

SYLLABUS FOR PSY 20001 -- INTRODUCTORY PSYCHOLOGY: PSI

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Marcee will be available in class each day and will arrange office hours outside of class by appointment.

NOTE: *It is your responsibility to read this syllabus entirely. If you don't, you risk missing important information that could affect your performance and grade in this class. You will be notified of any corrections or updates to this syllabus via email during the semester.*

I. Course Format

This course will employ a modified version of the Personalized System of Instruction (PSI) format. The PSI method is designed to enhance the effectiveness of the student's classroom experience by incorporating procedures known to be especially conducive to learning. The main features that distinguish PSI from other classroom methods are: (a) emphasis upon mastery of information contained in materials such as textbooks and other readings that are constantly accessible to the student; (b) focus upon sequential mastery of small segments of material with well-defined learning objectives; (c) frequent testing with a retake option; (d) flexibility provided by a self-paced learning arrangement; and (e) an incentive system designed to encourage behaviors appropriate to the learning experiences such as consistent progress, and certain relevant "outside" activities. Each of these aspects is discussed briefly below.

A. *Mastery of Constantly Accessible Information*

A well-written book or other carefully prepared source of printed material is always available for study and is designed specifically to be easily understood. Unfortunately, the same cannot be said of the information conveyed by a typical lecture. Unless the listener has the appropriate audio-visual recording equipment or is an extremely competent note-taker, a lecture may have little or no permanent impact, especially if it is not well-organized and clearly presented. Therefore, in the interests of maximizing the opportunities for learning, the PSI method places a great deal of emphasis upon mastery of the written rather than the spoken word. Accordingly, the material to be learned in this course is contained exclusively in the required readings listed in the next section of the syllabus. Along with increased importance of the text goes a decreased emphasis upon formal lectures. Periodically, however, time may be reserved for supplemental activities. In addition, ample opportunity will be provided for interactions with course supervisors and proctors that are intended to facilitate the learning experience.

B. *Small Segments with Learning Objectives*

Studies have shown that learning is greatly enhanced if the material to be mastered is divided into a series of small units, each of which has a set of clearly specified objectives. In keeping with the directive implied by this finding, the required text for this course is accompanied by a required Study Guide that, along with this syllabus, divides the book into a series of units. These

units and their relation to the chapters in the text are indicated in Table 2 of this syllabus. **Note that for this edition of the text, the bold, blue italicized topic headings in the book provide a better definition of units in the text and Study Guide than page numbers or learning objectives. So please pay careful attention to the starting and ending topics for each unit shown in Table 2.** In the study guide, topic headings from the book are shown as shaded rectangular boxes.

The Study Guide also lists a set of learning objectives to be attained in mastering the associated text material in each unit as well as a collection of fill-in items, active-reading exercises and self-tests pertaining to the objectives. In essence, the learning objectives specify the concepts that are considered to be critical to an adequate understanding of the written material. As such, they may be viewed as a definition of what is to be mastered in the course. The fill-in items and active-reading exercises are quite helpful because they encourage you to become active during the learning process and allow you to reinforce your understanding of the unit material. In the Appendix A of this syllabus, you will find a breakdown relating the fill-in, active-reading exercises, and self-test items from each chapter of the Study Guide to the specific units to which they pertain.

NOTE:** Some editions of the Study Guide have errors in the self-tests. These errors can be typos, incorrect answers, or incorrect page numbers where the answers can be found. If the Study Guide's answer to self-test item looks wrong to you, be sure to look it up in the book. Make a note to yourself when you find any kind of error and let us know. **We have included a listing of known errors for this edition of the Study Guide in Appendix B.

C. Frequent Testing with a Retake Option

Mastery of the information in each unit will be evaluated by means of an objective test. This procedure is intended to ensure that there is a minimum delay between study of unit material and evaluation of mastery. The questions on each test will be drawn at random from a pool of test items that are closely related to the learning objectives for that unit. Each question has been extensively class-tested by the author of the text in an effort to minimize ambiguities. Therefore, a clear understanding of the concepts represented by the learning objectives for any unit should be sufficient to insure a high score on the unit test. However, to guard against the inevitable circumstances that can interfere with test performance despite an understanding of the material, a single retake of an alternative form of any unit test will be available. These retakes are intended to provide an opportunity for improvement of initial test performance. Accordingly, they should be taken seriously and as soon as possible following further study of the text. But, the retake score will be counted only if it is an improvement over the initial score.

D. Self-Paced Learning

Learning is known to depend upon factors that often are highly individualized. To acknowledge this personalized element, PSI offers a flexible, self-paced format that allows students to learn at their own rate. In this course, the successive units may be completed as rapidly or as slowly as desired. Thus, within limits, rate of course progress may be adjusted throughout the semester in order to conform to different learning styles or changing time pressures. Many students in PSI courses elect to work quickly and consistently at the start of the semester, when other courses

normally are less demanding, in an effort to finish early. On some past occasions in this course, requirements have been completed by mid-semester.

F. Incentive System

The possibility of rapid progress in the course afforded by the PSI format also is accompanied by the possibility of slow or delayed progress. The latter is problematic, particularly when the delay period is relatively long, because it places students in jeopardy of not completing the course with their desired grade. In an effort to prevent such a circumstance, the following incentive system will be operative during this course. This system will involve the use of bonus point awards that may be accumulated and redeemed at the end of the semester in a manner described below for credit toward the final grade. Points may be earned in one or both of the following ways.

