

COURSE SYLLABUS

Overview. This General Education elective course (and required course for psychology majors) will provide you with a detailed overview of the academic discipline of psychology. It will do so using an innovative combination of three methods: *Case-Centered Teaching*, *Team-Based Learning*, and *Discrete-Options Assessment*. There are three essential features of this approach: the cases, including case-specific textbook reading and Supplementary Readings; case-specific Readiness Assessments that you will take individually and together with your Team; and case-specific Application Activities for Teams. Two of the individual Readiness Assessments will be administered in the Discrete-Options Multiple-Choice format. Class meetings will be largely devoted to introducing the cases, Q/A sessions, Readiness Assessments, Application Activities, and exams.

The objectives of the course are:

- (1) To acquaint you both informatively and critically with the subject matter of psychology as an academic discipline through your reading, class conversation, and Team activities (including out-of-class Team review and question-preparation sessions);
- (2) To encourage you to think more deeply and connectedly about the subject matter through the experience of working in a Team and thereby gain valuable experience for subsequent career and other life opportunities;
- (3) To provide you with an informed base from which to weigh the merits of psychological claims in the popular media and to extend your study of psychology, should you choose to.

Students in the introductory psychology course often assume they already know a good deal about psychology. Although it is the case that living for at least a couple of decades equips a person with implicit psychological expertise, making explicit what is implicit can be difficult. The introductory study of psychology often requires you to give up what you have assumed intuitively or taken for granted about your own and others' actions, motives, personalities, etc. Learning (and mastering) the scientific study of psychology, even at an introductory level, will not necessarily be easy. It likely will require consistent hard work on your part.

It is essential that you study this syllabus thoroughly. You should become familiar with all that it contains. Failure to do so may jeopardize your performance in the course.

Assigned Reading. In essence, your major responsibility in the course, aside from your contributions to your Team's work, is to complete the assigned reading—all of it—before you arrive at class meetings. Each case is accompanied by a set of required readings, including assigned reading from your textbook and the Supplementary Readings that will be available online at the Blackboard Web site for the course or available to you at the Course Reserve Section of the Lee Library. You are expected to complete the assigned textbook reading and the Supplementary Readings in entirety prior to the scheduled Readiness Assessments for the case. The Supplementary Readings will also be part of the Application Activities in class. Don't hesitate to ask for clarification of aspects of the reading that you don't understand to your satisfaction. Also, please feel free to join in class conversations in order to test your understanding of the concepts that are under consideration. In addition, you are strongly

encouraged to form a schedule of Team review sessions with the other members of your Team and to participate in them outside of class meetings.

The textbook for the course is the following:

Carlson, N. R., Miller, H., Heth, C. D., Donahoe, J. W., and Martin, G. N. (2010). *Psychology: The Science of Behavior*, 7th ed. Boston: Pearson/Allyn & Bacon.

The textbook is accompanied by *MyPsychLab*—a wide ranging set of internet-based materials to assist your study and review. Be sure to take advantage of MyPsychLab, especially in preparing for Textbook Readiness Assessments and the exams.

You will also need to purchase an iClicker transmitter, which you will use in class for each of the Supplementary Readings Readiness Assessments. The transmitter may also be used in subsequent courses in your undergraduate career.

Even though reading assignments are specifically indicated to be completed by certain dates in the Course Calendar, you are strongly advised to be reading on a continuous basis throughout the course.

The Team Experience. Your experience as a member of a Team could range from the entirely delightful to the mutinous. The odds of a positive, productive, and congenial experience are improved by making sure that all Team members maintain regular contact at class meetings and at Team gatherings outside of class. It is a good idea to sit together while in class. You should also recognize that staying up-to-date with the assigned reading will be a definite asset to your effectiveness as a Team member. Finally, it is extremely important that each Team member have a “valued place” within the team. In fact, there is a moral obligation to do so. Do not shirk or be indifferent to the expectations that others have of you and of your contribution to the Team’s work. Show up. Do your part—on time. Be fair and responsible. As a courtesy, you should notify Team members in advance of your absence from any of the scheduled assessments and activities. At the end of the term, Team members will evaluate the strength of each other’s contributions in the Peer Evaluation.

