



Dominican International School

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PSYCHOLOGY

SY 2024-2025

Course Syllabus

GRADE LEVEL: **Combined Grade 12**

TEACHER: **Dr. Eranie V. Portillo, RGC**

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COURSE DESCRIPTION:

The Psychology course offers an in-depth introduction to the systematic and scientific study of behavior and mental processes in humans and other animals. Students will explore a wide array of psychological facts, principles, and phenomena across the major subfields of psychology, including developmental, cognitive, social, biological, and clinical psychology.

This course provides extensive coverage of the field of psychology through a blend of theoretical learning, research engagement, interactive lab experiments, and practical applications.

Course Goals:

By the end of this course, students will:

- Gain a thorough understanding of the biological basis of behavior, including the factors contributing to both positive and negative behavioral outcomes.
- Explore current psychological research and theories related to development, emotions, personality, social interactions, and psychological disorders, along with their treatments.
- Develop an awareness and familiarity with the scientific study of human behavior, encompassing neural, cognitive, sensory, and motor processes throughout the lifespan.
- Examine critical issues related to gender and health, understanding their impact on psychological well-being.
- Value and appreciate the experiences and perspectives of diverse populations, including but not limited to considerations of race, culture, socioeconomics, age, gender, sexual orientation, and disability.

Throughout the course, students will engage with core theories, conduct research, and participate in hands-on lab experiments to observe psychological principles in action. This holistic approach ensures that students are equipped with critical thinking skills and scientific literacy, preparing them for advanced study or careers in psychology and related fields.

EXPECTED LEARNER OUTCOMES:

In order to promote scientific curiosity, critical thinking, analytical skills, and the application of psychological theory to personal, organizational, and social issues, psychology majors will be able to:

- Demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
- Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.
- Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.

4. Apply psychological principles to personal, social, and organizational issues.
5. Weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the foundations of psychology as a discipline.
6. Demonstrate information competence and the ability to use computers and other technology for various purposes.
7. Communicate effectively in a variety of formats.
8. Recognize, understand, and respect the complexity of sociocultural and international diversity.

TEACHING STRATEGIES:

To create a learning climate that accommodates diverse learning styles, this course will employ a multimodal approach to instruction. The focus will be on student-centered activities designed to foster rich learning experiences. The teaching strategies will include:

- **Debate:** Engaging students in structured debates on psychological theories and contemporary issues to enhance critical thinking and argumentation skills.
- **Simulating Psychological Experiments:** Allowing students to participate in and design simulations of psychological experiments to understand research methodologies and practical applications.
- **Small Group Problem Solving:** Facilitating collaborative problem-solving sessions where students work in small groups to tackle psychological problems and case studies.
- **Case Studies:** Analyzing real-world case studies to apply theoretical knowledge to practical scenarios and develop problem-solving skills.
- **Role Play:** Utilizing role-playing exercises to explore psychological concepts and social interactions, promoting empathy and perspective-taking.
- **Discussions:** Encouraging in-depth discussions on various psychological topics to promote analytical thinking and peer learning.
- **Dramatization:** Incorporating dramatization activities to illustrate psychological phenomena and historical developments in psychology.
- **Planning an Intervention:** Guiding students through the process of planning and proposing psychological interventions for various issues, emphasizing practical application.

The course will primarily utilize a lecture and interactive discussion format, supplemented by student collaboration. Instructional methods will include:

- **Demonstrations:** Providing live demonstrations of psychological principles and experiments to illustrate key concepts.
- **Presentations:** Assigning student presentations to develop research and communication skills.
- **Activities and Exercises:** Implementing hands-on activities and exercises to reinforce theoretical knowledge and enhance engagement.

Active and attentive student participation will be emphasized throughout the course. Students will be required to leverage technology to enrich their learning experiences through:

- **Interactive Lab Experiments:** Engaging with interactive lab experiments that provide practical insights into psychological research.
- **Research of Internet Information:** Encouraging the use of online resources to expand their understanding of psychological concepts and stay updated with current research.

This diverse and interactive teaching approach aims to foster a dynamic and inclusive learning environment, ensuring that all students can engage with and benefit from the course content.

ASSESSMENTS:

A. CLASSROOM PERFORMANCE- (30 %)

- A.1. Individual (Recitation, Test, Quizzes)
- A.2. Collaborative Learning (Group Activities, Class presentation, Group Project)
- A.3 Peer/Team Teaching

B. PSYCHOLOGICAL/SOCIAL/PROJECT-BASED - (20 %)

- B.1. Case Studies
- B.2. Quick Lab
- B.3 Experiments

C. QUARTER EXAM (Written/PBL/PBA/Experiments) (40 %)

D. DEPARTMENT GRADE (10 %)

1. **Participation:** Participation is crucial to your success in this course. You can earn up to five points for each class meeting based on your involvement. Note that participation points cannot compensate for absences.