1. Keeping up with or staying ahead of a recommended rate of progress. Although, as noted above, keeping up a particular rate of unit completion is not required in this course, we have identified a pace that we strongly recommend students to keep up with or exceed. This progress rate is defined in Table 1 through a series of dates on or before which the initial test for the specified target unit should have been completed. On each of these dates, bonus point awards will be made to any student who is on or ahead of schedule. Bonus points are not awarded during break or other holiday periods when classes are not in session. It should be noted here that each award date is a separate chance to earn points. As such, any opportunities missed through failure to keep pace cannot be regained. However, a student behind schedule at any point can become eligible for future awards simply by catching up on or before the next specified date.

NOTE: Those with excused absences for any of the specific bonus dates shown in Table 1 are still responsible for complying with this schedule. Students who must miss a Friday date due to an excusable absence, such as varsity athletic competition, should use the Monday or Wednesday of that week to complete the required units.

2. Participating as a subject in research. Students can earn up to 7 credits as a subject in psychological research in the department, or they can elect a research-participation alternative that does not involve being a subject. This alternative, intended only for those who have objections to serving as research subjects, consists of one or more written papers summarizing selected experiments that have been published in the psychological literature. Dr. Crowell must receive a written statement of objection in advance and must approve any and all alternative papers and their topics before a student elects them. Currently, the department requires all Freshman and upper-level Introductory Psychology students to earn a minimum of 2 credits as a subject or elect an equivalent written alternative. Students can choose to earn an additional 5 credits beyond this requirement for a total of 7 credits. Notices for subjects wanted and available time slots are posted on the Psychology Department Experiment Board located on the wall in the main hallway of Haggar Hall next to 118 (across from 117). All time slots are filled on a first-come, first-served basis. Since restrictions sometimes apply to participation in studies, students should be careful to read all posted notices before signing up for time slot. When a student signs up for a particular slot but fails to show up as scheduled, and does not provide notice to the experimenter at least 24 hours in advance, a no-show penalty will be assessed. No-show penalties do not affect any participation credits that already have been earned, but instead apply

to future credits. For example, not showing up for a 1-credit study means a student will receive only half credit for the next two hours of participation. Similarly, not showing up for a 2-credit study results in half credit for the next four hours, and so on. Consecutive no-show penalties will accumulate. Each student must keep a record of participation in research on a special card available from any course staff member or proctor. Unless the experiment is completed solely online, each experimenter for each study will sign these cards after the student's participation is completed. Don't leave a non-online experiment without getting a signature. Each credit of research participation, either as a subject or in the written, alternative form, will be translated into a bonus point award at the end of the semester in a manner described below. To receive credit, all experiment cards must be turned in to the administrative assistants in Room 118 Haggar no later than the last class day of the semester. **Be sure the PSI section box is checked on this card.**

NOTE: Be advised that all questions about your credit for showing up for and/or participating in experiments should be directed toward those conducting the research. Dr. Crowell and this course's staff have nothing to do with this credit. Also, some studies or surveys may be made available as research opportunities online. These surveys should be listed on the experiment card but may not require a signature, depending on the instructions you receive for them.

II. Course Content and Schedule

A. University Policies

The following University policies apply to this course.

1. Students cannot take another 9:35 A.M. MWF class along with this one. The Dean's Office must approve any exceptions to this policy.
2. All students must take the final exam for this course at the regularly scheduled final exam time as described below in Section III.D.
3. To get credit for this course, all students must be officially signed up with the Registrar's Office and must appear on an official class list. A grade for the course cannot be given to any student whose name does not appear on the grade forms supplied by the Registrar at the end of the semester.
4. Academic dishonesty will not be tolerated. Any incidents of this type will be subject to the procedures specified in the Academic Code of Honor Handbook.
5. Students in this class will receive mid-semester deficiency reports if they are significantly behind the recommended progress pace indicated in Table 1 at the time these reports are due and/or if their current progress projects to a grade in the D or F range. We project overall class performance at mid-semester based on factors such as the number of units completed at that point, the average unit score, and the number of keeping-pace bonus obtained.

6. The minimum passing grade in this course, as prescribed by the University's Academic Code, is a letter grade of D. This grade applies to the pass/fail option as well.

B. Required Readings

Two books are required for this course. One is a text entitled Psychology by Lester A. Lefton and Linda Brannon. The other is a Study Guide for this text entitled Grade Aid. Both are published by Allyn & Bacon, Inc. and are now in their 9th Editions. The Lefton/Brannon text is an interesting and readable presentation of the principles of general psychology; Grade Aid is a useful supplement containing learning objectives, fill-in items, matching exercises and self-tests for the text.

C. Course Schedule

Table 1 presents the class schedule and recommended progress rate for this semester. The specific operating procedures that will be in effect on each of these days are presented in the next section. Table 1 also contains the dates for completion of the various target units in the course. Rates of progress no slower than that indicated by this sequence of dates will ensure that the final unit is completed by the last class day.

III. Operating Procedures

A. Proctors

Course proctors are an integral part of the PSI method. Proctors are students who have previously mastered the course material and who therefore provide an invaluable source of information or mentoring regarding course content. Proctors will answer (or get answers to) any questions you may have concerning the learning objectives for any unit you attempt to master. Also, they can discuss your overall course progress or offer help with any problem test items you may encounter. Additionally, proctors will be responsible for monitoring your daily progress in the course. You will be assigned to a particular proctor who will correspond with you throughout the semester. Proctors will work a rotating schedule during the semester and two proctors generally will be in 124 Haggar for test sign-up and discussion purposes. It is important for you to realize that your assigned proctor (or any other available proctor) is present to assist you in the learning process. Please don't hesitate to approach your assigned proctor or seek out any other proctor for help.

