Please attach/ submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

| Department: Applied Arts and Sciences | Course Number: PSYX 100S (PSY 100S) |

| Course Title: Introduction to Psychology |

| Type of Request: | New | One-time Only | Renew* XXX | Change | Remove |

| Rationale: |

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

JUSTIFICATION FOR COURSE LEVEL

Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered at the 300 level or above), provide rationale for exception(s).

II. ENDORSEMENT / APPROVALS

* Instructor: Linda Eagleheart-Thomas
  Phone / Email: ext 7906, Linda.Eagleheart@umontana.edu

* Program Chair: Josef Crepeau

* Dean: Shannon O'Brien/Assoc. Dean Penny Jakes

| * Instructor: Linda Eagleheart-Thomas |

| Signature | Date 2/4/14 |

| Program Chair: Josef Crepeau |

| Signature | Date 2/19/16 |

| Dean: Shannon O'Brien/Assoc. Dean Penny Jakes |

| Signature | Date 2/19/16 |

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students' future lives: See

Preamble

IV. CRITERIA
BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

1. Systematically study individuals, groups, or social institutions;

2. analyze individuals, groups, or social problems and structures; and/or

3. give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.

V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships;

2. use theory in explaining these individual, group, or social phenomena; and/or
3. understand, assess, and evaluate how conclusions and generalizations are justified based on data.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the General Education learning goals. Please attach or provide a web link to the rubric, test questions, or other measurements used.

1. Students participate in various class activities throughout the semester that will include exploring the application of various theories applications. The historical development of human behavior in a variety of domains is presented from several theoretical paradigms including psychoanalytical theory, behavioral theory, evolutionary psychology, humanistic psychology, and contextual approaches applied to the development of personality, emotion, perception, motivation, learning, thinking, language, abnormal behavior. Students have various activities, including applied application in written format, discussion and evaluating a growing body of literature about psychological research. Exams include multiple choice, applied or conceptual, questions as well as questions that are essay or short answers. Students are asked to

Sample IN Class Activity Discussion

PARTICIPATION ACTIVITY: PSYX 100 F2F

Chp 2: Biology and Responsibility

Chapter 2 covers the Biological perspective. This is an important chapter because it show how behavior is influenced by how our nervous system is wired, how our neurotransmitters and hormones function, and how our brains are structured. (And, although it is not addressed until chapter 8, our biology includes our genetics.) Thus, for this discussion, I would like for you to think about the extent to which individuals should be held accountable for their biology.

- For example, should a person with a genetic predisposition to schizophrenia be punished by the law for violent behavior?
- Should people with a genetic predisposition to obesity be justified in suing fast food companies?
- Should a person with structural damage to his or her amygdala, which can cause anger issues and impulsivity, be mandated to therapy?
- Does a person with abnormal serotonin functioning, which can cause depression, have a right to refuse medications?
- Why may your answers to these questions differ when all are caused by our biology?

You do not have address every single question above. The point is that you consider how our biology influences our behavior, and thus, the consequences of our behavior.

Be sure to thoroughly explain the extent to which individuals should be held accountable for their biology, using terms and concepts from Chapter 2. In addition, to help maximize your points, be sure to support your position with legitimate evidence.

<table>
<thead>
<tr>
<th>Grading Criteria and Respective Point Value</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met the criteria for correct responses to assigned questions</td>
<td>5</td>
</tr>
<tr>
<td>Participated in the discussion-attended class, submitted copy in class</td>
<td>10</td>
</tr>
<tr>
<td>Justified ideas and responses by using appropriate examples and references from texts, Web sites, and personal experience</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>
Example Test Question: Using an example of a study you might conduct, please go through all the steps of the scientific method. Make sure you label the parts and are clear. If you use information from the TEXT make sure you QUOTE it properly. Your answer should not be a COPY of the information in the text or an assignment we did in class. (10 points)

2. Behavior is analyzed using both historical theories and emergent theories as explanation for behavioral differences across individuals and groups. Students evaluate real world situations in comparing explanations of various theories. Students are asked to critique theoretical perspectives and demonstrate application of those theories in scenarios in applied written assignments during classroom time in groups, and in exams. Exams include questions that are conceptual or applied where students are then asked to include an answer to demonstrate the ability to apply the various theories as explanation of social phenomena, or group behavior.