Participation includes:

- **Preparation:** Arrive prepared by completing any assigned readings.
- **Involvement:** Actively contribute to class discussions, attend every class, and participate in scheduled field exposures.
- **Observation:** Engage in active listening, observe class activities, and be mindful of your own reactions (thoughts and feelings).
- **Critical Thinking:** Reflect on your observations and integrate insights from other courses and personal experiences.

Weekly Participation Rubric:

- *5 = Fully engaged in activities and significantly contributes to discussions.*
 - *4 = Engaged in activities and contributes to discussions.*
 - *3 = Engaged in activities but arrives late to class.*
 - *0 = Misses class activities or fails to adhere to class policies.*
2. **Personal and Social Experiments:** As part of your quarter exam, you are required to conduct either personal or social experiments. Detailed rubrics will be provided and discussed in class.
 3. **Reflection/Insight Papers:** Writing assignments allow you to communicate your insights and demonstrate your learning. Well-written papers should be proofread, grammatically correct, concise, conceptually organized, and engaging.
 - *You will write three reflection papers each semester, each not exceeding three pages (typed, Tahoma/Arial, font size 12, double spaced, 1-inch margins).*
 - *Papers must be submitted by email at the beginning of class on the due date. Failure to submit in the required format may result in the paper not being graded.*
 - *A rubric for these papers will be provided.*
 4. **Late Assignments:** Late assignments will lose 20% of their grade for the first three days they are late (Friday through Sunday counts as one day). Assignments more than three days late will not be accepted. Ensure your name and section are on every assignment.
 5. **Attendance:** Arrive on time, silence your phones, and refrain from using them during class unless approved for research or other activities.
 6. **Respect for Others:** Respect the experiences and reactions of others by listening attentively and responding appropriately.
 7. **Office Hours:** If my office hours are conflict with your schedule, we can arrange an alternative meeting time during the week. Please email me to discuss your concerns or schedule a meeting.

8. **Academic Dishonesty:** Academic dishonesty, including plagiarism and cheating, will not be tolerated. Any instances will result in a zero for the assignment and potentially the entire course, and may lead to suspension. Refer to your student handbook for further details. If you have any questions, please ask.

ENJOY YOUR SELF-EXPLORATION OF PSYCHOLOGY!

1st QUARTER COURSE CONTENT

Week / Date	Topic / Projects / Assessments
<p>Week 1 Aug 12th to 16th 4 Days of Class 12~ First Day / Orientation Day 15~ Opening Mass & Assumption of Our Lady 8:00 15~ Induction of Class, Student Council Officers and DYM</p>	<ul style="list-style-type: none"> + Mood Setting + Classroom Norms/Etiquette + Discussion of Course Syllabus + Hopes and Dreams (Expectation Setting) + Making connections between psychology and students <i>“Introductory Psychology Background Questionnaire”</i> + Diagnostic Test
<p>Week 2 Aug 19th to 23rd</p>	<p>1. Chapter 1 - The Evolution of Psychology</p> <p>1.1 Psychology’s Early History</p> <ul style="list-style-type: none"> + A New Science Is Born + The Battle of the “Schools” Begins: Structuralism Versus Functionalism + Freud Brings the Unconscious into the Picture + Watson Alters Psychology’s Course as Behaviorism Makes Its Debut + Skinner Questions Free Will as Behaviorism Flourishes + The Humanists Revolt <p>(2 Assessments and Presentation of Psychological Perspectives)</p>
<p>Week 3 Aug 26st to 30th 26~Fire drill 26~Middle and High School Catholic Bridge Program (after assembly) 28~St. Dominic de Guzman Feast Day Celebration</p>	<p>1.2 Psychology’s Modern History</p> <ul style="list-style-type: none"> + Psychology Comes of Age as a Profession + Psychology Returns to Its Roots: Renewed Interest in Cognition and Physiology + Psychology Broadens Its Horizons: Increased Interest in Cultural Diversity + Psychology Adapts: The Emergence of Evolutionary Psychology + Psychology Moves in a Positive Direction <p>1.3 Psychology Today: Vigorous and Diversified</p> <ul style="list-style-type: none"> + Research Areas in Psychology + Professional Specialties in Psychology <p>1.4 Seven Unifying Themes</p> <ul style="list-style-type: none"> + Themes Related to Psychology as a Field of Study + Themes Related to Psychology’s Subject Matter <p>(Reaction Paper)</p>

