




Best Practices: Course Calendars


Last updated: July, 2007

This document contains portions of a variety of course calendar models. Each description contains links (rtf and pdf, or internet) to the entire syllabus from which it was drawn.

Every syllabus in the Project Syllabus database as of Spring 2007 was reviewed by at least two reviewers. The reviewers chose portions from the following syllabi because they were both exceptional and represent a variety of ways to present the information. This document is by no means an exhaustive list of good examples of this component of the syllabus.


Abnormal Psychology, Jeanne M. Slattery, Fall 2006, Clarion University


 <http://www.apadiv2.org/otrp/syllabi/js06abnormal.rtf>

 <http://www.apadiv2.org/otrp/syllabi/js06abnormal.pdf>

Setting the stage:			
	Topic	Readings	Discussion board
8/31	<i>What is abnormal behavior?</i>	Chs. 1, 2 ▪ Think people first	Case 1: <i>What is normal? What is optimal? (8/31-9/7)</i>
9/7	<i>What causes problem behaviors? Various viewpoints</i>	Ch. 3	
9/14	<i>Assessing behavior</i>	Ch. 4	
September 21 * * * * * Test 1 (Chs. 1-4)			
The disorders:			
9/21, 9/28	<i>Fear and anxiety: Observed and Inferred</i>	Ch. 5, 7, 14 ▪ Mind/body health: Interactive ▪ Let me tell you a secret	Case 2: <i>After Hurricane Katrina (9/21-9/28)</i>
10/5, 10/12	<i>Depression: The "common cold" of mental health</i>	Ch. 6 ▪ Kay Jamison ▪ Best things to say to someone who is depressed	Case 3: <i>Suicide prevention (10/2-10/9)</i>
October 19 * * * * * Test 2 (Chs. 5-7, 14)			

Abnormal Psychology, Lisa Kendall Damour, Fall 2006, John Carroll University

 <http://www.apadiv2.org/otrp/syllabi/ld06psychopathologyf.rtf>

 <http://www.apadiv2.org/otrp/syllabi/ld06psychopathologyf.pdf>

DATE	TOPIC	READING				DUE
		Textbook	Reader	Course-pack	DSM-IV-TR	
Aug 29	Introduction					
Sept 5	Defining and Explaining Abnormality	Chapters 1, 2, 3	1, 2, 3, 4			
Sept 12	Classifying Psychopathology	Chapter 4		Jonathan Lear	p. 27-37	
Sept 19	Anxiety Disorders	Chapter 5	5-10	Judith Herman	p. 429 - 484	Paper One
Sept 26	Mood Disorders	Chapter 6	17-22	Andrew Soloman	p. 345-428	Paper Two Topic
Oct 3	Dissociative Disorders	Chapter 7	13, 16		p. 519-533	Quiz One

Abnormal Psychology, Sue Frantz, Spring 2003, Highline Community College


 <http://flightline.highline.edu/sfrantz/syllabi/psych220.htm>


Course Schedule

Suggested outside readings are available on the course website.

	Monday	Tuesday	Wednesday	Thursday	Friday
Mar/ Apr	27 First day organization 1. Understanding Abnormal Beh	28	29 2. Diagnosis & Assessment Syllabus & Website Summary	30	31
Apr	3 3. Historical Perspectives	4	5 4. Current Perspectives	6	7 <i>Last day to add w/ instructor's signature</i>
Apr	10 Exam 1 5. Schizophrenia & Other Psychotic Disorders -- "Welcome Silence: My Triumph Over Schizophrenia" -- "I Feel Cheated by Having This Illness"	11	12 6. The Study of Schizophrenia	13	14
Apr	17 7. Mood Disorders -- "Suffering from Depression" -- "An Unquiet Mind"	18	19 8. Anxiety Disorders -- "The Accident That Didn't Happen" -- "A Fear of Snakes" [Formation of Clinical Groups]	20	21

Capstone Course, Senior Seminar: The Self, Gary Lewandowski, Spring 2004, Monmouth University

