

Introduction to Psychology
PSYCH 111: Section 3
Fall Semester 2009
Tuesdays and Thursdays (8:00 – 9:20 AM) JFSB B002

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Overview

Welcome to BYU! People sometimes believe that psychology is about learning to “understand themselves”, but that simply is not accurate. Psychology is the study of behavior broadly construed. Psychology does include the study of how others think, feel, and behave. As you read through this document, **please** pay attention to course policies, objectives, and design.

Course Objectives

This is typically student's first formal course in psychology and as such provides introductory level coverage of topics such as neuroscience, personality, development, cognition, language, as well as psychological disorders and their treatment. Given the “survey” nature of this course we will devote a limited amount of time to each of these topical areas where the Psychology Department offers upper division courses that are more topically focused. It is also important to emphasize that psychology is a scientific discipline meaning that a premium is placed on research; as such students will also be introduced to some of the elementary issues in psychological research and statistics. Given the above backdrop, the course will be more theoretical in nature rather than providing practical applications. Remember Albert Einstein once stated that *there is nothing more practical than a good theory*.

BS in Psychology Program Objectives

Graduates will:

- (1) Be able to demonstrate more extensive knowledge and deeper understanding of the major core content areas of psychology at a depth that clearly exceeds the undergraduate level.
- (2) Be able to demonstrate technical sophistication related to their self-selected area of scholarly specialty by using laboratory apparatus, software applications, survey instruments, etc.
- (3) Be able to design, produce, analyze, and report original research that contributes to their self-selected area of scholarly specialty.
- (4) Be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as an academic and professional discipline. In particular, they should be able to critically reflect on these 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 scholarly study of psychology.

Required Text

Schacter, D., Gilbert, D., & Wegner, D. (2009) *Psychology*, Worth, New York.

Additional resources:

PsychPortal which should have been bundled with your text

General Course Design

There are three basic instructional activities: a) course lectures, b) assigned readings, and c) supplemental activities associated with PsychPortal. The lectures and readings are designed to convey the conceptual and logical foundations associated with developing an understanding of psychology.

The purpose of the PsychPortal is to 1) provide students with various simulations/demonstrations, 2) a way to guide you in your studying, and 3) it can provide you personalized reviews for that material you find particularly difficult. PsychPortal also has a research and writing component where you can learn how to locate and download various research articles as well as assistance in writing for the social sciences. PsychPortal also contains a copy of the book in its entirety such that you can read the text from any computer with an internet connection.

Outlines/power-points for each lecture will be made available on BlackBoard. These are intended to supplement your note taking – some material covered in lecture may not appear on the on-line notes but will be included on the quizzes and exams.

Student Evaluation1) Major Course Examinations

There will be FOUR major course examinations, the first at about four weeks into the term, the second at or about the eighth or ninth week of the term, one at about the eleventh week, and the last exam at the end of the term during finals week. The major exams are not comprehensive; however, they do build upon those concepts previously covered. Each exam will be given in the testing center on the dates listed covering those chapters indicated on the Course Outline.

The major examinations differ from the quizzes in one important respect. The major examinations are designed to determine the degree to which students have achieved more advanced course objectives, e.g., ability to interpret or translate concepts and principles given novel situations, the ability to analyze various empirical findings and the appropriateness of their interpretations and/or assumptions, etc. Because the major exams are designed to tap more complex and subtle outcomes, students typically find them more challenging than the quizzes.

2) Quizzes – iClicker

Students can earn on the quizzes up to 100 points and students can earn an additional 25 points that will be applied as extra credit. There are 28 lectures for the term and on average there will be roughly 5 iClicker questions per lecture – for a total of about 140 points. Thus if you miss a class or forget your iClicker there is ample opportunity to make this up throughout the term. Still students are encouraged to bring their iClicker to each and every class.

3) Mastery Quizzes – at the end of each chapter – found on PsychPortal

After reading and studying each chapter you are required to complete the on-line quiz. Each quiz is between 12-18 multiple choice items. Each quiz has a 20 minute time limit and each quiz can only be taken once. Across all the chapters for the course there are 204 items (204 points). I am allowing you to drop about two quizzes – thus the maximum points are 170 – where there are 204 items you can answer. Grades for the quizzes are based on the 170 not the 204.

4) PsychPortal/PSYCH Sim

The PSYCH Sim (psychological simulations) are found for each chapter on PsychPortal – students can do these at their leisure. It is recommended that students complete the PsychSim's for each chapter as they progress/read through the chapter rather than waiting until the end of the term to do them. That is the PsychSim's are designed to cover and provide demonstrations for difficult material within the chapter. Once you are registered for PsychPortal you will be able to access the PsychSim's and your completion will be logged. Students are to complete 10 PsychSim's – where each one is worth 5 points for a total of 50 points. Each PsychSim takes about 10 minutes to complete.

5) Research participation

Because Psychology is a research based discipline, all students enrolled in PSYCH 111 (not just this section) are required to complete two hours of participation in various research projects. These two hours of participation equate to 24-points (2 points per 10 minutes). Typically, each session will last about 30 minutes – thus each student will complete about 4 to 5 of these projects. Students can participate at their leisure or convenience – but participation must be completed by the beginning of finals week. You can register or sign up for participation by going to <http://psychology.byu.edu/> and then click on participate in a study link.