<p style="text-align: center;">Week 4 Sep 2nd to 6th 2~House Ceremony</p>	<p>1.5 Personal Application</p> <ul style="list-style-type: none"> ✚ Improving Academic Performance ✚ Developing Sound Study Habits ✚ Improving Your Reading ✚ Getting More out of Lectures <p>1.6 Critical Thinking Application</p> <ul style="list-style-type: none"> ✚ Developing Critical Thinking Skills: An Introduction ✚ The Skills and Attitudes of Critical Thinking ✚ The Need to Teach Critical Thinking ✚ An Example <p>Chapter Review - Chapter 1 Chapter 1 Assessment Concept Chart</p>
<p style="text-align: center;">Week 5 Sep 9th to 13th 9~ Mass & Birthday Mother Mary& VIP Induction</p>	<p>Chapter 02 The Research Enterprise in Psychology</p> <p>2.1 Looking for Laws: The Scientific Approach to Behavior</p> <ul style="list-style-type: none"> ✚ Goals of the Scientific Enterprise ✚ Steps in a Scientific Investigation ✚ Advantages of the Scientific Approach <p>2.2 Looking for Causes: Experimental Research</p> <ul style="list-style-type: none"> ✚ Independent and Dependent Variables ✚ Experimental and Control Groups ✚ Extraneous Variables ✚ Variations in Designing Experiments ✚ Advantages and Disadvantages of Experimental Research <p>(2 Graded Activities)</p>
<p style="text-align: center;">Week 6 Sep 16th to 20th <u>1 Day of Class</u> 17~Moon Festival 18-20~ Teacher's Conference</p>	<p>2.3 Looking for Links: Descriptive/Correlational Research</p> <ul style="list-style-type: none"> ✚ The Concept of Correlation ✚ Naturalistic Observation ✚ Case Studies ✚ Surveys ✚ Advantages and Disadvantages of Descriptive/Correlational Research <p>2.4 Looking for Flaws: Evaluating Research</p> <ul style="list-style-type: none"> ✚ Sampling Bias ✚ Placebo Effects ✚ Distortions in Self-Report Data ✚ Experimenter Bias ✚ The Importance of Replication <p>(Critique Paper on the Controversial Experiments Conducted)</p>
<p style="text-align: center;">Week 7 Sep 23rd to 27th 24-26~Pre-Exam Days</p>	<p>2.5 Looking at Ethics: Do the Ends Justify the Means?</p> <ul style="list-style-type: none"> ✚ The Question of Deception

	<ul style="list-style-type: none"> ✚ The Question of Animal Research ✚ Ethical Principles in Research <p>2.6 Reflecting on the Chapter’s Themes</p> <p>2.7 Personal Application</p> <ul style="list-style-type: none"> ✚ Finding and Reading Journal Articles ✚ The Nature of Technical Journals ✚ Finding Journal Articles ✚ Reading Journal Articles <p>2.8 Critical Thinking Application The Perils of Anecdotal Evidence: “I Have a Friend Who...”</p> <p>Chapter Review Chapter 2 Concept Chart Chapter Assessments</p>
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<p style="text-align: center;">Week 8 Sep 30th to Oct 4th</p>	<p>Chapter 3 The Biological Bases of Behavior</p> <p>3.1 Communication in the Nervous System</p> <ul style="list-style-type: none"> ✚ Nervous Tissue: The Basic Hardware ✚ The Neural Impulse: Using Energy to Send Information ✚ The Synapse: Where Neurons Meet ✚ Neurotransmitters and Behavior <p>3.2 Organization of the Nervous System</p> <ul style="list-style-type: none"> ✚ The Peripheral Nervous System ✚ The Central Nervous System <p>3.3 The Brain and Behavior</p> <ul style="list-style-type: none"> ✚ Looking Inside the Brain: Research Methods ✚ The Hindbrain ✚ The Midbrain ✚ The Forebrain ✚ The Plasticity of the Brain <p>3.4 Right Brain/Left Brain: Cerebral Specialization</p> <ul style="list-style-type: none"> ✚ Bisecting the Brain: Split-Brain Research ✚ Hemispheric Specialization in the Intact Brain
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<p style="text-align: center;">Week 9 Oct 7th to 11th 1 Day of Class 7~Launching - Rosary Month and Bullying Prevention Day 8-9 ~Q1 Exams 10~Double Ten 11~Record Day</p>	<p>3.5 The Endocrine System: Another Way to Communicate</p> <p>3.6 Heredity and Behavior: Is It All in the Genes?</p> <ul style="list-style-type: none"> ✚ Basic Principles of Genetics ✚ Detecting Hereditary Influence: Research Methods ✚ The Interplay of Heredity and Environment <p>3.7 The Evolutionary Bases of Behavior</p> <ul style="list-style-type: none"> ✚ Darwin’s Insights
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	<ul style="list-style-type: none"> ✚ Later Refinements to Evolutionary Theory ✚ Behaviors as Adaptive Traits <p>3.8 Reflecting on the Chapter’s Themes</p> <p>3.9 Personal Application</p> <ul style="list-style-type: none"> ✚ Evaluating the Concept of “Two Minds in One” ✚ Cerebral Specialization and Cognitive Processes ✚ Complexities and Qualifications <p>3.10 Critical Thinking Application</p> <ul style="list-style-type: none"> ✚ Building Better Brains: The Perils of Extrapolation ✚ The Key Findings on Neural Development ✚ The Tendency to Overextrapolate <p>Chapter Review</p> <ul style="list-style-type: none"> ✚ Chapter 3 Assessments ✚ Concept Chart ✚ Key Themes
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2nd QUARTER COURSE CONTENT