***NOTE:** Since this course does not involve normal lectures, it is especially important for you to contact a proctor or course supervisor if you have questions about the course procedures or content.*

B. Unit Completion

You will make progress in this course by completing the successive units in the order listed in Table 2. A unit consists roughly of a third to one-half of a text chapter. Table 2 shows the relation of the unit numbers we use in this course (1-42) to chapters and page numbers in the text and lessons and learning objectives in the Study Guide. To complete a unit, you should: (1) determine the text page assignment for the unit as indicated in Table 2; (2) identify the relevant learning objectives for the unit in the Study Guide (also shown in Table 2); (3) consult the

Appendix A of this syllabus to determine which fill-in, active-learning exercises, and self-test items from the Study Guide pertain to the unit; (4) read and study the unit text in the context of the objectives using the Study Guide items for reinforcement; (5) go to a proctor with any questions you may have about the material; (6) report to the Course Operations Center (Room 124, Hagggar Hall) to request access to a computer station; and (7) when a station is available, go to the Computer Room (Room 125, Hagggar Hall) to complete a mastery test for the unit.

All unit tests and retakes will be administered via a computer system known as “Proctor.” The testing stations are located in the Computer Room (Room 125, Hagggar Hall). These stations are available on a “sign-up” basis only during each scheduled class day. The sign-up list will be present in the Course Operations Center (Room 124, Hagggar Hall) at 8:30 A.M. on each class day (MWF). As testing stations in the Computer Room become free, they will be assigned to students in the order that names appear on the sign-up list. From 9:30-10:30 A.M. MWF, Room 117 will serve as auxiliary waiting areas in case the chairs in 124 are all taken.

Tests can be taken on each scheduled class day starting at 8:30 A.M. Students may report to the Computer Room (Room 125, Hagggar Hall) for a test only after they have been assigned a terminal following the procedure described above. Because of the limited number of computers, we ask that test-taking be limited to three tests per sitting. Students may sign up for multiple sittings in a day, however. Please do not sit at the computer station after your three tests are completed waiting for the computer to allow you to log back on. There is waiting period for re-entry. Instead, return your card and get back into the queue in case other students are waiting. *We will regard violations of this request to be a serious matter.*

The test-taking period will end promptly at 10:30 A.M. on each scheduled class day. No terminals will be assigned after 10:20 A.M. Please note that if you get a terminal assignment at 10:20, you will not be able to take three tests before 10:30. It is a good idea to come in early each day. Also note that you must have a University ID card in order to sign up for a test. In addition, the ID must be with you in the Computer Room while tests are being taken. For security reasons, please place the ID on the table next to the computer. It is likely that you will be reminded to place your ID on the table in case you forget.

C. Unit Tests

Unit tests or retakes will consist of 8 objective items. Each item will be scored by the computer as either correct or incorrect. The number of points contributed to the final grade from each test will simply be the sum of the correct items. Thus each test is worth a maximum of eight points. A retake test score will be counted only if it is higher than the initial test score. Please note that all retakes of initial unit tests attempted in a day must be completed before any further initial tests are taken on a new day. For example, if you take initial tests for Units 3 and 4 on class day 3, then when you return on class day 4 you may choose either a retake for Units 3 or 4 or the initial test for Unit 5. As soon as you elect Unit 5, the retake options for all units taken on prior days are canceled. Thus, in this example, if retakes are desired they should be taken before the initial test on day 4. Once tests are completed in a given sitting, a student must report test scores on the sign-out form in the Course Operations Center (Room 124, Hagggar Hall). Failure to report scores could result in loss of points.

D. Final Exam

All students are required to take a cumulative final exam at the regularly scheduled final exam time (9:35 A.M. MWF) for this course in Room 117 Hagggar on Wednesday, Dec. 19, 2007 from 8:00-10:00 A.M. For those with an approved conflict with this date, the alternate final time is Monday, Dec. 17, 2007 from 8:00-10:00 AM in Room 124 Hagggar. All students must take the final at one of these times. The Dean's Office must approve any exceptions to this policy. The conflict final time is on a sign-up basis only for those students with 3 or more finals in 24 hrs. Students should determine if they have a conflict and should sign up for the conflict date by emailing Dr. Crowell on or before Wednesday, Nov. 21, 2007. According to the Dean's Office, proof of conflict is required in signing up for the alternate date. **NOTE:** *Last minute requests for the alternate final date or requests based on travel plans cannot be honored.*

The final exam will consist of 50 objective items similar to the items on the unit tests. These 50 items will be drawn from the 42 required units. The number correct will be converted to a percentage scale based upon the total number of possible correct items (50). Each percentage point will contribute one point toward the student's final grade.

E. Final Grades

Final grades will be determined on the basis of the number of points each student has accumulated throughout the semester out of a maximum 436. There are a total of 42 units, all of which are required. Each required unit will contribute a maximum of 8 points for a total possible contribution to the final grade from completed units of 336 points. The remaining 100 points can be earned through the final exam. The following scale will be used to determine final grades upon the total number of points accumulated by the end of the semester:

<u>Number of Total Points</u>	<u>Final Grade</u>
401 - 436	A
388 - 400	A-
371 - 387	B+
358 - 370	B
344 - 357	B-
327 - 343	C+
314 - 326	C
301 - 313	C-
281- 300	D
< 281	F

F. Bonus Points

A maximum of 56 bonus points will be available in this course. A total of 42 bonus points can be earned by keeping up the progress rate recommended in Table 1. Three (3) points will be awarded on each of the 14 dates in Table 1 to those who have completed the target unit on or before that time. The remaining 14 points can be obtained through participation as a subject in research at a rate of 2 points per credit, up to 7 credits. The total number of bonus points accumulated by the end of the semester will be added directly to the total earned through completed units and the final exam. Therefore, bonus points can serve to make up for any items

missed on unit tests or the final exam. Accordingly, they are valuable and should be obtained whenever possible (see Graphs 1-4).

