

**Syllabus for Psychology 111—014**  
**General Psychology**  
**Winter 2009**  
**T 4:30-7 275 MARB**

**Instructor:** David McMillan

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**Office Hours:** M 10-11 and T 1-2 (other meetings by appointment)

**Text:** *Fundamentals of Psychology in Context*, Kosslyn & Rosenberg (3<sup>rd</sup> ed.), Pearson Pub.

**Course Objectives and Goals:** To become acquainted with current and past theoretical and empirical research in the various psychological fields; to improve oral and written communication skills; to discuss and critically analyze differing psychological perspectives.

**Grading:** Grades will be determined on an absolute scale (no curve). Grades will be assessed based on students' performances on tests, journal critiques, and an interview paper. The grade breakdown is as follows:

A:	94-100%	B-:	80-82%	D+:	66-69%
A-:	90-93%	C+:	76-79%	D:	63-65%
B+:	86-89%	C:	73-75%	D-:	60-62%
B:	83-85%	C-:	70-72%	F:	59% and below

**Exams:** A total of three (3) exams will be given during the course of the semester (see class schedule). The exams may include anything discussed in class or in the text. The tests will consist of 50 multiple choice questions and each test is worth 50 points.

**Journal Critiques:** Three journal critiques (written in third-person) will be submitted during the course of the semester. These critiques are to serve two purposes: (1) to familiarize the student with the current research in psychology and (2) to familiarize the student with journal/periodical research. These critiques need only be 2 **FULL** pages in length—any critique that does not completely fill 2 **FULL** pages or more will receive a reduced number of points. Please write the reference of the article **in APA format** at the **top** of your critique. The student should include a summary section (single-spaced) of the research or theory and then a critical assessment (double-spaced) of the researcher's conclusions, theory, and/or methodology (the assessment should include very little summary, if any). The articles may be on any topic from a psychological journal that interests you. Each critique is worth 25 points (for a total of 75 points). These **must** be submitted as hard copies (e-mailed copies must be approved before-hand). The font must be 12-point Times New Roman and the margins must be 1 inch on the top, bottom, left, and right of the page.

**Interview Paper:** This paper is designed to enhance your critical thinking skills, to improve both verbal and oral communication skills, to see how the material covered in class applies to a real-world setting, and to give you a taste of what you may experience in a future career by interviewing a professional in your respective field of interest. The following are basic instructions, but more detailed grading criteria will be given to you in the near future. **(1)** Choose an individual to interview in a professional career in which you are interested **(2)** Choose a few

topics (**avoid choosing too narrow or too broad of topics**) from the course that relate to that career (3) Develop questions to ask the individual concerning those topics. You will have a great deal of autonomy in these assignments as you will develop the questions you ask, but make sure that your questions both help you get the answers you desire **and** incorporate the material learned in class concerning your topic. Ask questions that will elicit answers **about** the topic, but avoid mentioning the specific terms you have learned in class. Your instructor will work with you in developing these questions. (4) Interview the individual and take notes as you do so. (5) Write a carefully constructed paper about your topics and career of interest using your interviewee's responses. Your paper should open with a brief paragraph about your topics, and then you should touch on (briefly) how the person you interviewed relates to those topics and career. The bulk of the paper should then discuss the topics you have chosen and also explain the relationship of those topics with your career interest while incorporating your interviewee's responses throughout. Explain how these responses to your questions demonstrate (or oppose) material that you have learned in class and how the responses relate to your career of interest. In short, use the responses to show what is in-line with what you've learned and what, if any, opposes what you've learned in class and how those responses relate to your career of interest. (6) Submit the questions you asked and your paper (you do **not** need to submit the full response that the interviewee gave to each question.) **WARNING: Do not just type in quotes verbatim and/or just list the questions and the interviewee's responses.** The paper is to be written in a formal-style (APA format). You may quote the individual occasionally, but do not use long quotes. **You will be graded on how well you can summarize their responses and incorporate those responses into the topic you are discussing.** Every paper should be written in third-person (i.e., avoid using terms such as "I", "we", "us", "me", etc.). Each paper should be **at least 5 FULL pages in length and should not exceed 7 pages (double-spaced)**. The papers will be graded on grammar, APA format, length, content, organization, structure, and how well-developed the questions are that you ask. These **must** be submitted as hard copies (e-mailed copies must be pre-approved by your instructor, otherwise they will NOT be accepted). The paper is worth 100 points.