Week / Date	Topic / Projects / Assessments
<p>Week 1 (10) Oct 14th to 18th 14~ Second Quarter Begins</p>	<p>Chapter 04 Reading: Sensation and Perception</p> <p>4.1 The Visual System: Essentials of Sight</p> <ul style="list-style-type: none"> ✚ The Stimulus: Light ✚ The Eye: A Living Optical Instrument ✚ The Retina: The Brain’s Envoy in the Eye ✚ Vision and the Brain ✚ Viewing the World in Color <p>4.2 The Visual System: Perceptual Processes</p> <ul style="list-style-type: none"> • Perceiving Forms, Patterns, and Objects • Perceiving Depth or Distance • Perceptual Constancies in Vision • The Power of Misleading Cues: Visual Illusions
<p>Week 2 (11) Oct 21st to 25th 25 – Book Fair 25- Masquerade Night</p>	<p>4.3 The Auditory System: Hearing</p> <ul style="list-style-type: none"> • The Stimulus: Sound • Human Hearing Capacities • Sensory Processing in the Ear • Auditory Perception: Theories of Hearing • Auditory Localization: Perceiving Sources of Sound <p>4.4 The Other Senses: Taste, Smell, and Touch</p> <ul style="list-style-type: none"> • Taste: The Gustatory System • Smell: The Olfactory System • Touch: Sensory Systems in the Skin <p>4.5 Reflecting on the Chapter’s Themes</p> <p>4.6 Personal Application Appreciating Art and Illusion</p>

	<p>4.7 Critical Thinking Application Recognizing Contrast Effects: It's All Relative</p> <p>Chapter Review and Oral Assessments Concept Chart Key Themes</p>
<p>Week 3 (12) Oct 28th to Nov 1st <i>1-All Saint's Day Mass</i></p>	<p>Chapter 05 Reading: Variations in Consciousness</p> <p>5.1 On the Nature of Consciousness</p> <ul style="list-style-type: none"> + Variations in Levels of Awareness + Consciousness and Brain Activity <p>5.2 Biological Rhythms and Sleep</p> <ul style="list-style-type: none"> + The Role of Circadian Rhythms + Ignoring Circadian Rhythms + Realigning Circadian Rhythms <p>5.3 The Sleep and Waking Cycle</p> <ul style="list-style-type: none"> + Cycling Through the Stages of Sleep + Age, Culture, and Sleep + Doing Without: Sleep Deprivation + Sleep Loss and Health + Problems in the Night: Sleep Disorders <p>5.4 The World of Dreams</p> <ul style="list-style-type: none"> + The Contents of Dreams + Culture and Dreams + Theories of Dreaming <p>(PBL – Interviewing people with Sleep Disorders and the Influence in their behaviors)</p>
<p>Week 4 (13) Nov 4th to Nov 8th</p>	<p>5.5 Hypnosis: Altered Consciousness or Role Playing?</p> <ul style="list-style-type: none"> + Hypnotic Induction and Phenomena + Theories of Hypnosis <p>5.6 Meditation: Pursuing Higher Consciousness</p> <p>5.7 Altering Consciousness with Drugs</p> <ul style="list-style-type: none"> + Principal Abused Drugs and Their Effects + Factors Influencing Drug Effects + Mechanisms of Drug Action + Drug Dependence + Drugs and Health <p>5.8 Reflecting on the Chapter's Themes</p> <p>5.9 Personal Application - Addressing Practical Questions about Sleep and Dreams</p> <ul style="list-style-type: none"> + Common Questions about Sleep + Common Questions about Dream s

	<p>5.10 Critical Thinking Application Is Alcoholism a Disease? The Power of Definitions</p> <ul style="list-style-type: none"> ✚ The Power to Make Definitions ✚ Definitions, Labels, and Circular Reasoning <p>Chapter Review Chapter 5 Concept Chart Chapter Assessments</p>
<p>Week 5 (14) Nov 11th to 15th</p>	<p>Chapter 06 Reading: Learning</p> <p>6.1 Classical Conditioning</p> <ul style="list-style-type: none"> ✚ Pavlov’s Demonstration: “Psychic Reflexes” ✚ Terminology and Procedures ✚ Classical Conditioning in Everyday Life ✚ Basic Processes in Classical Conditioning <p>6.2 Operant Conditioning</p> <ul style="list-style-type: none"> ✚ Skinner’s Demonstration: It’s All a Matter of Consequences ✚ Terminology and Procedures ✚ Basic Processes in Operant Conditioning ✚ Reinforcement ✚ Schedules of Reinforcement ✚ Positive Versus Negative Reinforcement ✚ Punishment
<p>Week 6 (15) Nov 18th to 22nd 22-Gr.12 Q2 Exam 22 - YSC Contest</p>	<p>6.3 Changing Directions in the Study of Conditioning</p> <ul style="list-style-type: none"> ✚ Recognizing Biological Constraints on Conditioning ✚ Recognizing Cognitive Processes in Conditioning <p>6.4 Observational Learning</p> <ul style="list-style-type: none"> ✚ Basic Processes ✚ Observational Learning and the Media Violence Controversy <p>6.5 Reflecting on the Chapter’s Themes</p> <p>6.6 Personal Application Achieving Self-Control through Behavior Modification</p> <ul style="list-style-type: none"> ✚ Specifying Your Target Behavior ✚ Gathering Baseline Data ✚ Designing Your Program ✚ Executing Your Program <p>6.7 Critical Thinking Application Recognizing Contrast Effects: It’s All Relative</p> <ul style="list-style-type: none"> ✚ Classical Conditioning in Advertising ✚ Classical Conditioning in Business Negotiations ✚ Classical Conditioning in the World of Politics <p>Chapter Assessments</p>