NOTE: A minimum of 2 hours (4 bonus points) for research participation is required.

G. Miscellaneous Rules and Points to Consider

1. All unit tests are taken only in the Computer Room and only between 8:30-10:30 A.M. MWF. When taking a test:
 - a) Leave all books, Study Guides, notebooks, etc. in the Course Operations Center (Room 124, Hagggar Hall) or the auxiliary waiting areas;
 - b) Do not take food or drinks into the Computer Room;
 - c) Do not talk to others in the Computer Room or raise points for discussion about the test. It is essential to keep this room quiet during test periods.
2. You must sign in and out on the proper sheet. Also, you must display your student ID card while taking any tests. If you do not have your ID, you cannot take any tests.
3. Depending upon the class size, there may be some waiting time before a test can be taken each day. We will make every effort to keep this time as short as possible. Please bear with us in these efforts. If you come prepared to study, then waiting time can be used effectively. Please try to keep the Course Operations Center (Room 124, Hagggar Hall) as quiet as possible for those who wish to study there. Also please note that we are often open for business on each class day at 8:30 A.M. There is always less waiting if you come early. *NOTE: if you come after 10:00 A.M. and there is a crowd, you may not get a testing station that day. We will not grant exceptions or extensions for anyone coming after 10:00 A.M.*
4. Limiting your test taking to 2 or 3 tests per sitting will help to solve the waiting time problem. We appreciate your cooperation in this matter.
5. No points can be awarded after the last class day except for the final exam. There are no exceptions to this policy. Too many people end up one or two points short of their desired grade. Don't be one of them! Collect all the bonus points and use the retake tests wisely.
6. We suggest that students withdraw from the course if they have not made adequate progress before the last date for course discontinuance. Don't delay getting started in the course! All this does is make it harder to get your desired grade.
7. You have direct control over your grade. You may learn fast or slow and may demonstrate relatively complete or only minimum mastery of the material. Your grade will reflect how hard you work and how well you take advantage of the various learning and bonus point opportunities in this course!
8. Any of the course staff and/or proctors is available to assist you in the learning process. Don't hesitate to call on them.

9. Two factors have a big impact on your final grade in this course: Your average unit score and the number of bonus points you collect. Consult Graphs 1-4 to see the impact of these factors.
10. You can complete all of the units early and why not? This gives you more time to work on other things. But, remember, you must complete the units in sequence.
11. We want your feedback about this course. Tell us what you like and what you don't like. We promise to accept your feedback with open minds. You will be asked to complete a course evaluation when you take the final exam.

TABLE 1
BONUS AWARD SCHEDULE AND RECOMMENDED PROGRESS RATE

WEEK/DAY	DATE	DAY #	TARGET UNIT	Chapter (Objectives)
1 Friday	8/31	2	1	1 (1-9)
2 F	9/7	5	4	3 (1-5)
2 F	9/14	8	7	4 (6-16)
4 F	9/21	11	10	6 (1-10)
5 F	9/28	14	13	7 (1-9)
6 F	10/5	17	16	8 (8-15)
7 F	10/12	20	19	9 (9-17)
8 F	10/19	23	22	11 (1-5)
9 F	11/2	26	25	12 (13-17)
10 F	11/9	29	28	14 (1-8)
11 F	11/16	32	31	15 (1-7)
12 F	11/30	37	37	17 (4-6)
13 F	12/7	40	40	18 (1-9)
14 M (Last Class)	12/10	41	42	Appendix (All)

- PLEASE NOTE:
1. 12/10/07 is the last day for Unit completion.
 2. Bonus points are not awarded during break or other holiday periods when classes are not in session.
 3. **Experiment cards are due in 118 Haggar Hall NO LATER THAN 12/10/07**
Credit may not be given for cards returned after that date. Give cards to an administrative assistant in 118 or put them the "Experiment Card Box," if it is in the hall outside of 118. **Make sure the PSI section box is marked.**
 4. All students are required to take a cumulative final exam at the regularly scheduled final exam time (9:35 A.M. MWF) for this course in Room 117 Haggar on Wednesday, Dec. 19, 2007 from 8:00-10:00 A.M. For those with an approved conflict with this date, the alternate final time is Monday, Dec. 17, 2007 from 8:00-10:00 AM in Room 124 Haggar. All students must take the final at one of these times. The Dean's Office must approve any exceptions to this policy. The conflict final time is on a sign-up basis only for those students with 3 or more finals in 24 hrs. Students should determine if they have a conflict and should sign up for the conflict date by emailing Dr. Crowell on or before Wednesday, Nov. 21, 2007. According to the Dean's Office, proof of conflict is required in signing up for the alternate date. **NOTE: Last minute requests for the alternate final date or requests based on travel plans cannot be honored.**

