

General Psychology

Psychology 111, Section 4

Summer Semester, 2009

Tuesday/Thursday 4:00-6:30pm – Room 374 MARB

Instructor: Dr. Mikle South

Office: 245 Taylor Building (TLRB)

1190 North 900 East (east from Law School and kitty-corner from Creamery on Ninth)

Office hours: by appointment

Office phone: 801-422-4058

Email: south@byu.edu **This is the most effective way to contact me!**

Teaching Assistant: Adrian Rockwell

Psych Central – 1150 SWKT

Office hours: 2-4 PM Thursdays or by appointment

Email and IM: adrian.rockwell@gmail.com

Email for turning in assignments: byu.psychology@gmail.com

This email is for submitting assignments only. Please direct questions to Dr. South's or Adrian's email addresses.

Required Materials

Gazzaniga, M.S., Halpern, D.F., & Heatherton, T.F. (2009). *Psychological Science, 3rd Edition*. New York: Norton.

Marcus, G. (2006). *The Norton Psychology Reader*. New York: Norton.

Course Description and Purpose

These are exciting times for the science of psychology. Rapid advances in technology for studying the relationship between behavior and the brain are a good complement to established research approaches to the study of learning, motivation, and relationships in all segments of society.

This course is intended to introduce you to a breadth of topics across the discipline of psychology, reviewing the history of psychological research but with an emphasis on current progress. In this course, the nervous system is at the center of study, and the textbook as well as many lectures will focus on relating understanding of brain function to human problems and potential. However, psychology covers a rich diversity of topics related to the contexts and applications of human behavior that will be discussed in class activities and supplemental readings.

Psychology Program Objectives

The University and the Psychology Department have jointly created four core learning objectives for psychology majors at BYU. Not all students enrolled in this section will become psychology majors; nonetheless, these guidelines provide an important context for the process and content of

learning in this course. More information on these guidelines can be found at https://learningoutcomes.byu.edu/wiki/index.php/Psychology_BS

- (1) Be able to demonstrate that they understand and can apply basic research methods in psychology, including research design, data analysis, and interpretation of results in light of previous findings.
- (2) Be able to use computers and other research-related technology to competently collect, access, and manage information, communication, and other purposes.
- (3) Be able to express realistic ideas about how to implement their psychological understanding, skills, and values in occupational and family-related pursuits in a variety of settings.
- (4) Be able to critically reflect on the content of psychology as well as on disciplinary values in light of their knowledge of and commitment to the restored gospel of Jesus Christ and to sustain personal values that are true to the gospel while maintaining their serious study of psychology.

Specific Course Goals

Students of this course are expected to achieve the following:

- a) Understand the history and process of systematic experimentation and thought that underlies the field of psychology, and be able to apply that process to current and future coursework as well as to everyday interactions (see Program Objectives # 1,3,4);
- b) Be able to realize the impact of psychological science in diverse areas of human development, organization, and health; and express that realization in verbal and written class assignments (see Objectives #2,4);
- c) Gain an increasing awareness and tolerance for the similarities and differences among all of us and in our communities (see Objectives 3,4).

Course structure

Instruction for this course will consist of in-class lectures with accompanying in-class activities, regular reading in the textbook, and completion of supplemental activities as assigned. Lecture topics will loosely follow the current themes from the assigned textbook readings, but will regularly cover other aspects and other content. Successful completion of this course will therefore require regular class attendance; keeping up-to-date with the readings; and turning in other assignments in a timely fashion.

This course will provide materials and announcements using the internet through *Blackboard*, as accessed via the BYU.edu home page. It is your responsibility to ensure Route Y has your correct email address and that emails from Blackboard are being properly sent to your email account. Students without their own personal computers may use the computing facilities at any library or public technology area on campus. Check *Blackboard* often for assignment updates and course announcements. Failure to do this will mean that you miss potentially important comments and announcements.

Assignments

Quizzes

There will be an in-class quiz during almost every class period, with the exception of the first quiz which is an email assignment (see below). Quizzes will be based on material from the previous lectures and the assigned reading. That means that if you are attending class, participating in the activities, and keeping fairly up-to-date on the reading, you will be

adequately prepared for the quizzes. Each will be worth 8 points, and each student may drop their two lowest quiz scores from the semester.

- *Total possible = 64 points*

Article Summaries

Psychology has a rich history that is easy to overlook in an introductory course. Your textbook comes with a wonderful supplemental reader, The Norton Psychology Reader, which includes brief excerpts from many famous psychologists. The essays cover important topics that are relevant to our everyday lives. You are required to read four of these essays and write accompanying papers. Papers should be 2-3 pages, double-spaced in 12-point Times New Roman font. They are due to be submitted to the BYU Psychology email before the start of class on the day listed. **Be sure you have read the attached instructions on how to properly submit assignments. Papers incorrectly submitted or sent to the wrong email address will not be accepted.** Each is worth 20 points according to the following rubric. You do not have to follow every point of the rubric but do consider it as a fairly rigorous guide.