Participation: It is expected that students will attend class and is also expected that students will have come to class having read the chapters assigned for that day. It is to your advantage to attend class and read the assigned chapters as much of the material covered in class will be what is tested. Anything that is discussed in class and not mentioned in the text is fair game for the exams, and everything in the text is also fair game for the exams as not everything will be discussed in class. It is assumed that students will read all the course material and attend classes. Some of the test questions will come from in-class only and some will come from the text only. Occasionally, media clips may be used to illustrate points and may possibly appear on exams. Students are encouraged to discuss topics in class, ask questions, and participate in any other way that will help encourage a learning environment for all of the students and the teacher. Class participation is highly encouraged. If a student misses class, it is the **student's** responsibility to find out what he/she missed from fellow students or from his/her instructor. Also, it is the student's responsibility to check Blackboard often and make sure that entries are correct. Do **not** wait until the end of the semester to discuss missed tests or missed assignments that occurred earlier in the semester or any other mistakes that should have been taken care of earlier in the semester because it may be too late to correct certain issues.

Late Work: The journal critiques will be accepted up to 5 days late with a 2 point deduction for each school day that each is late. After 5 days, these assignments will NOT be accepted. The **interview paper** will be accepted after the due date for up to 5 school days, but with a 10 point

deduction for each day it is late. It is the student's responsibility to notify me/keep me informed via phone or e-mail if he/she has extenuating circumstances that keep him/her from turning the interview paper in on time and this notification needs to occur either on the due date or in the immediate future when the student is able to do so. Any of these assignments may be turned in early if you know you will be gone. Regarding the final exam, university policy does not allow for students to take the final early. If a student wishes to take an incomplete for the course, he/she must meet the university criteria for doing so. Please see <http://saas.byu.edu/registrar/records/incompletes.php> for more info. regarding this policy.

Extra Credit: Students may earn up to 10 points extra credit for the course. Of these 10 points, 4 points will come from completing the on-line ratings at the end of the semester. The other 6 points will come from participation in research studies announced in class or posted on the SONA system (byu.sona-systems.com). Students will be given 1 point extra credit for every 15 minutes of research they participate in, up to 6 points. It is the **student's responsibility** to notify me of their participation in these projects immediately after his/her participation (one/two days). To notify your instructor, send an e-mail with your name, the name of the study, the investigator's name, the *estimated* time the study was supposed to take, the *actual* time it took you to participate, and whether the study was online or one you had to attend on campus.

**Point Breakdown:**

Exams (3 @ 50 points)	150 points	<b>TOTAL: 325 points</b>
Journal Critiques (3 @ 25 points)	75 points	
Interview Paper (1 @ 100 points)	100 points	

**Class Schedule: (this schedule is tentative and is subject to change)**

Jan. 6	Syllabus/Intro./Chapter 1
Jan. 13	Chapter 1
Jan. 20	Chapter 2
Jan. 27	Chapter 3/ <b>Journal Critique #1 due</b>
Feb. 3	Chapter 4
	<b>Exam 1 (Chs. 1-4)/Wed., Feb. 4-Mon., Feb. 9 by 3 p.m. (late day) HGB</b>
Feb. 10	Chapter 5
Feb. 17	<b>No class—Monday Class Instruction</b>
Feb. 24	Chapter 6/ <b>Journal Critique #2 due</b>
Mar. 3	Chapter 7
Mar. 10	Chapter 8
	<b>Exam 2 (Chs. 5-8)/Wed., Mar. 11-Mon., Mar. 16 by 3 p.m. (late day) HGB</b>
Mar. 17	Chapter 9
Mar. 24	Chapter 10/ <b>Journal Critique #3 due</b>
Mar. 31	Chapter 11

Apr. 7 Chapter 12/**Final Interview Paper due**

Apr. 14 Chapter 13

Apr. 15-16 **Reading Days**

**The final exam will cover Chs. 9-13 and the time will be announced as soon as possible.**

### **Honor Code**

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. 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 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 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>.