Course Requirements and Grading

Case Overviews, Q/A Sessions, the Textbook and Supplementary Readings Readiness Assessments, Application Activities, Online Research Projects, and Examinations. Each case is accompanied by a Case Overview that is posted at the Blackboard website for the course. The Case Overview briefly introduces the case, lists the reading references for the case, and provides a review list of concepts that will be useful in preparing for the Textbook Readiness Assessments and exams.

Teams will be asked to provide question sets for the Q/A sessions scheduled during the semester. One Team will be selected by random drawing to present their questions at the class meeting. Your Team should prepare 3 questions per textbook chapter or Supplementary Reading (unless otherwise noted) in advance of the class meeting when it is assigned (see Course Calendar below). All the questions should appear on a single PowerPoint slide, which may be customized as the Team sees fit (and within the bounds of propriety). The questions should be related to the assigned reading and should focus on topics found there that are potentially confusing. As your Team authors its question set, strive to avoid questions that merely ask students to recall or recognize the content of the textbook. Strive for questions that go beyond what is given there so that the questions are more thought-provoking and not just recitative. Ideally, the Q/A session will prime the members of the class for the Readiness Assessments and Application Activity that will take place subsequently. The Q/A question sets will not be graded. However, failure to provide a set will result in a 5-point penalty from each

Team member's score on the subsequent Readiness Assessment or Application Activity. All Teams should submit their questions sets to the Undergraduate Teaching Assistant who is the Team liaison and should do so prior to the class meeting when it is due.

Each case in the course includes a 20-item multiple-choice Textbook Readiness Assessment based on the assigned reading from the textbook and a 20-item Supplementary Readings Readiness Assessment based on the Supplementary Readings for the case. You will first take the Textbook Readiness Assessment individually in the classroom or, for the Discrete-Item Multiple-choice assessments, at the Testing Center. Subsequently you will take the Textbook Readiness Assessment as a Team. The score the Team receives will be assigned to each Team member, regardless of whether she or he is present. This means that, for each Textbook Readiness Assessment, you will have an individual score and a Team score. You will take the Supplementary Readings Readiness Assessments individually. There will be no make-up opportunities for missed Readiness Assessments (see below).

The Supplementary Readings Readiness Assessments will be taken using the iClicker transmitter. It is your responsibility to take it to each class meeting when a Supplementary Readings Readiness Assessment is scheduled (see the Course Calendar) and to assure that it is in working order. In the event you arrive at the class meeting without your iClicker transmitter or find that it is inoperative, you will have the chance to take the Assessment alternatively, but a penalty of 50% will be applied to your score.

Each case will also include an Application Activity that will take place during class meetings. The score on each activity will be assigned to each Team member, regardless of whether she or he is present.

A series of Online Research Projects will be available. Each Team should select a pair of projects—one during the first half of the semester and the second during the second half and complete them as per the online instructions. Once completed, the Team should prepare a brief written report of the project. Instructions for the preparation of the report will be posted at the Blackboard Web site for the course. The deadlines for submission of the reports appear in the Course Calendar. Late submissions will be penalized at the rate of 20% of the original score per day.

The Mid-semester and Final Examinations will also consist of multiple-choice items and will be taken in class. The Mid-semester Exam will feature 40 multiple-choice items and the Final Exam 80 multiple-choice items. The items will focus on the assigned textbook reading and, to a lesser extent, on the Supplementary Readings. The Final Exam will be comprehensive across the semester, with heavier weighting on Cases 3 and 4. According to university policy, it is not possible to take the Final Exam earlier than the date and time that appear in the University Class Schedule. Please do not ask to take it earlier. It will be possible to make up the Mid-semester Exam only if you have notified me in advance of your unavailability for the exam and have a suitable explanation.

