

San José State University
College of Social Sciences/Psychology
Psy1, General Psychology, Section 10, Spring 2026

Course and Contact Information

Instructor(s):	Dr. Gregory Feist
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Office Hours:	Tu Th 9-10am, DMH 313
Class Days/Time:	Tu Th 12-1:15pm
Classroom:	DMH 358
Final:	Tue May 19, 10:45am-12:45pm, DMH 358
GE/SJSU Studies Category:	GE-D (Social Sciences)

Course Description

Study of subfields and topics of psychology in general, including but not limited to psychological research, genetics, the neuron, brain, neurotransmitters, sensation, perception, attention, learning, remembering, thinking, development of the individual, intelligence, personality, aptitudes, emotions, motivation (hunger and sex), adjustment and treatment of disorders; designed to give insight into oneself and others. GE Area: D1

Course Format

This course requires the Smart e-book with an online homework and study program (called Connect/SmartBook Practice, also known as LS LearnSmart on Canvas). It comes with the Smartbook. There are weekly homework assignments.

Technology Intensive, Hybrid, and Online Courses (Required if applicable)

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty Canvas web page on <https://sjsu.instructure.com/>.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas, see [Canvas Student Resources page](#).

GE Area D Learning Outcomes (ALO)

Upon successful completion of this course, students will be able to:

1. demonstrate understanding of the ways in which social institutions, culture, and environment shape and are shaped by the behavior of individuals, both past and present;
2. compare and contrast the dynamics of two or more social groups or social systems in a variety of historical and/or cultural contexts
3. place contemporary social developments in cultural, environmental, geographical, and/or historical contexts; and
4. draw on social/behavioral science information from various perspectives to formulate applications appropriate to historical and/or contemporary social issues.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

- 1. Students shall be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in those processes, and the forces that engender social cohesion and fragmentation.**

This objective is met through material presented in Chapters 2, 3, 5, 14 in Feist & Rosenberg (2022), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: sensing, organizing, identifying, and recognizing; reality, ambiguity, and illusions; sensory knowledge of the world; organizational processes in perception; identification and recognition processes; cognitive development across the lifespan, acquiring language, social development across the lifespan, gender development, moral development, learning to age successfully; constructing social reality, attitudes, attitude change and action, prejudice, social relationships; the power of the situation; roles and rules, social norms, conformity, situational power; altruism and prosocial behavior; aggression, evolutionary perspectives, individual differences, cultural constraints; obedience to authority, and the psychology of conflict and peace.

- 2. Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.**

This objective is met through material presented in Chapters 1, 2, 5, 10, 15, and 16 in Feist & Rosenberg (2022), as well as material presented in lectures and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: evolution of modern psychology, historical foundations, and current cultural perspectives; the processes of research, psychological measurements, historical and current ethical issues in human and animal research; analyzing psychological research with descriptive and inferential statistics, becoming a wise consumer of research; intelligence and intelligence assessment, basic features of formal assessment, the origins of intelligence testing, the history and politics of intelligence testing, heredity and IQ, environments and IQ, culture and the validity of IQ tests; the nature of psychological disorders, deciding what is normal, historical perspectives of mental illness, etiology of psychopathology, the stigma of mental illness; the therapeutic context, goals and major therapies, historical and cultural contexts, treatment evaluation and prevention strategies, therapies and brain activity.

- 3. Students will be able to identify the dynamics of ethnic, cultural, gender/sexual, age-based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them.**

This objective is met through Chapters 3, 5, 7, 8, 9, 10, 11, 12, 14, and 15 in Feist & Rosenberg (2022), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the biological and evolutionary bases of behavior, heredity and behavior, evolution and natural selection, variation in the human genotype, biology and behavior; cognitive processes, studying cognition, discovering the processes of mind, mental processes and mental resources, language use, language production, language understanding, language, thought and culture, visual cognition, problem solving and reasoning; judgment and decision making; physical development across the life span, cognitive development across the life span, perceiving speech and perceiving words, learning word meanings, acquiring grammar, social development across the life span, gender development, sex and gender, the acquisition of gender roles, gender and cultural perspectives on moral reasoning, learning to age successfully; functions of motivational concepts, sources of motivation, sexual behaviors, nonhuman sexual behaviors, human sexual arousal and response, the evolution of sexual behaviors, sexual norms, homosexuality, motivation for personal achievement, need to achievement, attributions for success and failure, work and organizational psychology; understanding human personality.

