

# Ψ Psychology B - Textbook Readings & Associated Out of Class Assignments

AHS - Mr. Jancewicz

Homework, a.k.a. OOCA = Introduction or Review & Reinforcement!!!

*“A textbook does not make for “best” learning. Information is all around. For effective learning it requires a dedicated, motivated seeker of knowledge – trying to make sense of ALL that s/he encounters. Pupils can never be accused of trying to learn too much. It is only a failure not to TRY. Attitude is the KEY!!!” – PJJ, 2013*

DUE Date	READ	Read, Review & ANSWER	Title	Concepts	Thematic Formulas
Unit	Chapter & Section	OOCAssignments	Textbook Titles	YOUR Notes	My Classroom Connections
	<b>Unit IV</b>		Learning & Cognition		<b>Visions, Voices, Views</b>
	<b>Ch. 9</b>		<b>Learning Principles</b>		<b>KNOW THYSELF!</b>
Unit 4	<b>Sec. 1, pp. 240-248</b>	<b>p. 248, # 1-4</b>	Classical Conditioning	Pavlov’s Dog	“How to Train your Dragon”
	<b>Sec. 2, pp. 250-258</b>	<b>p. 258, # 1-4</b>	Operant Conditioning	Skinner’s Pigeons	Class Experiment
	<b>Sec. 3, pp. 259-266</b>	<b>p. 266 # 1-4</b>	Social Learning	Modeling	<i>Training Chickens</i>
	<i>Extended/Extra Cr.</i>	<i>p. 249, # 1-3</i>	<i>Little Albert</i>	<i>Ethics</i>	Medina’s Brain Rules
	<b>Unit IV</b>		Learning & Cognition		<b>Chickens &amp; War</b>
Unit 4	<b>Ch. 10</b>		<b>Memory &amp; Thought</b>	See Dreams: Inception	Loading Muskets
	<b>Sec. 1, pp. 273-280</b>	<b>p. 280 # 1-3</b>	Taking-In & Storing Info	Reinforcements	Parts of a Chicken Egg
	<b>Sec. 2, pp.282-288</b>	<b>p. 288, # 1-4</b>	Retrieving Information		Muzzle-Loading Eggs
	<b>p. 289</b>	<b>Define 22 Vocab Words</b>			
	<i>Extended/Extra Cr.</i>	<i>p. 281, # 1-3</i>	<i>Case of H.M.</i>		“Fifty First Dates”???
	<b>Unit IV</b>		Learning & Cognition		
Unit 4	<b>Ch. 11</b>		<b>Thinking &amp; Language</b>	<b>“BLINK”</b> excerpts	
	<b>Sec. 1, pp. 295-301</b>	<b>p. 301, # 1-4</b>	Thinking & Problem Solving		
	<b>Sec. 2, pp. 304-308</b>	<b>p. 308, # 3 &amp; 4</b>	Language		
	<i>Extended/Extra Cr.</i>	<i>p. 303, # 1-3</i>	<i>Checkmate</i>		
	<b>Unit IV</b>		Learning & Cognition		
Unit 4	<b>Ch. 12</b>		<b>Motivation &amp; Emotion</b>		CONTROL – Illusion?
	<b>Sec. 1, pp. 313-317</b>	<b>p. 317, # 1, 3 &amp; 4</b>	Theories of Motivation	<i>Thumos &amp; Phobos</i>	Dr. Zimbardo
	<b>Sec. 2, pp. 319-327</b>	<b>p. 327, # 1-4</b>	<i>Biological &amp; Social Motives</i>	<b>Foxes &amp; Chickens</b>	“ <i>Fantastic Mr. Fox</i> ”
	<b>Sec. 3, pp. 328-336</b>	<b>p. 336, # 1-3</b>	<i>Emotions</i>	INTEGRITY	Excerpts: “One Bullet Away”
	<i>Extended/Extra Cr.</i>	<i>p. 318, # 1-3</i>	<i>A Balance for Living</i>		“Mountains of the Moon”
	<b>Unit V</b>		<b>Personality - Individuality</b>		
Unit 5	<b>Ch. 13</b>		<b>Psych Testing</b>		
	<b>Sec. 1, pp. 343-347</b>	<b>p. 347, # 1-4</b>	Types of Psych Tests		
	<b>Sec. 2, pp. 348-358</b>	<b>p. 357, # 1-4</b>	Intelligence Testing		“Behind Blue Eyes”
	<b>Sec. 3-4, pp. 359-368</b>	Read Sections 3 & 4	Measuring Abilities, etc. &		
		<b>p. 362 # 4; p. 368 # 4</b>	Personality Testing		
	<i>Extended/Extra Cr.</i>	<i>p. 358, #1-3</i>	<i>Is It Reliable?</i>	Validity in Testing	Psyche, Eros & Narcissus