Example test questions:
1. Which of the following illustrates Vygotsky's concept of scaffolding? Select one:
   a. Several children work together to overcome an obstacle they could not conquer individually.
   b. Physical interaction with the environment is a key to learning, so teachers require students to run and play a great deal.
   c. A teacher works one-on-one with a student and then begins to withdraw help as the student becomes more skilled.
   d. Learning in one area, such as language, tends to reinforce learning that occurs in other areas, such as mathematics.

Essay Question
2 Using Sternberg’s Triangular theory of love, describe two relationships in your life (e.g., your parents or your current love relationship) and discuss how these relationships fit into one or more of Sternberg’s forms of love.

3. Students are introduced to hypothesis testing and concepts of reliability and validity. Throughout the course students are asked to use critical thinking skills and evaluate the validity of data pertaining to various research evidence used as supportive explanations for scientific conclusions about human behavior. Students participate in research and are asked to write about that experience discussing the reliability and validity of the research. Students are also assessed on chapter materials that will ask them to APPLY the course concepts to hypothetical scenarios. An alternative assignment is an introduction to "comments" to research in the American Psychologist. Students will read and write an evaluation to the comments for research credit.

Sample Rubric written research review:
IMPORTANT: Instructions for the Review

As an alternative to participating in experiment(s), you may read a brief article (called a "comment") in the most widely-read psychology journal in the world, American Psychologist. Each comment is a psychological commentary on an original article that appeared in a prior issue of the journal. The comments are around one to two pages long. By reading a comment, you will get an insider's perspective on psychological issues and research, as well as understand a little bit about the original article itself. Once you read a comment, you will write a brief review. You will receive 20 points per review/article based on the criteria below.

(1) An adequate summary should be roughly one page (at least), double-spaced, in 12-point, Times New Roman font with one-inch margins. Your essay should be written in complete, grammatically correct sentences, and without spelling errors.
(2) At the top of the page in the right hand column, provide your name, course and section number.
(3) Summarize the main points of the comment. What was the part of the original article that the authors liked or disliked? What were the main objections or praises the authors raised about the original article?
(4) Then add a brief discussion of your own opinion of the author's comments. Do you think they were correct? Did what they say make sense?

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<thead>
<tr>
<th>Grading Criteria and Respective Point Value</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarized the Main points about the article. Discussed main objections, Comprehensive, and demonstrates understanding of research?</td>
<td>5</td>
</tr>
<tr>
<td>Discussed original article Authors liked or disliked; main objections/praises discussed?</td>
<td>5</td>
</tr>
<tr>
<td>Included a brief discussion of your own opinion of the author's comments. Why or why not?</td>
<td>5</td>
</tr>
</tbody>
</table>
Followed Directions, 1 page length, complete sentences, and grammatically correct sentences.
Justified ideas with references from text, Web sites, lectures and personal experience.

<table>
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<th>Total:</th>
<th>20</th>
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</table>

**Example Test question:**
1. Using an example of a study you might conduct, go through all of the steps of the scientific method.
2. Propose three methods typically used in psychology to test a topic such as the effects of marijuana on GPA (Grade point average).

**A General Education Assessment Report will be due on a four-year rotating cycle.** You will be notified in advance of the due date. This will serve to fulfill the University’s accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies. Items VI.B-D will be helpful in compiling the report.

**B. ACHIEVEMENT TARGETS**
[This section is optional. Achievement targets can be reported if they have been established.]
Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

1.

2.

3.

**C. ASSESSMENT FINDINGS**
[This section is optional. Assessment findings can be reported if they are available.]

**What were the results/findings, and what is your interpretation/analysis of the data?** (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students’ performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)
D. ASSESSMENT FEEDBACK

[This section is optional. Assessment feedback can be reported if it is available.]

Given your students' performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.
VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Social Science Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.