- 4. Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.**

This objective is met through material presented in Chapters 2, 6, 10, 13, and 16 in Feist & Rosenberg (2022), lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments).

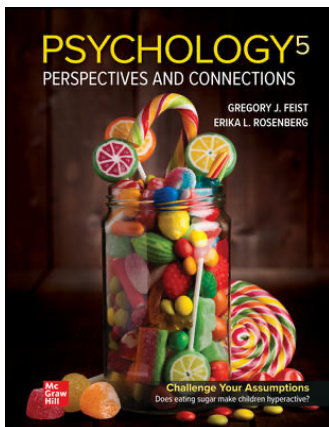
General topics addressed: analyzing psychological research, descriptive statistics, inferential statistics, becoming a wise consumer of statistics; the study of learning, evaluating the effectiveness of different learning procedures, the experimental analysis of behavior, observational learning; basic emotions and

culture, functions of emotions, stress of living, physiological stress reactions, psychological stress reactions, coping with stress, health promotion, personality and health, job burnout and the health-care system.

5. Students will be able to recognize the interactions of social institutions, culture, and environment with the behavior of individuals.

This objective is met through Chapters 14, 15, and 16 in Feist & Rosenberg (2022) and lectures, and multimedia presentations (e.g., films/videos, internet activities/assignments). General topics addressed: the power of the situation, altruism and prosocial behavior, the psychology of peace and conflict; constructing social reality, attitudes and attitude change, prejudice, social relationships; deciding who is abnormal, the problem of objectivity in defining abnormal behaviors, classifying psychological disorders, the etiology of psychopathology, anxiety disorders (types and causes), mood disorders (types and causes), gender differences in depression, suicide, psychological disorders in childhood, schizophrenic disorders, the stigma of mental illness.

Required Texts/Readings



The required textbook for this course is the **electronic form** (Smartbook) of *Psychology: Perspectives & Connections with Connect Plus* (2022), 5th edition, Feist & Rosenberg, McGraw-Hill (ISBN- 978126410806-0). Do NOT purchase a hardcopy of the book. The great news is that **you have automatic access to the book today** on Canvas and McGraw-Hill Campus (Connect). This is called “First Day”. You get charged by the bursars office (\$82) after drop deadline, Feb 17. **You automatically have access to the course materials on day one without entering a code or being charged upfront. Buy nothing else. After the add-drop period, your bursar account will be billed at a discounted rate of \$82 for the required course materials, representing significant savings for you as the student. If you opt out, McGraw-Hill charges \$121 for the same product.**

There are two ways to access the Smart e-book:

- Go to **Canvas** and then MCGRAW-HILL CONNECT follow the links
- Go to **Canvas** ASSIGNMENTS and click on the first assignment, and the Smartbook will launch.

If you choose not to have your account billed, you must “opt out” before the required deadline. If you do not opt out, you will be charged. We highly recommend that you do not opt out if you are going to continue in this course because this is the lowest cost available for this product.

After you have paid for the product, you will have access for the remainder of the term.

NOTE→ If you run into any technical difficulties, please call McGraw-Hill’s Customer Experience Group by dialing 1(800) 331-5094 or submit the “Contact Us” form found online at www.mhhe.com/support.

Over the duration of the term, you will also be required to complete a variety of assignments that will be delivered via Connect, an innovative online learning system proven to help students achieve greater success. Altogether, assignments completed on McGraw-Hill Connect will make up roughly 30% of your total grade in this course so it is imperative that you purchase access.

Course Requirements and Assignments

- 1. Class and In-Class Questions:** This class covers a large amount of material, therefore, attending lectures is crucial for your success in this class. There is too much information discussed in class that cannot be found in text and in the slides for you to do well in this course, without you attending regularly. If you want to do well, you will have to attend most every class. If you miss a class, you are responsible for getting the information from that class.