 <http://www.apadiv2.org/otrp/syllabi/gl04capstonef.rtf>


 <http://www.apadiv2.org/otrp/syllabi/gl04capstonef.pdf>


Senior Seminar: The Self Tentative Class Schedule

<u>Date</u>		<u>Lecture Topic</u>	<u>Reading</u>
21-Jan	1	Class Introduction	Syllabus
28-Jan	2	What is the Self?	James, W. (1999). The self. In R. F. Baumeister (Ed.), <i>The self in social psychology</i> (pp. 69-77). Philadelphia, PA: Psychology Press.
			Leary, M. R., & Tangney, J. P. (2003). The self as an organizing construct in the behavioral and social sciences. In M. R. Leary, & J. P. Tangney (Eds.), <i>Handbook of self and identity</i> (pp. 3-14). New York, NY: Guilford Press.
			Markus, H. & Nurius, P. (1986). Possible selves. <i>American Psychologist</i> , 41, 954-969.
4-Feb	3	Self-Concept Content and Motivation	Kernis, M. H., & Goldman, B. M. (2003). Stability and variability in self-concept and self-esteem. In M. R. Leary, & J. P. Tangney (Eds.), <i>Handbook of self and identity</i> (pp. 106-127). New York, NY: Guilford Press.
			Swann, W. B., Rentfrow, P. J., & Guinn, J. S. (2003). Self-verification: The search for coherence. In M. R. Leary, & J. P. Tangney (Eds.), <i>Handbook of self and identity</i> (pp. 367-383). New York, NY: Guilford Press.
11-Feb	4	Self-Knowledge: Fact or Fiction	Shauger, J. S., & Schoeneman, T. J. (1999). Symbolic interactionist view of self-concept: Through the looking glass darkly. In R. F. Baumeister (Ed.), <i>The self in social psychology</i> (pp. 25-42). Philadelphia, PA: Psychology Press.
			Taylor, S.E., & Brown, J.D. (1994). Positive illusions and well-being revisited: Separating fact from fiction. <i>Psychological Bulletin</i> , 116, 21-27.

Senior Seminar: The Self
Portfolio Chapter Descriptions

	<u>Lecture Topic</u>	<u>Chapter Description</u>	<u>Date Due</u>
Ch1	Class Introduction	Based on the activity & interview questions from class, create a profile of yourself. Provide the questions that were asked as well as your answers. You should also include a recent photo of yourself as part of the profile.	28-Jan
Ch2	What is the Self?	Describe your self using the dimensions outlined by James. What is your view of the self? How is it similar/different from James, Markus, and the approaches of your classmates? What would you change? Describe your possible selves. How do these influence your cognitions and behavior. As you complete this, please be sure to explain key concepts in your own words.	4-Feb


 <http://www.apadiv2.org/otrp/syllabi/ml05careersf.rtf>


 <http://www.apadiv2.org/otrp/syllabi/ml05careersf.pdf>

Course Schedule and Outline

<u>Date</u>	<u>Topic/Assignment</u>
T Aug. 20	INTRODUCTION TO COURSE <ul style="list-style-type: none">-Course goals and requirements-Exercise: Course Goals <u>Assignment:</u> <ul style="list-style-type: none">-Read hand-outs for <u>week 2</u> in course pack-Read <i>Careers in Psychology</i> (paperback), Chapter 1
T Aug. 27	HOW TO BRIDGE THE GAP BETWEEN THE MAJOR AND THE JOB WORLD/GRADUATE SCHOOL <ul style="list-style-type: none">-Academic Planning: Important Considerations-Bridging the Gap Between the Major and the Job World/Graduate School <u>Assignment:</u> <ul style="list-style-type: none">-Review hand-outs for <u>week 3</u> in course pack-Complete Assignment 1 (Academic Plan)
T Sept. 3	MAKING THE MOST OF YOUR UNDERGRADUATE YEARS: ACADEMIC PLANNING <ul style="list-style-type: none">-Due: Assignment 1 (Academic Plan)-Complete Speaker Preferences Sheet-Q&A: Academic Plans <u>Assignment:</u> <ul style="list-style-type: none">-Read hand-out for <u>week 4</u> in course pack (Holland's hexagonal model)-Optional Take-Home Exercise: Plotting Your Projected GPA
T Sept. 10	ENTRY-LEVEL JOBS FOR PSYCHOLOGY MAJORS <ul style="list-style-type: none">-Feedback on Speaker Preferences-Holland's Model of Career Development-“Yes, You <i>Can</i> Get a Job with a Psychology Major” <u>Assignment:</u> <ul style="list-style-type: none">-Complete Assignment 2 (Identifying Career Interests)