MISSOULA COLLEGE
Spring, 2016
PSYX 100S: Introduction to Psychology, Section 06C
COURSE SYLLABUS
PROFESSOR: Dr. Eagleheart

I. CONTACT INFORMATION

- Office: Missoula College, H802
- Phone: 243-7906
- Office Hours:
  - Mon: 11:10pm – 12:00pm, or by appointment

- Email: linda.eagleheart@umontana.edu

  - It is essential you use your university email (i.e. umconnect).
  - In the subject line of every email, please state your class and
    purpose; Ex: Psyx 100, Sec 06, Exam 1 question.
  - If you do NOT follow the above format, there may be a delay in my
    response. However, my commitment is to respond to emails within 24
    hours (no later than 36) when received Mon – Fri. Please expect
    delays on weekends or holidays.

II. COURSE DESCRIPTION

Welcome to Psyx 100, an Introduction to Psychology. Psychology 100 is a basic and fundamental course. While it is required for psychology majors, it is also a prerequisite for many other majors because of its broad and comprehensive nature. Psychology 100 will introduce you to the study of behavior and the mind. Why do we do what we do, feel what we feel, say what we say, etc.

While many students want the right or wrong answer to these questions, this course actually covers a variety of principles and theories of scientific psychology, as applied to understanding human thoughts, emotions, and behaviors. In the first part of the course, we will set the foundation. We will briefly explore the history of psychology, the goal being to appreciate how we got to where we are today. Then, we will look at how psychologists study the mind and behavior today. This will take us into the variety of theories, including the biological and physiological foundations of behavior and thought, consciousness, learning and memory, cognition, growth and development, motivation and emotion, sexuality and gender, stress and health, personality, and psychological disorders and therapeutic approaches.

Please note, this is a 4-credit course, which equates to 4 hours of face-to-face lecture per week. In addition, every 1 credit is equal to 3 hours of homework per week; thus, you can expect to spend about 12 hours a week on this course outside of the classroom.

III. COURSE OBJECTIVES

1. Have a basic knowledge of psychology, including:
   - terms, facts, concepts, and theories about psychology
   - methods and techniques used to study psychology
2. Have improved higher-order thinking skills, including:
   - applying knowledge already learned to new problems and situations
   - evaluating information and distinguish between fact and opinion
3. To use psychological research to inform your own views and be able to analyze research
4. To improve your knowledge of learning and memory techniques for use in future course

IV. REQUIRED MATERIALS
1. Text and Supplements:
     - You can purchase a shrink-wrapped, loose-leaf text and access to the online supplement, REVEL, at the Missoula College Bookstore for $99.35.

Or, you can purchase just the online supplement, REVEL, which includes the online text, directly from our publisher, Pearson for $75.00. This course uses a Pearson digital product which contains important assignments and resources used throughout the semester. The required link below is unique to this course. Here is how to register:

Visit this link, which is unique to our Psyx 100 section 06: [https://console.pearson.com/enrollment/ngmby](https://console.pearson.com/enrollment/ngmby)

1. Sign in with your Pearson Account. You can either: sign in with an existing Pearson username and password OR create a new Pearson account if this is your first Pearson digital product.
2. Choose your course under 'My Courses' and choose an access option: redeem an access code that you got from your school's bookstore or purchase access online. There is a free trial if you are waiting for financial aid.
3. What you should know:
   - Bookmark [https://console.pearson.com](https://console.pearson.com) to easily access your materials.
   - Pearson recommends using the latest version of Chrome, Firefox, or Safari with this digital product.
   - Contact your instructor if you lose the invite link.
   - Do NOT lose your password!

   - There are a couple hard copies of the texts on reserve at the libraries (i.e. Mountain campus, Missoula College, and Bitterroot College.)

2. Moodle:
   - This course is managed (i.e. gradebook) through Moodle. To access Moodle, go to [http://umonline.umt.edu/](http://umonline.umt.edu/) and click the "Moodle NetID Login" button.
   - It is recommended that you use the internet browser, Firefox, to run Moodle.