Q2 PBL on Cognitive Dissonance Self-Observation and Reflection

Chapter 07 Reading: Human Memory

7.1 Encoding: Getting Information into Memory

- ✚ The Role of Attention
- ✚ Levels of Processing
- ✚ Enriching Encoding

7.2 Storage: Maintaining Information in Memory

- ✚ Sensory Memory
- ✚ Short-Term Memory
- ✚ Long-Term Memory
- ✚ How Is Knowledge Represented in Memory?

7.3 Retrieval: Getting Information out of Memory

- ✚ Using Cues to Aid Retrieval
- ✚ Reinstating the Context of an Event
- ✚ Reconstructing Memories
- ✚ Source Monitoring

7.4 Forgetting: When Memory Lapses

- ✚ How Quickly We Forget: Ebbinghaus's Forgetting Curve
- ✚ Measures of Forgetting
- ✚ Why We Forget
- ✚ The Repressed Memories Controversy

Week 7 (16)
Nov 25th to 29th
25-Gr.12 Q2 Exam
26-28~Pre-Exam Day

7.5 In Search of the Memory Trace: The Physiology of Memory

- ✚ The Anatomy of Memory
- ✚ The Neural Circuitry of Memory

7.6 Different Types of Memory Systems

- ✚ Declarative versus Nondeclarative Memory
- ✚ Semantic Versus Episodic Memory
- ✚ Prospective versus Retrospective Memory

7.7 Reflecting on the Chapter's Themes

7.8 Personal Application Improving Everyday Memory

- ✚ Engage in Adequate Rehearsal
- ✚ Schedule Distributed Practice and Minimize Interference
- ✚ Engage in Deep Processing and Organize Information
- ✚ Enrich Encoding with Mnemonic Devices

7.9 Critical Thinking Application Understanding the Fallibility of Eyewitness Accounts

- ✚ The Contribution of Hindsight Bias
- ✚ The Contribution of Overconfidence

Chapter Assessments

Week 8 (17)
Dec 2nd to Dec 6th
6~Half Day
Foundation Day Celebrations

Week 9 (18)
Dec 9th to 13th

Chapter 08 Reading: Cognition and Intelligence

<p>3 Days of Class 12-13 ~Q2 Exams</p>	<p>8.1 Language: Turning Thoughts into Words</p> <ul style="list-style-type: none"> ✚ Language Acquisition ✚ Learning More than One Language: Bilingualism ✚ Culture, Language, and Thought <p>8.2 Problem Solving: In Search of Solutions</p> <ul style="list-style-type: none"> ✚ Types of Problems ✚ Barriers to Effective Problem Solving ✚ Approaches to Problem Solving ✚ Culture, Cognitive Style, and Problem Solving <p>8.3 Decision Making: Choices and Chances</p> <ul style="list-style-type: none"> ✚ Making Choices about Preferences ✚ Heuristics in Judging Probabilities ✚ The Tendency to Ignore Base Rates ✚ The Conjunction Fallacy ✚ Evolutionary Analyses of Fast and Frugal Heuristics <p>8.4 Measuring Intelligence</p> <ul style="list-style-type: none"> ✚ A Brief History ✚ What Do Modern IQ Scores Mean? ✚ Do Intelligence Tests Have Adequate Reliability? ✚ Do Intelligence Tests Have Adequate Validity? ✚ Do Intelligence Tests Predict Vocational Success? ✚ Are IQ Tests Widely Used in Other Cultures?
<p>Dec 16th to Jan 3rd</p>	<p>Christmas Holiday</p>