Developing flash cards for personal study is recommended. *MyPsychLab* provides a set of flash cards for each chapter in the textbook. Meeting with the others in your Team outside of class to review for Readiness Assessments and exams by quizzing each other and discussing concepts that are incompletely understood can be invaluable. You are strongly encouraged to schedule and participate in Team review sessions outside of class meetings.

Although there will be no make-up opportunities (except for the Mid-semester Exam by prior arrangement), you will have the opportunity at the end of the semester to notify me in writing of mitigating circumstances in connection with the missed work. You will use the End-of-Semester Considerations form for this purpose. It will be available at the last class meeting of

the semester and will be due at the Final Exam. I will take the mitigating circumstances into consideration and will make adjustments as I see fit when I assign final grades.

The iClickerTransmitter. You are required to have an iClicker transmitter and should make a practice of taking it to each class meeting at which a Supplementary Readings Readiness Assessment is scheduled (see the Course Calendar). You will have the personal responsibility to assure that your transmitter is operational at those meetings. The procedures for registering your transmitter and for its in-class use will be described in class meetings. It is your responsibility to register your iClicker prior to the first assessment.

Research Participation and Video Reviews. You will earn points in the course (please note that these are regular-credit points and not extra-credit points) by volunteering to participate in research projects that will be announced during the term or by submitting a video review. Credit for research participation will only be available for those projects that are announced at class meetings and otherwise listed in the Research Management System (Sona System) at the Department of Psychology Web site (click on “Resources”). Earning two research credits (equivalent to two hours of volunteer participation) will result in full credit in the course. You should keep a personal record of the dates and times in which you participated in research projects, together with a brief description of what your participation entailed. Although each researcher is expected to provide me with a record of your participation, you also will have the opportunity to report your participation at the end of the semester. Please do not contact the Teaching Assistants about missing research participation scores, since they will have no control over how quickly the record of participation is received from the researchers.

Instead of voluntarily participating in research, you can also receive full credit by submitting a video review. The criteria for the video reviews are available in Course Documents at the Blackboard website for the course. Video reviews will be due no later than the class meeting on 4 December.

Open Forum Meetings. I will hold optional meetings on Wednesdays from 6:30 to 7:30 p.m. The meetings will provide you an opportunity to pose questions about the assigned reading and the course more generally. I will provide answers.

Final Grades. Your final grade will be determined by your own and your Team’s performances on the Readiness Assessments, Application Activities, and exams as well as research participation or the video review. The total point values assigned to these components are as follows:

Textbook Readiness Assessments—Individual (4 @ 20 points)	80
Textbook Readiness Assessments—Team (4 @ 20 points)	80
Supplementary Readings Readiness Assessments (4 @ 20 points)	80
Team Application Activities (4 @ 20 points)	80
Research Projects (2 @ 25 points)	50
Mid-semester Examination	40
Final Examination	80
Research Participation/Video Review	30

The other component of your final grade will be the Peer Evaluation. At the end of the semester each member of your Team will be assigned a fixed number of points [(number of Team members – 1) X 10] and asked to assign these points in a fair but accurate manner to the other Team members according to the quality of that person’s contribution to the Team’s performance during the semester. The only stipulation is that the same number of points cannot be assigned to every Team member (that is, at least 1 score of 9 and 1 score of 11 must be

assigned, with no score exceeding 15 points). This will be the only formal opportunity by which to fairly, and honestly, evaluate the work of each of the other members of your Team.

The relative weights assigned to components of the final grade will be as follows:

Individual Performance	Percent of Total	
Textbook Readiness Assessments	30%	
Supplementary Readings Readiness Assessments	25%	
Mid-semester and Final Examinations	40%	
Research Participation/Video Review	<u>5%</u>	
	100%	50%
Team Performance		
Textbook Readiness Assessments	40%	
Application Activities	40%	
Research Projects	<u>20%</u>	
	100%	30%
Peer Evaluation		<u>20%</u>
		100%

The final grade distribution will be structured so that approximately 40-60% of the final grades lie in the A-B range (roughly, 90-100 A, A-; 80-89 B+ B, B-), 30-40% in the C range (roughly, 70-79 C+, C, C-), and the remainder in the D-E range.