Careers: Orientation to a Major in Psychology, Drew Appleby, Spring 2005, Indiana University-Purdue University Indianapolis

 <http://www.apadiv2.org/otrp/syllabi/da05majorf.rtf>

 <http://www.apadiv2.org/otrp/syllabi/da05majorf.pdf>

Daily Class Schedule

BC Due = the book chapter due at the beginning of the class period

Assignment = work to be completed before this class

COR = the Campus Opportunity or Resource report to be presented in class

During = activities that will occur during this class period

Questions = the questions you will answer in your next book chapter based on the information acquired from this week's reading assignments and classroom activities (Copy these italicized questions word-for-word as the italicized section headings of your chapters. Omit the non-italicized sections in parenthesis, which are there to guide your answers.)

* = Documents available from the Oncourse "syllabus" page

Week One → January 11th (Tuesday class) and 12th (Wednesday class)

BC Due: None

Assignment: None

COR: COR report presented by the TAs: The roles of TAs in B103

During:

1. Introduction to the class and a presentation of the syllabus
2. Begin to sign-up for COR reports
3. Divide into TA "families" and have your first meeting with your TA

Week Two → January 18th and 19th

BC Due: None

Assignment:

1. Read the syllabus carefully and review the sections of the syllabus that describe how to write in APA style ***VERY CAREFULLY***.
2. Examine the *Sample Book Chapter** very carefully
3. Read the Introduction (pp. xi-xii) and Chapter Two in *The Savvy Psychology Major (SPM)*

COR: The Psychology Department Listserv

During:

1. View and discuss the PowerPoint presentation on APA style
2. Discuss the characteristics of a "savvy psychology major"
3. Discuss the four stages described in Chapter Two of SPM

Written Assignment: Create a "template" you can use to construct each of your nine book chapters. This template will contain the title page, the table of contents (complete with all chapter titles and ?s for page numbers), page 1 of the first chapter (complete with chapter title, introductory paragraph, and first section heading), and the reference page (with the reference for the SPM).


Theories of Counseling and Psychotherapy, Jeanne M. Slattery, Spring 2007, Clarion University


 <http://www.apadiv2.org/otrp/syllabi/js07counseling.rtf>

 <http://www.apadiv2.org/otrp/syllabi/js07counseling.pdf>

Counseling's foundation:		
1/16-1/25	<i>What Is psychotherapy? Your worldview? Ethical behavior?</i>	
	Parrott: Chs. 1-3 Slattery draft: Ch. 4 Yalom: 3-11, 13, 26-32,36,40, 57, 63-64 APA Code of ethics (2002)	Case 1. Andrea and Rusty Yates: 1/23-1/30 ❖ Who are you? ❖ Others' worldview
1/30	<i>Fork in the road</i>	
	Parrott: Ch. 5 Yalom: 10, 12	❖ Your personal theory ❖ Treatment plans ❖ Evaluation of a psychotherapy approach
2/1-2/13	Humanism: Rogers, May & Frankl	
	Parrott: Chs. 8 & 9 Yalom: 25, 41-49, 66-68 May (1995) Rogers (1980)	Case 2. Really listening (Rogers, 1980): 2/1-7
		Case 3. Mercedes (May, 1985): 2/8-2/14
		❖ Listening to differences ❖ Attending behavior & observation skills ❖ A person-centered interview ❖ Reframing events ❖ I & thou
First paper due: 2/8 <i>Test 1: 2/15</i>		
Variations on an initial theme:		
2/20-2/27	Multicultural counseling	
	Parrott: Ch. 4 Slattery draft: Ch. 5 Goode (2005) McIntosh (1989) Three Rivers (1991) Yi (1998)	Case 4. Culture's impact (Yi, 1998): 2/20-2/27 ❖ Prejudice log ❖ Exploring cultural values ❖ Exploring values in the media ❖ Understanding racial identity in films ❖ Evaluation of a psychotherapy approach
3/1-3/6	Psychodynamic theory and practice	
	Parrott: Ch. 6 Yalom: 20, 59, 73-75, 77-83	Case 5. Dreamwork, transference & countertransference: 3/1-3/7 ❖ Dream journals ❖ Focused free association ❖ Evaluation of a psychotherapy session
3/8-3/22	Behavior therapy	
	Parrott: Ch. 12 Yalom: 54 Slater (2003)	Case 6. Fear (Slater, 2003): 3/19-3/26 ❖ Baseline observations
Second paper due: 3/20 <i>Test 2: 3/27</i>		