3rd QUARTER – TENTATIVE COURSE CONTENT

Week / Date	Topic / Projects / Assessments
<p>Week 1 (19) Jan 6th to 10th 4 Days of Class 6~Record Day 7~Third Quarter Begins 10 ~ New Year Mass</p>	<p>8.5 Heredity and Environment as Determinants of Intelligence</p> <ul style="list-style-type: none"> ✚ Evidence for Hereditary Influence ✚ Evidence for Environmental Influence ✚ The Interaction of Heredity and Environment ✚ Cultural Differences in IQ Scores <p>8.6 New Directions in the Study of Intelligence</p> <ul style="list-style-type: none"> ✚ Exploring Biological Correlates of Intelligence ✚ Investigating Cognitive Processes in Intelligent Behavior ✚ Expanding the Concept of Intelligence <p>8.7 Reflecting on the Chapter’s Themes</p> <p>8.8 Personal Application Measuring and Understanding Creativity</p> <ul style="list-style-type: none"> ✚ The Nature of Creativity ✚ Measuring Creativity ✚ Correlates of Creativity

8.9 Critical Thinking Application Understanding Pitfalls in Reasoning About Decisions

- ✦ The Gambler's Fallacy
- ✦ Overestimating the Improbable
- ✦ The Effects of Framing
- ✦ Loss Aversion

Chapter Assessments

Week 2 (20)
Jan 13th to 17th

Chapter 09 Reading: Motivation and Emotion

9.1 Motivational Theories

- ✦ Drive Theories
- ✦ Incentive Theories
- ✦ Evolutionary Theories

9.2 The Motivation of Hunger and Eating

- ✦ Biological Factors in the Regulation of Hunger
- ✦ Environmental Factors in the Regulation of Hunger
- ✦ Eating and Weight: The Roots of Obesity

9.3 Sexual Motivation and Behavior

- ✦ The Human Sexual Response
- ✦ Evolutionary Analyses of Human Sexual Motivation
- ✦ The Mystery of Sexual Orientation

9.4 The Achievement Motive

- ✦ Individual Differences in the Need for Achievement
- ✦ Situational Determinants of Achievement Behavior

Week 3 (21)
Jan 20th to 24th

9.5 Elements of Emotional Experience

- ✦ The Cognitive Component
- ✦ The Physiological Component
- ✦ The Behavioral Component
- ✦ Culture and the Elements of Emotion

9.6 Theories of Emotion

- ✦ James-Lange Theory
- ✦ Cannon-Bard Theory
- ✦ Schachter's Two-Factor Theory
- ✦ Evolutionary Theories of Emotion

9.7 Reflecting on the Chapter's Themes

9.8 Personal Application Exploring the Ingredients of Happiness

- ✦ How Happy Are People?
- ✦ Weak Predictors of Happiness
- ✦ Moderately Good Predictors of Happiness
- ✦ Stronger Predictors of Happiness
- ✦ Conclusions About Subjective Well-Being

9.9 Critical Thinking Application Analyzing Arguments: Making Sense out of Controversy

	<p>The Anatomy of an Argument Common Fallacies Evaluating the Strength of Arguments</p> <p>Chapter 9 Assessments</p>
<p>Jan 27th to Jan 31st</p>	<p style="text-align: center;">Chinese New Year</p>
<p>Week 4 (22) Feb 3rd to 7th</p>	<p>Chapter 11 Reading: Personality</p> <p>11.1 The Nature of Personality</p> <ul style="list-style-type: none"> ✚ Defining Personality: Consistency and Distinctiveness ✚ Personality Traits: Dispositions and Dimensions ✚ The Five-Factor Model of Personality Traits <p>11.2 Psychodynamic Perspectives</p> <ul style="list-style-type: none"> ✚ Freud’s Psychoanalytic Theory ✚ Jung’s Analytical Psychology ✚ Adler’s Individual Psychology ✚ Evaluating Psychodynamic Perspectives <p>11.3 Behavioral Perspectives</p> <ul style="list-style-type: none"> ✚ Skinner’s Ideas Applied to Personality ✚ Bandura’s Social Cognitive Theory ✚ Mischel and the Person-Situation Controversy ✚ Evaluating Behavioral Perspectives <p>11.4 Humanistic Perspectives</p> <ul style="list-style-type: none"> ✚ Rogers’s Person-Centered Theory ✚ Maslow’s Theory of Self-Actualization ✚ Evaluating Humanistic Perspectives
<p>Week 5 (23) Feb 10th to 14th <small>1-14~Catholic Week</small></p>	<p>11.5 Biological Perspectives</p> <ul style="list-style-type: none"> ✚ Eysenck’s Theory ✚ Behavioral Genetics and Personality ✚ The Evolutionary Approach to Personality ✚ Evaluating Biological Perspectives <p>11.6 Contemporary Empirical Approaches to Personality Narcissism</p> <ul style="list-style-type: none"> ✚ Terror Management Theory <p>11.7 Culture and Personality</p> <p>11.8 Reflecting on the Chapter’s Themes</p> <p>11.9 Personal Application - Understanding Personality Assessment</p> <ul style="list-style-type: none"> ✚ Self-Report Inventories ✚ Projective Tests <p>11.10 Critical Thinking - Application Hindsight in Everyday Analyses of Personality</p> <ul style="list-style-type: none"> ✚ The Prevalence of Hindsight Bias ✚ Hindsight and Personality ✚ Other Implications of “20-20 Hindsight” <p>Chapter Assessments</p>

