

Psy 2315 Summer 2014

Welcome!

Notice this syllabus will be subject to major revisions. I am excited about this new semester and the additional students that I will meet over the Internet. I encourage you to view the syllabus to know the class content, quizzes, discussions, and course requirements. You should go ahead and begin the first assignment. (Scroll down to find topics.) I will be responding to questions sent to my email (william.masten@tamuc.edu).

Notice: Online versions of this course have the same requirements regardless of the semester offered. I reserve the right to add to or change this syllabus.

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Academic Misconduct

If I detect academic misconduct, you will automatically **FAIL** this course.

Honesty and Plagiarism: As an Internet class and there may be an opportunity to cheat (share exams, or perform other acts of academic dishonesty). Unless otherwise indicated, all of your work is completed independently. If you are suspected of academic dishonesty, you may be referred to the Dean of Students for disciplinary actions. I need to emphasize that there is the assumption that answers to Discussion questions and assignments are your own. I welcome and encourage you to use the journal articles, and books. However, avoid independent websites that are not journal articles as resources to completing the assignments or Discussions. You must provide a reference for every Discussion question that uses any idea borrowed from a source. A simple statement such as "references included" will not be sufficient. No one cares if you get an idea from someone as long as you credit the source. Do not use sources without crediting the source. Another person's idea used without a reference is plagiarism.

Plagiarism: Instructors do not tolerate plagiarism and other forms of academic dishonesty. Students are expected to uphold and support the highest academic standards. Penalties for students guilty of academic dishonesty are listed in the Student Code of Conduct (Texas A&M University-Commerce Code of Student Conduct). If it is determined, you committed plagiarism or cheating will get you an F in this course.

Plagiarism is a complicated issue. 1. If you use a direct quote without using quotation marks, the page number of the quote and the authors name and year of publication, this is definitely plagiarism. 2. Using someone's idea without crediting the source is plagiarism. This includes information from our textbook. 3. Using an essay you have used before is plagiarism. 4. Using a paper from a "paper mill" is plagiarism (i.e. term_papers_are_us.com). 5. Using a paper or essay someone wrote for you is plagiarism. Using a paper or essay for 2 courses is plagiarism. You may **not open or use another student's files**.

How to avoiding plagiarism: 1) Always cite the source. 2) Never use direct quotes. 3) You may not open or use another student's files.

Cheating is the willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, unauthorized copying of computer or Internet files, using someone else's work for the assignments and presenting it as if it were one's own, coping test

items, printing test items or saving test items, or any other dishonest means of attempting to fulfill the requirements of a course. **You may not open, view, download, save or use another student's files or your work from another course.** If you do this is cheating and will fail this course.

Collusion is intentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, providing a paper or project to another student; providing an inappropriate level of assistance; communicating answers to a classmate during an examination; removing tests or answer sheets from a test site, or allowing a classmate to copy answers.

On the use of direct quotes: Do not copy direct quotes from any source. Any use of direct quotes in a discussion essay will gain the user a grade of 0.

The virtual office is open for your use. You may ask any questions about the course. I will answer the questions so everyone may see the answers. This should save your time and prevent more than one student from asking the same question.

People First Language In special education, general education, and psychology, it is important to refer to individuals who have a disability (or a D.S.M. diagnosis) in "people first" language as described in the federal special education law, I.D.E.A. 2004. We do this to focus on the individual first, not the disability. Always refer to the person first, and the disability second. For example, you would never discuss a person as "an A.D.H.D. student", but refer to them as "a student with A.D.H.D."

Diagnosis in Special Education We will follow the federal special education law IDEA 2004, to guide our use of use of the various diagnoses in special education. I am aware some individuals do not like this however, I did not write the law! We will follow IDEA to avoid confusion. For example, I.D.E.A. used autism, not autism spectrum disorder. Outside of class, you may use the words you wish.

Discussions, questions, and quizzes. Always refer to this syllabus to know the due dates.

The quizzes. There will be three quizzes; the first one will be on A.P.A. style and the syllabus. The other two are on the textbook, PowerPoint and documents in doc sharing, A.P.A. style and the syllabus. All the quizzes will have multiple-choice questions. The quizzes must be taken at the time designated, **not before, not after** (ecollege does not have the flexibility for students to take a quiz on different dates). At 11:00 pm on the quiz day, your ability to access the quiz will end. After you take a quiz, you will receive your score. The items are not provided because the quiz has not been designed to be a learning experience. Rather, they as designed to measure learning. If you want a learning activity, make up questions before you begin reading a chapter, go to the textbook web site, or use the study guide. The textbook website and the study guide may have practice quizzes to measure learning. If **you attempt to copy or print any items of the quiz, this is cheating and it is a violation of copyright.** I will set up the quizzes to determine which students do this.

Late quiz: if you miss a quiz for reasonable reason, or lose the internet during the quiz and wish to complete it, notify me on the day of the quiz and I will make arrangements for you.

Study tips: Reading the assigned chapters, documents and PowerPoint presentations are crucial to academic success in this class.

Criteria for Discussion Essays: Type your Discussion Essays in MS Word and use the spellcheck. **Do not use websites from the Internet. Use of websites = 0.** Use only journal articles and books.

On the use of direct (or verbatim) quotes. Do not cut and paste direct quotes from a book or an article (unless you want a 0). Put the answers in your own words and credit the source (use A.P.A. style: <http://flash1r.apa.org/apastyle/basics/index.htm>).

On the use of websites: **Do not use websites from the Internet. No use of *Psychology Today, or Ladies Home Journal* type magazines websites, blogs, Facebook, etc.** to answer questions. Use of these = 0. Use only journal articles and books.

Essays will be graded as follows: Every Discussion essay for which factual information is required, must have a legitimate reference. No reference = 0. On Discussion questions for which factual information is required, **do not put your personal beliefs, experiences, or opinions**. Save for your reaction to another student. I will read the Discussion essays and evaluate individual performance. This is a subjective evaluation.

For every Discussion, be sure to respond to one of your fellow students about some aspect of the topic. If you neglect to post a response to at least one of your fellow students for every Discussion question, expect fewer points.

Never, never use direct quotes from the textbook, journals, or books. **Always, always**, put the answer in your own words. It must be a "real" journal, Not *Psychology Today or Time*. Do not use websites from the Internet. Use only journal articles and books. Put the answers in your own words and credit the source (use A.P.A. style: <http://flash1r.apa.org/apastyle/basics/index.htm>).

Questions Is it ok to submit an outline instead of an essay?

Answer: No, outlines = 0. Always submit a written essay, not an outline.

What are the expectations for the Discussion responses? The questions should be answered completely, accurately and in the greatest detail possible for the highest score.

On the use of abbreviated English or slang in Discussion essays. When you write your essays, avoid short hand English (i.e. R for are, U for you, cant for cannot, 5 mth for five months) or slang. This is fine in email messages or text messages to your friends, but not in a formal Discussion essay where you are graded. Think of the essays, as formal essays that you would type on white paper and hand in if this were a face-to-face course.

Grading Plan: If you go the extra mile on every Discussion essay, you will be rewarded. If you have everything "down pat" from the book, documents, PowerPoint, videos, etc. you will gain a higher score on the quizzes. Some students indicate they do not have enough time to study. In that case, wait to take the course until you have enough time.