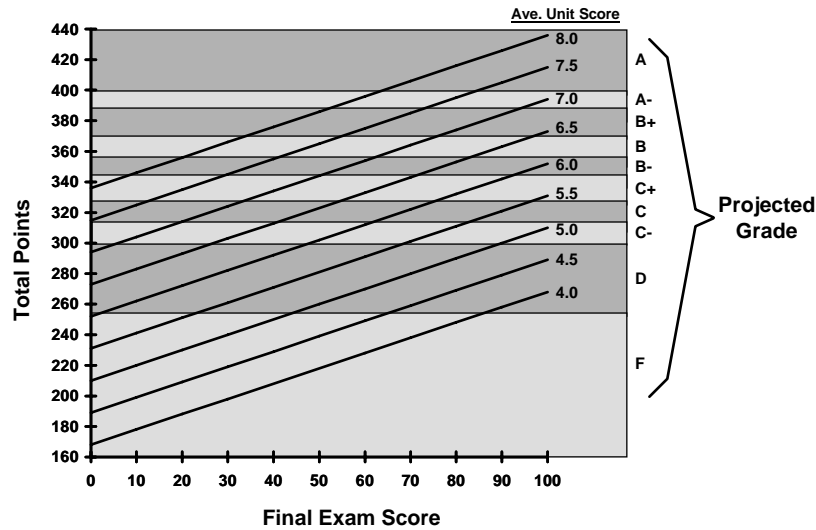
TABLE 2
HOW UNIT NUMBERS CORRESPOND TO CHAPTER/PAGE #'S/TOPICS IN THE TEXT BOOK
AND LEARNING OBJECTIVES/TOPICS IN THE STUDY GUIDE

Unit #	Chap #	Pages in text	Learning Objectives	Starting Topic	Ending Topic
1	1	4-25	1-9	How Accurate is the Image of Psychology?	How Should You Use This Textbook?
2	2	29-43	1-6	What Makes Psychology a Science?	What Research Methods do Psychologists Use?
3	2	43-54	7-12	How Do Psychologists Evaluate their Research Findings?	What Ethical Principles Guide Psychology Research?
4	3	57-72	1-5	How is the Nervous System Organized?	How is the Nervous System Organized?
5	3	72-93	6-16	How Does the Brain Function?	Does Our Evolutionary History Influence Our Current Behavior?
6	4	96-121	1-5	What are the Central Issues of Development?	How does Thought Develop?
7	4	121-137	6-16	How do Social and Emotional Development Proceed?	What Environmental Factors Are Important for Social Development?
8	5	142-157	1-8	How Do Adolescents Bridge the Gap to Adulthood?	How Do Adolescents Bridge the Gap to Adulthood?
9	5	157-173	9-16	Is Adulthood a Time of Stability or Change?	Do We Grow Older and Wiser in Late Adulthood?
10	6	177-197	1-10	How are Stimulation and Perception Linked?	How do We See the World?
11	6	198-212	11-17	How Do We Perceive Form and Substance?	How Do We Perceive Sounds?
12	6	213-223	18-22	Which Senses are Least Understood?	Does Extrasensory Perception Exist?
13	7	226-248	1-9	What is Consciousness?	What Are Dreams, and What Do They Mean?
14	7	248-261	10-15	Is It Possible to Control Consciousness by Using Biofeedback, Hypnosis, or Meditation?	How do Drugs Affect Consciousness?
15	8	265-279	1-7	What Type of Learning is Pavlovian, or Classical, Conditioning?	What are the Key Variables in Classical Conditioning?
16	8	279-294	8-15	What Type of Learning is Operant Conditioning?	What are the Key Variables in Operant Conditioning?
17	8	294-304	16-21	Can Learning Occur Through Observation?	What Is the Biological Basis of Learning?
18	9	308-322	1-8	How Does the Memory Process Begin?	What are the types of Memory Storage?
19	9	323-339	9-17	What Influences Memory Retrieval?	What Causes People to Forget?
20	10	343-359	1-9	What is Cognitive Psychology?	How do We Reason and Make Decisions?