*Factual summary = 5 points possible. Include a thorough summary of the facts regarding the essay, including details regarding who wrote it and a summary of their major themes and supporting evidence. Pretend that I haven't read the essay: I should still be able to reconstruct the story without difficulty. This may also include relevant facts from the book or lecture material.

*Clarity and quality = 5 points possible. Spelling, grammar, proper editing and continuity are all essential parts of effective communication. Does your paper tell a coherent "story" from beginning to end? Have you taken the time to read over your paper (better yet-have a friend read it over) to correct mistakes and make sure that it flows well?

*Interpretation and application = 10 points possible. What did this article mean to you? You should choose articles that arouse passion and emotion, or at least a keen interest for you. How does it apply to the things we are learning in class? How does it apply to life, either your own or in your community (family, church, country, neighborhood, and so on)? This is what makes your paper interesting. Essentially, your grade will be based on how interesting and meaningful your paper is. You do NOT need to divulge personal or private information, only demonstrate that you have thought clearly and deeply about the topic.

- *Total possible=80 points*

You may choose any essay in the book, but here is a list of essays I think are particularly interesting and relevant:

Huff: How to Lie with Statistics (p. 20)
Damasio: Descartes Error (p. 58)
Gopnik et al.: Scientist in the Crib (p. 146)
Goleman: Emotional Intelligence (p. 199)
Angier: Woman, and Intimate Biography (p. 255)
Jamison: Unquiet Mind (p. 349)

Marcus: The Birth of the Mind (p. 45)
Pinker: The Language Instinct (p. 97)
Schacter: Searching for Memory (p. 165)
LeDoux: Emotional Brain (p. 233)
Taylor: The Tending Instinct (p. 273)
Kramer: Listening to Prozac (p. 366)

Class Participation

We have a great opportunity to have a small section for this semester. Every student is expected to participate through asking questions, class and small group discussions, and active participation in group activities. We can learn much from each other!

- *Total possible=40 points*

Exams

There will be three exams that are held in class. Each will consist of approximately 40 multiple choice questions and will be worth approximately 40 points. Questions may be drawn equally from readings in the text and from in-class lectures and activities. All exams are closed-book, and no additional materials are allowed for the tests. Make-up exams will be offered only for extraordinary circumstances- the annual family vacation to Lake Powell does not qualify.

- *Total possible=120 points*

Group Presentations (July 16, 21, 23, 28, 30)

You will each have the opportunity to make a presentation to the class for between 7-8 minutes, done in groups of 3 people. You may choose from a wide range of topics to supplement the regular lectures: demonstrate a classic experiment from the history of psychology, give a biography of a famous psychologist, hold a debate on a controversial topic, or any other interesting idea as approved by the instructor. These should be fun. They may be humorous although based on solid scientific grounds. You may choose to do a Powerpoint presentation or something more creative, such as make a movie together.

Time will be given during the second day of class to form groups. Your group will then pick a topic and send a message to the course email (byu.psychology@gmail.com) with the names of those in your group, your chosen topic and what date you would like to present on (there will be two presentations per day). The first emails get the first pick of dates. A finalized presentation schedule will be posted on Blackboard afterwards. Grading will be based on group effort as well as individual performance.

- *Total possible=40 points*

TOTAL POINTS POSSIBLE = 344

Extra Credit Opportunities

Since the summer term is only about 7 weeks long, I am not certain how many extra credit opportunities will arise. I will let you know when I hear of relevant experiment participation chances, psychologically-minded talks or movies, and so forth. You may also suggest activities. I plan to allow for up to two such activities worth 5 points each. You must attend the relevant activity and then provide a one-page (double-spaced) summary of your participation. Stay tuned.

Exceptions

In order to promote fairness for all students, exceptions to any of the posted deadlines or rules will be given for only serious considerations of health and welfare. Preplanned absences or tardy

assignments **MUST** be approved by the instructor **well ahead of time** in order to be excused. Other absences should be cleared as soon as reasonably possible after the fact. Because your lowest two quiz scores may be dropped, I will not give any makeup quizzes

As stated above, email works best and I will make every attempt to answer emails within 24 hours. Phone messages may be left with Dr. South, with the understanding that those may not be checked as regularly on some weekdays and never on weekends. I am also be available before and after most class periods to speak with students – however, there are often many students at these times and it can be difficult to keep track of everything at once. Email is the most reliable form of communication although I pledge to do our best to respond to phone or personal contact.

Course Grading

There are 344 total points possible in this course. Grading will be done on a strict cumulative basis (i.e., no curve), according to the following breakdown. Grades will be rounded to the nearest percentage point.

93%-100%	= A	77%-79%	= C+
90%-92%	= A-	73%-76%	= C
87%-89%	= B+	70%-72%	= C-
83%-86%	= B	67%-69%	= D+
80%-82%	= B-	63%-66%	= D

Classroom Expectations

This course and the university, have high expectations for students. I will strive to prepare well and provide a rich learning environment. Students and faculty necessarily depend on each other to make the environment supportive and free from distractions. Powerpoint slides for each lecture will be posted on Blackboard at least 24 hours before the corresponding class period, meaning that students may print and bring the basic slides, which will greatly facilitate note-taking.