V. ASSESSMENT OF STUDENT LEARNING GOALS & OBJECTIVES
   - Your grade in this class is based on the following:

   1. 5 Exams (100 points each-68% of grade) 500
2. Participation Points – Activities & attendance (21% of grade) 150
3. Research Credits (10% of grade) 75

TOTAL POSSIBLE 725

• This class can only be taken in traditional mode; you are not able to switch to credit/no credit. Final grades are based on the +/- system. Traditional rounding rules apply (i.e. .5 and above are rounded up and less than .5 are not rounded). The breakdown is as follows:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-92%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
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<tr>
<td>80-82%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>&lt; 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

1. EXAMS
• All exams are administered in-class or online.
• There are 5 exams in this course. Each covers 2-3 chapters each.
• Each exam is worth a total of 100 points and may include multiple choice, fill in the blank and essay or short answer.
• You must arrive to class on-time the day of an exam. **Students who are more than 20 minutes late will NOT be allowed to take the exam.**
• You may NOT use your notes or text during an exam. You must take the exam independently. Cheating on an exam is a violation of the Student Conduct Code, and violators will be sanctioned. (See the “Student Conduct Code” section below for more information and an explanation of sanctions for violations.)
• The days exams are scheduled are in the Course Calendar, which is at the bottom of this syllabus. **NO LATE EXAMS WILL BE ACCEPTED!** (Please see exceptions below, under the “Late and make-up Work Policy.”)
• I will not make alternative arrangements to give any exams early due to travel plans, school projects, or other courses’ requirements.
2. PARTICIPATION POINTS (Pp)
   • Participation points consist of random attendance checks, as well as individual and group work. Some of these assignments will be in class, others may be take-home.
   • The dates of the random attendance checks and individual or group work are purposely NOT listed on your Course Calendar.
   • There are 150 Pp possible. How many points available on any given day will depend on what is being graded (e.g. attendance, written work, group work, etc.).
   • Students who sleep, leave early/come late, work on other assignments or text, facebook, surf the internet, etc... during class will NOT earn their participation points.
   • Your first assignment for participation points is the “Syllabus Contract,” which is worth 5 points. See the last page of this syllabus for your contract.

3. RESEARCH CREDITS
   • Psychology is a science built on systematic research of both human and non-human animals. A critical aspect of this course is becoming familiar with how that information is obtained.
   • In Psyx 100, you must earn 8 research credits. Equaling 80 points or about 10% of your grade. There are two ways you can meet this requirement: 1) participate in an original research project and/or 2) read about original research and writing a review. Detailed information about these options will be given in class and the instructions will be posted in Moodle, under the “Research Credits” header.
   • Your research credits must be completed by Tues, April 26\textsuperscript{th} at the beginning of class. If a student does not complete these credits on time, their grade will be dropped one whole letter grade (e.g. A- to B-).

VI. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with DSS, please contact DSS.

   • Missoula College students: Contact Paul Kozlowitz at (406) 243-7931 or via email, Paul.
   • Mountain campus students: Contact DSS at (406) 243-2243 or via email, DSS.

I will work with you and DSS to provide reasonable modifications. “Reasonable” means the University permits no fundamental alterations of academic standards or retroactive modifications. In addition, the student must provide DSS documentation before the assignment is due so reasonable accommodations can be made. For more information, please consult DSS.

VII. LATE and MAKE-UP WORK POLICY:

**LATE or MAKE-UP WORK WILL NOT BE ACCEPTED. HOWEVER**, according to the UM’s Academic Policies and Procedures, under “Class Attendance/Absence Policy,” I MAY excuse brief and occasional absences for the following reasons:

1. an illness or injury
2. a family emergency
3. religious observance
4. participation in a university sponsored activity
5. military service

If you miss an assignment, exam or participation points due to one of these exceptions, valid documentation MUST be provided in order to make it up.

- Please consult me on what “valid documentation” entails.
- You have 48 hours after the missed assignment’s due date to notify me so that we can arrange for you to make-up the work or turn it in late.
VIII. DROP POLICY
According to UM’s Academic Policies and Procedures, beginning the 46th instructional day of the semester (i.e. March 29th, 2016) through the last regular class day (i.e. May 6th, 2016) before Finals Week, students may drop courses only by petition that requires approval from the instructor, advisor, and dean. Note that not all petitions are approved and documented justification is required. Some examples of documented circumstances that may merit approval are accident or illness, family emergency, or other circumstances beyond the student’s control. Instructors and advisors have the right to indicate that they do not recommend the drop. A WP or WF will appear on the transcript. For more information on important dates, see Important Dates and Deadlines.