Also, I will be asking two questions during each lecture that you will answer using the [iClicker app](#) on your phones. Scan the QR code here to join the class (after you download the app on your phone).



These questions will be a combination of just what you think (no right and wrong answer) and a few about something I discussed during that lecture. Each question will be worth 1 point for **participation**, so **2 points a lecture**. There will be 50 questions (usually about 2-3 per lecture), but I will only require that you respond to 40 to get full credit. So you can miss 10 questions (about 5 classes) and still get full question points. If you answer more than 40 questions those will be **extra-credit** (up to **10 extra points**). There are no make-ups. If you miss class, or have a technical glitch, you miss those points.

2. Exams: There is one quiz (Learning How to Learning), two mid-semester exams, and one final exam, all of which consist of multiple-choice questions. The exams will be administered in the classroom and you have 1.25 hours to complete each midterm exam. You have 2.25 hours to complete the final exam. No other make-up exams will be given.

- **Extra-credit:** Your rewrite of one of your papers should be considered your extra-credit. In addition, you may complete more than 14 homework assignments on CONNECT/SmartBook and earn up to 20 extra credit points (the 15th is extra credit). **I do NOT mean Chapter 15 is extra credit** but rather if you complete all 14 weeks and also the 15th week (Ch 16) then the 15th (Ch 16) homework is extra- credit (up to 20 extra points)!
- There will be no other form of extra-credit, **so if you do not do well on your exams**, especially your first exam COME SEE ME IMMEDIATELY. We can discuss in person how to improve your performance.

3. Writing project: This assignment has **two drafts**:

- a) **First Draft:** You'll write authentic content by hand about something **you learned in LECTURE (not the book)** that really challenged some idea or assumption you had—where you essentially reacted, “wow! I didn’t know that!” “I didn’t think that was true!” Give the date of the lecture and the title of that lecture slide.
 - a. Write Draft 1 by hand (no computer)
 - b. Graded not so much on quality of writing but on the content
- b) **Second Draft:** improve your writing clarity, turning in the original draft and the revised one, plus a reflection on what you learning during the first and second drafts, both about the content that surprised and what you learned about becoming a clearer writer with the revision.
 - a. Write Draft 2 on your computer and edit based on feedback.
 - b. Graded on the quality of writing and how much improvement there was compared to Draft 1

4. CONNECT/Smartbook Practice Homework Assignments: You have to complete 14 of the 15 total homework assignments over the course of the semester. None the first week. These are two separate things. First, do the study aid **SmartBook Questions** (master 30-40 multiple choice questions) each week. Second, do the weekly quiz on **Connect**. You have to complete 14 and only 14 of these assignments, even though there will be one for each of the 15 chapters. SmartBook Practice questions each week are worth up to 8 points; Connect is worth up to 12 points. Connect has a time limit of 60 minutes; once you start you have 60 minutes to complete. No starts and stops and coming back hours or days later. **There are NO MAKE-UPS on Smartbook Questions or Connect Quiz assignments.** You must do them the week they are assigned. Once they are gone, **they are gone and cannot be made up.**

5. Three options for extra credit:

1. As a form of **extra-credit**, I will allow a 15th Questions/Quiz to count for extra credit (a total of **20 extra credit points are available**), **ONLY** if you have completed ALL other homeworks by their weekly due dates.
2. If you rewrite/fix ONE of your papers (average of two scores is final score), the extra points earned are extra credit.
3. Finally, if you answer more than required in-class iClicker questions, you can earn **up to 10 extra points**.

- 6. Expectation of Work Load:** It is important that you understand what the official CSU definition of a unit is. For every unit, it is expected that you spend 1 hour in class and 2 hours outside of class per week. That means for this course (3 units) that you be spending a total of at least **9 hours per week** (3 in class and 6 outside of class). (that is a total of 135 hours over a 15 week semester; 9×15)
- 7. Research Participation:** An important part of the educational experience of the Psyc 1 is not only learning about important facts and findings from scientific research in psychology, but also serving as a participant in research in psychology. Broad exposure to a variety of research methodologies (experiments, correlational studies, lab studies, online studies, etc.) will provide experiential knowledge for students. This experience contributes to **Course Learning Objective 4**, as well as aligning with **Program Learning Outcome 2** (Research Methods in Psychology). Thus, it is mandated for Psyc 1 courses that each student obtain a certain number of hours as a participant in research studies in the department. Research participation will count towards your course grade.