	<i>Extended/Extra Cr.</i>	<i>p. 372-73, # 1-2</i>	<i>"The EQ Factor"</i>		
	<b>Unit V</b>		<b>Personality - Individuality</b>		Who are YOU...becoming?
Unit 5	<b>Ch. 14</b>		<b>Personality Theories</b>		Who is/was John Wayne?
	<b>Sec. 1, pp. 375-377</b>	<b>p. 377 # 4</b>	Purposes of Theories		Why Care?
	<b>Sec. 2, pp. 378-386</b>	<b>p. 386 # 1-4</b>	Psychoanalytic Theories	Freud, Jung & Adler	4 Window Panes
	<b>Sec. 3-4, pp. 387-398</b>	Read Sections 3 & 4	Learning, Cognitive &		Expectations
		<b>p. 390 #2, p. 397 # 4</b>	Humanistic Theories	<b>Abe Maslow</b>	
	<b>Sec. 5, pp. 393-403</b>	<b>p. 403, # 1 &amp; 4</b>	Trait Theories		
	<i>Extended/Extra Cr.</i>	<i>p. 404, #1-3</i>	<i>Personality Disorder</i>		
	<b>Unit VI</b>		<b>Adjustment &amp; Breakdown</b>		
Unit 6	<b>Ch. 15</b>		<b>Stress &amp; Health</b>		Baboons Nat'l Geo.
	<b>Sec. 1, pp. 413-419</b>	<b>p. 419, # 1</b>	Stress Sources		We are at war w/ ourselves...
	<b>Sec. 2, pp. 420-28</b>	<b>p. 428 # 2 &amp; 3</b>	Stress Reactions		
	<b>Sec. 3, pp. 430-435</b>	<b>p. 435, # 2 &amp; 3</b>	Stress Coping		
	<b>Sec. 4, pp. 437-442</b>	<b>p. 442, # 1 &amp; 4</b>	Life's Stressors		
	<i>Extended/Extra Cr.</i>	<i>p. 436, # 1-3</i>	<i>Illusion of Stress</i>		
	<b>Unit VI</b>		<b>Adjustment &amp; Breakdown</b>		
Unit 6	<b>Ch. 16</b>		<b>Disorders</b>		We'll all have them...
	<b>PROJECT B</b>	Project Presentations Begin	Too Many to List...	ProblemSolutions	How to DEAL with them...
	<b>Unit VI</b>		<b>Adjustment &amp; Breakdown</b>	<b>Disorders</b>	Like a Lightbulb...
	<b>Ch. 17</b>	Sections 1-4	<b>Therapy &amp; CHANGE</b>	<b>TREATMENTS</b>	QUALITY V. QUANTITY
	<b>pp. 484-506</b>	Answer ANY FOUR	All sections for Solutions	...and the answer is...	<b>42</b>
	<b>PseudoPsych</b>	The Parapsychological			KPAX?
	<b>REVIEW</b>				
	<b>FINAL EXAM</b>		Brain+Neuron Parts	Relative Realities	Back to REALITY?
		The BIG FEEDBACK	Did this Course HELP?	AVApplication	<i>"BIG Fish"</i>
	<b>JOURNAL ICA</b>	<b>JOURNAL ENTRIES 25</b>	12 Brain Rules	Application v. Acquisition	<b>Self-Actualization</b>
<b>DUE Date</b>	<b>READ</b>	<b>Read, Review &amp; ANSWER</b>	<b>Title</b>	<b>Concept</b>	<b>Thematic Formula</b>

See Web Site: <http://www.amesburyma.gov/webpages/pjancewicz/>

Some additional out of class reading and writing assignments may be added during the semester.