Week 6 (24)
Feb 17th to 21st

Chapter 12 Reading: Social Behavior

12.1 Person Perception: Forming Impressions of Others

- + Effects of Physical Appearance
- + Stereotypes
- + Subjectivity in Person Perception
- + An Evolutionary Perspective on Bias in Person Perception

12.2 Attribution Processes: Explaining Behavior

- + Internal Versus External Attributions
- + Attributions for Success and Failure
- + Bias in Attribution
- + Culture and Attributions

12.3 Interpersonal Attraction: Liking and Loving

- + Key Factors in Attraction
- + Perspectives on the Mystery of Love
- + Culture and Close Relationships
- + The Internet and Close Relationships
- + An Evolutionary Perspective on Attraction

12.4 Attitudes: Making Social Judgments

- + Components and Dimensions of Attitudes
- + Implicit Attitudes: Looking Beneath the Surface
- + Trying to Change Attitudes: Factors in Persuasion
- + Theories of Attitude Formation and Change

Week 7 (25)
Feb 24th to 28th

4 Days of Class

24~Lenten Mass?

25-27 ~ Pre-Exam Days

24-27~IOWA Assessments

28 ~ Memorial Day Holiday

12.5 Conformity and Obedience: Yielding to Others

- + Conformity
- + Obedience
- + Cultural Variations in Conformity and Obedience

12.6 Behavior in Groups: Joining with Others

- + Behavior Alone and in Groups: The Case of the Bystander Effect
- + Group Productivity and Social Loafing
- + Decision Making in Groups

12.7 Reflecting on the Chapter's Themes

12.8 Personal Application - Understanding Prejudice

- + Sorting out Prejudice, Discrimination, and Racism
- + Stereotyping
- + Making Biased Attributions
- + Forming and Preserving Prejudicial Attitudes
- + Competition Between Groups
- + Dividing the World into Ingroups and Outgroups

12.9 Critical Thinking Application - Analyzing Credibility and Social Influence Tactics

- o Evaluating Credibility

- Recognizing Social Influence Strategies

Chapter Assessments

Chapter 13 Reading: Stress, Coping, and Health

13.1 The Nature of Stress

- + Stress as an Everyday Event
- + Appraisal: Stress Lies in the Eye of the Beholder
- + Major Types of Stress

13.2 Responding to Stress

- + Emotional Responses
- + Physiological Responses
- + Behavioral Responses

13.3 Stress and Physical Health

- + Personality, Hostility, and Heart Disease
- + Emotional Reactions, Depression, and Heart Disease
- + Stress, Other Diseases, and Immune Functioning
- + Sizing Up the Link Between Stress and Illness
- + Factors Moderating the Impact of Stress
- + Positive Effects of Stress

13.4 Health-Impairing Behavior

- + Smoking
- + Alcohol and Drug Use
- + Lack of Exercise
- + Behavior and HIV/AIDS

Week 8 (26)
March 3rd to 7th
 5~ Ash Wednesday

13.5 Reactions to Illness

- + Deciding to Seek Treatment
- + Communicating with Health Providers
- + Adhering to Medical Advice

13.6 Reflecting on the Chapter's Themes

13.7 Personal Application - Improving Coping and Stress Management

- + Reappraisal: Ellis's Rational Thinking
- + Humor as a Stress Reducer
- + Releasing Pent-up Emotions and Forgiving Others
- + Relaxing and Minimizing Physiological Vulnerability

13.8 Critical Thinking Application Thinking Rationally About Health Statistics and Decisions

- + Evaluating Statistics on Health Risks
- + Thinking Systematically About Health Decisions