You can view available studies offered by the psychology department and sign up for the research participation on the SONA online system: <https://sjsu.sona-systems.com/>

Details on how to set up an account in SONA in order to participate in research is included in the handout and on the psychology department's website. <https://www.sjsu.edu/psych/resources/research-pool.php>

Research participation will be treated as a course assignment **worth 6% of the final course grade**. But to obtain the full 6%, you will need to complete all 4 hours of research participation. Anything less than 4 hours will result in less than 6%. *Penalty for less than 4 hours is fewer than 55 points being earned (proportional: e.g. 2 hours = 37/55 points)*

If you elect to not participate in research, you can consider the alternative assignment option for full or partial credit for your research hours. Please see the distributed handouts on alternative assignment for details on the requirements.

Department of Psychology Policy for Awarding Research Hours for Partial Completion

For psychology students at SJSU, research participation is a requirement for completion of the Psyc 1 General Psychology course. However, it is the view of the department that **proportional credit** can be given in that points awarded should be commensurate with the effort expended by participants in studies.

Consistent with IRB ethical guidelines, participants can always elect to withdraw from a study for any reason. In these cases, **credit will be granted in proportion to the amount of the study completed**, with a minimum credit of 0.25 hours. In cases where participants complete a study unreasonably quickly, credit will be granted in proportion to the amount of the study completed, with a minimum credit of 0.25 hours.

So just because a study says 1.0hr credit does NOT mean that is what you will earn.

You must complete the full study to be awarded full credit.

Diversity Statement: Goals and Content

San José State University is committed to supporting a diverse community guided by core values of ethical conduct and inclusion and respect for each individual. Such a community enriches the intellectual climate of the university and the educational experiences of its students, promotes personal growth and a healthy society, and supports a positive work environment. By studying issues related to diversity, equity, and inclusion, students come to appreciate their rights and responsibilities in the free exchange of ideas that is the hallmark of a healthy and productive society.

Thus, GE courses shall incorporate issues of diversity, equity, and inclusion. They may do so in one or more of the following ways (for non-exhaustive list see [Area S Writing & Diversity Goals](#)). Disciplines, departments, and fields of study should be able to engage in AT LEAST ONE of the following bullet areas (for a list of the bullet areas see [Area S Writing & Diversity Goals](#))

Explanation of how this course meets Diversity Goals and Content:

Psychology 1 (General Psychology) meets 2 of the 4 bullet areas listed in the Area D Diversity Goals:

- The experiences of diverse peoples may be topical issues of discussion and analysis.
- The placement of a specific theory and/or course concept in relation to surrounding diverse contexts and communities.

Final Examination or Evaluation

The **final exam** will take place on **Tu Dec 19th** (10:45 am 12:45 pm) in our classroom. It will be multiple choice and consist of both cumulative and non-cumulative (3rd midterm) material. It is worth 18% of the total course grade. Do NOT miss this final. It will result in a ZERO and you lose 18% of your grade!

If you have more than 2 finals in the 24-hour period around our final, you must request from me **in writing** on or before **May 1** a request to move the time up to an earlier time. You must also show me the other two syllabi that lists the final exams and their times.