Discussions will be graded as follows.

100-90: Great job. No typos, the essay is beyond minimum requirements, additional references added, excellent knowledge of topic, essay is clearly completed with much forethought, one of the top papers in class, independent of class size, correct A.P.A. style is used appropriately, submitted on time, independent of excused or unexcused absence. No typos, built upon minimum requirements, exceeded reference requirements, excellent knowledge of topic, completed with forethought.

89-80: Good job, writing good, although at times not too clear, offered basic understanding of major points, ideas at times choppy, few typos, top 25% in class, A.P.A. style requirements met, all questions answered, met reference requirement.

79-70: Paper attempted but completed poorly, several typos, did not followed directions, part or the entire question not answered, if there is more than 1 question, part was just not answered; paragraphs are not paragraphs just sentences, no independent thought, a collection of ideas from others. Did not meet the reference requirement.

Below 70: Paper not completed with forethought, numerous typos, student does not meeting minimum requirements, not reflective of college-level performance, Paper turned in, but too many distractions. Did not meet reference requirements. Did not answer both parts of a question.

0 for assignments not answered by the due date;

0 for essays that have direct quotes from a book, an article, etc.

Each essay has a value of 90 points. Your response to another student is 10 points (90 + 10=100).

Final letter grade = average of percentage of all discussions and quizzes, not the total number of "points".
100-90% = A; 80-89% = B; 70-79%=C; 60-69%=D; below 60% = F.

Notes on acceptable essays: I expect your essays to be written at a college level. You must post your answers in Discussion, not Doc Sharing, not Dropbox, do not send me the essay via email. Do not attach files in Discussion. All students must be able to see you essays. You must submit essays using **12 font**

size, Arial font type, and 1-inch margins on all four sides. I expect you to proofread, utilize spell-check and grammar-check software prior to submitting your assignment.

Grades will be based on quality of responses, not length of responses. Length is not the measure; completeness and accuracy are the measures.

Factual knowledge versus opinion: when questions ask for factual knowledge do not give your personal opinion. Save your personal opinions for responses to other students. Other times, when questions ask students to support a specific view, some students think they can support the opposite of the view. Be sure you do not fall into these mistakes.

Finding the Assignments Where is Assignment? Look under Course Home and you will see Unit 1. Hit Unit 1. Hit the "Assignment" tab. There will be a "drop down menu" then scroll to the appropriate Assignments. Assignment demarcations will obviously change with the assignment numbers, such as Assignment for units 2, 3, 4, etc. If you need help, first phone call to technical support may be necessary for further clarification. From time to time Ecollege may not work. When this happens, be sure to notify me. You will not lose points if you explain the problem, the time, and date of the problem

Using Discussion. All of your Discussion responses will be submitted via Discussion. Where is Discussion? Look towards the top of this page and you will see unit 1. Hit the "Discussion" tab. Look for "unit 1 Discussion" and then scroll to appropriate Discussion. Do not forget to push "post response". Essay demarcations will obviously change with the Discussions, such as units 2, 3, 4, etc. Each time you post an essay, copy and paste the question. In this way, everyone will know which question you are answering. Always save the essay on your hard drive just in case you lose the essay in ecollege. The easiest way is to simple paste your response from Word to Discussion. Each one of the "Discussions" has been designed to enhance your skills and abilities in various areas which correspond to the course objectives. I may make comments on the Discussion answers. You cannot see these comments from the Gradebook. It will be necessary to open the Discussion to view the comments.

Technical Troubles: If you need help, first send a message to technical support. If your problem cannot be solved there, phone for technical support for further clarification. If that does not work, send an email message to me. From time to time Ecollege may not work. When this happens, be sure to notify me.

Email Policy: I will attempt to return emails with 48 hours. Please do not send second emails etc. Please, do not request grades be send via email. I will post grades only on Ecollege. From time to time, I will send you email messages so be sure to check your email messages. Please do not send me a message and expect action to be taken the same day!

Students with disabilities: If you have a disability you should notify the instructor at least 6 weeks before the semester begins (considerable time is necessary to prepare the course). The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact Office of Student Disability Resources and Services, Texas A&M University-Commerce, Gee Library, Room 132, Phone (903) 886-5150 (903) 886-5150 or (903) 886-5835 (903) 886-5835, Fax (903) 468-8148, StudentDisabilityServices@tamuc.edu

Assumptions Related to Successful Completion of this Course:

1. You have reliable access to a computer with an internet connection. There are a number of computer labs on campus.
2. Ability to use "MS Word" word processing.
3. You have adequate writing abilities. You may seek the assistance of the University Writing Lab. There will be no loss of points for using the University Writing Lab.
4. You are able to read the required reading materials.
5. These questions are listed as every semester students present numerous inquiries along the following lines of thought:

- a. I do not have a computer and I did not know a computer was required for the course! Yes the computers in the library.
 - b. I am not accustomed to writing essays. Can you prepare an alternative task for me? No.
 - c. I am working 40 hours per week, taking 18 semester hours, and have three children. Can you reduce the course workload for my situation? No.
 - d. I just do not have the time to do all the requirements of the course. May I do less? No.
 - e. Can I take this course without reading the book or support materials? No.
 - f. You really do not expect me to read all the assignments, do you? Yes.
 - g. I do not like to read, may I avoid the readings? No.
 - h. I cannot take the test on the days indicated. Take another section of this course; there are many.
- The previous quotes are taken from actual emails received in the past. Anything I do for one student, I must do for all students. Each student will receive 3 credits for Psy 300. There will not be an * next to the course indicating you did less than the requirements. If you are not able to meet the course requirements, then you are encouraged to drop this course.

Study Recommendations:

1. Study the syllabus and know the Discussion due dates.
2. Do not wait until the last minute to post your Discussions. Post an assignment early as opposed to the last minute. Remember Murphy's Law: "Anything that can go wrong will go wrong." Murphy's Extended Law: "If a series of events can go wrong, they will do so in the worst possible sequence." The same laws apply to the quizzes.

Office preference: Since this is an online course, the expectation is that everything can be completed online. For that reason, if you have a general question about the class, post it under virtual office. For specific questions, use my email address. Thanks.

Late assignments: If the assignment is late, you may receive a 0 on that assignment. Assignments will be due at 11 pm on the designated deadline dates, as are the quizzes. I recognize things happen. Even if late, be sure to post your assignment. If your response is there when I grade it, the essay will be graded. Do not wait weeks to post a discussion and expect your work to be graded. One student waited until after I posted final grades, and then asked if her late assignments could be graded. If you miss an assignment due to death, military, or reasonable excuse, please email me. If you miss an assignment without a legitimate excuse, you may receive 0 points. If you miss two (2) or more assignments without a valid excuse, you may be dropped from the course. If you cannot get in Ecollege, go to technical support and then contact me.

Respect for Others The topics of conversation may be emotional and controversial. Loosely quoting Voltaire, I may not agree with what you have to say, but I will fight to the death for your right to say it. I encourage you to disagree with me and other students. However, there is a difference between academic discourse and rudeness. If you cross the line, I will counsel you on the matter. If you make racial, sexist, or non-scholarly comments or derogatory statements, I will refer you to Dean of Students. I encourage you to offer your opinion, or disagree with me or other students, or even offer your opinion strongly, be respectful to your classmates and your teacher. At the end of the semester you will be asked, "If you were provided with a safe and caring online "class environment" that was open for learning." I expect all will answer yes, If not, you should contact me during the semester to tell me why you did not see the class environment as safe and caring.