The Course Calendar.

The schedule of events in the course appears below:

Date of Meeting	Case	Agenda	Reading Assignment Due
M, 31 August		Introduction and Overview	
W, 2 September		Team Formation; Introduction to Case 1: "The Manchurian Candidate"; Film: "The Manchurian Candidate"	Begin reading the assigned textbook chapters and Supplementary Readings for Case 2
F, 4 September	1	Practice iClicker Quiz on Course Syllabus and <i>MyPsychLab</i> ; Film: "The Manchurian Candidate"	Course Syllabus and <i>MyPsychLab</i> (browse the Web site to familiarize yourself with it)
W, 9 September	1	Film: "The Manchurian Candidate" and conversation	
F, 11 September	1	Film: "The Manchurian Candidate" and conversation	
M, 14 September	1	Q/A on "The Manchurian Candidate"	"The Manchurian Candidate"
W, 16 September	1	Q/A on Textbook Reading	Chapter 5
F, 18 September	1	Q/A on Textbook Reading	Chapter 8
M, 21 September	1	Q/A on Textbook Reading	Chapter 9
W, 23 September	1	Textbook Readiness Assessment 1	Chapters 5, 8, and 9
F, 25 September	1	Q/A on Supplementary Readings (Note: 1 question per article); iClicker Readiness Assessment 1	Loftus, Nash, Solms, Watson and Rayner
M, 28 September	1	Application Activity 1	"The Manchurian Candidate"; Chapters 5, 8, and 9; Loftus, Nash, Solms, Watson and

			Rayner
W, 30 September	2	Introduction to Case 2: "Peers, Parents, and the Development of Personality"	Begin reading the assigned textbook chapters for Case 2 and the Harris article
F, 2 October	2	Q/A on Textbook Reading	Chapter 2
M, 5 October	2	Q/A on Textbook Reading	Chapter 12
W, 7 October	2	Q/A on Textbook Reading	Chapter 14
W, Th 7-8 October 9 a.m. – 8 p.m.	2	Individual Textbook Readiness Assessment 2 at the Testing Center (Discrete-Options Multiple-Choice Format)	Chapters 2, 12, and 14
F, 9 October	2	Team Textbook Readiness Assessment 2; Q/A on Supplementary Reading	Harris article, pp. 459-470
M, 12 October	2	Q/A on Supplementary Reading; iClicker Readiness Assessment 2	Harris article, pp. 470-489); Chapters 2, 12, and 14; Harris article
W, 14 October	2	Application Activity 2	Chapters 2, 12, and 14; Harris article
F, 16 October		Review for Mid-semester Exam	Chapters 2, 5, 8, 9, 12, 14 and Supplementary Readings for Cases 1 and 2
M, 19 October		Mid-semester Exam	Online Research Project 1 due at beginning of the exam
W, 21 October	3	Mid-semester Exam Redux (Note: This is an opportunity for bonus points for all students who attend); Introduction to Case 3: "Phineas Gage"	Begin reading the assigned textbook chapters and the Supplementary Readings for Case 3
F, 23 October	3	Q/A on Textbook Reading	Chapter 4
M, 26 October	3	Q/A on Textbook Reading	Chapter 6 (pp. 153-175)
W, 28 October	3	Q/A on Textbook Reading	Chapter 7
F, 30 October	3	Q/A on Textbook Reading	Chapter 11 (pp. 323-332)
M, 2 November	3	Q/A on Textbook Reading	Chapter 13 (pp. 378-403)
W, 4 November	3	Textbook Readiness Assessment 3	Chapters 4, 6, 7, 11, 13
F, 6 November	3	Q/A on Supplementary Reading	Damasio
M, 9 November	3	Q/A on Supplementary Reading; iClicker Readiness Assessment 3	Swayze
W, 11 November	3	Application Activity 3	Chapters 6, 7, 11, and 13; Damasio and Swayze
F, 13 November	4	Introduction to Case 4: Social Psychology, Stress, Psychopathology, and Treatment	Begin reading the assigned textbook chapters and the Supplementary Readings for Case 4
M, 16 November	4	Q/A on Textbook Reading	Chapter 13 (pp. 403-414)
W, 18 November	4	Q/A on Textbook Reading	Chapter 15
F, 20 November	4	Q/A on Textbook Reading	Chapter 16
M, 23 November		No class meeting	
Tu, 24 November		No class meeting	

