

Psychology 111, Section 008
General Psychology
Thursday 4:00 to 6:30 p.m., 323 MARB

Graduate Student Lecturer: Brandon Roberg

Office: 1151 SWKT E-mail: robergb@yahoo.com (best way to contact me)

Office hours: Tuesday/Thursday 3:00-4:00 by appointment

Required Text: *Psychology*, 1st Edition

By: Daniel L. Schacter, Daniel T. Gilbert, and Daniel M. Wegner

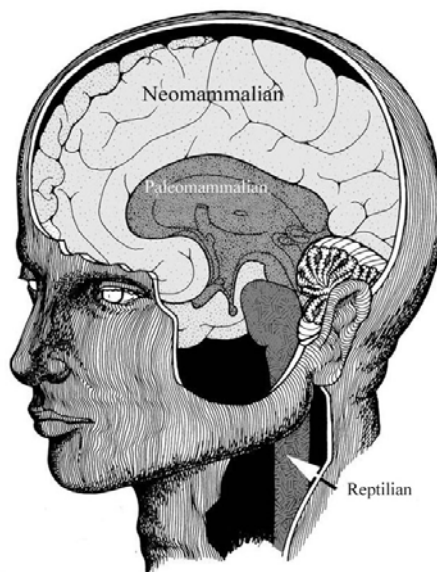
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This course is designed to provide students with an overview of psychological theory and research. The goal is to familiarize students with the basic ideas of psychology and how to use these ideas to understand human behavior and psychological processes. While this course views human psychology from an evolutionary perspective, it does not advocate a morality based on evolution, but rather exposes students to a way of viewing human and animal psychology. It is expected that students will be able to identify and critically evaluate these theories and discuss their implications.

Course Objectives

- 1) To learn about psychology by reading the material, attending lectures, participating in conversation, and answering questions about the material.
- 2) To be able to weigh evidence, tolerate ambiguity, and critically think about concepts and claims that perhaps differ from your own.
- 3) To be able to integrate psychological explanations into your knowledge of humanity in a coherent way.
- 4) To learn about the interplay between genetics, the environment, and chance and how these phenomena affect the brain, behavior and human experience.
- 5) To examine personal values and belief systems in light of the subject matter of the course.



January 8th	Psychology: The Evolution of a Science	Chapter 1 Readings should be completed before class on the day listed.
January 15th	Neuroscience and Behavior	Chapter 3
January 22nd	Sensation and Perception	Chapter 4
January 23rd - 28th	January, 23rd Friday-Wednesday, 28th In the testing center	Exam 1 covering chapters 1 & 3-4
January 29th	Memory	Chapter 5
February 5th	Learning	Chapter 6
February 12th	Language and Thought	Chapter 7
February 19th	Consciousness	Chapter 8
February 20th - 25th	February, 20th Friday-Wednesday, 25th In the testing center	Midterm/Exam 2 covering chapters 5-8 and sprinkles of 1 & 3-4
February 26th	Intelligence	Chapter 9
March 5th	Emotion and Motivation	Chapter 10
March 12th	Development	Chapter 11
March 13th - 18th	March, 13th Friday-Wednesday, 18th In the testing center	Exam 3 covering chapters 9-11
March 19th	Psychological Disorders	Chapter 13
March 26th	Treatment of Psychological Disorders	Chapter 14
April 2nd	Stress and Health	Chapter 15
April 9th	Social Psychology	Chapter 16
April 17th-22nd	April, 17th Friday – Wednesday, April 22nd In the testing center	Final/Exam 4 covering chapters 13-16 and sprinkles of 9-11

Course Requirements

1. Exams 1 and 3 will be worth 150 points each (300 points total)
2. Midterm/Exam 2 and Final/Exam 4 will be worth 200 points each (400 points total)
3. There are 4 in-class random quizzes that are worth 50 points each (200 points total). Your lowest score is converted to 50 points.
4. There are 2 issues in psychology papers that are worth 50 points each (100 points total). You may turn them in at any class period before April. No papers will be accepted in April. You should keep track of your grades on Blackboard.

1000 Total Points possible

Exams, Midterm and Final

The exams will consist of multiple choice items and will be based heavily on lecture material, emphasized portions of the reading, and the reading conceptually. The best way to prepare for any exam, midterm or final is to attend the lectures and do the readings.

In-Class Random Quizzes

These will be short quizzes based on the day's readings that will be peer-graded and collected in class. Your lowest score will be converted to full credit.

Issue Papers

For each of the two papers, you may pick any topic from the text and write a 2 page double spaced paper on the future of this topic. You may address questions such as, Is this topic controversial within the field? Will this topic still be important to psychology in 20 years? What are the current directions of research in this topic? You must cite at least 3 references from peer-reviewed journals. Also, the articles you select need to be post 2005 publications. Papers should be in APA format for the in-text citations and reference page; 12 point font and 1 inch margins.

Extra Credit

Up to 20 points of extra credit may be earned. There are four options for extra credit due by the last day of class. Five additional points of extra credit may also be earned by completing the student ratings.

- 1) Compose a 3- to 4-page, double-spaced review paper of a significant topic from the reading, lecture or classroom discussion. You must include at least 6 references, and 3 of them must be post-2006. Up to 20 points may be earned.
- 2) Compose a 4- to 5-page, double spaced paper addressing the following questions. What are three reasons that a religious person may be critical of modern evolutionary synthesis theory? What are three reasons that a secular scientist may be critical of modern evolutionary synthesis theory? What are your personal views of these six criticisms? I am not looking for a particular answer with the last question and you will not be graded down for agreeing or disagreeing with any particular criticism. The goal of the last question is to help you formulate your ideas about evolution (specifically evolutionary psychology) so that you will be able to explain your ideas to others. Up to 20 points may be earned.
- 3) Be a research subject in a psychological experiment and do 30 minutes of manual volunteer service on your own (e. g., pick up trash around your neighborhood or shovel snow for someone). This volunteer work must be on your own and not part of a ward activity or to fulfill some other function. Email me when you have completed both of these task with a detailed description of what you did. Up to 20 points may be earned.
- 4) 5 points can be earned by completing the student ratings at the end of the semester.

Grading

Grades will be assigned on the following basis:

940-1000 points A	730-769 C
900-939 A-	700-729 C-
870-899 B+	670-699 D+
830-869 B	630-669 D
800-829 B-	600-629 D-
770-799 C+	000-599 E

Late Work

Generally, make-up exams will not be given. If you are ill, you need to notify me by e-mail (robergb@yahoo.com) in advance of the exam. Make-up exams will be given only if you provide a note from a physician or the Health Center. If you are on a BYU team or in a club or ensemble, etc., you should submit formal notification indicating the days you will be missing prior to the actual days missed.

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 instructor 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, fabrication, and falsification.

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>.