APA Format: You are required to use A.P.A. format to cite the source of all ideas (including our textbook and journal articles). If you fail to list references for a source, you will lose all possible points. If you improperly use A.P.A. format, then you will lose some points. If it is not your idea, then you must cite the source by using a reference. Below are sites that discuss the A.P.A. Style.

Reference List: Basic Rules: <http://owl.english.purdue.edu/owl/resource/560/05/>. Reference List: Author/Authors. Reference List: Articles in Periodicals. Reference List: Books. Online Bibliographies and Annotated Bibliographies.

Jürgens, R. (2005). HIV/AIDS and HCV in Prisons: A Select Annotated Bibliography. Retrieved from http://www.hc-sc.gc.ca/ahc-asc/alt_formats/hpb-dgps/pdf/intactiv/hiv-vih-aids-sida-prison-carceral_e.pdf

Conduct: The University regards the following as illustrations of misconduct by individuals or groups, which may result in review by the appropriate disciplinary agencies:

Academic cheating and plagiarism.

Malicious destruction, damage, unauthorized possession, or misuse of University property, including library and laboratory materials, or of private property on the campus.

Abuse, whether physical, mental, or otherwise, of another person in the University community.

Disorderly conduct, which inhibits or interferes with the educational responsibility of the University community or the University's social-educational activities.

Violation of local, state, and federal laws on or off campus.

Recurring incidents, which are in violation of University policies, and/or other such persistently irresponsible behavior that brings into question the student's serious intent to pursue an education.

Failure to respond to a summons by letter, telephone call, E-mail, or personal messenger from a University administrative official or faculty member.

Sexual or racial harassment.

Learning objectives for QEP

The Quality Enhancement Plan (QEP), for the University is Preparing Students for an Interconnected World.

Learning Outcome 1: Students will be able to demonstrate knowledge of the interconnectedness of global dynamics (issues, processes, trends, and systems).

Learning Outcome 2: Students will be able to apply knowledge of the interconnectedness of global dynamics.

Learning Outcome 3: Students will be able to view themselves as engaged citizens within an interconnected and diverse world.

Core Curriculum Objectives Psychology 2315

Below are four Core Curriculum Objectives covered in Psychology 2315

Critical Thinking-- to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

2.) Students will be able to form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena.

Communications-- to include effective development, interpretation and expression of ideas through written, oral and visual communication.

3.) Student communication will follow conventions of grammar and syntax appropriate to the audience, purpose and message.

Empirical and Quantitative Skills-- to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

4.) Students will be able recognize bias and assumptions in arguments to understand the strengths and/or weaknesses of methodologies and/or project/research design.

Social Responsibility-- to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Students will demonstrate awareness of societal and/or civic issues.

To meet the Core Curriculum Objectives for Psychology 2315 students will be required to compose a 5 page (type written) paper (of no less than 1,500 words). The topic of this paper will be *Discuss and Support both The Pros and Cons of Allowing University Students to Possess Firearms on Campus*. In this paper, the students will complete the Core Curriculum Objectives as listed below. For each Core Curriculum Objective a students' paper will be graded on a five point scale to the extent the paper completes the objective (1= did not meet objective; 5 = met the objective in an outstanding manner).

Critical Thinking

Student's paper forms both substantive and evidence-driven arguments to propose a solution to the problem or explain the phenomena.

Communications

Student's paper follows conventions of grammar and syntax appropriate to the audience, purpose and message.

Empirical and Quantitative Skills

Student's paper will demonstrate his/her ability to recognize bias and assumptions in arguments and to understand the strengths and/or weaknesses of methodologies and/or project/research design.

Social Responsibility

Student's paper will demonstrate his/her awareness of societal and/or civic issues.

COURSE OVERVIEW:

This course is a presentation of psychological principles which are fundamental to personal and social adjustment.

Psy 2315: Assignments, Discussion questions and quizzes.

Required assignments:

1. Reading assignments Read Chapters 1 to 16, Read and learn all assigned chapters.
2. Study all documents under doc sharing.
3. Complete all assignments, discussions and quizzes under specific units.
4. Complete all the Quiz Review and Study Guide questions for chapters 1 to 16 (located below unit 6).
5. Review the due dates and do not make plans to be somewhere you cannot complete the assignments or quizzes.
6. Additional requirements are below.

Textbook for Psy 2315: *Psychology Applied to Modern Life: Adjustment in the 21st Century, 10th Edition.* Wayne Weiten, Dana S. Dunn, Elizabeth Y. Hammer. 2012.

Assignments may be posted early, but once graded one may not repost and expect a new grade.

Unit 1: To begin this course there are 4 Assignments. 1) Ecollege tutorial, 2) SmartMeasure, 3) A.P.A. references & 4) Avoiding Plagiarism.

1) **Ecollege tutorial due To be announced (TBA) at 11:00pm.** When finished, post a statement under discussion unit 1, **saying you finished the ecollege tutorial.**

Go to the ecollege tutorial

Sign in to ecollege from My Leo

Click on My courses

Go down to My Course List

My Course List

Special Courses

.NExT Student Orientation Tutorial - eCourse.NExT

Under special courses, you will find the tutorials

NExT Student Orientation Tutorial - eCourse.NExT **SOT Student Orientation Tutorial - eCourse**

2) **Complete SmartMeasure** due **TBA** at 11:00pm. **You must complete your own SmartMeasure tutorial and put your name on the SmartMeasure certificate. Copy the certificate and paste the certificate under Unit 1 discussion.** SmartMeasure (Formally known as READI) is a web-based tool, which assesses a learner's likelihood for succeeding in an online course/program. The tool indicates an individual student's skills, attributes, and knowledge of technical skills as well as time-management and motivation. You may not open or use another student's files.

- I. Click on this link: <http://tamuc.readi.info/>
- II. Log in at "First Time User Login"
- III. User name: **tamuc**
- IV. Password: **online**
- V. Click Login

- VI. Upon logging in, you will be required to complete a personal information page, which will send you a unique password "pin".
- VII. Click on Finish

3) Complete Avoiding Plagiarism tutorial. Due **TBA** at 11:00pm. [How to Recognize Plagiarism \(https://www.indiana.edu/~istd/\)](https://www.indiana.edu/~istd/). You must complete your own Plagiarism tutorial and put your name on the Avoiding Plagiarism certificate. This tutorial is divided into sections. Complete each section, and then take the test. Copy the results and paste them under Unit 1 discussion. You may not view, open, or use another student's files.

Definition

Overview: when and how to give credit; recommendations; decision flowchart

Plagiarism Cases: links to Web sites describing real plagiarism cases

Examples: word-for-word and paraphrasing plagiarism -- 5 examples each

Practice with feedback: identifying plagiarism -- 10 items

Test: when you pass, save the certificate, send the results (Avoiding Plagiarism, SmartMeasure, ecollege tutorial) in one posting under discussion to get all possible points.

Resources: Web sites, books, dictionary links, references

4) References to be put in A.P.A. style, due **TBA** at 11:00pm.

