

General Psychology
Psychology 111, Section 8
Fall Semester, 2009
Tuesday 5:00-7:30pm – Room 3716 HBLL

Instructor: Dr. Mikle South

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Teaching Assistant: Nikki Barber

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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) understanding the history and process of systematic experimentation and thought that underlies the field of psychology, and being able to apply that process to current and future coursework as well as to everyday interactions (see Program Objectives # 1,3,4);
- b) being able to realize the impact of psychological science in diverse areas of human development, organization, and health; and expressing that realization in verbal and written class assignments (see Objectives #2,4);
- c) 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 accept student assignments, using the internet through *Blackboard*, as accessed via the BYU.edu home page. 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.

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. 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.

Assignments

Quizzes

There will be an in-class quiz during almost every class period. 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 5 points, and each student may drop their two lowest quiz scores from the semester.

- *Total possible = 50 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, that includes brief excerpts from many famous psychologists. The essays cover important topics that are relevant to our everyday lives. You are required to read five 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 Blackboard before the start of class on the day listed. 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 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=100 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, an 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

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! PLEASE DO NOT OVERLOOK THIS PART OF THE CLASS.

- *Total possible=30 points*

Exams

There will be three exams that are held in class. They will consist of approximately 40 multiple choice questions and an essay, and will be worth approximately 50 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 does not qualify.

- *Total possible=150 points*

Research Poster

Each of will participate in a group research review project to be presented in the standard format of a scientific poster. Your group of three students will need to choose a topic of interest from the study of psychology and conduct background research on the topic. You will then work to create a poster for presentation at an in-class poster review session on the last day of class (with treats). A template and a rubric will be provided to you by midterm, and we will spend time talking about these in class. But you will need to spend out-of-class homework time to do the research and to create the poster. These will need to be printed in the Family, Home and Social Sciences printer in the basement of the Kimball tower, at a cost of \$20 for each poster (split amongst your group). We will present them and grade them on the last day of class at a location to be announced. The top posters will be invited to submit to the Mary Lou Fulton Undergraduate Research Conference held at BYU in March.

- *Total possible=75 points*

Experiment Participation

Research is an integral part of psychology, and there is no better way to learn about how research works than to participate yourself! All Psych 111 students at BYU are required to participate in at least 2 on-campus psychology research projects during the semester. Students should register **within the first week of class** for the SONA research tracking system at <http://byu.sona-systems.com/default.asp>. This can also be found through the department of Psychology webpage, psychology.byu.edu. Points will depend on the nature of the project: those requiring 30 minutes or more of active participation will receive 10 points, and shorter projects will be worth 5 points.

Those students who do not feel comfortable participating in actual experiments, for whatever reason, may write a 2-3 page research paper instead of an experiment. The topic should be cleared with Dr. South before doing the paper.

- *Total possible=15 points + 5 extra credit if two long experiments are done.*

Extra Credit

There are often meaningful lectures and other activities around campus or the community that are not part of the standard syllabus, but are important for your world. I am happy to give extra credit for participation in such activities, when your participation is accompanied by a 1-2 page summary paper. Point value will depend on the activity but will usually be about 5 points. I will try to let you know of such opportunities. Please let me know of things you see or hear that might be interesting for all to attend!

There is far more material to cover in this class than we will have time to cover, and far more in psychology that I don't know than what I do know. I really enjoy getting interesting and/or difficult questions from class members. If I don't know the answer, I will say so! But in most of these cases I offer the questioner- or any other class member – 5 points of extra credit to write a one page paper based on research about the paper, due one week from the date of the question. This is a fun way to learn about things you are interested in!

- *Total possible=15 points maximum*

TOTAL POINTS POSSIBLE FOR THE COURSE= 420

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.

Support

Nikki and Dr. South are very willing and ready to help you. Please visit office hours as posted, or email or call to set an alternate appointment time. Please come to us sooner rather than later when a crisis comes up!

Course Grading

There are 420 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. Unless there are documented individual needs (see Disabilities statement below), there is no need for any electronic device to be used in class.

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. Turn them OFF before class. Computers are welcome as long as you are taking notes and not distracting others (surfing the web, answering email, playing games, 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 Standards

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. (complete version of the Academic Honesty Policy available at honorcode.byu.edu)

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.

Plagiarism

It is an act of plagiarism to "borrow" ideas or quotes from former students' old papers and from the papers of students presently taking the course with you. Plagiarism also includes quoting or paraphrasing passages from any of your references without giving proper credit to the real authors (i.e., an APA-style citation), because doing so implies that this information came from you. Presenting the ideas of others as one's own is called plagiarism. Plagiarism, as defined by the BYU Honor Code, is a form of intellectual theft. It is an act of fraud; it is dishonest, deceitful, unethical, and can lead to serious and lasting negative consequences for your academic and professional career. For this reason, please follow the course guidelines for when and when not to read other 378 students' papers (including those from other sections) or have them read yours. In addition, please use only those sources that meet the course criteria for acceptable reference materials.

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

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 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.

Schedule

GHH = Gazzaniga, Halpern and Heatherton

We will cover the first half of the semester using the topics listed below. For the second half of the semester, we will allow you, the students, to choose. In late September we will take suggestions and also offer a list of possible topics from your textbook, and put the possibilities to a vote. We will then clearly specify for you what will be covered in the remaining weeks that are currently marked "To Be Determined."

Topic 1, 9/1: Introduction and History

- *GHH Chapter 1*

Topic 2, 9/8: Research Methods

- *GHH Chapter 2*

Topic 3, 9/15: Biology of Behavior

- *GHH Chapter 3*
- *Thought paper due before start of class*

Topic 4, 9/22: The Mind and Consciousness

- *In Class exam*
- *GHH 4*

Topic 5, 9/29: Sensation and Perception

- *GHH 5*
- *Thought paper due before start of class*

Topic 6, 10/6: Learning

- *GHH 6*

Topic 7, 10/13: Motivation and Emotion

- *GHH 9*
- *Thought paper due before start of class*

Topic 8, 10/20: TBD

Topic 9, 10/27: TBD

- *In Class exam*

Topic 10, 11/3: TBD

- *Thought paper due before start of class*

Topic 11, 11/10: TBD

Topic 12, 11/17: TBD

- *Thought paper due before start of class*

NO CLASS 11/24

Topic 13, 12/1: TBD

Final Day, 12/8

- *In Class exam*
- *Poster session*