M, 30 November,	4	Q/A on Textbook Reading	Chapter 17
M, Tu 30 November - 1 December 2:30 p.m.– 8 p.m. on 30 November, 9 a.m.-8 p.m. on 1 December	4	Individual Textbook Readiness Assessment 4 at the Testing Center (Discrete-Options Multiple-Choice Format)	Chapters 13, 15, 16, and 17
W, 2 December	4	Team Textbook Readiness Assessment 4; Q/A on Supplementary Readings (Note: 2 questions per story)	Chapters 13, 15, 16, and 17; O'Connor, 'Revelation' and "Judgement Day"
F, 4 December	4	Film: "The Displaced Person"	O'Connor, 'The Displaced Person'; Video Reviews due at the beginning of the class meeting
M, 7 December		Q/A on Supplementary Reading; iClicker Readiness Assessment 4	O'Connor, "The Displaced Person", O'Connor short stories
W, 9 December		Application Activity 4	Chapters 13, 15, 16, and 17; O'Connor short stories; End- of-Semester Considerations Form and Peer Evaluation Form handed out; Online Research Project 2 due at beginning of class meeting
F, 11 December		Optional Review for Final Exam, 12- 1 p.m.	
Tu, 15 November		Final Examination, 3-6 p.m.	Completed End-of- Semester Considerations Form and Peer Evaluation Form due at the beginning of the exam

Instructional Staff and Student Consultations. I am a professor of psychology in the department of psychology. My office address is 1074 SWKT. My office consultation hours will be Mondays and Thursdays, 12-12:50 p.m., except when I am out of town. My office phone number is 422-8939 and e-mail address harold_miller@byu.edu. The Graduate Teaching Assistant is Caleb Bragg His schedule of consultation hours and contact information will be posted at the Blackboard Web site. In addition, there will be several Undergraduate Teaching Assistants in the course, each with their own consultation hours in Psych Central. Their schedules will also be posted at the Blackboard Web site. Don't be a stranger to consultation.

Other Suggestions. Be sure to take good notes from the textbook chapters and the Supplementary Readings, and at all class meetings where they are considered. Review your notes regularly, particularly later on the same day when you wrote them. Feel free to ask questions at any point in order to clear up confusion and to improve your comprehension of the concepts included in each case. Pull your fair share of the weight in your team. Be supportive and caring. And have a good time. The subject matter of psychology should make it easy to do so.

Check the Blackboard Web site for the course at least weekly in order to be aware of any new announcements and other postings there.

Psych Central (1150 SWKT) has been established as a peer tutoring and resource center for students enrolled in Psychology 111. An extensive library of print, video, and electronic resources is available there, together with a staff of peer tutors who are on duty several hours each day. The hours of operation are posted on the front door. The Undergraduate Teaching Assistants will hold their consultation hours in Psych Central.

I welcome suggestions for improving the course.

Departmental Learning Outcomes for Majors

The objectives of the department's undergraduate curriculum are closely matched to those advocated by the American Psychological Association, the discipline's primary professional body. Graduates with a B.S. degree in psychology will:

- (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.

University Policies

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 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 University Accessibility Center (2170 WSC) 801-422-2767. This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

H1N1 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.

Envoi. Caleb Bragg, the Undergraduate Teaching Assistants, and I are united in our commitment to assure you an enlightening and productive experience in the course. We trust that your diligent study of the case materials, and your thoughtful contributions to your Team's work, will result in an enlarged understanding of psychology. This will prepare you for further study in psychology as well as in other academic disciplines and will ultimately contribute to your personal and professional success. Please consider us your friends in that study. Best wishes!

Hal Miller