Complete this tutorial Go to <http://owl.english.purdue.edu/owl/resource/560/18/>

Then complete these modules

[Reference List: Basic Rules](#)

[Reference List: Author/Authors](#)

[Reference List: Articles in Periodicals](#)

[Reference List: Books](#)

To write your paper use APA style as discussed in this tutorial.

[http://flash1r.apa.org/apastyle/basics/index.htm?__utma=185732729.121603741.1358988402.1358988402.1358988402.1&__utmb=185732729.12.10.1358988402&__utmc=185732729&__utmz=185732729.1358988402.1.1.utmcsr=\(direct\)|utmccn=\(direct\)|utmcmd=\(none\)&__utmv=-&__utmk=217676182](http://flash1r.apa.org/apastyle/basics/index.htm?__utma=185732729.121603741.1358988402.1358988402.1358988402.1&__utmb=185732729.12.10.1358988402&__utmc=185732729&__utmz=185732729.1358988402.1.1.utmcsr=(direct)|utmccn=(direct)|utmcmd=(none)&__utmv=-&__utmk=217676182)

On putting the references in APA style: Put the references below in A.P.A. style. Do not change the order of the authors' names. Do not include [Journal Article] or (Book). These are to help you know what kind of a reference each citation is. Do not use references from someone else or a past semester. Do not include the "pp.". Do not look at or copy another student's list of references; this is cheating.

Put in A.P.A. style, then copy the references list and paste them under Unit 1 discussion.

References

Cross-national assessment of adaptive behavior in three countries. Oakland, Thomas. Iliescu, Dragos. Chen, Hsin. *Journal of Psychoeducational Assessment*, Vol 31(5), Oct, 2013. pp. 435-447. [Journal Article]

The impact of test-taking behaviors on WISC-IV Spanish domain scores in its standardization sample. Oakland, Thomas. Callueng, Carmelo. *Journal of Psychoeducational Assessment*, Vol 30(2), Apr, 2012. pp. 139-147. [Journal Article]

Thinking and creative styles: A validity study. Wechsler, Solange Muglia Vendramini, Claudette Maria Medeiros Oakland, Thomas. *Creativity Research Journal*, Vol 24(2-3), Apr, 2012. pp. 235-242. [Journal Article]

Educational Psychology, 12th Edition, Anita E. Woolfolk, Pearson, 2013. (Book)

Psychology Applied to Modern Life: Adjustment in the 21st Century, 10th Edition. Wayne Weiten. Dana S. Dunn. & Elizabeth Y. Hammer. 2012. (Book)

Unit 1 Quiz: due TBA at 11:00 pm. To be taken only on this date from 12:01 am to 11:00 pm. Do not make plans to be somewhere you cannot complete this quiz. On this quiz, you will be asked to choose the correct reference (A.P.A. style) from a number of alternatives. In addition, this quiz is on **many elements** from the syllabus. You will demonstrate your knowledge of information contained on the syllabus.

Beginning Unit 2, post all your essays to Discussion. After you answer the questions, use Discussion to interact with at least one fellow student. You need only respond to one student's essay. For each Discussion question, copy and paste the questions so all know which question you are answering.

Unit 2 due TBA at 11 pm. Assignment read Chapters 1 to 8. The poem below is said to have been written by someone going off to war. The purpose of this question is to expand your understanding for cultural and educational activities (music). **Question to be posted:** Explain how the lyrics relate to adjustment. Cite the source using A.P.A. style. After you answer the questions, use Discussion to interact with your fellow students.

"I'll Be Seeing You" lyrics by Irving Kahal; music by Sammy Fain
Cathedral bells were tolling and our hearts sang on;
Was it the spell of Paris or the April dawn?
Who knows if we shall meet again?
But when the morning chimes ring sweet again...
I'll be seeing you in all the old familiar places
That this heart of mine embraces all day through
In that small cafe, the park across the way
The children's carousel, the chestnut trees, the wishing well
I'll be seeing you in every lovely summer's day
In everything that's light and gay
I'll always think of you that way
I'll find you in the morning sun
And when the night is new
I'll be looking at the moon
But I'll be seeing you

Unit 3. Due TBA at 11 pm. The purpose of this question is to increase your ability in written expression. Assignment read Ch. 6. Questions to be posted: 1) Describe three obstacles to conducting research on self-esteem. Factual information is required. Question to be posted: 2) Describe the vicious circle of low self-esteem and poor performance (page 187). The purpose of this question is to give you the opportunity to implement and apply knowledge learned and to increase your ability in written expression. Factual information is required.

Assignment read Ch. 7. Question to be posted: 1) List and describe 5 causes of prejudice. The purpose of this question is to give you the opportunity to implement and apply knowledge learned. The purpose of this question is to increase your ability in written expression. Factual information is required. After you answer the questions, use Discussion to interact with your fellow students.

Unit 4. Due TBA at 11 pm. Assignments Find and read at least 2 articles that describe the characteristics of a global citizen. Assignment read the "hard to get" files in Doc Sharing. Assignment read Ch. 8. Question to be posted: 1) Explain why nonverbal communication is generally more ambiguous than verbal communication. Factual information is required. Question to be posted: 2) Explain why the reciprocity principle is considered to be at odds with the dating strategy of "playing hard to get". The purpose of this question is to increase your ability to seek answers, analyze, and synthesize thoughts. Question to be posted: 3) Define three different defense mechanism; give an example of each. Factual information is required. After you answer the questions, use Discussion to interact with your fellow students.

Unit 4 Quiz. Due TBA at 11 pm. (Chapters 1-8). Is to be taken only on this date.

Unit 4. Due TBA at 11 pm Question to be posted 4). The purpose of this question is to increase your ability to see yourself as a global citizen. Using the Learning Outcome 3, (Students will be able to view themselves as engaged citizens within an interconnected and diverse world) write a 150 word essay on why you believe you are a global citizen.

Unit 5. Due TBA at 11 pm. Assignment Read Chapters 9 & 10. **Question to be posted:** List and describe in detail three issues that are most likely to result in conflict between parents and their adolescent children. After you answer the question, use Discussion to interact with your fellow students.

- 1)
- 2)
- 3)

Save your personal experiences for your response to another student. Factual information is required.

After you answer the question, use Discussion to interact with your fellow students.

Assignment read chapters 11 & 12. Discussion Questions to be posted: 1. Discuss how hormones influence sexual differentiation. 2. Discuss how hormones influence sexual behavior. Factual information is required. The purpose of this question is to provide you with content that has meaning and value. Use Discussion to interact with your fellow students.

Unit 5. Due TBA at 11 pm. Compose a 500 word (type written) paper that conforms to A.P.A. style. The paper will include a title page, abstract (page) the 500 word paper and the references. The topic of this paper will be *Discuss and Support the Disadvantages of Allowing University Students to Possess Firearms on Campus*. Be sure to have references for all ideas you obtain from other sources.

Posting the paper: Only for this assignment, post your paper as a file under unit 5 discussion. Students are not allowed to open another student's paper file. Sources: On the paper, you **may not** use newspapers and magazines (i.e. Time or Newsweek). Do not use online sources like Wiki, blogs, etc. to write your paper. Use books and journal articles. Use APA style as discussed in this tutorial (<https://owl.english.purdue.edu/owl/resource/664/01/>).

