------------|
| Lecture Participation (24x5) | 120 |
| Discussion Participation (14x10) | 140 |
| Web Quizzes (15x10) | 150 |
| Web Assignments (15x10) | 150 |
| Exams (3x400) | 1200 |
| TOTAL | 1760 |

Final Grades: As Indicated in the above table, there will be a total of at least 1760 points available in this course (120 points for lecture participation, 140 points for discussion participation, 150 points for web quizzes, 150 points for web assignments, and 1200 points from in class exams). Additional surprise quizzes or assignments may be added during the course to allow for even more points options. The following table summarizes the points cut-off that will be used in computing your final grade.

Final Grade Cutoffs (out of at least 1760 points)

| | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-------------------|
| A+ >1,700 | B+ 1,500-1,549 | C+ 1,300-1,349 | D+ 1,100-1,149 | E < 950 |
| A 1,600-1,699 | B 1,400-1,499 | C 1,200-1,299 | D 1,000-1,099 | |
| A- 1,550-1,599 | B- 1,350-1,399 | C- 1,150-1,199 | D- 9,50 - 9,99 | |

Research Participation: A good way to learn about research in psychology is to participate as a subject in an actual study. In order to facilitate such participation, the Psychology Department maintains a Department Subject Pool and requires that all Psy 111 students participate in research or complete an alternative relevant written assignment. Research participation, or the alternative assignment, are graded as pass/fail, and in order to receive a final grade (rather than an ‘incomplete’), they must be completed by the last full week of classes. Information about research participation and the alternative assignment is available at <http://www.lsa.umich.edu/psych/undergrad/research/pool/participation/>, and sign up for participation can be carried out under the Subject Pool Menu of the course website. All questions about the research participation requirement should be sent to the Psychology Subject Pool office (Subject.Pool@umich.edu) because neither your GSIs or I have any control over this portion of the course.

OTHER INFORMATION

Class Attendance and Participation: The key to doing well in this course is to attend and participate actively in all lectures and discussion sessions, keep up with all readings, and complete and submit all web quizzes and web assignments by their due dates. Therefore, regular attendance is expected at all lecture and discussion section meetings. Please arrive on time and plan to be present throughout the entire class period. Make sure you keep engaged on the lecture, video, discussion, or activity, and are not scanning the web, facebook, e-mail, IM, or other distractions. Much research indicates that multitasking reduces learning and performance, and in class, multitasking is distracting and disrespectful to the instructor and other class participants. Use of laptops is not recommended during this class, and their use will be restricted to the last two rows of the auditorium.

There are a few valid reasons (e.g., illness, family emergencies) that might make missing class necessary. If any of these occur, please do not notify us that you are going to, or have, missed a class, unless your GSI has given you other instructions. Do make sure to find out what you have missed by checking the c-tools website and discussing class with classmates. However, keep in mind that there is no way to “make up” the learning that takes place during class time. The web quizzes and web assignments can be submitted online anytime before their due date so you need not be penalized if you have to miss a class due to illness, religious observations, athletic competitions, or other reasons. You must, however, be present at lecture and at your discussion section meeting to get credit for participation. **Under no circumstances will participation credit be given if you miss lecture or discussion, nor will deadlines for web quizzes or web assignments be extended, or exams be given.**

Academic Integrity: As a student at the University of Michigan you are expected to maintain the highest standards of academic integrity. A description of the LS&A academic integrity policies is available at <http://www.lsa.umich.edu/lsa/cg/bulletin/chap4/conduct/>. Cheating in any form is a serious offense. Such dishonesty includes using notes or books during exams, copying work from others, giving test information to others, representing others' work as your own, and using published articles, books, or web material without crediting the source. Any incident of suspected improper behavior will be immediately referred to the Academic Judiciary of the College of LSA. Conduct that violates academic integrity cannot be tolerated and will result in serious consequences and disciplinary actions, including failing the course, suspension, or dismissal from the University.

Students with Learning Differences or Special Needs: If you are a student with learning differences or special testing needs we are happy to work with you and the Office of Services for Students with Disabilities to accommodate your needs. Information regarding help with accommodating special needs is available at <http://www.umich.edu/~sswd/>. By the second week of classes you must give your GSI documentation from the special needs office and discuss with them any accommodations that you require.