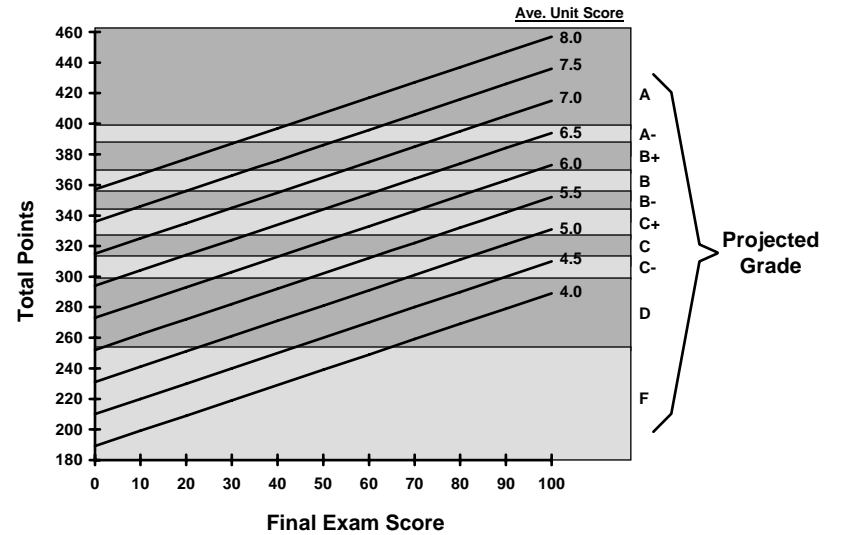
Unit #	Chap #	Pages in text	Learning Objectives	Starting Topic	Ending Topic
21	10	359-376	10-18	What does Artificial Intelligence Reveal About Cognition?	How do We Acquire Language?
22	11	381-393	1-5	What are the Origins and History of Psychological Testing?	What is Intelligence?
23	11	394-411	6-15	How do Psychologists Develop Tests?	What Is the Impact of Having an Exceptional IQ?
24	12	415-439	1-12	What Is Motivation?	How does Motivation Affect Behavior?
25	12	439-450	13-17	What is Emotion?	How does Emotion Affect Behavior?
26	13	455-471	1-6	What is Personality?	Can Personality Be Learned?
27	13	471-489	7-14	What are Trait and Type Theories of Personality?	How do Psychologists Assess Personality?
28	14	495-507	1-8	What is the Social Self?	How are Attitudes Related to Behavior?
29	14	508-519	9-14	How do People Relate to Each Other?	How do People Relate to Each Other?
30	14	519-535	15-17	What are the Effects of Identifying with a Group?	How do Others Affect the Individual?
31	15	539-556	1-7	What is Stress?	What is Stress?
32	15	556-572	8-15	How Do People Cope with Stress?	What is Health Psychology?
33	16	575-588	1-7	What is Abnormal Behavior?	What are Anxiety Disorders?
34	16	589-597	8-11	What Are Mood Disorders?	What Are Dissociative Disorders?
35	16	598-613	12-16	What is Schizophrenia?	How are Violence and Mental Disorders Related?
36	17	617-630	1-3	What Is Psychotherapy, and What Types Are Available?	What Is Psychotherapy, and What Types are Available?
37	17	630-637	4-6	How do Psychodynamic Therapies Work?	What do Humanistic Therapies Emphasize?
38	17	637-648	7-9	What are the Methods of Behavior Therapy?	Why Is Cognitive Therapy So Popular?
39	17	648-659	10-15	How Does Therapy in a Group Work?	How do Biologically Based Therapies Create Change?
40	18	663-683	1-9	How Is Behavior Affected by the Work Environment?	How Is Behavior Affected by the Work Environment?
41	18	684-694	10-15	How do Human Factors Affect Performance?	What are the Goals of Sport Psychology?
42	Appendix	A1-A14	N/A	How do Psychologists Use Descriptive Statistics?	How do Psychologists Use Inferential Statistics?

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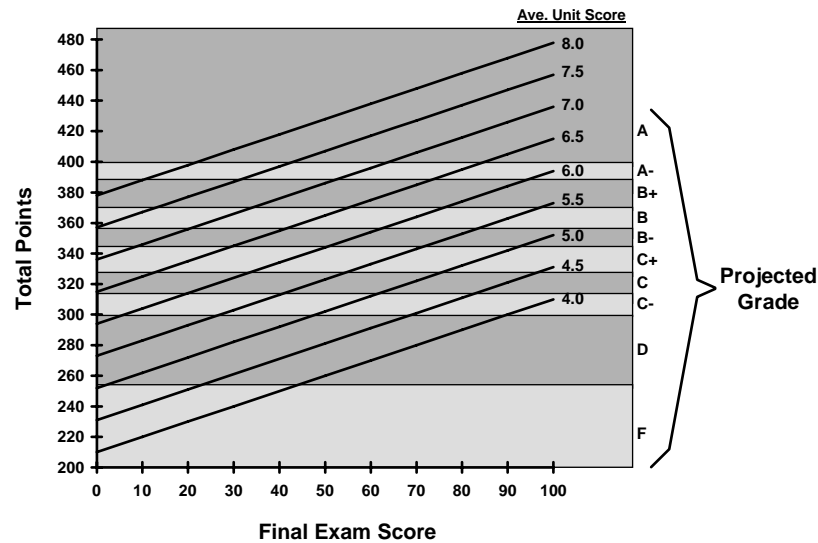
Graph 1
Grade Projection Assuming No Bonus Points



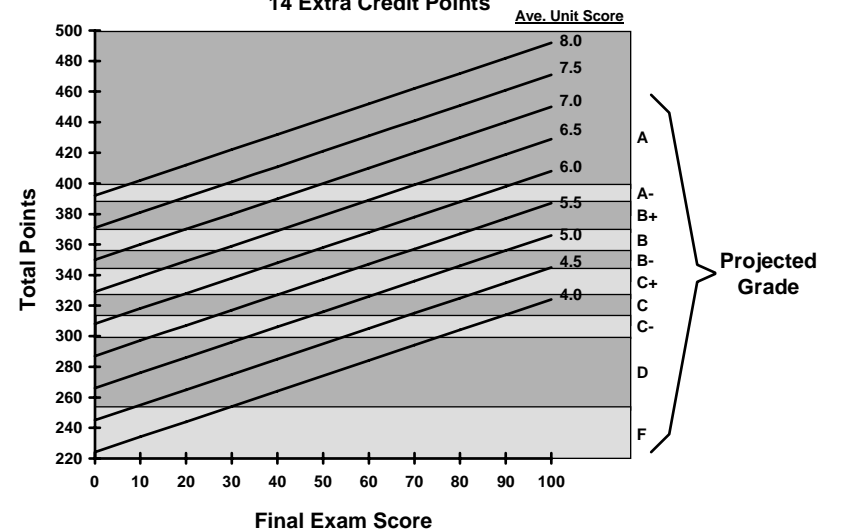
Graph 2
Grade Projection Assuming 21 Bonus Points