Evaluation of the paper: The paper will be evaluated according to the Core Curriculum Objectives for Psychology 2315 as listed in the syllabus. To meet the Core Curriculum Objectives for Psychology 2315 students will be required to compose a 5 page (type written) paper (of no less than 500 words). The topic of this paper will be *Discuss and Support both The Pros and Cons of Allowing University Students to Possess Firearms on Campus*. In this paper, the students will complete the Core Curriculum Objectives as listed below. For each Core Curriculum Objective a students' paper will be graded on a five point scale to the extent the paper completes the objective (1= did not meet objective; 5 = met the objective in an outstanding manner).

Critical Thinking

Student's paper forms both substantive and evidence-driven arguments to propose a solution to the problem or explain the phenomena.

Communications

Student's paper follows conventions of grammar and syntax appropriate to the audience, purpose, and message.

Empirical and Quantitative Skills

Student's paper will demonstrate his/her ability to recognize bias and assumptions in arguments and to understand the strengths and/or weaknesses of methodologies and/or project/research design.

Social Responsibility

Student's paper will demonstrate his/her awareness of societal and/or civic issues.

Unit 6 due TBA at 11 pm. Assignment read Chapters 13 & 14. Questions to be posted: 1. List and explain five important considerations in choosing an occupation. 2. Describe three controversial aspects of marijuana use. Factual information is required. After you answer the question, use Discussion to interact with your fellow students.

Assignment Read Chapters 15 & 16. Questions to be posted: 1) Evaluate the use of the medical model in regard to abnormal behavior. Avoid discussion of mental illness before the medical model was used.

Question to be posted: 2) Describe education and roles of the various types of professionals involved in the provision of mental health services. Include psychologists (clinical, counseling, school) social workers, counselors, substance abuse therapists, nurses, family therapist, marriage therapists, and psychiatrists. Use Discussion to interact with your fellow students.

Unit 6 Quiz due TBA at 11 pm. Quiz 3 to be taken from 12:01 am to 11:00 pm. Do not make plans to be somewhere you cannot complete this quiz. Quiz 3 will cover chapters 9-16. This quiz is based on readings and PowerPoint presentations.

Quiz Review and Study Guide

Chapter 1 Adjusting to Modern Life

1. Describe four examples of the paradox of progress.
2. Explain what is meant by the paradox of progress and how theorists have explained it.
3. Provide some examples of people's search for direction.
4. Describe three problems that are common in popular self-help books.
5. Summarize advice about what to look for in quality self-help books.
6. Summarize the philosophy underlying this textbook.
7. Describe the two key facets of psychology.
8. Explain the concept of adjustment.
9. Explain the nature of empiricism.
10. Explain two advantages of the scientific approach to understanding behavior.
11. Describe the experimental method, distinguishing between independent and dependent variables, and between experimental and control groups.
12. Distinguish between positive and negative correlation, and explain what the size of a correlation coefficient means.
13. Describe three correlation research methods.
14. Compare the advantages and disadvantages of experimental versus correlation research.
15. Discuss the prevalence of reported happiness in modern society.
16. List the various factors that are surprisingly unrelated to happiness.
17. Explain how health, social activity, religion, and culture are related to happiness.
18. Explain how love, work, and personality are related to happiness.
19. Summarize the conclusions drawn about the determinants of happiness.
20. List three steps for developing sound study habits.
21. Describe the SQ3R method and what makes it effective.
22. Summarize advice on how to get more out of lectures.
23. Summarize how memory is influenced by practice, interference, and organization.
24. Describe several verbal and visual mnemonic devices.

Chapter 2: Theories of Personality

1. Explain the concepts of personality and traits.
2. Describe the "Big Five" personality traits.
3. Describe Freud's three components of personality and how these are distributed across levels of awareness.
4. Explain the importance of sexual and aggressive conflicts in Freud's theory.
5. Describe seven defense mechanisms identified by Freud.
6. Outline Freud's stages of psychosexual development and their theorized relations to adult personality.
7. Summarize Jung's views on the unconscious.
8. Summarize Adler's views on key issues relating to personality.
9. Evaluate the strengths and weaknesses of psychodynamic theories of personality.
10. Describe Pavlov's classical conditioning and its contribution to understanding personality.
11. Discuss how Skinner's principles of operant conditioning can be applied to personality development.
12. Describe Bandura's social learning theory and his concept of self-efficacy.
13. Evaluate the strengths and weaknesses of behavioral theories of personality.
14. Discuss humanism as a school of thought in psychology.
15. Explain Rogers's views on self-concept, development, and defensive behavior.
16. Describe Maslow's hierarchy of needs and summarize his findings on self-actualizing persons.
17. Evaluate the strengths and weaknesses of humanistic theories of personality.
18. Describe Eysenck's view on personality structure and development.
19. Summarize recent twin studies that support the idea that personality is largely inherited.
20. Summarize evolutionary analyses of why certain personality traits appear to be important.
21. Evaluate the strengths and weaknesses of biological theories of personality.
22. Explain the chief concepts and hypotheses of terror management theory.
23. Describe how the reminders of death influence people's behavior.
24. Discuss why the subject of personality has generated so much theoretical diversity.
25. Compare and contrast the personality theories of Freud, Skinner, Rogers, and Eysenck.
26. Explain the concepts of standardization, test norms, reliability, and validity.
27. Discuss the value and the limitations of self-report inventories.
28. Discuss the value and limitations of projective tests.

Chapter 3: Stress and Its Effects

1. Discuss the nature of stress and discuss how common it is.
2. Distinguish between primary and secondary appraisal of stress.

3. Summarize the evidence on ambient stress.
4. Explain how culture and ethnicity are related to stress.
5. Distinguish between acute and chronic stressors.
6. Describe frustration as a form of stress.
7. Outline three types of conflict and discuss our reactions to conflicts.
8. Summarize evidence on life change as a form of stress.
9. Discuss evidence on pressure as a form of stress.
10. List three categories of negative emotions commonly elicited by stress.
11. Discuss the role of positive emotions in the stress process.
12. Explain the effects of emotional arousal on coping efforts and the inverted-U hypothesis.
13. Describe the fight-or-flight response and the three stages of the general adaptation syndrome.
14. Distinguish between the two major pathways along which the brain sends signals to the endocrine system in response to stress.
15. Explain the concept of coping.
16. Explain the phenomenon of choking under pressure.
17. Discuss the evidence on how stress can affect cognitive functioning.
18. Describe the symptoms and causes of burnout.
19. Discuss the prevalence, symptoms, and causes of posttraumatic stress disorder.
20. Discuss the potential impact of stress on mental and physical health.
21. Discuss positive psychology and three ways in which stress might lead to beneficial effects.
22. Discuss how social support moderates the impact of stress.
23. Describe the hardiness syndrome and how it influences stress tolerance.
24. Discuss how optimism is related to stress tolerance.
25. List five problems with the SRRS that are described in the application section.
26. Summarize how the LES corrects some of the problems that are characteristic of the SRRS.
27. Explain why caution should be exercised in interpreting scores on stress scales.

