

**Psychology 320, Section 001**

**Fall, 2009**

**Introductory Psychology**

Tuesday and Thursday 1:00 PM – 2:15 PM, 270 SWKT

Dr. J. Dee Higley:

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**Office 1042 SWKT, Office Hour 2:30 to 3:00 p.m. on Monday**—Please call ahead to avoid standing in line. Students who make appointments are served first.

Graduate Assistant:

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**Office hours: by appointment**

**Required Text: Infants and Children, Sixth Edition**

By: Laura E. Berk

Published by: Prentice Hall Publishers, 2008 (A subsidiary of Pearson)

ISBN 0205541615

*Also bundled with your text are your MyDevelopmentLab access codes. Do not throw these away.*

*MyDevelopmentLab is a critical learning tool*  
*iClickers are mandatory.*

**Course Objectives**

- 1) To learn the developmental processes that underlie motivation, relationships, emotions, and problem solving.
- 2) To understand the different forms of developmental research (basic, applied, and clinical), as well as cause and effect relationships.
- 3) To learn how brain changes over development affect behavioral mechanisms and control behavioral processes.
- 4) To learn the basic underlying developmental factors that guide development (i.e., genetic, and physiological forces that motivate our behavior).
- 5) To understand the developmental factors that lead to psychopathology and mental illness.
- 6) To integrate personal values and belief systems with the material learned in the course and to integrate principles of psychology into our church service and interpretation of the gospel.

**Schedule of Topics for Class Discussion**

<b>Date</b>	<b>Topic</b>	<b>Chapter</b>
1. September 1, Tues	Overview and introduction to the course	*
2. September 3, Thu	History, Theory, & Methods	1*
3. September 8, Tues	History, Theory, & Methods	1
4. September 10, Thu	Biological & Environmental Foundations	2
5. September 15, Tues	Genetics – Material from lecture	
6. September 17, Thu	Biological & Environmental Foundations	2

7. September 22, Tues	Prenatal Development	3
8. September 24, Thu	Prenatal Development	3
<b>Exam 1</b> -Thurs. Sept. 24 ( <i>begins right after class</i> ) – Ends Tuesday, Sept. 29 at 11 AM (Administered in Testing Center)		
9. September 29, Tues	Birth & The Newborn Baby	4
10. October 1, Thu	Birth & The Newborn Baby	4
11. October 6, Tues	Physical Development & Learning	5
10. October 8, Thu	Physical Development & Learning	5
11. October 13, Tues	Cognitive Development – Infancy, Toddlerhood	6
12. October 15, Thu	Cognitive Development – Infancy, Toddlerhood	6
13. October 20, Tues	Emotional & Social Devel – Inf., Toddlerhood	7
14. October 22, Thu	Emotional & Social Devel – Inf., Toddlerhood	7
<b>Mini Paper # 1 due</b>		
15. October 27, Tues	Physical Development-Early Childhood	8
<b>Exam 2</b> -Tuesday, Oct 27 ( <i>Begins right after class</i> ) – Ends Tuesday, Nov 3 at 11 AM (Administered in Testing Center)		
16. October 29, Thu	Physical Development-Early Childhood	8
17. November 3, Tues	Cognitive Development – Early Childhood	9
18. November 5, Thu	Cognitive Development – Early Childhood	9
19. November 10, Tues	Emotional & Social Devel – Early Childhood	10
20. November 12, Thu	Emotional & Social Devel – Early Childhood	10
<b>Mini Paper # 2 due</b>		
21. November 17, Tues	Physical Development – Middle Childhood	11
<b>Exam 3</b> -Tuesday, Nov 17 – Ends Tuesday Nov 24 noon (Administered in Testing Center)		
22. November 19, Thu	Physical Development – Middle Childhood	11
23. November 24, Tues	No Class Friday instruction	
24. November 26, Thu	No Class <b>Thanksgiving Break, Be Grateful</b>	
25. December 1, Tues	Cognitive Development – Middle Childhood	12
26. December 3, Thu	Cognitive Development – Middle Childhood	12
<b>Mini Paper # 3 due</b>		
27. December 8, Tues	Emotional & Social Devel – Middle Childhood	13
28. December 10, Thu	<b>Exam 4—In Class Exam</b>	

*\* No preparation/attendance points will be collected on these days*

**FINAL EXAM** Thursday, December 17, 7:00 AM to 10:00 AM

**The final starts promptly at 7:00 a.m. in the same classroom as the course and cannot be taken early by University rule and policy.**

#### **Psychology Major Bachelors of Science Objectives**

- (1) Be able to show 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.

## Course Requirements and Grading

1. Sectional exams will be worth 400 points (*4 exams, 100 points each*)
2. Mini Papers will be worth 200 points (*3 Mini Papers, 66 points each*)
3. In class quizzes will be worth 100 points (*5 Iclicker quizzes given pseudo-randomly*)
4. In class preparation/attendance will be worth 150 points (*25 class periods; beginning September 11<sup>th</sup>, each class has a potential of 6 points—3 points for attendance and participation, and 3 points preparation – as measured by the iclicker*).
5. Final Exam will be worth 100 points

## Total Possible Points 950

Grades will be assigned on the following percentage basis:

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+	00% - 59% E

Grades may be curved if less than 10% of the class are above an A and A-.