Graph 3
Grade Projection Assuming 42 Bonus Points



Graph 4
Grade Projection Assuming 42 Bonus Points and 14 Extra Credit Points



APPENDIX A

CORRESPONDENCE OF UNITS AND STUDY GUIDE ITEMS

Unit #	Terms	Active Reading Exercises	Practice Test 1	Practice Test 2	Practice Test 3	Comp Test	True /False	Essays
1	Psychology- Psychoanalyst	1.1, 1.2	1-10	1-10	1-10	1-15	1-8	1-2
2	Empiricism-Ex Post Facto Study	2.1, 2.2	1-6	1-6	1-5	1-10	1-4	1
3	Statistics- Debriefing	2.3	7-10	7-10	6-10	11-17	5-8	2
4	Nervous System- Corpus Callosum	3-1, 3-2	1-7	1-7	1-5	1-8	1-4	1-2
5	Broca's Area- Adaptation	3-3	8-10	8-10	6-10	9-15	5-8	N/A
6	Developmental Psychology- Theory of Mind	4-1	1-8	1-9	1-4	1-9	1-6	1
7	Attachment- Gender Stereotype	4-2, 4-3	9-10	10	5-10	10-15	7-8	2
8	Adolescence- Androgynous	5-1, 5-2, 5-3, 5-4, 5-5	1-4	1-5	1-4	1-6	1-6	1
9	Osteoporosis- Thanatology	5-6, 5-7, 5-8, 5-9	5-10	6-10	5-10	7-15	7-8	2
10	Sensation- Dichromats	6-1, 6-2, 6-3, 6-4, 6-5, 6-6	1-5	1-6	1-5	1-7	1-5	1
11	Size Constancy- Sensorineural Deafness	6-7, 6-8, 6-9, 6- 10, 6-11, 6-12, 6- 13, 6-14	6-9	6-9	1-6	8-14	6-7	2
12	Olfaction- Vestibular Senses	6-15, 6-16, 6-17	10	10	7-10	15	8	N/A
13	Consciousness- Collective Unconscious	7-1, 7-2, 7-3, 7-4, 7-5, 7-6, 7-7, 7-8	1-7	1-7	1-7	1-9	1-6	1
14	Biofeedback- Substance Abuse	7-9, 7-10, 7-11, 7-12	8-10	8-10	8-10	10-15	7-8	2
15	Learning- Stimulus Discrimination	8-1, 8-2, 8-3, 8-4	1-4	1-3	1-3	1-7	1-3	1
16	Operant Conditioning- Superstitious Behavior	8-5, 8-6, 8-7, 8-8	5-8	4-9	4-9	8-14	4-5	N/A
17	Social Learning Theory-Cognitive Maps	8-9, 8-10	9-10	10	10	15	6-8	2
18	Memory-Long- Term Potentiation	9-1, 9-2, 9-3, 9-4, 9-5, 9-6, 9-7	1-6	1-5	1-8	1-7	1-4	1, 2

Unit #	Terms	Active Reading Exercises	Practice Test 1	Practice Test 2	Practice Test 3	Comp Test	True /False	Essays
19	Retrieval- Anterograde Amnesia	9-8, 9-9, 910, 9-11, 9-12, 9- 13, 9-14, 9-15	7-10	6-10	9-10	8-15	5-8	N/A
20	Cognitive Psychology-Belief Perseverance	10-1, 10-2, 10-3, 10-4, 10-5, 10-6, 10-7, 10-8	1-5	1-6	1-6	1-6	1-4	1
21	Artificial Intelligence- Lateralization	10-9, 10-10, 10-11, 10-12, 10-13, 10-14, 10-15, 10-16, 10-17, 10-18, 10-19	6-10	7-10	7-10	7-15	5-8	2
22	Mental Age- Emotional Intelligence	11-1, 11--2, 11-3	1-5	1-4	1-2	1-7	1-4	N/A
23	Achievement Tests- Inclusion	11-4, 11-5, 11-6, 11-7, 11-8, 11-9	6-10	6-10	3-10	8-15	5-8	1-2
24	Motivation-Social Support	12-1, 12-2, 12-3	1-9	1-9	1-8	1-11	1-6	1
25	Display Rules- Appraisal	12-4, 12-5	10	10	9-10	12-15	7-8	2
26	Personality- Archetypes	13-1, 13-2, 13-3, 13-4	1-5	1-5	1-5	1-7	1-4	1
27	Trait-Projective Tests	13-5, 13-6, 13-7, 13-8, 13-9, 13-10, 13-11, 13-13, 13-13, 13-14, 13-15	6-10	6-10	6-10	8-15	5-8	2
28	Social Psychology- Elaboration Likelihood Model	14-1, 14-2, 14-3, 14-4, 14-5, 14-6, 14-7	1-4	1-3	1-4	1-6	1-3	1
29	Interpersonal Attraction-Bystander Effect	14-8, 14-9	5-6	4-7	5	7-11	4-5	2
30	Group-Obedience	14-10	7-10	8-10	6-10	12-15	6-8	N/A
31	Stress- Psychoimmunology	15-1, 15-2, 15-3	1-6	1-4	1-8	1-8	1-3	1
32	Coping-Health Psychology	15-4, 15-5, 15-6, 15-7	7-10	5-10	9-10	9-15	4-8	2
33	Abnormal Behavior- Obsessive- Compulsive Disorder	16-1, 16-2	1-6	1-5	1-4	1-7	1	1
34	Mood Disorders- Dissociative Identity Disorder	Any numbered under unit headings	7-8	6-9	5-7	8-9	2-4	N/A