Chapter 4: Coping Processes

1. Discuss the variety of coping strategies that people employ.
2. Discuss whether individuals display distinctive styles of coping.
3. Discuss the adaptive value of giving up as a response to stress.
4. Discuss the adaptive value of aggression in response to stress.
5. Discuss the adaptive value of indulging yourself as a response to stress.
6. Discuss the adaptive value of negative self-talk as a response to stress.
7. Explain how defense mechanisms work.
8. Discuss the adaptive value of defense mechanisms, including recent work on healthy illusions.
9. Discuss whether constructive coping is related to intelligence.
10. Describe the nature of constructive coping.
11. Explain Ellis's analysis of the causes of maladaptive emotions.
12. Describe some assumptions that contribute to catastrophic thinking.
13. Discuss the merits of positive reinterpretation and humor as coping strategies.
14. List and describe four steps in systematic problem solving.
15. Discuss the adaptive value of seeking help as a coping strategy.
16. Explain five common causes of wasted time.
17. Summarize evidence on the causes and consequences of procrastination.
18. Summarize advice on managing time effectively.
19. Describe the nature of emotional intelligence.
20. Discuss the adaptive value of releasing pent-up emotions and distracting yourself.
21. Discuss the importance of managing hostility and forgiving others' transgressions.
22. Summarize the evidence on the effects of meditation.
23. Describe the requirements and procedure for Benson's relaxation response.
24. Explain why traits cannot be target behaviors in self-modification programs.
25. Discuss the three kinds of information you should pursue in gathering your baseline data.
26. Discuss how to use reinforcement to increase the strength of a response.
27. Discuss how to use reinforcement, control of antecedents, and punishment to decrease the strength of a response.
28. Discuss issues related to fine-tuning and ending a self-modification program.

Chapter 5: Psychology and Physical Health

1. Describe the "Type A" personality and evidence regarding its most toxic element.
2. Discuss possible explanations for the link between hostility and heart disease.
3. Summarize evidence relating emotional reactions and depression to heart disease.
4. Summarize evidence linking stress and personality to cancer.
5. Summarize evidence linking stress to a variety of diseases and immune functioning.
6. Discuss the strength of the relationship between stress and illness.
7. Give some reasons why people develop health-impairing habits.
8. Discuss the health effects of smoking and the dynamics of giving up smoking.
9. Summarize data on patterns of alcohol use and the short-term risks of drinking.
10. Summarize the major long-term health risks and social costs of drinking.
11. Discuss the health risks and determinants of obesity.
12. Outline the key elements in effective weight loss efforts.
13. Provide examples of links between nutrition and health and discuss the basis for poor nutrition.

14. List three general goals intended to foster sound nutrition.
15. Summarize evidence on the benefits and risks of exercise.
16. List five guidelines for embarking on an effective exercise program.
17. Describe AIDS and summarize evidence on the transmission of the HIV virus.
18. Identify some common misconceptions about AIDS and discuss the prevention of AIDS.
19. Summarize evidence on patterns of treatment-seeking behavior.
20. Explain the appeal of the "sick role."
21. Discuss the factors that tend to undermine doctor-patient communication and how to improve it.
22. Discuss the prevalence of non-adherence to medical advice and its causes.
23. Explain the concepts of drug tolerance, physical and psychological dependence, and overdose.
24. Summarize the main effects and risks of narcotics.
25. Summarize the main effects and risks of sedatives.
26. Summarize the main effects and risks of stimulant drugs.
27. Summarize the main effects and risks of hallucinogens.
28. Summarize the main effects and risks of marijuana and ecstasy (MDMA).

Chapter 6: The Self

1. Describe some key aspects of the self-concept.
2. Cite two types of self-discrepancies and describe their effects.
3. Describe two ways of coping with self-discrepancies.
4. Discuss important factors that help form the self-concept.
5. Discuss how individualism and collectivism influence self-concept.
6. Describe the implications of self-concept confusion and self-esteem instability.
7. Discuss how low and high self-esteem is related to adjustment.
8. Distinguish between high self-esteem and narcissism, and discuss narcissism and aggression.
9. Discuss some key influences in the development of self-esteem.
10. Summarize the findings on ethnicity and gender regarding self-esteem.
11. Distinguish between automatic and controlled processing.
12. Define self-attributions and identify the key dimension of attributions.
13. Explain how optimistic and pessimistic attributional styles are related to adjustment.
14. Discuss three motives that guide self-understanding.
15. Describe four strategies people use to maintain positive feelings about the self.
16. Define self-regulation and explain the ego-depletion model of self-regulation.
17. Explain why self-efficacy is important to psychological adjustment.
18. Describe how individuals develop self-efficacy.
19. Describe the three categories of self-defeating behavior.
20. Explain why and when individuals engage in impression management.
21. Cite some strategies people use to make positive impressions on others.
22. Describe how high self-monitors differ from low self-monitors.
23. Explain when it is inadvisable to increase one's self-esteem and why this is so.
24. Describe seven ways to build self-esteem.

Chapter 7: Social Thinking and Social Influence

1. Cite the five sources of information people use to form impressions of others.
2. Describe the key differences between snap judgments and systematic judgments.
3. Define attributions and explain when people are likely to make them.
4. Describe how expectancies distort people's perceptions and influence others' behavior.
5. Explain how four important cognitive distortions operate.
6. Describe some ways in which perceptions of others are efficient, selective, and stable.
7. Explain how "old-fashioned" and modern discrimination differ.
8. Describe some of the key determinants of prejudice and explain how they work.
9. Describe the operation of several strategies for reducing prejudice.
10. Cite the key elements in the persuasion process.
11. Describe several source factors that influence persuasion.
12. Discuss the evidence on one-sided versus two-sided messages, and the value of arousing fear or positive feelings in persuasion.
13. Describe several receiver factors that influence persuasion.
14. Explain how the two cognitive routes to persuasion operate.
15. Summarize what Asch discovered about conformity.
16. Discuss the difference between normative and informational influence.
17. Describe some conformity pressures in everyday life and how people can resist them.
18. Describe some situational and personality factors involved in obedience to authority.
19. Cite an important factor in resisting inappropriate demands of authority figures.
20. Describe how culture can influence responses to social pressure.
21. Describe two compliance strategies based on the principles of commitment and consistency.
22. Describe several compliance strategies based on the principle of reciprocity.
23. Discuss how the principle of scarcity can increase a person's desire for something.

Chapter 8: Interpersonal Communication

1. List and explain the six components of the communication process.

2. List several important differences between face-to-face and computer-mediated communication
3. Discuss how interpersonal communication is important to adjustment.
4. List five general principles of nonverbal communication.
5. Define proxemics and discuss personal space.
6. Discuss display rules and what can be discerned from facial cues.
7. Summarize the characteristics associated with effective eye contact.
8. Describe the roles of body movement, posture, and gestures in communication.
9. Summarize the research findings on touching and paralanguage.
10. Discuss the difficulty of detecting deception and the nonverbal cues linked to deception.
11. Explain what polygraphs do and cite some problems with their use.
12. Describe the significance of nonverbal communication in interpersonal interactions.
13. List five suggestions for creating a positive interpersonal climate.
14. Give five steps involved in making small talk.
15. Cite some ways to reduce the risks of self-disclosure.
16. Describe the role of self-disclosure in relationship development.
17. Discuss cultural and gender differences in self-disclosure.
18. Cite four points good listeners need to keep in mind.
19. Discuss four responses to communication apprehension.
20. Describe five barriers to effective communication.
21. Cite some positive outcomes associated with constructive interpersonal conflict.
22. Describe five personal styles of dealing with interpersonal conflict.
23. List six tips for coping effectively with interpersonal conflict.
24. Explain why Deborah Tannen characterizes America as "the argument culture."
25. Describe some reasons for increased social contentiousness today.
26. Describe what individuals and social institutions can do to reduce the level of public conflict.
27. Differentiate assertive communication from submissive and aggressive communication.
28. Describe five steps that lead to communication that is more assertive.

