

General Psychology (PSYCH 111)
Section 4; 3 credits
MWF: 1:00-1:50
B190 JFSB
Fall Semester 2009

Instructor: Jeffrey Reber, Ph.D.
Office: 1092 SWKT
Phone: 422-6363
e-mail: jeff_reber@byu.edu
Office Hours: M 2-4:00
W 11-1:00

TA: Sam Downs
Office: 1151 SWKT
Phone: 830-0881
e-mail: Samuel.d.downs@gmail.com
Office Hours: 3-4 Monday
4-5 Tuesday

Required Text:

Myers D.G. (2010). *Psychology* (9th Ed.) New York: Worth Publishing.

Frankl, V. E. (1984). *Man's search for meaning*. Boston: Washington Square Press.

Course Description and Objective

This course reviews the topics of interest within contemporary psychology and examines both the contributions and limitations of psychological theory, research, and practice to our understanding of human being. Special attention will be paid to the assumptions about human existence that underlie each topic and the implications of those assumptions for understanding and improving the quality of human life. The purpose of this course is to facilitate students' understanding of psychology while developing critical thinking and oral/written communication skills.

To this end, class periods will include lectures, demonstrations, discussions, and debates. Because you are expected to learn a large amount of new information in this course it is essential that you keep up on the reading. Lectures, activities, demonstrations, and review will complement the reading material by clarifying confusing or complex topics, providing concrete examples of the subject matter, and introducing material not found in the text. Students are expected to prepare adequately for each class and to participate in classroom discussions.

Course Requirements

Examinations: Four exams will be given in the course.

Exam 1 will cover chapters: 1, 2, 6

Exam 2 will cover chapters: 4, 5, 7

Exam 3 will cover chapters: 8, 10, 11, 12

Exam 4 will cover chapters: 13, 14, 15, 16

Tests will include multiple-choice and true/false questions and will be worth 75 points each. Students are expected to take examinations in the testing center at the appointed time. Make-up exams will be allowed only when a valid reason is accepted by the instructor. This reason must be accepted before, not after the regularly scheduled examination and must include a written excuse from the doctor or proof of some other extremely extenuating circumstance.

Review Questions: Students will receive a set of review questions for each chapter covered in the course. Students are expected to read the chapter and answer the review questions before the chapter topic is discussed in class. A copy of students' answers to the review questions must be turned in to me on the day listed for each chapter in the course schedule.

Controversial Issue Debates: Students will be organized into small groups to research a controversial issue in psychology (e.g., Is ADHD a biological disorder?) and present one side of the issue (e.g., yes or no). For each issue, small group members will independently research and evaluate the strengths and weaknesses of their side of the issue and will generate a 1-2 page summary of their evaluation with an accompanying bibliography of sources reviewed. Small groups will then meet together to review the summaries and generate together an opening statement and supportive notes to be used in the debate (Individual summaries, opening statements and notes will be turned in to the instructor at the end of the debate). Each side will present their opening statements (no more than 5 minutes each) and then respond to each others' statements (also limited to 5 minutes) before the issue is opened up to the class for questions and further discussion (limited to 10 minutes). The individual summaries will be worth 10 points and the group's performance in the debate will be worth 15 points, for a total of 25 points possible. Summaries and debates will be graded according to evidence of critical thinking (e.g., supporting assertions with reasonable evidence) and persuasiveness.

Frankl's Psychology: Students are responsible for reading *Man's search for meaning* during the course and will write a 2-3 page paper that describes: 1) Frankl's unique perspective on human psychology, 2) the relevance of that perspective to psychological topics of import to people of faith (e.g., free will), and 3) its potential therapeutic usefulness. This assignment will be graded according to the clarity and cogency with which each of these themes is described and connected to the text. It is worth 25 points.

Research Participation: To gain an experiential understanding of the research process students will have the opportunity to participate in one or more research studies

being conducted in the psychology department. Students are expected to be available for up to 2 hours of participation at 1 point for every 10 minutes of participation for a total of 12 points. If, by no fault of the student, the requisite 2 hours of participation cannot be completed it is the responsibility of the student to contact the instructor or TA for an alternative means of earning the remaining points.

Course Grading

Examinations	300 points (4 tests worth 75 points each)
Review Questions	70 points (14 answer sheets worth 5 points each)
Controversial Issue Debates	25 points
Frankl's Psychology	25 points
<u>Research Participation</u>	<u>12 points</u>
Total	432 points

Grading Scale

93-100%	A	83-86%	B	73-76%	C	63-66%	D
90-92%	A-	80-82%	B-	70-72%	C-	60-62%	D-
87-89%	B+	77-79%	C+	67-69%	D+	0-59%	E

Course Policies

Cell Phones: Please turn off cell phones while in class.

Computers: Computers are welcome in class for note taking. Please do not surf the internet, answer email, etc. as these activities are distracting to you and those around you.

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 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.^[1]

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

^[1] Always do right. This will gratify some people, and astonish the rest.—Mark Twain

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.

Discrimination and 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. 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.

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 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.

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.

Tentative Fall 2009 Schedule

<u>Date:</u>	<u>Topic</u>	<u>Reading Assignment</u>
Aug. 31	Course Introduction,	Syllabus
Sept. 2	Philosophies of Teaching	
4	Small Groups	
7	Labor Day Holiday, No Class	
9,11	Psychological Science	Chapter 1
14-18	Biology and Mind	Chapter 2
21-25	Sensation and Perception	Chapter 6
	Exam I	
28-Oct. 2	Nature, Nurture, Diversity	Chapter 4
Oct. 5-9	Lifespan Development	Chapter 5
12-16	Learning	Chapter 7
	Exam II	
19-23	Memory	Chapter 8
26-30	Intelligence	Chapter 10
Nov. 2-6	Motivation and Work	Chapter 11
9-13	Emotions, Stress, and Health	Chapter 12
	Exam III	
16-20	Personality	Chapter 13
23,24	Psychological Disorders	Chapter 14
25,27	Thanksgiving Holiday, No Class	
30-Dec. 4	Therapy	Chapter 15
Dec. 7,9	Social Psychology	Chapter 16
15	Exam IV (in class from 3:00-6:00)	