Psychological Services: During their time at the University, many students encounter personal or academic issues that interfere with their education and well-being. If this occurs, we urge you to take advantage of the counseling services available to students. Two options for students seeking counseling are:

Counseling and Psychological Services: (free to students)
3100 Michigan Union; 764-8312
<http://www.umich.edu/~caps/>

Psychological Clinic: (very low cost to students)
2463 East Hall; 764-3471
<http://www.umich.edu/~psychcln/>

Questions and Feedback: You are encouraged to raise questions about the course material both in lectures and in discussion sections and to submit content questions under the Forum Menu of the website. You may also have more general concerns or suggestions about the course. If you do, we want to hear about them. Other students are likely to share your concerns or profit from your suggestions, so please pass on your thoughts. Always feel free to talk to me and/or your GSI about how we can help you with difficulties you are having in the course, or suggestions you have for improving it. You can meet with us, send us e-mail, or submit an anonymous note under our office doors. The GSIs and I want to be as responsive to your concerns as possible. Please let us know what is on your mind.

Meals with Marion: I am happy to meet with you after class, during office hours, or by appointment. However, the large lecture format of this course makes it difficult for me to get to know you as I would in a smaller class. To overcome some of this anonymity, I encourage you to participate in "Meals with Marion". I welcome your invitations for me to join you for dinner after class. If you eat at a University dining hall, the University will cover the cost of my meal. If you do not have a University meal plan, I will pay for my own meal at a restaurant of your choice. Over dinner we can talk about your studies and broader interests, and I will be happy to share some of my professional experiences with you as well. Please make reserve for a Wednesday to eat dinner with me via an e-mail, or just join a group at the end of lectures on Wednesdays.

Tentative Schedule

| MONDAYS | | WEDNESDAYS | | THURSDAYS OR FRIDAYS | |
|---------|-------------------------------|------------|---------------------------------------|----------------------|---|
| DATE | TOPIC & READINGS | DATE | TOPIC & READINGS | DATE | TOPIC & READINGS |
| | | 1/4 | Orientation & Overview | 1/5 or 1/6 | Administrative Issues; Study Skills |
| 1/9 | Foundations Gazzaniga # 1 | 1/11 | Research Methods Gazzaniga # 2 | 1/12 or 1/13 | Foundations; Research Methods Hock #, 13 |
| 1/16 | MLK Day (NO CLASS) | 1/18 | Evolution & Genetics Gazzaniga # 3 | 1/19 or 1/20 | Evolution; Genetics Hock # 3 |
| 1/23 | Neuroscience Gazzaniga # 3 | 1/25 | Consciousness Gazzaniga # 4 | 1/26 or 1/27 | Neuroscience; Consciousness Hock # 1, 2, 6, 7, 8, |
| 1/30 | Sensation Gazzaniga # 5 | 2/1 | Perception Gazzaniga # 5 | 2/2 or 2/3 | Sensation & Perception; Prepare for Exam 1 Hock # 5 |
| 2/6 | EXAM 1 | 2/8 | Learning Gazzaniga # 6 | 2/9 or 2/10 | Review Exam 1; Learning Hock # 9, 10, 11, 12, 15 |

| | | | | | |
|------|---|------|--|--------------------|---|
| 2/13 | Memory Gazzaniga # 7 | 2/15 | Thinking Gazzaniga # 8 | 2/16 or 2/17 | Memory; Thinking Hock # 16 |
| 2/20 | Intelligence Gazzaniga # 8 | 2/22 | Motivation Gazzaniga # 9 | 2/23 or 2/24 | Intelligence; Motivation Hock # 14, 21 |
| 2/27 | NO CLASS (Break) | 2/29 | NO CLASS (Break) | 3/1 or 3/2 | NO CLASS (Break) |
| 3/5 | Emotion Gazzaniga # 9 | 3/7 | Health & Behavior Gazzaniga # 10 | 3/8 or 3/9 | Emotion; Health & Behavior Prepare for Exam 2 Hock # 22, 23, 27, 32 |
| 3/12 | EXAM 2 | 3/14 | Prenatal & Infant Development Gazzaniga # 11 | 3/15 or 3/16 | Review Exam 2; Development Hock # 4 |
| 3/19 | Child & Adolescent Development Gazzaniga # 11 | 3/21 | Adulthood & Aging Gazzaniga # 11 | 3/22 or 3/23 | Development & Aging Hock # 18, 19, 20, |

| | | | | | |
|-------------|--|-------------|---|-----------------------------|---|
| 3/26 | Social Cognition Gazzaniga # 12 | 3/28 | Social Behavior Gazzaniga # 12 | 3/28 or 3/30 | Social Psychology Hock # 17, 24, 37, 38, 39, 40 |
| 4/2 | Personality Gazzaniga # 13 | 4/4 | Mental Disorders Gazzaniga # 14 | 4/5 or 4/6 | Personality; Mental Illness Hock # 25, 26, 28, 29, 30, 31, 35, 36 |
| 4/9 | Psychological Treatment Gazzaniga # 15 | 4/11 | Synthesis | 4/12 or 4/13 | Psychotherapy; Prepare for Exam 3 Hock # 33, 34 |
| 4/16 | EXAM 3 | | | | |