Chapter 9: Friendship and Love

1. Define close relationships and give some examples.
2. Describe how individualistic and collectivist cultures view love and marriage.
3. Describe some differences between Internet and face-to-face interactions and how the Internet affects relationship development.
4. Discuss the roles of proximity and familiarity in initial attraction.
5. Summarize the findings on physical attractiveness in initial attraction.
6. Discuss the roles of reciprocal liking and similarity in getting acquainted.
7. Describe the personality traits that people like in others.
8. Describe some commonly used relationship maintenance strategies and explain what is meant by "minding" relationships.
9. Summarize interdependence theory and explain how rewards, costs, and investments influence relationship satisfaction and commitment.
10. Summarize the research on what makes a good friend.
11. Describe some key gender differences in friendships.
12. Summarize the research findings on the experience of love in gay and straight couples.
13. Discuss some gender differences and romanticism.
14. Define passion, intimacy, and commitment, and describe Sternberg's eight types of love.
15. Discuss adult attachment styles, including their correlates and stability.
16. Discuss the course of romantic love over time.
17. Explain why relationships often fail, and what couples can do to help relationships last.
18. Describe various types of loneliness.
19. Discuss the prevalence of loneliness.
20. Explain how early experiences and current social trends can contribute to loneliness.
21. Describe how shyness, poor social skills, and self-defeating attributions contribute to loneliness.
22. Summarize the suggestions for conquering loneliness.

Chapter 10: Marriage and Intimate Relationships

1. Discuss recent trends relating to the acceptance of singlehood and cohabitation.
2. Discuss changing views on the permanence of marriage and gender roles.
3. Explain how increased childlessness and the decline of the nuclear family have affected the institution of marriage.
4. Discuss several factors influencing the selection of a mate.
5. Outline Murstein's stage theory of mate selection.
6. Summarize evidence on predictors of marital success.
7. Explain what the family life cycle is.
8. Discuss the factors couples weigh in deciding to have children.
9. Analyze the dynamics of the transition to parenthood.
10. Identify common problems that surface as a family's children reach adolescence.
11. Discuss the transitions that occur in the later stages of the family life cycle.
12. Discuss how gaps in role expectations may affect marital adjustment.
13. Summarize how spouses' work affects their marital satisfaction and their children.
14. Discuss how financial issues are related to marital adjustment.
15. Summarize evidence on the relationship between communication quality and marital adjustment.
16. Describe the evidence on changing divorce rates.

17. Discuss how men and women tend to adjust to divorce.
18. Analyze the evidence on the effects of divorce on children.
19. Summarize data on the frequency and success of remarriage and its impact on children.
20. Describe stereotypes of single life and summarize evidence on the adjustment of single people.
21. Discuss the prevalence of cohabitation and whether it improves the probability of marital success.
22. Discuss the stability and dynamics of intimate relationships among homosexual couples.
23. Outline some misconceptions about gay couples.
24. Discuss the incidence and consequences of date rape.
25. Explain factors that contribute to date rape.
26. Discuss the incidence of partner abuse and the characteristics of batterers.
27. Discuss why women stay in abusive relationships.

Chapter 11: Gender and Behavior

1. Explain the nature of gender stereotypes and the connection with instrumentality and expressiveness.
2. Discuss four important points about gender stereotypes.
3. Summarize the research findings on gender similarities and differences in verbal, mathematical, and spatial abilities.
4. Summarize the research on gender differences in personality and social behavior.
5. Summarize the research on gender and psychological disorders.
6. Summarize the situation regarding overall behavioral differences between males and females.
7. Give two explanations for why gender differences appear to be larger than they actually are.
8. Summarize evolutionary explanations for gender differences.
9. Review the evidence linking gender differences in cognitive abilities to brain organization.
10. Review the evidence relating hormones to gender differences.
11. Define socialization and gender roles, and describe Margaret Mead's findings on the variability of gender roles and their implications.
12. Explain how reinforcement and punishment, observational learning, and self-socialization operate in gender-role socialization.
13. Describe how parents and peers influence gender-role socialization.
14. Describe how schools and the media influence gender-role socialization.
15. List five elements of the traditional male role and contrast these with the modern male role.
16. Describe three common problems associated with the traditional male role.
17. List three major expectations of the traditional female role.
18. Describe three common problems associated with the traditional female role.
19. Describe two ways in which women are victimized by sexism.
20. Explain the basis for traditional gender roles and why they are changing.
21. Define gender-role identity and discuss two alternatives to traditional gender roles.
22. Describe how the different socialization experiences of males and females contribute to communication problems between men and women.
23. Describe expressive and instrumental styles of communication.
24. Describe some common mixed-gender communication problems.

Chapter 12: Development and Expression of Sexuality

1. List four key aspects of sexual identity.
2. Discuss how hormones influence sexual differentiation and sexual behavior.
3. Discuss how families, peers, schools, and the media shape sexual attitudes and behavior.
4. Discuss gender differences in sexual socialization and how they affect individuals.
5. Summarize current thinking on the origins of sexual orientation and attitudes toward homosexuality.
6. Discuss the identity development and adjustment of lesbians and gay males.
7. List some common sexual motives.
8. Describe four common barriers in communicating about sex.
9. Describe the four phases of the human sexual response cycle.
10. Discuss gender differences in patterns of orgasm and some reasons for them.
11. Discuss fantasy as well as kissing and touching as aspects of sexual expression.
12. Discuss the prevalence of self-stimulation and attitudes about it.
13. Discuss oral and anal sex as forms of sexual expression.
14. Discuss intercourse and the preferred sexual activities of gay males and lesbians.
15. Describe how the fear of contracting AIDS has influenced sexual attitudes and practices.
16. Summarize attitudes toward and prevalence of early sexual experiences.
17. Summarize the findings on sex in dating couples and marital sex.
18. Compare and contrast sexual behavior in married versus committed homosexual couples.
19. Summarize the evidence on infidelity in committed relationships.
20. Describe constraints on effective contraception and discuss the merits of hormone-based contraceptives and condoms.
21. Describe the various types of STDs and discuss their prevalence and means of transmission.
22. List some suggestions for safer sexual practices.
23. List six general suggestions for enhancing sexual relationships.
24. Discuss the nature, prevalence, and causes of common sexual dysfunctions.
25. Describe the strategies for coping with erectile difficulties, premature ejaculation, orgasmic difficulties, and hypoactive sexual desire.