APPENDIX B

KNOWN STUDY GUIDE ERRORS FOR GRADE AID, 9TH EDITION

- Chap. 1:** Study Guide Page 8: Practice Test 1, #9...need caps on United States
 Study Guide Page 8: Practice Test 1, #10...’our’ should be ‘or’
 Study Guide Page 11: Practice Test 3, #4...should read ‘women earn about ___%...’
 Study Guide Page 11: Practice Test 3, #5...should not be ‘?’ at the end of the sentence.
 Study Guide Page 11: Practice Test 3, #6...answer on pg. 12-13
 Study Guide Page 12: Practice Test 3, #9...answer on 19-20
 Study Guide Page 12: Practice Test 3, #10...answer on 25
- Chap. 2:** No known errors
- Chap. 3:** Study Guide Pages 41, 43, and 44: Change “2-1,” “2-2,” and “2-3,” to “3-1,” “3-2,” and “3-3,” respectively
 Study Guide Page 49: Practice Test 1, #1...should read ‘neuron have/has thin...’
 Study Guide Page 51: Practice Test 2, #3...answer on pg. 62-63
 Study Guide Page 51: Practice Test 2, #4...answer on 65-66
 Study Guide Page 51: Practice Test 2, #5...answer on 66-67
- Chap. 4:** Study Guide Page 76: Practice Test 3, #7...change “a” to “a/an”
- Chap. 5:** No known errors
- Chap. 6:** Study Guide Page 124: Practice Test 1, #3...no page reference provided
- Chap. 7:** Study Guide Page 149: Practice Test #1--#4: “Aware” should be “awake.” Page reference is 234, not 235.
 Study Guide Page 151: Practice Test #2--#2: The answer B (Bodily Rhythms) is the wrong answer, and the correct answer should be A (Yawning).
 Study Guide Page 152: Practice Test #2--#8: Answer A (concentration and deep relaxation) should read “Detachment and deep relaxation.”
 Study Guide Page 154: Practice Test #3--#9: Answer D (The hallucinogens) isn’t stated explicitly as the *most* marked shifts in consciousness in the text.
- Chap. 8:** Study Guide Page 175: Practice Test #1--#5: Material is found on page 285, not page 281 as listed.
 Study Guide Page 182: Comprehensive Self-Test--#12: The correct answer should be choice C (Fixed-ratio) instead of the listed answer of C (output).
 Study Guide Page 183: True/False Test--#2: Correct answer should be False.
- Chap. 9:** Study Guide Page 203: Practice Test #1--#9: Question should read “Retroactive interference” not “inhibition.”
 Study Guide Page 204: Practice Test #2--#3: Option C should read “Iconic” not “working.”
 Study Guide Page 204: Practice Test #2--#5: Answer found on page 318, not page 317.
 Study Guide Page 207: Practice Test #3--#8: Choice D (Spaced practice) should read D (*distributed practice*) as it is referred to in the text on page 319.
- Chap. 10:** No known errors

- Chap. 11:** Study Guide Page 260: Comprehensive Self-Test--#7: Page number should be changed from 383 to 393.
- Chap. 12:** No known errors
- Chap. 13:** Study Guide Page 302: Practice Test #1--#2: B) “apposed” should be “opposed”
 Study Guide Page 304: Practice Test #2--#2 Correct answer should be B) Phallic (p.462)
 Study Guide Page 304: Practice Test #2--#5: Question should read “behaviorist theories”
 Study Guide Page 306: Practice Test #3--#3: Correct answer should be D) life and death (p.463)
 Study Guide Page 307: Practice Test #3--#7: Question should end with question mark.
 Study Guide Page 309: Comprehensive Test--#10--should begin, “Individuals’ unique...”
 Study Guide Page 309: Comprehensive Test--#13: Should be a one-sentence question, not two.
- Chap. 14:** Study Guide Page 328: Practice Test #1--#3: There should be a “D” next to choice D and alternative should end with a period.
 Study Guide Page 330: Practice Test #2--#6: “Intrinsic” should read “social.”
 Study Guide Page 332: Practice Test #3--#2: Choice A should say “dependent.”
 Study Guide Page 332: Practice Test #3--#4: In question: “is” should be “it”
 Study Guide Page 335: Comprehensive Test--#7: should be page 510
 Study Guide Page 335: Comprehensive Comp Test--#15: should be page 531, not 506
- Chap. 15:** Study Guide Page 350: Practice Test 1--#5: is really p.545-546 [carries over]
 Study Guide Page 352: Practice Test 2--#2: Correct answer should be C) Resistance (p. 540-541)
 Study Guide Page 352: Practice Test 2--#3: page reference should be p.545
 Study Guide Page 356: Comprehensive Test: #2—Missing comma:
 “...physical exhaustion, lower productivity”
 Study Guide Page 358: True or False--#5: Correct answer should be true.
- Chap. 16:** Study Guide Page 377: Practice Test #2--#9: Incorrect page number reference. Should be 600.
 Study Guide Page 379: Practice Test #3--#9: Incorrect page reference, the reference page should be pg. 599 not pg. 590
- Chap. 17:** Study Guide Page 398: Practice Test #1--#10: Correct answer should be C.
 Study Guide Page 400: Practice Test #2--#9: Incorrect page reference, the reference should be pg 648 and not 649 .
 Study Guide Page 400: Practice Test #2--#10: Page reference should be 657-658.
- Chap. 18:** No known errors