Cognitive Psychology, Rory O'Brien McElwee, Fall 2004, Rowan University


 <http://www.apadiv2.org/otrp/syllabi/rom04cognitive.rtf>

 <http://www.apadiv2.org/otrp/syllabi/rom04cognitive.pdf>

WEEK	DAY	DATE	TOPIC	READING
1	T	8/31	Introduction to the course & to Cognitive Psychology	
	Th	9/2	Fundamental Issues in Cognitive Psychology	Ch 1 pp. 1-13
2	T	9/7	Research Methods in Cognitive Psychology <i>Coglab data due: brain asymmetry</i>	Ch 1 pp. 13-29
	Th	9/9	Cognitive Neuroscience	Chapter 2
3	T	9/14	Cognitive Neuroscience	
	Th	9/16	Cognitive Neuroscience	
4	T	9/21	Cognitive Development <i>Coglab data due: mental rotation</i>	Chapter 13
	Th	9/23	Cognitive Development	
5	T	9/28	Cognitive Development <i>Coglab data due: attentional blink</i> <i>Coglab data due: visual search</i> <i>Coglab data due: Stroop effect</i>	Journal article
	Th	9/30	Exam 1	Ch 1, 2, 13

History of Psychology: The Great Psychologists, Michael Root, Fall 2002, University of New Hampshire

 <http://www.apadiv2.org/otrp/syllabi/mr02historyf.rtf>

 <http://www.apadiv2.org/otrp/syllabi/mr02historyf.pdf>

Week	Date	Class Topic	Readings Assigned	Assignment Due Dates
1	9/4 9/6	Welcome Review Syllabus	Buy Texts, Syllabus Benjamin, Furumoto	Syllabus
2	9/9 9/11 9/13	Historiography	Leahey Fancher, Ch. 6, Richards	Benjamin, Furumoto Leahey
3	9/16 9/18 9/20	Darwin & Evolution	 Mayr, Bowler	Fancher, Ch. 6, Richards
4	9/23 9/25 9/27	 Essay 1	Darwin	Mayr, Bowler Darwin
5	9/30 10/2 10/4	Galton & Eugenics	Fancher, Ch. 7 Diamond, Gould Fancher, Ch. 8	Essay 1 Due Fancher, Ch. 7 Diamond, Gould
6	10/7 10/9 10/11	James & Consciousness	 Benjamin, Coon	Fancher, Ch. 8

Lifespan Developmental Psychology, Michael Caruso, Fall 2001, University of Toledo

Internet <http://homepages.utoledo.edu/mcaruso/aging>


Week	Class Date	Lecture Topic, Class Activity, or Due Dates	Reading
1	Tues, Jan 9	Syllabus / The Science of Life-Span Development	Ch 1
	Thurs, Jan 11	The Science of Life-Span Development	
2	Tues, Jan 16	The Science of Life-Span Development	
	Thurs, Jan 18	The Science of Life-Span Development	
3	Tues, Jan 23	Behavior Genetics	Ch 2 and Ch 8 (pp. 299-303 only)
	Thurs, Jan 25	Behavior Genetics	
4	Tues, Jan 30	Behavior Genetics	
	Thurs, Feb 1	TEST #1 (Ch 1, 2, and 8 (pp. 299-303 only))	


Introduction to General Psychology, Margaret Launius, Spring 2005, Mansfield University