Grading Information: Determination of Grades

	Points	Percentage of Total Grade
Exam 1	80	8.3%
+ Syllabus Quiz	10	1.4%
+ Learning How to Learn Quiz	10	1.4%
Exam 2	120	12.4%
Final Exam	160	16%
Research Participation	55	5.7%
Class Participation (in class iClicker questions)	50	5.2%
Homework (weekly Smartbook Questions and Quizzes)	280 (20 each)	29%
Writing Assignments	200 (100 each)	20.7%
Total	965	100%
Final Grade Distributions		
Grade	Points	Percentage
A plus	945 to 1000	94.5% to 100%
A	915 to 944	91.5% to 94.4%
A minus	895 to 914	89.5% to 91.4%
B plus	865 to 894	86.5% to 89.4 %
B	815 to 864	81.5% to 86.4%
B minus	795 to 814	79.5% to 81.4%
C plus	765 to 794	76.5% to 79.4%
C	715 to 764	71.5% to 76.4%
C minus	695 to 714	69.5% to 71.4%
D plus	665 to 694	66.5% to 69.4%
D	615 to 664	61.5% to 66.4%
D minus	595 to 614	59.5% to 61.4%
F	594 and below	59.4% and below

Rounding is Included in the Grading Scale

The point totals reflect rounding up to the nearest percentage. For example, an A- would normally require 90%. With rounding, it only requires 89.5%. Because rounding is built in to the grading scale, your grade will be based on your final point total, rounded to the nearest whole percentage point (so, 895 points or 89.5% is an A-, but 894 points or 89.4% is a B+). **To be fair to everyone in the class, these are firm cutoffs, so please don't ask for additional bumping up.**

Late Writing Assignments:

All writing must be turned in on Canvas before midnight on the scheduled due date. Assignments submitted after this deadline will lose 3-4 points immediately and an additional 3-4 points for every day that they are late.

No Make-up Exams Allowed: Only with valid written medical excuse will any exam be allowed at a time other than those scheduled for your class.

Classroom Protocol

Attendance is strongly recommended especially given there will be regular (daily) in-class questions to encourage participation. Be considerate of others and the instructor if you must show up late or leave early.

University Policies

Email Etiquette

As a University student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail notes that you might send. When sending email, I would encourage you to create an email account that includes your name (e.g., greg.feist@sjsu.edu). If you do not create such an email, be certain to include your name in the correspondence. Please be sure to follow the following basic guidelines when communicating in a professional capacity:

- Do not leave the "Subject" empty:
- Be sure to **identify yourself clearly by stating your full name and the specific course in which you are enrolled**. I have other classes with many students.
- If needed, clearly request a reply.
- Do not expect an immediate reply. Electronic communication is available 24/7.
This is not true of your instructor or your classmates.

Recording Lectures:

- a. Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- b. It is suggested to include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- c. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- d. Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Academic Integrity

Know the policy on academic integrity and definitions of cheating and plagiarism:
<http://info.sjsu.edu/static/catalog/integrity.html>. The student must:

1. Know the rules that preserve academic integrity and abide by them at all times. This includes learning and abiding by rules associated with specific classes, exams and course assignments.
2. Know the consequences of violating the Academic Integrity Policy.
3. Know the appeal rights, and the procedures to be followed in the event of an appeal.
4. Foster academic integrity among peers.

AI Policy

Well-known examples include ChatGPT for text and DALL•E for images. This policy governs all such tools, including those released during our semester together. **You may use generative AI tools on assignments in this course when I explicitly permit you to do so.** Otherwise, you should refrain from using such tools. If you do use generative AI tools on assignments in this class, you must properly document and credit the tools themselves. Cite the tool you used, following the pattern for computer software given in the specified style guide. Additionally, please include a brief description of how you used the tool. If you choose to use generative AI tools, please remember that they are typically trained on limited datasets that may be out of date. Additionally, generative AI datasets are trained on pre-existing material, including copyrighted material; therefore, relying on a generative AI tool may result in plagiarism or copyright violations.

Finally, keep in mind that the goal of generative AI tools is to produce content that seems to have been produced by a human, not to produce accurate or reliable content; therefore, relying on a generative AI tool may result in your submission of inaccurate content. It is your responsibility—not the tool's—to assure the quality, integrity, and accuracy of work you submit in any college course. As specified elsewhere in the syllabus, this course may require electronic submission of essays, papers, or other written projects through the originality assessment service Turnitin. Turnitin will also attempt to detect AI-generated text. If you use generative AI tools to complete assignments in this course, in ways that I have not explicitly authorized, I will apply the Code of Academic Integrity as appropriate to your specific case. In addition, you must be wary of unintentional plagiarism or fabrication of data. Depending on the specific circumstances, a first offense academic integrity violation related to misuse of generative AI could range anywhere from Level 1 to Level 3 under the Code of Academic Integrity. Repeated offenses could raise the violation to Level 4. Please act with integrity, for the sake of both your personal character, your academic record, and your professional development.