IX. INCOMPLETE POLICY
A grade of Incomplete (I) may be given when, in the opinion of the instructor, there is a reasonable probability that students can complete the course without retaking it. The incomplete is not an option to be exercised at the discretion of a student. In all cases it is given at the discretion of the instructor (see UM’s Academic Policies and Procedures).

X. STUDENT CONDUCT CODE (PLEASE READ CAREFULLY)
The Student Conduct Code, which can be found here, Student Conduct Code, will be strictly enforced in this class. Specifically, cheating in any form will not be tolerated. You are not allowed to collaborate on any assignment (i.e. exam, research credit papers, etc...) with anyone, including, but not exclusively, students who have previously taken this course, graduate students in psychology or related disciplines, friends, etc... Thus, all assignments must be completed INDEPENDENTLY, unless otherwise stated in the instructions (e.g. group projects), when students seek services from the Writing Center or tutoring, or unless accommodations have been approved by your instructor. Cheating or plagiarism will result in FAILURE (that is, a zero or an “F”) on the assignment, at minimum, and it will be reported to Department Chair and/or the Dean. The instructor reserves the right to assign an “F” for the course if cheating or plagiarism occur. Additionally, you are subject to University sanctions, suspension or expulsion.

If you do not know what plagiarism is, you can ask your professor, visit the Writing Center at the Mountain campus (Liberal Arts 144, 243-2266), the Mansfield Library (243-6866), or contact Missoula College’s Academic Support Center (243-7826).

XI. CLASS ETIQUETTE
- Please turn off your cell phones or on silent before class begins.
- Please, Do NOT TEXT during class. It is very distracting to your classmates as well as myself, especially when you trying to be inconspicuous (i.e. texting under the desk, under notes, using your text as a barrier, etc...). If I catch you on your phone during class, I will ask you to put it away. After 2 or 3 prompts, I will ask you to leave the class immediately!
- Please be on time. If you must leave early, out of courtesy for your classmates and me, please sit close to the door so you can excuse yourself quietly. Also, please let me know before class that you need to leave early.
- If you type your notes on a computer during class, please Do NOT use Facebook, play games, check email, surf the internet, etc... during class. While I may not be able to see you, your peers sitting behind you can see, which can be very distracting. Again, if I find you are doing other things on your computer during class time than taking notes, I will ask you to stop. After 2 or 3 prompts, I will ask you to leave the class immediately!
• Please do not talk to your neighbors during class. Just like texting "inconspicuously" is distracting, so is whispering.
• I ask that you please raise your hand if you have a question or comment during lecture.
• If you are disruptive, I will talk to you individually after class. After 2 or 3 prompts, I will ask you to leave the class immediately!

***IMPORTANT NOTE:*** This is a standardized course across the UM, Missoula College campus. This means that there are established standards that we hold department-wide. These standards determine how the course is conducted, thus, they are not negotiable. In short, we strictly enforce the policies stated in this syllabus.

XII. COURSE CALENDAR

- Please note, this is a tentative course calendar. There may be changes due to the pace of lecture. You are responsible for any changes, which I will clearly announce.
- I will not make alternative arrangements to give any exams early due to travel plans, assignments in other courses, work, etc... No exceptions! It is your responsibility to plan to meet the requirements in this class in order to be successful.