Internet <http://faculty.mansfield.edu/mlaunius/Psy1101/101Syllabus.html>

DATES	TOPICS	ASSIGNMENTS
WEEK 1 1/11; 13	Orientation to course and syllabus	Carefully review course syllabus, schedule, 4P's, course etiquette, and web site,
WEEK 2 1/18; 20	Ch. 13 Social Behavior	<u>01/20 Practice Quiz</u> (material related to course)
WEEK 3 1/25; 27	Ch. 13 Social Behavior cont. Ch. 1 Science of Psychology	<u>01/25 Quiz #1 Ch. 13</u>
WEEK 4 2/1; 3	Ch. 1 Science of Psychology cont. Ch. 9 Psychology Over the Life Span	<u>02/01 Quiz #2 Ch 1</u> <i>02/01 EC Assignment #1 Due</i>
WEEK 5 2/8; 10	Ch. 9 Psychology Over the Life Span cont.	<u>02/10 Quiz #3 Ch. 9</u>
WEEK 6 2/15; 17	Ch. 2 The Brain	02/15 Exam #1: Ch. 13, 1 & 9

Industrial Organizational Psychology, Michael J. Tagler, Fall 2005, Nebraska Wesleyan University

 <http://www.apadiv2.org/otrp/syllabi/mt05io.rtf>

 <http://www.apadiv2.org/otrp/syllabi/mt05io.pdf>

Class Schedule


M = Muchinsky Text (with corresponding chapter in parentheses)

PPP = Peter's Pan Pizza readings available on blackboard

Journal articles can be downloaded full-text through the NWU library web page

<u>Dates</u>	<u>Topics</u>	<u>Reading Assignments</u>
8/23, 8/25	Intro to I/O and history	<ul style="list-style-type: none"> • M(1) • Landy, F. J. (1997). Early influences on the development of industrial and organizational psychology. <i>Journal of Applied Psychology</i>, 82, 467-477. <p><i>Supplemental Reading:</i></p> <ul style="list-style-type: none"> • Katzell, R. A., & Austin, J. T. (1992). From then to now: The development of industrial-organizational psychology in the United States. <i>Journal of Applied Psychology</i>, 77, 803-835.
8/30, 9/1	Research Methods	<ul style="list-style-type: none"> • M(2) • PPP overview
9/6, 9/8	Criteria	<ul style="list-style-type: none"> • M(3) • http://online.onetcenter.org/ • Morgeson, F. P., Delaney-Klinger, K., Mayfield, M. S., Ferrara, P., & Campion, M. A. (2004). Self-presentation processes in job analysis: A field experiment investigating inflation in abilities, tasks, and competencies. <i>Journal of Applied Psychology</i>, 89, 674-686. <p>• PPP #1</p> <p><i>Supplemental Reading:</i></p> <ul style="list-style-type: none"> • Morgeson, F. P., & Campion, M. A. (1997). Social and cognitive sources of potential inaccuracy in job analysis. <i>Journal of Applied Psychology</i>, 82, 627-655.
9/13, 9/15	Predictors	<ul style="list-style-type: none"> • M(4) • Schmidt, F. L., & Hunter, J. (2004). General mental ability in the world of work: Occupational attainment and job performance. <i>Journal of Personality and Social Psychology</i>, 86, 162-173. <p>• PPP #2</p>
9/20 EXAM 1		

Descriptive Methods of Psychological Science, Rita Frank, Spring 2003, Virginia Wesleyan College

 <http://www.apadiv2.org/otrp/syllabi/rf03methodsrf.rtf>

 <http://www.apadiv2.org/otrp/syllabi/rf03methodsrf.pdf>

Lecture and Laboratory Topics

GENERAL INTRODUCTION

Date: January 27

Lecture/Discussion Topic: Orientation to goals and methods of the course: What are descriptive methods and why are they important to the study of psychology?/ What is meant by a “qualitative approach” to these methods?/ Brief comments about the reading due on January 29th.

Laboratory Activity: Orientation to laboratory facilities and procedures./ Overview of contents of the student activity guide for this course.

Date: January 29

Lecture/Discussion Topic: Becoming acquainted with the overall topic of positive psychology.

Reading: Seligman, M., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55, 5-14.

Laboratory Activity # 1: Seeing the Social World through Complementary Perspectives

Reading: Chapter 1 of your student activity guide.