Psychology 001 / General Psychology, Spring 2026, Course Schedule

Class	Date	Topics, Readings, Assignments, Deadlines
1	Th Jan 22	Introduction, Learning How to Learn Lecture
2	Tu Jan 27	What is Psychology? Ch 1 Questions/Quiz Ch 1 Due (Wed Jan 28)
3	Th Jan 29	Science & Research Methods, Ch 2
4	Tu Feb 3	Science & Research Methods, Ch 2 Evolution, Genetics, Ch 3 Questions/Quiz Ch 2 Due (Mon, Feb 2)
5	Th Feb 5	Neuron, Brain, Ch 3
6	Tu Feb 10	Brain, Ch 3 Questions/Quiz Ch 3 Due (Mon, Feb 9)
7	Th Feb 12	Neurotransmitters, Brain Imaging, Ch 3
8	Tu Feb 17	Sensation & Perception, Ch 4
9	Th Feb 19	Sensation & Perception, Ch 4 Questions/Quiz Ch 4 Due (Fri Feb 20)
10	Tu Feb 24	Exam 1 (Ch 1-4) + Syllabus Quiz + Learning How To Learn Quiz
11	Th Feb 26	Human Development, Ch 5
12	Tu Mar 3	Human Development, Ch 5 Questions/Quiz Ch 5 Due (Mon, Mar 2) 1hr Research Participation Due (Mar 1)

Class	Date	Topics, Readings, Assignments, Deadlines
13	Th Mar 5	Consciousness, Ch 6
14	Tu Mar 10	Consciousness, Ch 6 Questions/Quiz Ch 6 Due (Mon, Mar 9)
15	Th Mar 12	Memory Ch 7
16	Tu Mar 17	Learning Ch 8 Questions/Quiz Ch 7 (Mon Mar 16)
17	Th Mar 19	Learning Ch 8
18	Tu Mar 24	Language-Reasoning Ch 9 Questions/Quiz Ch 8 Due (Mon Mar 23)
19	Th Mar 26	Language-Reasoning Ch 9 Questions/Quiz Ch 9 Due (Fri Mar 27) Writing Assignment #1 Due Mar 26
	Mar 31-Apr 5	SPRING BREAK
19	Tu Apr 7	Intelligence, Ch 10
20	Th Apr 9	Creativity, Ch 10 Questions/Quiz Ch 10 Due (Fri Apr 10)
21	Tu Apr 14	Exam 2 (Ch 5, 6, 7, 8, 9, 10)
22	Th Apr 16	Motivation Ch 11 (Emotion read only; not lecture)
23	Tu Apr 21	Personality Ch 13 Questions/Quiz Ch 11 (Mon Apr 20)
24	Th Apr 23	Personality Ch 13
25	Tu Apr 28	Social Influences Ch 14 Questions/Quiz Ch 13 (Mon Apr 27) Writing Assignment #2 Due Apr 28
26	Th Apr 30	Social Influences Ch 14 ; Guest Lecture Questions/Quiz Ch 14 (Fri May 1)
27	Tu May 5	Psychological Disorders, Ch 15 Questions/Quiz Ch 15 (Fri May 8)
28	Th May 7	Treatment of Disorders, Ch 16 Questions/Quiz Ch 16 (Mon May 11) Research Participation Hours or Alternative Assignment (due Mon May 11 5pm)
Final Exam	Tue May 19, 10:45am-12:45pm, DMH 358	Non-Cumulative Exam (60 questions): Chapters 11, 13, 14, 15, 16 Cumulative Exam (20 questions): Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

[Ch 16 Homeworks extra credit by counting 0 points on Canvas Assignment; points get added if done, but not penalized if not]