## Structure of the learning process – Repetition! Repetition! Repetition!

**1. Exams. (Exams (400 points)** There will be 4 exams during the semester and a comprehensive final given during final exam week each worth about 11% of your grade. 75% of exam questions come directly from the publisher's test bank for the book. The remaining 25% of all exam questions come from lectures, videos, and classroom discussions.

**2. Mini one-page papers (200 points—66 points each)** Each of the three Mini Paper topics will be posted on Blackboard under *Course Materials*. Students must print out a hard copy of their Mini Paper to turn in at the beginning of class on the due date. The references should be on the second page *stapled* to the first page. Each Mini Paper is worth about 6.5% of your final grade.

### **3. In Class Quizzes (100 points)**

Each of the 10 quizzes will be administered usually **at the beginning of class** and graded in class in iClicker format. Each quiz will consist of multiple choice questions from the previous lecture and readings and are closed book, closed notes and without the assistance of other classmates. There are no make-up quizzes, but your lowest quiz score will be converted to full credit.

### **4. Preparation/Attendance (6 points per class period —150 points)**

During each class, a student can earn 6 possible points, based on the following: A.) Attendance and Participation, and B.) Preparation. The first (Attendance and Participation) is based on whether you are in class the whole time and participate using your iclicker and during in-class discussions. If you are in class and answer all the questions, you receive all 3 attendance points even if you answer all of the questions incorrectly. If there are more than three questions then Attendance/Participation points will be weighted according the total number of questions (e.g., 6 questions would be weighted 1/2 a point each answer). The second set of scores, worth 3 points, is based on your level of preparation. You will assign your own preparation points, based on your level of class preparedness at the end of each class. When assigning yourself points you

should consider how many of the attendance questions you answered correctly and if you finished the assigned reading before class. **Each of your three lowest preparation/attendance points (or missing days) will be converted to +6 points. Thus you can miss up to two classes and still receive the full Participation/Preparation points. Beyond missing three days of class you will not receive points.** If you miss the end of class you will miss your preparation points because you will not be there to assign yourself a grade. There are no make-up preparation/attendance points, but your three lowest or missing scores will be converted to full credit.

**5. Final (100 points)** University policy forbids the giving of the final exam at any other time than scheduled in the class schedule. The final exam will last two hours. It will be worth 100 points. The final is comprehensive and will be in the same format as the exams. You may opt out of the experimental participation by talking to Dr. Higley about an alternative three page research paper, which must include 10 scientific research articles, and a literature search). This must be decided before October 15.

**Forgotten iClickers:** You may be without an iClicker in class twice before you will begin to miss points. If you don't have your iClicker in class or your iClicker runs out of batteries, keep a running list of your answers on a piece of paper, grade yourself and write your total points at the top of the paper. Turn in a self-graded paper *with your total score written at the top* to Brandon at the end of class and he will record the grade manually. If you fail to bring your iClicker or a working iClicker for more than 2 days, your iClicker score for the additional missed days will not be recorded.

**Make-up Work and Excused Absences** With the exception of excused absences, generally, make-up exams and quizzes will not be given. If you are ill, you need to notify Dr. Higley or Ashley by phone or E-mail, the morning of the exam. Make-up exams will be given only if you provide a note from the Health Center or a physician. Taking exams as a result of excused absences must be arranged in advance.

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](http://flu.byu.edu) <<http://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.

### **Cell Phones and Text Messaging**

Please turn your cell phone off before entering the classroom. Use of cell phones during class for voice or text messaging is not allowed. If you have an impending family emergency that requires you to leave the phone on, please talk to Ashley at the beginning of class, leave your phone on vibrate and sit in the rear of the class, near the door. Repeated violations of this policy will result in loss of points. The use of computer games or video during class is strictly forbidden.

**Disclaimer.** Dr. Higley reserves the right to make changes in (a) the course schedule, (b) course requirements, (c) the course grading procedures, and/or any other aspects of the course at any time. Any alterations will be circumspect and will be made in the best interests of the students, the course, and the professor.

**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. 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). 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. In addition, please use only those sources that meet the course criteria for acceptable reference materials.

**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. Bringing another student's iClicker to class to record scores for him/her is a violation of the Honor code and subject to University action. See <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

**Honor Code**

Students are also expected to adhere to the Dress and Grooming Standards. You signified to your Bishop that you would live the Honor Code. To do so is a demonstration of your integrity. It is the university's, and my own expectation, that each student will abide by all Honor Code standards at all times. 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. 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 Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 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 which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are available 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 by contacting the Equal Employment Office at 422-5895, D-285 ASB.

### **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 the psychology department and college go to <http://learningoutcomes.byu.edu> and click on the College of Family, Home and Social Sciences and then the psychology department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to <FHSS@byu.edu>.