Date: February 3


Lecture/Discussion Topic: Continuing the discussion begun last class with a particular focus on happiness and subjective well being.


Readings: Csikszentmihalyi, M. (1999). If we are so rich, why aren't we happy? *American Psychologist*, 54, 821-827. Myers, D. (2000). The funds, friends, and faith of happy people. *American Psychologist*, 55, 56-67. Sink, J. R. (2000). Why can't we measure happiness [Comment]. *American Psychologist*, 55, 1162-1163.

Laboratory Activity # 2: Composing a Researcher Experience Memo


Assignment: Complete your researcher experience memo using the questions and sample format provided in your student activity guide, word process your edited version, and turn it in during lab on **February 5**.

Art, Psychology, and Visual Perception, J. Craig Clarke and Kent N. Kimmel, Spring 2002, Salisbury University

 <http://www.apadiv2.org/otrp/syllabi/jc02specialf.rtf>

 <http://www.apadiv2.org/otrp/syllabi/jc02specialf.pdf>

	Class Activities	Lecture Topics	Chapter Readings	Assignments
Class 1	Introductions, Artwork production and evaluation	Presentation of the syllabus		
Class 2	In-class <i>Write-up</i> and Discussion of a project idea. The Golden Section Hypothesis	History of psychology and art, History of perception and art.	Solso 8, Berlyne 2, 14	Journal 1 Due.
Class 3	Video: <u>The Psychologist and the Experiment</u> , Kimmel's making of a stained glass window	Creative/ Research Methodology.	Gleitman app. 1	Journal 1 returned
Class 4	Brief discussion of projects, Drawing impossible figures & <i>Write-up</i>	The science of vision	Solso 1, 2	Journal 2 Due
Class 5	Video: <i>Godzilla Meets Mona Lisa</i> , with comments from an eye witness	How we understand art. High art vs. low art	Solso 5, Winston & Cupchik (1992), Parsons (1987)	Journal 2 returned

 <http://www.apadiv2.org/otrp/syllabi/g02stereotypesf.rtf>

 <http://www.apadiv2.org/otrp/syllabi/g02stereotypesf.pdf>

Topics to Discuss

Week	Questions to Address	Reading Assignment (see ERES)
1	<p><i>Why is the study of stereotyping and prejudice important?</i></p> <p><i>How do I read research articles?</i></p> <p><i>What is the social cognitive view of stereotyping and prejudice?</i></p> <p><i>What is social categorization and why do we do it?</i></p> <p><i>Is stereotyping a normal cognitive process?</i></p>	<p>Ch. 1 Ellyson & Halberstadt (1994)</p> <p>Ch. 2; handout, www.alllookslike.com Paul (1998)</p>
2	<i>No Class!</i>	
3	<p><i>How do stereotypes develop?</i></p> <p><i>How do illusory correlations perpetuate stereotypes?</i></p> <p><i>At what age do children first show prejudice?</i></p> <p><i>How does the media help to fuel stereotypes, reinforce prejudice?</i></p>	<p>Hamilton & Gifford (1976) Cameron et al. (2001)</p> <p>Ch. 7; Anastasio et al. (1999); Larson (2001)</p>
4	<p><i>How do we measure stereotypes?</i></p> <p><i>Have racial stereotypes changed over the years?</i></p> <p><i>How has racism changed? What is aversive racism?</i></p> <p><i>Does prejudice operate partly at an automatic level?</i></p> <p><i>How are implicit attitudes measured?</i></p>	<p>Devine & Elliot (1995); Dovidio et al. (1986)</p> <p>Dovidio & Gaertner (2000) Lepore & Brown (1997)</p> <p>http://buster.cs.yale.edu/implicit</p>
5	<p><i>How do stereotypes influence our own behavior and behavior toward others? (self-fulfilling prophecy)</i></p> <p><i>Can stereotypes become self-fulfilling? (confirmed by others)</i></p> <p><i>Can teacher expectations influence students' performance?</i></p> <p><i>Why don't people try to prove the negative stereotype wrong?</i></p>	<p>Ch. 3 (pp. 32-38) Cose (1994); Word et al. (1974) Rosenthal & Jacobson (1968) Snyder & Haugen (1995)</p>