Chapter Review and Assessments

Week 9 (27)
March 10th to 14th
4 Days of Class
 14 - Q3 Exams

4th QUARTER – TENTATIVE COURSE CONTENT

Week / Date	Topic / Projects / Assessments
<p style="text-align: center;">Week 1 (28) March 17th 21st <u>4 Days of Class</u> 17 – Q3 Exams 18~ Fourth Quarter Begins 18~ Fire Drill? 19~ Feast of St. Joseph</p>	<p>Chapter 14 Reading: Psychological Disorders</p> <p>14.1 General Concepts</p> <ul style="list-style-type: none"> + The Medical Model Applied to Abnormal Behavior + Criteria of Abnormal Behavior + Psychodiagnosis: The Classification of Disorders <p>14.2 Anxiety Disorders, OCD, and PTSD</p> <ul style="list-style-type: none"> + Generalized Anxiety Disorder + Specific Phobia + Panic Disorder + Agoraphobia + Obsessive–Compulsive Disorder + Posttraumatic Stress Disorder + Etiology of Anxiety-Related Disturbances <p>14.3 Dissociative Disorders</p> <ul style="list-style-type: none"> + Description + Etiology of Dissociative Disorders <p>14.4 Depressive and Bipolar Disorders</p> <ul style="list-style-type: none"> + Major Depressive Disorder + Bipolar Disorder + Mood Dysfunction and Suicide + Etiology of Depressive and Bipolar Disorders
<p style="text-align: center;">Week 2 (29) March 24th to 28th</p>	<p>14.5 Schizophrenic Disorders</p> <ul style="list-style-type: none"> + Symptoms + Etiology of Schizophrenia <p>14.6 Autism Spectrum Disorders</p> <ul style="list-style-type: none"> + Symptoms and Prevalence + Etiology of ASD <p>14.7 Personality Disorders</p> <ul style="list-style-type: none"> + Antisocial, Borderline, and Narcissistic Personality Disorders + Etiology of Personality Disorders <p>14.8 Eating Disorders</p> <ul style="list-style-type: none"> + Description + Prevalence and Cultural Roots + Etiology of Eating Disorders <p>14.9 New Directions in the Study of Psychological Disorders</p> <ul style="list-style-type: none"> + The Role of Early-Life Stress in Adult Disorders + Genetic Overlap Among Major Disorders <p>14.10 Reflecting on the Chapter’s Themes</p>

	<p>14.11 Personal Application - Understanding Psychological Disorders and the Law</p> <ul style="list-style-type: none"> + Insanity + Competency + Involuntary Commitment <p>14.12 Critical Thinking Application - Working with Probabilities in Thinking About Mental Illness</p> <p>Chapter Assessments</p>
<p>Week 3 (30) March 31st to April 4th <u>4 Days of Class</u> 4~Tomb Sweeping</p>	<p>Chapter 15 Reading: Treatment of Psychological Disorders</p> <p>15.1 Elements of the Treatment Process</p> <ul style="list-style-type: none"> + Treatments: How Many Types Are There? + Clients: Who Seeks Therapy? + Therapists: Who Provides Professional Treatment? <p>15.2 Insight Therapies</p> <ul style="list-style-type: none"> + Psychoanalysis + Client-Centered Therapy + Group Therapy + Couples and Family Therapy + How Effective Are Insight Therapies? + How Do Insight Therapies Work?
<p>Week 4 (31) Apr 7th to 11th</p>	<p>15.3 Behavior Therapies</p> <ul style="list-style-type: none"> + Systematic Desensitization + Social Skills Training + Cognitive-Behavioral Treatments + How Effective Are Behavior Therapies? <p>15.4 Biomedical Therapies</p> <ul style="list-style-type: none"> + Treatment with Drugs + Electroconvulsive Therapy (ECT)
<p>April 14th to April 18th</p>	<p>Easter Break</p>
<p>Week 5 (32) Apr 21st to 25th 23~Easter Mass 21-25 ~ AP Mock Exams 26~Spring Fair</p>	<p>15.5 Current Trends in Treatment</p> <ul style="list-style-type: none"> + Increasing Multicultural Sensitivity in Treatment + Using Technology to Expand the Delivery of Clinical Services + Blending Approaches to Treatment <p>15.6 Institutional Treatment in Transition</p> <ul style="list-style-type: none"> + Disenchantment with Mental Hospitals + Deinstitutionalization + Mental Illness, the Revolving Door, and Homelessness
<p>Week 6 (33) Apr 28th to May 2nd 4/29-5/1~ Pre-Exam Days 1-2~ Final Exams (K, 5, 8, 12 only)</p>	<p>15.7 Reflecting on the Chapter's Themes</p> <p>15.8 Personal Application - Looking for a Therapist</p>

	<ul style="list-style-type: none"> ✚ Where Do You Find Therapeutic Services? ✚ Is the Therapist’s Profession or Gender Important? ✚ Is Treatment Always Expensive? ✚ Is the Therapist’s Theoretical Approach Important? ✚ What Is Therapy Like? <p>15.9 Critical Thinking Application From Crisis to Wellness—But Was It the Therapy?</p> <p>Chapter Review and Assessments</p>
<p>Week 7 (34) May 5th to 9th 5-9~ Final Exams (K, 5, 8, 12 only) 5-9 ~ AP Exams</p>	<p>Psychological Experiments Presentations</p>
<p>Week 8 (35) May 12th to 16th <u>4 Days of Class</u> 14-15~ Q4 Exam 16~ Record Day 12-16 ~ AP Exams</p>	
<p>Week 9 (36) May 19th to 23rd 19-23 ~ Student Clearance 19~ Baccalaureate Mass 23~Gr. 6 – 7 Recognition and Gr. 8 Graduation</p>	
<p>Week 10 (37) May 26th to 30th <u>4 Days of Class</u> 26~House Culminating Activity 27~Gr. 9-11 Recognition and Gr. 12 Graduation 28! Class Party 29- ~ Students Last Day 30~ Teachers/Staff Meeting</p>	