

Teaching Assistants: Tessa Salisbury, Emily Albright

Text: Hewstone, M., Fincham, F.D., and Foster, J. (2005). *Psychology*. London: Blackwell.

September	1 & 3	Chapter 1: Introduction, Chap. 17: Attitude/Attributions
September	8 & 10	Chapter 18: Interpersonal Rel, Groups; TAs
September	15 & 16	Chapter 2: Methods, Chapter 3: CNS
September	22 & 24	Chapter 4: Learning, Chapter 5: Motivation
September	29 & Oct 1	Chapter 6: Emotion
October	6 & 8	Chapter 7: Sensory Processes
October	13 & 15	Chapter 8: Perception, Midterm
October	20 & 22	Chapter 9: Infancy and Childhood
October	27 & 29	Chapter 10: Adulthood
November	3 & 5	Chapter 11: Memory
November	10 & 12	Chapter 12: Language and Thought
November	17 & 19	Chapter 13: Intelligence
November	24 & 26	Chapter 14: Personality, Thanksgiving Holiday
December	1 & 3	Chapter 15: Abnormal Psychology
December	8 & 10	Chapter 16: Therapy

On your own (no class lectures) —choose one from the following three chapters: Chapter 19: Health Psychology, Chapter 20: Organizational Psychology, Chapter 21: Forensic Psychology

Class Format:

This is a detailed, up-to-date text written by authors who are current in their particular fields of psychology. Unlike many other introductory textbooks, it does not gloss over important subjects. But because time is short, a mere 15 week semester, we will handle the 21 chapters in the following way: First, because Attitudes & Attributions (Chap 17) and Group Processes (Chap 18) are critical to the *process* of learning, or how we learn the information, we will address key points in those chapters along with Chap 1, Introduction to the Science of Psychology. We will then proceed in sequence from Chaps 2-16, approximately one chapter a week, sometimes two. You will choose *ONE* Chapter from Chapters 19, 20 & 21-- Health Psychology, Organizational Psychology, and Forensic Psychology respectively, according to your own interests. If, for instance, you are planning on a career in law enforcement, law, assessment in the prisons you might find Forensics more important to peruse. If, however, you are thinking of going into a health field, the Health chapter will be useful. If you are considering business, or any related field, Organizational Behavior Psychology would fit the bill.

Grading:

*150 pts Midterm:* in classroom from 1:35-2:50pm 1104 JKB 10/15/09

The midterm will consist of 75 multiple choice questions, Chapter 1-8. You will be able to consider your changing attitudes and attributions (Ch 17) regarding the discipline of psychology and how that enhanced or perhaps hindered your learning this semester in your writing assignment explained below. Please comment on your experience of the class as a large group process as well (Ch 18).

*200 pts Final:* in classroom from 2:30-5:30pm 1104 JKB 12/17/09

The final will consist of 94 multiple choice questions, Chapters 9-16, (some of these questions will be taken from our class discussion). Six additional questions pertinent to the chapter you choose to focus on (Chapters 19, 20, and 21) will bring the total to 100 questions.

*50 pts Brief Biography:*

While taking this class, what do you think about your own humanness, how the psychology of your humanness intersects with others' humanness, how your attitudes and attributions might be changing due to reading and class discussion. ANY thoughtful treatise will do; 2-3 pgs. No Late Papers accepted. No covers. Must be typed, proof-read, stapled in left corner. Due at beginning of final, Dec. 17, 2:30pm.

**OR***Psychology and the Media (TV, Internet, and Film):*

Write up a short paper on a current event having to do with mental health and psychology. Consider how the writer's attitudes and attributions might be influencing his or her writing; same requirements as above.

*50pts Extra Credit* if you sign up for and complete participation in research; see SONA below.

Please note:

When I was Associate Dean for the College of Family Home Social Sciences, I wrote the policies for thwarting cheating (including plagiarism), promoting diversity (racial, ethnic, gender, disability awareness etc.), and encouraging active learning environments. These statements were included on every syllabus for the college. Here is a briefer version of those policies, still binding: Please try really hard not to canker your soul by cheating on tests or stealing other author's words; live in today's world by honoring all traditions and cultures and cultivating civility, allowing others their right to represent themselves regardless of your own strongly-held beliefs; and be an active learner by being responsible not only for your own learning, but for the learning capacities of your neighbor. This means curtailing (1) your own out-loud thoughtless bias and dogmatism (there is nothing attractive about unexamined black and white thinking); and (2) the twin discussion killers: dominating class discussion, or never adding to class discussion in the first place by always being silent. Strive for balance. Be curious. Be kind.

Useful Resources:

Psych Central, 1150 SWKT, a place to meet, talk, be helped by tutoring staff, TAs.

FHSS Writing Lab, open 9-5, 1051 JFSB, 422-4454, <http://fhsswriting.byu.edu/>

Counseling (1500 WSC 422-3035) and Career Center ([clic@byu.edu](mailto:clic@byu.edu))

University Accessibility Center, 2170 WSC, 422-2767([uac@byu.edu](mailto:uac@byu.edu))

SONA Systems: Extra Credit for volunteering as research participants; cutting edge technology to gather sample populations for research, <http://byu.sona-systems.com/>, [psych\\_projects@byu.edu](mailto:psych_projects@byu.edu).

Special Note: H1N1, the influenza virus called "swine flu" is upon us. DO NOT ignore flu symptoms of vomiting, fever—go to the health center, your local physician, or a qualified health professional of your choice. DO NOT come to class sick. An alternate time will be arranged for the midterm and the final should this become necessary; should large-scale absenteeism occur please be patient as I alter the lecture schedule. Check out these resources for additional information and updates as the flu season proceeds: <http://www.flu.gov> or <http://flu.byu.edu>, or call 1-800-CDC-INFO (232-4636).