(Revised 02/08/2016)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Objective</th>
<th>DUE</th>
</tr>
</thead>
</table>
| 1 MONDAY 1/25 Through | - Welcome  
- Chp 1  
- Syllabus Contract (5 Pp) (DUE 2/04) | |
| SUNDAY 1/31 | - Chp 1 | |
| 2 MONDAY 2/01 Through | - Chp 1 / Chp 2 | - Syllabus Contract DUE at the beginning of class |
| SUNDAY 2/07 | - Introduce Research Credits (DUE 2/11)  
- Chp 2 | |
| 3 MONDAY 2/08 Through | - Chp 2 | PARTICIPATION ACTIVITY 
DISCUSSION #1 (Chapter 2) |
| SUNDAY 2/14 | - Chp 3 | - EXAM 1-posted online 2/12-Due 2/14 @ MIDNIGHT |
| 4 MONDAY 2/15 | - Chapter 4 | |
| SUNDAY 2/21 | - Chp 4 | |
| 5 MONDAY 2/22 Through | - Chp 5 | |
| Wed 2/24 | - Chp 5 | |
| 6 MONDAY 2/29 (Leap) | - Chp 5/6 | - EXAM 2 (Chp 4, 5 & 6) Posted 3/5-DUE 3/6 MIDNIGHT |
| Wed 3/2 | - Chp 6 | |
| 7 MONDAY 3/7 Through | - Chp 7 | PARTICIPATION ACTIVITY 
DISCUSSION #8 |
| Wed 3/9 | - Chp 7 / Chp 8 | |
| 8 MONDAY 3/14 Through | - Chp 8 | PARTICIPATION ACTIVITY 
DISCUSSION #Observation |
<p>| Wed 3/16 | - Chp 8 / Chp 9 | |
| 9 MONDAY 3/21 Through | - Chp 9 | EXAM 3 (Chp 7, 8 &amp; 9) POSTED 3/25—DUE MIDNIGHT 3/27 |
| Wed 3/23 | - Ch 10 | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Notes</th>
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<tbody>
<tr>
<td>10</td>
<td>MONDAY 3/28 Through</td>
<td>- Ch10/Chapter 11</td>
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<tr>
<td></td>
<td>Wed 3/30</td>
<td>- Chp 11</td>
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<td></td>
<td></td>
<td>PARTICIPATION ACTIVITY DISCUSSION #</td>
</tr>
<tr>
<td>11</td>
<td>MONDAY 4/4 Through</td>
<td>- SPRING BREAK</td>
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<td></td>
<td>SUNDAY 4/10</td>
<td>- SPRING BREAK</td>
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<tr>
<td>12</td>
<td>MONDAY 4/11 Through</td>
<td>- Chp 11</td>
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<td>Wed 4/14</td>
<td>- Chp 12</td>
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<td></td>
<td>PARTICIPATION ACTIVITY DISCUSSION #</td>
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<tr>
<td>13</td>
<td>MONDAY 4/18 Through</td>
<td>- Chp 13</td>
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<tr>
<td></td>
<td>Wed 4/20</td>
<td>- EXAM 4 (Chp 10, 11 &amp; 12) POSTED 4/22</td>
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<td>EXAM 4 DUE 4/24</td>
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<tr>
<td>14</td>
<td>MONDAY 4/25 Through</td>
<td>- Chp 14</td>
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<td></td>
<td>Wed 4/27</td>
<td>- Chp 14</td>
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<td>Research Credits DUE at the beginning of class. 4/25</td>
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<tr>
<td>15</td>
<td>MONDAY 5/2 Through</td>
<td>- Chp 15</td>
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<td>Wed 5/4</td>
<td>- Chp 15</td>
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<td>LAST DAY of CLASS</td>
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<tr>
<td>16</td>
<td>FINALS WEEK 5/9-5/13</td>
<td>- EXAM 5 (Chp 14 &amp; 15)</td>
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<td>EXAM 5</td>
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</table>
SYLLABUS CONTRACT

Expectations are very clear in this Syllabus. It is each student's responsibility to read and understand the syllabus and its policies. If you are not clear on any portion of the course, contact your instructor immediately.

Once you have read your Psyx 100 syllabus, please sign below to indicate that you have read and understand the syllabus. This acts as a sort of "contract" between me and you, letting me know that you are ready to begin and understand the requirements of the course so you may be successful. For example, your signature below implies that you have taken note of all important due dates and times; you understand what is required, including 5 Exams, random participation points, and 8 credits of research participation. You also understand that you are responsible for any changes to the course calendar.

This top portion of the contract is for your records. Please sign below and return to me, at the start of class by Thursday, Feb. 6th. This contract is worth 5 participation points.