Grade Assignment

Grades will be based on each student's cumulative score on the quizzes, papers, and major examinations. Grade assignments will be based on the following basis

- 100 points - Exam 1
- 100 points - Exam 2
- 100 points - Exam 3
- 56 points - Exam 4
- 170 points End of Chapter Mastery Quizzes
- 50 points for completing 10 - 5point PsychSim modules on PsychPortal
- 100 points for iClicker quizzes
- 24 Points for Research Participation

700 Total points plus. . .

25 extra credit points possible via iClicker

Grades	Needed Points
A = 90%	630-700
A- = 87%	609-629
B+ = 84%	588-608
B = 80%	560-587
B- = 77%	539-559
C+ = 74%	518-538
C = 70%	490-517
C- = 67%	469-489
D+ = 64%	448-468
D = 60%	420-447
D- = 57%	399-419
E = <57%	<399

Plagiarism

BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest. (a complete version of the Academic Honesty Policy available at honorcode.byu.edu)

Academic Honesty

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Opportunity Office at 801-422-5895 or 801-422-5689 (24-hours); or contact the Honor Code Office at 801-422-2847.

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the University Accessibility Center located in 2170 WSC (801-422-2767). Reasonable academic accommodations are reviewed for all

students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Opportunity Office at 301-422-5895, D-282 ASB.

Student Learning Outcomes

Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in this department and college go to <<http://learningoutcomes.byu.edu>> and click on the College of Family, Home and Social Sciences and then this department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to <FHSS@byu.edu>.

Honor Code Standards

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 HARASSMENT

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or <http://www.ethicspoint.com>; or contact the Honor Code Office at 801-422-2847.

Students with Disabilities

If you have a disability that may affect your performance in this course, you should get in touch with the University Accessibility Center (2170 WSC) 801-422-2767. This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

Flu policy

As are all large communities, BYU is preparing for the potential of the H1N1 influenza virus to spread rapidly throughout the campus during the coming winter. Details of BYU's preparation, and advice on what you can do to prepare, can be found at flu.byu.edu. Please read it! In order to contain any possible infection, the administration has advised course instructors to ask any student who is feeling sick with flu-like symptoms (fever with either sore throat or cough) to remain home, away from class and away from all large gatherings. Sick students should remain at home until at least 24 hours after the fever has gone away. Students should also call their doctor or the student health center for advice as soon as possible.

The administration has asked course instructors to provide adequate make-up opportunities for all work missed during a flu-like illness. Accordingly, I will allow all time as needed to miss class during an illness and to make up work at a reasonable time afterward, provided the student provides a doctor's note to document the illness. ALL students who feel sick with fever and sore throat or cough should call the doctor and visit if so advised. If advised to visit the doctor, please obtain a note whether or not you are diagnosed with the flu! When you are ill please call or email your TA or the instructor as soon as possible, and *continue to communicate* with us until you are well. You should also be in contact as much as possible with one or two class members, in order to keep up on what you miss. We will try to facilitate class communication from the beginning of the semester.

For your protection, your instructors will follow the same rules! If your instructor is sick he or she will try to find a replacement to carry the class forward, else will notify students as soon as possible about a class cancellation.

Course Outline:

Do your best to have the reading done ahead of time and note that this reading list is subject to modifications!!

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
9/1	Introduction to course and course objectives	Ch. 1
9/3	Introduction to psychology - beyond behaviorism	Ch. 1
9/8	The science of observation - psychological methods	Ch. 2
9/10	Explaining behavior and ethics of research	Ch. 2
9/15	Neuroscience - cellular level	Ch. 3
9/17	Neuroscience - cortical level	Ch. 3
9/22	Sensation and perception - visual system	Ch. 4
9/24	Sensation and perception - audition and other sensory systems	Ch. 4

Exam 1 - 100 points Ch.'s 1-4 (Friday 9/25 through Wednesday 9/30)

9/29	Memory - basic processes	Ch. 5
10/1	Memory - different forms of memory - forgetting	Ch. 5
10/6	Learning - associative and classic conditioning	Ch. 6
10/8	Learning - operant and observational	Ch. 6
10/13	Language and communication	Ch. 7
10/15	Decision making and problem solving	Ch. 7
10/20	Consciousness and sleep	Ch. 8
10/22	Hypnosis and the effects of drugs on consciousness	Ch. 8

Exam 2 - 100 points Ch.'s 5-8 (Friday 10/23 through Wednesday 10/28)

10/27	Intelligence	Ch. 9
10/29	Factors affecting intelligence	Ch. 9
11/3	Development- infancy and childhood	Ch. 11
11/5	Development - adolescence and adulthood	Ch. 11
11/10	Personality - psychodynamic and trait based approaches	Ch. 12
11/12	Personality - humanistic and social cognitive approaches	Ch. 12
11/17	Psychological disorders - identifying and anxiety disorders	Ch. 13
11/19	Psychological disorders - mood and personality disorders	Ch. 13

Exam 3 - 100 points Ch.'s 9, 11, 12, & 13 (Friday 11/20 through Tuesday 11/24)

12/1	Psychological treatment - classic "talk" therapy	Ch. 14
*12/3	Psychological treatment - neurological and brain based explanations	Ch. 14
12/8	Social psychology - interacting with others	Ch. 16
12/10	Social psychology - social cognition	Ch. 16

Exam 4 - will run during Finals Week in the Testing Center (December 14th - 18th: Ch's 14 & 16)