Chapter 13: Careers and Work

1. Describe personal and family influences on job choice.

2. Cite several helpful sources of career information.
3. List some aspects of potential occupations that are important to know about.
4. Explain the role of occupational interest inventories in career decisions.
5. List five important considerations in choosing an occupation.
6. Summarize Holland's hexagonal model of career choice.
7. Summarize Super's five-stage model of career development.
8. Discuss women's career development.
9. List six work-related trends.
10. Describe the relationship between education and salary.
11. Summarize important demographic changes that are transforming the workforce.
12. Cite some problems that women and minorities face in today's workplace.
13. Describe some challenges presented by workforce diversity to organizations and workers.
14. List some important sources of job stress.
15. Summarize the effects of job stress on physical and mental health.
16. Describe actions organizations are taking to reduce job stress.
17. Describe the prevalence and consequences of sexual harassment.
18. Cite some ways that organizations and individuals can reduce sexual harassment.
19. Describe some causes and effects of unemployment.
20. Summarize current perspectives on workaholicism.
21. Define work-family conflict and discuss the benefits of multiple roles.
22. List several types of leisure activities and summarize the benefits of them.
23. Summarize the guidelines for putting together an effective résumé.
24. Discuss strategies for targeting companies you would like to work for.
25. Describe several strategies for landing a job interview.
26. List some factors that can influence an interviewer's rating of a job candidate.
27. List the dos and don'ts of interviewing for jobs.
28. List five important considerations in choosing an occupation.

Chapter 14: Psychological Disorders

1. Describe and evaluate the medical model of abnormal behavior.
2. Explain the most commonly used criteria of abnormality.
3. Discuss the history of the DSM system and describe the five axes of DSM-IV.
4. Summarize data on the prevalence of various psychological disorders.
5. List and describe four types of anxiety disorders.
6. Discuss the contribution of biological factors and conditioning to the etiology of anxiety disorders.
7. Discuss the contribution of cognitive factors and stress to the etiology of anxiety disorders.
8. Describe three types of somatoform disorders.
9. Summarize what is known about the causes of somatoform disorders.
10. Describe three types of dissociative disorders.
11. Summarize what is known about the causes of dissociative disorders.
12. Describe the two major mood disorders and discuss their prevalence.
13. Explain how genetic and neurochemical factors may be related to the development of mood disorders.
14. Explain how cognitive processes may contribute to mood disorders.
15. Explain how interpersonal behavior and stress may contribute to mood disorders.
16. Describe the prevalence and general symptoms of schizophrenia.
17. Describe four schizophrenic subtypes.
18. Distinguish between positive and negative symptoms in schizophrenia.
19. Identify factors related to the prognosis for schizophrenic patients.
20. Summarize how genetic vulnerability and neurochemical factors may contribute to the etiology of schizophrenia.
21. Discuss the evidence relating schizophrenia to structural abnormalities in the brain and neurodevelopmental insults to the brain.
22. Summarize how expressed emotion and stress may contribute to schizophrenia.
23. Explain the reasoning underlying the insanity defense, and how often it is used.
24. Explain the legal grounds for involuntary commitment.
25. Describe the symptoms and medical complications of anorexia nervosa and bulimia nervosa.
26. Discuss the history, prevalence, and gender distribution of eating disorders.
27. Explain how genetic factors, personality, and culture may contribute to eating disorders.
28. Explain how family dynamics and disturbed thinking may contribute to eating disorders.

Chapter 15: Psychotherapy

1. Identify the three major categories of therapy.
2. Discuss why people do or do not seek psychotherapy.
3. Describe the various types of mental health professionals involved in the provision of therapy.
4. Explain the logic of psychoanalysis and describe the techniques used to probe the unconscious.
5. Discuss interpretation, resistance, and transference in psychoanalysis.
6. Explain the logic of client-centered therapy.
7. Describe therapeutic climate and process in client-centered therapy.
8. Discuss the logic, goals, and techniques of cognitive therapy.
9. Describe how group therapy is generally conducted.
10. Identify some advantages of group therapy.
11. Summarize evidence on the efficacy of insight therapies.

12. Summarize both sides of the recovered memories controversy.
13. Summarize the general approach and principles of behavior therapies.
14. Describe the three steps in systematic desensitization and the logic underlying the treatment.
15. Describe the use of aversion therapy and social skills training.
16. Summarize evidence on the efficacy of behavior therapies.
17. Describe the principal drug therapies used in the treatment of psychological disorders and summarize evidence on the efficacy.
18. Discuss some of the problems associated with drug therapies and their overall value.
19. Describe ECT and discuss its efficacy and risks.
20. Discuss how managed care has affected the provision of therapy.
21. Discuss the merits of blending approaches to therapy.
22. Explain why therapy is underutilized by ethnic minorities.
23. Discuss when and where to seek psychotherapy.
24. Discuss the potential importance of a therapist's gender and professional background.
25. Summarize the evidence whether therapists' theoretical approach influences their effectiveness.
26. Discuss what one should expect out of therapy.

Chapter 16 Positive Psychology

1. Define positive psychology and explain its origins.
2. Characterize positive psychology as a counterweight to the historic and dominant negative focus in the discipline.
3. Explain why positive psychology can provide a framework for new as well as older research on well-being.
4. Identify positive psychology's three lines of inquiry.
5. Distinguish between moods and emotions and discuss the benefits of positive moods.
6. Understand how the speed and variability of thought are related to mood.
7. Describe the broaden-and-build model of positive emotions.
8. Explain the flow experience and typical activities that trigger it.
9. Outline the advantages of mindfulness over mindlessness.
10. Explain the concept of positive individual traits.
11. Define hope as a future directed trait.
12. Discuss resilience and posttraumatic growth as beneficial qualities.
13. Clarify why gratitude is a character strength and positive personal quality.
14. Characterize spirituality as a positive trait related to religious behavior.
15. Characterize the nature of positive institutions.
16. Describe the characteristics of positive workplaces, positive schools, and positive families.
17. Identify some virtues associated with positive institutions.
18. Positive Psychology: Problems and Prospects
19. Identify some criticisms concerning positive psychology.
20. Outline some opportunities for positive psychology's future.
21. Explain how counting your blessings and expressions of gratitude can promote happiness.
22. Recognize the psychological benefits of sharing a positive story about oneself and sharing good news.

Undergraduate Graduation Checklist

1. Total Hours for degree met? (Must be at least 120 hrs)
2. Required Institutional-25% of course work taken at TAMU-Commerce?
3. Last Number Institutional Required-24 out of last 30 hrs?
4. Overall GPA at least 2.00 (2.50 for Certification Students)?
5. University Studies Met?
6. Major (plus support if applicable) Course Requirements Met?
7. Major GPA is at least 2.00 (2.50 for Certification Students)?
8. Major Required courses have C's or better?
9. At least 6 hours are advanced in Major?
10. All Certification Requirements Met? (Internship/Residency/Etc.)
11. 2nd Major (plus support if applicable) Course Requirements Met?
12. 2nd Major GPA is at least 2.00 (2.50 for Certification Students)?
13. Minor (plus support if applicable) Requirements Met?
14. Minor GPA is at least 2.00 (2.50 for Certification Students)?
15. Junior Level Essay Met?
16. Senior Level Check Met (minimum 60 hrs)?
17. Advanced Hour Check Met?
18. 24 Advanced Hours taken at TAMU-Commerce?
19. A&M Commerce GPA 2.00 Met (2.50 for Certification Students)?