Basic rules of decency therefore apply to this class for the benefit of yourself and your peers: no cell phones, pagers, PDAs, and so forth are to be **SEEN** nor **HEARD** during class hours. If you choose to use a laptop computer please be courteous to your fellow students and me by only using it for class-related purposes. Do not be a distraction to yourself and others by playing games, checking your email, surfing the web, etc.

Likewise, defamation, inappropriate criticism, and so forth are not allowed. The class should and must provide an avenue for respectful discussion, disagreement, and exchange. Please do your part to make this a positive experience for all students.

Sensitive Issues

As stated above, one of the objectives of this course is to explore how the study of psychology affects our lives and our worlds. We will be discussing a number of difficult issues (e.g. divorce, suicide, eating disorders, substance abuse and so forth) that may evoke powerful and challenging feelings in individual students. I will do my best to let you know when such topics are coming, although sometimes they arise more spontaneously during lectures or discussions. Please feel

welcome to speak with me regarding any concerns about these topics, either before the lecture or after.

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards.

Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination or Harassment

Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

Students with Disabilities

If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

Schedule

GHH = Gazzaniga, Halpern and Heatherton (your textbook)

Topic 1, 6/23: Introduction and History

- *GHH Chapter 1*

Topic 2, 6/25: Research Methods

- *Quiz #1 due before start of class (see below)*
- *GHH Chapter 2*
- *Form presentation groups*

Topic 3, 6/30: Biology of Behavior

- *Paper #1 due before start of class*
- *GHH Chapter 3*

Topic 4, 7/2: The Mind and Consciousness

- *GHH 4*
- *In Class exam (Chapters 1-3)*

Topic 5, 7/7: Sensation and Perception

- *GHH 5*

Topic 6, 7/9: Learning

- *Paper #2 due before start of class*
- *GHH 6*

Topic 7, 7/14: Motivation and Emotion

- *GHH 9*

Topic 8, 7/16: Attention and Memory

- *GHH 7*
- *Group presentations*

Topic 9, 7/21: Thinking and Intelligence

- *GHH 8*
- *Group presentations*
- *In Class exam (Chapters 4-7, 9)*

Topic 10, 7/23: Health and Well-Being

- *Paper #3 due before start of class*
- *GHH 10*
- *Group presentations*

Topic 11, 7/28: Social Psychology

- *GHH 12*
- *Group presentations*

Topic 12, 7/30: Emotional and Mental Health

- *Paper #4 due before start of class*
- *GHH 14*
- *Group presentations*

Topic 13, 8/4: Intervention

- *GHH 15*

Final Exam, 8/6

- *In Class exam (Chapters 8, 10, 12, 14, 15 plus general psychological principles)*

Instructions for Submitting Papers

All papers MUST be submitted to the BYU psychology email address. Submissions to Dr. South's or Adrian's emails will NOT be accepted.

Email: byu.psychology@gmail.com

Subject Line: The subject line is important to type correctly as this ensures the filter for this class picks up your email. All subject lines should read:

{Course Number} Section {Number} Paper {Number}

For example, your first paper is due by 4:00 PM, June 30th. Prior to this time you will send an email with the subject:

111 Section 4 Paper 1

The only thing that will change for subsequent assignments is the paper number (Paper 2, Paper 3, Paper 4).

Attachment: All papers must be submitted as an attachment (do not type your paper in the body of the email). It should be a Microsoft Word document – Microsoft Word 2003 (.doc) or 2007 (.docx) will be acceptable. The document must be named accordingly:

111_Section4_Paper{number}_{Last name}{First name}

For example Wilhelm Wundt's first paper would be named:

111_Section4_Paper1_WundtWilhelm

Quiz #1

To ensure everyone understands the syllabus and the process for turning in assignments your first quiz will be a practice for submitting a paper. Though this is a practice, it is a real quiz worth real points. This quiz is due by the start of the second day of class.

- 1) Create a Word document and give it the correct name (111_Section4_Quiz1_LastFirst)
- 2) **Copy and paste*** the following into the document and answer the following questions:
 - Name?
 - Major?
 - You have four papers to turn in this semester. On the due date, by what time must these be submitted by email?
 - Will papers submitted to Dr. South's email be accepted and graded?
 - Will papers submitted to Adrian's email be accepted and graded?
 - Will papers submitted by hand in class be accepted and graded?
 - Without prior approval from Dr. South, how much credit will be given to late assignments?
 - For group presentations, how many people will be in your group?
 - What is the first date that group presentations will be given?
 - If you need to meet with the TA, where do you go and at what times is he available?
- 3) Submit the email with the correct subject line (111 Section 4 Quiz 1).
 - Don't forget to attach the document!

* This syllabus is available online through Blackboard. Accessing the online version will allow you to easily copy and paste the above text into your assignment.